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Sample Question Paper

A Level Psychology

H569/03 Applied psychology

Time allowed: 2 hours



You must have:

- the OCR 12-page Answer Booklet



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions in Sections A and B.
- Choose **one** option in Section C and answer **both** parts of the question for that option.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **8** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

Mental health

- 1 Describe **one** definition of abnormality **and** support your answer with an example. [3]
- 2 Explain **one** weakness of drug treatment for one specific disorder (depression, phobias or schizophrenia). [3]
- 3 Charlie is behaving in a way that people regard as strange. Whatever events happen in Charlie's life, they do not seem to affect Charlie's mood. Charlie remains constantly happy and excited.
- (a) Explain how **one** of the historical views of mental illness might explain Charlie's behaviour. [3]
- (b) Explain **one** way the medical model might explain Charlie's behaviour. [3]
- 4 Describe **two** ways in which the key study by Watson and Raynor (1920) could have been improved. [6]
- 5* Discuss the psychology as a science debate in relation to the topic of alternatives to the medical model. [12]

Section B**Criminal psychology**

- 6 Layla is the governor of a prison. She is concerned that too many of the inmates released from her prison go on to reoffend.

Explain how restorative justice could be used in Layla's prison to reduce reoffending by inmates released from her prison.

[6]

- 7 Explain **one** similarity **and one** difference between the use of imprisonment and non-custodial punishment as responses to criminal behaviour.

[6]

- 8 Explain **two** ways in which the key research by Raine et al. (1997) can be related to the freewill-determinism debate.

[6]

- 9* Discuss the validity of research into psychology in the courtroom.

Use examples from appropriate psychological research to support your answer.

[12]

Section C

Choose **one** option and answer **both** parts of the question in that option.

OPTION 1**Child psychology**

10

- (a) Alex has been studying child psychology and needs to conduct a practical investigation for their final project at university. They want to understand reasons for the development of attachment between babies and their primary caregivers.

Using your knowledge of research into attachment, explain how Alex could investigate the development of attachment between babies and their primary caregivers. [8]

- (b)* Discuss the issue of sampling bias in research into the development of attachment.

Use examples from appropriate psychological research to support your answer. [12]

OPTION 2**Environmental psychology**

11

- (a) Jamal works for the local council and wants to encourage more people in the town to recycle. In order to do this, he needs to understand why recycling rates are low. Jamal has given an environmental psychologist the task of conducting research into this.

Using your knowledge of research into recycling behaviours, explain how the psychologist could investigate factors which influence the tendency of local residents to recycle. [8]

- (b)* Discuss the individual-situational explanations debate in relation to the topic of recycling and other conservation behaviours.

Use examples from appropriate psychological research to support your answer. [12]

OPTION 3**Sport and exercise psychology**

12

- (a) Beth is the coach of a rugby team. It is halfway through the season and they have lost every match they've played. Some of the girls in the team are beginning to lose interest in the sport.

Explain **two** strategies for motivating athletes that a psychologist might suggest to Beth. [8]

- (b)* Discuss the reliability of research into motivation in sport.

Use examples from appropriate psychological research to support your answer. [12]

END OF QUESTION PAPER

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Sample Mark Scheme

A Level Psychology H569/03 Applied psychology

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

Version: **Sample**

This document has 19 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.

3. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

4. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
5. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
6. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

7. Subject Specific Marking Instructions

Section A: Mental health

Q1: Describe one definition of abnormality and support your answer with an example. (3 marks)	
Marking Criteria (AO1 x 2, AO2 x 1)	Guidance
3 marks: One definition of abnormality identified, described in detail and supported with a relevant example.	<p>Candidates can be expected to describe any one of the four definitions of abnormality:</p> <ul style="list-style-type: none"> ▪ Deviation from social norms – where behaviour does not align with societal expectations of ‘normality’, e.g. wearing swimwear to work in an office would be viewed as abnormal. ▪ Failure to function adequately – not being able to cope with everyday living indicates abnormality, e.g. not being able to get up to go out to work, not being able to maintain good self-care, unable to have meaningful relationships, etc. ▪ Statistical infrequency – behaviours that occur infrequently as classed as abnormal, e.g. hearing voices is not something experienced by people frequently – it is statistically uncommon. ▪ Deviation from ideal mental health – absence of any of the characteristics that allow an individual to feel happy and free of distress, e.g. high self-esteem, personal growth, integration, autonomy, accurate perception of reality. The absence of any one of these indicates abnormality.
2 marks: One definition of abnormality identified and briefly described OR one definition of abnormality identified and supported with a relevant example.	
1 mark: One definition of abnormality identified.	
0 marks: No creditworthy response.	

Q2: Explain one weakness of drug treatment for one specific disorder (depression, phobias or schizophrenia). (3 marks)	
Marking Criteria (AO2 x 1, AO3 x 2)	Guidance
3 marks: Relevant weakness identified and explained in detail in the context of treatment for one of the named disorders.	<p><u>Possible weaknesses could include:</u></p> <ul style="list-style-type: none"> ▪ Ethical concerns e.g. side effects, limited ability to withdraw once drug treatment has started, some patients with severe mental ill health may not have the capacity to consent to drug treatment. ▪ Increased tolerance could lead to increased dosage – potential for addiction/overdose. ▪ Limited effectiveness when used alone – effectiveness is increased if used in combination with non-biological treatment such as therapeutic treatments. ▪ Any other relevant weakness.
2 marks: Relevant weakness identified and briefly explained in the context of treatment for one of the named disorders.	
1 mark: Relevant weakness identified in the context of treatment for one of the named disorders.	
0 marks: No creditworthy response.	

<p>Q3(a): Charlie is behaving in a way that people regard as strange. Whatever events happen in Charlie's life, they do not seem to affect Charlie's mood. Charlie remains constantly happy and excited. Explain how one of the historical views of mental illness might explain Charlie's behaviour. (3 marks)</p>	
Marking Criteria (AO1 x 2, AO2 x 1)	Guidance
3 marks: One historical view identified and explained in detail in the context of Charlie's behaviour.	Candidates will demonstrate knowledge and understanding through accurate reference to one of the historical views of mental illness (humoural, supernatural, or hospital movement). Candidates are required to <i>apply</i> the historical view of mental illness to explain Charlie's behaviour. For example, reference could be made to imbalance in the four humours, to Charlie being possessed by evil spirits, etc.
2 marks: One historical view identified, and briefly explained in the context of Charlie's behaviour.	
1 mark: One historical view identified, but NEITHER explained in the context of Charlie's behaviour NOR with the historical view developed/elaborated.	
0 marks: No creditworthy response.	

<p>Q3(b): Charlie is behaving in a way that people regard as strange. Whatever events happen in Charlie's life, they do not seem to affect Charlie's mood. Charlie remains constantly happy and excited. Explain one way the medical model might explain Charlie's behaviour. (3 marks)</p>	
Marking Criteria (AO1 x 2, AO2 x 1)	Guidance
3 marks: One explanation from the medical model identified and explained in detail in the context of Charlie's behaviour.	Candidates will demonstrate knowledge and understanding through accurate reference to one of the medical model explanations of mental illness (i.e. biochemical; genetic; or brain abnormality). Candidates are required to <i>apply</i> their chosen medical model explanation to make sense of Charlie's behaviour. For example, reference could be made to biochemical imbalance within the brain or to genetic inheritance.
2 marks: One explanation from the medical model identified, and briefly explained in the context of Charlie's behaviour.	
1 mark: One explanation from the medical model identified, but NEITHER explained in the context of Charlie's behaviour NOR with the historical view developed/elaborated.	
0 marks: No creditworthy response.	

Q4: Describe two ways in which the key study by Watson and Raynor (1920) could have been improved. (6 marks) [3+3]	
Marking Criteria (AO3 x 6)	Guidance
For each suggestion:	<u>Improvements could relate to:</u>
3 marks: An appropriate suggested improvement is identified and explained in detail in relation to the Watson and Raynor study.	<ul style="list-style-type: none"> ▪ Validity ▪ Reliability ▪ Ethics ▪ Generalisability ▪ Any other relevant improvement.
2 marks: An appropriate suggested improvement is identified and briefly explained in relation to the Watson and Raynor study.	
1 mark: An appropriate suggested improvement is identified.	
0 marks: No creditworthy response.	

Q5*: Discuss the psychology as a science debate in relation to the topic of alternatives to the medical model. (12 marks)				
Level	Marking Criteria (AO1 x 4)	Level	Marking Criteria (AO3 x 8)	Guidance
Level 4 (4 marks)	The response demonstrates excellent relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is accurate and detailed. There is effective use of supporting examples from psychological research.	Level 4 (7–8 marks)	The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i>	<p>In discussing the psychology as a science debate in relation to the topic of alternatives to the medical model, candidates can be expected to explore ways in which the topic may show evidence of being scientific and also of not being scientific.</p> <p>Relevant points could centre on:</p> <ul style="list-style-type: none"> ▪ Alternatives to the medical model being less scientific than the medical model where scientific equipment and objective measures can be used (e.g. MRI scans to detect brain abnormality). ▪ The possibility of establishing causality (e.g., classical conditioning, Little Albert). ▪ Psychodynamic explanations being hard to falsify; reliance on self-report (e.g., for cognitions). ▪ The extent to which there is empirical research evidence to support the explanations. ▪ The nature of the research that might lend support to them (e.g. case studies, as opposed to controlled experiments). ▪ Any other appropriate point.
Level 3 (3 marks)	The response demonstrates good relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is generally accurate and reasonably detailed. There is reasonable use of supporting examples from psychological research.	Level 3 (5–6 marks)	The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/appropriate and supported by some evidence.</i>	
Level 2 (2 marks)	The response demonstrates limited relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may be partially accurate with limited detail. There is limited use of supporting examples from psychological research.	Level 2 (3–4 marks)	The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes appropriate.</i>	
Level 1 (1 mark)	The response demonstrates basic relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may have inaccuracies and limited if any detail. There is very limited, if any, use of supporting examples from psychological research.	Level 1 (1–2 marks)	The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>	
0 marks	No creditworthy response.	0 marks	No creditworthy response.	

Section B: Criminal psychology

Q6: Layla is the governor of a prison. She is concerned that too many of the inmates released from her prison go on to reoffend. Explain how restorative justice could be used in Layla's prison to reduce reoffending by inmates released from her prison. (6 marks) [4+2]		
Marking Criteria (AO1 x 4, AO2 x 2)		Guidance
5–6 marks: Restorative justice is clearly explained in detail showing good knowledge and understanding. The answer is explicitly related to the context of the question.		<p>For AO1 marks, answers can be expected to show understanding of what restorative justice involves (facilitated conference), who would be involved in it (offenders and victim plus facilitators), how/where it would be conducted, etc.</p> <p>For AO2 marks, the description should be applied to the scenario in the question (i.e. to how restorative justice could operate within a custodial context).</p>
3–4 marks: Restorative justice is explained with some detail, showing reasonable knowledge and understanding. The answer is mainly related to the context of the question.	OR Restorative justice is clearly explained in detail showing good knowledge and understanding BUT not related to the context of the question.	
1–2 marks: Suggested strategy is explained with little detail showing limited knowledge and understanding. The answer may not be related to the context of the question.		
0 marks: No creditworthy response.		

Q7: Explain one similarity and one difference between the use of imprisonment and non-custodial punishment as responses to criminal behaviour. (6 marks) [3+3]	
Marking Criteria (AO1 x 2, AO2 x 4)	Guidance
For each point:	<u>Relevant points of comparison could focus on:</u>
1 mark: Relevant similarity or difference identified.	<ul style="list-style-type: none"> ▪ The range of crimes they can be used with ▪ Success at reducing reoffending ▪ Financial cost of the response ▪ Public perception of them
1 mark: Explanation of the similarity/difference given through relevant supporting detail or example in relation to imprisonment.	<ul style="list-style-type: none"> ▪ Impact on the offender's family ▪ They both impact your liberty. ▪ Any other appropriate point of comparison.
1 mark: Explanation of the similarity/difference given through relevant supporting detail or example in relation to non-custodial punishment.	<p>NB. The question asks about 'the use of' imprisonment and non-custodial punishment. Therefore, do not credit responses that simply describe what each of these are (e.g. imprisonment means you go to prison and non-custodial means you don't go to prison).</p>
0 marks: No creditworthy response.	

Q8: Explain two ways in which the key research by Raine et al (1997) can be related to the freewill-determinism debate. (6 marks) [3+3]	
Marking Criteria (AO1 x 2, AO2 x 4)	Guidance
For each point made:	<u>Relevant points could include:</u>
1 mark: Understanding of the freewill-determinism debate shown.	<ul style="list-style-type: none"> ▪ Suggests determinism through the idea of levels of activity in different regions of the brain (e.g. the amygdala) causing changes in behaviour. ▪ Suggests determinism through the highly controlled way the study was designed and how this helped to isolate differences in brain activity among the NGRI group.
1 mark: Applying understanding of the freewill-determinism debate to Raine et al.'s study by providing a relevant example of how this was reflected in this study.	<ul style="list-style-type: none"> ▪ Suggests determinism through the comparison to a semi-matched control group.
1 mark: Link between the Raine et al. study and the freewill-determinism debate clearly explained.	<ul style="list-style-type: none"> ▪ Challenges determinism because Raine himself stresses that the findings cannot be taken to show that violence is caused by biology alone. ▪ Challenges determinism because regions of the brain don't operate in isolation from other regions of the brain or from wider social or environmental considerations.
0 marks: No creditworthy response.	<ul style="list-style-type: none"> ▪ Any other appropriate point.

Q9*: Discuss the validity of research into psychology in the courtroom. Use examples from appropriate psychological research to support your answer. (12 marks)				
Level	Marking Criteria (AO1 x 4)	Level	Marking Criteria (AO3 x 8)	Guidance
Level 4 (4 marks)	The response demonstrates excellent relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is accurate and detailed. There is effective use of supporting examples from psychological research.	Level 4 (7–8 marks)	The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i>	<p>In discussing the validity of research into in the courtroom, candidates can be expected to explore ways in which such research may lack validity as well as ways in which it may be valid.</p> <p><u>Relevant points could centre on</u></p> <ul style="list-style-type: none"> ▪ Ecological validity (e.g. how mock trial research doesn't reflect 'real life' – lack of emotion, lack of consequences, short trial times, evidence not presented by live witnesses, etc.) ▪ Population validity – research tends to make use of student samples which don't reflect the diversity of a real jury. ▪ Control of extraneous variables increases internal validity. ▪ Use of self-report to collect data decreases validity. ▪ Experimental designs (e.g. how order effects, demand characteristics, etc. can reduce validity) ▪ Any other appropriate point.
Level 3 (3 marks)	The response demonstrates good relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is generally accurate and reasonably detailed. There is reasonable use of supporting examples from psychological research.	Level 3 (5–6 marks)	The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/appropriate and supported by some evidence.</i>	
Level 2 (2 marks)	The response demonstrates limited relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may be partially accurate with limited detail. There is limited use of supporting examples from psychological research.	Level 2 (3–4 marks)	The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes appropriate.</i>	
Level 1 (1 mark)	The response demonstrates basic relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may have inaccuracies and limited if any detail. There is very limited, if any, use of supporting examples from psychological research.	Level 1 (1–2 marks)	The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>	
0 marks	No creditworthy response.	0 marks	No creditworthy response.	

Section C: Child psychology

<p>Q10(a): Alex has been studying child psychology and needs to conduct a practical investigation for their final project at university. They want to understand reasons for the development of attachment between babies and their primary caregivers.</p> <p>Using your knowledge of research into attachment, explain how Alex could investigate the development of attachment between babies and their primary caregivers.</p> <p>(8 marks)</p>		
Level	Marking Criteria (AO1 x 4, AO2 x 4)	Guidance
<p>Level 4</p> <p>(7–8 marks)</p>	<ul style="list-style-type: none"> ▪ The designed investigation demonstrates excellent knowledge and understanding of scientific ideas, processes, techniques and procedures and the topic under investigation. ▪ This knowledge and understanding is applied to the theoretical design of a practical investigation, with clear and detailed explanation of the design given in the context of the given scenario throughout. ▪ The study should be explicitly conducted within ethical guidelines. 	<p>Candidates are expected to design a piece of empirical research.</p> <p>Reference can be expected to be made to the research method, sampling method, etc.</p>
<p>Level 3</p> <p>(5–6 marks)</p>	<ul style="list-style-type: none"> ▪ The designed investigation demonstrates good knowledge and understanding of scientific ideas, processes, techniques and procedures and the topic under investigation. ▪ This knowledge and understanding is applied to the theoretical design of a practical investigation, with explanation of the design given in reasonable detail and in the context of the given scenario throughout. ▪ The study should be conducted within ethical guidelines (which may be implicit). 	<p>Depending on the research method chosen (e.g., experiment, correlation, self-report, or observation), details that are appropriate to that method can be expected to be outlined, such as IV, DV, controls, type(s) of observation, etc.</p>
<p>Level 2</p> <p>(3–4 marks)</p>	<ul style="list-style-type: none"> ▪ The designed investigation demonstrates limited knowledge and understanding of scientific ideas, processes, techniques and procedures and the topic under investigation. ▪ This knowledge and understanding is applied to the theoretical design of a practical investigation, with explanation of the design given in limited detail and may not be in the context of the given scenario throughout. ▪ The study should be conducted within ethical guidelines (which may be implicit). 	<p>Whichever method is chosen, it should be relevant to the topic of development of attachment and outlined in this context.</p>
<p>Level 1</p> <p>(1–2 marks)</p>	<ul style="list-style-type: none"> ▪ The designed investigation demonstrates basic knowledge and understanding of scientific ideas, processes, techniques and procedures and the topic under investigation. ▪ This knowledge and understanding is applied to the theoretical design of a practical investigation, with explanation of the design given with minimal detail and may not be in the context of the given scenario throughout. 	
<p>0 marks</p>	<p>No creditworthy response.</p>	

Q10(b)*: Discuss the issue of sampling bias in research into the development of attachment. Use examples from appropriate psychological research to support your answer. (12 marks)				
Level	Marking Criteria (AO1 x 4)	Level	Marking Criteria (AO3 x 8)	Guidance
Level 4 (4 marks)	The response demonstrates excellent relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is accurate and detailed. There is effective use of supporting examples from psychological research.	Level 4 (7–8 marks)	The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i>	<p>In discussing sampling bias in research into development of attachment, candidates can be expected to explore ways in which sampling bias may be a problem as well as ways in which it may not be a problem.</p> <p><u>Relevant points could centre on:</u></p> <ul style="list-style-type: none"> ▪ Different aspects of samples in research studies (e.g. socio-economic status, age, gender, nationality, ethnicity, species, etc.) and the extent to which this allows the results of research to be widely generalised. E.g. whether the use of animals in early attachment studies allows conclusions to be made about human children and their mothers. ▪ Arguments relating to ethnocentrism and whether the qualitative nature of attachments between different cultures is considered in most western research into attachment. ▪ Whether sampling methods (e.g. opportunity) lead to biased samples. ▪ Research that uses longitudinal methods and whether participant attrition has resulted in biased samples. ▪ Any other appropriate point.
Level 3 (3 marks)	The response demonstrates good relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is generally accurate and reasonably detailed. There is reasonable use of supporting examples from psychological research.	Level 3 (5–6 marks)	The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i>	
Level 2 (2 marks)	The response demonstrates limited relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may be partially accurate with limited detail. There is limited use of supporting examples from psychological research.	Level 2 (3–4 marks)	The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes appropriate.</i>	
Level 1 (1 mark)	The response demonstrates basic relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may have inaccuracies and limited if any detail. There is very limited, if any, use of supporting examples from psychological research.	Level 1 (1–2 marks)	The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>	
0 marks	No creditworthy response.	0 marks	No creditworthy response.	

Section C: Environmental psychology

Q11(a): Jamal works for the local council and wants to encourage more people in the town to recycle. In order to do this, he needs to understand why recycling rates are low. Jamal has given an environmental psychologist the task of conducting research into this. Using your knowledge of research into recycling behaviours, explain how the psychologist could investigate factors which influence the tendency of local residents to recycle. (8 marks)		
Level	Marking Criteria (AO1 x 4, AO2 x 4)	Guidance
Level 4 (7–8 marks)	<ul style="list-style-type: none"> ▪ The designed investigation demonstrates excellent knowledge and understanding of scientific ideas, processes, techniques and procedures and the topic under investigation. ▪ This knowledge and understanding is applied to the theoretical design of a practical investigation, with clear and detailed explanation of the design given in the context of the given scenario throughout. ▪ The study should be explicitly conducted within ethical guidelines. 	<p>Candidates are expected to design a piece of empirical research.</p> <p>Reference can be expected to be made to the research method, sampling method, etc.</p>
Level 3 (5–6 marks)	<ul style="list-style-type: none"> ▪ The designed investigation demonstrates good knowledge and understanding of scientific ideas, processes, techniques and procedures and the topic under investigation. ▪ This knowledge and understanding is applied to the theoretical design of a practical investigation, with explanation of the design given in reasonable detail and in the context of the given scenario throughout. ▪ The study should be conducted within ethical guidelines (which may be implicit). 	<p>Depending on the research method chosen (e.g., experiment, correlation, self-report, or observation), details that are appropriate to that method can be expected to be outlined, such as IV, DV, controls, type(s) of observation, etc.</p>
Level 2 (3–4 marks)	<ul style="list-style-type: none"> ▪ The designed investigation demonstrates limited knowledge and understanding of scientific ideas, processes, techniques and procedures and the topic under investigation. ▪ This knowledge and understanding is applied to the theoretical design of a practical investigation, with explanation of the design given in limited detail and may not be in the context of the given scenario throughout. ▪ The study should be conducted within ethical guidelines (which may be implicit). 	<p>Whichever method is chosen, it should be relevant to the topic of recycling and outlined in this context.</p>
Level 1 (1–2 marks)	<ul style="list-style-type: none"> ▪ The designed investigation demonstrates basic knowledge and understanding of scientific ideas, processes, techniques and procedures and the topic under investigation. ▪ This knowledge and understanding is applied to the theoretical design of a practical investigation, with explanation of the design given with minimal detail and may not be in the context of the given scenario throughout. 	
0 marks	No creditworthy response.	

Q11(b)*: Discuss the individual-situational explanations debate in relation to the topic of recycling and other conservation behaviours. Use examples from appropriate psychological research to support your answer. (12 marks)				
Level	Marking Criteria (AO1 x 4)	Level	Marking Criteria (AO3 x 8)	Guidance
Level 4 (4 marks)	The response demonstrates excellent relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is accurate and detailed. There is effective use of supporting examples from psychological research.	Level 4 (7–8 marks)	The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i>	<p>In discussing the individual-situational explanations debate in relation to the topic of recycling and other conservation behaviours, candidates can be expected to explore evidence of both situational and individual explanations.</p> <p><u>Support for situational explanations could come from:</u></p> <ul style="list-style-type: none"> ▪ The impact of prompts ▪ Feedback ▪ Bottle deposit schemes ▪ Apparent social norms ▪ Any other appropriate point <p><u>Individual explanations could centre on:</u></p> <ul style="list-style-type: none"> ▪ Knowledge deficits ▪ Attitudes ▪ Values ▪ Feelings of self-efficacy ▪ Any other appropriate point <p>Answers can be broadened out from recycling to other conservation behaviours. Any relevant piece of research can be used to support the points being made.</p>
Level 3 (3 marks)	The response demonstrates good relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is generally accurate and reasonably detailed. There is reasonable use of supporting examples from psychological research.	Level 3 (5–6 marks)	The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/appropriate and supported by some evidence.</i>	
Level 2 (2 marks)	The response demonstrates limited relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may be partially accurate with limited detail. There is limited use of supporting examples from psychological research.	Level 2 (3–4 marks)	The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes appropriate.</i>	
Level 1 (1 mark)	The response demonstrates basic relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may have inaccuracies and limited if any detail. There is very limited, if any, use of supporting examples from psychological research.	Level 1 (1–2 marks)	The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>	
0 marks	No creditworthy response.	0 marks	No creditworthy response.	

Section C: Sport and exercise psychology

Q12(a): Beth is the coach of a rugby team. It is halfway through the season and they have lost every match they've played. Some of the girls in the team are beginning to lose interest in the sport. Explain two strategies for motivating athletes that a psychologist might suggest to Beth. (8 marks) [4+4]		
Level	Marking Criteria (AO1 x 4, AO2 x 4)	Guidance
	For each suggested strategy:	
Level 4 (4 marks)	<ul style="list-style-type: none"> ▪ Excellent knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that could be used to motivate athletes. ▪ This knowledge and understanding is applied to a practical suggestion made in a theoretical context, with clear explanation of the strategy given including several different details about how the strategy could be implemented. ▪ The strategy is explicitly related to the context of the question. 	<p>Candidates are expected to explain two strategies for motivating athletes that a psychologist might suggest to Beth.</p> <p>The suggested strategies should be grounded in psychological research.</p>
Level 3 (3 marks)	<ul style="list-style-type: none"> ▪ Good knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that could be used to motivate athletes. ▪ This knowledge and understanding is applied to a practical suggestion made in a theoretical context, with explanation of the strategy given in reasonable detail with some details about how the strategy could be implemented. ▪ The strategy is explicitly related to the context of the question. 	<p>The strategies should be suggestions that a psychologist might actually make (so, for example, they should be within the ethical guidelines).</p>
Level 2 (2 marks)	<ul style="list-style-type: none"> ▪ Limited knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that could be used to motivate athletes. ▪ This knowledge and understanding is applied to a practical suggestion made in a theoretical context, with explanation of the strategy given in limited detail with few details about how the strategy could be implemented. ▪ The strategy may not be explicitly related to the context of the question. 	<p>Answers can be expected to centre on the use of imagery (especially MG-M imagery). Answers could also centre on ways of enhancing self-efficacy, self-confidence, competitiveness, or intrinsic motivation.</p>
Level 1 (1 mark)	<ul style="list-style-type: none"> ▪ Basic knowledge and understanding of scientific ideas, processes, techniques and procedures shown by suggesting a valid strategy that could be used to motivate athletes. ▪ This knowledge and understanding is applied to a practical suggestion made in a theoretical context, with explanation of the strategy given in minimal, if any, detail about how the strategy could be implemented. 	<p>It is important that the suggestions are related to the context of the question (which may be implicit through the suggested strategy).</p>
0 marks	No creditworthy response.	

Q12(b)*: Discuss the reliability of research into motivation in sport. Use examples from appropriate psychological research to support your answer. (12 marks)				
Level	Marking Criteria (AO1 x 4)	Level	Marking Criteria (AO3 x 8)	Guidance
Level 4 (4 marks)	The response demonstrates excellent relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is accurate and detailed. There is effective use of supporting examples from psychological research.	Level 4 (7–8 marks)	The response demonstrates an excellent ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a well-developed line of reasoning which is clear and logically structured. Information presented is relevant/appropriate and substantiated.</i>	<p>In discussing the reliability of research into motivation in sport, candidates can be expected to explore ways in which such research may lack reliability as well as ways in which it may be reliable.</p> <p><u>Relevant points could centre on:</u></p> <ul style="list-style-type: none"> ▪ The use of standardised questionnaires improving reliability. ▪ The use of multiple items to measure the same variable to test internal reliability. ▪ The use of large samples to improve reliability in terms of statistical significance. ▪ Testing and retesting/whether findings are supported in follow-up studies as a way of checking reliability. ▪ Any other appropriate point.
Level 3 (3 marks)	The response demonstrates good relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which is generally accurate and reasonably detailed. There is reasonable use of supporting examples from psychological research.	Level 3 (5–6 marks)	The response demonstrates a good ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. A balanced discussion should be presented, but this does not need to be equal in terms of number of points presented for each side. <i>There is a line of reasoning presented with some structure. Information presented is mostly relevant/ appropriate and supported by some evidence.</i>	
Level 2 (2 marks)	The response demonstrates limited relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may be partially accurate with limited detail. There is limited use of supporting examples from psychological research.	Level 2 (3–4 marks)	The response demonstrates a limited ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response has limited structure. Information presented is sometimes appropriate.</i>	
Level 1 (1 mark)	The response demonstrates basic relevant knowledge and understanding of scientific ideas, processes, techniques and procedures which may have inaccuracies and limited if any detail. There is very limited, if any, use of supporting examples from psychological research.	Level 1 (1–2 marks)	The response demonstrates a basic ability to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. The discussion may not be balanced, e.g., arguments for only one side may be discussed. <i>The response is poorly structured. Information presented is rarely relevant/appropriate.</i>	
0 marks	No creditworthy response.	0 marks	No creditworthy response.	

Assessment Objectives Grid

Question	AO1		AO2								AO3				Total
	AO1.1a	AO1.1b	AO2.1a	AO2.1b	AO2.1c	AO2.1d	AO2.1e	AO2.1f	AO2.1g	AO2.1h	AO3.1a	AO3.1b	AO3.2a	AO3.2b	
1	2		1												3
2			1								1	1			3
3a	2		1												3
3b	2		1												3
4													3	3	6
5*	4										4	4			12
6		4					2								6
7		2					4								6
8	2				4										6
9*	4										4	4			12
10(a)/11(a)/12(a)		4					2		2						8
10(b)*/11(b)*/12(b)*	4										4	4			12
Totals	20	10	4	0	4	0	8	0	2	0	13	13	3	3	80
Total	30		18								32				80