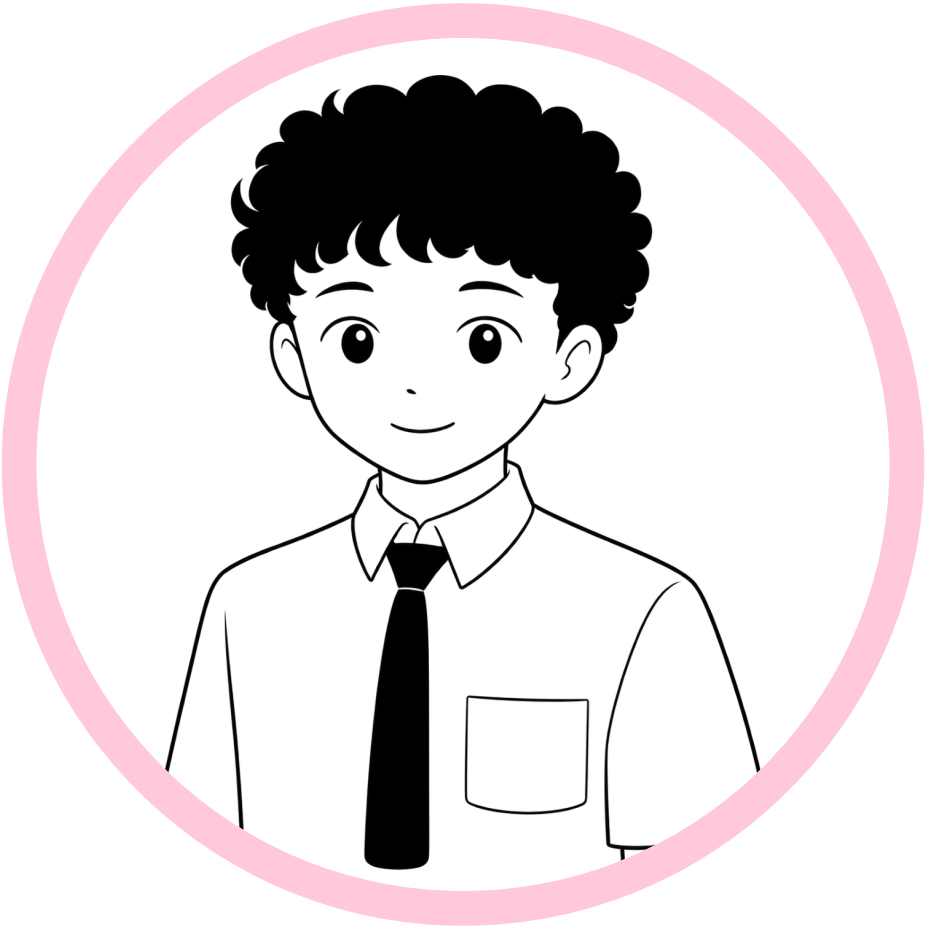
OCR A-LEVEL PSYCHOLOGY · H567

PSYCHOLOGY



EXAM QUESTION PACK

CRIMINAL PSYCHOLOGY

SCORE	PERCENTAGE
/280	%

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1(a) Outline the key research by Memon and Higham (1999) **and** explain what it tells us about training police interviewers.

[10]

thical considerations in relation to collection of evidence.

[15]

in his local supermarket doing some shopping when he witnessed another c
goods from the shelves.

Outline at least one suggestion a psychologist might make to the police regarding how to interview Tom about what he saw.

[10]

key research by Wilson and Kelling (1982) **and** use it to explain how the fe
of neighbourhoods can influence crime.

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[10]

e freewill/determinism debate in relation to research into crime prevention.

[15]

ple travel to work by train. Some of these people cycle from home to their lo
they leave their bikes at the railway station during the day. Taylor has the job of creating a cycle parking area at the local railway station. The bikes left there during the day need to be safe from being stolen.

Outline **at least one** crime prevention strategy a psychologist might advise Taylor to apply when designing this cycle parking area.

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[10]

the key research by Dixon et al. (2002) and explain what it contributes to ou psychology of the courtroom.

[10]

hether research into psychology and the courtroom is ethnocentric.

[15]

(c) *Sam works as a barrister. The client they are defending has been accused of causing criminal damage to property. Sam has a number of witnesses who can all testify that the client is innocent. Sam wants to know how to get the jury to believe the witnesses.

Outline at least one strategy a psychologist might suggest for how Sam could get the jury to believe the witnesses.

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[10]

4(a) * Outline the key research by Memon and Higham (1999) and explain how it could help the police in the collection of evidence from witnesses.

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[10]

[15]

(c) * Alex is a police officer working in the UK. They are investigating an incident in which a woman standing in a queue in a coffee shop had her mobile phone stolen. Alex is preparing to interview the man suspected of having committed this crime.

Outline at least **one** strategy a psychologist might advise Alex to use when interviewing this man.

[10]

e key research by Raine *et al*. (1997), explain what makes a criminal.

[10]

the validity of research into what makes a criminal.

[15]

(c) * Ray is the Government Minister in charge of prisons for the country. He is aware that while offenders are in prison there is an opportunity to reform them. Ray is interested in biologically-based measures to prevent crime that he could apply while offenders are still in prison.

Outline at least one biological strategy a psychologist might suggest to Ray that could be used to prevent prisoners from committing crimes in the future.

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[10]

*Use the key research by Haney et al. (1973) to explain how prison can affect prisoners.

[10]

hether research relating to the effects of imprisonment is ethnocentric.

[15]

(c) *Lola is the governor of a prison. She is concerned that too many of the inmates released from her prison go on to reoffend.

What advice might a psychologist give Lola about how to reduce reoffending by inmates released from her prison?

[10]

7(a) Criminal psychology

* Use the key research by Dixon et al. (2002) to explain how the characteristics of a defendant can affect whether they are found guilty.

[10]

ethical considerations of research into psychology and the courtroom.

[15]

been put in charge of the court system for his country. He is concerned tha
are reaching the wrong verdict. Alan would like to improve jury decision-making.

What might a psychologist suggest about how Alan can improve jury decision-making?

[10]

* Using the research by Raine et al. (1997), outline how criminal behaviour could be explained through physiological factors.

[10]

(b) * Discuss methodological issues involved when researching what makes a criminal.

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[15]

is a police officer who works with ‘problem families’. Her job is to try and pre
families from engaging in criminal behaviour in the future.

What suggestions might a psychologist make to Shanaz about biological strategies to prevent criminal behaviour in the families she works with?

[10]

END OF QUESTION PAPER

Question			Answer/Indicative content	Marks	Guidance
1	a		Outline the key research by Memon and Higham (1999) and explain what it tells us about training police interviewers. AO1 (5 marks) Candidates must refer to the key study by Memon and Higham (1999). 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 detailed outline of the following features: - Identification of the research method used (i.e. a review) or its aim. - Outline of what the cognitive interview technique involves. - Outline of how the CIT was assessed (comparison to other interview techniques and/or measures of memory and/or citing of research into different components by other psychologists) A reasonable/Level 3 response will typically include 2 of the above features, or 3 but not in detail 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 Memon and Higham. The explanation of what it tells us about training police interviewers can be marked in relation to what the study advises about effective CIT training. Award 5 marks for different aspects of CIT training. For example: • Focus on context reinstatement and recalling in forward order once followed by reverse order as these components have been found to be particularly effective. • Focus less on changing the perspective as it can be confusing for witnesses • Do over two days • Give to motivated police officers (chosen for their potential)	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
	• Get a police sergeant delivering the training • Don't get a University lecturer doing the training • Give trainees feedback • Provide opportunities for practice • Give all trainees training in the same interview techniques (not like the 'standard' police interview) The AO2 marks can be awarded in relation to either breadth (e.g. listing five of these) or depth (e.g. taking a more detailed approach in relation to two or three of them) Less detailed answers or answers that simply describe the study without explaining what it tells us about training police interviewers 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 key research is a review article by Memon and Higham which has five sections. If this was about an experimental research study, it wouldn't be enough to write about just the sample or just the results, and therefore we can't expect just writing about the cognitive interview would be enough for full 5 marks of AO1 for knowledge and understanding of the research. Therefore better candidates gave responses which included the method, the cognitive interview, the comparison interviews and/or measure of memory. There was more detail about the cognitive interview, so this could gain more credit than the other three. The fifth component of the research was training and this is where candidates should have extrapolated from the study what recommendations for training were, or what we understood from the article about how the training was effective or not.

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Question			Answer/Indicative content	Marks	Guidance
	b		Discuss ethical considerations in relation to collection of evidence. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethical considerations. AO3 (13 marks) Candidates should analyse, interpret and evaluate collection of evidence in relation to ethical considerations. As well as referring to the key research, candidates can refer to research relating to collection and use of evidence from witnesses and suspects. Any relevant study is creditworthy, including those relating to the collection of forensic evidence and also Loftus and Palmer. Candidates may approach this question by: • Commenting on *research* into collection of evidence in relation to ethical guidelines (informed consent, withdrawal, protection from harm, etc.). However, stronger responses may broaden out the discussion to consider: • Collection of evidence in relation to *the experience of being an interviewee* - the rights of interviewees, and whether 'the end justifies the means'. Candidates may be critical in the points they make but, equally, they may defend the ethics of collection of evidence. Points about ethical considerations 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 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

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Question	Answer/Indicative content	Marks	Guidance
			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) 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

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Question	Answer/Indicative content	Marks	Guidance
			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. <u>Examiner's Comments</u> The focus of this discussion was the BPS ethical considerations and how these could be applied to gathering evidence. This question was answered in a variety of ways, often within one answer, and all of them equally creditworthy. Any type of research gathering was acceptable; this could have been forensic or cognitive. The response could focus on techniques based on research such as cognitive interview or Reid's interrogation, but they could also have focused on empirical research such as Fisher's research into cognitive interview. Either the interviewee, interviewer or the research participant could have been impacted by the ethical guideline being adhered to or not, all were just as creditworthy. This did make for some unusual responses such as right of withdrawal being applied to suspects, but many candidates did this well; the better responses considering how suspects couldn't have that right, but some candidates suggesting 'no comment' was one way of withdrawing from an interview even if not physically leaving. All of these responses were considered in light of how

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Question			Answer/Indicative content	Marks	Guidance
					they addressed the question, the accuracy of their knowledge and their psychological basis. The discussion was often better in responses to this question; candidates considered such points as the impact of interrogations on suspects feeling they have to make a false confession as they were so distressed they could see no other option. They linked this back to the ethical consideration of psychological harm. Candidates who know the specification will always be able to answer the questions set, and we will always accept any interpretation of the question which could be creditworthy.
	c		**Outline at least one suggestion a psychologist might make to the police about how to interview Tom about what he saw**. **AO2 (10 marks)** Candidates need to apply their knowledge and understanding of at least one strategy for police interviews. Suggestions may refer to: • Features of the cognitive interview technique. • The enhanced cognitive interview technique. • The PEACE model. • Avoiding using leading questions • Application of context-dependent memory 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

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Question	Answer/Indicative content	Marks	Guidance
			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 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

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Question	Answer/Indicative content	Marks	Guidance
			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). **Level 0 (0 mark)** No creditworthy response. Answers in this band contain no creditworthy material. Examiner's Comments Many candidates wrote out a lengthy description of the cognitive interview (CI) (some for the third time having done so for section (a) and (b) without any link to the scenario). This would gain basic marks as it is knowledge and understanding, but this question is 10 marks for application - so something relevant would be the rationale not the suggestion. Better candidates took more than one component of the CI and linked it specifically to the supermarket robber Tom had witnessed. Some candidates confused the scenario and referred to Tom as the suspect. It is important that for these applied questions the candidates keep the scenario firmly at the core of their response - every suggestion must be set clearly in the context of scenario and using a name is not enough to contextualise a suggestion. See Exemplar 2. Exemplar 2

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Question			Answer/Indicative content	Marks	Guidance
					6 c One suggestion a psychologist might make to the police regarding how Tom to interview Tom about what he saw is to avoid leading questions since this may lead to a false confession. This would involve avoiding questions such as 'was the thief customer who was stealing' 'what was he stealing?' since it may subconsciously change / alter the Tom's memory of the event as and lead him to later testify the customer was a man ('he') even if they were actually a woman. Instead questions that don't suggest anything are best, for example 'what did the customer look like?' or 'what were they stealing?'. This is supported by evidence from Loftus & Palmer on eyewitness testimony since the results showed that the critical verb in the critical question ('how fast were the cars travelling when they [critical verb]') influenced the estimated speed, and in the 2nd experiment, when asked whether there was any broken glass a week later (there wasn't), majority stated yes meaning there memory was altered by a leading question. Therefore, when interviewing Tom about what he saw, leading questions must be avoided in order to produce the highest in validity testimony possible. Another suggestion on how to interview Tom is to use the cognitive interview, putting emphasis on the uninterrupted free recall, and removing the recall in different temporal orders & perspectives stage. This would involve having 6 c Tom invited into a private space and encouraged to freely recall what he saw. This means the he is not interrupted. Additionally, before conducting this cognitive interview the police must have conducted a 2 day training course on this interview technique. This is supported by evidence from Memon and Higham who, when conducting a review on 65 studies on on the cognitive interview, found that the free recall stage was the most effective, different orders and perspectives, the most effective reading validity of testimony, and that a 2 day training course was most effective. Therefore, when interviewing Tom, the police must follow these tips in order to produce a testimony with high validity. Exemplar 2 is an example of a response which contains all of the elements needed for full marks. There is detailed suggestion, context and psychological evidence as rationale.
			Total	35	

Mark Scheme

Question			Answer/Indicative content	Marks	Guidance
2	a		**Outline the key research by Wilson and Kelling (1982) and use it to explain how the features of neighbourhoods can influence crime.** **AO1 (5 marks)** Candidates must refer to the key study by Wilson and Kelling. 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 Wilson and Kelling to explain how **the features of neighbourhoods** can influence crime. Answers can be expected to place emphasis on 'broken windows' theory. This suggests that unrepaired properties send out a signal that the people living there don't care. Soon, more damage gets done to properties. As street crime increases, residents start retreating from public spaces and they avoid confronting those who might be engaging in criminal activity. Answers can be expected to explore this theory, but other concepts could be introduced as well (e.g. defensible space) in order to explain further how the features of neighbourhoods can influence crime (to make it either more or less likely to happen). Less detailed answers or answers that simply describe the study without using it to explain how the features of neighbourhoods can influence crime will only gain marks in the lower Levels. AO1 can be either the specifics of the review ie New Jersey, Participant observation or can identify the features named in the review ie Broken Windows, citizen patrols AO2 will be the link between the features and crime (or lack of it) or cognitions about crime ie fear, increase	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. Examiner's Comments This research is unusual in that it is an article as opposed to a research study. Candidates could gain AO1 marks for knowledge and understanding by describing the situation of where and how the researchers gained their information, the participant observation or by identifying the features of the neighbourhood considered in the article. A mixture of both was also given marks. The application marks were given for a discussion of the impact of these features, such as reducing fear but not crime. There was some confusion with other research, in particular Zimbardo and Newman, being used either on its own or as part of the application. In this section, the only creditworthy material is from Wilson and Kelling's research.
	b		**Discuss the freewill/determinism debate in relation to research into crime prevention.** **AO1 (2 marks)** Candidates should demonstrate knowledge and understanding of the freewill/determinism debate. **AO3 (13 marks)** Candidates should analyse, interpret and	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)* Le — Ma — Generic mark — Guidance

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Question	Answer/Indicative content	Marks	Guidance
	evaluate research into crime prevention in relation to the freewill/ determinism debate. As well as referring to the key research, candidates can refer to research relating to how the features of neighbourhoods and a zero tolerance policy can influence crime. Any relevant study is creditworthy. Candidates may consider how many theories of crime prevention are quite determinist (i.e. they assume that if a particular change if made then it is fairly automatic what effect this will have). This sort of point could be made in relation to both physical features of a neighbourhood and also how the police operate. However, is it this simple? Those engaging in criminal behaviour could make the choice to 'mend their ways' but more likely they will instead just move where they commit crimes to somewhere else (i.e. a softer target). Another aspect of freewill is the way in which residents have the choice whether or not to set up Neighbourhood Watch schemes, 'target harden' their homes, become vigilantes, etc. Candidates may argue for freewill or determinism in relation to research into crime prevention. Points about the freewill/ determinism debate need to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited. Points need to refer to choice or cause Needs to refer to research (theories or studies) and balanced with elaboration or evaluation. Generic evaluation such as having a choice is likely to be basic.		vel / rks / scheme (part b) 4 / 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. / Answers in this Level 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. 3 / 8–11 / Response demonstrates reasonable relevant knowledge and understanding. / A standard, accurate response will sit in the middle of this Level (i.e. be

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Question	Answer/Indicative content	Marks	Guidance			
					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.	awarded 9-10 marks). Answers in this 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	Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be

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Question	Answer/Indicative content	Marks	Guidance			
					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.	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.
			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	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

		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.	
0		No creditworthy response.	Answers in this Level contain no creditworthy material.

<u>Examiner's Comments</u>

Candidates showed they understood the debate, however the main issue with the responses was that the debate was discussed in relation to crime prevention strategies rather than research into crime prevention. While the examiners took a flexible approach to research as in theories and research evidence, there were still many responses that were simply descriptive, as in 'this is determinist and this is free will'. The attempt at discussion then simply became a conversely 'however there could be free will as not everyone committed a crime' and this was used for every point made.

Candidates seem to find it difficult to discuss an issue or debate. For example, examining the strengths or weaknesses of adopting a particular stance. Better responses would consider the disadvantage or advantage of, for example, research assuming that crime prevention techniques were deterministic.

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Question			Answer/Indicative content	Marks	Guidance
	c		**Outline at least one crime prevention strategy a psychologist might advise Taylor to apply when designing this cycle parking area.** AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for crime prevention. Suggestions may be expected to draw upon ideas from **broken windows theory** (e.g. make it easy to maintain) or **defensible space theory** (e.g. place it in an area that is overlooked). **CctV** could be recommended in order to challenge deindividuation, **signs/posters** could be put up (relating to social norms, being watched, etc.), and access to the cycle parking area could be restricted to registered users only. It is important that the suggestions are related to **the context ie the design** 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. The strategies must refer to the design of the parking area not the maintenance, but design may include rubbish bins or no glass to avoid poor environment leading to crime. But keeping area clean and tidy is not a design strategy. Either police officers or community wardens could 'patrol' the cycle parking area is basic as not linked to scenario	10	*AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)*

Level	Marks	Generic Mark Scheme (part c)	Guidance
4	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.	Answers in this 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.	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

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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.	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).
			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	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

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Question	Answer/Indicative content	Marks	Guidance

		has some relevance and is presented with limited structure. The information is supported by limited evidence.	being suggested (i.e. what the precise advice is) or why it is being suggested.
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 response to this question should focus on features that could be incorporated into the design of a bike park. These could include, CCTV, posters, target hardening i.e. lockable pods for bike storage, being clearly visible to the public etc. Such suggestions should be specific and detailed for higher level marks.

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Question			Answer/Indicative content	Marks	Guidance
					Features such as police patrols, Neighbourhood Watch, regular maintenance and cleaning are not features of design and so were peripherally relevant therefore were predominantly in the bottom level of marks or if done very well, with a breadth depth trade off, could reach the lower half of the allocated marks. Responses could be limited by sparse detail of strategies limited by the lack of clearly identifiable psychological underpinning of the strategy, or by limited application to the scenario. Exemplar 2 One crime prevention Strategy that Taylor could put in place is surviellence. By placing CCTV in the cycle parking area it may deter criminals from commiting crime in ~~these areas~~ this area. This is because it will lead to easier persecutions from the authority as individuals can be tracked down. Although, if the surviellence does not have a view of the whole cycle parking crimes could Still occur in areas that are out of sight. Another crime prevention strategy would be to use zero tolerance policing. This would mean that police would not accept any type of crime to committed in this area. This Strategy works well particularly if there are high levels of policing in the cycle parking area. However if there is not then this strategy would not be the most beneficial ~~from~~ for crime prevention. Exemplar 2 has the first strategy of surveillance by placing CCTV in the area. However, the lack of detail in this suggestion prevents it from getting above the basic level. There is no clear psychology underpinning this suggestion, although as examiners, we know there is some, so it gets a mark. The second suggestion isn't part of the design process. Taylor can't design zero tolerance policing. However, as it is a crime prevention strategy it can gain a mark for being peripherally relevant. Two such strategies would be unlikely to get above 3 marks. This is slightly better than that as the first strategy is relevant but lacking detail.
			Total	35	

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Question			Answer/Indicative content	Marks	Guidance
3	a		Describe the key research by Dixon et al (2002) and explain what it contributes to our understanding of the psychology of the courtroom. AO1 (5 marks) Candidates must refer to the key study by Dixon 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 Dixon et al to explain what it contributes to our understanding of the psychology of the courtroom. Answers are likely to explain that it shows how a defendant's accent can influence perceptions of their guilt, particularly when this interacts with other factors such as their ethnicity and the nature of the crime the defendant is being accused of. Better answers may go further and acknowledge that the Dixon study relates to psychology because a person's accent is a factor irrelevant to their guilt (i.e., it is a psychological consideration rather than one to do with the evidence in the case). Candidates may also note that the Dixon study is based on a transcript from a police interview (i.e., it is not actually set in court) but that it remains relevant to the topic because a recording of this kind is something that could plausibly be presented as evidence in court. They could also engage with ways in which courts could be improved to reduce potential discrimination, etc. Less detailed answers or answers that simply describe the study without using it to explain what it contributes to our understanding of the psychology of the courtroom 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> Candidates were well prepared for this question, with details of the study included in their responses. Some candidates in this part of the question wrote slightly less detailed descriptions of the study than required but then wrote about it in their section b, so obviously knew the study. This meant their marks for section a were less than they could have been (marks cannot be transferred between sections). A clear summary of the key points of the research is needed. There was sometimes confusion about the attractiveness of the Birmingham accent and attractiveness of defendants with the application referring to the latter. Better responses addressed the application requirement by referring to cognitive bias, social effects such as prejudice, the courtroom and how we can understand better what goes on in a courtroom as a result of the findings of this study.

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Question			Answer/Indicative content	Marks	Guidance
	b		Discuss whether research into psychology and the courtroom is ethnocentric. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethnocentrism. AO3 (13 marks) Candidates should analyse, interpret and evaluate the ethnocentrism of research into psychology and the courtroom. As well as referring to the key research, candidates can refer to research investigating how juries can be persuaded by the characteristics of witnesses and defendants. Any relevant study is creditworthy. Candidates may make reference to the culture in which research was carried out and consider whether such findings could be expected to be found in other cultures. Consideration could be given to the materials used within research and whether these might be culturally biased. Candidates could explore the extent to which samples of participants reflect ethnic diversity. They may also raise points about how court systems vary around the world (e.g. from adversarial to inquisitorial systems to village moots). Candidates may be critical in the points they make but, equally, they may defend research. The ethnocentrism of research needs to be discussed, 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 (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

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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. 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 (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

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Question	Answer/Indicative content	Marks	Guidance
			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). Marks 0 No creditworthy response. Guidance Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> Ethnocentrism bias was very often misunderstood. Having defined it, the majority of the candidates then covered population validity, ecological validity, generalisability, racism or design limitations. Ethnicity implies a race or culture rather than age, gender, education groups. Ethnocentrism is not just lack of generalisability but an assumption that the beliefs, traditions and processes of a researcher's own culture are the correct or superior ones. In terms of research into the psychology of the courtroom, candidates could be expected to consider: the beliefs or traditions of countries in which research is carried out, the beliefs or traditions of a culture (individualist vs collectivist, Western vs Eastern) or the judicial processes within a country/culture. Many considered the implied racism of black or white participants' views on black or white defendants, or the limitations of using two ethnicities in photographs. Using more diversity in materials doesn't reduce the ethnocentrism of research. The

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Question			Answer/Indicative content	Marks	Guidance
					assumption of superiority of the participants remains the same. Successful responses could acknowledge the ethnocentrism of research, for example into attractiveness, and would then comment on the universality of attractiveness and how this might differ between cultures, but the principle of attractiveness influencing the judicial process would remain. Some responses focused on studies including, Levine, Milgram, Lee, Chaney which, whilst they are related to the evaluation aspect of the question, didn't relate to the research into the courtroom requirement in the question.
	c		**Outline at least one strategy a psychologist might suggest for how Sam could get the jury to believe her witnesses.** AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy to influence jury decision-making. They could focus on such strategies as encouraging witnesses to dress as smartly as possible (to take advantage of the 'halo effect'), Sam establishing their credibility before they begin to testify (in line with the Yale Model of Persuasion), calling up witnesses in 'story order', or training witnesses to be as confident as possible about what they saw. Suggestions centring on witnesses being coached to have less pronounced regional accents are also creditworthy. So too (potentially) could be the use of expert witnesses to establish the credibility of his eyewitnesses. It is important that the suggestions are related to the context of the question (i.e. strategies that Sam could use in relation to witnesses) and that they are suggestions that a psychologist might genuinely make (e.g. within a code of ethics). 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

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Question	Answer/Indicative content	Marks	Guidance
			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 (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.

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Question			Answer/Indicative content	Marks	Guidance
					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 Answers in this band contain no creditworthy material. <u>Examiner's Comments</u> This scenario created the most incorrect references to the scenario. Many candidates confused the witnesses with the defendant or Sam and this led to the suggestions being awarded the lower marks as they were not applied to the scenario. Some suggestions were not within the remit of Sam and so again gained lower or no marks. For example, Sam couldn't put on training courses for the judge or remove members of the jury if they didn't match the defendant. Likewise, knowingly providing inadmissible evidence to sway the jury could possibly be seen as contempt of court and no psychologist would realistically advise this. Some less practical but more achievable suggestions such as screens and a voice changer were credited, although unlikely. Better responses suggested and justified, image management, including confidence and attractiveness; or suggested presentation of evidence in story order. Rationale from psychological research was generally appropriate both in amount of detail and relevance to the suggestion.
			Total	35	

Question			Answer/Indicative content	Marks	Guidance
4	a		Outline the key research by Memon and Higham (1999) and explain how it could help the police in the collection of evidence from witnesses. AO1 (5 marks) Candidates must refer to the key study by Memon and Higham. 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 to explain how it could help the police in the collection of evidence from witnesses. Suggestions are likely to centre on inclusion of the various components of the Cognitive Interview Technique (e.g. mental context reinstatement; report everything; recall in forward order once followed by reverse order). Better answers will be selective and may acknowledge that not all aspects of the CI technique are equally successful (e.g. recalling from a variety of different perspective has the potential to confuse witnesses so may be left out). Less detailed answers or answers that simply describe the study without explaining how it could help the police in the collection of evidence from witnesses 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. 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 (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.

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Question			Answer/Indicative content	Marks	Guidance
					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 (0 Marks) Generic mark scheme (Part a) No creditworthy response. Guidance Answers in this band contain no creditworthy material.
	b		Discuss the individual / situational explanations debate in relation to collection of evidence. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the individual / situational explanations debate. AO3 (13 marks) Candidates should analyse, interpret and evaluate collection of evidence in relation to the individual / situational explanations debate. As well as referring to the key research, candidates can refer to research relating to the collection and use of evidence from witnesses and suspects. Any relevant study is creditworthy, including those relating to the collection of forensic evidence. Candidates may consider how research is generally based on a situational approach (e.g. using cognitive interviews rather than 'standard' interviews; following Reid's nine steps of interrogation; the amount of information a fingerprint analyst is given about a case). However, individual factors can be acknowledged in explanation of why techniques won't succeed equally well in all cases. These may relate to the person	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

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Question	Answer/Indicative content	Marks	Guidance
	collecting the evidence (e.g. how committed he / she is to a particular interviewing technique; how experienced they are at analysis of forensic material) or to the person they are collecting evidence from (e.g. whether they have gone through the interviewing process before and are 'hardened' to it, as opposed to them having vulnerabilities that make them particularly compliant). Candidates may argue for individual or situational explanations of behaviour in relation to collection of evidence. Points about the individual / situational explanations debate need to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited.		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. 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

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Question			Answer/Indicative content	Marks	Guidance
					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. 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
	c		Outline at least one strategy a psychologist might advise Alex to use when interviewing this man. AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for police interviews. Suggestions are likely to centre on use of the PEACE framework as this is suitable with any type of interviewee (i.e. suspect, as well as witness or victim) and is permitted in the UK. Alternatively, or in addition to this, answers could include reference to not using leading questions, being wary of unwittingly eliciting a false confession (e.g. due to vulnerabilities on the part of the suspect), applying skills of lie detection, etc. It is important that the 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)* 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

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Question			Answer/Indicative content	Marks	Guidance
					creditworthy material.
			Total	35	

Question			Answer/Indicative content	Marks	Guidance
5	a		Using the key research by Raine et al (1997), explain what makes a criminal. AO1 (5 marks) Candidates must refer to the key study by Raine 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 to explain what makes a criminal. Answers can be expected to focus on Raine's findings of differences in brain metabolism among defendants pleading Not Guilty by Reason of Insanity for either murder or manslaughter relative to a control group. In particular, the NGRIs were found to have lower levels of metabolic activity in the prefrontal cortex and abnormal levels of activity in the amygdala. These findings could be used to explain what makes a criminal as the reduced levels of activity in the prefrontal cortex could contribute to a lack of self-control while the abnormal levels of activity in the amygdala could contribute to fearlessness. Taken together, such differences in levels of metabolic activity in the brain could help explain the sorts of crime the NGRIs were being accused of. Less detailed answers or answers that simply describe the study without using it to explain what makes a criminal 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 the validity of research into what makes a criminal. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of validity. AO3 (13 marks) Candidates should analyse, interpret and evaluate the validity of research into what makes a criminal. As well as referring to the key research, candidates can refer to research investigating physiological and non-physiological explanations of criminal behaviour. Any relevant study is creditworthy. Candidates may make reference to ecological validity, population validity, construct validity, etc., or could refer to aspects of studies that affect validity such as extraneous variables, demand characteristics or social desirability bias. Candidates may be critical in the points they make but, equally, they may defend research. The validity of research needs 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 biological strategy a psychologist might suggest to Ray that could be used to prevent prisoners from committing crimes in the future. AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one biological strategy for preventing criminal behaviour. Suggestions could centre on dietary interventions such as fish-oil supplements, but could also centre on changes to the prison buildings such as removal of any lead pipes. Equally, answers could potentially explore cosmetic surgery or interventions involving reductions in testosterone levels or correction of genetic abnormalities. It is important that the suggestions are related to the context of the question and are suggestions that a psychologist might	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
	potentially make (so should therefore be within ethical guidelines). 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		Use the key research by Haney et al. (1973) to explain how prison can affect prisoners. AO1 (5 marks) Candidates must refer to the key study by Haney 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 Haney et al to explain how prison can affect prisoners. Answers can be expected to focus on how those assigned the role of 'prisoner' in the Stanford Prison Experiment were affected. Following initial feelings of disbelief at the oppressive atmosphere, the prisoners tried rebelling; after that, they sought to work together to set up a grievance procedure. After this had failed, they experienced feelings of isolation, flattened affect, passivity and dependence. Five prisoners had to be released because of extreme emotional depression, crying, rage and acute anxiety, while others became excessively obedient. Explanation of this 'pathological prisoner syndrome' centred on three factors: loss of personal identity; arbitrary control; and dependency and emasculation. Answers need to focus on the impact of prison on prisoners (not guards) and also on how this impact can be explained. Less detailed answers or answers that simply describe the study without using it to explain how prison can affect prisoners 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> Generally, well answered in terms of knowledge of Haney's research, (although some candidates identified it as the Zimbardo study). Some candidates did confuse this with later studies by Haney. Better responses made explicit reference to depersonalisation, pathological prisoner syndrome and examples of stress shown by the prisoners. Description of the study was usually good although level of detail was sometimes unnecessary in addressing the question. For example, a number of answers gave too much attention to the guards, when the question was specifically about the effect on prisoners. Candidates also used a lot of key terms, e.g. depersonalisation without offering an explanation, hence missing out on the top band. Candidates should make clear that they understand what terms mean, such as pathological prisoner

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Question			Answer/Indicative content	Marks	Guidance
					syndrome, rather than merely stating them. Exemplar 3 Lastly, another way in which Haney displayed how prison may effect prisoners is their ability to disobey. At times during the experiment, some participants proceeded to barricade the prison cells, or defy the guards commands. One could argue that this was an unnatural response as the prisoners knew they had done no wrong. However some prisoners in reality may behave this way, even when convicted of real crime. To conclude, Haney showed us that prison may cause prisoners to disobey, defy authority, or show signs of intense trauma or stress Exemplar 3 full their full answer the candidate was given 17/18 marks. In the original answer (not shown) the response gave a detailed account of the study. However, what was significant, and what moved it up, and out of a mark of 6 marks was the final paragraph (shown) as it commented on the prisoners' reactions to incarceration.

Question			Answer/Indicative content	Marks	Guidance
	b		Discuss whether research relating to the effects of imprisonment is ethnocentric. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethnocentrism. AO3 (13 marks) Candidates should analyse, interpret and evaluate the ethnocentrism of research into effect of imprisonment. As well as referring to the key research, candidates can refer to research investigating punishment and reform as responses to criminal behaviour. Any relevant study is creditworthy. Candidates may make reference to the culture in which research was carried out and consider whether such findings could be expected to be found in other cultures or even whether the programmes being assessed would be adopted elsewhere (e.g. restorative justice; planned employment schemes). Different points could be explored for different aspects of the same research (e.g. whether participants assigned the role of 'guard' in the SPE would have been more or less aggressive if the study had been carried out in a country other than the USA; separately, whether 'prisoners' would have risked rebellion elsewhere). Consideration could be given to the materials used within research and whether these might be culturally biased. Candidates could also explore the extent to which samples of participants reflect ethnic diversity. Candidates may be critical in the points they make but, equally, they may defend research. The ethnocentrism of research needs 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. <u>Examiner's Comments</u> Most candidates were able to discuss, with reasonable accuracy what is meant by ethnocentrism. They usually appeared to know what it means to be ethnocentric; although a few proposed it was good to be ethnocentric as this refers to research that includes many cultures. Others confused it with sample bias, so included age or gender. Most candidates could identify and give examples from research (usually the Haney et al study) but discussion was at best superficial. Weak responses confused it with ecological validity and/ or ethics. Again, better responses were marked by a few points being made and research being drawn from wider areas than the key study.

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Question			Answer/Indicative content	Marks	Guidance
	c		What advice might a psychologist give Lola about how to reduce reoffending by inmates released from her prison? AO2 (10 marks) Candidates need to apply their knowledge and understanding of strategies for reducing reoffending. Suggestions could centre on formal programmes such as anger management, restorative justice, planned employment schemes, social skills training, substance misuse programmes, thinking skills, etc. Answers could also involve application of wider psychological concepts such as classical conditioning (e.g. to work with local councils to re-house former inmates away from areas that they associate with criminal patterns of behaviour) or social learning theory (e.g. through ex-inmates who have managed to establish non-offending lifestyles acting as role models). It is important that the suggestions are related to the context of the question. 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. 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> A well answered question. Most suggestions centred around Restorative Justice, employment- based schemes and counselling. such as. anger management; CALM. Better answers got into the detail of these but limited answers did not specify how the strategy would be implemented or delivered, and why. Lack of knowledge based rationale marked some of the limited responses. *Key point call out* When candidates are using key concepts and terms – these should be defined/explained, rather than just stated. E.g., depersonalisation; pathology of power; pathological prisoner syndrome – this then shows good understanding.
			Total	35	

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7	a		Use the key research by Dixon et al. (2002) to explain how the characteristics of a defendant can affect whether they are found guilty. AO1 (5 marks) Candidates must refer to the key study by Dixon 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 Dixon et al to explain how the characteristics of a defendant can affect whether they are found guilty. Answers can be expected to focus on having a 'Brummie' accent and also, in the case of blue-collar crime, being black. They may also refer to the variable of superiority in relation to a suspect's accent (with the 'Brummie' accent being rated as less superior than the 'standard' accent). Less detailed answers or answers that simply describe the study without using it to explain how the characteristics of a defendant can affect whether they are found guilty 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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			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> Good detail of the study provided and a number of responses were aware that it was the Brummie accent, black defendant who had committed a blue collar crime that was rated the most guilty as well as the Brummie accent per se. Many candidates believed the black defendant and the blue collar crime as separate independent variables were also rated the most guilty although Dixon did not find this in his study. Quite a few candidates referred to the halo effect and / or cite additional research illustrating other ways in which the characteristics of a defendant can affect whether they are found guilty. Some candidates confused the details of the Dixon study with other studies from

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					background research.
	b		Discuss ethical considerations of research into psychology and the courtroom. AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethical considerations. AO3 (13 marks) Candidates should analyse, interpret and evaluate ethical considerations of research into psychology and the courtroom. As well as referring to the key research, candidates can refer to research investigating how juries can be persuaded by the characteristics of witnesses and defendants. Any relevant study is creditworthy. Candidates may refer to ethical guidelines in their answer (informed consent, withdrawal, protection from harm, etc.), but stronger responses may go further to consider such issues as the ethics of research being used to help the guilty be found innocent or the innocent be found guilty. The question of whether 'the end justifies the means' could be explored. Candidates may be critical in the points they make but, equally, they may defend research. Ethical considerations 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 some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2 (4–7 marks) Response demonstrates reasonable

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			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> Better answers identified issues (such as consent, confidentiality, protection from harm) and linked these to the study by Dixon or other studies from this topic area. Top candidates suggested that mock trials with mock juries create an ethical framework for studies of the courtroom and linked their answers to this point throughout. Once more, however, this question posed more challenges than might have been expected. Often relevant points would be raised (with social sensitivity being accepted as an ethical consideration), but instead of ***relating these to research*** and making use of mock trials, too many candidates would discuss them in relation to hypothetical research within actual courtrooms, seeing the

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					defendant as the participant. Such an approach held candidates back and led to answers lacking evidential support, as there was no reference to research at all.
	c		What might a psychologist suggest about how Alan can improve jury decision-making? AO2 (10 marks) Candidates need to apply their knowledge and understanding of strategies to influence jury decision-making. Suggestions could centre on concealing characteristics of witnesses and / or defendants that could affect jurors (e.g. through them testifying from behind screens, etc.) or requiring that any extra-evidential strategies found to influence juries be used by both prosecution and defence so that neither side gains an unfair advantage. Juries could also be given training (e.g. about not giving undue weight to witnesses just because they are confident, or about being wary of the CSI effect). Answers that consider the size of a jury or the nature of jury deliberation (e.g. requiring secret voting to avoid conformity effects) can also be relevant. 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

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					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> There were many good ideas given for Alan to improve jury decision making. Popular responses included putting the defendant behind a screen, having the defendant's testimony given by someone with a RP accent and training the jurors prior to the case in issues surrounding inadmissible evidence as well as the potential to show bias. Some candidates gave ideas about improving the appearance or voice of the defendant but this was not creditworthy as this would not improve jury decision making but instead would make it bias in favour of the defendant.
			Total	35	

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8	a		**Using the research by Raine et al. (1997), outline how criminal behaviour could be explained through physiological factors.** AO1 Candidates must refer to the key study by Raine 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 Raine et al. to outline how criminal behaviour could be explained through physiological factors. Answers are likely to describe the procedure of the study before focussing on the reduced levels of metabolic activity among the NGRIs in the pre-frontal cortex. Activity in other regions of the brain may be referred to as well, such as the amygdala and the corpus callosum. It is important for the answer to explain how criminal behaviour could be explained through physiological factors (levels of brain activity), although the best answers may recognise that 'could' is not the same as 'will' and that the Raine study is not providing evidence of a clear causal link. Less detailed answers or answers that simply describe the study without explaining how criminal behaviour could be explained through physiological factors 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 application of psychological knowledge

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			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 could be used in the classroom.

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			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 none.

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					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 methodological issues involved when researching what makes a criminal.** AO1 Candidates should demonstrate knowledge and understanding of methodological issues. AO3 Candidates should analyse, interpret and evaluate methodological issues involved when researching what makes a criminal. There are many potential methodological issues such as ensuring that research is valid (i.e. measuring what the researcher wants to measure), samples of participants are representative of the target population, and any control groups are carefully matched. Equally, research needs to be standardised for all participants (reliable), and if self-report is used then issues of demand characteristics or social desirability bias need addressing. Staying within the ethical guidelines can also raise methodological issues, especially if it leads to potentially reduced validity. Methodological issues need to be discussed, rather than simply identified and illustrated. Other appropriate responses should be credited.	5	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 some structure. The information presented

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			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. Child

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					Nature –nurture. Most candidates did a “this one’s nature and that one’s nurture” 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 nurture 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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	c		What suggestions might a psychologist make to Shanaz about biological strategies to prevent criminal behaviour in the families she works with? AO2 Candidates need to apply their knowledge and understanding of biological strategies for preventing criminal behaviour. Suggestions could centre on dietary interventions (e.g. fish-oil supplements), reduced alcohol intake (especially among pregnant women but also among teenagers), or avoiding lead poisoning. Equally, answers could potentially explore cosmetic surgery or interventions involving reductions in testosterone levels or correction of genetic abnormalities. Suggestions that are biologically-based are creditworthy (e.g. using biological data to inform anger management interventions). 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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			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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					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	