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.

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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