



GCE

Psychology

H567/03: Applied psychology

Advanced GCE

Mark Scheme for June 2019

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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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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 | Response demonstrates limited application of psychological knowledge and understanding. Application may be | Response demonstrates limited analysis, interpretation and/or evaluation that may be related to topic area. Some valid conclusions |

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| | lacking in detail. | related to the general topic area rather than the specific question. | 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 | <p>Outline one way of categorising mental disorders.</p> <p>AO1 (3 marks) Candidates will demonstrate knowledge and understanding by referring to any way of categorising mental disorders. DSM or ICD are likely to be referred to, although other appropriate responses should be credited. Candidates who merely identify a way of categorising mental disorders should receive credit at the lowest level; to go beyond this, they should include some detail about their identified way of categorising mental disorders.</p> | 3 | <p>3 marks – Accurate and detailed outline of one way of categorising mental disorders.</p> <p>2 marks – Generally accurate outline of one way of categorising mental disorders lacking some detail.</p> <p>1 mark – Limited outline of one way of categorising mental disorders lacking in detail.</p> <p>0 marks – No creditworthy response.</p> |
| 2 | <p>Describe the characteristics of an affective disorder in a way that could be included on the NHS website.</p> <p>AO1 (1 mark) Candidates will demonstrate knowledge and understanding by referring to the characteristics of an affective disorder in support of points made within their answer. Any appropriate affective disorder can be referred to.</p> <p>AO2 (4 marks) Candidates should apply their knowledge and understanding of the characteristics of an affective disorder to the context of the question. Answers can be expected to outline some of the symptoms that characterise an affective disorder with either depth or breadth; to access the top band, candidates must make explicit reference to the context of the question (i.e. a way in which it could be included on the NHS website).</p> | 5 | <p>5 marks – Response demonstrates good application of psychological knowledge and understanding. There is reasonable 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 reasonable relevant knowledge and understanding.</p> <p>0 marks – No creditworthy response.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| 3 | <p>Explain how the key research by Gottesman et al. (2010) contributes to the medical model of mental illness.</p> <p>AO1 (2 marks) Candidates will demonstrate knowledge and understanding of the key study by Gottesman et al through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (3 marks) Candidates can be expected to apply their knowledge and understanding to explain that Gottesman et al's study suggests a genetic component to severe mental disorders; better answers will quantify the extent of this genetic component or note that this genetic component may be greater for some disorders than others. Candidates must refer to the medical model of mental illness to access the top band.</p> <p>Other appropriate responses should be credited.</p> | 5 | <p>5 marks – Good knowledge and understanding of the study by Gottesman et al. including at least one fine detail. Good application that is accurate and relevant.</p> <p>3-4 marks – Reasonable knowledge and understanding of the study by Gottesman et al. Reasonable application that is partially accurate and relevant.</p> <p>1-2 marks – Limited knowledge and understanding of the study by Gottesman et al lacking in detail. Limited application to the specific question.</p> <p>0 marks – No creditworthy response.</p> |
| 4 | <p>Assess the usefulness of the key research by Szasz (2011).</p> <p>AO2 (3 marks) Candidates should apply their knowledge and understanding of the research by Szasz.</p> <p>AO3 (3 marks) The injunction to 'assess' invites candidates to weigh up the usefulness of the Szasz study. Answers could centre on ways in which it is or isn't useful. For example, it could be argued that it is useful in exposing the politicisation and medicalisation of psychiatry, trying to place limits on the</p> | 6 | <p>5-6 marks – Response demonstrates good application of psychological knowledge and understanding. There is good evaluation that is mainly relevant to the demand of the question.</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.</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.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>powers of psychiatrists, encouraging 'internal ministry', and counselling voluntary clients. However, it could be argued that it lacks usefulness because of the negative views it conveys about psychiatrists and mental hospitals and also its central contention that there is no such thing as mental illness. Points discussed need to be linked to usefulness. To be able to access the top band, candidates can be expected to explore at least two arguments.</p> <p>Other appropriate responses should be credited.</p> | | <p>0 marks – No creditworthy response.</p> |
| 5 | <p>Compare the behaviourist explanation of mental illness with <u>either</u> the humanistic <u>or</u> the psychodynamic <u>or</u> the cognitive neuroscience explanation of mental illness.</p> <p>AO1 (4 marks) Demonstration of knowledge and understanding of the different explanations of mental illness is likely to be achieved through reference to key concepts in context (e.g. for the behaviourist explanation, candidates may refer to one or more of the behaviourist learning theories; for the humanistic explanation, candidates may refer to Maslow's hierarchy of needs or Carl Rogers' concept of conditions of worth; for the psychodynamic explanation, candidates may refer to unconscious conflicts; while for the cognitive neuroscience explanation candidates may refer to both biological and cognitive components). The candidate may refer to disorders to elaborate on the explanation or they may use empirical evidence as elaboration of the explanation – both would be creditworthy.</p> <p>AO3 (4 marks) The injunction to 'compare' invites candidates to explore similarities and/or differences between the explanations.</p> | 8 | <p>7-8 marks – Good points of comparison (similarities and/or differences) are clearly identified and referenced appropriately to both explanations. 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 – This may lack detail or be unbalanced. Reasonable comparison is made in some detail with reference to both explanations. 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 – This will lack detail, be unbalanced or superficial. Limited comparison in some detail with some reference to both explanations. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>1-2 marks – Some basic comparison made but with no reference to the explanations. 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> |

| Question | Answer | Marks | Guidance |
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| | <p>Points of comparison could be based around debates (e.g. usefulness; social sensitivity; reductionism/holism) or methodological issues such as the type of research supporting the explanation; however, other points of comparison can be expected (e.g. in relation to the area of psychology both explanations come from, or the sorts of treatment they may lead to). Each point should be clearly identified, and linked to both explanations. Again, empirical evidence might be used but will only be creditworthy where it is appropriately used to support the similarity or difference being discussed. The question does not ask for evaluation of the explanation or research and such material would not be creditworthy: it is asking for comparison.</p> <p>Other appropriate responses should be credited.</p> | | <p>Guidance: Per point of comparison: Best two should be credited</p> <p>4 marks – Similarity / difference between explanations is identified (1); discussed/elaborated (1); and supported by relevant evidence from the two explanations (1+1).</p> <p>3 marks – Similarity / difference between explanations is identified (1); not discussed/elaborated; but supported by relevant evidence from the two explanations – one from each explanation (1+1) OR Similarity / difference between explanations is identified (1); discussed/elaborated (1); and supported by relevant evidence from one explanation (1).</p> <p>2 marks – Similarity / difference between explanations is identified (1); not discussed/elaborated; but supported by relevant evidence from one explanation (1) OR Similarity / difference between explanations is identified (1); discussed/elaborated (1); but not supported by any relevant evidence from either explanation.</p> <p>1 mark – Similarity / difference is identified (1).</p> <p>0 marks – No creditworthy response</p> <p><i>Both paragraphs need to involve comparison of the behaviourist explanation of mental illness with the same other explanation.</i></p> <p><i>As the question says ‘compare’, candidates can give 2 similarities, 2 differences or a similarity and a difference.</i></p> |
| 6 | <p>Discuss ethical considerations of biological treatment of <u>one</u> specific disorder.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and</p> | 8 | <p>7-8 marks – The response demonstrates reasonable knowledge and understanding of ethical considerations. There is a good interpretation and evaluation of ethical considerations in relation to biological treatment of one specific disorder. There is a well-developed line of reasoning which is clear and logically structured. The information</p> |

| Question | Answer | Marks | Guidance |
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| | <p>understanding of ethical considerations.</p> <p>AO3 (6 marks) The injunction to ‘discuss’ invites recognition that whilst there may be ways in which biological treatment raises ethical concerns, nonetheless it ought to be possible to defend biological treatments ethically, too. Discussion points could reach into such issues as whether the end justifies the means, social sensitivity, or human rights. Points that centre on the ethical guidelines for psychological research (e.g. protection from harm, confidentiality, withdrawal, etc.) are also creditworthy. Answers need to be focused on the biological treatment of the same specific disorder throughout (e.g. depression, phobias, or schizophrenia), but different biological treatments of this disorder can be referred to in support of points made.</p> <p>Answers will be regarded as ‘limited’ if they discuss only one ethical consideration or if the references to treatment lack elaboration. Candidates must specify the disorder being treated to access more than the bottom band.</p> <p>Other appropriate responses should be credited.</p> | | <p>presented is relevant and substantiated.</p> <p>5-6 marks – The response demonstrates reasonable knowledge and understanding of ethical considerations. There is a reasonable discussion of ethical considerations in relation to biological treatment of one specific disorder. 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 knowledge and understanding of ethical considerations. There is a limited discussion of ethical considerations superficially related to biological treatment of one specific disorder. 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 limited knowledge and understanding of ethical considerations. There is a basic discussion of ethical considerations which may not be in relation to biological treatment of one specific disorder. 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 |
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| 7 | (a) | * | <p>Explain how the key research by Ainsworth and Bell (1970) could be used to help parents of young children.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Ainsworth and Bell. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Ainsworth and Bell to make suggestions about how the research could be used to help parents of young children. Answers can be expected to refer to the finding that attachment behaviours (e.g. proximity-seeking) are incompatible with exploratory behaviours. The Strange Situation may be described but this should be applied to parents. Suggestions could include mothers maintaining proximity with young infants (to promote exploration behaviour), managing separations carefully (e.g. ensuring that carers are at least familiar to the child), and to allow sufficient time post-separation for the child to display intense and prolonged attachment behaviours. It could also be noted that mothers should expect some proximity-avoiding behaviour post-reunion and to understand that attachment behaviour is not coincident with attachment. Less detailed answers or answers that simply describe the study without using it to make suggestions for parents of young children will only gain marks in the lower bands.</p> | 10 | PLEASE REFER TO APPENDIX 1 |

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| | (b) | <p>Discuss sampling bias of research into development of attachment.</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 of research into development of attachment. As well as referring to the key research, candidates can refer to research investigating the development of attachment in babies and the impact of failure to develop attachments. Any relevant study is creditworthy, with research such as that by Bowlby, Harlow, Hodges and Tizard, Lorenz and Rutter being particularly likely to appear. Candidates could explore issues relating to different aspects of samples, such as their socio-economic status, age, gender, nationality, ethnicity, species, etc. Candidates could also explore whether sampling methods have led to biased samples. Consideration could also be given to the impact of such research methods as longitudinal studies and whether participant attrition has resulted in biased samples. Answers can be critical but can also defend the research. Sampling bias needs to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p> | 15 | PLEASE REFER TO APPENDIX 2 |
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| | (c) | <p>What advice might a psychologist give Alice about how to ensure her nursery is an attachment friendly environment?</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of strategies to develop an attachment-friendly environment. Suggestions could centre on a 'key person approach' in which there is continuity of staffing so that carers can become familiar to the children. It could be suggested that carers maintain proximity with the children and that they present a 'cuddly' exterior to them. The importance of carers being responsible for only a limited number of children at once may be emphasised, as too may the need to ensure that children are familiar and feel secure with other members of staff, too, in the event of their 'key person' being absent. Suggestions could also centre on staff training (e.g. modelling secure attachment styles for them). It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p> | 10 | PLEASE REFER TO APPENDIX 3 |
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| <p>8</p> | <p>(a)</p> | <p>Use the key research by Haney et al. (1973) to explain how prison can affect prisoners.</p> <p>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.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> 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.</p> | <p>10</p> | <p>PLEASE REFER TO APPENDIX 1</p> |
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| | <p>(b)</p> | <p style="text-align: center;">*</p> <p>Discuss whether research relating to the effects of imprisonment 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 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.</p> <p>Other appropriate responses should be credited.</p> | <p>15</p> | <p>PLEASE REFER TO APPENDIX 2</p> |
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| | (c) | <p>What advice might a psychologist give Lola about how to reduce reoffending by inmates released from her prison?</p> <p>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.</p> <p>Other appropriate responses should be credited.</p> | 10 | PLEASE REFER TO APPENDIX 3 |
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| <p>9</p> | <p>(a)</p> | <p>*</p> <p>Explain how the key research by Drews and Doig (2014) could be used to help nurses working in hospitals.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Drews and Doig. 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 Drews and Doig to make suggestions about how the research could be used to help nurses working in hospitals. Answers can be expected to focus on the use of graphical displays on Configural Vital Signs (CVS) monitors. This involved numerical data being supplemented with both trend data and also a current state object that changed in colour, shape and position to indicate the patient’s current heart rate, blood pressure and blood oxygen saturation relative to their variability over the previous hour (represented through a solid white rectangle) and normal thresholds (represented through an outline grey rectangle). It could be suggested that the introduction of such displays in Intensive Care Units would help nurses to assess patients with both greater accuracy and speed (and with lower levels of mental demand), as was found in the key research. Less detailed answers or answers that simply describe the study without making suggestions about how it could be used to help nurses working in hospitals will only gain marks in the lower bands.</p> | <p>10</p> | <p>PLEASE REFER TO APPENDIX 1</p> |
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| | | <p>Discuss the reliability of research into ergonomics (human factors).</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of reliability.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the reliability of research into ergonomics (human factors). As well as referring to the key research, candidates can refer to research investigating cognitive overload and the impact of observation in the workplace environment. Any relevant research is creditworthy. Reliability issues can arise in a number of ways, such as through the use of technical equipment, standardised procedures, the use of multiple items (e.g. scenarios) to measure the same variable, carefully operationalised coding frames within observations, the use of large samples, testing and retesting, or through whether findings are supported in follow-up studies. Candidates may argue for or against the reliability of research into ergonomics (human factors). Points about reliability 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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| | (c) | <p>What advice might a psychologist give Ranjit about how to apply ergonomic research to the design of this new workplace?</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of workplace design based on ergonomic research. There are a wide range of suggestions that could be made. With regard to cognitive aspects of ergonomics, candidates might suggest use of graphical displays on monitors as well as operating within the limits of workers' short-term memories and not requiring workers to engage in secondary (as well as primary) tasks. Physical aspects of ergonomics could equally well be considered, such as the size, spacing and shape (Feng Shui) of office furniture. Colour, temperature, noise levels and accommodation of workers' territorial needs can also be seen as creditworthy. 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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| <p>10</p> | <p>(a)</p> | <p>Use the key research by Lewis et al. (2014) to explain the positive benefits of dance on mental health.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Lewis 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 Lewis et al to explain the positive effects of dance on mental health. Answers can be expected to focus on the effectiveness of exercise in reducing anxiety and depression, which are the two most common psychological disorders in both people with Parkinson’s Disease (PD) and elderly people in general. This was shown through the Total Mood Disturbance scores over both the short cycle of 1 hour and the long cycle of 12 weeks for both groups of participants (i.e. both the PD group and the age-matched control group). Lewis et al suggest that this effect may relate to the sociable nature of the activity, the mental challenges of dance, and perhaps the role of music. Less detailed answers or answers that simply describe the study without using it to explain the positive effects of dance on mental health will only gain marks in the lower bands.</p> | <p>10</p> | <p>PLEASE REFER TO APPENDIX 1</p> |
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| | <p>(b)</p> | <p style="text-align: center;">*</p> <p>Discuss the social sensitivity of conducting research into exercise and mental health.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the social sensitivity of research.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the social sensitivity of conducting research into exercise and mental health. As well as referring to the key research, candidates can refer to research investigating the benefits of exercise to mental health. Any relevant research is creditworthy. Candidates may consider issues of social sensitivity for the class of people represented in the research or for the participants themselves. Consideration could be given to participants discovering that they or loved ones have mental health issues that they weren't aware of and also to the issue of participants in control groups not being exposed to interventions that might reasonably be anticipated to have positive effects. For those represented by research, it could be upsetting to learn about positive interventions that they have missed out on and/or that aren't available for them. That said, it is important to do research in this area as it could pave the way towards a positive intervention that could improve the mental health of many people. Candidates may argue for or against the social sensitivity of conducting research into exercise and mental health. Points about the social sensitivity of conducting research 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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| | (c) | <p>What might a psychologist suggest to Andy about an exercise strategy to improve the mental health of his workers?</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of exercise strategies to improve mental health. Answers may centre on Green exercise, dance, yoga, aerobic exercise, etc. Answers should be explicitly related to improving the mental health of workers and should be centred on exercise strategies (as opposed to aspects of management or building design). It is acceptable to refer to sport as part of an exercise strategy. 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 knowledge and understanding to the question.</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; the examiner may not be convinced of the candidate's</p> |

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| | | <p>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> | 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 answer is explicitly related to the context of the question.</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 explore (quantitatively) more arguments than a |

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| | | 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. | 'standard' response will. |
| 3 | 8–11 | Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. | 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. |
| 2 | 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. | 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. |
| 1 | 1–3 | Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised, and are of peripheral relevance to the context of the question. Sparse or no use of supporting | 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). |

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| | 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 | <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.</p> <p>Candidates can take either a ‘depth’ or ‘breadth’ approach (i.e. the advice may centre on one suggestion or more than one suggestion).</p> <p>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.</p> |
| 3 | 6 – 8 | <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, accurate response will sit in the middle of this band (i.e. be awarded 7 marks).</p> <p>Candidates can take either a ‘depth’ or ‘breadth’ approach (i.e. the advice may centre on one suggestion or more than one suggestion).</p> <p>Either way, what is being suggested will be made specific to the scenario in the question. There is</p> |

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| | | | psychological rationale to support what is being suggested (although this may not be made explicit by the candidate). |
| 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 in this band will lack precision.</p> <p>Candidates can take either a ‘depth’ or ‘breadth’ approach (i.e. the advice may centre on one suggestion or more than one suggestion).</p> <p>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.</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> | Answers in this band contain some creditworthy material but it is not used effectively. |
| 0 | | No creditworthy response. | Answers in this band contain no creditworthy material. |

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