Monday 7 June 2017 – Afternoon
A2 GCE PSYCHOLOGY
G543/01 Options in Applied Psychology

INSTRUCTIONS TO CANDIDATES
• Read each question carefully. Make sure you know what you have to do before starting your answer.
• Answer four questions in total: two questions from two options only.
• Write your answers in the Answer Booklet. The question numbers must be clearly shown.
• Write your name, centre number and candidate number in the spaces provided on the front of the Answer Booklet.

INFORMATION FOR CANDIDATES
• The number of marks is given in brackets [ ] at the end of each question or part question.
• The total number of marks for this paper is 100.
• This paper contains questions on the following four options:
  - Forensic Psychology
  - Health and Clinical Psychology
  - Psychology of Sport and Exercise
  - Psychology of Education
• Quality of written communication is assessed throughout this paper.
Candidates should:
  (i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
  (ii) select and use a form and style of writing appropriate to purpose and to complex subject matter;
  (iii) organise information clearly and coherently, using specialist vocabulary when appropriate.
• This document consists of 8 pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR
• Do not send this Question Paper for marking; it should be retained in the centre or recycled. Please contact OCR Copyright should you wish to re-use this document.
You must answer two questions from one option and two questions from another option.

Forensic Psychology

1 (a) Describe research into brain dysfunction as a cause of criminal behaviour. [10]

(b) To what extent are biological explanations of why people turn to crime deterministic? [15]

2 (a) Describe one way of detecting lies when interviewing suspects. [10]

(b) Evaluate the methodology used in research into interviewing suspects. [15]

3 (a) What have psychologists learned about majority influence in relation to juries reaching a verdict in court? [10]

(b) Discuss the usefulness of research into reaching a verdict. [15]

4 (a) How do planned behaviours affect future behaviour once freed from jail? [10]

(b) Assess the ecological validity of research into imprisonment. [15]
You must answer two questions from one option and two questions from another option.

**Health and Clinical Psychology**

5  (a) Outline a cognitive explanation for non-adherence to medical regimes. [10]
    (b) Assess the usefulness of research into adherence to medical regimes. [15]

6  (a) Describe research into life events or daily hassles as a cause of stress. [10]
    (b) Evaluate the limitations of research into causes of stress. [15]

7  (a) Outline cognitive treatment for dysfunctional behaviour. [10]
    (b) Assess the effectiveness of treatment of dysfunctional behaviour. [15]

8  (a) How can a psychotic disorder be identified? Use a specific example. [10]
    (b) To what extent can the identification of characteristics of mental disorders be considered ethnocentric? [15]
You must answer two questions from one option and two questions from another option.

**Psychology of Sport and Exercise**

9 (a) Outline how personality has been measured in sports research. [10]

(b) Assess the reliability of research into personality in sport. [15]

10 (a) What is achievement motivation in a sporting context? [10]

(b) Discuss difficulties of conducting research into motivation in sport. [15]

11 (a) What does sports psychology tell us about imagery in sport? [10]

(b) Evaluate the use of qualitative and quantitative data when researching self-confidence and imagery in sport. [15]

12 (a) Describe how one theory of exercise and mental health applies to sport and exercise. [10]

(b) Evaluate limitations of research into exercise and mental health. [15]
You must answer two questions from one option and two questions from another option.

Psychology of Education

13 (a) Describe how discovery learning can be used in the classroom. [10]

(b) Discuss the validity of research into personal approaches to teaching. [15]

14 (a) What have psychologists learned about ability grouping and its implications for educational engagement? [10]

(b) Assess the usefulness of strategies for encouraging educational engagement. [15]

15 (a) Describe research into moral development and the implication for social rules in education. [10]

(b) Evaluate limitations of research into personal and social development. [15]

16 (a) What have comparisons of teacher/student communications shown about student-teacher social interactions? [10]

(b) Discuss the ethics of research into student-teacher social interactions. [15]

END OF QUESTION PAPER