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Mark Scheme (Results)
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GCE

GCE Psychology (6PS03) Paper 01

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

  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.

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:
- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

1 / means that the responses are alternatives and either answer should receive full credit.
2 ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
3 [ ] words inside square brackets are instructions or guidance for examiners.
4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
5 TE (Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Quality of Written Communication
Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks can only be awarded if the candidate has demonstrated the above abilities.
Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

Unit 3: Applications of Psychology

Section A – Criminological Psychology

	Guidance	
A1 and A2	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.	

Question Number	Question	
A1 (a)	Jessica conducted a laboratory experiment to investigate the effectiveness of eyewitness testimony. She was particularly concerned about ethical and methodological issues that can arise within eyewitness testimony research. Explain **one** ethical issue that must be considered when conducting a laboratory experiment into eyewitness testimony.	
	Answer	Mark
	One mark per point/elaboration. **Ignore** methodological issues unrelated to ethical considerations. Read the answer through to check relates to ewt - the answer **must relate** to eyewitness testimony **in at least one way** (eg witness/testimony)to gain credit (**0 marks**). Relevant **examples** that explain the ethical issue (not just stating the study…) gain **max 1** mark overall. If more than one ethical issue (take care with overlap as informed consent and deception, protection and right to withdraw if distressed - can overlap) mark all and credit best. **No ID mark**. Protection of participants • Jessica should not cause undue distress in a lab experiment in an ewt study as they may suffer emotionally/mental harm/eq; • Showing a film of a car crash can cause distress and violate protection of participants guideline/eq; • It can be sometimes unethical to expose a participant to a real event if using a crime/incident scenario so a laboratory study is more ethical/eq; • To deal with protection of participants, Jessica must tell them what will happen in the ewt study and be given a right to withdraw/debrief/counselling to ensure their psychological	**(AO3 = 2)**

	wellbeing/eq; • Loftus and Palmer's study may have been distressing for some participants who may have previously witnessed a car crash/eq; • Lab experiments tend to be less distressing as participants can anticipate the incident occurring/eq; Consent/deception (ignore use 'deception to avoid demand characteristics' unless attempt to resolve or justify deception) • Participants should have given informed consent to agree to take part in the eyewitness study with knowledge of the aims and the nature of the event/eq; • They should be informed about any stress/discomfort/issues they are to witness so when they decide whether or not to participate they agree to what is going to happen to them/eq; • Loftus did not gain fully informed consent otherwise it may have affected the responses of her participants and the validity of her findings/eq; • If deception is used on the witnesses it should be justified and Jessica should debrief her participants after about the nature of the deception to ensure psychological wellbeing/eq; • Jessica must consider whether she should use deception or not on the witnesses if she feels her results may be compromised by knowledge of the study aim, but she should keep this deception to a minimum and ensure it does not cause psychological harm/eq; Right to withdraw • Participants should be given the right to withdraw from the study at any point if they felt they did not wish to continue with the witnessed event or testimony/eq; • If the experiment makes the participant witnesses feel embarrassed about their participation they should be allowed to withdraw their results after the study/eq; • Participant witnesses have a right to withdraw their data after the experiment has run/eq; **Look for other reasonable marking points.**	

Question Number	Question	
A1 (b)	Other than ethical issues, describe **two** strengths of laboratory experiments as they are used to investigate eyewitness testimony.	
	Answer	Mark
	One mark per point/elaboration. **Ignore** evaluation of ethical issues or weaknesses of lab experiments. If more than two strengths mark all and credit the best. Answer must refer to eyewitness testimony **in at least one way for each strength** or **max 1** marks for **each** strength. Examples gain credit if they add to and not repeat answer. **No** double marking for psychological term. **No ID** Take care as overlap with some comments e.g. cause and effect and control can be one issue **or** treated separately – in such cases please work with the student's intention – **do not credit direct repetition**. Strengths include: Control, cause and effect, standardisation, replicability/reliability, internal validity, application. Control • Lab experiments control for extraneous variables that could affect participant testimony/memory/eq; • Cause and effect can be reliably established between the IV and the DV if other variables are controlled/eq; • Other variables, such as noise/distraction, can be controlled to ensure the witness participants are not affected/eq; • Control means that the procedure is consistent and replicable which is likely to lead to consistent/reliable findings about ewt/eq; • Loftus' studies have been replicated and have found the same findings/reliable findings/ due to her standardised procedure such as video's used/eq; • The standardisation involved ensures consistency of the procedure and participants experience is the same so the study can be replicated to test the EWT again and again/eq; (**2 mark** answer) Cause and effect • Because the IV is directly manipulated and DV measured, there can be a cause and effect relationship established in EWT studies/eq; • With control of extraneous variables, such as eyewitness variables, the cause and effect relationship is strengthened/eq; • This way the internal validity of the EWT study can be shown as the IV had a direct effect on the DV/eq; Standardisation	**(AO3=4)**

	• A standardised procedure means that the experience of the participants in the EWT study is consistent and fair/eq; • Each witnesses will experience the same event for the same time and be asked the same questions/eq; • This ensures that the ewt study is replicable and results are likely to be consistent (*this mark only available if contextualised as it is here within standardisation*)/eq; Application • EWT laboratory research has useful applications in the real world that cannot be tested for practical, legal and ethical reasons any other way/eq; • Lab based EWT research has been applied to the real world and helped the police develop interview strategies such as the cognitive interview/eq; **Look for other reasonable marking points.**	

Question Number	Question	
A1 (c)	Jessica decided to conduct a follow up investigation using a field experiment as she felt it would be more appropriate. Explain why a field experiment may be a more appropriate research method than a laboratory experiment to test eyewitness effectiveness.	
	Answer	Mark
	One mark per point/elaboration. **Ignore** if reverse points that reverse question e.g. why lab is more appropriate than field experiment. Answer must refer to EWT **in at least one way** that must be clear so 'incident' is okay but 'recall' could be other studies…or no credit given (**0 marks**) • A field experiment is conducted in a natural environment whereas a lab is artificial so a truer test of EWT. This means it has greater ecological validity for witnesses/eq; • Witnesses will act naturally/spontaneously/involved/naturally compared to a lab/eq; • Witnesses may be unaware of taking part so not change their behaviour, naive witnesses are less likely to show demand characteristics to please the researcher/eq; • Witnesses are less likely to create false testimony because they are unaware of having taken part/eq; • Witnesses are less likely to focus artificially on the event as they would in a lab, making it more realistic/eq; • Controls in the field can still be used to allow for replication similar to a lab/eq; • Personal involvement will be higher as lab participants realise they are part of an experiment so they don't get as wrapped up in the situation as they would in the field. • A field experiment can recreate a situation that a witness would observe in a more realistic way unlike the artificial lab environment/eq; • The field experiment will gather data that is more real life as participants are likely to be going about their daily lives like real eye witnesses/eq; **Look for other reasonable marking points.**	**(AO3=2)**

Question Number	Question	
A2 (a)	During your course you will have studied one of the following investigations: • Yuille & Cutshall (1986) • Charlton et al (2000) • Gesch et al (2003). Outline the procedure of **one** of these investigations.	
	Answer	Mark
	One mark per point/elaboration for procedure (e.g. research method, apparatus, procedure, sample, controls). Partial elements of the marking points gain **cumulative credit**… (e.g. one third or half mark depending on depth/breadth) **Ignore** aims, results and conclusions. If the study named is not the one described please ignore the name and give credit for procedure only (if identifiable as one of the named studies). **No ID mark**. Eg Yuille and Cutshall (1986) NOTE: the study began after the shooting, max one mark for the description of the shooting itself) • Interviewed real witnesses to a gun shop robbery months after the incident/eq; • There were originally 21 witnesses/13 agreed to take part in the study/less than half agreed to take part, the others either moved out of the area or did not wish to take part/eq; • Compared the interview transcripts with the original police interviews/eq; • Used leading questions within the interview such as the broken headlamp/yellow quarter panel/eq; • Researchers then analysed data to see if the misleading questions altered witness account after 3 months/eq; Eg Charlton (2000) • Two years before TV, they collected information about the children and then returned after TV to reassess on the same measures a year later/eq; • Natural experiment as TV was introduced naturally/ not manipulated/ because researchers used the planned introduction of satellite TV to the island/eq; • Questionnaires given to teachers and parents concerning the children's behaviour to rate their play/behaviour both before and after TV was introduced/eq; • Content analysis of the television programmes watched by children, particularly violent content was carried out/eq; • Video cameras were set up in school classrooms before the data collection from them began, which were used to record behaviour and measured aggressive/pro-social behaviour/eq; • Video cameras were put in place in school classrooms before the data collection from them began so that the children became	**(AO1=3)**

	accustomed to the equipment so that their behaviour was less affected by the cameras/eq; Eg Gesch et al (2003) • 231 18-21 year old prisoners at Aylesbury young offenders institute were used, their diet monitored - the prisoners volunteered to take part in food supplement trials/eq; • Double blind experimental conditions so neither prisoners nor staff knew which supplement the participants would take/eq; • Randomised allocation to either supplement or placebo capsules/eq; • Monitored disciplinary offences before and after supplements/eq; **Look for other reasonable marking points.**	

Question Number	Question	
A2 (b)(i)	Research findings are often applied to real life behaviour, and used to build psychological understanding. Explain **one** way in which the conclusions of the study you have outlined in (a) can be used or applied in criminological psychology.	
	Answer	Mark
	One mark per point/elaboration of application or implication for psychology. If more than one way mark all and credit the best. Credit should be given for a practical application of the study (e.g. cognitive interview) or an implication for criminological psychology (e.g/ nature nurture debate). One mark is available for a conclusion and one for application/implication, or both marks can be achieved by application/implication alone. **TE:** Max 1 mark if the application does not match the study described in 2a but can be identified as an application in criminological psychology. Max 1 if A2bi matches A2a, but A2a is not a listed study (e.g. Loftus) and A2bi describes the application/implication (e.g. cognitive interview/weapon focus) of this study correctly. Full credit can be given if 2a is blank but an appropriate application of one of the studies named (see list) is described. Eg Yuille and Cutshall (1986) • Eyewitnesses that have viewed a real life event are more accurate than psychologists would expect based on previous lab research/eq; • Therefore stress does not negatively affect memory as shown by Yuille and Cutshall who found witnesses were relatively accurate/eq; • It may not be right for some psychologists to dismiss the explanation of flashbulb memory which may have explained overall accuracy in the study/eq;	**(AO2=2)**

	• The shooting in the street was experienced by the witnesses firsthand together with the emotions of the moment which fits the flashbulb memory theory/eq; • A narrative style interview yielded more information than the police interrogative style according to the findings/eq; • Which supports the use of the cognitive interview which is open questioning allowing more detail to be found from the witness/eq; • Witnesses were not misled by leading questions –this is not what experimental research suggests e.g. the work of Loftus/eq; • Eyewitness testimony should not be rejected/disputed by criminological psychology or the justice system as suggested by other research/eq; Eg Charlton (2000) • There is very little impact of TV on behaviour and aggression did not increase in the study/eq; • Encourage close knit communities where the effects can be buffered which society can benefit from/eq; • Aggression may not have been copied because of high community support in the island setting/eq; • Families and communities should support one another to avoid isolation and can mediate the effects of violent programming/eq; • Maybe no need for censorship regulations such as 9 o'clock watershed/eq; • Families and communities can regulate children's experiences without society regulation/government intervention/eq; • Aggression may be linked to the way in which we are raised by families/eq; • Homes can be more powerful than TV - SLT is still supported by the study, though Bandura's research and conclusions about media influence can be questioned/eq; Eg Gesch et al (2002) • Vitamins, minerals and essentially fatty acids can affect our behaviour. Offenders given the supplements showed 26.3% fewer offences than the placebo group/eq; • An absence of daily nutritional requirements can cause antisocial behaviour in offenders/eq; • Freewill can be questioned as nutrients can affect the brain/cognition functioning in a deterministic way/eq; • Offender behaviour can be explained by an inter-relationship between nature (brain/hardware) and nurture (diet)/eq; • Prisoners should be given vitamin and mineral supplements to help to control their aggressive behaviour/eq; • Issues of controlling behaviour of a vulnerable group are raised by this study/eq; **Look for other reasonable marking points.**	

Question Number	Question	
A2 (b)(ii)	Evaluate the study you have outlined in (a) in terms of both reliability **and** validity.	
	Answer	Mark
	One mark per point/elaboration. **Ignore** points that do not relate to either reliability or validity (e.g. ethics unless linked to reliability or validity) **Max 4** marks for either reliability or validity – combinations can include 4+1, 3+2 for full marks. **TE:** Max 3 marks if the study evaluated is not the same as the one described in 2a or 2a is not a study from the list, but can be identified as an appropriate criminological study evaluation. If 2a is blank, but an appropriate criminological study from the named list is evaluated, full marks can be credited. There may be overlap between an issue of reliability and validity, please mark with student's intention in mind. Eg Yuille and Cutshall (1986) • V: This field study is a real case with real witnesses which is true to life unlike laboratory studies/eq; • V: Greater ecological validity because it investigates real life testimony/eq; • V: Rigorous scoring was used to ensure controlled comparison between police and researcher interviews/eq; • R: Only 13 witnesses could be investigated which limits reliability of the findings because of possible participant variables/bias in the sample/eq; • R: The incident was unique and very traumatic, so the findings may not apply to all incidents of EWT/eq; • R: As the researchers were replicating the police interviews to a great extent and they found very similar details/results the study could be said to be reliable/eq;	**(AO2=5)**

	Eg Charlton (2000) • V: Natural experiments have greater realism because the IV is not directly manipulated – in this case the introduction of TV/eq; • V: Real life in the field so children's playing should be natural/eq; • R: The findings may not be generalisable to other places where a special close knit culture did not occur/eq; • R: Other studies (Williams, 1981) have shown the opposite effects of media violence than Charlton/eq; • V: The children were not exposed to all mainland programmes, notably violent children's viewing/eq; • R: Extraneous variables such as home life we not controlled so the study would be difficult to replicate/eq; • R: Researchers videoed the behaviour of the children so it could be objectively coded/eq; • R: Inter-rater reliability was established as two researchers independently coded and scored the footage/eq; Eg Gesch et al (2002) • V: The randomised supplement/placebo ensured no bias in allocation of nutrients/eq; • R: The double-blind procedure eliminated any knowledge of who was receiving the drug affecting results/eq; • V: There are other factors that affect anti-social behaviour other than diet, particularly in an offender environment/eq; • R: The sample were already offenders, so the findings may not apply to the general population/eq; • V: The offenders were tested in a non-artificial environment as this is where they were as part of naturally occurring circumstances - not researcher manipulated/eq; **Look for other reasonable marking points.**	

Question Number	Question	
***A3**	Sam overheard some people commenting that she was likely to become a troublemaker because her older brother is often in trouble with the police. Using your knowledge of social learning theory, explain how Sam may be likely to become a criminal and evaluate this explanation.	
	Indicative content	Mark
	Refer to the levels at the end of the indicative content. **Ignore** a description of Sam's potential for criminality using self-fulfilling prophecy. **However**, read through the script to look for creditable material particularly in the evaluation. Appropriate answers may include the following indicative content, but the list is not exhaustive so look for other reasonable points. Description (AO1) • Sam's behaviour can be explained by watching and imitating aggressive behaviour from her older brother • Sam may have identified with her brother as an aggressive role model • Sam would be more motivated to model her brothers' behaviour if the trouble making was reinforced • SLT explains criminality through the process of attention, retention, reproduction and motivation • Sam would have paid attention to her brother as she would be in close proximity to him much of the time eg at home, school Evaluation (AO2) • Bandura (1961) supports SLT as an explanation of antisocial behaviour as he found children/boys copied aggressive role models • Bandura's study only measured short term effects, so this study may not be applicable to the learning of aggression due to long term exposure • It is difficult to establish a link between observing antisocial behaviour and being antisocial because of the possible time lapse between observation (retention) and imitation • Antisocial behaviour such as aggression could be a result of testosterone in males • Sam watching her antisocial/aggressive brother can be cathartic and serve to reduce it the likelihood of her own aggression rather than cause it • In fact Bandura's study would find it a little difficult to explain Sam's behaviour as they study found girls less likely to copy and even less likely to copy a person of the opposite sex • As Sam overheard people saying she is likely to become a criminal, it may be more likely that labelling/SFP is a more plausible explanation for her turning to crime **Look for other reasonable marking points.**	

Level	Mark	Descriptor
		A01: (Description) Knowledge and understanding of how SLT theory can explains Sam's possible criminality. **A02**: (Evaluation) Evaluate the SLT as an explanation of criminality.
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce **brief answers**, making simple statements showing some relevance to the question. • Basic description of SLT which may not refer to Sam. • Little or no attempt to address the evaluative demands of the question. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
Level 2	4-6 marks	**Description OR evaluation only** OR limited attempt at each OR one is in less detail than the other • Good description of the SLT which may or may not have a brief reference to Sam's potential criminality. • Some attempt at evaluation e.g. may refer to one study in detail (Bandura) or one other evaluation point. Candidates will produce statements with some development in the form of **mostly accurate** and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered *both injunctions* in the question **well**. • Good description of SLT with reference to Sam's potential criminality (but not explicit in all description). • Good evaluation e.g. refers to more than one research study and/or other evaluation points. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12 marks	Candidate has attempted and answered *both injunctions* in the question **very well**. • Very good description of SLT with explicit reference to Sam's potential criminality throughout the **majority** of description. • Very good evaluation e.g. refers to research studies, and the strengths and weaknesses of the theory (more balanced than level 3). The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

Section B – Child Psychology

	Guidance	
B1 and B2	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.	

Question Number	Question	
B1 (a)	John Bowlby conducted research on children who had lost their parents during World War 2. He developed a theory of maternal deprivation. Explain Bowlby's maternal deprivation hypothesis.	
	Answer	Mark
	One mark per point/elaboration. **No credit** if no reference to 'bond breaking/deprivation/loss of attachment/no attachment leading to problems' at least once. **Ignore** reference to social releasers, evolutionary basis, internal working model if unrelated to maternal deprivation in the answer. Examples can gain credit **Max 1** overall in so far as they relate to/add to their explanation. • Bowlby felt that children must have the constant presence of the mother/caregiver throughout the critical period (first two years)/eq; • Any breaking of this bond may affect personality/intellectual/social growth/deprivation could result in affectionless psychopathy/eq; • The effect of deprivation is permanent and irreversible/eq; • Deprivation can result in a poor internal working model as a future template for later relationships/eq; • In the 44 juvenile thieves study he found that maternal deprivation in early years led to delinquency/eq; **Look for other reasonable marking points.**	**(AO1 = 3)**

Question Number	Question	
B1 (b)	Using psychological research, evaluate Bowlby's maternal deprivation hypothesis.	
	Answer	Mark
	One mark per point/elaboration. Psychological research need not be named but should be clearly identified in the answer. If no reference to research/generic points **max 1** marks . **Max 1** mark for critique/evaluation of research cited (eg criticising Bowlby's 44 thieves study for bias due to his desire to support his own belief= max 1 **after** using this research initially) **PER** study. • It has been found that the mother-infant relationship was important for physical and social growth in deprived monkeys/eq; • Bowlby (1944) 44 juvenile thieves study showed that deprivation in early life could result in affectionless character/eq; • Spitz (1946) found that institutionalised/hospitalised children suffered extreme depression if they remained in an orphanage/eq; • Goldfarb (1955) found that earlier fostering led to more emotionally stable, secure and intelligent adolescents/eq; • However, Schaffer and Emerson (1964) found that other relationships, not just the mother-infant relationship, are important to the child/eq; • Rutter (1972) found that it was the cause of the separation and not the separation itself that caused problems/eq; • Research has suggested that children benefit from daycare, for example it can improve their social skills which goes against the hypothesis/eq; • Animal research used to support Bowlby's theory may not be valid for human babies because there are qualitative differences between humans and animals/eq; • Bowlby's research has been misunderstood and used to blame parents for childhood neglect/eq; • Hospital parents visiting times were drastically improved to avoid maternal deprivation following Bowlby's research/eq; • Spitz and Wolf (1946) found that children recovered well if the separation from their mothers lasted less than 3 months/eq; • Research has shown that losing the mother to death/divorce after the critical period can lead to emotional problems in later life/eq; Generic points might include: • Bowlby emphasised the role of a single caregiver, however, children may develop attachments with many caregivers, e.g. grand-parents. without signs of deprivation/eq; • Children raised differently in other cultures do not suffer these effects so it is difficult to apply the hypothesis globally/eq; **Look for other reasonable marking points.**	**(AO2=3)**

Question Number	Question	
B1 (c)	Daycare has been regarded by some psychologists as a form of maternal deprivation. Explain **two** ways in which a daycare centre manager could use psychological understanding to reduce any negative effects on the children who go there.	
	Answer	Mark
	One mark per point/elaboration. Look for two clear ways in the answer even if not under the labels '1' and '2'. If more than two ways, mark all and credit best. Take care as overlap with some comments e.g. quality/ratios/turnover can be one 'way' **or** treated separately – in such cases please work with the student's intention – **do not credit direct repetition**. Suggestions should be realistic. 1 mark for a brief explanation of 'way' and a further mark for appropriate elaboration 2 marks for each explanation Negative effects of daycare include attachment problems, later adult issues/behavioural problems, poor relationships, lower intelligence The answer should deal with reducing these effects directly (say why negative effects are reduced), particularly when the answer is referring to stimulation/intelligence, however, the effects of maternal deprivation can be applied. Increase staff ratio • Higher staff numbers for good ratios with children help form better substitute care/eq; • As attachments can be formed with a key member of staff with whom which they can have a more intense relationship/eq; Reduce staff turnover • Rotation of staff should be minimised to avoid separation from children regularly/eq; • Children can form a bond/attachment with someone if there is consistency/eq; Reduce time in daycare • Reduce time spent in daycare so that attachment/bond with main caregiver is less disrupted/eq; • Belsky and Rovine (1988) recommend less than 20 hours for young children/eq; • Less time spent in daycare allows child and caregiver to maintain their relationship/eq;	**(AO2=4)**

	Encourage earlier childcare • Sylva – EPPE study found increased time in daycare can benefit some children from certain deprived backgrounds/circumstances/eq; • Children with poor cognitive ability were found to gain most in the long-term from daycare and the earlier they started the better/eq; Start daycare later for the child's age • Allows for early attachments to be formed before separation occurs/eq; • Belsky argues that commencement of daycare is more positive for the child if started later (after 2 years)/eq; Use qualified staff • Staff who are trained to provide substitute care and provide stimulating environments for children/eq; • The Swedish daycare in Andersson's study highlights the importance of quality as they found positive effects on children/eq; Provide stimulation etc. (must point to how negative effects are improved) • Early institution studies found that unstimulating environments led to lower intelligence due to lower levels of attention/eq; • Stimulating environments are needed which provide facilities to stretch a child's cognitive ability and encourage independence/eq; Improves sociability • Provide opportunities for positive peer interaction/eq; • Other children can also be attachment figures and older children can provide positive role models/eq; Make links between home and school • Robertson's showed that children who spent time away from their mothers suffered if there was no attempt to mitigate the process of separation/eq; • Parents should be encouraged to bring items from home that can help the child cope, e.g. a favourite toy can provide emotional support/eq; Provide good quality daycare • Ensure that features of good quality daycare are provided, e.g. high staff:child ratio/ low staff turnover, qualified staff, etc./eq; • Melhuish found that good quality daycare reduced the negative effects as children were able to develop better relationships/eq; **Look for other reasonable marking points.**	

Question Number	Question	
B2 (a)	Longitudinal studies involve the collection of data over a long period of time. Explain **one** strength of using a longitudinal research method.	
	Answer	Mark
	One mark per point/elaboration. **Ignore** weaknesses. If more than one strength mark all and credit the best. **Ignore** generic comments – must be related in the answer specifically to longitudinal. E.g. 'depth and detail' is not enough but 'as goes back to collect data over time, gathers detailed information' fits. Example gets **max 1** overall if explains/adds to a strength of the research method Answer **need not** refer to children/development. Growth over time/development • Genuine development over time shows growth, not just a snapshot of development at one particular time/eq; • Allows for effects long term to be examined unlike cross sectional studies/eq; Avoids participant variables • Using same child avoids participant variables/eq; • This allows for factors such as personality and background to be minimised and prevented from affecting the outcome/eq; Avoids cohort effect • Cohort effect avoided as the same children are studied throughout/eq; • Whereas if there were different children other factors in the environment/situation such as home background, may have changed and affected the results/eq; Can provide in-depth data • As the study takes place over a long period of time validity can be improved by the greater detail considered/eq; • Regular checks on development over an extended period means that the data is very in-depth on the individuals studied/eq; Uses same participants • Using same child allows cause and effect to be established/eq; • This allows for direct comparisons, unlike cross sectional that uses different and therefore unlike children/eq; **Look for other reasonable marking points.**	**(AO3=2)**

Question Number	Question	
B2 (b)	Explain **one** weakness of using a longitudinal research method.	
	Answer	Mark
	One mark per point/elaboration. **Ignore** strengths. If more than one weakness mark all and credit the best. **Ignore** generic comments – must be related in the answer specifically to longitudinal. E.g. 'time consuming' is not enough but 'as collects data over time, gathers detailed information, which takes a long time and that can be expensive' fits. Example gets **max 1** overall if explains/adds to a weakness of the research method Answer need not refer to children/development. Time consuming and expensive • Time consuming and expensive as conducted over a long time and lots of resources used/man hours/eq; • For example, a study entails in depth data and thorough investigating such as Child of Our Time which involves going back every twelve months/eq; Lack of generalisability • Generalisability issues as factors affecting the group may not affect different groups at another time/eq; • With a specific group like those chosen for Child of Our Time there may be differences that are not clear but have affected the findings/eq; High drop out rate • High dropout rate causes loss of participants due to death/moving away/changes in circumstances/eq; • The resulting small sample can mean that the results are no longer reliable and do not represent the general population well enough/eq; Many other variables • The amount of factors affecting development over time cannot be fully measured or controlled/eq; • Cause and effect is difficult to establish as control cannot be established fully/eq; • The amount of factors affecting development over time cannot be fully measured or controlled, so cause and effect is difficult to establish as we cannot be sure one variable caused the measured result (**2 marks**)/eq; Invasion of privacy • Intensive research conducted over a long period of time can be very	**(AO3=2)**

	intrusive/eq; • Delving into someone's private life can have long-term implications for the perceived credibility of the study/eq; **Look for other reasonable marking points.**	

Question Number	Question	
B2 (c)	Kelly wanted to conduct a naturalistic observation of children for her A-Level Psychology course. Explain **one ethical** and **one methodological** issue that Kelly would need to consider.	
	Answer	Mark
	One mark per point/elaboration. Needs to deal with the planning of the naturalistic observation at the planning stage – not evaluation afterwards (e.g. cause and effect, control). Answer must relate to Kelly's observation of children – generic description of a naturalistic observation without reference to observation of children (not just Kelly) is **max 1** mark per issue. Two marks for ethical and two marks for methodology Ethical Parental consent • She would need to gain parental consent before observing the children as children are not able to give consent themselves /eq; • The parents may not be happy for the child to be studied just for the purpose of research so they must be asked/eq; • Children must give consent to the study themselves in some way/eq; • She would need to get informed consent from school authorities if it takes place in a school setting, e.g. playground/eq; Right to withdraw • Parents would need to be given a right to withdraw their children's results from Kelly's study at any point/eq; • They must be told that they can leave the study and not suffer any consequences/eq; Observational research - setting • Kelly's observation must occur in a place where behaviour is normally observed and not in any situations or locations where it may be inappropriate/eq; • If not in a public place all participants must have given consent/the study must be planned/arranged/ and there must be someone in charge/eq; Debriefing • Participants/parents must have the study explained to them at an appropriate time so that they feel comfortable about it/eq; • Covert research does not mean there is no need to debrief the participants/parents as they may still have been affected by the study and the debrief can mitigate these effects/eq; Methodological Operationalisation	**(AO3=4)**

	• Kelly will need to ensure operationalisation of variables to be able to code/tally children's behaviour objectively/eq; • So that data can be compared when drawing conclusions/eq; Inter-rater/reliability • She may use different observers to establish inter-rater reliability/eq; • Using cameras allows her to play back children and cross reference tallies again and again/eq; Observer effect(s) • Her presence may affect the children's behaviour and therefore affect the results so should consider the use of video cameras/eq; • Even if the observation is covert, e.g. using participant observation, her presence may alert the children that something is happening/different/eq; Controls • She may not be able to control other factors such as their health that could affect children's behaviour so she will need to record any incidents of this/eq; • If these incidents weren't recorded it would be difficult to draw valid conclusions/eq; Natural setting • Children need to be observed in a place that will exhibit naturally occurring behaviour/eq; • Natural behaviour may only be observed in a place where the child feels comfortable, e.g. a school playground/eq; **Look for other reasonable marking points.**	

Question Number	Question	
***B3**	Describe Curtiss' (1977) study of Genie: a case study of extreme privation, and evaluate it in terms of ethics, including the role of the psychologists after she was found.	
	Indicative content	Mark
	Refer to the levels at the end of the indicative content. Appropriate answers may include the following indicative content, but the list is not exhaustive so look for other reasonable points. General evaluation that does not refer to the ethics of the case or conduct of the researchers should be ignored for the purposes of the levels. Description (AO1) • Genie was found when she was 13 years old after suffering extreme privation for most of her childhood • She was neglected, beaten and tied to a potty chair • Genie could not talk properly and had a physical stoop • She began to form attachments to staff members and learn words • Researchers conducted a battery of tests from observations, interviews and neurological tests • Genie was rehabilitated at the hospital and when living with the researchers • Her grammar never achieved beyond that of a toddler • She regressed when moved into different foster care • The study shows us that there is a sensitive period for language development Evaluation (AO2) – ROP = role of psychologists • ROP: The moral code and ethics of this case study are questionable as researchers were said to put research before Genie's welfare • ROP: The researchers subjected her to over assessment that may have been an abuse of the researchers role • ROP: Taking Genie into their homes was sympathetic of the researchers and enabled close emotional bonds to form • ROP: The researchers put Genie's welfare before their research interests, e.g. prohibiting further research • ROP: Genie was taken into care by the welfare state once funding had ceased • ROP: The publications of research into this case certainly progressed many of the researchers careers • Genie was a pseudonym so her confidentiality was maintained at the time • Over assessment may have caused Genie distress • Genie was relocated repeatedly which had a negative effect on her emotional wellbeing • Being subject to therapy and regression may have been distressing **Look for other reasonable marking points.**	

Level	Mark	Descriptor
		A01: (Description) Knowledge and understanding of the study. **A02**: (Evaluation) Strengths and/or weaknesses of the study in terms of ethics and the role of the researchers.
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce **brief answers**, making simple statements showing some relevance to the question. • Basic description of Genie background or subsequent treatment/behaviour. • Little or no attempt at the evaluation demands of the question (no focus on ethics). The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
Level 2	4-6 marks	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Good description of the case study which may just focus on either before or after she was found or is imbalanced and/or has little detail about the case study itself. • Some attempt at evaluation e.g. refers to at least one ethical point but may not mention the role of the psychologists or vice versa. Candidates will produce statements with some development in the form of **mostly accurate** and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered *both injunctions* in the question **well**. • Good description of Curtiss's case study of Genie that must include before **AND** after she was found. • Good evaluation e.g. refers to a range of ethical points and must include the role of the psychologists. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12 marks	Candidate has attempted and answered *both injunctions* in the question **very well**. • Very good description of Curtiss's case study of Genie including before **AND** after she was found in detail and well informed. • Very good evaluation including a range of ethical issues and the role of the psychologists after she was found. Must be accurate and well explained. The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

	Guidance	
C1 to C2	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.	

Question Number	Question	
C1 (a)	What is meant by 'health psychology'?	
	Answer	Mark
	One mark per point/elaboration. Credit can be given for and research/theory that adds to a definition of the main points below or specific area/concepts within health psychology e.g. substance misuse that add to a definition (**Max 1**). *However, if there is no definition first, no credit for examples or specific areas/concepts (0 mark)* • Is about understanding what causes bad and good health, using psychology to promote good health/eq; • E.g. it looks at biological causes for substance misuse and how drug treatments might work/eq (only credit if definition in the answer as well); • Understanding health from cognitive, social and biological perspectives/eq; • Health psychology is the study of how our mental and physical health can be assessed/eq; **Look for other reasonable marking points.**	**(AO1=2)**

Question Number	Question	
C1 (b)(i)	Describe **one** research method using human participants that is used to investigate the effects of drugs.	
	Answer	Mark
	One mark for ID (ID may include generic description of the method unrelated to 'drugs') of one way humans can be used and two further marks (one mark per point) for elaboration. Ignore therapeutic drugs and maintenance programmes described as experiments. Many research methods can be described (e.g. survey /interviews /questionnaires/ scanning) but they must be related to the investigation of the effects of drugs otherwise **Max 1** marks overall (if no mention of drugs in whole answer). **Ignore** reference to *animal studies* **AND** *field experiments* **AND** *evaluation* (eg ethics/reliability). Examples of human studies (procedure) can be credited if used to exemplify the research method described (**Max 1**). If more than one research method described mark all and credit best. ID Interview/survey; • Interviews can be used to generate quantitative and qualitative information about the effects of drug use and effectiveness of prevention/rehabilitation programmes/eq; • Interviews can gather essential information about the individuals experience of drug use, social conditions and rehab/relapse conditions/eq; • Blattler et al (2002) used interviews to find out amount of drug taken and other patterns, looking at heroin and cocaine use/eq; • Structured and unstructured interviews + open/closed ended questions + face to face between researcher and interviewee/eq; ID Questionnaire/survey; • Questionnaires can be used to gather a lot of information about the prevalence, experience and causes of drug use/eq; • Questionnaires can gather qualitative and quantitative information based on the type of question asked (closed or open)/eq; • Ennett et al (1994) used self-administered questionnaires for mothers to look at level of education with the aim of linking to their children's smoking/eq; ID Scanning/PET/CAT/MRI • PET scans can be used on human participants to understand the effects of drug use on brain structure and functioning/eq; • Blood flow to a particular area of the brain can be detected/imaged to show the active parts of the brain during/following drug use/eq; • PET scans were done to link use of drugs to cognitive functioning	**(AO3=3)**

	such as memory/eq; ID Laboratory studies • Participants can be injected with innocuous drugs/eq; • They are told that the drug will have a particular effect, but are told different things/eq; • The impact of the comment can determine how cognition affects their reported experience of the drug effect/eq; • Some laboratory studies may give recreational drugs to existing drug addicts and study their effects on behaviour/eq; • Laboratory experiments allows researchers to observe the effects of drugs on the participants in a controlled environment/eq; • The IV is manipulated, such as drug given, and DV measures such as effects of drug/eq; • Lab experiments can use other tools/methods such as scanning and interviewing to gain quantitative/qualitative data/behaviour/feelings/eq; **Look for other reasonable marking points.**	

Question Number	Question	
C1 (b)(ii)	Explain **one** strength of using human participants to study the effects of drugs.	
	Answer	Mark
	One mark per point/elaboration. No need to mention drugs in the answer If more than one strength described, mark all and credit best, bearing in mind that some issues overlap so go with the intention of the student. Can provide qualitative data about feelings • Human participants can provide qualitative data that cannot be measured in animal studies in the same way/eq; • Such as how drugs make the person feel/subjective experiences/eq; Long terms effects can be studied • Longitudinal research can be conducted into the long term effects of drug use or rehabilitation/eq; • so that more robust conclusion can be drawn over time/eq; Can generalise to humans, unlike animal studies • In depth research into factors associated with drug use can be investigated so that vulnerability can be predicted in humans/eq; • Human studies do not have generalisability issues associated with animal research - animals may not respond in the same way to drugs/eq; • animals may not respond in the same way to drugs because of cognitive/physiological/behavioural differences between us/eq; • They test drugs on humans that other humans will use so the findings will show exactly what effects the drugs will have on humans	**(AO3=2)**

	because we share the same central nervous system/eq; Validity • Human research conducted in real life is more valid than artificial situations used to study animals/eq; • Which means findings can be applied to real life situations such as to help drug users/eq; **Look for other reasonable marking points.**	

Question Number	Question	
C1 (c)	Explain why researchers may choose to use animals instead of humans to research the effects of drugs.	
	Answer	Mark
	One mark per point/elaboration. **Max 1** marks overall if no reference is made to drug research within health psychology. **Ignore** 'cheaper' and 'easier' unless qualified. • Animals are more practical to use in drug research than humans as their behaviour can be monitored closely in confined situations over long periods of time/eq; • The knowledge gained from research into drugs that can be conducted using animals can benefit humans, making it important in improving the quality of human life/eq; • The nervous system (neural transmission) is the same in animals as it is in humans, so the results of drug research on neural transmission should be generalisable to humans/eq; • We can closely study the effects of drugs on neural pathways that would be impossible to study on humans as the animal needs to be sacrificed/eq; • Animals breed quickly, so the possible heritability of conditions caused by drug use can be studied conveniently/eq; • Animal drug research can be used where ethics preclude human research/eq; • Animals can be tested in more adverse conditions than human participants in which harm could be done/eq; • Animals have shorter lifespans so the long term effects of drugs can be studied more efficiently/eq; • The relationship between genetics and addiction can be manipulated in animals but we cannot study or manipulate genes in humans/eq; • Animals can be cheaper to use than humans because they need less of the drug to cause an effect/eq; • Animals are more readily available than humans as animals can be ordered on demand/humans subject are reluctant to take part in drug trials/eq; • Animals are not aware of the experimental aim, they are not likely to change their behaviour to fit the experimental aim/eq; • Animals are breed for large samples for experimentation, so findings are likely to be more reliable than smaller human samples/eq; • Animals are smaller and easier to handle/control so can be maintained and tested relatively easily compared to humans/eq; **Look for other reasonable marking points.**	**(AO3=3)**

Question Number	Question	
C2 (a)	Jamie felt under pressure to take drugs and now finds it difficult to give them up. Identify **one** explanation from the Learning Approach that could be used to understand Jamie's experience.	
	Answer	Mark
	One mark for correct ID of a learning explanation. Can be a description not necessarily name/theory, but must be from the learning approach(e.g. 'he does what the others do' is not necessarily modelling but conformity). **Ignore** just 'conditioning' – needs specifying. **Ignore** social explanations. Mark the first answer • Social Learning Theory/observational/vicarious learning/modelling/eq; • Operant conditioning/positive reinforcement/negative reinforcement/eq; • Classical conditioning/Pavlovian conditioning/eq; • Jamie is given praise for taking drugs/eq; **Consider OWTTE.**	**(AO1=1)**

Question Number	Question	
C2 (b)	Using the explanation you identified in (a), explain why Jamie started taking drugs and/or finds it difficult to give them up.	
	Answer	Mark
	One mark per point/elaboration. The answer should refer to Jamie's predicament in at least one way or **Max 1** otherwise generic. **TE** If 2a is blank but 2b correctly explains why Jamie started taking drugs/or found them difficult to give up using an appropriate and identifiable learning explanation full marks can be given. Max 2 if 2a is incorrect but 2b correctly explains why Jamie started taking drugs/or found them difficult to give up using an appropriate and identifiable learning explanation. Max 2 if 2a is correct but 2b uses a different explanation that is nonetheless a learning explanation (e.g. states classical and explains operant). Max 1 if 2a is incorrect but 2b uses the explanation given in 2a to explain Jamie's predicament. Eg. Classical conditioning • Jamie may gain pleasurable feelings from taking drugs/eq; • He/she learns to associate the positive feelings with the drug so takes it again to achieve the same feeling/eq; • Jamie may also learn to associate his friends and the drug equipment with pleasure and this may trigger the response/eq; • Even after abstinence, stimuli may trigger Jamie's drug taking so he relapses/eq; • UCS = friends + UCR = relaxation/fun/eq; • CS/NS = drug + UCS = friends + UCR = relaxation/fun/eq; • CS = drug + CR = relaxation/fun/eq; Eg. Operant conditioning • Jamie may have been reinforced by a positive experience of drug taking, so this will be repeated/eq; • Jamie's continued use can be explained by negative reinforcement as avoiding the drug causes withdrawal symptoms leading to dependency/eq; • Drugs are taken to remove the withdrawal symptoms/eq; • Jamie repeats the drug taking because the reward and pleasure is repeated as a positive reinforcer/eq; Eg. Social learning theory • Jamie could have watched a role model, such as a friend, family member or media model, take drugs/eq; • The role model may be someone they admire or relate to, making modelling their behaviour more likely/eq; • Jamie may be more motivated to take drugs if the role model is seen to enjoy themselves/eq; • Jamie would then receive direct positive reinforcement from the drug itself/he gained approval from his friends as a reward/eq;	**(AO2=3)**

	• Jamie would have retained/encoded the memory of his friends taking drugs and copied/imitated/eq; **Look for other reasonable marking points.**	

Question Number	Question	
C2 (c)	Evaluate the Learning Approach as an explanation of substance misuse.	
	Answer	Mark
	One mark per point/elaboration. **Max 1** mark for **each** alternative explanation of drug misuse that are well explained (no credit for just naming alternative explanations) **up to 2 marks** in total for alternative explanations. Take care with SLT as DOES explain individual differences/why some don't copy, and answer should be explicit when making an evaluation point that directly refers to SLT as it would not apply to other learning theories. • There is a vast amount of experimental evidence for the general role of observational learning so we can be fairly sure that a similar process can explain drug taking/eq; • Culturally, different drugs are used/misused in different cultures, supporting social learning theory as an explanation of drug taking/eq; • At a neurological level, drugs that are commonly used are those which produce euphoric or relaxing effects so are strongly reinforcing the drug taking behaviour – operant conditioning is consistent with biological experience/eq; • It is difficult to evidence social learning theory in this area as there are many other factors that could encourage drug misuse, such as peer pressure to take drugs to look cool/eq; • The tendency for drug misuse to run in families could be due to genetics rather than social learning as addictions may be inherited/eq; • Some drug when first taken cause unpleasant effects, eg smoking, which cannot be explained by operant conditioning/eq; • Sher found that smoking tended to run in families as a consequence of imitation/SLT/eq; • Hughes believes that there is a genetic component to addiction, a addiction gene/personality that explains why smoking runs in families/eq; • Leventhal found that the first experience of smoking often occurs in peer groups and supports the idea of positive reinforcement from social approval/eq; • SLT explains why people first take a drug which the biological approach fails to explain/eq; • Learning theory/Classical conditioning can explain individual difference in drug taken through discrimination/eq; **Look for other reasonable marking points.**	**(AO2=4)**

Question	Question	

Number		
***C3**	Green High School decided to run an anti-drugs campaign. Students put up posters, listened to a visiting speaker and set up a helpline. They also invited a former student who was a recovering addict to talk to them. Describe **one** anti-drugs campaign you have studied. Evaluate the effectiveness of anti-drugs campaigns including the one at Green High School.	
	Indicative content	Mark
	Refer to the levels at the end of the indicative content. Appropriate answers may include the following indicative content, but the list is not exhaustive so look for other reasonable points. Description (AO1) E.g. 'Scared' (2008) • Using the concept of children being scared of a parent dying • Targeted at parental conscience • Smoking parents are encouraged to identify with the parent being portrayed on the advertisement (TV) • Exploits parental protectiveness of children to discourage smoking • Provides information about death rates of smoking related illness as fear factor E.g 'Talk to Frank' • Uses openness as a strategy for children and parents to seek advice • Parents are encouraged to look for signs of drug use • Younger people are exposed to drug user images that are negative • Shows peer group pressure and how this can influence drug use • Uses both sides of the argument to encourage choice and consideration Evaluation (AO2) • Difficult to measure effectiveness as many factors may cause increase in health • Quantitative measures of health related behaviour (death rate, consumption, helpline activity) can be statistically verified • Health programmes often go hand in hand with a change in public opinion, which may account for reduction in unhealthiness rather than programme itself • Mechanic et al (2005) claimed smoking fell by half due to anti-smoking campaigns • Hafsted (2009) found that those who responded emotionally to anti-smoking campaigns were more likely to quit, so emotionally provoking campaigns seem to work • Health campaigns only work if people do not have barriers to health related behaviour and can access help • They are preventative rather than curative so stops issues before they cause health/lifestyle/family issues • Can be costly but cheap in comparison to curative strategies • Talk to Frank is based on the Yale Model of Persuasion which has experimental support for the effectiveness of presenting both sides of the argument **Look for other reasonable marking points.**	

Level	Mark	Descriptor
		A01: (Description) Knowledge and understanding of a campaign they have studied. **A02**: (Evaluation) Application, research, strengths and weaknesses campaigns.
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce **brief answers**, making simple statements showing some relevance to the question. • Anti-drugs campaign may not be identifiable. • No reference to theory on which campaign is based. • Little or no attempt at the analytical/evaluation demands of the question with no reference to Green High School. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
Level 2	4-6 marks	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Anti-drugs campaign that is identifiable/brief description. AND EITHER • An attempt to refer to theory on which campaign is based and/or used as evaluation OR • Some attempt at evaluation e.g. refers to at least *one* evaluation of a health campaigns **and** there must be an attempt at referring to the Green High School campaign. Candidates will produce statements with some development in the form of **mostly accurate** and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered *the elements* in the question **well although there may be a lapse**. • Anti-drugs campaign that is clearly identifiable with some description. AND EITHER • A good explanation of campaign using theory and/or using theory as evaluation. OR • Good evaluation of the effectiveness **And** • there must be explicit reference to the Green High School campaign effectiveness/theory link. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12 marks	Candidate has attempted and answered the *elements* in the question **very well**. • Very good description of an anti-drugs campaign that is clearly identifiable and/or clearly describes the theory on which the campaign is based.

		• Very good evaluation e.g. refers explicitly to effectiveness either through theory (backing it etc.) or actual success/failure and **must** explicitly refer to the Green High School campaign. The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

Section D – Sport Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.	

Question Number	Question	
D1 (a)	Juan conducted a correlational study to investigate heart rate and sporting performance in professional athletes. Describe the correlational research method as it used in sport psychology.	
	Answer	Mark
	One mark per point/elaboration. Credit can be given for a description involving collection of data and/or analysis. The answer must refer to sport psychology in at least one way or max 2 marks overall. Max 1 mark for a useful drawing of a scattergram that clearly demonstrates understanding of a relationship, positive or negative correlation. Do not credit scattergrams that fail to illustrate any useful point. No credit for examples. • To look for a relationship/link between two variables/eq; • Quantitative measures, such as heart rate/questionnaire scoring, are taken and analysed together/eq; • Two data sets are ranked and related to see if one variable changes alongside the other/eq; • If both variables rise together it is seen as a positive correlation and if one variable rises and the other falls it is seen as a negative correlation/eq; • If no pattern can be found between the variables, then there is no correlation/relationship/eq; • Strength of correlations are indicated by a correlation coefficient scoring between -1 0 +1/eq; **Look for other reasonable marking points.**	**(AO3=3)**

Question Number	Question	
D1 (b)	Evaluate the correlation as a research method.	
	Answer	Mark
	One mark per point/elaboration. If more than one issue, mark all and credit best. Treat the answer as a research method and analysis tool not just an analytic tool alone. • Because the data gathered is quantitative the correlational analysis can be repeated to establish reliable findings/eq; • We cannot be sure that the measured variables are causal, cannot show cause and effect/eq; • There may be innumerable variables that impacted upon one, other than the variable being measured/eq; • The correlation relies upon reliable data, and if gathered by questionnaire/physiological measures, they can change day to day/eq; • Correlations can be subject to statistical analysis to ensure a firm relationship is established/eq; • Questionnaires used to gather correlational data can be subject to social desirability/eq; • Correlations are ethical compared to other research methods such as laboratory, field experiments as ethical issues rarely arise from the use of secondary data/eq; • The collection of primary data for a correlation has to consider the ethical issues when using human participants/eq; • A strength of correlation is that the can be done where legally, ethically or practically it may not be possible to conduct experimental research/eq; • A strength is that previously existing/secondary data can be used to save time and cost of primary research/eq; • It is a precursor to experimental research as it is an inexpensive/ethical tool before costly research/eq; **Look for other reasonable marking points.**	**(AO3=3)**

Question Number	Question	
D1 (c)	Using the same sports athletes, Juan decided to gather qualitative data by conducting interviews. Explain what is meant by qualitative data.	
	Answer	Mark
	One mark per point/elaboration. Examples can gain credit. No credit for comments concerning quantitative data unless using it to exemplify what is meant by qualitative data. Example can gain credit if used as elaboration • Gathered through open questions + narrative not number/eq; • Narrative rather than number + indepth beliefs/eq; • In-depth beliefs, attitudes, understanding and knowledge gathered + open questions/eq; • Often subject to thematic analysis/interpretation/eq; • Example: A sports person can be asked about their favourite sport and why they like it is an open question/eq; • Open questions, such as why do you play sport, allow detailed answers that are qualitative in nature/eq; • Qualitative data in the form of open questions allows free response and therefore does not force an answer/eq; **Look for other reasonable marking points.**	**(AO3=2)**

Question Number	Question	
D2 (a)	A talent scout noticed that the performance of a young footballer was better when training than in a real match. Explain this difference between training and match performance using **one** theory of arousal/anxiety/audience effect you have studied.	
	Answer	Mark
	One mark per point/elaboration. Possible theories include: Inverted U hypothesis, evaluation apprehension theory, catastrophe theory, optimal level of arousal theory, drive theory, there may be others. Max one mark if no reference to difference between training and match performance. Eg Inverted U hypothesis • The footballers performance drop can be explained by the inverted U hypothesis as a consequence of heightened arousal/eq; • The footballer was performing at his best/optimal level in training/eq; • When in a match his arousal level was too high and this had a deleterious effect on performance/eq; • Football can involve fine motor skills which is better suited to low arousal/eq; • The footballers skills were new, and high anxiety affected skills that were not well practiced/eq;	**(AO2=3)**

	• The inverted U explains how performance increases with arousal up to an optimal level past which it deteriorates/eq; Eg Evaluation apprehension • Low performance could be due to evaluation apprehension as the match is an evaluation of performance/eq; • Gradually anxiety has built up because he has been criticised during matches in the past/eq; • He feared negative evaluation from an audience which was not in training – so performance fell/eq; • During the match it tested his skills more than training, and this lead to increase anxiety too/eq; Eg Catastrophe theory (credit inverted U description in addition to below comments). • Anxiety increased throughout the match resulting in dramatic deterioration at a critical point during the match/eq; • The footballer worried more about his performance during a match than training and this cognitive evaluation led to fret/eq; **Look for other reasonable marking points.**	

Question Number	Question	
D2 (b)	Describe the findings (results and/or conclusions) of **one** study you have learned about in sport psychology, **other than** Boyd and Munroe (2003).	
	Answer	Mark
	One mark per point/elaboration. Possible studies include: Cottrell et al (1968), Koivula (1995), Craft et al (2003), there are others – please contact your TL if in any doubt. *No mark for ID.* Cottrell et al (1968) • Non-competitive groups performed better (error rate) on word pair recall than competitive groups irrespective of audience or learning speed/eq; • Competitive groups with an audience performed worse (more errors) with an audience than without/eq; • Unless they were fast learners who made fewer errors without an audience in the competitive group/eq; • Fast learners perform better with an audience than without/eq; • Mere presence did not have an effect, the audience had to be in apposition of judgement to have an effect/eq; • However, slower learners perform worse with an audience/eq; • Audience enhances a dominant response/eq; Koivula (1995) • 'sex typed' individuals were the largest group for both males and females tested (48% and 43% respectively)/eq; • Most sports were regarded as gender neutral/eq; • Certain sports were regarded as more appropriate for each gender that seemed consistent with social views on sports genders/eq; • Gender based schematic information informed choices about what was gender appropriate sports/eq; • Sex typed men rated masculine sports as more masculine than other types or women/eq; • Koivula believes that male dominated sports reflect male dominated society and validate a male domain in sport/eq; • Non-sex typed males and females tend to challenge gender stereotypes beliefs about sport type/eq; Craft et al (2003) • meta-analysis showed no relationship between anxiety and performance overall/eq; • There was a positive relationship between self esteem and performance/eq: • Top sporting athletes showed a positive correlation between anxiety and performance which was not evident in lower sporting athletes/eq; • Anxiety will not show a correlation if the inverted U hypothesis is true as a theory of anxiety/eq; **Look for other reasonable marking points.**	**(AO1=3)**

Question	Question	

Number		
D2 (c)	Evaluate the study you described in (b) in terms of both reliability **and** validity.	
	Answer	Mark
	One mark per point/elaboration. Combination of credit either 2+2 or 3+1 for maximum marks for reliability **and** validity. Possible studies include: Cottrell et al (1968), Koivula (1995), Craft et al (2003), there are others. **TE:** Max 2 marks if the study evaluated is not the same as the one described in 2b or 2b is wrong, but can be identified as an appropriate sport study evaluation. If 2a is blank, but an appropriate sport study is evaluated, full marks can be credited. No credit for evaluation for study outside of sport psychology. Reliability and validity can overlap, please follow the intention of the student. Cottrell et al (1968) • R: Other research contradicts the mere presence of the audience as having an effect on performance/eq; • V: Sporting performance is far different than word pair recall or recognition tasks, so the findings may not represent sporting performance at all/eq; • V: Anxiety and audience is a practiced situation for athletes who are accustomed to such situations within the field of a physical sport/eq; • V: The study lacks ecological validity as they are often test on physical skill rather than cognitive skill/eq; • R: Independent groups were used to prevent order effects but participant difference may affect results in the competitive/non-competitive and audience groups/eq; Koivula (1995) • V: Asking participants about gendered sports could provoke a gendered schema and result in invalid results/eq; • V: Social desirability may have skewed the participants responses into providing either sex typed or non-sexed typed responses/eq; • V: The researcher used the participants own gender stereotypes rather than generalised categories, making the results more relevant and valid to the participants used/eq; • V: Filler items/distracter questions were used to prevent demand characteristics so the participants could not try and guess the true aim of the study/eq; • R: Generalisability of the findings can only be limited to Swedish sporting culture/young/white/students/eq; • R: Questionnaires and self ratings are considered unreliable as beliefs and attitudes may differ according to time, mood, experience, etc/eq; Craft et al (2003) • R: The researchers acknowledged that arousal would be likely to yield a zero correlation based on the inverted U hypothesis overall, but failed to validate this with any further statistics/eq;	**(AO2=4)**

	• V: Team sports and individual sports were not accounted for in this meta-analysis which needs to refined as audience and arousal would have different effects on each/eq; • R: Despite the robust qualifying criteria of studies used in a meta-analysis in terms of similarity, each study would be likely to differ in standardisation, procedure and measurement significantly to make comparison difficult/eq; • R: The questionnaire used was a reliable and trustworthy source/eq; **Look for other reasonable marking points.**	

Question Number	Question	
***D3**	Sophie and Becky are sisters. Sisters share 50% of their genes. Sophie is an excellent athlete winning regional competitions, whereas Becky is not sporty at all. Describe and evaluate **two** explanations for Sophie and Becky's individual differences in sporting performance.	
	Indicative content	Mark
	Refer to the levels at the end of the indicative content. Appropriate answers may include the following indicative content, but the list is not exhaustive so look for other reasonable points. Suitable examples include: Personality theory, Socialisation, Attribution, Reinforcement. Description (AO1) Eg. Personality theory • Athletes are born with an introverted or extraverted personality • This is a biological basis for personality • Extraverts have a reduced stimulation of the RAS so seek excitement • Extravert therefore have a more outgoing and competitive nature • Introverts have an over stimulated RAS resulting in avoidance of sensation • Introverts are shy and avoid competition • Introverts avoid sport and extroverts seek it out to reach optimal cortical activity • Personality theory also considers the role of the environment in terms of conditioning • Becky and Sophie should have inherited the same biological basis for their personality, so should be similar in sporting ability Eg Reinforcement • Sporting people are given reinforcement for taking up sport whilst others may not • Praise such as trophies and awards can be positive reinforcement for good athletes • Intrinsic reinforcement, such as satisfaction, can also explain why some take up sport seriously • Social interaction and friends can also provide reinforcement for some to pursue sports • Not all athletes receive praise – if they lose – this variable ratio increases persistence • Sophie and Becky may have received differing reinforcement from parents/coaches that would explain this situation Evaluation (AO2) Eg. Personality theory	

	• Physiological measures have shown higher cortical arousal in extraverts than introverts • We cannot be sure whether extraversion is a cause or result of cortical arousal • There are many other reasons for being sporting than personality – many opt for sport because of family or friends • Sophie and Becky are different despite having the same biological basis, so this theory cannot explain their sporting differences Eg Reinforcement • Coaches using positive reinforcement to encourage sporting performance • Sports personalities commonly cite a sporting hero as an explanation for their success (SLT) • Despite reinforcement, some people are just not very good at sport so do not excel **Look for other reasonable marking points.**	

Level	Mark	Descriptor
		A01: (Description) Knowledge and understanding of theories of individual differences. **A02**: (Evaluation) Application, strengths and weaknesses of theories of individual differences in sporting performance.
	0	No rewardable material
Level 1	1-3 marks	Candidates will produce **brief answers**, making simple statements showing some relevance to the question. • Basic description of one explanation of individual differences. • Little or no attempt at the analytical/evaluation demands of the question. No reference to Sophie and Becky. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.
Level 2	4-6 marks	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Description of both theories of individual differences, although one theory may be limited. May be no reference to Sophie and Becky **OR** • Description of one theory which is very good with no description of the second theory. May be no reference to Sophie and Becky • Some attempt at evaluation e.g. methodological issues, supporting studies and practical points in relation to actual theory/ies. Candidates will produce statements with some development in the form of **mostly accurate** and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9 marks	Candidate has attempted and answered *both injunctions* in the question **well**. • Good description includes both theories in balance with attempt to relate answer to Becky and/or Sophie. • Good evaluation e.g. refers to refers to at least *one* from methodological, supporting studies and/or practical points in relation to actual theory The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12 marks	Candidate has attempted and answered *both injunctions* in the question **very well**. • Very good description includes both theories in balance with explicit reference to Becky and/or Sophie. • Very good evaluation e.g. refers to refers to more than *one* from methodological, supporting studies and/or practical points in relation to actual theory The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

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