

# Mark Scheme (Final)

## June 2008

GCE

GCE Psychology (6764/4A/4B/4C/4E)

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## PSYCHOLOGY MARK SCHEMES NOTES FOR ASSISTANT EXAMINERS

GCE Psychology is a very wide and dynamic subject. Hence, the Edexcel Specification is written in such a way where centres can teach their students a main study and any other study to explain psychological concepts. In a few cases, it may be possible for a candidate to answer a particular question using 2 - 4 different studies. Hence, it is **NOT** always feasible to list all the possible answers to a question in the mark scheme.

In the mark scheme, the Principal Examiner may list one to two examples with various points that the candidates may write in response to a question. Please note that in some cases this does not mean that the examples given by the Principal Examiner are the only answers to the question. This is where the professional judgement of you as the Psychology examiner has to be used. There is a note in the boxes in the mark scheme stating that '**the marking points are indicative not comprehensive**'. As Psychology Examiners, you must take **NOTE** of the information put into the boxes on the mark scheme, marking points and follow any other instructions provided at the standardisation meeting very carefully through out your marking.

The Principal Examiners will do their best to give you extra information where possible to help you with your marking. Where you come across answers stating studies or material that you are not familiar with, do **NOT** just mark them wrong! You **MUST** contact your Team Leader to check whether it is valid and could be used to answer the question. This is to ensure that candidates are awarded the marks that they deserve.

**Topic A: Clinical Psychology**

Question Number	Outline two cultural issues that may cause bias in the diagnosis of mental disorders.	Mark
1 (a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. If more than 2 issues identified mark all and credit the best. Examples may gain credit if they clarify/enhance the description. Max 2 for any 1 issue.</p> <p>Suitable issues include race, ethnic origin, social class, gender, other subcultures, language. Stereotyping/stigmatisation can be creditworthy if applied to an appropriate issue.</p> <p>E.g. Race Individuals who clearly belong to a racial minority may be discriminated against/eq; Could be lack of sensitivity to cultural norms that differ from the host culture/eq; Or lack of conformity to cultural norms of majority population/eq;</p> <p>E.g. Gender Interpretation of symptoms may be influenced by gender of client/eq; Women are more likely to be diagnosed as suffering from depression/eq; This may be exacerbated if the client and clinician are of different genders/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>

Question Number	Explain ways to avoid cultural bias in the diagnosis of mental disorders.	Mark
1(b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). Max 3 if no reference to avoidance of cultural bias. 1 mark per point/elaboration.</p> <p><b>Possible Marking Points</b></p> <p>Being aware of cultural differences may help, but difficult to be sure compensating accurately/eq;  Clinicians of the same gender/ethnic group may be better at accurate diagnosis/eq;  Pressure on certain groups may affect levels of disorders and clinicians need to try and take this into account/eq;  The use of translators may lead to the translator interpreting reports rather than just translating/eq;  Societal values influence everyone, clinicians will find it difficult to stand outside this/eq;  Development &amp; use of GAF (axis V) allows adaptation to environment to be taken into account and should reduce cultural bias/eq;  Use of family interviews to improve understanding of context could increase stereotyping/eq;  Increasing awareness of cultural bias during training could reduce the problem, but it may lead to disorders being ignored due to over compensation/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO2 = 6</b></p> <p><b>(6)</b></p>

(Total 10 Marks)

Question Number	Outline two psychological explanations for one disorder you have studied.	Mark
2 (a)(i)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Disorder identified should be one disorder, not generic or a class of disorders. If more than one disorder mark all and credit the best. If only one explanation max 2, more than 2 explanations mark all and credit the best. Both explanations can be drawn from the same approach. Only psychological explanations acceptable, including social psychological. Purely sociological or physiological explanations not creditworthy.</p> <p>e.g. Schizophrenia  (Learning theory suggests that) the individual observes schizophrenic behaviour being given attention/eq;  They imitate the model's behaviour as they want attention too/eq;</p> <p>(Psychodynamic theory suggests that) the id is dominating the personality/eq;  This creates selfish behaviour as the ego is not capable of restraining the desire for pleasure/eq;</p> <p>e.g. Unipolar depression  (Psychodynamic theory believes) loss in childhood causes adult depression/eq;  This can be either real, such as death of a parent, or symbolic/eq;</p> <p>(Cognitive theory suggests) due to maladaptive thought processes/eq;  Individual has unrealistic view of their abilities, ambitions or relationships/eq;</p> <p>e.g. Anorexia nervosa  (Learning theory suggests that) ultra thin people are liked and admired which means others wish to copy them/eq;  This is reinforced by negative comments in media about obesity/eq;</p> <p>Poor mother-child relationship causes ego-deficiency &amp; a poor sense of autonomy (according to psychodynamic theory)/eq;  Taking control of eating is one area where can feel have control/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>

Question Number	Assess psychological explanations for the disorder you have used in (a)(i).	Mark
2(a)(ii)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. If the disorder identified is different from the one used in (a)(i) max 2. If (a)(i) is blank but the disorder is identifiable full credit can be gained. If non-psychological (sociological or physiological) explanations are assessed max 2 and mark TE. 1 mark available for assessing by comparison to alternative explanations.</p> <p>e.g. Schizophrenia  Learning explanation assumes have observed a schizophrenic, may not have done/eq;  Many who observe schizophrenic behaviour choose not to imitate/eq;  Strategies that aim to avoid rewarding inappropriate behaviour have some success/eq;  Schizophrenics do not enjoy symptoms, so doesn't support view of selfishness/eq;  Lieberman &amp; Green (1992) showed improving language skills has positive effects supporting view that cognitive functioning has a role in disorder/eq;  Reduction of stress by providing appropriate support does produce remission, similarly stress can cause relapses/eq;</p> <p>e.g. Unipolar depression  Actual loss in childhood neither sufficient nor necessary for depression to occur/eq;  Psychodynamic claims of symbolic loss can be used to cover any situation and thus not an explanation/eq;  Restructuring thinking very successful supporting view of faulty cognitions as explanation/eq;  Depression sufferers have feelings of inadequacy due to upbringing according to Rogers/eq;  Seligman has demonstrated that helplessness can produce a lack of will to act in dogs/eq;  Fits with self reports of many depressed people that feel incapable of escaping malaise/eq;</p> <p>e.g. Anorexia nervosa  Evidence (e.g. Nasser, Fiji) showing increased incidence when exposed to western media supports social learning theory &amp; effects of media/eq;  However not all population succumb so not the only reason/eq;  Gender difference supports SLT view as much greater emphasis on slimness for females/eq;  Sufferers are disproportionately from ambitious middle class families suggesting this linked/eq;  Garner &amp; Bemis (1984) showed anorexics have distorted cognitions about their size/eq;  Amenorrhoea and boyish figure of anorexia supports denial of adult female role/eq;  <b>Look for any other reasonable points</b></p>	<p>AO2 = 5</p> <p>(5)</p>



Question Number	Describe and evaluate the medical/biological approach to mental health issues.	Mark												
3	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect-OWTTE. Marks are not given for just identifying a point but for clearly making that point. 1 mark for evaluating by comparison to alternative approaches. Must be about medical/biological approach to gain marks. Mental health issues can be interpreted in the context of one disorder.</p> <p>Essay mark scheme:</p> <table border="0" data-bbox="256 600 1219 703"> <tr> <td><u>6 AO1</u></td> <td><u>6 AO2</u></td> </tr> <tr> <td>4 AO1 subject content</td> <td>4 AO2 subject content</td> </tr> <tr> <td>2 AO1 Clarity &amp; communication</td> <td>2 AO2 Balance and breadth</td> </tr> </table> <p><b>AO1</b> Treats the individual as a patient rather than a client/eq; Sees causes as being organic and equivalent to physical disorders/eq; This may include genetic problems or biochemical imbalances/eq; Believes that causes are outwith the control of the patient/eq; Uses chemotherapy as the main treatment method/eq; Schizophrenia seen as caused by excess dopamine in brain/eq; SSRIs used to correct imbalance of neurotransmitters/eq;</p> <p><b>AO2</b> Predominance of medical approach in explaining disorders has reduced blame/eq; Lack of concern with underlying causes means only the symptoms are treated/eq; This may mean problems re-emerge as soon as treatment ends/eq; If drugs really the solution then would have guaranteed success every time/eq; The need for many different treatments and therapies suggests medical approach is too simplistic/eq; Studies on genetic aspects of schizophrenia (e.g. Gottesman) show that must be other factors involved/eq; It is difficult to know whether enlarged ventricles are caused by schizophrenia or whether schizophrenia causes enlarged ventricles/eq; There are ethical problems with treatments such as ECT which may help some patients but harm others/eq;</p> <p>Look for other relevant points.</p> <p><u>Clarity &amp; Communication</u>: Mark independently of S &amp; B, and show total for C.</p> <table border="0" data-bbox="256 1787 1235 2022"> <tr> <td>0</td> <td>Note form / unintelligible.</td> </tr> <tr> <td>1</td> <td>Essay format / some use of appropriate specialist terms / some m spelling mistakes.</td> </tr> <tr> <td>2</td> <td>Essay format / good use of appropriate specialist terms / good spelling and grammar.</td> </tr> </table>	<u>6 AO1</u>	<u>6 AO2</u>	4 AO1 subject content	4 AO2 subject content	2 AO1 Clarity & communication	2 AO2 Balance and breadth	0	Note form / unintelligible.	1	Essay format / some use of appropriate specialist terms / some m spelling mistakes.	2	Essay format / good use of appropriate specialist terms / good spelling and grammar.	<p style="text-align: right;">AO1 = 2</p>
<u>6 AO1</u>	<u>6 AO2</u>													
4 AO1 subject content	4 AO2 subject content													
2 AO1 Clarity & communication	2 AO2 Balance and breadth													
0	Note form / unintelligible.													
1	Essay format / some use of appropriate specialist terms / some m spelling mistakes.													
2	Essay format / good use of appropriate specialist terms / good spelling and grammar.													

	<b><u>Balance &amp; Breadth:</u></b> Mark independently of S & C, and show mark for B	
0	Totally one sided or very limited response.	
1	Adequate coverage of subject content/some irrelevancies/coverage of one definition.	A02 = 2
2	Good coverage of subject content/minor irrelevancies.	(12)

(Total 12 marks)

Write A01, A02 etc down the left hand side of the page and indicate as follows at the end of the essay.

A01 =

A02 =

B =

C =

Total =  (Ring in the margin)

Total 36 marks A01 = 14 / A02 = 22

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Total ringed mark for A1 + Total ringed mark for A2 + Total ringed mark for A3 = TOTAL  
PLEASE NOTE IT IS THE TOTAL FOR 'TOPIC A' THAT IS TRANSFERRED TO THE FRONT COVER OF ANSWER BOOKLET.

**Topic B: Criminological Psychology**

Question Number	Describe what is meant by offender profiling.	Mark
1 (a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>The characteristics of the perpetrator of crimes are described in order to identify him/her/eq;            These will include both psychological and physiological characteristics/eq;            They are usually provided by psychologists who may be employed by the police/eq;            Profiles are most commonly created for serial offenders of a serious nature/eq;            They take into account factors such as the nature of the victims and how they are treated/eq;            The British method uses a bottom up approach starting with details of crime scene/eq;</p> <p><b>Look for other reasonable marking points</b></p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>

Question Number	Compare British and US ways of offender profiling.	Mark
1 (b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Max 1 each for an evaluation of the approaches. Max 3 if answer does not directly compare the two ways of profiling at least once.</p> <p>Both are used primarily for serial offences such as rape, murder/eq;            Both believe that there is consistency in the way an offender behaves/eq;            The US call this a signature whereas in UK it is called a central narrative theme/eq;            The US method concentrates on top down whereas the UK is bottom up/eq;            The US method is impressionistic and intuitive whereas the UK is more data based/eq;            The UK start by looking for offences with a similar MO whereas US start with offenders with a similar MO/eq;            Canter developed a geographical dimension whereas US use geographical information less/eq;            They have a similar rate of success according to research (Copson &amp; Holloway 1997, Holmes 1989)/eq;            The British method tends to rely on evidence and deductive methods, producing more conservative suggestions, whereas the US way is more likely to produce novel suggestions due to a more inductive approach/eq;            (2 marks)</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO2 = 6</b></p> <p><b>(6)</b></p>

**(Total 10 marks)**

Question Number	Outline two attributional biases.	Mark
2 (a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. 1 mark available for identification of two biases. Biases do not need to be named to gain maximum marks. Examples may gain credit if they clarify/enhance the description. Comments on dispositional/situational are creditworthy only if they relate to a bias. Max 2 if only one bias outlined, if more than 2 mark all and credit the best.</p> <p>Suitable biases include self serving, actor-observer, hedonic and fundamental attribution error.</p> <p>e.g. Self serving bias Individual uses bias to benefit their self esteem/eq; Makes dispositional attributions when outcome is positive/eq; Makes situational attributions when outcome is negative/eq;</p> <p>e.g. Hedonic relevance (accept hedonistic) The more important the situation the more likely we are to make dispositional attributions about other people/eq; We will do this even when there is evidence to the contrary/eq; This could be blaming someone for damaging our new car even though it is not their fault/eq;</p> <p>e.g. FAE Dispositional attributions are made about others actions/eq; This is done even when there is clear evidence for situational factors being involved/eq; If someone else skids on black ice we accuse them of careless driving/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>

Question Number	Assess how recall is affected by attributional bias.	Mark
2 (b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Answer must link to recall at least once or max 2. Answer must link to assessment of the effects at least once or max 2. Assessment of the effect(s) can include, direction, magnitude, comparison etc.</p> <p>Inaccurate interpretation may reduce accuracy of EWT/eq;  Self serving bias means we portray selves in a favourable light during witness testimony so likely to colour witness evidence/eq;  Hedonic relevance may cause someone who is personally involved to perceive incident differently to a dispassionate bystander/eq;  Belief that cause of defendant's behaviour is more to do with disposition than situation means mitigating circumstances not taken into account by witness/eq;  FAE means witnesses interpret others' actions as dispositional and ignore situational factors causing potential inaccuracy in recall/eq;  According to self serving bias, a witness will blame external factors rather than themselves, however the level of hedonic relevance is likely to mediate this, so if hedonic relevance is low a witness may accept dispositional attribution/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p>AO2 = 4</p> <p>(4)</p>

Question Number	There are many factors other than attributional bias that may affect eyewitness testimony. Using psychological research, explain at least <b>two</b> other factors that may affect eyewitness testimony.	Mark
2 (c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. If only one factor max 4. Must refer to psychological evidence at least once or max 3. There is no upper limit to the number of factors. Attributional biases cannot gain credit here.</p> <p>Possible factors include situational factors (e.g. light level), interpersonal bias (e.g. characteristics of victim or criminal), leading questions, weapons focus, stress and arousal.</p> <p>Evidence suggests that someone who looks ugly will be seen as more guilty/eq;  Accuracy of visual memory for criminal's face is poor (e.g. Wells &amp; Bradfield)/eq;  However research very artificial &amp; may not be the same for real eyewitnesses/eq;  Evidence from studies and real life that violence interferes with witness memory/eq;  Unclear if is failure to attend to important stimuli, concentrating instead on a weapon/eq;  Or whether the over-arousal of the situation means memory is interfered with/eq;  Research into leading questions suggests method of questioning could affect testimony/eq;  The most effective method to avoid distorting eyewitness recall is the cognitive interview/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO2 = 6</b></p> <p><b>(6)</b></p>

(Total 14 marks)

Question Number	Describe and assess the self-fulfilling prophecy as an explanation for anti-social behaviour.	Mark						
3	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect-OWTTE. Marks are not given for just identifying a point but for clearly making that point. 1 mark for evaluating by comparison to alternative explanations. Studies into SFP from areas other than anti-social behaviour can be credited provided they are linked back to anti-social behaviour in some way. Max 2 for evaluation of research not directly linked to anti-social behaviour.</p> <p>Essay mark scheme:</p> <table data-bbox="256 703 1219 801"> <tr> <td data-bbox="256 703 344 734"><b>6 AO1</b></td> <td data-bbox="836 703 924 734"><b>6 AO2</b></td> </tr> <tr> <td data-bbox="256 734 571 766">4 AO1 subject content</td> <td data-bbox="836 734 1150 766">4 AO2 subject content</td> </tr> <tr> <td data-bbox="256 766 695 801">2 AO1 Clarity &amp; communication</td> <td data-bbox="836 766 1219 801">2 AO2 Balance and breadth</td> </tr> </table> <p><b>AO1</b>  Perceiver has expectations of individual based on social class or similar/eq;  This influences the way the perceiver treats the individual/eq;  The individual responds to the way they are treated in a way that confirms the prejudgement/eq;  The individual may feel that they may as well behave in an anti-social way as they will be treated like that/eq;  The process of labelling encourages the behaviour to occur/eq;</p> <p><b>AO2</b>  Not all who receive a SFP live up to it, may even deliberately choose to be different/eq;  Not all individuals who become anti-social had a SFP made about them so neither necessary nor sufficient/eq;  Evidence from Jahoda suggests that can have an impact/eq;  Most likely to have an impact if the person already has tendencies in that direction/eq;  Those labelled as coming from certain groups given less leeway, e.g. black youths more likely to be stopped &amp; searched by police/eq;  Statistically the more people who are stopped &amp; searched from a group, the more likely it is that items such as weapons, drugs will be found, so reinforcing the label/eq;  Other factors such as the influence of media images cannot be discounted/eq;</p> <p><b>Look for any other relevant points</b></p>	<b>6 AO1</b>	<b>6 AO2</b>	4 AO1 subject content	4 AO2 subject content	2 AO1 Clarity & communication	2 AO2 Balance and breadth	
<b>6 AO1</b>	<b>6 AO2</b>							
4 AO1 subject content	4 AO2 subject content							
2 AO1 Clarity & communication	2 AO2 Balance and breadth							

	<p><b><u>Clarity &amp; Communication:</u></b> Mark independently of S &amp; B, and show total for C.</p> <p>0 Note form / unintelligible.</p> <p>1 Essay format / some use of appropriate specialist terms / some spelling mistakes.</p> <p>2 Essay format / good use of appropriate specialist terms / good spelling and grammar.</p> <p><b><u>Balance &amp; Breadth:</u></b> Mark independently of S &amp; C, and show mark for B</p> <p>0 Totally one sided or very limited response.</p> <p>1 Adequate coverage of subject content/some irrelevancies/coverage of one definition.</p> <p>2 Good coverage of subject content/minor irrelevancies.</p>	<p>AO1 = 2</p> <p>AO2 = 2</p> <p>(12)</p>
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(Total 12 marks)

Write AO1, AO2 etc down the left hand side of the page and indicate as follows at the end of the essay.

AO1 =

AO2 =

B =

C =

Total =  (Ring in the margin)

Total 36 marks AO1 = 14 / AO2 = 22

Total ringed mark for B1 + Total ringed mark for B2 + Total ringed mark for B3 = TOTAL  
PLEASE NOTE IT IS THE TOTAL FOR 'TOPIC A' THAT IS TRANSFERRED TO THE FRONT COVER OF ANSWER BOOKLET.

**Topic C: The Psychology of Education**

Question Number	Describe one teaching style.	Mark
1(a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. If more than 1 style mark all and credit the best.</p> <p>NB Learning styles are NOT acceptable however points may relate to teaching style and thus be creditworthy.</p> <p>Suitable examples include didactic, student-centred, whole class and small group teaching.</p> <p>e.g. Didactic;            Usually a formal approach to teaching/eq;            Focused on subject matter rather than on learning skills/eq;            Teacher centred with teacher main source of information/eq;            Typically students taught as a whole class and work individually/eq;            Students all learn the same thing at the same time/eq;</p> <p>e.g. Student-centred;            Usually involved a lot of group work/eq;            Skills based with students discovering material for selves/eq;            Primary role of teacher is that of facilitator/eq;            Different students will be learning different things and at own pace/eq;            Students may be in friendship groups, similar ability or mixed ability groups/eq;</p> <p>Look for any other reasonable points</p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>

Question Number	Assess the effect of the teaching style you described in (a) on student performance.	Mark
1 (b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). Must refer to same teaching style as in part (a). If assesses a different teaching style than described in (a) max 2. If a &amp; b refer to learning style max 2 on b and mark TE.</p> <p>e.g. Didactic  Didactic works well as long as students remain on task which may be difficult/eq;  However sometimes lack of effort from students not noticed (Galton et al 1999)/eq;  For some subjects it can work better as the teacher can ensure all have the information/eq;  Provided teachers check that understanding and progress are alright works well/eq;  Works better with older rather than younger students/eq;  Probably the most influential variable is the teacher/eq;  Didactic considered better for maths, reading &amp; English (Bennett 1976)/eq;</p> <p>e.g. Student-centred  Concern that students will not stay on task or maintain effort/eq;  Bennett &amp; Dunne (1989) showed most discussion among students is task focused/eq;  Always a danger that not all students will learn all necessary material/eq;  Success rate very dependent on nature of interactions/eq;  Opportunity to apply knowledge ensures learning more effective (Bruner 1961)/eq;  Students tend to be more motivated according to Mayer (1987)/eq;  Needs a high level of organisation &amp; management on part of the teacher to succeed/eq;</p> <p>Look for any other reasonable points</p>	<p>AO2 = 6</p> <p>(6)</p>

(Total 10 marks)

Question Number	Describe what is meant by giftedness.	Mark
2 (a)	<p>Marking points are indicative, not comprehensive, and other suitable points credited. In each case consider Or Words To That Effect (OWTTE). 1 point/elaboration.</p> <p>Giftedness is when someone shows exceptional ability/eq;  They are in the top 2% of the population in terms of overall performance/eq;  They will have a score of at least 130 IQ points/eq;  Gifted children learn more quickly and can retain information more easily/eq;  They may have a special area of talent or a more broad ranging ability/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>

Question Number	Explain issues raised by the identification of giftedness in the classroom.	Mark
2 (b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Children identified as gifted may stop trying as hard because of the label/eq;  Just knowing that someone is labelled as gifted will have an impact on those around/eq;  A danger of SFP from the teachers because they believe the child to be superior/eq;  This could lead to inequity in the classroom and others being given less attention/eq;  This means teachers need to be trained to ensure this does not happen/eq;  If put into an older class so are academically stretched may not fit in/eq;  May have social problems because feel isolated &amp; different/eq;  Usually only intellect that is advanced, not social &amp; physical maturity so causes problems/eq;  Parental pride may further isolate the children at home/eq;  Parents may feel a specialist school or tutor will be best to nurture giftedness/eq;  However this may mean friendships among other children in the neighbourhood are lost/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO2 = 6</b></p> <p><b>(6)</b></p>

Question Number	Describe ways in which parents and/or teachers may nurture giftedness in children.	Mark
2 (c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Ensure child is provided with stimulating and challenging material/eq;  A stable home background appears to help/eq;  Put gifted children in a group together so that they can help each other/eq;  Try to ensure child does not become bored because not stretched enough/eq;  Give the child an interesting and stimulating pre-school environment/eq;  Encourage a broad range of interests and pursuits from an early age/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO2 = 4</b></p> <p style="text-align: right;"><b>(4)</b></p>

(Total 14 Marks)



	<b>Balance &amp; Breadth: Mark independently of S &amp; C, and show mark for B</b>	
0	Totally one sided or very limited response.	
1	Adequate coverage of subject content/some irrelevancies/coverage of one definition.	
2	Good coverage of subject content/minor irrelevancies.	
		A02 = 2 (12)

(Total 12 marks)

Write A01, A02 etc down the left hand side of the page and indicate as follows at the end of the essay.

A01 =

A02 =

B =

C =

Total =  (Ring in the margin)

**Total 36 marks A01 = 14 / A02 = 22**

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Total ringed mark for C1 + Total ringed mark for C2 + Total ringed mark for C3 = TOTAL  
PLEASE NOTE IT IS THE TOTAL FOR 'TOPIC A' THAT IS TRANSFERRED TO THE FRONT COVER OF ANSWER BOOKLET.

**Topic E: Sports Psychology**

Question Number	Outline two ways that participation in sport may affect social development.	Mark
1 (a)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. If more than 2 ways identified mark all and credit the best. Max 2 for any 1 way. Generic points Max. 2. No I.D.</p> <p>Suitable ways include learning about fair play, sharing, taking turns &amp; other social skills, gender identity &amp; relationships</p> <p>e.g. Taking turns Need to take turns when using equipment during training will be emphasised by coach/eq; Reciprocity in taking turns will enhance the skill further/eq;</p> <p>e.g. Gender development Approval or disapproval of taking part in a particular sport may be dependent on gender/eq; This can push e.g. girls away from football or make boys who don't enjoy it feel isolated/eq;</p> <p>e.g. Relationships Friendship fostered by training and playing together often based on mutual respect/eq; This fosters high self esteem and confidence/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO1 = 4</b></p> <p><b>(4)</b></p>

Question Number	Using psychological research, evaluate the possible effects of participation in sport on social development.	Mark
1 (b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. No reference to research max 3 points that merely describe an effect with no evidence and/or commentary not creditworthy.</p> <p>Passer (1981) showed participation increased status &amp; number of friendships/eq;            Needing to take turns in training sessions will improve social skills by teaching patience and sharing skills/eq;            Pressure to conform to gender stereotypes may force children into playing certain sports or to behave in particular ways within a sport/eq;            Alexander (1991) suggested that emphasis on winning may not be good for soc dev't/eq;            If see a model cheating may believe this is alright to do which develops negative attitudes, evidence from research into social learning shows children are particularly susceptible to such effects /eq; (2 marks)            Can have negative effect on motivation if coached inappropriately (Evans 1986)/eq;            Improves understanding of importance of rules and fair play which helps develop a more orderly society/eq;            Co-operative sports improve interpersonal skills and ability to understand others which will be transferred to other aspects of life/eq;            Role models within the sport can be important so positive images very important if influence is to be seen as helpful/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO2 = 6</b></p> <p><b>(6)</b></p>

(Total 10 Marks)

Question Number	Outline what is meant by intrinsic motivation.	Mark
2 (a)   (i)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Suitable examples are creditworthy insofar as they add to/clarify the outline.</p> <p>Comes from within us, an internal drive/eq; Intangible source of motivation/eq; An inner sense of satisfaction, pleasure or achievement/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p>AO1 = 2</p> <p>(2)</p>

Question Number	Outline what is meant by extrinsic motivation.	Mark
2 (a)(ii)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. Suitable examples are creditworthy insofar as they add to/clarify the outline.</p> <p>Comes from outside the individual, an external source/eq; Tangible sources of motivation/eq; Suitable extrinsic motivators include money, praise, trophies/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p>AO1 = 2</p> <p>(2)</p>

Question Number	Evaluate intrinsic and extrinsic motivation as explanations of sporting performance.	Mark
2 (b)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration. If only intrinsic or extrinsic evaluated max 4.</p> <p>Intrinsic motivation is better at maintaining effort over a prolonged period/eq; Extrinsic motivators can undermine intrinsic motivation (e.g. Lepper &amp; Greene 1975)/eq; Intrinsic motivation can produce self actualisation because of the flow experience (Csikszentmihalyi 1975)/eq; Rewards should maintain performance so long as not on a continuous reinforcement schedule/eq; If rewards stop may be demotivating causing a decline in performance/eq; Smith et al (1979) showed encouragement can be very effective as extrinsic motivator for children/eq; Introduction of extrinsic motivators can make athletes feel are not in control thus damaging performance/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p>AO2 = 6</p> <p>(6)</p>

Question Number	What recommendation would you give to a coach regarding the use of intrinsic and extrinsic motivation with a group of novice sportspeople.	Mark
2 (c)	<p>Marking points are indicative, not comprehensive, and other suitable points should be credited. In each case consider Or Words To That Effect (OWTTE). 1 mark per point/elaboration.</p> <p>Use of praise for effort will be an effective extrinsic motivator/eq;  Praise is far more effective than negative comments or punishment/eq;  Avoid the use of tangible rewards such as trophies or financial gain/eq;  Promote intrinsic motivators by emphasising mastery of skills/eq;  Use personal goals that can be internalised such as PBs/eq;  Ensure that the goals to be achieved stretch the individual but are attainable/eq;</p> <p><b>Look for any other reasonable points</b></p>	<p><b>AO2 = 4</b></p> <p><b>(4)</b></p>



	<b>Balance &amp; Breadth:</b> Mark independently of S & C, and show mark for B	
0	Totally one sided or very limited response.	
1	Adequate coverage of subject content/some irrelevancies/coverage of one definition.	
2	Good coverage of subject content/minor irrelevancies.	A02 = 2 (12)

(Total 12 marks)

Write A01, A02 etc down the left hand side of the page and indicate as follows at the end of the essay.

A01 =

A02 =

B =

C =

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Total =  (Ring in the margin)

**Total 36 marks A01 = 14 / A02 = 22**

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Total ringed mark for E1 + Total ringed mark for E2 + Total ringed mark for E3 = TOTAL  
PLEASE NOTE IT IS THE TOTAL FOR 'TOPIC A' THAT IS TRANSFERRED TO THE FRONT COVER OF ANSWER BOOKLET.