

**Thursday 24 January 2013 – Afternoon**

**A2 GCE PSYCHOLOGY**

**G543/01/I Options in Applied Psychology**

**INSERT – QUESTION BOOKLET**

**Duration: 2 hours**

**INSTRUCTIONS TO CANDIDATES**

- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Answer **four** questions in total; **two** questions from **two** options only.
- Write your answers in the Answer Booklet. The question numbers must be clearly shown.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- This paper contains questions on the following four options:
  - Forensic Psychology
  - Health and Clinical Psychology
  - Psychology of Sport and Exercise
  - Psychology of Education
- Quality of written communication is assessed throughout this paper.  
Candidates should:
  - (i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
  - (ii) select and use a form and style of writing appropriate to purpose and to complex subject matter;
  - (iii) organise information clearly and coherently, using specialist vocabulary when appropriate.
- This document consists of **8** pages. Any blank pages are indicated.

**INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

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You must answer **two** questions from **one** option and **two** questions from another option.

### **Forensic Psychology**

- 1    (a) How can criminal behaviour be learnt from others? [10]  
      (b) Discuss the view that some people turn to crime because of their upbringing. [15]
- 2    (a) Describe how researchers have used E-fit to investigate face recognition. [10]  
      (b) Assess the strengths and limitations of research into interviewing witnesses to a crime. [15]
- 3    (a) Describe how persuasion may be used in a courtroom. [10]  
      (b) To what extent is research into persuading a jury useful? [15]
- 4    (a) Describe research into planned behaviours once freed from jail. [10]  
      (b) Evaluate the use of qualitative and quantitative data when researching imprisonment. [15]

You must answer **two** questions from **one** option and **two** questions from another option.

### Health and Clinical Psychology

- 5 (a) How has legislation been used as a method of health promotion? [10]  
(b) To what extent is research into methods of health promotion limited? [15]
- 6 (a) How has dysfunctional behaviour been categorised (eg a classification system)? [10]  
(b) Evaluate the validity of diagnoses of dysfunctional behaviour. [15]
- 7 (a) Outline a cognitive explanation of dysfunctional behaviour. [10]  
(b) Compare explanations of dysfunctional behaviour. [15]
- 8 (a) Outline a behavioural treatment of **one** disorder (**either** affective **or** anxiety **or** psychotic). [10]  
(b) Assess strengths and weaknesses of treatments for the disorder you referred to in part (a). [15]

You must answer **two** questions from **one** option and **two** questions from another option.

### **Forensic Psychology**

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You must answer **two** questions from **one** option and **two** questions from another option.

**Psychology of Sport and Exercise**

- 9** (a) How could aggression in sport be managed? [10]  
(b) To what extent can research into aggression be applied to sport? [15]
- 10** (a) Describe a model of anxiety in relation to sports performance. [10]  
(b) Discuss limitations of research into anxiety in sport. [15]
- 11** (a) Describe audience effects in sport with reference to psychological theory. [10]  
(b) Evaluate the ecological validity of research into audience effects in sport. [15]
- 12** (a) Outline benefits of exercise for mental health. [10]  
(b) Assess the relationship between exercise and mental health. [15]

You must answer **two** questions from **one** option and **two** questions from another option.

**Psychology of Education**

- 13** (a) Describe research into differences in cognitive styles of personal approaches to learning. **[10]**
-  (b) Assess strengths and weaknesses of personal approaches to learning. **[15]**
- 14** (a) Outline moral development and its implications for social rules during the process of teaching and learning. **[10]**
- (b) Evaluate the validity of research into personal and social development during the process of teaching and learning. **[15]**
- 15** (a) Describe research that compares teacher/student communication in terms of what is sent and what is received. **[10]**
- (b) Discuss the usefulness of research into student-teacher social interactions. **[15]**
- 16** (a) Describe different strategies which could be used to enable the learning of boys and girls. **[10]**
- (b) Discuss strengths of research into enabling boys and girls to reach their educational potential. **[15]**

**END OF QUESTION PAPER**