

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**A2 GCE**

**G543/01/I**

**PSYCHOLOGY**

**Options in Applied Psychology**

**INSERT – QUESTION BOOKLET**

**THURSDAY 24 JANUARY 2013: Afternoon**

**DURATION: 2 hours**

**plus your additional time allowance**

**MODIFIED ENLARGED 18pt**

**READ INSTRUCTIONS OVERLEAF**

## **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.

## **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.**

## **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**

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