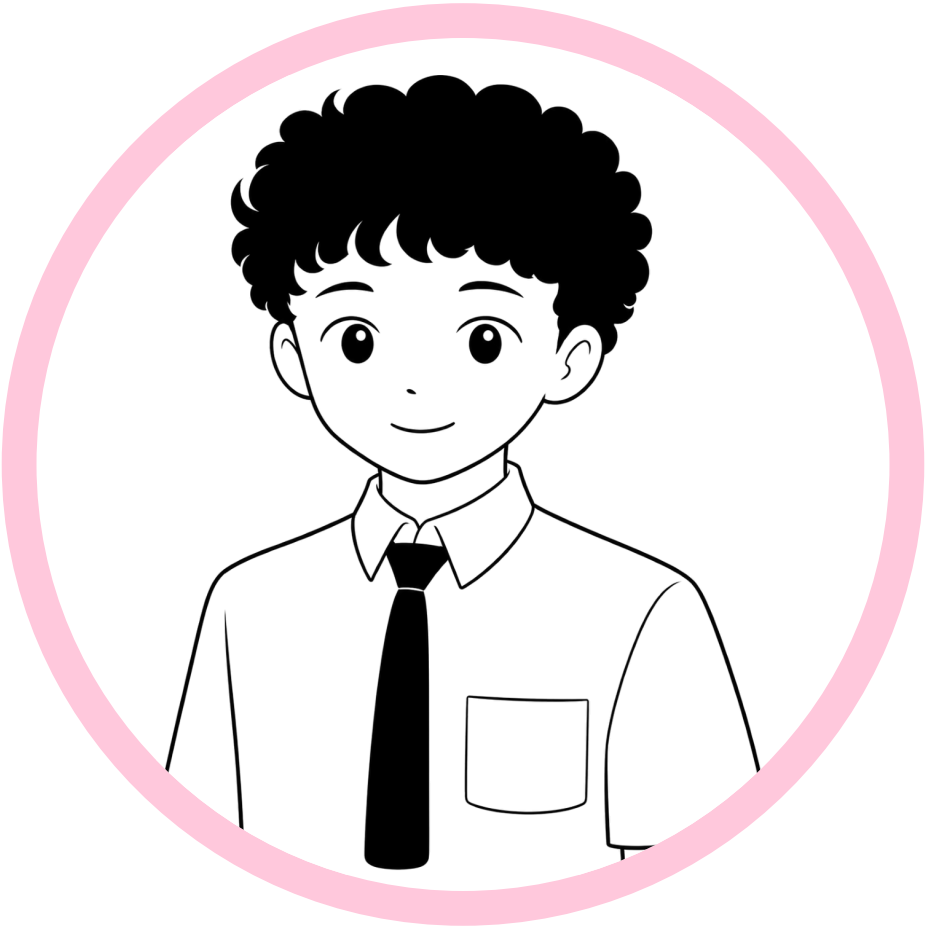
OCR A-LEVEL PSYCHOLOGY · H567

PSYCHOLOGY



EXAM QUESTION PACK

CHILD PSYCHOLOGY

SCORE	PERCENTAGE
/280	%

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1(a) Outline the key research by Barkley-Levenson and Galván (2014) **and** explain what it tells us about brain development.

[10]

s whether research into pre-adult brain development is scientific.

[15]

is Head of Sixth Form in a secondary school. She is worried about risk-taking students at the school.

Outline at least one suggestion a psychologist, using their knowledge of brain development, might make to Emma about how to reduce risk-taking behaviours among students in the sixth form at her school.

[10]

the key research by Wood et al. (1976) **and** explain what it tells us about cogn development in children.

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[10]

s whether research into cognitive development and education is ethnocentric.

[15]

Ips run teacher training courses. She is planning a session for trainee teacher revision or learning among the children they teach. Nina wants some guidance on cognitive strategies that she could include within this session.

Outline **at least one** cognitive strategy to improve revision or learning that a psychologist might advise Nina to include in her session.

[10]

n what the key research by Johnson and Young (2002) tells us about the use o
and spoken lines in television adverts aimed at children.

[10]

s the reductionism/holism debate in relation to research into the impact of adv

[15]

overnment is keen to limit the negative effects of advertising which is aimed at

Outline at least one strategy a psychologist might suggest for how the Government could reduce the impact of advertising aimed at children.

[10]

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4(a) Discuss the social sensitivity of conducting research into intelligence.

head of Key Stage 4 in school, meaning they are responsible for children age
to motivate the children by getting them to see how much potential they've got. Azmi believes that intelligence tests could help to show the children their true levels of ability.

Outline at least **one** method of assessing intelligence a psychologist might advise Azmi to use with the children.

[10]

(c) Outline the key research by Van Leeuwen et al. (2008) and use it to explain what psychologists mean by intelligence.

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[10]

e the key research by Gibson and Walk (1960) and explain what it tells us abo
perception.

[10]

ss methodological issues involved when researching perceptual development.

[15]

(c) * Mary is the manager of a nursery school for children aged from birth until they go to school. Mary is keen to get the children in her nursery school playing in ways that will aid their development.

Outline at least one play strategy Mary could use to develop perception in the children attending her nursery school.

[10]

*Explain how the key research by Ainsworth and Bell (1970) could be used to help parents of young children.

[10]

s sampling bias in research into the development of attachment.

[15]

(c) *Alice is the manager of a nursery school for children aged from 3 months up to 5 years. She wants to ensure that children joining the nursery are comfortable with the staff who are caring for them.

What advice might a psychologist give Alice about how to ensure that her nursery is an attachment friendly environment?

[10]

7(a) Child psychology

* Use the key research by Van Leeuwen et al. (2008) to explain the effect of biological factors upon intelligence.

[10]

ss methodological issues involved when researching intelligence.

[15]

is manager of a company that designs computer games. She would like to ge
intelligence tests. The results from these tests would help her decide which candidates to interview.

What advice might a psychologist provide to Nasra's company about the best method for assessing the intelligence of job applicants?

[10]

* Explain how the research by Wood et al. (1976) could be used by teachers to help children solve problems.

[10]

(b) * Discuss the nature-nurture debate in relation to research into cognitive development and education.

[15]

a student in the sixth-form. He has been invited to talk to pupils in year 11 (age
best ways to revise for their exams.

What suggestions might a psychologist make to Carl about strategies pupils can use to revise effectively for exams?

[10]

END OF QUESTION PAPER

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
1	a		Outline the key research by Barkley-Levenson and Galvan (2014) and explain what it tells us about brain development. AO1 (5 marks) Candidates must refer to the key study by Barkley-Levenson and Galvan (2014). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. A good/Level 4 response will typically include details of at least 3 of following features: - Why the study was done (e.g. background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/ procedure) - What was found (e.g. the results or conclusions) A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features. AO2 (5 marks) Candidates should apply their knowledge and understanding of the study by Barkley-Levenson and Galvan to explain what it tells us about brain development. Answers can be expected to refer to: • How the researchers were able to see increased or decreased levels of activity in different brain regions when taking part in the gambling task • Note that the ventral striatum was where they saw relatively increased levels of activity in the left ventral striatum of the adolescents as expected value increased. • Explain how this may reflect neural support for necessary risk-taking behaviour among adolescents who are moving from dependence on caregivers to independence.	10	APPENDIX 1 Generic mark scheme for Section B PART (a) QUESTIONS *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* Generic mark scheme (part a) Guidance Level 4 (9–10 marks) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this. Level 3 (6–8 marks) Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and

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Question			Answer/Indicative content	Marks	Guidance
			For answers to be placed in the top (9-10) band, they can be expected to go beyond this, such as by explaining the significance of the ventral striatum in particular (e.g. in relation to its role in emotional responses, especially the experiencing of pleasure) or by referring accurately to findings in relation to another region of the brain beyond the ventral striatum. Less detailed answers or answers that simply describe the study without explaining what it tells us about brain development will only gain marks in the lower bands.		focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band. Level 2 (3–5 marks) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding. Level 1 (1–2 marks) Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question.

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Question	Answer/Indicative content	Marks	Guidance
			The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said. **Level 0 (0 mark)** No creditworthy response. Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> The level of detail of the study in many responses was impressive, and many candidates gained the full 5 marks for the features in their outline of the Barley-Levenson and Galván's research. The outline can include factual details from the aim to the findings. Once the assumptions about brain development are considered, this becomes the application of the knowledge we gained from the study and this is where the AO2 marks are awarded. There needs to be 5 marks' worth of content for this and so candidates need to be prepared for what they could include in an answer to the second part of the question. It is better if candidates know some conclusions and can then elaborate to explain what the findings mean for psychologists. See Exemplar 1 below. Exemplar 1 The research by Barley-Levenson et al shows us that adolescents rely on a different part of the brain to adults when making risky decisions. This may be due to a lack of development of the prefrontal cortex, which is normally responsible for "decision-making and logical thinking and reasoning". A lack of development in this area can result in adolescents relying on other parts of the brain that develop earlier, such as the ventral striatum. This is the reward centre of the brain, meaning adolescents may only focus on what they can gain from a risky decision rather than the potential consequences. They study also found adolescents had reduced density in the amygdala which is responsible for fear. Again this suggests adolescents do not consider the potentially harmful consequences of engaging in risk behaviour.

Question			Answer/Indicative content	Marks	Guidance
					Exemplar 1 shows the application part of the response to 5(a). There are clear indications here of how our knowledge of brain development has be developed as a result of Barkley-Levenson and Galván's research.
	b		Discuss whether research into pre-adult brain development is scientific. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of psychology as a science. AO3 (13 marks) Candidates should analyse, interpret and evaluate research into pre-adult brain development in relation to psychology as a science. As well as referring to the key research, candidates can refer to research investigating brain development and the impact of this on risk-taking behaviour. Any relevant research is creditworthy. Candidates may refer to such features of science as: • Replicability • Objectivity • Falsifiability • The use of controlled experiments • Manipulation of variables • Collection of quantitative data • Cause and effect • Standardised • Hypothesis testing They may also argue that a study being biological is scientific (on the grounds that Biology is a science) Candidates may make claims about whether research within the topic area can be regarded as scientific. Points about psychology as a science need to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited.	15	APPENDIX 2 Generic mark scheme for Section B PART (b) QUESTIONS *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)* *AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)* Generic mark scheme (part b) Guidance Level 4 (12–15 marks) Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will. Level 3 (8–11 marks) Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is

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Question	Answer/Indicative content	Marks	Guidance
			related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks. Level 2 (4–7 marks) Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence. Level 1 (1–3 marks)

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Question	Answer/Indicative content	Marks	Guidance
			Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question). **Level 0 (0 mark)** No creditworthy response. Answers in this band contain no creditworthy material. Examiner's Comments There are some key features of scientific enquiry and the most common used in responses were: establishing cause and effect; standardisation; replicability; controls; objectivity; quantifiable measurements and falsification. We didn't credit 'use of scientific equipment' on its own but this was often linked to quantifiable, objective data, or standardised procedures, which then made it creditworthy. Responses would often include comments such as objective data is objective, increases validity or is scientific. These were often without any explanation, for example about why objective data would increase validity (or some candidates stated it would reduce validity, which it could, but again with no reason why) and therefore the valid conclusions required on the mark scheme weren't there to take the response very far into the reasonable level.

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Question			Answer/Indicative content	Marks	Guidance
					The research examples in this question were more likely to be from other areas and therefore not creditworthy. Casey et al.'s research wasn't relevant as it had no brain development data for the children in the marshmallow test and the follow up core study did not look at pre-adult brain development.
	c		**Outline at least one suggestion a psychologist, using their knowledge of brain development, might make to Emma about how to reduce risk-taking behaviours among students in the sixth form at her school**. **AO2 (10 marks)** Candidates need to apply their knowledge and understanding of at least one strategy using knowledge of brain development to reduce risk-taking behaviours. Suggestions may refer to: • Application of operant conditioning (e.g., reinforcing non-risk-taking behaviour; punishing risk-taking behaviour) • Social learning theory (e.g., getting parents to model non-risk-taking behaviour in front of their children) • Dietary interventions (e.g., selling foods in the school canteen that are high in omega-3) • Application of the principles behind Graduated Driving Licence schemes so that students gain more freedoms in stages (e.g. parents could be advised to apply these in relation to their child learning to drive) • Making situational changes (e.g., lobbying for zebra crossings near the school) Answers could focus in depth on one suggestion or refer to a range of suggestions. It is important that suggestions are **related to the context of the question** and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines). Other appropriate responses should be credited.	10	APPENDIX 3 GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)* **Generic mark scheme (part c)** **Guidance** **Level 4 (9–10 marks)** Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses. **Level 3 (6–8 marks)** Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. A standard, accurate response will sit in

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Question	Answer/Indicative content	Marks	Guidance
			the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail). Level 2 (3–5 marks) Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested. Level 1 (1–2 marks) Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it).

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Question			Answer/Indicative content	Marks	Guidance
					Level 0 (0 mark) No creditworthy response. Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> As a teacher in a sixth form, Emma would not have the ability to introduce the Graduated Driving Licence scheme. Therefore this would only have peripheral relevance. Better responses took the features of the GDL and suggested Emma could introduce these ideas as rules for students driving to college. There were also good suggestions of encouraging parents to participate in this. Many responses considered operant conditioning, social learning theory, authority figures and educating students, with varying degrees of success and detail. It is important that the suggestions are detailed, and are focused on stopping risk taking behaviour not simply on rewarding good behaviour. An example of this would be encouraging students to attend lessons without any link to risk taking behaviour. Better examples referred to the risky behaviours of dangerous driving, drinking, drug taking and unprotected sex
			Total	35	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
2	a		**Outline the key research by Wood et al (1976) and explain what it tells us about cognitive development in children.** **AO1 (5 marks)** Candidates must refer to the key study by Wood et al. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. **AO2 (5 marks)** Candidates should *apply* their knowledge and understanding of the study by Wood et al to explain what it tells us about cognitive development in children. Answers can be expected to focus on how **younger children need showing** how to do a task more than telling how to do it. As children get older (even just between the **ages of 3-5 years), they are more able to respond to verbal guidance,** make unassisted acts, and correctly complete a task involving the pairing of blocks to create a pyramid. **Older children need less intervention** to remain engaged with a task. Even three-year-olds, though, can recognise an incorrectly constructed pyramid (and won't reconstruct this after taking it apart), suggesting that they have comprehension of what correct construction looks like before they are able to produce this. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about cognitive development in children will only gain marks in the lower Levels.	10	*AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)*

Level	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Answers in this Level go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g. a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e. use more than just the key study to address the question) where the wording of the question permits this.

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Question	Answer/Indicative content	Marks	Guidance			
			3	6 – 8	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	A standard response will sit in the middle of this Level (i.e. be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top Level.
			2	3 – 5	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.	Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described

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Question	Answer/Indicative content	Marks	Guidance			
					Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.
			1	1 – 2	Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the	Answers in this Level contain some creditworthy material but essentially are wrong/flawed in what is being said.

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Question			Answer/Indicative content	Marks	Guidance

		question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	
0		No creditworthy response.	Answers in this Level contain no creditworthy material.

<u>Examiner's Comments</u>

Wood et al.'s study was often confused with Piaget's theory, and was the key research of the four options which was answered in the most limited detail. It is important that the key features of research are understood, to gain the 5 marks of AO1.
The application to what it tells us, again often went into Piaget's theory. The findings and conclusions of this study lend themselves to responding to this part of the question. Candidates who understood the staged development and its relation to behaviour in children signifying cognitive development without referencing Piaget gave better responses.

	b		**Discuss whether research into cognitive development and education is ethnocentric.** **AO1 (2 marks)** Candidates should demonstrate knowledge and understanding of ethnocentrism. **AO3 (13 marks)** Candidates should analyse, interpret and evaluate whether research into cognitive development and education is	15	*AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)* *AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)*

Level	Marks	Generic mark scheme (part b)	Guidance
4	12–1	Response demonstrates	Answers in this Level go

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Question	Answer/Indicative content	Marks	Guidance			
	ethnocentric. As well as referring to the key research, candidates can refer to research investigating cognitive development in education and the impact of this on education. Any relevant study is creditworthy. Candidates can be expected to note that how children respond to the interventions of an adult tutor in one culture may not be the same in all cultures. Furthermore, they may argue that acceptance of children as 'little scientists' who should be allowed to engage in discovery learning, rather than receive tutoring from a More Knowledgeable Other, is a cultural choice. However, it can be assumed that theories of cognitive stages aim not to be ethnocentric but, instead, to apply to children in any culture. Answers can be critical but can also defend the research. Points about whether research into cognitive development and education is ethnocentric need to be discussed, rather than simply identified and illustrated. Other appropriate responses specifically related to ethnocentrism should be credited. Ethnocentric must related to ethnicity, race, cultural differences implied by countries. Better answers will refer to specifics ie collectivist or western more basic will just name countries. Gender, age, institution are not likely to be creditworthy, but could be made relevant with some specific link to ethnocentrism			5	good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.
			3	8–11	Response demonstrates reasonable relevant knowledge and understanding. Response demonstrates a reasonable	A standard, accurate response will sit in the middle of this Level (i.e. be awarded 9-10 marks). Answers in this

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Question	Answer/Indicative content	Marks	Guidance			
					number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	Level are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.
			2	4–7	Response demonstrates limited knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range.	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the

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Question	Answer/Indicative content	Marks	Guidance			
					Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	relevant concept (e.g. in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence.
			1	1–3	Response demonstrates basic knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to	Answers in this Level contain some creditworthy material but it is not used effectively (e.g. in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question).

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Question			Answer/Indicative content	Marks	Guidance
					<table><tr><td></td><td></td><td>summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</td><td></td></tr><tr><td colspan="2">0</td><td>No creditworthy response.</td><td>Answers in this Level contain no creditworthy material.</td></tr></table> <u>Examiner's Comments</u> Candidates who explored the issue of ethnocentrism in relation to research (theories or empirical evidence) and showed a good understanding of what might be the differences between cultures, relating it to features of the education and/or environment a child would experience gave better responses. Weaker responses tended to simply consider population validity or related the same point to more similar research without adding anything more to the discussion. Age, gender, social class are not features of ethnicity. We credited ethnicity broadly so were able to accept cultures or countries, whatever their actual ethnic makeup. Of course, ethnicity could also have gained credit if it were considered within a culture.
	c		**Outline at least one cognitive strategy to improve revision or learning that a psychologist might advise Nina to include in her session.** **AO2 (10 marks)** Candidates need to apply their knowledge	10	*AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)* <table><tr><th>Level</th><th>Marks</th><th>Generic Mark Scheme (part c)</th><th>Guidance</th></tr><tr><td>4</td><td>9 –</td><td>Response</td><td>Answers in this</td></tr></table>

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Question	Answer/Indicative content	Marks	Guidance			
	and understanding of at least one cognitive strategy to improve revision or learning. **Cognitive strategies to improve** revision or learning could include mnemonic devices such as the 'method of loci' (memory palace), acronyms, or rhymes. Equally, mind-maps or applications of context-dependent memory may be explored. Cognitive strategies to improve revision or learning could also include the use of scaffolding, reduction in degrees of freedom, identifying and operating within a child's zone of proximal development, discovery learning, basing presentation of information on whether a child is in the enactive, iconic or symbolic stage, etc. **Strategies suggested need to be cognitive.** Other appropriate responses should be credited. Both revision and learning or just one can gain top level.			10	demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	Level go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g. three or more explained in context and with appropriate psychological rationale for them). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses.
			3	6 – 8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and	A standard, accurate response will sit in the middle of this Level (i.e. be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g.

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Question	Answer/Indicative content	Marks	Guidance			
					supported by some evidence.	named psychological research, concepts or theories). It is clear what is being suggested (i.e. it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g. the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail).
			2	3 – 5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.	Answers can be in this Level for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e. it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e. what the precise advice is) or why it is being suggested.

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Question	Answer/Indicative content	Marks	Guidance

1	1 – 2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	Answers in this Level contain some creditworthy material but it is not used effectively (e.g. advice is offered but it is generic and has no psychological rationale behind it).
0		No creditworthy response.	Answers in this Level contain no creditworthy material.

<u>Examiner's Comments</u>

The strategies had to be cognitive based, so conditioning did not gain marks. The scenario had to be specifically linked to access top level marks, so what Nina would tell the teachers. Revision and/or learning could be considered.

It is possible to gain 10 marks with one strategy, but rarely is one strategy detailed enough to meet the criteria for the top level. It would have to be beyond what examiners would expect to see as a standard response.

Naming a strategy such as mind maps or scaffolding is not going to gain many marks without explaining exactly what Nina would tell the teachers to do, or what

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Question			Answer/Indicative content	Marks	Guidance
					Nina would do with the teachers to show them what to do. Candidates need to know to give sufficient detail, assuming that the examiner will not know the strategy referred to. Of course, the examiner will know, but this gives an idea of the detail required. Strategies and techniques In an Applied Psychology paper, many questions have an application aspect within them. It could be applying a technique to a scenario, or an explanation or treatment to a specific situation. It can also be applying findings of research to a real-life situation. In all of these cases, it is very important that the details of the application are enough to gain full marks. Candidates should be encouraged to write in detail about the application and to be aware of when there is a need to evaluate these strategies and techniques as evaluation is often not required and so will not gain marks. This is particularly relevant to Section B (c) responses which require justification (clear psychology underpinning the suggestion) rather than evaluation. There are no AO3 marks (analysis and evaluation) available in these questions. A main consideration, and one which is often overlooked, is that the application needs to be appropriate to the scenario. Generic pre-prepared responses will often only gain lower marks and vague links which repeat words from the question usually gain lower marks. As a guide in Section B (c), candidates could consider what they will use (described in detail), where they will put it, how it will be used, maybe when would it be used, and why they will use it, the why being the psychological justification.
			Total	35	

Question			Answer/Indicative content	Marks	Guidance
3	a		**Explain what the key research by Johnson and Young (2002) tells us about the use of language, voice-overs and spoken lines in television adverts aimed at children.** AO1 (5 marks) Candidates must refer to the key study by Johnson and Young. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. AO2 (5 marks) Candidates should *apply* their knowledge and understanding of the study by Johnson and Young to explain what it tells us about the use of language, voice-overs and speaking lines in television adverts aimed at children. Answers can be expected to focus on different ways in which language is used in TV adverts (e.g., the names of toys, features of voice-overs, verb elements used, speaking roles of characters within adverts, and 'power' discourse), and how they all reinforce gender stereotypes. Better answers may go further to explain *why* such features of language usage may appear in adverts aimed at children (e.g. referring to what has been shown to work in the past when selling to boys and girls, to potentially opening up two markets (male and female) rather than just one, or to priming children for the gendered nature of adverts aimed at adults), *how* such language might affect children, etc. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about the use of language in television adverts aimed at children will only gain marks in the lower bands.	10	APPENDIX 1 *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* Level 4 (Marks 9–10) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g. a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e. use more than just the key study to address the question) where the wording of the question permits this. Level 3 (Marks 6–8) Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question.

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Question	Answer/Indicative content	Marks	Guidance
			Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard response will sit in the middle of this band (i.e. be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band. Level 2 (Marks 3–5) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a good, standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding. Level 1 (Marks 1–2) Response demonstrates basic knowledge and understanding. Description is basic.

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Question			Answer/Indicative content	Marks	Guidance
					There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said. Marks 0 No creditworthy response. Guidance Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> Most candidates could describe the correct key research in sufficient detail. The full AO1 marks were easily credited. However, the full 5 AO2 application marks were often not given. Candidates need to go beyond the findings of the study, to how this applies to the real world. However, for application marks in this part of the question we are looking for how this relates to the setting, rather than practical applications. In this question the candidate could consider how gender stereotyping is reinforced in adverts, and why. Candidates could refer to how this research supports or limits previous research, but no detailed description of previous research is required. This should be application not evaluation and clearly linked to the key research.
	b		Discuss the reductionism/holism debate in relation to research into the impact of advertising on children. AO1 (2 marks) Candidates should demonstrate	15	APPENDIX 2 *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)*

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Question	Answer/Indicative content	Marks	Guidance
	knowledge and understanding of the reductionism/holism debate. AO3 (13 marks) Candidates should analyse, interpret and evaluate the reductionism/holism debate in relation to research into the impact of advertising on children. As well as referring to the key research, candidates can refer to research investigating the influence of television advertising on children and the stereotyping in such advertising. Any relevant study is creditworthy. Candidates could explore how research such as that by Johnson and Young can be seen as relatively holistic, exploring many different features of television advertisements, Equally, candidates may make reference to how research in this area can be reductionist, focusing on only one aspect of advertising that is aimed at children (including how Johnson and Young focus only on use of language within adverts, rather than any other feature of such adverts). As part of such a discussion, the research method may be considered (e.g. content analysis of multiple sources as opposed to controlled experiments). Answers can be critical but can also defend the research. Reductionism and/or holism need to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited.		*AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)* Level 4 (Marks 12–15) Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will. Level 3 (Marks 8–11) Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded

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Question	Answer/Indicative content	Marks	Guidance
			9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9–10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10–11 marks. Level 2 (Marks 4–7) Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g. in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence. Level 1 (Marks 1–3) Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The

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Question			Answer/Indicative content	Marks	Guidance
					information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but it is not used effectively (e.g. in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question). Marks 0 No creditworthy response. Guidance Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> Candidates often misunderstood this debate and referenced the number of adverts being analysed as indicating a holistic or reductionist approach, or the number of participants being reductionist. There was also confusion with population validity, ethnocentrism and research methods. More successful responses showed an understanding that the 'reduction' in reductionism is the explanation for behaviour. Therefore, in research carried out in this area, reducing the explanation for the impact of advertising on children to one factor. Candidates could use Johnson and Young to exemplify the reductionist and/or the holistic side of the debate. The injunction to discuss indicates there should be some analytical comment, for example comparisons or commentary. Candidates who used Johnson and Young to illustrate both sides of the debate often incorporated this kind of comparison/discussion. Analytical comment could include consequences or impact on psychology or defending the indefensible. Although Bandura et al's study was often described in great detail it was unfortunately, rarely made relevant.

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Question			Answer/Indicative content	Marks	Guidance
	c		Outline at least one strategy a psychologist might suggest for how the Government could reduce the impact of advertising aimed at children. AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy to reduce the impact of advertising which is aimed at children. Suggestions need to centre on actions the Government could take. These could centre on bans (or limits) on television advertising aimed at children, mandatory lessons in school on media literacy, or regulations relating to the gender of actors within advertisements, people doing voice-overs, etc. It is important that the suggestions are related to the context of the question. Other appropriate responses should be credited.	10	APPENDIX 3 *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)* Level 4 (Marks 9–10) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g. three or more explained in context and with appropriate psychological rationale for them). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses. Level 3 (Marks 6–8) Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g. named psychological research, concepts or theories). It is clear what is being suggested (i.e. it is specific) and why it is

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Question	Answer/Indicative content	Marks	Guidance
			being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g. the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail). Level 2 (Marks 3–5) Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e. it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e. what the precise advice is) or why it is being suggested. Level 1 (Marks 1–2) Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but it is not used effectively (e.g. advice is offered but it is generic and has no psychological rationale behind it). Level 0 Marks No creditworthy response. Guidance

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Question			Answer/Indicative content	Marks	Guidance
					Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> Many suggestions of strategies were covered, most appropriate and relevant. However, some were totally impractical, for example legislating that children would have to be supervised by an adult when watching television. Successful responses would often consider education of the parents. The requirement for one strategy implies that full credit can be given for one detailed and justified strategy, and so candidates needed to choose their strategy wisely if they used this approach. Banning adverts, didn't really have the scope for much detail, but introducing Media Literacy did, with some good, detailed explanations. Candidates do not have to consider both strategies in the same depth, but they do need to have some level of detail, covering what, how, when why and possible where. Lengthy descriptions of research are unlikely to be creditworthy. The use of studies, including a summary 'in their study X found….' is enough rationale.
			Total	35	

Question			Answer/Indicative content	Marks	Guidance
4	a		Discuss the social sensitivity of conducting research into intelligence. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the social sensitivity of research. AO3 (13 marks) Candidates should analyse, interpret and evaluate the social sensitivity of conducting research into intelligence. As well as referring to the key research, candidates can refer to research investigating what psychologists mean by intelligence and what biological factors could affect intelligence. Any relevant study is creditworthy. Candidates could explore points relating to how low scores by individuals (or by people who share a gender, ethnic group or social class) could lead to prejudice / labelling or even discrimination by others against them. Equally, candidates could explore the impact of results from intelligence tests on test-takers themselves, such as how it could lead to reduced levels of self-esteem or affect behaviour, leading to a self-fulfilling prophecy. Answers can be critical but can also defend the research. Points about the social sensitivity of conducting research into intelligence need to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited.	15	APPENDIX 2 Generic mark scheme for Section B PART (b) QUESTIONS *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)* *AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)* Level 4 (12–15 Marks) Generic mark scheme (part b) Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will. Level 3 (8–11 Marks) Generic mark scheme (part b) Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable.

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Question	Answer/Indicative content	Marks	Guidance
			There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks. Level 2 (4–7 Marks) Generic mark scheme (part b) Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g. in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence. Level 1 (1–3 Marks) Generic mark scheme (part b) Response demonstrates reasonable knowledge and understanding.

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Question			Answer/Indicative content	Marks	Guidance
					Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but it is not used effectively (e.g. in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question). Level 0 (0 Marks) Generic mark scheme (part b) No creditworthy response. Guidance Answers in this band contain no creditworthy material.

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Question			Answer/Indicative content	Marks	Guidance
	b		Outline at least one method of assessing intelligence a psychologist might advise Azmi to use with the children. AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one method of assessing intelligence. Answers may make reference to specific intelligence tests (e.g. Raven's Standard Progressive Matrices, the Wechsler Intelligence Scale for Children) and any relevant test would be creditworthy (e.g. testing for Multiple Intelligences or Emotional Intelligence). However, candidates can still access the top bands by describing methods of assessing intelligence without naming a specific test. It is important that the suggestions are related to the context of the question (i.e. assessing intelligence levels of children aged 14-16 years, with the intention being to show them their true potential). A suggested method could draw upon a range of existing ways of measuring intelligence, collating them together into a new method specifically for this situation. Other appropriate responses should be credited.	10	APPENDIX 3 GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)* Level 4 (9 – 10 Marks) Generic Mark Scheme (part c) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g. three or more explained in context and with appropriate psychological rationale for them). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses. Level 3 (6 – 8 Marks) Generic Mark Scheme (part c) Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g. named psychological research, concepts or theories). It is clear what is being suggested (i.e. it is specific) and why it is being suggested.

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Question			Answer/Indicative content	Marks	Guidance
					Candidates can take either a 'breadth' or 'depth' approach (e.g. the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail). Level 2 (3 – 5 Marks) Generic Mark Scheme (part c) Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e. it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e. what the precise advice is) or why it is being suggested. Level 1 (1 – 2 Marks) Generic Mark Scheme (part c) Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but it is not used effectively (e.g. advice is offered but it is generic and has no psychological rationale behind it). Level 0 (0 Marks) Generic Mark Scheme (part c) No creditworthy response. Guidance Answers in this band contain no creditworthy material.

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Question			Answer/Indicative content	Marks	Guidance
	c		**Outline the key research by Van Leeuwen et al (2008) and use it to explain what psychologists mean by intelligence.** **AO1 (5 marks)** Candidates must refer to the key study by Van Leeuwen et al. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. **AO2 (5 marks)** Candidates should *apply* their knowledge and understanding of the study by Van Leeuwen et al to explain what psychologists mean by intelligence. Answers can be expected to refer to how the researchers chose to use Raven's Standard Progressive Matrices with children and Raven's Advanced Progressive Matrices with adults. The content of these tests (i.e. selecting the geometrical pattern that is missing from a sequence of geometrical patterns) implies a view about what is meant by intelligence. Based on these tests, intelligence can be seen as the "…capacity to form comparisons and reason by analogy" (Van Leeuwen et al, p79). Less detailed answers or answers that simply describe the study without using it to explain what psychologists mean by intelligence will only gain marks in the lower bands. Other relevant aspects of Van Leeuwen's research which relate to what psychologists mean by intelligence are the idea of intelligence as a measurable construct, of it centring on cognitive process, and it being influenced by both innate and environmental aspects (fluid and crystallised).	10	APPENDIX 1 **Generic mark scheme for Section B PART (a) QUESTIONS** *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* **Level 4 (9 – 10 Marks)** **Generic mark scheme (Part a)** Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Guidance** Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g. a number of accurate fine details) and / or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e. use more than just the key study to address the question) where the wording of the question permits this. **Level 3 (6 – 8 Marks)** **Generic mark scheme (Part a)** Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.

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Question	Answer/Indicative content	Marks	Guidance
			There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard response will sit in the middle of this band (i.e. be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and / or detailed understanding of how to apply it) that typifies answers in the top band. Level 2 (3 – 5 Marks) Generic mark scheme (Part a) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding. Level 1 (1 – 2 Marks) Generic mark scheme (Part a) Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to

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Question			Answer/Indicative content	Marks	Guidance
					the question responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but essentially are wrong / flawed in what is being said. Level 0 (0 Marks) Generic mark scheme (Part a) No creditworthy response. Guidance Answers in this band contain no creditworthy material.
			Total	35	

Question			Answer/Indicative content	Marks	Guidance
5	a		Outline the key research by Gibson and Walk (1960) and explain what it tells us about the development of perception. AO1 (5 marks) Candidates must refer to the key study by Gibson and Walk. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. AO2 (5 marks) Candidates should *apply* their knowledge and understanding of the study by Gibson and Walk to explain what it tells us about the development of *depth* perception. Answers can be expected to note that the ability to perceive depth seems to be innate. Better answers will go further and refer to investigation of depth cues used by young animals in an attempt to identify which depth cues are present from birth (i.e. to explain the development of depth perception, rather than just describe it). Whilst relative size was used (when patterns with squares of different sizes were placed directly against the underside of the glass on both sides of the 'visual cliff' apparatus), the experience of day-old chicks and dark-reared rats suggested that this was learned, rather than innate. Further investigation suggested motion parallax to be the innate depth cue used by these animals. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about the development of perception will only gain marks in the lower bands.	10	APPENDIX 1 Generic mark scheme for Section B PART (a) QUESTIONS *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* Level 4 (9 – 10 Marks) Generic Mark Scheme (part a) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g. a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e. use more than just the key study to address the question) where the wording of the question permits this. Level 3 (6 – 8 Marks) Generic Mark Scheme (part a) Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question.

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Question	Answer/Indicative content	Marks	Guidance
			Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard response will sit in the middle of this band (i.e. be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band. Level 2 (3 – 5 Marks) Generic Mark Scheme (part a) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a good, standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.

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Question			Answer/Indicative content	Marks	Guidance
					Level 1 (1 – 2 Marks) Generic Mark Scheme (part a) Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said. Level 0 Generic Mark Scheme (part a) No creditworthy response. Guidance Answers in this band contain no creditworthy material.

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Question			Answer/Indicative content	Marks	Guidance
	b		Discuss methodological issues involved when researching perceptual development. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of methodological issues. AO3 (13 marks) Candidates should analyse, interpret and evaluate methodological issues of research into perceptual development. As well as referring to the key research, candidates can refer to research investigating perceptual development in children and how this can be studied in babies and animals. Any relevant study is creditworthy. Candidates could explore a range of issues including obtaining a representative sample of participants, issues arising from limitations in ways of collecting data from young infants, the need for carers to often remain present, researcher effects, researcher bias, reliability of findings, validity of conclusions drawn, etc. Answers can be critical but can also defend the research. Methodological issues need to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited.	15	APPENDIX 2 GENERIC MARK SCHEME FOR SECTION B PART (b) QUESTIONS *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)* *AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)* Level 4 (12 – 15 Marks) Generic Mark Scheme (part b) Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will. Level 3 (8 – 11 Marks) Generic Mark Scheme (part b) Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and

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Question	Answer/Indicative content	Marks	Guidance
			arguments are competent and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks. Level 2 (4 – 7 Marks) Generic Mark Scheme (part b) Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g. in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence. Level 1 (1 – 3 Marks)

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Question			Answer/Indicative content	Marks	Guidance
					Generic Mark Scheme (part b) Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but it is not used effectively (e.g. in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question). Level 0 Generic Mark Scheme (part b) No creditworthy response. Guidance Answers in this band contain no creditworthy material.
	c		Outline at least one play strategy Mary could use to develop perception in the children attending her nursery school. AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one play strategy to develop perception in young children. Suggestions could centre on adapting elements from within sensory integration therapy such as cooking, messy play, listening activities, etc., in accordance with the particular sensory skills being nurtured (e.g. visual-perceptual, fine motor, posture, auditory, etc.). Suggestions could also centre on the development of visual form constancy (e.g. through use of shape sorters or structured block play) or auditory perceptual constancy (e.g. through listening to music). It is important that the	10	APPENDIX 3 GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)* Level 4 (9 – 10 Marks) Generic Mark Scheme (part c) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance

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Question			Answer/Indicative content	Marks	Guidance
			suggestions are related to the context of the question. Other appropriate responses should be credited.		Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g. three or more explained in context and with appropriate psychological rationale for them). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses. **Level 3 (6 – 8 Marks)** **Generic Mark Scheme (part c)** Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Guidance** A standard, accurate response will sit in the middle of this band (i.e. be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g. named psychological research, concepts or theories). It is clear what is being suggested (i.e. it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g. the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail). **Level 2 (3 – 5 Marks)** **Generic Mark Scheme (part c)** Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.

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Question			Answer/Indicative content	Marks	Guidance
					Guidance Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e. it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e. what the precise advice is) or why it is being suggested. Level 1 (1 – 2 Marks) Generic Mark Scheme (part c) Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but it is not used effectively (e.g. advice is offered but it is generic and has no psychological rationale behind it). Level 0 Generic Mark Scheme (part c) No creditworthy response. Guidance Answers in this band contain no creditworthy material.
			Total	35	

Question			Answer/Indicative content	Marks	Guidance
6	a		Explain how the key research by Ainsworth and Bell (1970) could be used to help parents of young children. AO1 (5 marks) Candidates must refer to the key study by Ainsworth and Bell. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. AO2 (5 marks) Candidates should *apply* their knowledge and understanding of the study by Ainsworth and Bell to make suggestions about how the research could be used to help parents of young children. Answers can be expected to refer to the finding that attachment behaviours (e.g. proximity-seeking) are incompatible with exploratory behaviours. The Strange Situation may be described but this should be applied to parents. Suggestions could include mothers maintaining proximity with young infants (to promote exploration behaviour), managing separations carefully (e.g. ensuring that carers are at least familiar to the child), and to allow sufficient time post-separation for the child to display intense and prolonged attachment behaviours. It could also be noted that mothers should expect some proximity-avoiding behaviour post-reunion and to understand that attachment behaviour is not coincident with attachment. Less detailed answers or answers that simply describe the study without using it to make suggestions for parents of young children will only gain marks in the lower bands.	10	APPENDIX 1 Generic mark scheme for Section B PART (a) QUESTIONS *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* Level 4 (9 – 10 Marks) Generic Mark Scheme (part a) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g. a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e. use more than just the key study to address the question) where the wording of the question permits this. Level 3 (6 – 8 Marks) Generic Mark Scheme (part a) Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question.

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Question	Answer/Indicative content	Marks	Guidance
			Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard response will sit in the middle of this band (i.e. be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band. Level 2 (3 – 5 Marks) Generic Mark Scheme (part a) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a good, standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.

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Question			Answer/Indicative content	Marks	Guidance
					Level 1 (1 – 2 Marks) Generic Mark Scheme (part a) Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said. Level 0 Generic Mark Scheme (part a) No creditworthy response. Guidance Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> Descriptions of the key study were good although were at times laborious. Some candidates lacked key findings and key terminology from the research. AO2 was at times poorly linked to the key study. Some candidates showed good supporting knowledge of other studies to enhance their answers (Bowlby, Schaffer and Emerson, Lorenz) but when their responses were reliant on these, or at times confused with them, then marks were suppressed as the question specifically stated using Ainsworth and Bell. Some candidates confused this study with other studies on children, such as Gibson & Wark's Visual Cliff study; or tutoring young children.
	b		Discuss sampling bias of research into development of attachment.	15	APPENDIX 2 GENERIC MARK SCHEME FOR SECTION B PART (b) QUESTIONS

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Question	Answer/Indicative content	Marks	Guidance
	AO1 (2 marks) Candidates should demonstrate knowledge and understanding of sampling bias. AO3 (13 marks) Candidates should analyse, interpret and evaluate sampling bias of research into development of attachment. As well as referring to the key research, candidates can refer to research investigating the development of attachment in babies and the impact of failure to develop attachments. Any relevant study is creditworthy, with research such as that by Bowlby, Harlow, Hodges and Tizard, Lorenz and Rutter being particularly likely to appear. Candidates could explore issues relating to different aspects of samples, such as their socio-economic status, age, gender, nationality, ethnicity, species, etc. Candidates could also explore whether sampling methods have led to biased samples. Consideration could also be given to the impact of such research methods as longitudinal studies and whether participant attrition has resulted in biased samples. Answers can be critical but can also defend the research. Sampling bias needs to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited.		*AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)* *AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)* Level 4 (12 – 15 Marks) Generic Mark Scheme (part b) Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will. Level 3 (8 – 11 Marks) Generic Mark Scheme (part b) Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable.

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Question	Answer/Indicative content	Marks	Guidance
			There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks. Level 2 (4 – 7 Marks) Generic Mark Scheme (part b) Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g. in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence. Level 1 (1 – 3 Marks) Generic Mark Scheme (part b) Response demonstrates reasonable

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Question			Answer/Indicative content	Marks	Guidance
					knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some creditworthy material but it is not used effectively (e.g. in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question). Level 0 Generic Mark Scheme (part b) No creditworthy response. Guidance Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> Better responses drew on more evidence than the key study alone. Most candidates were able to identify and exemplify sampling bias but too many offered little more than a series of these similar points. Better candidates elaborated on why a limited sample was biased, providing evidence to specifically illustrate this. For example, candidates would identify research from one nationality as a problem, give evidence but often fail to explain and discuss why using only an American sample is a problem. When stated, the arguments were often one-sided (i.e. not evaluated) and a few candidates did not ground them in references to research. Too many were limited in their reference to the key study only, which limits marks for evidence.

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Question			Answer/Indicative content	Marks	Guidance
	c		What advice might a psychologist give Alice about how to ensure her nursery is an attachment friendly environment? AO2 (10 marks) Candidates need to apply their knowledge and understanding of strategies to develop an attachment-friendly environment. Suggestions could centre on a 'key person approach' in which there is continuity of staffing so that carers can become familiar to the children. It could be suggested that carers maintain proximity with the children and that they present a 'cuddly' exterior to them. The importance of carers being responsible for only a limited number of children at once may be emphasised, as too may the need to ensure that children are familiar and feel secure with other members of staff, too, in the event of their 'key person' being absent. Suggestions could also centre on staff training (e.g. modelling secure attachment styles for them). It is important that the suggestions are related to the context of the question. Other appropriate responses should be credited.	5	APPENDIX 3 GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)* Level 4 (9 – 10 Marks) Generic Mark Scheme (part c) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Guidance Answers in this band go beyond what might be expected of a standard, accurate response. Candidates can take either a 'depth' or 'breadth' approach (i.e. the advice may centre on one suggestion or more than one suggestion). Either way, what is being suggested will be made specific to the scenario in the question (with precise details of how it will operate) and the psychological rationale to support what is being suggested will be made explicit. Level 3 (6 – 8 Marks) Generic Mark Scheme (part c) Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 7 marks).

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Question	Answer/Indicative content	Marks	Guidance
			Candidates can take either a 'depth' or 'breadth' approach (i.e. the advice may centre on one suggestion or more than one suggestion). Either way, what is being suggested will be made specific to the scenario in the question. There is psychological rationale to support what is being suggested (although this may not be made explicit by the candidate). Level 2 (3 – 5 Marks) Generic Mark Scheme (part c) Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Guidance Answers in this band will lack precision. Candidates can take either a 'depth' or 'breadth' approach (i.e. the advice may centre on one suggestion or more than one suggestion). Either way, what is being suggested will remain at the general level. It will not be made specific to the scenario in the question. There will be a lack of psychological rationale for what is being suggested. Level 1 (1 – 2 Marks) Generic Mark Scheme (part c) Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Guidance Answers in this band contain some

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Question			Answer/Indicative content	Marks	Guidance
					creditworthy material but it is not used effectively. Level 0 Generic Mark Scheme (part c) No creditworthy response. Guidance Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> Candidates tended to do well here, even if they had struggled in the earlier parts of the question. Better answers identified features of attachment friendly nurseries (assign key worker for example) and used concept based rationale in support it (such as, staff ratio, staff turnover). Whereas. weaker answers focused on parents being in a nursery for prolonged periods of time (which makes nurseries pointless really). Too often suggestions lacked the support of evidence-based rationale, with candidates providing reasonable strategies but sometimes failing to apply them to psychology and so achieving no more than limited marks for an anecdotal response.
			Total	35	

Question			Answer/Indicative content	Marks	Guidance
7	a		Use the key research by Van Leeuwen et al. (2008) to explain the effect of biological factors upon intelligence. AO1 (5 marks) Candidates must refer to the key study by Van Leeuwen et al. to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. AO2 (5 marks) Candidates should *apply* their knowledge and understanding of the study by Van Leeuwen et al. to explain the effect of biological factors upon intelligence. Answers can be expected to refer to the finding that genetic effects accounted for 67% of the participants' scores on the Raven tests, although for children with a genetic predisposition towards lower intelligence the effect of biological factors was reduced as an additional 9% of the variation between participants was attributable to gene-environment interaction. Better responses will explain the biological factors (e.g. emphasising how monozygotic twins share all, or nearly all, of their DNA). Less detailed answers or answers that simply describe the study without using it to explain the effect of biological factors upon intelligence will only gain marks in the lower bands.	10	Appendix 1 *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* Level 4 (9–10 marks) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (6–8 marks) Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (3–5 marks) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to

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Question			Answer/Indicative content	Marks	Guidance
					address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1–2 marks) Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Level 0 (0 marks) No creditworthy response. <u>Examiner's Comments</u> Lots of responses knew the details of the procedure of the study as well as the percentage results found. Many mentioned that the MZ twins had higher concordance rates than the DZ twins. Some suggested both had high concordance rates. Better responses displayed a good attempt to explain the biological factors affecting intelligence. The weaker responses tended to lack depth and gave some inaccurate details and findings.
	b		Discuss methodological issues involved when researching intelligence. AO1 (2 marks) Candidates should demonstrate	10	Appendix 2 *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2*

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Question	Answer/Indicative content	Marks	Guidance
	knowledge and understanding of methodological issues. AO3 (13 marks) Candidates should analyse, interpret and evaluate methodological issues involved when researching intelligence. As well as referring to the key research, candidates can refer to research investigating what psychologists mean by intelligence and what biological factors could affect intelligence. Any relevant study is creditworthy. There are many potential methodological issues but issues centring on the validity of intelligence tests are especially pertinent (e.g. debates about the construct being measured and whether it should be defined broadly to include EI or MI). Cultural bias and internal reliability (e.g. split-half reliability) can also be raised as issues with tests themselves. Candidates may also explore issues with research into factors influencing intelligence such as ensuring representative samples of participants and controlling for participant variables: these may be linked to the use of twin or adoption studies. Validity may emerge as an issue again (e.g. via brain scans or establishing cause and effect) and so too may reliability (e.g. through sample sizes or through research needing to be repeated). Answers can be critical but can also defend the research. Methodological issues need to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited.		*marks)* *AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)* Level 4 (12–15 marks) Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (8–11 marks) Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4–7 marks) Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that

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Question			Answer/Indicative content	Marks	Guidance
					summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1–3 marks) Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Level 0 (0 marks) No creditworthy response. <u>Examiner's Comments</u> This question seemed to pose more challenges for candidates than might have been expected. Many candidates made relevant points to do with validity of IQ tests, cultural bias within them, possible sampling bias, etc.. However, these were not always illustrated with convincing examples. Candidates would at times stray from methodological issues into debates. Stronger responses evaluated both IQ testing, tests as well as research surrounding the testing. Weaker responses tended to just evaluate IQ testing generally and some of this was vague without a specific test being given. Popular issues included validity, reliability, ethnocentrism (often with good reference to Gould / Yerkes) and ethics.

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Question			Answer/Indicative content	Marks	Guidance
	c		What advice might a psychologist provide to Nasra's company about the best method for assessing the intelligence of job applicants? AO2 (10 marks) Candidates need to apply their knowledge and understanding of methods of assessing intelligence. Answers may make reference to specific intelligence tests (e.g. Raven's Advanced Progressive Matrices, or the Wechsler Adult Intelligence Scale) and any relevant test would be creditworthy (e.g. testing for Multiple Intelligences or Emotional Intelligence). However, candidates can still access the top bands by describing methods of assessing intelligence without naming a specific test. The strongest responses will engage with the question of why their suggested method is "best", possibly referring to the content of the test, to the type of data it generates, or even to practical considerations in relation to its administration, etc. It is important that the suggestions are related to the context of the question (i.e. a company involved in designing computer games). A suggested method could draw upon a range of existing ways of measuring intelligence, collating them together into a new method specifically for this situation. Other appropriate responses should be credited.	10	Appendix 3 *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)* Level 4 (9–10 marks) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (6–8 marks) Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (3–5 marks) Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1–2 marks) Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

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Question			Answer/Indicative content	Marks	Guidance
					Level 0 (0 marks) No creditworthy response. <u>Examiner's Comments</u> Many candidates were able to give some ideas for Nasra to use in her recruitment process. Good responses suggested specific IQ tests and described exactly what type of IQ these tests measured. Some did then link this to the specific skills that might be required in a computer games company. Weaker responses were very brief and often did not provide links to the stem.
			Total	35	

Question			Answer/Indicative content	Marks	Guidance
8	a		Explain how the research by Wood et al (1976) could be used by teachers to help children solve problems. AO1 Candidates must refer to the key study by Wood et al. to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively. AO2 Candidates should *apply* their knowledge and understanding of the study by Wood et al. to explain how the study could be used by teachers to help children solve problems. Answers are likely to focus on the amount and type of support a teacher can expect to have to give young children. Older children are capable of more unassisted acts. The youngest children need to be kept on task, middle age children need verbal prodding and correcting, and the oldest children need only confirming and checking. The best answers are likely to make reference to scaffolding and may focus on application of the key components of the scaffolding process. Less detailed answers or answers that simply describe the study without making suggestions about how it could be used by teachers to help children solve problems will only gain marks in the lower bands.	10	APPENDIX 1 *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)* Level 4 (9–10 Marks) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (6–8 Marks) Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 3 (3–5 Marks) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited

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Question	Answer/Indicative content	Marks	Guidance
			application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 2 (1–2 Marks) Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Level 0 (0 Marks) No creditworthy response. <u>Examiner's Comments</u> Assessment Objective 1 was mostly better displayed than Assessment Objective 2. Candidates had learned the key studies well and then attempted, some better than others, to apply this to the question asked. Child Better responses appreciated the point of the key research by Wood et al. Most could give an outline of what happened, but few answers were detailed or explicitly explained the findings. Fewer still focused on the applications in terms of scaffolding strategies such as demonstration, frustration control, reduction in degrees of freedom, recruitment, etc. The best responses understood that the study informed scaffolding strategies that

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Question	Answer/Indicative content	Marks	Guidance
			could be used in the classroom. Crime Most candidates could give an outline of Raine et al.'s murderers' brains study, showing good knowledge of detail. A small number, however, wrote about other biological background studies. This seemed unique to this option. Methodological details of the study were well described (although MRI often cited rather than PET). Results and their implications were not so well described – candidates often suggested high rather than low activity in pre-frontal cortex for example or which side of the amygdala had less activity and which more. Better responses could describe a number of brain differences and explain the implications of these for crime (impulsivity, low IQ, fearlessness etc) Environment Lord's research was well described in general. However, the outcome in terms of attitude and behaviour was less well described. Some candidates mistakenly assumed positive messages gave the highest behaviour change. Better responses noted that all experimental conditions led to significant increase in recycled items but that the best came from negative personal messages. Weaker responses did not go on to address the application element of the question explicitly. Mid-range responses did so but with weak links from study detail to question application (addressing the demand of the question). The best responses did this and made good connections between the study's findings and the way they could be used to increase recycling. Sport Most candidates could describe Zajonc et al.'s studies into cockroaches. Better responses showed understanding of the results in relation to drive theory, and those that made this connection were more likely to make a direct and detailed link to sport in their answer. Easy/difficult (dominant response) tasks were recounted against the presence of audiences, or

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Question			Answer/Indicative content	Marks	Guidance
					none. Many candidates, however failed mention sport at all or did so only briefly/obliquely. Weaker responses failed to describe the conditions in detail and failed to fully show how audiences affect the performance of the cockroaches in the easy and difficult tasks.
	b		Discuss the nature-nurture debate in relation to research into cognitive development and education. AO1 Candidates should demonstrate knowledge and understanding of the nature-nurture debate. AO3 Candidates should analyse, interpret and evaluate the nature-nurture debate in relation to research into cognitive development and education. As well as references to the key research by Wood et al, candidates are likely to cite the work of Piaget, Vygotsky, Bruner and Perry. Whether claiming that a particular psychologist's work supports a nature or nurture position (or both), it is vital that candidates are in control of their argument and clearly understand what they are writing. The different sides of the nature-nurture debate need to be evaluated, rather than simply identified and illustrated. Other appropriate responses should be credited.	15	APPENDIX 2 *AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)* *AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)* Level 4 (12–15 Marks) Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (8–11 Marks) Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable. There is a line of reasoning presented with

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Question	Answer/Indicative content	Marks	Guidance
			some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4–7 Marks) Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1–3 Marks) Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. Level 0 (0 Marks) No creditworthy response. <u>Examiner's Comments</u> Most candidates used a PEE model to present two or three points in their responses. Candidates commonly made evaluative comment with reference to studies, but few elaborated or discussed these assertions, so top band responses were few.

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Question			Answer/Indicative content	Marks	Guidance
					Child Nature –nurture. Most candidates did a “this one’s nature and that one’s nature” which naturally linked their evaluation to research. Better responses concluded with an interactionist argument. Piaget’s stages and the age differences in Wood et al. were used well to support a nature argument, as was Vygotsky’s MKO and the role of the tutor to support a nature argument. Weaker responses tended to mix up their answer as they seemed unclear as to what nature was and what nurture was. Crime Methodological issues. Better responses used the methodological strengths and weaknesses of the key and wider research to answer the question. Middling responses tended to identify problems (for instance, “it’s hard to study criminals using self-report as they cannot be trusted to tell the truth”) without exemplifying or substantiating their points. Typical of weaker responses was to be prepared for reductionism, determinism and freewill and usefulness for this topic area and were going to write about these and call them methodological issues, which rarely bore fruit. Environment Individual-situational. As with nature-nurture most candidates did a “this is situational because and this is individual because” type answer. Better responses supported one or other argument with relevant evidence (usually using Lord to support a situational argument). Some used individual-situation interchangeably with nature-nurture, which didn't always work particularly well. The dark green - light green distinction worked far better. Sport Validity. Most answers were able to identify different types of validity (population validity and internal validity) and link these to the key research. For ecological validity, home advantage and the Michael's study of pool players in a university bar were used.

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Question			Answer/Indicative content	Marks	Guidance
	c		What suggestions might a psychologist make to Carl about strategies pupils can use to revise effectively for exams? AO2 Candidates need to apply their knowledge and understanding of strategies to improve revision or learning. Answers could draw upon memory techniques such as mnemonics (visual or auditory). However, better answers are likely to make references to such concepts as semantic processing or the loci technique and to go beyond the anecdotal to references to psychological theory or research. It is important that the suggestions are related to the context of the question. Other appropriate responses should be credited.	10	APPENDIX 3 *AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)* Level 4 (9–10 Marks) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3 (6–8 Marks) Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (3–5 Marks) Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. Level 1 (1–2 Marks) Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.

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Question	Answer/Indicative content	Marks	Guidance
			Level 0 (0 Marks) No creditworthy response. <u>Examiner's Comments</u> This was generally the best answered part of the options. This was encouraging as it was the biggest departure from the legacy specification. Candidates have embraced the idea of making practical, real-life suggestions, with better ones clearly drawing their ideas from a sound base of psychological knowledge. Child Revising in silence allowed Grant's context –dependent memory study to be included as a suggestion, which helped the candidates to support their responses with empirical evidence. Recommended books tend to list strategies without detailed supporting studies, so candidates tended to suggest mnemonics, acronyms, mind maps etc. The appropriateness of the examples of application for 15-16 year olds exam revision varied somewhat. Crime Better responses made use of nutrition/combined programmes of nutrition exercise and cognitive skills using the studies from Olds/Raine to support their suggestions. Lots of fish oil and Omega-3 was suggested. Candidates who had not studied these as their chosen strategies often turned to less ethical applications, including castration and sterilisation of potential criminals. Plastic surgery was referenced with candidates often struggling to make this a legitimate suggestion. Not smoking or drinking alcohol whilst pregnant was a better presented suggestion; less good were those that weren't biological, lacked feasibility or, for ethical reasons, would not be suggested. Environment As the client group was primary school children a lot of strategies were suggested using reinforcement and role modelling, using core studies as supporting evidence, which again was perfectly legitimate and credit worthy. Candidates made good suggestions including imaginative application of

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Question			Answer/Indicative content	Marks	Guidance
					operant conditioning or Social Learning Theory; the best responses were thoroughly contextualised, referring to assemblies, sticker charts, etc., as well as examples of antecedent and consequent strategies. Sport Many candidates figured that the given scenario was going to require that Lizzie managed her arousal for playing in front of a crowd, and a variety of methods were suggested including breathing exercises, biofeedback, practising so that skills become dominant tasks (so would be enhanced by crowd), practising in front of a crowd, using rituals/music to control her arousal. Others suggested imagery. Some candidates struggled to offer convincing support for the suggestions they had made.
			Total	35	