

GCE

Psychology

Advanced GCE **2544**

Psychology and Education

Mark Scheme for June 2010

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SECTION A

- 1 (a) Outline one strategy for educating children with special needs. [6]

Brief background to most likely responses

This question provides candidates with a wide ranging opportunity to describe a strategy to educate children with special educational needs, this may be behavioural, cognitive, humanistic, environmental or even based on policy decisions.

Weaker responses will be brief, lack detail and show little understanding of special educational needs and strategies to deal with these. Stronger responses will clearly identify a suitable strategy (one that is linked to the special educational need) and relate this to appropriate psychology.

Most likely responses will focus on; mild learning difficulties, one to one support (Bloom, 1984), parental support (Topping, 1992), other schemes such as 'mastery learning' or 'Reading Recovery', differentiation techniques (Bruner, 1961); Moderate learning difficulties, specialist curriculum support, provision of special schools, segregation (Marra, 1982 and Lewis, 1987); Severe learning difficulties, pedagogies of autism (Powell, 2000), reading strategies for dyslexia and accelerated or enrichment programmes for gifted children.

Marks	Mark Descriptor
0 marks:	No answer or incorrect answer.
1-2 marks:	The answer attempts to identify a strategy for educating children with special needs. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks:	The answer considers a strategy for educating children with special needs using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks:	The answer gives a clear account of the strategy for educating children with special needs from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

- (b) **Discuss the effectiveness of strategies for educating children with special needs.** [10]

Brief background to most likely responses

Candidates are required to consider how effective strategies for children with SEN are in the classroom. It is likely that candidates will consider the effectiveness of a number of strategies or interventions in turn. This may be for one or more specific SENs. Alternatively, candidates may try to evaluate more generic strategies such as inclusion versus segregation techniques. Stronger responses will demonstrate good question focus, providing detailed discussion of the effectiveness of strategies for educating children with SEN. It is likely that stronger candidates will be able to consider both advantages and disadvantages of strategies in terms of their effectiveness, demonstrating a more sophisticated understanding of the topic area. Weaker responses may show poor question focus. Discussion of the effectiveness of strategies may be minimal or superficial.

Likely content:

- Merits/problems of inclusion Vs. segregation eg amount of specific help & support available in each setting, labelling of children with SEN, ability to assimilate, outcomes in terms of success of child, arguments of possible interference with education of other children in the classroom.
- Effectiveness of specific techniques eg management techniques for dyslexia etc. eg effectiveness of Alpha-to-Omega, tinted acetates etc. Early intervention for dyslexia tends to be very effective.

Marks	Mark Descriptor
0 marks	No answer or incorrect answer.
1-4 marks:	The answer attempts to discuss the effectiveness of strategies for educating children with special needs. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks:	The answer is appropriate to the assessment request. Some relevant issues are raised and applied in an appropriate way to the discussion of the effectiveness of strategies for educating children with special needs. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks:	The answer is appropriate to the assessment request. The answer has a good range of points discussing the effectiveness of strategies for educating children with special needs. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

2 (a) Outline one cause of disruptive behaviour in school. [6]

Brief background to most likely responses

It is expected that candidates will provide one coherent explanation of a disruptive behaviour in schools. Such explanation may focus on an explanation of a named syndrome or disorder eg an explanation of ADHD, or may explain disruptive behaviours in terms of the quality of teaching or classroom management.

This question requires the candidate to describe a single explanation of disruptive behaviour in school. Therefore, where a candidate describes more than one explanation, the best explanation should be credited.

- cause of conduct disorder eg poor home discipline, genetic/biological, economic/social deprivation
- Kounin – poor classroom management eg lacking 'withitness' or 'stimulation'.

Marks	Mark Descriptor
0 marks:	No answer or incorrect answer.
1-2 marks:	The answer attempts to describe what is meant by a cause of disruptive behaviour in school. The answer is largely anecdotal and there is little use of psychological terms or concepts. The answer has errors and omissions, is brief and lacks understanding.
3-4 marks:	The answer considers a cause of disruptive behaviour in school using psychological terms and concepts. The description is mainly accurate and informed and, has some evidence of elaboration and understanding.
5-6 marks:	The answer gives a cause of disruptive behaviour in school from a psychological perspective. The answer is detailed, well organised and the candidate clearly understands what they have written.

- (b) Discuss difficulties of studying causes and effects of one disruptive behaviour in school. [10]

Brief background to most likely responses

This question requires candidates to discuss the difficulties in studying the causes and effects of disruptive behaviour in schools. This evaluation may take the form of the problems of the methods used. Weaker responses may show poor question focus.

Likely content:

- validity of explanations
- ecological validity of the research
- ethical issues
- generalisability of the findings.

Marks	Mark Descriptor
0 marks:	No answer or incorrect answer.
1-4 marks:	The answer attempts to discuss the causes and effects of disruptive behaviour in school. The evidence and explanations are largely anecdotal and psychological concepts and terms are sparsely used. The answer is superficial and lacks detail.
5-7 marks:	The answer is appropriate to the assessment request. Some relevant issues are raised and applied in an appropriate way to discuss the causes and effects of disruptive behaviour in school. There is appropriate use of psychological terms and concepts. The answer has a reasonable range of points and there is some evidence of elaboration.
8-10 marks:	The answer is appropriate to the assessment request. The answer has a good range of points that consider the causes and effects of disruptive behaviour in school. There is a confident use of psychological terms and concepts. The answer has an impressive range of points each of which is clearly explained and elaboration is coherent and thorough.

SECTION B

- 3 (a) Describe what psychologists have found out about the design and layout of educational environments. [10]**

It is expected that candidates will describe a number of research studies which address factors which influence performance or mood in educational settings. Factors which such studies are likely to deal with include noise, lighting, seating arrangement, décor, and temperature.

Seating arrangement (eg Wheldall 1981 who found that rows increased on-task behaviour; Rosenfield 1985 who found that clusters increased on-task behaviour, rather than rows or circles).

Lighting (eg Cave 1998 or Riggio 1990).

Walls (eg Creekmore: Acquisition Wall, Dynamic Wall and Maintenance Wall).

Temperature (eg Pepler: compared test scores in Oregon schools with Temperature Control and those without and found more variability in the latter; Auliciems who compared test and IQ scores in British Schools in naturally varying temperatures. Found optimum scores attained at just below comfort level.)

Noise (eg Cohen et al who compared schools on and off LA flight path; Bronzaft, longitudinal study of the effects of noisy train track on reading age. Maxwell and Evans study of sound absorbent panels; Zentall's study of effects of rock music on hyperactive and autistic children).

Soft classroom (Sommer and Olsen 1980 changed furnishings and layout of lecture room in California).

Concepts and Terminology (AO1)

- 0 marks: Incorrect or inappropriate material is presented.
- 1 mark: There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.
- 2 marks: Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation are reasonable but there is a number of errors.
- 3 marks: Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate.

Evidence (AO1)

- 0 marks: No evidence is presented.
- 1 mark: Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.

- 2 marks: Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail.
- 3 marks: Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.
- 4 marks: Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.

Understanding (AO1)

- 0 marks: The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.
- 1 mark: The answer demonstrates some understanding but this is sparse.
- 2 marks: The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, some expansion of complex points. There is some coherence and a reasonable structure.
- 3 marks: The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.

(b) Evaluate what psychologists have found out about the design and layout of educational environments. [16]

Candidates are required to evaluate research into the design and layout of educational environments. Likely evaluative issues may be:

- Ethics of research; some research may have exposed participants to a small degree of harm. However, in most cases, research on children is considered ethical providing that consent by teacher or guardian has been obtained.
- Ecological Validity of studies. Most research in this topic area is conducted in the classroom, and so has good ecological validity in this sense. However, some research may have employed a non-naturalistic task to measure the DV, lowering e.v.
- Any methodological problems of studies eg controls, validity, observer effects etc; some research (eg Wheldall and Rosenfield) involve observers sitting in on classrooms, which may create changes in the behaviour of the students.
- Practical implications; implications for teachers, implications for learners.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues (AO2)

- 0 marks: No material worthy of credit.
- 1-2 marks: The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
- 3-4 marks: The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

Evidence for Issues (AO2)

- 0 marks: No material worthy of credit.
- 1-2 marks: Some evidence is identified and an attempt is made to show its relevance to the issues.
- 3-4 marks: Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

- 0 marks: No material worthy of credit.
- 1-2 marks: An attempt is made to provide some analysis.

3-4 marks: The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

0 marks: No material worthy of credit.

1-2 marks: The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.

3-4 marks: The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

- (c) Using your knowledge of psychology, suggest a classroom design for a mathematics lesson that would have a positive effect on learning. Give reasons for your answer. [8]

Stronger responses will be characterised by a detailed suggestion, confidently linked to psychological research. The proposed design of the classroom will be linked to the activity of teaching and learning mathematics. Weaker responses will be more superficial, lacking detail as well as reference to psychological research. Any suitable suggestions relevant to the assessment request may be accepted. Likely examples:

- Changing seating layout
- Walls; improving colour or posters etc
- Temperature control/air conditioning
- Noise abatement procedures etc.

Application (AO1/AO2)

- 0 marks: No suggestions made OR suggestions are made which are inappropriate to the assessment request.
- 1-2 marks: An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence.
- 3-4 marks: A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained.

Application Interpretation: Reasons (AO1/AO2)

- 0 marks: The answer shows very little or no understanding.
- 1-2 marks: The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer.
- 3-4 marks: The answer gives a clear rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.

Total 8 marks for question part (c)

SECTION B

- 4 (a) Describe what psychologists have found out about individual differences in educational performance. [10]**

The individual differences in educational performance that candidates may choose to describe can vary, as the specification allows free choice. It is anticipated that the likely differences will be gender differences; ethnic differences and class differences. Likely content: could include cultural diversity and gender issues.

Swann report 1985

Multicultural education (Kirby et al 1997)

Bias in streaming and assessment

Language (eg Bernstein & Labov)

Ethnicity and student/teacher misunderstanding (Bennett 1990)

Racism in multiracial schools (Wright 1992)

Learning styles (eg Vasquez 1990)

Curriculum favoring boys (Lobban 1974er 1989)

Curriculum stereotypes (Pilch

Physiological sex differences and attitudes (Clarricoates 1987).

Concepts and Terminology (AO1)

- 0 marks: Incorrect or inappropriate material is presented.
- 1 mark: There is some limited use of psychological terms and concepts. Spelling and sentence construction are poor; and punctuation is inappropriate or largely absent.
- 2 marks: Appropriate terms and concepts are presented, but there is lack of clarity. Spelling and punctuation are reasonable but there is a number of errors.
- 3 marks: Appropriate terms and concepts are presented and used in a confident way. Spelling is good, although there could be one or two errors. Sentence construction is good with views expressed clearly. Punctuation is appropriate.

Evidence (AO1)

- 0 marks: No evidence is presented.
- 1 mark: Some basic evidence is described which is of peripheral relevance or it is predominantly anecdotal.
- 2 marks: Some appropriate psychological evidence is described but there are a number of errors and it is limited in scope and detail.
- 3 marks: Appropriate psychological evidence is accurately described. It is reasonably wide-ranging in scope and is reasonably detailed.
- 4 marks: Appropriate psychological evidence is accurately described that is wide-ranging in scope and detail.

Understanding (AO1)

- 0 marks: The answer is list-like with no attempt to understand what has been written; there is no use of elaboration, clarification or example.
- 1 mark: The answer demonstrates some understanding but this is sparse.
- 2 marks: The answer demonstrates good understanding. There is some clarification of terminology, occasional use of examples, some expansion of complex points. There is some coherence and a reasonable structure.
- 3 marks: The answer demonstrates explicitly applied understanding throughout. There is clarification of terminology, use of examples, expansion of complex points; the answer is coherent and well structured.

(b) Evaluate what psychologists have found out about individual differences in educational performance. [16]

Any evaluative points can receive credit including:
Implications of individual differences for pupil, teachers and schools
Usefulness of evidence
Methods used to study individual differences
Problems involved in the generalisation of evidence.

The best answers will have clearly defined issues linked to psychological evidence (including research, concepts or theories). Analysis may take the form of comparisons and contrasts but may also take the form of strengths and weaknesses or problems of the evidence. All types of analysis will be credited.

Range of issues (AO2)

- 0 marks: No material worthy of credit.
- 1-2 marks: The answer identifies some issues; they could have been related to the question more closely and they could have been elaborated and explained further.
- 3-4 marks: The answer covers an appropriate range of issues; the issues are identified, made relevant, explained and elaborated.

Evidence for Issues (AO2)

- 0 marks: No material worthy of credit.
- 1-2 marks: Some evidence is identified and an attempt is made to show its relevance to the issues.
- 3-4 marks: Evidence is appropriately selected to illustrate the issues and commented on effectively.

Analysis (AO2)

- 0 marks: No material worthy of credit.
- 1-2 marks: An attempt is made to provide some analysis.
- 3-4 marks: The answer contains some analysis most likely in the form of comparisons and contrasts; these are accurate, detailed and effective.

Argument Structure (AO2)

- 0 marks: No material worthy of credit.
- 1-2 marks: The answer has a sound structure and the argument is generally clear and coherent but there is an imbalance and minor weaknesses.

3-4 marks: The structure of the answer is highly effective in providing a cogent framework for compelling arguments that demonstrate originality and insight into evidence.

- (c) **A group of boys in school are seriously underperforming. Using your knowledge of psychology, suggest how the Headteacher could help improve the boys' performance. Give reasons for your answer.** [8]

Stronger responses will be characterised by a detailed suggestion, engaging with the situation of boys in a group, confidently linked to psychological research. Weaker responses will be more superficial, lacking detail and probably lacking reference to psychological research. Such responses also may fail to engage with the context of males and/or a group and give more general techniques for improvement. Any suitable suggestions relevant to the assessment request may be accepted.

Likely suggestions:

All male classes/schools

Male role models/recruit more male (primary school) teachers (Bandura)

Motivational techniques for boys

Changing teachers' expectations for boys (Clarricoates).

Application (AO1/AO2)

- 0 marks: No suggestions made OR suggestions are made which are inappropriate to the assessment request.
- 1-2 marks: An appropriate suggestion is made but it is based on anecdotal or peripherally relevant psychological evidence.
- 3-4 marks: A suggestion is made that is appropriate to the assessment request and is based on appropriate psychological evidence. The suggestion is detailed and clearly explained.

Application Interpretation: Reasons (AO1/AO2)

- 0 marks: The answer shows very little or no understanding.
- 1-2 marks: The answer attempts to provide a rationale for the suggested application/intervention. The reasons given have some relevance to issue under discussion and some relevance to the evidence discussed elsewhere in the answer.
- 3-4 marks: The answer gives a clear rationale for the suggested application. There is confident use of terminology, use of examples, and expansion of complex points. The answer is coherent and well structured.

Total question mark 34 (AO1=14; AO2=20)

TOTAL MODULE MARK = 50 (AO1=20; AO2=30)

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