INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the answer booklet. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- 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.
- Do not write in the bar codes.

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

Forensic Psychology

1  (a) Outline how brain dysfunction can explain criminal behaviour.  [10]
    (b) Evaluate individual (biological) explanations of criminal behaviour.  [15]

2  (a) How can an upbringing in a disrupted family explain criminal behaviour?  [10]
    (b) Evaluate the use of longitudinal research when considering upbringing as an explanation of crime.  [15]

3  (a) Describe one case study as an approach to offender profiling.  [10]
    (b) Compare different approaches to creating a profile.  [15]

4  (a) What is the effect on a jury of evidence being ruled inadmissible in court?  [10]
    (b) Evaluate the usefulness of research into persuading a jury.  [15]
You must answer **two** questions from **one** option and **two** questions from another option.

**Health and Clinical Psychology**

5  (a) How can fear arousal be used as a method of health promotion?  [10]
(b) Assess the effectiveness of methods of health promotion.  [15]

6  (a) Describe **one** cognitive technique for managing stress.  [10]
(b) Discuss whether stress should be managed by treating the individual or their situation.  [15]

7  (a) Outline a biological explanation of dysfunctional behaviour.  [10]
(b) To what extent are explanations of dysfunctional behaviour reductionist?  [15]

8  (a) Outline a behavioural explanation of **one** disorder (**either** affective or anxiety or psychotic).  [10]
(b) Compare explanations of 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) Describe one piece of research into achievement motivation in sport.  [10]
   (b) Evaluate the reliability of research into motivation in sport.  [15]

10 (a) Describe factors which affect arousal in sport.  [10]
       (b) Discuss the usefulness of research into arousal and sport performance.  [15]

11 (a) Outline one piece of research into drug abuse in sport.  [10]
       (b) Using your knowledge of psychology, discuss ethical considerations in issues in exercise and sport.  [15]

12 (a) How can different levels of exercise be related to cancer?  [10]
       (b) Discuss methodological difficulties of investigating exercise and pathology.  [15]
You must answer two questions from one option and two questions from another option.

Psychology of Education

13 (a) Outline the cognitive approaches to discovery learning. [10]

(b) To what extent can different approaches to teaching be considered scientific? [15]

14 (a) How can cognitive (attribution) theories of motivation be used to encourage appropriate educational behaviours? [10]

(b) To what extent is motivation towards appropriate educational behaviours determined? [15]

15 (a) Describe one piece of research into biological differences in the brain structures of boys and girls in relation to their educational potential. [10]

(b) Discuss the limitations of research into enabling boys and girls to reach their educational potential. [15]

16 (a) How can role models enable minority ethnic groups to reach their educational potential? [10]

(b) Discuss the usefulness of research into enabling minority ethnic groups to reach their educational potential. [15]
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