

Examiners' Report
January 2012

GCE Psychology 6PS03 01

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Introduction

With a mature specification, it was encouraging to see that candidates' responses on the whole showed maturity in equal measure. It was also encouraging that advice given in previous examiners report have been taken on board by teaching staff and demonstrated in candidate performance. Although evaluation tended to be rather generic and feel like AS level, description was applied to the approach and this was explicit in most responses. Importantly, candidates should understand that evaluation can take various forms, so understanding both strengths and weaknesses with elaborative detail is important for studies, research methods and theories.

Practical investigations still showed variable responses, aims tended to be unrealistic and did not refer to secondary data, rendering them ambitious. Gathering and analysing data often failed to document analysis detail and although linking conclusions to concepts has improved there tended to be either too much conclusion without links or too much theory/ research without sufficient conclusions. Stronger answers heeded the advice given in previous examiners reports and tended to state secondary sources used in the aim, attempt at analysis and systematically offered conclusions and appropriate detailed links in drawing conclusions.

A disappointing aspect of this paper was the lack of application of knowledge to specific questions. Asking for specific knowledge tended to result in prepared answers that did not apply well to the question asked. This was common for essay questions where a scattergun approach was often applied and resulted in a lack of high level marks being awarded. Psychology is more than rote learning, candidates should be prepared not for certain questions, but for the opportunity to apply their knowledge to novel situations. Candidates should be advised to read questions carefully and present knowledge appropriately.

Question A1 (a) (i)

The majority of candidates correctly identified 'operant conditioning' or 'learning theory' as the theory on which token economy programmes are based. However, many candidates incorrectly cited classical conditioning or social learning theory as their answer. Although modelling is a desirable consequence of token economy programmes, it is not the basis of the treatment. Positive and vicarious reinforcement was not accepted as they are principles of operant conditioning rather than a statement of the theory name itself.

Many candidates crossed out an answer and it should be noted that deleted answers that are replaced with an alternative are not marked as the alternative is taken. Some candidates hedged their bets by providing more than one answer. In these cases the first answer was taken.

(1)

Name of theory ~~The~~ revolves around operant conditioning
from the learning approach, based on social learning theory



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Examiner Comments

This candidate was lucky that they stated 'operant conditioning' first. When more than one possible answer is presented, the first must be taken into consideration when marking.



ResultsPlus

Examiner Tip

It is not advisable to hedge ones bets with more than one possible answer. It shows a lack of understanding of basic psychological theories, principles and research.

Question A1 (a) (ii)

Candidates, once again, have displayed a good understanding of the limitations of token economy programmes. The challenge for this question was to outline only two of these limitations. Often candidates ignored this instruction and offered a scattergun approach, often stating four or more limitations. Those that did recount two limitations often found the explanation/elaboration difficult for the additional mark, particularly on the second limitation stated. Typical answers included lack of generalisability outside the confines of the prison (those that explained why often earned the additional mark), abuse by staff, learned helplessness, contraband or other sources of reinforcement. There was a noticeable absence of psychological research to back up claims made.

The token economy programme is harder to carry on with outside the prison environment because there needs to be input from another person in order for it to work, so after coming out of prison their might be none to enforce the token on the offender. Also the prisoners may not be in the right state and might not want to improve their behaviour, therefore they may just go along with the programme for the rewards and not to actually improve their behaviour.



ResultsPlus Examiner Comments

This response scored two marks for each limitation (generalisability and compliance). Neither point was explained with sufficient detail to earn the additional mark available. For example, rewards are not given outside of the prison, is a simplistic justification for TEP not working long term. It would have been better and more true to say that rewards are more subtle and less frequent.

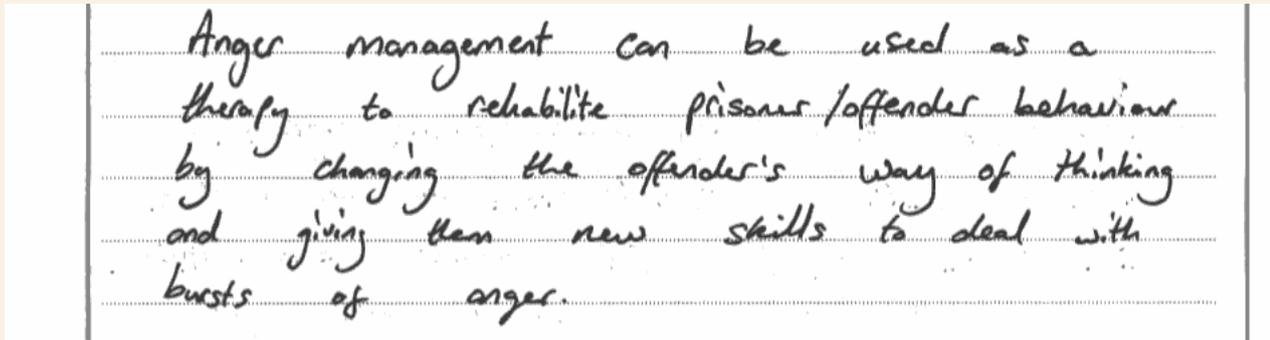


ResultsPlus Examiner Tip

Candidates should be prepared to elaborate sufficiently and explain their answers clearly. Often candidates are prepared for the straight forward 'evaluate' question but ill prepared to explain their points - encourage a less bullet point approach at revision.

Question A1 (b) (i)

With few exceptions, candidates chose to describe anger management as their alternative treatment. On the whole candidates did well to identify the stages of anger management and the basic principles of the approach. Some were rather tautological, often stating that anger management was a way to manage anger problems - more was needed for credit. Although many answers achieved both available marks, there was a clear sense that had the question been worth more than two marks, the candidates would not have been able to achieve more. This is an area for future development.



Anger management can be used as a therapy to rehabilitate prisoner/offender behaviour by changing the offender's way of thinking and giving them new skills to deal with bursts of anger.



ResultsPlus Examiner Comments

This is a fairly typical one mark answer. Largely tautological, the response only really identifies the underlying principle of anger management. The response does not clearly outline the 'new skills needed to prevent outbursts' for credit. More successful responses have detailed how role play and relaxation techniques can be used as new skills.



ResultsPlus Examiner Tip

Better answers detailed the principle of anger management and then detailed each stage of the treatment including specific examples. This approach should be encouraged to avoid tautological and brief responses.

Question A1 (b) (ii)

The majority of answers focused on one weakness and many were able to elaborate sufficiently for the second mark. Weaker answers focused on expense and skilled facilitators needed to administer the programme. Responses giving a weakness of anger management tended to critique the link between anger and violence, although some were confused.

Aversion therapy is frowned upon as being unethical and is normally a last resort option. It has received bad publicity as it was used in social control in the 1950's in the UK to 'treat' ~~the~~ homosexuality.



ResultsPlus
Examiner Comments

This was a less typical response and it is included in the examiner's report to heed caution over suggesting that aversion therapy is widely used. Although it can and has been used in rehabilitation for specific offending groups, it is not widely used in criminological psychology. If candidates are to be taught aversion therapy as a treatment, they should be aware of this. This response did gain a mark for the social control issue it raises.

Question A2

Candidates still find the practical investigation difficult to report. A minority of responses were superb, but a disappointing number of candidates fail to clearly outline the aim of the study and often give vague descriptions of data collection/analysis and either brief or convoluted conclusions. Aims were often ambitious (eg to see if eyewitness testimony was reliable) and therefore not a true aim of the practical investigation. Candidates were often able to describe how data was gathered but very few described how data was analysed. Weaker conclusions either did not link to concepts, theories and research or failed to conclude their findings, instead describing nothing but concepts, theories and research in an essay style.

The aim of my practical investigation was to study the effectiveness of offender profiling, summarising 2 newspaper articles.

I went about gathering the data for my practical investigation by looking for 2 newspaper articles. I searched for these online and typed in the keywords 'offender profiling articles'. Once I had ~~found~~ found and chosen my 2 articles, I was given 2 model articles by my teacher with model summaries and comparisons. I read through ~~my~~ ^{these} and then read through my own articles and highlighted key areas. I then summarised them ~~at~~ twice each because I was told ~~if~~ my first attempts were too long. I analysed my data by comparing my two final summaries, linking them to issues, concepts and theories.

~~Both~~ I found that both articles were surprisingly biased towards offender profiling; one was a ~~well~~ well-known source from the 'Guardian' and the other a more scientifically based article from 'Discoverynews'. Both were in support ~~of~~ of each other, both emphasising offender profiling is unscientific and unjustified. Both condemn the American 'top-down' approach, while at the same time, ~~talk~~ talk less critically about the British 'bottom-up' approach, ^{which is slightly less successful than the US approach} emphasising their subjectiveness. Clearly, ~~both~~ ^{the} writers were ~~both~~ both British and slightly more biased towards the British approach, which is just as unsuccessful.



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Examiner Comments

The aim here was clear and not ambitious. Too many candidates offered ambitious aims, such as to see if offender profiling was effective. Here the response grounds this in what was actually done, 'summarising articles'.

This was a classic two mark answer for part b. The candidate had offered some detail on the articles; however the response failed to detail the 'key areas' of interest. Teacher led practicals can be time effective but often result in a lack of clarity or understanding of the area under investigation.

The candidate had outlined the conclusions of the practical, but not offered enough of a link to theory to gain more than two marks for part c.



ResultsPlus

Examiner Tip

Candidates should be encouraged, where possible, to conduct their own practical investigations. This should consolidate more of an understanding of what was done and what was found.

Aims should state explicitly that it is an article summary or content analysis of the key area to ensure the aim is realistic. Candidates should be encouraged to offer a response that has equal description of both gathering and analysing the data.

Question A3

Candidates were able to provide wonderfully detailed descriptions of a study, typically Yuille and Cutshall, Yarmey, Charlton. However, many responses failed to focus on the specific requirement of the question to focus on methodology of the study, so often cited results additionally. Some candidates misunderstood the question entirely and described a field, natural or lab experiment as a research method without sufficiently linking to their chosen study. Similarly, there were many very detailed evaluations of the study, but all too often this was not focused on the ethical and application requirements of the question.

Many answers evaluated the study in terms of generalisability, reliability and validity with no reference to ethics or application. Successful applications included the implications of eyewitness testimony for police, judges and juries or censorship regulations for broadcasting. Some ethical evaluations were far too generic (eg consent, right to withdraw) without linking back to the study described or merely speculating on what 'should' have been done to maintain good ethics.

Charlton et al used an observation of children in 2 play grounds on the island St Helena. They were looking to see whether the introduction of TV causes more antisocial behaviour. This is based on the social learning theory. They set up a camera 4 months before the introduction of TV and again 5 years later. The videos were of 'independent play' for a 2 week period each time. The recording was then watched by independent researchers in the UK who tallied pro-social and antisocial behaviours.

The study has good interrater reliability as more than one independent researcher analysed the footage, preventing researcher bias. The footage could be watched as many times as necessary so nothing was missed + this also prevented researcher fatigue. The children were not aware they were being watched

~~but~~ ~~ethic~~ which prevented demand characteristics, increasing validity. However the children were not given informed consent so this is an ethical problem. To overcome this a thorough good debrief would be needed + also the researcher should have consent from all the parents. Ethically the researcher was competent to carry out the study. The island of St Helener is a close knit community so it is possible that they wanted to give a good ~~imp~~ impression, so the teachers may have actively ~~encouraged~~ prevented antisocial behaviour. Also all the adults know all the children so would have told them off for behaving antisocially even if they wanted to. Researchers did not look into how much television the children were watching or what the programmes contained. It was found that the programmes were highly censored compared to the mainland which may have explained the rise in prosocial behaviour.

This study has practical applications as the censorship on the island had a positive effect, so the introduction of watershed hours will prevent children watching overly violent or aggressive material.

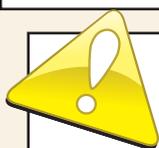
Also it was shown that a sense of community helped which could encourage a more friendly neighborhood, and parents being stricter on their children.

Also others violent material that children may have access to has been limited with Age certificate ratings being included on video games and also on aggressive films, this will prevent violent behaviour being modelled through the social learning theory.



ResultsPlus Examiner Comments

The description of this study was rather detailed but not the 'very good' required for level four of the marking bands. The evaluation offered a scattergun approach and did not focus on the ethics and application requirements as it should. The ethical evaluation was generic, which was typical of many responses, with some irrelevance regarding researcher competence. The practical application comments were rather stretched, arguing that the children in the study were highly censored, when really they did not receive a few channels. The comment concerning the children not being able to view violence as a form of censorship leading to pro-social behaviour was rather tentatively linked to subsequent censorship comments. However, there was one good comment about community being encouraged to increase pro-social behaviour, which was clear and credited at level two of the marking bands. This essay received level two evaluation and the description pulled it to the top of this level.



ResultsPlus Examiner Tip

Preparing essays is useful, but not if the requirements of the question do not fit the strategy. Candidates should be encouraged to read the question carefully and be prepared rather to answer the question and be flexible in their response. Candidates who do not answer the question directly will not achieve the higher levels of marking.

Question B1 (a)

It was rather disappointing to see that candidates had a very vague understanding of the evolutionary basis for attachment, which is specified in the specification, with many responses either describing evolutionary theory without relating it to attachment or other aspects of Bowlby's theory without relating to evolution. Successful candidates were able to link evolutionary theory to attachment, outline survival and proximity and further comment upon social releasers as proximity promoting behaviours.

B1 (a) John Bowlby's theory of parent-infant attachment is based on evolutionary principles, among others.

Outline what is meant by the evolutionary basis of attachment.

(2)

How animals and humans attach to a primary caregiver. For example a human attached to the primary caregiver and a duck may attach to a primary caregiver movement.



ResultsPlus
Examiner Comments

This was a very basic, but fairly typical response that failed to state the need for attachment as survival or give any detail at all.



ResultsPlus
Examiner Tip

Candidates should be prepared to define the separate elements of Bowlby's theory as well as the theory as a whole.

Question B1 (b)

The responses ranged from a limited range of evaluation points to a full and evidence based critique. Weaker answers focused on one study as evidence, often over-describing the study and running out of time and answer space. Stronger answers used a range of evaluative points, often citing good psychological research to support the evaluation. Typical evaluation included the 44 juvenile thieves study, Goldfarb, Rutter, Harlow, practical evaluation, misogynous claims and lack of distinction between privation and deprivation. Some candidates chose to use Roberston and Genie as evaluation which, when done well, was credit worthy.

Harlow and Harlow's study on monkeys prove Bowlby's theory of attachment. Monkeys were maternally deprived and developed affectionless psychopathy to become poor mothers supporting Bowlby's theory. These studies were on animals and may not be generalised to humans due to physiological differences.

Konrad and Lorenz study on peccorial species such as ducks prove Bowlby's evolutionary basis of attachment. Ducks would imprint and become close to any moving object.

Many infants work backed up his theory as children observed did have attachments formed with a main caregiver however quality was different. And attachments were different cross culturally.



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Examiner Comments

This response did well to include a range of evaluative comments. Lorenz and Harlow were used as evidence for the theory and the candidate did well to offer a further dimension by criticising the validity of using animals and extrapolating findings to humans. Ainsworth's research was also credit worthy as linked to attachment.



ResultsPlus

Examiner Tip

Using a critique of a study cited in evaluation is feasible as long as the study critique concerns the validity of the findings. This can only be done once in a response otherwise it is regarded as 'going off task'.

Further, evaluating animal research on the basis of generalisability should be done very well. All too often candidates simply state that animal research cannot be generalised without giving a legitimate reason.

Question B1 (c) (i)

Candidates found it easy to state a study from child psychology, with the most popular answers being Genie and Bowlby's 44 juvenile thieves.

Ainsworth's strange situation



ResultsPlus Examiner Comments

There was some ambiguity over this response. It was credited this time, but in future candidates using this study should be clear it is Ainsworth and Bell's study and not the methodological technique that they are referring to.

Question B1 (c) (ii)

Candidates often find strengths generally more difficult to write about than weaknesses. Strengths tended to be rather generic and not linked to the stated study, particularly when giving a strength of Genie the responses tended to concern depth and detail without indicating what depth and detail was gained.

one study I have learnt in child psychology
is Curtiss- Genie.

A strength of this study is that there
~~was high~~ were many research methods
used to gather information such as
interviews, video tapes recorded daily
and actual observations of Genie herself.

Question B2

There was a range of responses to this practical investigation question. Weaker answers tended to have unclear or unrealistic aims, such as 'investigating the effectiveness of daycare' or 'explaining the causes of autism', without reference to the fact that they were gathering secondary data. Weaker part b responses failed to identify sources or themes/coding units of interest. Conclusions tended to either be unlinked to research or presenting a prepared daycare essay with no explanation of investigation findings. However, stronger answers made aims clear and realistic, gathering of data was detailed and conclusions were stated and systematically linked to research, theory or concepts drawn from the application. The majority of candidates failed to clearly outline how data was analysed in part b for the final mark in this section.

To look at ~~the~~ whether daycare is positive or negative.

~~I~~ I chose 2 articles based on the content of one from the Guardian (5/4/2004) and the other from Financial Times (9/4/2001).



ResultsPlus Examiner Comments

This was a solid one mark answer referring to the actual study directly, rather than generic strength. This response should have elaborated further by outlining why many research methods are a strength, such as depth or triangulation for the additional mark.



ResultsPlus Examiner Tip

Candidates do find strengths more difficult to define than weaknesses, so it is worth having some well elaborated strengths in the students repertoire.

(c) Explain the findings (results and/or conclusions) you have drawn from your practical investigation. You must use psychological concepts (e.g. research and/or theories) that you have studied.

(4)

Both studies discussed the idea that if a child spends over ~~20 hours~~ a certain number of hours, Daycare has a negative impact on the child.

This is supported by the Belky & Rovine that children who spent more than 20 hours in Daycare were more likely to display aggressive & antisocial behaviour.

The Financial Times also stated that mothers who worked long hours had a negative impact on the education of their child & that their child was less likely to achieve A-Levels.

However, the EPPE study has found that daycare increases the cognitive & language development of a child.



ResultsPlus Examiner Comments

This aim was clearly unrealistic and did not state that secondary sources were used. The gathering of data was very simplistic and all we know are the articles gathered. The conclusions were well linked to psychological studies and clearly done well at least once. The final mark could have been achieved with a little more depth regarding the EPPE study.



ResultsPlus Examiner Tip

When discussing analysis, candidates should be more specific than simply stating that their data was compared to psychological theories and studies. Which studies and theories was the data compared to? Part c does well to systematically present results and link to the relevant research. With some more depth to the EPPE link it could have achieved the higher marking level.

Question B3

There was a disappointing number of prepared daycare essays without clear reference to the question asked. In such cases candidates tended to describe the advantages and disadvantages of daycare rather than the requirements of the question, which was to describe and evaluate research into the advantages and disadvantages of daycare. Those that did focus of the research demands of the question did well to describe, typically, the EPPE study, Belsky and Rovine, Andersson or NICHD. Very strong answers picked one study that highlighted the strengths of daycare and one highlighting the weaknesses of daycare.

Daycare is where the child is temporarily cared by someone other than the child's parents or carers. They are cared usually outside of the home, in work place, nurseries, churches and others.

The advantages of daycare involves quality of the day care. If a child gets high quality day care and then the child is likely to develop well cognitively and socially. This can be supported by Andersson (1998) study as the study involved comparing daycare children and a control group of normal children ^{who didn't attend day care}. It showed that daycare children scored higher in academic achievement and social skills than the control group.

Also, it is suggested that longer hours spend in daycare makes children more independent as they mix with children in their social environment.

Also, the EPPE suggests that children spending longer hours in daycare improve their cognitive and social development. ~~and it can be supported by Hanig and park study as they found children~~ ^{cognitive}

The disadvantages of day care involve children starting daycare early in life for example first year of life. Because 1st year of life is primary importance to the child, affects the child's cognitive development and its critical period. As the mother and the child bond gets broken, leaving the child in maternal deprivation.

This can be supported by Belsky's and Rovine's (1998) study as the study showed that children starting daycare early leads to insecure attachment and aggressive behaviour.

Another disadvantage of daycare is that parents are leaving child at daycare and going to work to fulfil their modern lifestyle. But the child on the other hand, feels lonely and thus angry and behave aggressively and this links to Bowlby's USA longitudinal study as it involved 1083 children across USA. It showed that longer hours in care increase elevating aggression. This was a longitudinal study therefore it can be taken in consideration, as the long term developmental of the child were studied. Also, the study took place in the child's natural environment therefore validity is high.

Another disadvantage of daycare, when parents

goes to work is the turnover of the staff. As the children are unable to form any attachment.

Another disadvantage is that, the children might not get the same attention and care that they usually get at home, thus leads them to behave inappropriately from example, getting involved in fights and disobedient. This can be supported by Honig and Park study as it showed that longer hours in daycare lead children to behave aggressively and they become disobedient. This can be supported by NICHD.

If parents are increasingly choosing to go to work and if they work more than 20 hours a week and leave their children in daycare more than 35 hours that their children are less likely to achieve A-levels, as education will be affected.

Research from Gardient 01/04/2004 showed that longer hours affects child's education, as it prevents maternal care and education leading to difficulties in cognitive development. Also, longer hours spend in day will affect the child in later life, could lead to psychological stress as young adult as they lacked in maternal care and because internal working model and attachment were affected.

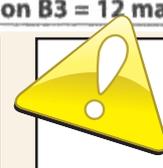
(Total for Question B3 = 12 marks)



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Examiner Comments

This was a good example of very good description of research, which would be marked at the top level had the evaluation matched the description. Unfortunately the evaluation was more generic comments on daycare rather than an evaluation of the cited research. Appropriate comments reached level two of the marking bands.



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Examiner Tip

Candidates should be reminded to answer the question in hand and not offer a prepared answer in the hope that it will fit the levels, it will not achieve the higher marking levels.

Question C1 (a)

Encouragingly this question permitted knowledge and novelty with very few candidates offering animal study description. The most popular research methods used were lab experiments, PET scans and surveys. Most candidates linked their answer to the health psychologist and her research and very few went into evaluation which has been a problem in the past. However, again it was lack of detail that limited the number of marks the candidates gained.

All too often the weakness of the research method tended to be generic and unlinked to human drug research. Some candidates misunderstood the question and attempted to evaluate the proposal rather than the research method.

The health psychologist could use a lab experiment to test ~~whether~~, when humans are given the drug, their reactions and the effects on their behaviour. They would need to get a group of participants and get their consent. They could then set up in a hospital environment the study. The participants would be split into 2 groups and the new 'legal high' substance would be given to one group and a placebo drug would be given to the control group. The participants wouldn't be aware which drug was which and over a period of time the health psychologist would monitor the patterns in behaviour and the changes.

(2)

The lab experiments are low in ecological validity because they are artificially set up. So therefore you wouldn't see the valid responses to the drug ~~in which~~ as to when the participants would be in a natural environment.



ResultsPlus Examiner Comments

This response gained an identification mark for stating that a lab experiment could be used and two further marks were achieved for setting up the study and the placebo group who were unaware. The evaluation gained both marks for a well elaborated and relevant point concerning realism.



ResultsPlus Examiner Tip

Candidates should be prepared for novel questions that test knowledge and understanding rather than prepared research method description/evaluation. This question discriminated well.

Question C1 (b)

There were some very strong generalisability comments and stronger answers tended to refer to the gathering of qualitative data. Weaker answers tended to focus on human ethical guidelines or mentioned ethics or generalisability without sufficient basic explanation.

Humans can produce self-report data, therefore can ~~know~~ tell the researcher how the drug really made them feel, rather than just using scientific data to determine how it should of made them feel, as in the case with animals. The results will also be generalisable as all humans are biologically similar, so effects of the drug should be the same, unlike with animals where results cannot be extrapolated due to genetic and environmental differences.



ResultsPlus Examiner Comments

This was a typically strong answer referring to self-report data and generalisability. Note that the candidate has elaborated on generalisability by referring explicitly to genetic and environmental differences.



ResultsPlus Examiner Tip

Candidates should always make it clear why animal research cannot be generalised to humans, such as behavioural, cognitive, genetic, nervous system differences, etc.

Question C2 (a)

Many responses accurately outlined Blattler's aim, however some believed it was a methadone maintenance programme or were too vague for credit.

to investigate the effects of a heroin maintenance programme on poly-drug users in Switzerland.



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Examiner Comments

This was clear, accurate and concise.

Question C2 (b)

The most popular answers referred to the urine tests and standardised questions as controls. The majority of candidates were able to offer one or more controls worthy of credit.

Unannounced urine tests were carried out to test drug usage in participants, and the amount of heroin prescribed was carefully controlled and injected under staff supervision.



ResultsPlus Examiner Comments

This candidate gained both marks for outlining urine tests and amount of heroin. This was a typical response and just about gains the marks for going beyond listing the controls.



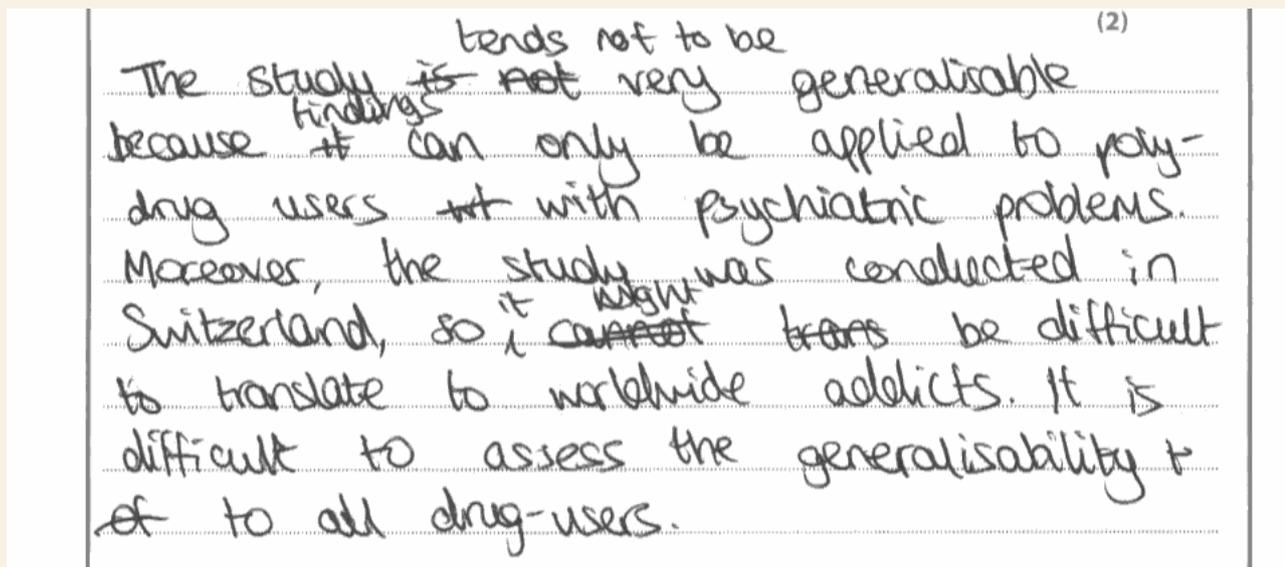
ResultsPlus Examiner Tip

Candidates should be conversant with the injunctions used in the examination. State, outline, describe and explain are typical assessment objectives but require a differing amount of information/explanation and skill.

Question C2 (c)

Candidates responded to the question requirements well, sticking to evaluation concerning ethics or generalisability, although a few did write about both.

Generalisability was the most popular answer given and most knew that the sample size was large, polydrug users and from Switzerland but often could not say why it was an issue, especially when talking about Switzerland as responses stated that the findings could not be generalised to other cultures but neglected to say why. Stronger answers referred to the unique culture or attitudes to drug use/rehabilitation. Discussion of ethics tended to be weaker and more generic.



ResultsPlus

Examiner Comments

The response was under explained, but just achieved the credit for knowing that the sample consisted of polydrug users with issues (it would have been nice to know who the study was not generalisable to). The comment about Switzerland was not justified for credit.



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Examiner Tip

Candidates should be encouraged to make their comments clear by explaining 'why' the comment is an issue. This will secure the mark.

Question C2 (d)

There were some very good evaluation comments made regarding drug treatment, typically less risk of disease, breaking away from drug scene, blackmarket use, drug substitution, overdose, expense. Often there were more comments than available marks. Candidates still incorrectly state that withdrawal is less severe/lengthy for methadone than heroin. However, there were some informed comments about weaning off heroin that showed good knowledge. Candidates that did not gain credit were those that presented few evaluation points or failed to explain them in enough depth for that expected at this level. A minority offered a description of methadone programmes without evaluation.

• Methadone is a less dangerous substance than heroin and other opioids as it is difficult to overdose on. It is also taken orally, which minimises the risk of diseases such as hepatitis contracted by dirty or shared needles. Methadone however ~~is~~ can be overdosed on if taken alongside with other drugs.

• Another weakness of methadone is that withdrawal is longer than heroin withdrawal and takes approximately 2 ~~week~~ months. This increases the chance of relapse as withdrawal symptoms last longer. In addition, some addicts never stop taking methadone, and therefore is used as a substitute drug rather than a treatment. ~~so~~

Another weakness is that when addicts are allowed to self-administer at home, some methadone may end up in the illegal (Total for Question C2 = 9 marks) drugs trade, defying the point of the treatment which is also used to break links with dealers.



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Examiner Comments

This was typical of a strong response that more than met the requirements of the question, offering more comments than available marks.

Drug therapy as a treatment for heroin dependency using methadone helps the addict to give up the drug because it removes the painful withdrawal symptoms of heroin for up to 24 hours, therefore helping them to give up as they do not rely on it to remove withdrawal. ~~More~~ However, methadone withdrawal ~~is~~ lasts much longer, ~~so~~ it lasts about a month, so coming off ~~the~~ methadone may lead to a relapse in heroin to ~~remove~~ ^{tends} these withdrawal symptoms therefore it ~~is~~ ^{is not} ~~to be~~ effective.



ResultsPlus Examiner Comments

This was typical of a weaker response which was largely descriptive with only one evaluative comment on lengthy withdrawal leading to relapse.



ResultsPlus Examiner Tip

This question is a typical 'evaluate' question. Candidates should be prepared for strengths and weaknesses and although this question was general evaluation, it should be noted that most comments were weaknesses of the treatment.

Question C3

Although most referred to Elizabeth in the response, many did so at a superficial level. Often responses gave detailed descriptions of drug action at the synapse but referred only briefly to why Elizabeth was addicted. Better answers elaborated further with dopamine deficiency, tolerance and withdrawal. Genetic explanations tended to be under-described, only a few referred to specific culpable genes. A few candidates used empirical research, but on the whole evaluation tended to be weaker as they were brief or not well explained. Many referred to research but did not cite this explicitly. Alternative theories were alluded to but candidates often failed to explain how the theory explains addiction in contrast to the biological approach.

One biological explanation of drug addiction is hereditary factors. This explanation focuses entirely on the nature side of the nature-nurture debate, suggesting that individuals inherit their characteristics at conception, thus having a genetic predisposition to drug addiction. This explanation would suggest that Elizabeth inherited her addiction to drugs.

Melo et al found that 60% of those who abuse alcohol and 50% of individuals who are addicted to cocaine have an abnormal form of dopamine receptor gene. Supporting the idea that may some addictions are inherited.

Findings from Schinka et al have shown that those with the mu-opioid gene are more likely to abuse substances, including alcohol and nicotine. Animal studies have found that in some mice who have been trained to drink alcohol, later no longer drink it, despite being taught, suggesting that maybe the lack of mu-opioid receptor gene is behind it.

The fact that Elizabeth is a drug user and even though she doesn't have that social approval of her friend encouraging her to take drugs (as she is not drug user) suggest that Elizabeth is in fact genetically programmed to take drugs, which is supported by the biological explanation of substance misuse.

However, research has shown that not all drug users have these genes and some individuals who do not use drugs have been found to have these genes, which shows that substance misuse cannot be entirely down to genetics.

Although, animal studies have shown that in some mice heroin does act on mu-opioid receptor in the brain; these findings are therefore in correspondence with these

that of Schinka et al.

On the other hand, animal studies have also shown that in some strains of mice heroin acts on mu-opioid receptors and in others on delta-opioid receptors. This could make extrapolating the findings and generalising them to humans difficult because humans, mg, again, show a difference.

The biological explanation can be criticised on the grounds that it is deterministic. It suggests that substance misuse is controlled by genetics and not free will. Moreover, it negates personal responsibility and suggests that individuals like Elizabeth should not be held accountable for their actions.



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Examiner Comments

Although evaluation was very good, the description was barely sufficient. Taking the fact that the evaluation in some way embellished the description, this candidate falls short of level three marking band.

^{over time} *C3 Elizabeth has been a drug user for a long time. Her friends believe that her addiction has a biological explanation as none of her friends are addicts and they do not encourage her to take drugs.

what happens when we take drugs
leads to brain activity
evaluate

Describe and evaluate **one** biological explanation of drug addiction that could be used to understand Elizabeth's drug misuse. ^{one biological}

You must refer to Elizabeth in your answer.

(12)

One biological explanation of drug addiction that could be used to understand Elizabeth's drug misuse is the effects the drugs have on the brain e.g. produce pleasure.

Firstly, when Elizabeth first takes a drug, it is a chemical and so it works by tapping into Elizabeth's brain communication system. Once it is in there it works by ~~etc~~ altering the way that neurons send and transmit signals, and so it can lead to abnormal messages being sent around Elizabeth's brain. Some drugs such as Heroin can be "fool" receptors as they have similar structure to ~~retrotransmitter~~ endorphins and agonists leads to abnormal messages being sent around. Some other drugs such as Cocaine can lead to large amounts of dopamine being transmitted.

The reason why Elizabeth may take drugs is because they cause pleasure in the brain. They do this by directly or indirectly targeting Elizabeth's reward system. It leads to large amounts of dopamine being released. The dopamine causes effects which may be sought by drug users such as Elizabeth. ~~she~~ teaches her to take drugs again as she feels pleasure when she does so. Drugs also produce more

dopamine than natural rewards (up to 10 times as much) and so this may be a reason of why she continued taking them. As the production has with more satisfaction and pleasure than natural rewards such as eating and sex.

§ 15. Elizabeth is a long term drug user so her body will have adapted to the drug. This will mean that the brain produces less dopamine or stops receptors from receiving it. This will lead her to have the inability to experience pleasure and she will also feel flat, low and depressed. Elizabeth will therefore have to take even more drugs in order to get the same effect as she did before or even just to get a normal dopamine level. So Elizabeth will take drugs to stop her feeling so depressed because of the lack of dopamine her body is producing.

There are both strengths and weaknesses to using the Biological approach to explain Elizabeth's drug use. A strength is that the approach does ~~not~~ explain withdrawal symptoms, it does explain how it causes withdrawal symptoms because of the fact that there is a lack of the relevant neurotransmitter. Another strength of the approach is that it can explain how people from all different cultures and societies can get addicted, because it explains how the brain's neurotransmitters work to make the person addicted.

A weakness of the approach is that it does not always explain why not everybody is addicted e.g. lots of people consume a lot of alcohol but not everybody becomes addicted to it. Another weakness is that it does not explain how ~~drug~~ the point of context cues, ~~if~~ if drug use is all biological then why can a normal sized fox be lethal in some places but not the other. Another weakness is that it does not explain how drug use often varies in different societies, e.g. some societies prefer value a particular drug and so some societies may use different drugs to others and may take drugs for other reasons apart from that they are addicted to them. Another strength of the approach is that ~~the~~ studies into humans and animals have shown how participants have become addicted to drugs because of things such as the level of dopamine being reduced and the effects of neurotransmitters e.g. dopamine level has increased when the rat takes drugs and this has made them continue.

Overall Elizabeth's friends have many reasons from the biological approach to explain why Elizabeth may be a long term drug user.



ResultsPlus Examiner Comments

In contrast to the last example, this exemplar provided very good description and evaluation so meets the highest marking level securely.

Question D1 (a)

This was disappointing as, despite being a key term on the specification, candidates often stated what happened to the body when it became aroused or some erroneous description of anxiety rather than an accurate definition. Most answers were well linked to sport.

Arousal is used in psychology to refer to the emotional platform an individual is on. Arousal is what prepares a sportsperson for the sport. ~~And~~ Under-arousal and over-arousal can lead to a decline in performance, while the optimum level allows for successful performances.



ResultsPlus
Examiner Comments

This response only gains credit for the effect of arousal on performance and no actual definition was provided.



ResultsPlus
Examiner Tip

Candidates should be prepared for the key terms as well as the theories and research.

Question D1 (b)

The responses to this question were largely repetitive. Often candidates commented on inverted U, catastrophe theory, evaluation apprehension and the audience but then repeated the same point again. Stronger responses used a range of theory and research.

Based upon Cottrell's (1968) evaluation apprehension theory, it is suggested that she was affected by having an observing audience. An audience has been suggested as creating anxiety as Sarah may have feared being evaluated. Similarly, she may have become over aroused and her performance started to ~~stop~~ ^{deteriorate} as a result of this. This point is suggested by the inverted U hypothesis (1908) by Yerkes and Dodson.



ResultsPlus Examiner Comments

This response presented two theories that could have affected Sarah's performance legitimately. It is a shame that the theories were not elaborated in description.



ResultsPlus Examiner Tip

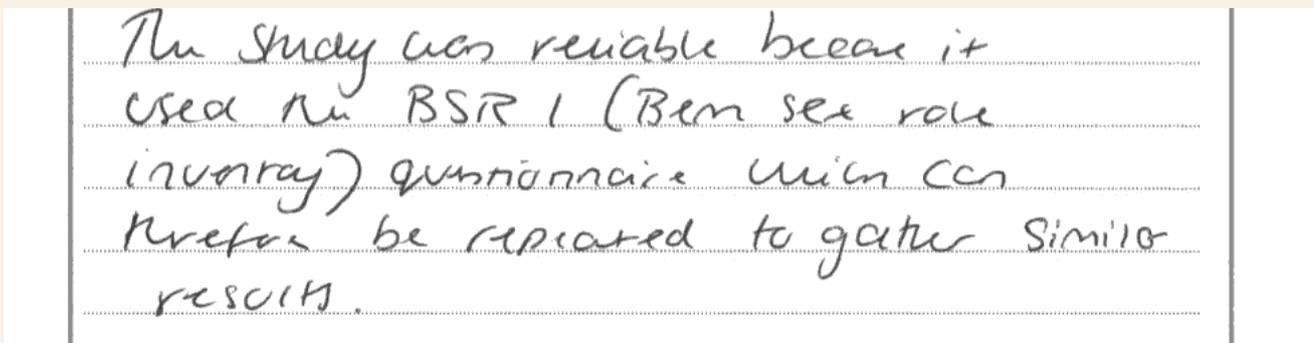
The old adage of taking account of the available marks would have been advisable here. Candidates should always be mindful of the available marks and elaborate with further description, example or study as appropriate.

Question D1 (c) (i)

Most candidates were able to state a legitimate sport study, typically Boyd and Monroe, Cottrell and Koivula.

Question D1 (c) (ii)

Candidates quite rightly identified that they needed to explain one strength, but often failed to elaborate for the marks available. Often the strength was generic and could have been applied to a vast array of studies. Those stronger answers focused on specific strengths of the study, such as the SIQ used by Boyd and Monroe. Interestingly the questionnaire used by Boyd and Monroe was regarded as having ecological validity as it was completed in a natural environment! This is weak at best as a comment.



ResultsPlus
Examiner Comments

This was a fairly standard strength given with no elaboration to gain the second mark.



ResultsPlus
Examiner Tip

Candidates should be prepared for specific strength/weakness questions that demand elaboration.

Question D2

This was the first practical investigation question for sport psychology and the success was similar to previous topics. An issue with all topics is the 'ambitious aim' that does not acknowledge the use of secondary sources. Although this was an issue with all topics it was somewhat less so with sport psychology, although there were more unclear aims that did not clearly identify what, if anything, was done for the practical investigation.

Candidates did well to either describe the sources and data gathering techniques for a mark, or both for two marks. However, the majority of candidates ignored the 'analysis' part of the question so failed to achieve the final mark available.

Responses did tend to offer concepts, theories and research, but often did not balance the results and conclusions with this. Often this resulted in a lack of sports concepts, theory and research to align with the conclusions drawn or the opposite effect.

Question D3

Imagery and goal setting were the most popular answers. Most candidates did relate the description to the head coach and were able to offer a variety of methods he could use when training the team, but the description was often limited as it was not referred back to how it could be used to improve performance. Evaluation was often weak with little mention of studies to back up the theory described. The very few candidates who did include another technique that could be used to improve performance often just named it, with maybe a sentence describing it rather than comparing it to the described theory which is what was wanted. Stronger comparisons referred to how imagery can be used whilst suffering injury and the difference between cognitive and practical application. Some candidates chose to use non-conventional performance improvement theories which, if done well, were credit worthy.

(12)

Imagery is a technique that is used to improve sporting performances. Imagery is when an athlete can perceive the successful completion of a skill, achievement or event in their mind in an attempt to enhance performance. Although, I will expand upon goal setting which makes relevant comparisons with imagery. Goal setting allows for individuals to improve performance by organising their sporting calendar into goals and achievements. There are 3 vital components to goal setting firstly

there ~~must~~ ~~can~~ ~~be~~ should be allowance for goals which improve the quality of performance. - A head coach may do this by incorporating more competitive games into the season in order to better prepare individuals. Secondly, - there must be goals set which

can improve the quality of performance or skill. A head coach may allow more training hours to practice particular skills which may need improving. Another aspect of goal setting is feedback. During a season a head coach may set many goals for their athletes, therefore athletes should recognise when

they are making progression or when they need improvement. This can be written as individual depending on the learning style of the athlete. Furthermore, feedback allows for continuous progression. Goals must be Specific, Measurable, Attainable, Responsible and time effective. A head coach may want athletes to learn a specific skill in order to enhance performance - thus they will set a specific goal. In order to provide feedback, it is clear that the goal should be measurable, so the head coach can evaluate athletes effectively and reliably. Furthermore, the head coach should ensure that goals are attainable, unrealistic goals

may deter athletes and cause negative effects to their confidence. Goal setting aims to structure and organise an athlete's season in order to progress. Therefore the goal that is set by the head coach must be time effective. ~~In comparison~~ Although Goal setting is a good method of organising progression, it takes a significant amount of time to organise, thus Imagery may be a more effective method of performance enhancement. Imagery allows an athlete to progress through picturing a specific skill in isolation and concentrating on its components for successful completion. Or, an athlete may imagine a broader concept - such as winning. Although imagery does not account for the pressure of a competitive situation. Another weakness of Goal setting is that it can often be organised by the

head coach - thus not involving the athlete in the process. Goal setting is often most effective when the athlete is engaged in the process of constructing goal setting. This is an advantage to imagery, it is reliant upon the athlete to imagine, thus engaging them. Although the lack of control from the coach may decrease the reliability of goal setting.



ResultsPlus Examiner Comments

This response presented a good description of goal setting with a splattering of evaluation and an attempt at comparison with imagery. This answer was fairly typical of most responses, but should be commended for referring to the head coach in the majority of responses.



ResultsPlus Examiner Tip

It is fairly typical for sport psychology that there is little opportunity for psychological research beyond that prescribed by the specification - further literature should be sought and encouraged.

Paper Summary

To reiterate, candidates should be encouraged to explore the novel and apply their knowledge. Being able to explain their point and demonstrate specific understanding is critical. Encourage candidates to read questions carefully and apply the knowledge asked of them rather than resort to pre-prepared answers.

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