

GCE

Psychology

H567/03: Applied psychology

A Level

Mark Scheme for June 2022

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RMASSESSOR3

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RMAssessor3 assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RMAssessor3 and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Assessor3 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Assessor3 messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
- there is nothing written in the answer space.
- Award Zero '0' if:
- anything is written in the answer space and is not worthy of credit (this includes text and symbols).
- Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.
8. The Assessor3 **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the Assessor3 messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

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

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

LEVELS OF RESPONSE – LEVEL DESCRIPTORS

	AO1	AO2	AO3
Good	Response demonstrates good relevant knowledge and understanding. Accurate and detailed description.	Response demonstrates good application of psychological knowledge and understanding. Application will be mainly explicit, accurate and relevant.	Response demonstrates good analysis, interpretation and/or evaluation that is mainly relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding.
Reasonable	Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail.	Response demonstrates reasonable application of psychological knowledge and understanding. Application will be partially explicit, accurate and relevant.	Response demonstrates reasonable analysis, interpretation and/or evaluation that is partially relevant to the demand of the question. Valid conclusions that effectively summarise issues and argument are competent and understanding is reasonable.
Limited	Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail.	Response demonstrates limited application of psychological knowledge and understanding. Application may be related to the general topic area rather than the specific question.	Response demonstrates limited analysis, interpretation and/or evaluation that may be related to topic area. Some valid conclusions that summarise issues and arguments.
Basic	Response demonstrates basic knowledge and understanding that is only partially relevant. Basic description with no detail.	Response demonstrates basic application of psychological knowledge and understanding. Responses will be generalised lacking focus on the question.	Response demonstrates basic analysis, interpretation and/or evaluation that is not related to the question. Basic or no valid conclusions that attempt to summarise issues. No evidence of arguments.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

In your marking, you will encounter valid responses which are not covered by the Mark Scheme: these responses must be credited. You will encounter answers which fall outside the 'target range' of Bands for the paper which you are marking. Please mark these answers according to the marking criteria.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INSTRUCTIONS TO EXAMINERS: INDIVIDUAL ANSWERS

1 The indicative content indicates the expected parameters for candidates' answers, but be prepared to recognise and credit unexpected approaches where they show relevance.

2 Using 'best-fit', decide first which set of BAND DESCRIPTORS best describes the overall quality of the answer. Once the band is located, adjust the mark concentrating on features of the answer which make it stronger or weaker following the guidelines for refinement.

Highest mark: If clear evidence of all the qualities in the band descriptors is shown, the HIGHEST Mark should be awarded.

Lowest mark: If the answer shows the candidate to be borderline (i.e. they have achieved all the qualities of the bands below and show limited evidence of meeting the criteria of the band in question) the LOWEST mark should be awarded.

Middle mark: This mark should be used for candidates who are secure in the band. They are not 'borderline' but they have only achieved some of the qualities in the band descriptors.

3 Be prepared to use the full range of marks. Do not reserve (e.g.) high Band 6 marks 'in case' something turns up of a quality you have not yet seen. If an answer gives clear evidence of the qualities described in the band descriptors, reward appropriately.

4 Consideration should be given to the weightings of the assessment objectives within a question, these are clearly stated for each question and care should be taken not to place too much emphasis on a particular skill.

Section A: Issues in mental health

Question		Answer	Marks	Guidance
1	(a)	<p>Outline one similarity between two historical views of mental illness.</p> <p>AO1 (2 marks) Candidates will display knowledge and understanding through accurate reference to historical views of mental illness in support of their point of comparison. Examples of creditworthy historical views of mental illness include demonic possession (treated through trepanning), witchcraft, an imbalance in the four humours (including reference to elements, seasons and/or temperature), moral treatment, etc., up to and including the psychodynamic perspective, the anti-psychiatry movement, and even abnormal levels of neurotransmitters. As a rule of thumb, anything that originated in the 1960s or earlier can be treated as historical.</p> <p>AO3 (1 mark) The similarity could be based around debates (e.g. psychology as a science; reductionism/holism; freewill/determinism; ethical considerations); however, other points of comparison are also creditworthy (e.g. the approach to psychology that the historical views reflect; having similar causes; leading to similar treatments). Historical views of mental illness can relate to explanations and/or treatments. The similarity should be clearly identified, and linked to two historical views of mental illness.</p>	3	<p>3 marks – Good comparison. Similarity between historical views of mental illness is identified (1), and supported by relevant evidence from two historical views of mental illness (1+1).</p> <p>2 marks – Reasonable comparison. Similarity between historical views of mental illness is identified (1), and supported by relevant evidence from one historical view of mental illness (1).</p> <p>1 mark – Limited comparison. Similarity between historical views of mental illness is identified (1), but not supported by any relevant evidence from historical views of mental illness, or evidence of a historical view is outlined but no (defensible) similarity to another historical view is advanced.</p> <p>0 marks – No creditworthy response</p> <p>NB If more than one similarity is outlined, then it is the first that should be credited.</p>

Question		Answer	Marks	Guidance
1	(b)	<p>Outline one difference between two historical views of mental illness.</p> <p>AO1 (2 marks) Candidates will display knowledge and understanding through accurate reference to historical views of mental illness in support of their point of comparison. Examples of creditworthy historical views of mental illness include demonic possession (treated through trepanning), witchcraft, an imbalance in the four humours (including reference to elements, seasons and/or temperature), moral treatment, etc., up to and including the psychodynamic perspective, the anti-psychiatry movement, and even abnormal levels of neurotransmitters. As a rule of thumb, anything that originated in the 1960s or earlier can be treated as historical. (NB candidates don't have to use the same historical examples as those referred to in 1a).</p> <p>AO3 (1 mark) The difference could be based around debates (e.g. psychology as a science; reductionism/holism; freewill/determinism; ethical considerations); however, other points of comparison are also creditworthy (e.g. the approach to psychology that the historical views reflect; having different causes; leading to different treatments). Historical views of mental illness can relate to explanations and/or treatments. The difference should be clearly identified, and linked to two historical views of mental illness.</p>	3	<p>3 marks – Good comparison. Difference between historical views of mental illness is identified (1), and supported by relevant evidence from two historical views of mental illness (1+1).</p> <p>2 marks – Reasonable comparison. Difference between historical views of mental illness is identified (1), and supported by relevant evidence from one historical view of mental illness (1).</p> <p>1 mark – Limited comparison. Difference between historical views of mental illness is identified (1), but not supported by any relevant evidence from historical views of mental illness, or evidence of a historical view is outlined but no (defensible) difference from another historical view is advanced.</p> <p>0 marks – No creditworthy response</p> <p>NB If more than one difference is outlined, then it is the first that should be credited.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Describe the characteristics of an anxiety disorder.</p> <p>AO1 (3 marks) Candidates will demonstrate knowledge and understanding by referring to the characteristics of an anxiety disorder. Any appropriate anxiety disorder can be referred to (e.g. phobias; OCD; specific phobias). When describing characteristics, candidates can refer to symptoms but need to convey the extreme nature of them to bring out the 'disorder' part of what they are describing as well as the 'anxiety' part of it (e.g. avoidance, irrationality, fear or nervousness beyond that which a person might normally feel, signs of physiological arousal that are extreme and/or linked to anxiety rather than some other cause).</p> <p>Other appropriate responses should be credited.</p>	3	<p>3 marks – response demonstrates good relevant knowledge and understanding of the characteristics of an anxiety disorder. (Naming an anxiety disorder and outlining two characteristics will be enough for 3 marks; alternatively, outlining three characteristics with it being clear what the candidate is referring to would also get 3 marks even if a specific anxiety disorder has not been named.)</p> <p>2 marks – response demonstrates reasonable relevant knowledge and understanding of the characteristics of an anxiety disorder. (e.g. naming an anxiety disorder and outlining one characteristic, or outlining two characteristics of an identifiable anxiety disorder with it being clear what the candidate is referring to even if a specific anxiety disorder has not been named.)</p> <p>1 mark – response demonstrates limited relevant knowledge and understanding of the characteristics of an anxiety disorder (just naming – accurately – an anxiety disorder is enough for 1 mark, or outlining an appropriate characteristic).</p> <p>0 marks – no creditworthy response</p>
2	(b)	<p>Discuss the usefulness of knowing the characteristics of disorders.</p> <p>AO2 (2 marks) Candidates will demonstrate the skill of application through their discussion being of the usefulness of knowing the characteristics of disorders. (NB candidates don't need to be referring to the same disorder described in their answer to question 2a).</p> <p>AO3 (3 mark) Candidates will demonstrate the skill of analysis through</p>	5	<p>5 marks – Response demonstrates good application of psychological knowledge and understanding. There is good evaluation that is mainly relevant to the demand of the question. (e.g. two points about usefulness that are distinct from each other and elaborated, with at least one being linked explicitly to characteristics of disorders)</p> <p>3-4 marks – Response demonstrates reasonable application of psychological knowledge and understanding. There is reasonable evaluation that is partially relevant to the demand of the question. (e.g. for four marks, a candidate may make two points about usefulness that are distinct from each other</p>

Question	Answer	Marks	Guidance
	<p>the discussion that they generate of the usefulness of knowing the characteristics of disorders. Points made could centre on how such knowledge could lead to more accurate diagnosis or the administration of appropriate treatment. Candidates might also refer to how individuals could feel reassured by an awareness that their experiences arise from a recognised disorder, or how it could help the individual to cope better with the demands placed on them through work, caring responsibilities, etc. Equally, candidates could explore the debate from the other side, arguing that the usefulness of such knowledge is reduced if it adds to a person's anxiety levels, leads to inaccurate lay 'diagnoses', or leads to people noticing 'symptoms' that they might not otherwise notice. Points discussed need to be linked to usefulness (i.e. to practical applications).</p> <p>Other appropriate responses should be credited.</p>		<p>and elaborated, but there may not be an explicit link to characteristics of disorders)</p> <p>1-2 marks – Response demonstrates limited application of psychological knowledge and understanding. There is limited evaluation that may be related to the topic area. (e.g. for two marks, a candidate may make one point about usefulness point which is elaborated)</p> <p>0 marks – No creditworthy response.</p>
3	<p>How might a cognitive psychologist explain to Alex why the pupils may be experiencing mental health problems?</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of how a cognitive psychologist might explain mental illness. For example, the work of Aaron Beck might be referred to, or that of Albert Ellis.</p> <p>AO2 (3 marks) Candidates should apply their knowledge and understanding of how a cognitive psychologist might explain mental illness to the scenario in the question. Reference could be made to how pupils might perceive the demands placed on them, such as by examinations, social</p>	5	<p>5 marks – Response demonstrates good application of psychological knowledge and understanding. There is good relevant knowledge and understanding.</p> <p>3-4 marks – Response demonstrates reasonable application of psychological knowledge and understanding. There is reasonable relevant knowledge and understanding.</p> <p>1-2 marks – Response demonstrates limited application of psychological knowledge and understanding. There is limited relevant knowledge and understanding.</p> <p>0 marks – No creditworthy response.</p> <p>Award marks as follows:</p>

Question		Answer	Marks	Guidance
		<p>media profiles, parental expectations, etc. (For all 3 application marks, candidates can be expected to make two links between their cognitive explanation and the [school pupil] scenario).</p> <p>Other appropriate responses should be credited.</p>		<ul style="list-style-type: none"> • Up to 2 marks are available for a cognitive explanation • Up to 3 marks are available for the application of this cognitive explanation to the [school pupil] scenario in the question <p>Do not credit application of non-cognitive explanations (e.g. behaviourist explanations)</p>
4	(a)	<p>Outline two conclusions that can be drawn from these findings.</p> <p>AO3 (4 marks) Candidates are most likely to refer to the greater likelihood of developing either mental disorder if one parent or (even more so) both parents experienced the disorder, and/or to schizophrenia being more likely to lead to admittance than bipolar disorder. They could also refer to how children have a greater likelihood of not developing either disorder, even if both parents had been diagnosed with it. The seemingly greater heritability of schizophrenia could be referred to, but so too could the possibility of symptoms being learned behaviours; also, schizophrenia potentially being easier to diagnose.</p> <p>Other appropriate responses should be credited.</p>	4	<p>3-4 marks – good attempt at outlining two conclusions that can be drawn from these findings with relevant supporting evidence.</p> <p>1-2 marks – limited attempt at outlining two conclusions that can be drawn from these findings. Either only one conclusion is drawn with relevant supporting evidence, or two conclusions are drawn but with limited supporting evidence.</p> <p>0 marks – no creditworthy response</p> <p>NB Conclusions need to be distinct from each other; they also need to involve some sort of inference being made from a finding (e.g. referring to a greater likelihood, rather than simply reporting the actual likelihood). Simply reporting a finding without making an inference about it is not creditworthy.</p> <p>If more than two conclusions are drawn, then it is the first two that should be credited.</p>
4	(b)	<p>Outline two suggestions a psychologist might make about how these findings could be used.</p> <p>AO2 (4 marks) Candidates could refer to counselling of couples at</p>	4	<p>3-4 marks – good attempt at outlining two suggestions about how these findings could be used with relevant supporting evidence/elaboration.</p> <p>1-2 marks – limited attempt at outlining two suggestions</p>

Question		Answer	Marks	Guidance
		<p>enhanced risk of having children with schizophrenia or bipolar disorder to help them with decision-making. They might also suggest interventions to help with parenting. On a wider level, it might be that psychologists would suggest further research to find out why some couples go on to have children with the same disorder as them, but not all do. Suggestions must be ones that psychologists might plausibly make (i.e. they must respect ethical guidelines and show awareness of the socially sensitive nature of these findings).</p> <p>Other appropriate responses should be credited.</p>		<p>about how these findings could be used. Either only one suggestion is made about how these findings could be used with relevant supporting evidence/elaboration, or two suggestions are made but with limited supporting evidence/elaboration.</p> <p>0 marks – no creditworthy response</p> <p>If more than two suggestions are made, then it is the first two that should be credited.</p>
4	(c)	<p>To what extent can these findings be considered reliable?</p> <p>AO2 (2 marks) Candidates should apply their knowledge and understanding of reliability to this quantitative data. Reference to these findings alone is sufficient to potentially access maximum marks.</p> <p>AO3 (6 marks) Candidates should reach a judgement about the <i>extent</i> to which these findings can be considered reliable (and this can be expected of top band responses). Candidates could make reference to the consistent pattern that emerges for both schizophrenia and bipolar disorder in relation to the likelihood of admittance for either disorder increasing if one or (even more so) both parents were themselves admitted with the disorder. The fact that two disorders were studied (rather than one) could also be referred to (although candidates could also look at it from the angle of two disorders rather than more than this).</p>	8	<p>7-8 marks – The response demonstrates good application of knowledge and understanding of reliability. There is a good assessment of the extent to which the findings can be considered reliable. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>5-6 marks – The response demonstrates reasonable application of knowledge and understanding of reliability. There is a reasonable assessment of the extent to which the findings can be considered reliable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>3-4 marks – The response demonstrates limited application of knowledge and understanding of reliability. There is a limited assessment of the extent to which the findings can be considered reliable. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>1-2 marks – The response demonstrates basic application of knowledge and understanding of reliability. There is a basic assessment of the extent to which the findings can be</p>

Question	Answer	Marks	Guidance
	<p>They could also refer to the large number of couples in each condition, pointing out that larger sample sizes are less vulnerable to being distorted by anomalous findings and, therefore, are more capable of revealing a trend in the data. Points made could also centre on the difficulties of replicating a study with over a million couples being studied (although they could also argue that studies based around analysis of information from a database can be seen as replicable), whether diagnostic criteria were applied in a standardised way, whether the same diagnostic criteria were applied in all cases, etc. Points made need to relate to reliability to be creditworthy (e.g. if they are essentially about another issue, such as validity, they are not creditworthy).</p> <p>Other appropriate responses should be credited.</p>		<p>considered reliable. 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.</p> <p>0 marks – No creditworthy response.</p>
	Total	35	

Section B: Options

Question			Answer	Marks	Guidance
5	(a)	*	<p>Explain what the key research by Johnson and Young (2002) tells us about the use of language, voice-overs and spoken lines in television adverts aimed at children.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Johnson and Young. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Johnson and Young to explain what it tells us about the use of language, voice-overs and speaking lines in television adverts aimed at children. Answers can be expected to focus on different ways in which language is used in TV adverts (e.g., the names of toys, features of voice-overs, verb elements used, speaking roles of characters within adverts, and 'power' discourse), and how they all reinforce gender stereotypes. Better answers may go further to explain <i>why</i> such features of language usage may appear in adverts aimed at children (e.g. referring to what has been shown to work in the past when selling to boys and girls, to potentially opening up two markets (male and female) rather than just one, or to priming children for the gendered nature of adverts aimed at adults), <i>how</i> such language might affect children, etc. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about the use of language in television adverts aimed at children will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1

		<p>Discuss the reductionism/holism debate in relation to research into the impact of advertising on children.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the reductionism/holism debate.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the reductionism/holism debate in relation to research into the impact of advertising on children. As well as referring to the key research, candidates can refer to research investigating the influence of television advertising on children and the stereotyping in such advertising. Any relevant study is creditworthy. Candidates could explore how research such as that by Johnson and Young can be seen as relatively holistic, exploring many different features of television advertisements, Equally, candidates may make reference to how research in this area can be reductionist, focusing on only one aspect of advertising that is aimed at children (including how Johnson and Young focus only on use of language within adverts, rather than any other feature of such adverts). As part of such a discussion, the research method may be considered (e.g. content analysis of multiple sources as opposed to controlled experiments). Answers can be critical but can also defend the research. Reductionism and/or holism need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	<p>15</p>	<p>PLEASE REFER TO APPENDIX 2</p>
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	<p>(c)</p>	<p>Outline at least one strategy a psychologist might suggest for how the Government could reduce the impact of advertising aimed at children.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy to reduce the impact of advertising which is aimed at children. Suggestions need to centre on actions the Government could take. These could centre on bans (or limits) on television advertising aimed at children, mandatory lessons in school on media literacy, or regulations relating to the gender of actors within advertisements, people doing voice-overs, etc. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	<p>10</p>	<p>PLEASE REFER TO APPENDIX 3</p>
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<p>6</p>	<p>(a)</p>	<p>*</p> <p>Describe the key research by Dixon et al (2002) and explain what it contributes to our understanding of the psychology of the courtroom.</p> <p>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.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> 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.</p>	<p>10</p>	<p>PLEASE REFER TO APPENDIX 1</p>
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	(b)	<p>Discuss whether research into psychology and the courtroom is ethnocentric.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of ethnocentrism.</p> <p>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.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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	(c) *	<p>Outline at least one strategy a psychologist might suggest for how Sam could get the jury to believe her witnesses.</p> <p>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).</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3
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7	(a)	<p>Explain what the key research by Czeisler et al (1982) tells us about biological rhythms.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Czeisler et al. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Czeisler et al to explain what the study tells us about biological rhythms. Answers can be expected to refer to people's preferences for rotating shifts in a phase delay direction (enabling people to stay awake longer at the time of a change in shifts rather than having to bring forward when they go to bed) and also to a preference for not making changes to shift patterns too frequently. Better answers will go further to connect these preferences to how people have a natural free-running sleep-wake cycle that exceeds 24 hours [at the time of the study, Czeisler claimed an average sleep-wake cycle of 25 hours] and/or to difficulties in training the body to accommodate changes to biological rhythms [Czeisler claimed that any changes greater than 1-2 hours at a time cannot be easily accommodated]. Less detailed answers or answers that simply describe the study without explaining what it tells us about biological rhythms will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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	(b)	<p>Discuss sampling bias in research into biological rhythms.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of sampling bias.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate sampling bias in research into biological rhythms. As well as referring to the key research, candidates can refer to research investigating biological rhythms and the impact of their disruption on our behaviour. Any relevant research is creditworthy. Sampling bias can be explored as an issue in terms of the type of work done by participants, the gender of participants, the age range of participants, etc. Research done on non-human animals can also be seen as raising issues as what is true of one species may not necessarily be true of other species. The size of a sample can also be raised as an issue, particularly if the research is a case study of an individual who may not be representative of people in general, as can the sampling method. Candidates may argue for or against sampling bias in research into biological rhythms (e.g. the biological basis of such rhythms may be referred to within arguments to the effect that sampling bias need not be seen as a problem). Points about sampling bias need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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	<p>(c)</p>	<p>Outline at least one strategy for how Azmi can try to reduce the effects of shift work or jet lag upon them.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for reducing effects of jet-lag or shift work. Suggestions could centre on Azmi being advised in the days before flying to alter their sleep patterns to fit in with the shift patterns they will be following and/or the time zone of the country (or countries) they are travelling to. Azmi could also be advised to take melatonin supplements after the flight to help them get to sleep (particularly if they have been travelling in an eastwards direction and need to go to sleep earlier than their body would naturally expect to). Alternatively, Azmi could be advised to make use of a light box to help them stay awake. Suggestions that centre on Azmi requesting of their employer that changes in their shift pattern rotate in a phase delay direction and, ideally, are maintained for several weeks rather than being changed again after only a few days are also creditworthy. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	<p>10</p>	<p>PLEASE REFER TO APPENDIX 3</p>
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8	(a)	<p>Use the key research by Fazey and Hardy (1988) to explain how a catastrophic drop off in sporting performance can occur.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Fazey and Hardy. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Fazey and Hardy to explain how a catastrophic drop off in sporting performance can occur. Answers can be expected to recognise the interaction between physiological arousal and cognitive anxiety, and how high levels of cognitive anxiety can lead to a catastrophic drop off in sporting performance. Better answers may go further to explain how the difficulty of the task, how well-learned it is and/or the confidence levels of an athlete can contribute to such a drop off or to task recovery. Such answers may also include illustration of these processes by reference to real-life sporting examples. Less detailed answers or answers that simply describe the study without using it to explain how a catastrophic drop off in sporting performance can occur will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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	(b)	<p>Discuss the individual/situational explanations debate in relation to arousal and anxiety in sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the debate about individual and situational explanations.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the individual/situational explanations debate in relation to arousal and anxiety in sport. As well as referring to the key research, candidates can refer to research investigating optimising arousal, controlling anxiety and measuring anxiety in sport. Any relevant research is creditworthy. Candidates may consider how different sports have different optimal arousal levels. They might also refer to trait and state anxiety. Strategies for managing arousal and anxiety in sport can also be referred to (e.g. energising self-talk, rituals, relaxation training programmes) as can research relating to the autonomic nervous system. Candidates need to be clear about which sides of the debate an example is illustrating. Points about the individual/situational explanations debate need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	PLEASE REFER TO APPENDIX 2
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	(c)	<p>Outline at least one technique a psychologist might suggest to Taylor for managing arousal and anxiety among the members of the boxing club.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one technique for managing arousal and anxiety. Answers may centre on ways of increasing arousal and/or controlling anxiety. To increase arousal, techniques could include energising self-talk or rituals such as the Haka. To control anxiety, breathing techniques could be referred to, as could application of biofeedback information, CBT or pre-competition rituals such as listening to carefully selected playlists of music. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	10	PLEASE REFER TO APPENDIX 3
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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	Marks	Generic mark scheme (Part a)	Guidance
4	9 – 10	<p>Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	<p>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.</p>
3	6 – 8	<p>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.</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>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.</p>
2	3 – 5	<p>Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.</p> <p>Response demonstrates a limited application of psychological</p>	<p>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;</p>

		<p>knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	the examiner may not be convinced of the candidate's understanding.
1	1 – 2	<p>Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question.</p> <p>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.</p> <p>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.</p>	Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.
0		No creditworthy response.	Answers in this band contain no creditworthy material.

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	Marks	Generic mark scheme (part b)	Guidance
4	12–15	<p>Response demonstrates good relevant knowledge and understanding.</p> <p>Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The</p>	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

		<p>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.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	<p>explore (quantitatively) more arguments than a 'standard' response will.</p>
3	8–11	<p>Response demonstrates good relevant knowledge and understanding.</p> <p>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.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>A standard, accurate response will sit in the middle of this band (i.e. be awarded 9-10 marks).</p> <p>Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence.</p> <p>If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks.</p> <p>If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks.</p> <p>If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.</p>
2	4–7	<p>Response demonstrates reasonable knowledge and understanding.</p> <p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>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.</p>
1	1–3	<p>Response demonstrates reasonable knowledge and understanding.</p> <p>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</p>	<p>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).</p>

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

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	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 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.
3	6 – 8	Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and 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). 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	<p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>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.</p>
1	1 – 2	<p>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.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>	<p>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).</p>
0		No creditworthy response.	Answers in this band contain no creditworthy material.

Assessment Objectives (AO) Grid (*includes quality of extended response)

Question	AO1	AO2	AO3	Total
1a	2		1	6
1b	2		1	
2a	3			3
2b		2	3	5
3	2	3		5
4a			4	4
4b		4		4
4c		2	6	8
5a*	5	5		10
5b*	2		13	15
5c*		10		10
6a*	5	5		10
6b*	2		13	15
6c*		10		10
7a*	5	5		10
7b*	2		13	15
7c*		10		10
8a*	5	5		10
8b*	2		13	15
8c*		10		10
Totals	27	39	39	105

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