



**Practice Paper 1 – Set 1**

A Level Psychology

H567/03 Applied Psychology

**MARK SCHEME**

**Duration:** 2 hours

**MAXIMUM MARK      105**

**Final  
Last updated: 09/05/2016**

This document consists of 21 pages

**LEVELS OF RESPONSE – LEVEL DESCRIPTORS**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Good</b>	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.
<b>Reasonable</b>	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.
<b>Limited</b>	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.
<b>Basic</b>	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.

## Section A: Issues in mental health

Question		Answer	Marks	Guidance
1		<p><b>Outline one historical view of mental illness.</b></p> <p>Candidates will demonstrate knowledge and understanding by referring to any historical view of mental illness that has been cited in psychological literature. Hippocrates' theory of the four humours is likely to be referred to; similarly, 'moral treatment' may often be cited. Other appropriate responses should be credited.</p>	3	<p><b>3 marks</b> – Accurate and detailed description of one historical view of mental illness.</p> <p><b>2 marks</b> – Generally accurate description of one historical view of mental illness lacking some detail.</p> <p><b>1 mark</b> – Limited description of one historical view of mental illness lacking in detail.</p> <p><b>0 marks</b> – No creditworthy response.</p>
2	(a)	<p><b>Describe the characteristics of a psychotic disorder.</b></p> <p>Candidates will demonstrate knowledge and understanding by accurately describing the characteristics of a psychotic disorder. They are likely to refer to schizophrenia and may draw upon ICD and/or DSM for the criteria for a diagnosis of a psychotic disorder. However, such references are not essential.</p> <p>Other appropriate responses should be credited.</p>	5	<p><b>5 marks</b> – Response demonstrates good relevant knowledge and understanding. Accurate and detailed description of the characteristics of a psychotic disorder.</p> <p><b>3-4 marks</b> – Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description of the characteristics of a psychotic disorder lacking some detail.</p> <p><b>1-2 marks</b> – Response demonstrates limited relevant knowledge and understanding. Limited description of the characteristics of a psychotic disorder lacking in detail.</p> <p><b>0 marks</b> – No creditworthy response.</p>
	(b)	<p><b>Assess one difficulty that Lena could experience in trying to confirm that her patient is experiencing a psychotic disorder.</b></p> <p>Candidates should apply their knowledge and understanding of the characteristics of a psychotic disorder.</p> <p>Difficulties could centre on the validity and/or reliability of</p>	6	<p><b>5-6 marks</b> – Response demonstrates good application of psychological knowledge and understanding. There is good analysis that is mainly relevant to the demand of the question.</p> <p><b>3-4 marks</b> – Response demonstrates reasonable application of psychological knowledge and understanding. There is reasonable analysis that is partially relevant to the demand of the question.</p>

Question		Answer	Marks	Guidance
		<p>such a diagnosis, issues of ethnocentrism (e.g. to do with how 'hearing voices' is viewed in different cultures), reliance on self-report and/or observation for the symptoms, etc. The injunction to 'assess' invites consideration of the extent to which this may be a difficulty in practice.</p> <p>Other appropriate responses should be credited.</p>		<p><b>1-2 marks</b> – Response demonstrates limited application of psychological knowledge and understanding. There is limited analysis that may be related to the topic area.</p> <p><b>0 marks</b> – No creditworthy response.</p>
3 (a)		<p><b>Explain what the key research by Gottesman et al. (2010) tells us about mental disorders.</b></p> <p>Candidates must refer to the key study by Gottesman et al. to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>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; however, the results of the study also suggest that genetic influences are mediated by environmental factors.</p> <p>Other appropriate responses should be credited.</p>	5	<p><b>5 marks</b> – Good description of the study by Gottesman et al including some fine details. Good application that is accurate and relevant.</p> <p><b>3-4 marks</b> – Reasonable description of the study by Gottesman et al. Reasonable application that is partially accurate and relevant.</p> <p><b>1-2 marks</b> – Limited description of the study by Gottesman et al lacking in detail. Limited application to the specific question.</p> <p><b>0 marks</b> – No creditworthy response.</p>
(b)		<p><b>Discuss the usefulness of the key research by Gottesman et al (2010).</b></p> <p>Candidates should apply their knowledge and understanding of the research by Gottesman et al.</p> <p>The injunction to 'discuss' invites recognition that whilst there may be ways in which the study could be put to use (e.g. for family planning advice, or counselling of parents)</p>	6	<p><b>5-6 marks</b> – Response demonstrates good application of psychological knowledge and understanding. There is good analysis that is mainly relevant to the demand of the question.</p> <p><b>3-4 marks</b> – Response demonstrates reasonable application of psychological knowledge and understanding. There is reasonable analysis that is partially relevant to the demand of the question.</p>

Question		Answer	Marks	Guidance
		<p>nonetheless as a study investigating the heritability of disorders there may be limits to its usefulness; the ethics of using it within the context of eugenics could also be raised.</p> <p>Other appropriate responses should be credited.</p>		<p><b>1-2 marks</b> – Response demonstrates limited application of psychological knowledge and understanding. There is limited analysis that may be related to the topic area.</p> <p><b>0 marks</b> – No creditworthy response.</p>
4	*	<p><b>To what extent are explanations of mental illness reductionist?</b></p> <p>Candidates should demonstrate knowledge and understanding of reductionism.</p> <p>Candidates should analyse, interpret and evaluate at least two explanations of mental illness in relation to reductionism. Candidates may discuss the following: explanations are often reductionist inasmuch as they privilege one account of mental disorder, and this is true whether biological, behaviourist, etc.; however, they can be less reductionist (and more holistic) when there are a number of different explanations (e.g. various biological explanations, rather than just one; various behaviourist explanations, rather than just one) and/or when different approaches are combined (e.g. the cognitive neuroscience explanation). The injunction ‘to what extent’ invites consideration of how far explanations of mental illness are reductionist.</p> <p>Other appropriate responses should be credited.</p>	10	<p><b>9–10 marks</b> – The response demonstrates good knowledge and understanding of reductionism . There is a good analysis of reductionism in relation to at least two explanations of mental illness. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p><b>6–8 marks</b> – The response demonstrates reasonable knowledge and understanding of reductionism . There is a reasonable discussion of reductionism in relation to at least two explanations of mental illness. 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><b>3–5 marks</b> – The response demonstrates limited knowledge and understanding of reductionism . There is a limited discussion of reductionism superficially related to at least two explanations of mental illness. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>1–2 marks</b> – The response demonstrates basic knowledge and understanding of reductionism . There is a basic discussion of reductionism which may not be in relation to at least two explanations of mental illness. 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><b>0 marks</b> – No creditworthy response.</p>

## Section B: Options

Question		Answer	Marks	Guidance
5	(a)	<p><b>Explain how the research by Gibson and Walk (1960) could be applied to everyday life.</b></p> <p>Candidates must refer to the key study by Gibson and Walk to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>Candidates should <i>apply</i> their knowledge and understanding of the study by Gibson and Walk to explain how the study could be applied to everyday life. Answers are likely to focus on the study being useful to inform debates such as the nature-nurture debate or being useful to parents or even (following the animal research done within it) to farmers in terms of how to stop animals from straying. It is important for the answer to make the link between the key research and suggestions for how it could be used. Less detailed answers or answers that simply describe the study without making suggestions about how it could be used will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1

	(b)	*	<p><b>Evaluate ethical considerations when researching perceptual development.</b></p> <p>Candidates should demonstrate knowledge and understanding of ethical considerations</p> <p>Candidates should analyse, interpret and evaluate ethical considerations when conducting research into perceptual development. Candidates may discuss the following: potential upset caused to children by research involving visual cliffs, noisy brain scanning machinery, etc.; also, the harm done to animals in some of the research (e.g. Sperry, 1943, with salamanders); candidates may discuss whether 'the end justifies the means' and can be expected to note that parents of child participants can be presumed to have consented for their child to take part in such research; similarly, animals can be subjected to conditions that researchers would not be permitted to place human participants in. Ethical considerations need to be evaluated, 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><b>What practical advice might a psychologist give Billy about how to test out his company's new toy on young children?</b></p> <p>Candidates need to apply their knowledge and understanding of how perceptual development can be studied in human infants. Answers can be expected to focus on such issues as techniques for obtaining a sample, the sample itself (e.g. the age of the children; gender mix; sample size), ways of measuring whether the toy is actually helping them to develop their perception of smell, experimental design, ethics, etc. 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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6	(a)	*	<p><b>Explain how the research by Wilson and Kelling (1982) could be used to improve quality of life in cities.</b></p> <p>Candidates must refer to the key study by Wilson and Kelling to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>Candidates should <i>apply</i> their knowledge and understanding of the study by Wilson and Kelling to explain how to improve the quality of life in cities. Answers are likely to focus on the police identifying neighbourhoods that are not yet too crime-ridden and then taking actions to increase a sense of public order such as carrying out more foot patrols and enforcing informal rules. It is important for the answer to make the link between the key research and suggestions for how to improve quality of life in cities. Less detailed answers or answers that simply describe the study without making suggestions about how it could be used to improve quality of life in cities will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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	(b)	*	<p><b>Assess the ethnocentrism of crime prevention.</b></p> <p>Candidates should demonstrate knowledge and understanding of ethnocentrism.</p> <p>Candidates should analyse, interpret and evaluate crime prevention in relation to ethnocentrism. Candidates may discuss the following: research such as that by Newman and Wilson and Kelling is from north America and for various reasons may not apply to people living in other cultures (e.g. levels of income or anonymity; the sort of relationship people have with the police; levels of gun ownership; resources available to the police; etc.); that said, many American cities (especially New York) are 'world cities' that are culturally diverse, and it may be that how people respond to defensible space, etc., initiatives in these cities is the same as how people would respond to them elsewhere. The extent to which crime prevention is ethnocentric needs to be assessed, 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><b>What crime prevention strategies might a psychologist suggest to help Amy address the problem of goods being stolen from her clothes store?</b></p> <p>Candidates need to apply their knowledge and understanding of strategies for crime prevention. Suggestions could centre on target hardening, controlling access, the use of signs to stimulate people's consciences, increasing the presence of members of staff in the changing room or shop floor areas, adding CCTV cameras to give an impression of surveillance, etc. 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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7	(a)	*	<p><b>Explain how the research by Czeisler et al (1982) could be used to influence the design of work schedules.</b></p> <p>Candidates must refer to the key study by Czeisler et al to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>Candidates should <i>apply</i> their knowledge and understanding of the study by Czeisler et al to explain how work schedules could be designed. Answers are likely to focus on the study being used to suggest shift patterns being moved in a forward direction and workers either changing shift every three weeks (as happened in the study) or moving the start time of a shift forward by one or two hours each day over five days (as Czeisler had wanted to do). It is important for the answer to make the link between the key research and suggestions for how work schedules could be designed. Less detailed answers or answers that simply describe the study without making suggestions about how it could be used to influence the design of work schedules will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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	(b)	*	<p><b>Discuss the social sensitivity of conducting research into biological rhythms.</b></p> <p>Candidates should demonstrate knowledge and understanding of the debate about conducting socially sensitive research.</p> <p>Candidates should analyse, interpret and evaluate the social sensitivity of conducting research into biological rhythms. Candidates may discuss the following: for people whose biological rhythms are disrupted (e.g. those who work night shifts or those whose loved ones work night shifts), it could be upsetting to learn about the negative effects of this on their health, cognitive performance, social behaviour, etc.; however, it is important to do research in this area as it may be the first step towards social change or successful ways of managing such disruption; also, much research is either done on animals or is opportunistic, investigating people whose biological rhythms are already being disrupted. Points about social sensitivity 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><b>What suggestions might a psychologist make to this airline company about how it could reduce jetlag among its passengers?</b></p> <p><b>AO2 (10 marks)</b> Candidates need to apply their knowledge and understanding of strategies for reducing effects of jetlag. Suggestions could centre on the light from windows on the sunny side of aeroplanes automatically being blocked out during night-time hours or, alternatively, passengers being given advice at the time of booking about strategies that they could take as individuals to avoid jetlag. These could include altering sleep patterns in the days before flying to fit in with time zones in the destination being flown to, or taking melatonin supplements. 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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8	(a)	*	<p><b>Using the research by Fazey and Hardy (1988), explain how arousal can be related to performance in sport.</b></p> <p>Candidates must refer to the key study by Fazey and Hardy to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>Candidates should <i>apply</i> their knowledge and understanding of the study by Fazey and Hardy to explain how arousal can be related to performance in sport. Answers are likely to focus on how the inverted-U hypothesis needs replacing with a model in which there is a catastrophic drop off in performance when stress levels are too high and how it is difficult for an athlete to regain even a mediocre level of performance once this has happened. It is important for the answer to make the link between the key research and explanations for how arousal can be related to performance in sport. Less detailed answers or answers that simply describe the study without making suggestions about how it can explain this relationship in the context of sport will only gain marks in the lower bands.</p>	10	PLEASE REFER TO APPENDIX 1
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	(b)	*	<p><b>Discuss methodological issues involved when researching arousal and anxiety in sport.</b></p> <p>Candidates should demonstrate knowledge and understanding of methodological issues.</p> <p>Candidates should analyse, interpret and evaluate methodological issues involved when conducting research into arousal and anxiety in sport. Candidates may discuss the following: validity issues, particularly arising from the completion of self-report inventories; administrative difficulties arising from such inventories being completed just before athletes compete; issues of generalisability across a range of different sports; the benefits for reliability of standardised questionnaires; quantitative measures lending themselves to statistical analysis; etc.</p> <p>Methodological issues involved 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><b>What suggestions might a sports psychologist make to Joanne about how referees could control their own levels of anxiety?</b></p> <p>Candidates need to apply their knowledge and understanding of controlling anxiety in sport. Suggestions are likely to identify the type of anxiety being experienced (e.g. state anxiety) and may also refer to how it could be measured. Practical suggestions may centre on breathing techniques, relaxation training programmes, or the following of rituals). 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)
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>
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>
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. 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>

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>
0		No creditworthy response.

**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)
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. 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>
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>
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.
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 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.

**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)
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.
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.
2	3 – 5	Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question.  The information has some relevance and is presented with limited structure. The information is supported by

		limited evidence.
1	1 – 2	Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0		No creditworthy response.