

Mark Scheme (Results)

January 2012

GCE Psychology (6PS03) Paper 1
Applications of Psychology

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

Question Number	Question	
A1(a)(i)	<p>Chris, a prison officer, has been involved in a prison-wide programme to improve offenders' behaviour. When they behave well and cooperate with prison staff, the offenders are given phone cards and extra home visits. This treatment is known as 'token economy'.</p> <p>Identify the psychological theory that 'token economy' is based upon.</p>	
	Answer	Mark
	<p>One mark for correct identification of technique used. Ignore repetition of stem e.g. rewarding good behaviour. If more than one treatment/therapy, mark the first theory named.</p> <p>Operant conditioning/Behaviourism/Learning Theory</p> <p>Reject the principles e.g. Behaviour shaping/Positive reinforcement</p> <p>Reject Social Learning Theory and Classical Conditioning</p>	(1 AO1)

Question Number	Question	
A1(a)(ii)	<p>Chris is worried that a token economy programme will not improve the behaviour of the prisoners.</p> <p>Outline two weaknesses with token economy programmes. You should relate the use of such programmes to prisons at least once in your answer.</p>	
	Answer	Mark
	<p>Two marks for each weakness. One mark per point/elaboration/example of each weakness. Ignore strengths. If more than two weaknesses, mark all and credit best two.</p> <p>Max 2 overall if no reference to the use of programmes within a prison setting which may or may not name Chris directly. In such cases, mark normally and then apply the max rule.</p> <ul style="list-style-type: none"> • The tokens may be used as a form of contraband in prison (1 mark)/eq; • The prisoners may just behave in order to gain early release rather than a genuine change in long term behaviour (1 mark)/eq; • Staff may miss good behaviour and the opportunity to assign rewards (1st mark) this leads to a lack of consistency that undermines the TEP (2nd mark)/eq; • Other prisoners may serve as a stronger form of reinforcement for inappropriate behaviour (1st mark) making the prisoners non-compliant with the TEP (2nd mark)/eq; • Tokens can be exploited by staff and lead to poor/negative relationships (1st mark)as happened in e.g. Springfield which led to rebellion and relationship breakdown (2nd mark)/eq; • The behaviour will not be rewarded in the real world beyond the confines of the prison (1st mark), in the real world reinforcement is subtle and less regular, so generalisability is poor (2nd mark)/eq; • It only changes behaviour superficially, not the way prisoners may think/believe (1st mark). Pearson et al (2002) compared CBT and TEPs and found little success of tokens within prisons (2nd mark)/eq; • It could be the increased positive social interaction between staff and prisoners that creates good behaviour (1st mark) rather than the tokens themselves, thus indicating a social factor rather than just learning (2nd mark)/eq; <p>Look for other reasonable marking points.</p>	(4 AO2)

Question Number	Question	
A1(b)(i)	Outline one treatment/therapy that could be used to treat offender behaviour, other than token economy.	
	Answer	Mark
	<p>One mark per point/elaboration. No credit for token economy. Possible examples include: punishment, anger management/CALM, CBT, social skills training, psychotherapy, group therapy, there are other strategies/techniques used to treat offenders – consult your team leader if you are uncertain of a strategy.</p> <p>Mark all and credit the best (be aware of overlap between therapies and similar aims – please send to review if unsure).</p> <p>Sometimes statements of fact concerning course of treatment, trained professionals can be evaluative, so careful reading is important.</p> <p>Unethical suggestions of ways to treat offenders should be sent to review.</p> <p>NO ID mark.</p> <p>Eg Anger management</p> <ul style="list-style-type: none"> • A cognitive-behavioural technique used to change thought patterns/eq; • Anger management aims to reduce anger as the cause of aggressive/violent behaviour to treat offenders and reduce recidivism/eq; • Anger management involves a series of steps including cognitive preparation, skill acquisition and practise/eq; [this acts as a list mark for the steps OWTTE, if each step is elaborated they gain individual credit] • Involves cognitive preparation to recognise and challenge faulty thinking/eq; • Practising skills to deal with physiological response to aggressive stimuli/eq; • Relaxation techniques can be used to deal with angry responses/eq; • Role play helps practise new anger management skills in a safe environment/eq; • Anger management involves a focus on social skills training as part of the treatment/eq; <p>Psychoanalysis</p> <ul style="list-style-type: none"> • Psychotherapy uses a trained psychologist/psychiatrist to work one to one or with small groups of offenders/eq; • The purpose is to uncover any issues (unconscious conflicts/early experiences) that may have affected their offending behaviour/eq; 	(2 AO1)

	<ul style="list-style-type: none"> • The offenders discuss their issues with the therapist/group in an open way/eq; • Strategies such as free association, behaviour analysis are used with offenders to uncover these issues/eq; • The analyst interprets this information and formulates the issue to present to the offender/eq; • The offender works through the issue with the support of the therapist and other agencies/eq; <p>Look for other reasonable marking points.</p>	
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Question Number	Question	
A1(b)(ii)	Outline one weakness of the treatment/therapy you outlined in (b)(i).	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore evaluation of token economy and strengths of any therapy. If more than one given, mark all and credit the best.</p> <p>Possible examples include: punishment, anger management/CALM, CBT, social skills training, psychotherapy, group therapy, there are other strategies/techniques used to treat offenders – consult your team leader if you are uncertain of a strategy.</p> <p>Answers that evaluate an unidentifiable therapy/too generic for identification please send the response to review.</p> <p>NO ID mark.</p> <p>Eg Anger management</p> <ul style="list-style-type: none"> • Some question whether anger actually causes aggressive behaviour, so using it to treat offenders that are violent may not work/be generalised to all offenders (1st mark). Loza and Loza-Fanous found no link between anger and aggression (2nd mark)/eq; • Ireland (2004) found a significant improvement between young male offenders receiving treatment and a matched control group who did not receive anger management/eq; • Anger management may help offenders control their emotions to commit more calculated and controlled acts (1st mark) such as verbal aggression and controlled domestic violence which can be committed using violence in the absence of any anger to gain control (2nd mark)/eq; • The treatment requires commitment and motivation from prisoners, if lacking it will be ineffective/eq; 	(2 A02)

	<ul style="list-style-type: none"> • The treatment is time consuming and/or expensive compared to token economy (1st mark) as it is done on small groups and needs trained professionals to run the classes (2nd marks) /eq; [<i>reject just 'time consuming and/or expensive' without comparison to alternative therapy or justification – 'small groups/trained professionals'</i>] <p>Eg Psychoanalysis</p> <ul style="list-style-type: none"> • Psychotherapy is very expensive as it is lengthy, costly and only professional psychotherapists can implement the programme (1st mark)The cost is also increased as it can only be done on a one to one, or small group basis rather than whole prison (2nd mark)/eq; • The principles of psychotherapy are untestable and improvements not quantifiably measureable (1st mark) as any improvements are subjective (2nd mark)/eq; • Resolving unconscious conflicts or early childhood trauma is not something that can be easily determined as being successful/eq; <p>Look for other reasonable marking points.</p>	
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	Guidance	
	Using the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.	

Question Number	Question	
A2(a)	During your course you will have conducted a practical investigation on a topic in criminological psychology using either a content analysis or a summary of two article sources. What was the aim/purpose of your practical investigation?	
	Answer	Mark
	<p>Mark according to the levels below.</p> <p>The practical investigation may be a summary of two articles or content analysis.</p> <p>Please read the whole question (a, b and c) to ensure clarity and appropriateness of aim.</p> <p>0 mark No rewardable material. A very unclear aim that may restate the question e.g. to investigate two sources and summarise them.</p> <p>1 mark A simple aim/account of the purpose of the practical investigation so that the examiner can just about identify what was being researched and for what purpose. Ambitious/unrealistic aim/purpose. e.g. to see if criminals are born or made.</p> <p>2 marks A clear aim/account of purpose so that the examiner can clearly identify and understand what was being done. Aims are realistic. e.g. to see whether people's perceptions of criminals are 'being born or made'. e.g. Are criminals born or made as represented by the media.</p>	(2 A03)

Question Number	Question	
A2 (b)	<p>A summary or a content analysis require different methods of gathering information to produce data. They also involve different ways of analysing/summarising the findings.</p> <p>Describe how you went about gathering and analysing/summarising the data for your practical investigation.</p>	
	Answer	Mark
	<p>Mark according to the levels given below.</p> <p>The practical may be a content analysis or summary of two article sources.</p> <p>Please read the whole question (a, b and c) to ensure clarity and appropriateness of aim.</p> <p>Gathering data can involve the planning and sourcing of materials/information (one or all parts can be given full credit equally). It also covers the procedure, sampling, apparatus, controls, coding/theme decisions and justifications given in order to gather the data, keywords used in search for finding sources, research tool (Internet) used, websites reviewed, narrowing of sources, selection and rejection decisions (appropriateness, bias, timeliness, credibility), devising coding units and tallying.</p> <p>Analysing/summarising can involve qualitative and/or quantitative measures such as theme analysis, interpretation, shortening, reviewing, reading, taking down main points, looking for comparisons, totalling, graphs and tables, statistics.</p> <p>No credit for conclusions.</p> <p>0 mark No rewardable material.</p> <p>1 mark Basic and brief comments about gathering or analysing/summarising data.</p> <p>2 marks Either basic comments about gathering AND analysing/summarising their data OR clear and accurate comments about either gathering OR analysing/summarising their data.</p> <p>3 marks Clear and detailed comments about gathering AND analysing/summarising data – you have a very good understanding of how the data was gathered and</p>	(3 A03)

	analysed/summarised for a range of procedures/measures with depth of detail.	
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Question Number	Question	
A2 (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.	
	Answer	Mark
	<p>Mark according to levels given below</p> <p>The practical can be either a summary or content analysis.</p> <p>0 marks No rewardable material.</p> <p>1 mark Brief and basic comments about results and/or conclusions.</p> <p>2 marks Basic and clear comments about results and/or conclusions with some attempt to link to theories, research and/or concepts but this is done in a brief and basic manner. OR very brief conclusion with a vast detailed description of research and theory with little link back to conclusion or practical at all.</p> <p>3 marks Clear and accurate comments about results and/or conclusions that are explained. There is a good attempt to link to theories, research and/or concepts drawn from the approach, but links may lack explanation/depth.</p> <p>4 marks Thorough, clear and detailed comments about results and/or conclusions. There will be a good/detailed explanation of the findings with reference to research, theories and/or concepts drawn from the approach.</p>	(4 A03)

Question Number	Question	
*A3	Describe the methodology of one study that you have learned about in criminological psychology and evaluate the study in terms of both practical applications and ethics. Do not use Loftus and Palmer (1974).	
	Indicative content	Mark
QWC	<p>Indicative content refer to levels below</p> <p>Other study may include Yarmey (2004), Yuille and Cutshall (1986), Charlton et al (2000), Pickel (1998), Krackow and Lynn, there are many others, if uncertain please contact your team leader.</p> <p>Ignore Loftus and Palmer (1974). This could be another Loftus study, but not the 1974 'hit, smashed etc study.</p> <p>An aim/hypothesis is considered a part of the methodological content of a study, ignore findings and conclusions unless linked directly to the practical applications/ethics of the study.</p> <p>Description of study methodology Eg Yuille and Cutshall (1986) focus on research rather than criminal background details.</p> <ul style="list-style-type: none"> • Aimed to see if eyewitness testimony of real witnesses was reliable. • Aimed to see if real witnesses could be misled by leading questions. • Interviewed real witnesses to a gun shop robbery months after the actual incident happened. • The study was a case study conducted in the field. • The witnesses who gave their testimony to the police were real and the gun shop robbery was not staged. • They compared the original testimony obtained by the police to their interview transcripts. • Used leading questions within the interview, such as the yellow car panel and busted headlight. • Tested their account three months later to see if their memory had been altered by time/leading questions. <p>E.g. Yarmey (2004)</p> <ul style="list-style-type: none"> • Yarmey used a field experiment which has control over some but not all variables as it is conducted in the field. • Aimed to see if eyewitness testimony was accurate in a field setting. • Approached public by opportunity and asked for help to give directions or help find a piece of jewellery • They were then approached by a researcher and asked to recall the person they helped from a set of photographs. • They were then approached by a researcher and asked to recall the person they helped either 2 mins 	(12 AO1/2)

or 4 hours later/eq;

- Participants were asked to identify the person from a photograph line up but some of the targets were not in the lineup.
- Students were asked estimate the reliability/accuracy of EWT.

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.
- Natural experiment as TV was introduced naturally/ not manipulated/ because researchers used the planned introduction of satellite TV to the island.
- Questionnaires given to teachers and parents concerning the children's behaviour to rate their play/behaviour both before and after TV was introduced.
- Content analysis of the television programmes watched by children, particularly violent content was carried out.
- 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.
- Video cameras were put in place in school classrooms before the data collection from them began so that the children became accustomed to the equipment so that their behaviour was less affected by the cameras.

Evaluation of study practical applications and ethics

Eg Yuille and Cutshall (1986)

- The study was conducted on real witnesses after an unstaged/natural incident so holds important information for the courts.
- It tells us that EWT is reliable enough to use by police and in a court case.
- Time had no effect on recall, so a witness does not need to recall immediately to the police.
- The witness testimony will still be reliable in a court case many months later.
- Participants were given the right to not take part, and one witness used this right.
- The participants were not fully informed about the use of leading questions in the study.
- As the event was naturally occurring, and participants not forced to take part, the study was ethical in many respects.

E.g. Yarmey (2004)

- The participants did not give informed consent as they were approached in the street and not recruited systematically.

	<ul style="list-style-type: none"> • The participants were effectively deceived as the confederate lied to them about needing help. • The findings suggest that individuals may overestimate the reliability of EWT so we should not rely on EWT in court. • Time did not have an effect so I police officer does not need to question a witness immediately. <p>E.g. Charlton et al (2000)</p> <ul style="list-style-type: none"> • The parents gave informed consent for themselves and children to be included in the study. • The video cameras placed in the playground could be regarded as an invasion of privacy. • The introduction of TV was naturally occurring so there could be no ethical implications with introducing potentially violent TV. • The study does not support the role of the watershed directly and censorship may be pointless according to these findings. • The study supports the role of the family/social network and community to buffer the effects of TV violence. <p>Look for other indicative content</p>	
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Level	Mark	Descriptor
		AO1: Knowledge and understanding of a criminological research study. AO2: Application/evaluation of knowledge and understanding of a criminological research study.
	0	No rewardable material
Level 1	1-3	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> • Basic description of a criminological study methodology. • Little or no attempt to evaluate the study in terms of practical applications and ethics. <p>Lack of relevant evidence. 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.</p>
Level 2	4-6	<p>Limited attempt at description and evaluation OR good description with or without limited evaluation OR good evaluation with or without limited description.</p> <ul style="list-style-type: none"> • Description of the study methodology. • At least one evaluation (practical application or ethics) explained OR more than one practical and/or ethical evaluation identified without explanation. May be unselective around the practical/ethical evaluation(e.g. GRAVE)

		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. Limited clarity organisation in the response.
Level 3	7-9	<p>Candidate has attempted and answered both injunctions in the question well.</p> <ul style="list-style-type: none"> • Includes breadth of study description – good coverage of the methodology with a range of procedural issues covered (breadth). May be unselective in description (e.g. may include results/conclusions unlinked to practical applications/ethics of the study) • More than one practical application and/or ethics issue explained well. The majority of the evaluation should be focused on practical applications and/or ethics. <p>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.</p>
Level 4	10-12	<p>Candidate has attempted and answered both the injunctions in the question very well.</p> <ul style="list-style-type: none"> • Includes breadth and depth of study description - with depth of detail. Selective use of description e.g. methodology, aims and if used results/conclusions are linked to the practical applications/ethics of the study. • A range/depth of practical applications AND ethical issues explained very well. • The answer is focused on the requirements of the question and highly selective. <p>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 indicative content is present.</p>

Section B – Child Psychology

	Guidance	
	<p>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.</p> <p>One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.</p>	

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Question Number	Question	
B1 (a)	<p>John Bowlby's theory of parent-infant attachment is based on evolutionary principles, among others.</p> <p>Outline what is meant by the evolutionary basis of attachment.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore references to general attachment theory (MDH, internal working model, affectionless psychopathy, 44 juvenile thieves). Examples can gain credit as elaboration (max 1 mark overall for all examples) such as 'a baby cries to draw the attention of the mother to ensure protection'.</p> <p>Ignore psychological research (Lorenz and Harlow).</p> <ul style="list-style-type: none"> • A child should be proximal/close to the parent to survive/eq; • Closeness means that a child can be protected against predation/danger/eq; • The increased chances of survival due to attachment is an evolutionary advantage over more vulnerable species being wiped out/eq; • Imprinting/attachment occurs and a child maintains proximity using behaviours such as crying, clinging/eq; • Imprinting/proximity promoting behaviour is pre-programmed/instinctually driven during a critical/sensitive period to aid survival/eq; • Children are born with the instinct to attach to aid survival/eq; <p>Look for other reasonable marking points.</p>	(2 A01)

Question Number	Question	
B1(b)	<p>Bowlby considered evolution and other ideas within his theory of attachment.</p> <p>Using psychological research, evaluate Bowlby's theory of attachment.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. Max 2 marks for the answer overall if no reference to psychological research (even if not named but clearly identifiable) in the answer.</p>	(4 A02)

	<p>If unsure about psychological research used please contact your team leader.</p> <p>Only max one mark is available overall for critique of research that they have cited.</p> <ul style="list-style-type: none"> • Bowlby’s sensitive period is supported by Lorenz study of precocial species attachment during the first few hours of life, where goslings imprinted to aid survival/eq; • Harlow’s research of rhesus monkeys supports the notion of safe base for attachment as monkey’s preferred comfort of terry cloth mother over nutrition provided by wire mother/sought comfort from cloth mother when exposed to frightening stimuli/eq; • Others have found that the quality of attachment is more important than quantity of contact with the primary caregiver/eq; • Bowlby’s own study, the 44 juvenile thieves, supports the idea of maternal deprivation as deprived juveniles showed signs of affectionless psychopathy/eq; • Bowlby has been criticised for failing to distinguish between privation and deprivation/eq; • His theory was used as a political tool to maintain maternal care post the war and has been criticised for being misogynous/eq; • His theories have been used to improve daycare and hospital practices to ensure consistent substitute or parental care/eq; <p>Look for other reasonable marking points.</p>	
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Question Number	Question	
B1(c) (i)	Identify one study you have learned about in child psychology.	
	Answer	Mark
	<p>One mark for identification of one study (need not be author named/dated but identifiable as a distinct study). These are suggested and there are others – please consult your team leader if you are uncertain.</p> <p>Use the following guide to marking – clearly do not accept dates alone. + = must have / = and/or</p> <ul style="list-style-type: none"> • Bowlby + (1944/6) /44 juvenile thieves study • Belsky and Rovine /(1988)/ Day care study in the first year of life • Rutter and the ERA team/(1998)/English and Romanian Adoptees team study • Curtiss /(1977)/study of Genie/privation of a young girl 	(1 AO1)

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Rutter + (1981)/ Isle of Wight study• Koluchová /(1972)/ study of the Czech twins• Baron-Cohen et al + (1985)/ Sally-Anne task with autistic children• Andersson /(1992)/ Swedish day care study | |
|--|---|--|

The marking guide informs us that many studies can be conducted by one researcher, thus stating the name alone may not be sufficient to identify the study. However, in some classic studies/specification studies, the name alone can be sufficient for credit. No dates get credit alone, candidates can gain full marks for no name but an identifiable description alone.

Question Number	Question	
B1(c)(ii)	Outline one strength of the study you identified in (c)(i).	
	Answer	Mark
	<p>One mark per point/elaboration. Two marks for one strength. If more than one strength mark all and credit the best. Ignore weaknesses. No ID mark.</p> <p>TE: Please review the study identification above the answer then scroll down for marking.</p> <p>If (ci) is blank but (cii) evaluates an appropriate child study, max marks can be given. If (ci) is not a child study (e.g. criminal study or child theory) and (cii) gives a strength of (ci), no marks can be given. If (ci) is incorrect but cii gives a strength of a child study that is clearly identifiable, max 1 mark can be given. If (ci) is correct, but (cii) evaluates a different child study, max 1 mark can be given.</p> <p>Please note that whilst you can see the name of the study above this is not to be included in your marks for this part of the question. You do not mark c(i) it has already been marked.</p> <p>Eg Bowlby (1946) 44 juvenile thieves study</p> <ul style="list-style-type: none"> • He collected qualitative data using interviews with the boys and their family so gathering detailed and in-depth information (1st mark) this in-depth data gains more insight into the children’s backgrounds than a survey might (2nd mark)/eq; • The research has helped improve day care and hospital conditions for many young children and their families (1st mark) Children are now assigned a key worker to replace their attachment figure to minimise deprivation/longer visitation and parental accommodation in hospitals to minimise deprivation (2nd mark)/eq; • An independent social worker was also used to gather the data (1st mark) to ensure that the results were not biased towards Bowlby’s own theory (2nd mark)/eq; • Bowlby (a psychiatrist) and an independent social worker gathered data so gathered a lot of complex detailed data that came from interviews, (1st mark) shedding further light onto family factors affecting relationships (2nd mark)/eq; <p>Eg Rutter and the ERA/English and Romanian Adoptees team study (1998)</p> <ul style="list-style-type: none"> • To check the influence of early privation, they used a control group of English adoptees (1st mark) the control group was important to establish a baseline to study the impact of institutionalisation on the orphans (2nd mark)/eq; 	(2 A02)

	<ul style="list-style-type: none"> • The children were divided into early and late adoptees to cross check the influence of early and late attachment (1st mark) this was important to establish whether the time spent in an institution was a critical variable that could influence the findings (2nd mark)/eq; <p>Eg Curtiss (1977) study of Genie/privation of a young girl</p> <ul style="list-style-type: none"> • As a case study, Curtiss was able to gather lots of detailed in-depth information from a range of research methods (1st mark), such as cognitive tests and observations, to enable cross checking/triangulation of research findings to show validity (2nd mark)/eq; • The study was naturally occurring so ethical in that sense (1st mark) it would be highly unethical to have set up a situation involving privation so using a unique case such as this is seen as a better option (2nd mark)/eq; • Genie was protected by giving her a pseudonym/eq; <p>Look for other reasonable marking points.</p>	
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	Guidance	
	Using the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.	

Question Number	Question	
B2(a)	<p>During your course you will have conducted a practical investigation on a topic in child psychology using either a content analysis or a summary of two article sources.</p> <p>What was the aim/purpose of your practical investigation?</p>	
	Answer	Mark
	<p>Mark according to the levels below.</p> <p>The practical investigation may be a summary of two articles or content analysis.</p> <p>Please read the whole question (a, b and c) to ensure clarity and appropriateness of aim.</p> <p>0 mark No rewardable material. A very unclear aim that may restate the question e.g. to investigate two sources and summarise them.</p>	(2 A03)

1 mark

A simple aim/account of the purpose of the practical investigation so that the examiner can just about identify what was being researched and for what purpose.

Ambitious/unrealistic aim/purpose.

e.g. To see if daycare harms children.

2 marks

A clear aim/account of purpose so that the examiner can clearly identify and understand what was being done. Aims are realistic.

e.g. to see if people believe day care to be harmful or beneficial for children.

	Guidance	
	Using the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.	

Question Number	Question	
B2 (b)	<p>A summary or a content analysis require different methods of gathering information to produce data. They also involve different ways of analysing/summarising the findings.</p> <p>Describe how you went about gathering and analysing/summarising the data for your practical investigation.</p>	
	Answer	Mark
	<p>Mark according to the levels given below.</p> <p>The practical may be a content analysis or summary of two article sources.</p> <p>Please read the whole question (a, b and c) to ensure clarity and appropriateness of aim.</p> <p>Gathering data can involve the planning and sourcing of materials/information (one or all parts can be given full credit equally). It also covers the procedure, sampling, apparatus, controls, coding/theme decisions and justifications given in order to gather the data, keywords used in search for finding sources, research tool (Internet) used, websites reviewed, narrowing of sources, selection and rejection decisions (appropriateness, bias, timeliness, credibility), devising coding units and tallying.</p> <p>Analysing/summarising can involve qualitative and/or quantitative measures such as theme analysis, interpretation, shortening, reviewing, reading, taking down main points, looking for comparisons, totalling, graphs and tables, statistics.</p> <p>No credit for conclusions.</p> <p>0 mark No rewardable material.</p> <p>1 mark Basic and brief comments about gathering or analysing/summarising data.</p>	(3 A03)

	<p>2 marks Either basic comments about gathering AND analysing/summarising their data OR clear and accurate comments about either gathering OR analysing/summarising their data.</p> <p>3 marks Clear and detailed comments about gathering AND analysing/summarising data – you have a very good understanding of how the data was gathered and analysed/summarised for a range of procedures/measures with depth of detail.</p>	
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	Guidance	
	Using the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.	

Question Number	Question	
B2 (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.	
	Answer	Mark
	<p>0 marks No rewardable material.</p> <p>1 mark Brief and basic comments about results and/or conclusions.</p> <p>2 marks Basic and clear comments about results and/or conclusions with some attempt to link to theories, research and/or concepts but this is done in a brief and basic manner. OR very brief conclusion with a vast detailed description of research and theory with little link back to conclusion or practical at all.</p> <p>3 marks Clear and accurate comments about results and/or conclusions that are explained. There is a good attempt to link to theories, research and/or concepts drawn from the approach, but links may lack explanation/depth.</p> <p>4 marks</p>	(4 A03)

	Thorough, clear and detailed comments about results and/or conclusions. There will be a good/detailed explanation of the findings with reference to research, theories and/or concepts drawn from the approach.	
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Question Number	Question	
*B3	<p>Given their modern lifestyles, parents are increasingly choosing to go to work and place their children in daycare. Psychologists often conduct research into daycare to understand its positive and negative effects on children. This is to help parents understand the advantages and disadvantages of daycare.</p> <p>Describe and evaluate research into the advantages and disadvantages of daycare.</p> <p>You must include at least two research studies in your answer.</p>	
	Indicative content	Mark
QWC	<p>Indicative content refer to levels below</p> <p>Research may not be named but should be clearly identifiable.</p> <p>Research studies into daycare are DESCRIPTION.</p> <p>Description (research)</p> <ul style="list-style-type: none"> • Belsky found that early and intensive day care resulted in children being more insecurely attached than children where onset was later and less intensive. • Belsky used the strange situation and found that very young children in high intensity day care (over 20 hours per week) were insecurely attached. • NICHD found that children who attended daycare had more behavioural problems when in school compared to those looked after at home. • NICHD found that daycare children performed better academically. • The NICHD found the positive effects of day care are more evident for children from economically deprived backgrounds as they receive the stimulation, education and resources that may be lacking at home. • Andersson found that good quality day care led to positive social and intellectual advantages. • Andersson's study shows that good quality daycare (in Sweden) was beneficial for children socially, emotionally and cognitively. • Sylva (EPPE) found that there were short term social benefits and long term cognitive benefits of day care. • Howes found that high quality care improved social behaviour of children. • Children who attend day care can be perceived as aggressive due to competition for stimulation and resources in a day care environment. <p>Evaluation (methodology, practical application, ethics)</p> <ul style="list-style-type: none"> • The strange situation may not be a valid tool for assessing 	

	<p>infant attachment as day care involves prolonged separations which they become accustomed to.</p> <ul style="list-style-type: none"> • Studies into day care cannot control all the variables that are significant to a child development, such as temperament, economic background, parenting styles, etc all at the same time. • Longitudinal studies are an excellent way of assessing the long term effects of day care on child development. • Belsky ignores the quality of care as an important factor affecting the outcome of day care studies. • Studies tend not to consider that all children respond differently to day care, some are resilient and thrive whilst other temperaments are shy and suffer from the intensity of day care situations. <p>Look for other indicative content</p>	
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Level	Mark	Descriptor
		AO1: Knowledge and understanding of research into day care. AO2: Application/evaluation of knowledge and understanding of research into day care.
	0	No rewardable material
Level 1	1-3	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> • Basic and limited description of day care/attachment research (e.g. studies not directly into daycare such as Bowlby, Lorenz, Harlow). • Little or no attempt to meet the evaluative demands of the question. <p>Lack of relevant evidence. 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.</p>
Level 2	4-6	<p>Limited attempt at description and evaluation OR good description with or without limited evaluation OR good evaluation with or without limited description.</p> <ul style="list-style-type: none"> • Description of day care research including one or more research study. Answer largely focused on research into daycare directly (not Bowlby, Lorenz and Harlow exclusively). • At least one evaluation (methodology, application and/or ethical issue) of daycare research. <p>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. Limited clarity organisation in the response.</p>

<p>Level 3</p>	<p>7-9</p>	<p>Candidate has attempted and answered both injunctions in the question well.</p> <ul style="list-style-type: none"> • Includes breadth of knowledge and understanding of day care research/assumptions, showing good understanding. Showing a balance of the advantages and disadvantages of daycare research. Answer largely focused on research into daycare directly (unlikely to include irrelevant research) • At least two research studies in the answer. • Some issues of methodology, application and/or ethics or other evaluation issues explained well related to day care research. (2 or more) <p>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.</p>
<p>Level 4</p>	<p>10-12</p>	<p>Candidate has attempted and answered both the injunctions in the question very well.</p> <ul style="list-style-type: none"> • Includes breadth and depth of research into daycare – showing a balance of the advantages and disadvantages of daycare done very well. Answer focused on research into daycare directly. • At least two research studies of daycare used very well. • Very good evaluation of daycare research (e.g. A range of methodological/application/ethical issues explained very well). <p>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 indicative content is present.</p>

Section C – Health Psychology

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

	Guidance	
	<p>Using the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.</p>	

Question Number	Question	
C1 (a)(i)	<p>A health psychologist has been asked by a local health authority to assess the effects of a new substance claimed to produce a 'legal high' (a drug that is used recreationally and is not banned).</p> <p>Describe how the health psychologist might conduct research on humans into the effects of the new substance. Make it clear which research method the psychologist might use and the procedure they could follow.</p>	
	Answer –	Mark
	<p>One ID mark for an appropriate research method that could be used to test the legal high drug on humans e.g. cognitive testing, scanning, surveys, volunteer/existing drug user experiments. Three further marks for describing how the research method could be used/procedure to be followed.</p> <p>If more than one method identified, mark all and credit the best.</p> <p>Max 2 for generic descriptions of a research method without any reference to drug research/legal high. E.g. one mark for the first generic point and one mark for the second generic point, but no further generic marks, the third MUST be specific to drug research/legal high/substance abuse research.</p> <p>Please refer to the scenario above to contextualise the</p>	(4 A03)

candidate's answer.

Surveys can be seen as one research method, involving both interviews and questionnaires or just one.

Ignore animal research, **no credit** for any research that could be regarded as wholly unethical (e.g. giving drugs to children) but bear in mind that drug research can involve studying existing users as volunteers.

- (ID) Cognitive tests/scanning/eq;
- Ask volunteer users of the legal drug to perform cognitive tests, such as memory test to examine psychological effects/eq;
- Use a scan to assess the effects of the legal drug on the functioning of the brain during a cognitive task/eq;
- Examine what parts of the brain are used/affected whilst taking the drug/eq;
- Compare the task in a non-drug user to compare the effects/eq;

- (ID) Questionnaire/interview/survey/eq; [no list mark for types of questionnaire without explanation]
- Design a questionnaire to administer to users and non-users of the drug/eq;
- Ask users of the drug to report psychological and physical effects/eq;
- Use open ended questions to gather qualitative data on how the participant feels when taking the drug/eq;
- Use closed ended questions to gather quantitative information on how many times the participant uses the drug etc/eq;

- (ID) Experiment
- Use existing users of the legal drug as volunteers and voluntarily administer drugs under controlled conditions/eq;
- The IV could be level of legal drug/drug and placebo/eq;
- The DV a psychological measure of its effect such as a concentration task/behavioural change/eq;
- There is an IV that is changed and a DV that is measured (generic)/eq;
- Control other effects by eliminating other distractions or making sure other drugs are not taken at the same time/eq;
- Assess the effects of the drug using qualitative measures, such as behavioural patterns and verbal remarks to examine psychological effects/eq;
- Use quantitative measures such as heart rate, blood pressure to examiner physiological effects/eq;

Look for other reasonable marking points.

Question Number	Question	
C 1(a)(ii)	<p>In your answer to (a)(i) you will have described a particular research method.</p> <p>Outline one weakness of the research method you used in (a)(i).</p>	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore research methods that relate to animal drug research.</p> <p>No credit for examples of psychological research e.g. Blattler.</p> <p>TE: If ai is blank but an appropriate weakness of a research method is given in aii, full marks can be given if the research method is identifiable and weaknesses clear.</p> <p>If ai is wrong/inappropriate (animal research/an unethical study) but aii clearly evaluates the research method identified and does so well, max 1 mark can be given.</p> <p>If ai is incorrect, but aii actually identifies and evaluates an appropriate research method in terms of its weakness, max 1 mark.</p> <p>If ai is correct, but aii evaluates a different research method, no marks can be given.</p> <p>Eg Cognitive tests/experiments</p> <ul style="list-style-type: none"> • Can pose ethical issues even though existing drug users may volunteer it still may be seen as contrived or forced (1st mark) ex/drug users who volunteer may have alternate reasons for wanting to participate and this gives them the opportunity to receive drugs legitimately (2nd mark)/eq; • Lacks ecological validity as unnatural tests are performed in a lab environment (1st mark) So the experimental tests may not represent real life behaviour (2nd mark)/eq; • Participants may be different as the environment can affect the drug users behaviour (1st mark) the results may not represent real life responses to drug use and ignore social conditions in which people often take drugs (2nd mark)/eq; <p>Eg Survey</p> <ul style="list-style-type: none"> • Participants may not tell the truth about their drug use so distort the results (1st mark) this is because drug taking is a sensitive topic so participants may cover up/exaggerate the extent of their drug misuse (2nd mark) /eq; • Participants may give a socially desirable answer and say what they believe they should say (1st mark), which would affect the validity of the findings as all responses will be skewed to social norms/values (2nd mark)/eq; • Closed questions may not offer the opportunity to give the detailed response or actual response the participant would want to give/eq; 	(2 A03)

	<ul style="list-style-type: none"> Open questions are open to interpretation by the researchers (1st mark), such subjectivity will lead to bias and could affect the validity of the research (2nd mark)/eq; <p>Look for other reasonable marking points.</p>	
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Question Number	Question	
C1(b)	Explain why psychologists might prefer to use humans, rather than animals, when investigating the effects of drugs.	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore weaknesses of human research.</p> <p>Ignore human ethical guidelines</p> <p>Max 2 if not contextualised in terms of drugs.</p> <ul style="list-style-type: none"> Animals are behaviourally/genetically/physiologically different to humans so findings may not be generalisable (1st mark). Drugs affect the brain and as humans have more complex nervous system/cognitive abilities, comparisons are hard to make (2nd mark)/eq; Qualitative information can be gathered from human participants which is much more difficult to gather from animals/eq; Humans have subjective experiences especially when 'high' that can be studied that animals cannot report/eq; Animals may react differently to some drugs compared to humans (e.g. Thalidomide) (1st mark) The effect of the drugs are different because of the difference in the nervous systems of humans and animals so the findings may not apply (2nd mark)/eq; <p>Look for other reasonable marking points.</p>	(3 A03)

Question Number	Question	
C2 (a)	<p>During your course you will have studied the investigation conducted by Blättler et al (2002).</p> <p>State one aim of Blättler et al's study.</p>	
	Answer	Mark
	<p>One mark for the aim of Blättler's study. Ignore procedure, results, and conclusions. If more than one aim stated, mark all and credit the best.</p> <p>Ignore 'methadone' being administered. Take care that they say heroin was used as a treatment, not cocaine used as treatment.</p> <ul style="list-style-type: none"> • To see if prescribed heroin would reduce cocaine misuse for addicts/eq; • To investigate the variables affecting cocaine misuse/eq; • To see if a drug maintenance programme was successful on poly-drug users/eq; <p>Look for other reasonable marking points.</p>	(1 AO1)

Question Number	Question	
C2(b)	<p>Blättler et al (2002) used standardised procedures to ensure that the participants experienced similar conditions during the study.</p> <p>Outline two ways that Blättler et al used controls in their study.</p>	
	Answer	Mark
	<p>One mark per control outlined (not just stated). Ignore general descriptions of controls. If more than two controls used, mark all and credit the best two.</p> <ul style="list-style-type: none"> • All participants gave informed consent as part of the rehabilitation programme and study/eq; • Participants continued to live their normal lives to ensure realistic findings/eq; • Counselling was made compulsory for all patients/eq; • A standardised questionnaire was used in the interviews, which asked the same questions to each drug user/eq; • Independent interviewers were used to prevent researcher bias/eq; • Urine samples were taken regularly to ensure the participants were not taking any drugs/deceiving the experimenters/eq; • The researchers had the programme approved by an ethical committee (Swiss Academy of Medical Sciences)/eq; 	(2 AO1)

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|--|--|--|
| | <ul style="list-style-type: none">• A safety assurance group was used to monitor the treatments as participants went through the programme/eq; | |
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Look for other reasonable marking points.

Question Number	Question	
C2(c)	Evaluate Blättler et al's (2002) study in terms of either generalisability or ethics.	
	Answer	Mark
	<p>One mark per point/good elaboration. Ignore comments relating to validity, reliability and application. If both generalisability and ethics mark all and credit best.</p> <p>Ethics</p> <ul style="list-style-type: none"> • Participants gave full consent to take part in the study as part of the rehabilitation programme/study AND/OR There was a right to withdraw from the programme/study at any time/eq; [either comment is fine but both cannot get further credit unless sufficient elaboration] • The study was approved by the national medical ethics committee/eq; • A few of the participants did withdraw from the study, showing that the right to withdraw was enforced/eq; • Some argue that replacing one drug with another drug is morally wrong/eq; • Blättler et al did not conduct primary research, but used an existing drug programme. Therefore, many ethical issues were avoided/eq; <p>Generalisability</p> <ul style="list-style-type: none"> • Generalisability was limited to a specific set of drug users with mental health issues and high drug misuse/eq; • The findings cannot therefore be generalised to more 'typical' low use drug users/eq; • The large sample of 266 participants is a sample from which generalisations can be made to the target population for specific drug users/eq; • There was no significant drop out rate that could have affected the study/eq; • As the interviews were carried out on 266 participants, there was incomplete data on the majority of the patients who entered the original programme/eq; • There was a male bias in the sample but this represents the ratio of drug users in the population/eq; • The study was conducted in Switzerland, which has a culturally specific drug scene/treatment programme which may not be applicable to other cultures/eq; <p>Look for other reasonable marking points.</p>	(2 A02)

Question Number	Question	
C2(d)	<p>Heroin dependency is commonly treated using drug therapy, such as methadone.</p> <p>Evaluate drug therapy as a treatment for heroin dependency.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. Reject 'heroin is more addictive than methadone' and 'heroin has worse withdrawal symptoms than methadone'.</p> <ul style="list-style-type: none"> • Drug addicts can break away from the criminal aspects of heroin abuse as they no longer require the finances to obtain illegal drugs/eq; • Quality of life is improved as abuse, prostitution, theft etc are reduced and risks lowered/eq; • Reduced risk of needle sharing issues as oral administration/eq; • Controlled drug use has less risk of overdose as prescribed carefully/eq; • If taken as a cocktail drug, with other substances, overdose can be a risk/eq; • Substitute drugs may end up on the black market/eq; • There is always the risk of addiction/side effects associated with the substitute drug/eq; • Blättler et al found that cocaine addiction decreased when using substitute drug therapy so drug therapy works/eq; • Methadone is difficult to overdose on as it is supplied in controlled measures/eq; • Methadone is very expensive and costly to the health service to provide and administer/eq; [reject just 'more expensive'] • Methadone has worse withdrawal symptoms than heroin which can be more distressing for the drug taker/eq; • The patients need the motivation to give up drugs otherwise the treatment will not be successful/they will not wean off/eq; <p>Look for other reasonable marking points.</p>	(4 AO2)

	Guidance	
	Using the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.	

Question Number	Question	
*C3	<p>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.</p> <p>Describe and evaluate one biological explanation of drug addiction that could be used to understand Elizabeth's drug misuse.</p> <p>You must refer to Elizabeth in your answer.</p>	
	Indicative content	Mark
	<p>Mark according to levels below.</p> <p>Ignore non-biological explanations.</p> <p>The one explanation should be either genetics or neurotransmitters - the two maybe used together as one explanation with a good link.</p> <p>Description Neurotransmitters</p> <ul style="list-style-type: none"> • Her drug misuse can be explained by a significant change to the neurotransmitter action in the brain. • Stimulants or depressants alter the balance of neurotransmitters and affect mood and behaviour. • Her natural production of neurotransmitters needs to be substituted with drugs to function normally. • Drug taking results in physiological dependency which results in a need to take the drug to feel normal. • She takes the drug to prevent unpleasant withdrawal effects such as sickness. • She may use more of the drug because her body has become tolerant to lower doses. • She takes the drugs to produce pleasant effects due to chemical action. <p>Genetics – Look for quality rather than quantity</p> <ul style="list-style-type: none"> • She may be genetically predisposed to drug addiction due to certain genes such as the mu-opioid gene implicated in 	(12)

	<p>addiction.</p> <ul style="list-style-type: none"> • She may be an addictive genotype which has been inherited from her parent(s). • Reward deficiency syndrome can explain why she may seek out drugs that affect the dopamine/endorphin system. <p>Evaluation</p> <ul style="list-style-type: none"> • Twin and family studies have shown an increased risk of addiction demonstrating a genetic basis for addiction. • The biological approach ignores the role of nurture in that addiction can be explained by reinforcement, social learning or peer pressure. • Neurological activity in the brain of addicts have been shown to be different to non-addicts, supporting a biological basis for addiction. • Animal studies have shown biochemical changes in the brain due to drug misuse, supporting the biochemical theory. • Withdrawal symptoms due to biochemical crash support the biochemical theory of addiction. • Many people try and infrequently use drugs, such as alcohol, but not all become addicted, suggesting individual differences rather than a wholesale biological explanation. • There are cultural differences and sub-cultural differences that cannot be explained by the biological approach. • The learning explanation of addiction is closely related as it builds upon the need for pleasure, avoidance of withdrawal effects and reinforcement. • The learning explanation is the nurture side whereas the biological explanation is the nature side of the debate. • The biological approach explains physiological dependency whilst the learning approach explains psychological dependency. • The learning approach can explain the cultural differences in types of drug taken – due to reinforcement, which the biological explanation does not address. <p>Look for other indicative content</p>	
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Level	Mark	Descriptor
		AO1: Knowledge and understanding of the biological explanation of addiction. AO2: Application/evaluation of knowledge and understanding of the biological explanation of addiction.
	0	No rewardable material
Level 1	1-3	Candidates will produce brief answers, making simple statements showing some relevance to the question. <ul style="list-style-type: none"> • Basic and brief description of one biological explanation – likely to be no reference to Elizabeth.

		<ul style="list-style-type: none"> • Little or no attempt to meet the evaluative demands of the question. <p>Lack of relevant evidence. 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.</p>
Level 2	4-6	<p>Limited attempt at description and evaluation OR good description with or without limited evaluation OR good evaluation with or without limited description.</p> <ul style="list-style-type: none"> • Description of one biological explanation, likely to be no reference to Elizabeth. • At least one evaluation point explained or a range of issues identified without explanation. <p>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. Limited clarity organisation in the response.</p>
Level 3	7-9	<p>Candidate has attempted and answered both injunctions in the question well.</p> <ul style="list-style-type: none"> • Good description of one biological approach as it refers to Elizabeth. • Good clear evaluation of the biological approach with at least two points explained well. <p>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.</p>
Level 4	10-12	<p>Candidate has attempted and answered both the injunctions in the question very well.</p> <ul style="list-style-type: none"> • Includes breadth and/or depth (quality and/or quantity) of description of one biological approach to explaining Elizabeth's addiction specifically, done very well. • A range of evaluative comments made very well. <p>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 indicative content is present.</p>

Section D – Sport Psychology

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

Question Number	Question	
D1(a)	Define the term 'arousal' as it is used in psychology.	
	Answer	Mark
	<p>One mark per point/elaboration. Max 1 mark for a general description of arousal without any reference to sport.</p> <ul style="list-style-type: none"> • Arousal is a physiological state involving the autonomic nervous system/eq; • The sympathetic division of the ANS increases arousal (fight or flight)/eq; • The parasympathetic division of the ANS depresses arousal to return to a normal physiological state of functioning/eq; • In sport psychology arousal may be necessary for sporting activities that involve physical exertion/eq; • In sport psychology high levels of arousal are undesirable and can cause exhaustion or lack of concentration/eq; <p>Look for other reasonable marking points.</p>	(2 AO1)

Question Number	Question	
D1(b)	<p>Sarah was training for the Olympic archery team. She often used the target practice field after everyone else had left for the day. She felt she was making progress, but when asked to train in front of her team mates she did not perform as well.</p> <p>Using psychological research you have studied in sport psychology, explain why Sarah may not have performed as well in front of an audience.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. Research (studies, theories) should be mentioned, even if not explicitly named – if no research/theory (just concepts) max 2 marks. Max 2 if no reference to Sarah.</p> <ul style="list-style-type: none"> • Sarah may have suffered from higher levels of arousal beyond the optimum level according to the inverted U hypothesis/eq; • The concentration needed for archery is high so she requires only slight arousal/eq; • Sarah may be less experienced than other archers, so high levels of arousal due to being watched would have affected her more than the more advanced archers/eq; • Cottrell (1968) stated that unsupportive audience can lead to evaluation apprehension and this would affect her performance/eq; • Aiello and Kolb found that audience affected less skilled workers, supporting the notion that Sarah may not be as proficient at archery and the audience is reducing her performance/eq; <p>Look for other reasonable marking points.</p>	(4 A02)

Question Number	Question	
D1(c)(i)	Identify one study you have learned about in sport psychology.	
	Answer	Mark
	<p>One mark for identification of a study in sport psychology – need not be named and dated but clearly identifiable as a research study. If you are unsure whether the study is genuine or fully identified please contact your team leader.</p> <ul style="list-style-type: none"> • Boyd and Munroe (2003) Imagery and climbing study. • Cottrell et al (1968) audience effect study. • Koivula (1995) Gender and sporting participation study. • Craft et al (2003) Anxiety and sport performance correlation study. 	(1 A01)

	There are others.	
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Question Number	Question	
D1(c)(ii)	Outline one strength of the study you identified in (c)(i).	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore weaknesses</p> <p>TE: The study evaluated must be the study identified in ci, if the strength in cii does not match the study identified in ci, no marks can be given. If ci is blank but cii correctly and clearly gives a strength of an appropriate sport study that can be identified in the answer, then full marks can be given.</p> <p>Boyd and Munroe</p> <ul style="list-style-type: none"> • A standardised questionnaire was used to ensure each sports person experienced the same questions/eq; (one mark) • The SIQ has been tested for consistency in research and reliable findings can be made with the same questionnaire as comparison/eq; (2 marks) <p>Koivula</p> <ul style="list-style-type: none"> • The questionnaire used is standardised and established as a consistent measure of sex typing/eq; (1 mark) • The questionnaire included filler questions to ensure participants did not guess the aim of the study and alter their answers/eq; (1 mark) • The questionnaire is standardised and established as a consistent measure of sex typing, using filler questions to avoid demand characteristics/eq; (2 marks) <p>Look for other reasonable marking points.</p>	(2 A02)

	Guidance	
	Using the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.	

Question Number	Question	
D2(a)	During your course you will have conducted a practical investigation on a topic in sport psychology using either a content analysis or a summary of two article sources. What was the aim/purpose of your practical investigation?	
	Answer	Mark
	<p>Mark according to the levels below.</p> <p>The practical investigation may be a summary of two articles or content analysis.</p> <p>Please read the whole question (a, b and c) to ensure clarity and appropriateness of aim.</p> <p>0 mark No rewardable material. A very unclear aim that may restate the question e.g. to investigate two sources and summarise them.</p> <p>1 mark A simple aim/account of the purpose of the practical investigation so that the examiner can just about identify what was being researched and for what purpose. Ambitious/unrealistic aim/purpose. e.g. to see if sports people use imagery.</p> <p>2 marks A clear aim/account of purpose so that the examiner can clearly identify and understand what was being done. Aims are realistic. e.g. to see whether sports people self report the use of imagery as a performance technique</p>	(2 A03)

Question Number	Question	
D2(b)	<p>A summary or a content analysis require different methods of gathering information to produce data. They also involve different ways of analysing/summarising the findings.</p> <p>Describe how you went about gathering and analysing/summarising the data for your practical investigation.</p>	
	Answer	Mark
	<p>Mark according to the levels given below.</p> <p>The practical may be a content analysis or summary of two article sources.</p> <p>Please read the whole question (a, b and c) to ensure clarity and appropriateness of aim.</p> <p>Gathering data can involve the planning and sourcing of materials/information (one or all parts can be given full credit equally). It also covers the procedure, sampling, apparatus, controls, coding/theme decisions and justifications given in order to gather the data, keywords used in search for finding sources, research tool (Internet) used, websites reviewed, narrowing of sources, selection and rejection decisions (appropriateness, bias, timeliness, credibility), devising coding units and tallying.</p> <p>Analysing/summarising can involve qualitative and/or quantitative measures such as theme analysis, interpretation, shortening, reviewing, reading, taking down main points, looking for comparisons, totalling, graphs and tables, statistics. No credit for conclusions.</p> <p>No credit for conclusions.</p> <p>0 mark No rewardable material.</p> <p>1 mark Basic and brief comments about gathering or analysing/summarising data.</p> <p>2 marks Either basic comments about gathering AND analysing/summarising their data OR clear and accurate comments about either gathering OR analysing/summarising their data.</p> <p>3 marks Clear and detailed comments about gathering AND analysing/summarising data – you have a very good understanding of how the data was gathered and</p>	(3 A03)

	analysed/summarised for a range of procedures/measures with depth of detail.	
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Question Number	Question	
D2 (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.	
	Answer	Mark
	<p>0 marks No rewardable material.</p> <p>1 mark Brief and basic comments about results and/or conclusions.</p> <p>2 marks Basic and clear comments about results and/or conclusions with some attempt to link to theories, research and/or concepts but this is done in a brief and basic manner. OR very brief conclusion with a vast detailed description of research and theory with little link back to conclusion or practical at all.</p> <p>3 marks Clear and accurate comments about results and/or conclusions that are explained. There is a good attempt to link to theories, research and/or concepts drawn from the approach, but links may lack explanation/depth.</p> <p>4 marks Thorough, clear and detailed comments about results and/or conclusions. There will be a good/detailed explanation of the findings with reference to research, theories and/or concepts drawn from the approach.</p>	(4 A03)

Question Number	Question	
*D3	<p>To prepare for the 2012 Olympics, the Head Coach is trying out new techniques with the team to improve their sporting performance.</p> <p>Describe and evaluate one psychological technique that the Head Coach might use with the team to improve sporting performance.</p> <p>As part of your evaluation you must compare your chosen technique with a different technique that can also be used to improve performance.</p>	
	Indicative content	Mark
	<p>Mark according to the levels below</p> <p>If more than one technique credit the best. Suitable techniques include imagery, goal setting, attribution retraining, learning theories. There are others.</p> <p>Description e.g. Imagery</p> <ul style="list-style-type: none"> • The coach could use imagery to visualise winning a match. • The coach could imagine the feeling of winning and receiving a gold medal. • The team could imagine the muscular power/breathing during a good match. • Imagery requires visualising and feeling the desired goal. • Imagery allows the athlete to put themselves 'mentally' into the situation of winning which acts as a motivation. • Mental rehearsal of the imagery can increase familiarity and confidence and reduce anxiety. • Cognitive general imagery involves the imagining of overall success. • Cognitive specific imagery concerns picturing success at a specific skill. <p>e.g. Goal setting</p> <ul style="list-style-type: none"> • Target/goal setting would involve the coach setting specific targets to achieve in the sport. • The coach might set a goal of the team beating their current time as it would act as a motivation to succeed. • The goal needs to be SMART because unsmart targets could be demotivating for the team. • Goals must be Specific, Measurable, Achievable /attainable /appropriate, realistic and time measured. • Goals can be performance based on a specific skill or outcome based on overall winning. • Specific targets should not be vague so that a specific goal can be focused upon eg service hand. 	

- Measurable targets allow a benchmark to be set so that improvement can be monitored to show improvement.
- Appropriate targets are relevant to the sportsperson.
- Realistic targets are not too difficult or easy so demotivation through underperformance or unachievable aims.
- Time based targets encourage and sustain motivation for appropriate time period.

Evaluation

e.g. Imagery

- Feltz and Landers (1983) found that overall studies found imagery to be better than no mental imagery at all.
- Imagery is not a substitute for physical practice.
- Isaac (1992) found that high imagery trampolinists performed better the low and no imagery groups.
- Research into imagery has been experimental, so the technique lacks field trials to achieve validity.
- Imagery is quite specific and may lead to greater physical practice of the skill, which would account for the improvement rather than the imagery itself.

e.g. Goal setting

- Mellalieu (2005) found that SMART targets set for rugby players showed considerable sporting improvement in those skills compared to the skills that were not targeted.
- Because self generated targets are most effective, this itself may be intrinsically motivational.
- Targets that are unrealistic may not be achieved and act as a demotivator.
- Goal setting, unlike imagery, is more likely to involve physical practice which will improve performance.

Comparison

e.g. Imagery and goal setting

- Goal setting involves practical/physical activity whereas imagery involves mental/cognitive activity.
- Both techniques allow the athlete to motivate themselves intrinsically through visualising the goal or meeting set targets.
- The techniques have rarely been experimentally tested with high performing sportspeople, so may only be useful where improvement can be considerable rather than discrete.
- Both have been tested using field studies so the findings are likely to be valid as they are about actual sporting performance
- Boyd and Munroe found differences in imagery use between track and field athletes and climbers.
- There are other factors that could affect performance, such as audience, fitness etc, it would be difficult to accurately measure the success of either technique on

	sporting performance. • Goal setting requires physical effort compared to the relative lack of effort required in imagery.	
Look for other indicative content		

Level	Mark	Descriptor
		AO1: Knowledge and understanding of a technique to improve sporting performance. AO2: Application/evaluation of knowledge and understanding a technique to improve sporting performance.
	0	No rewardable material
Level 1	1-3	Candidates will produce brief answers, making simple statements showing some relevance to the question. <ul style="list-style-type: none"> • Basic and brief description of a psychological technique. • Little or no attempt to meet the evaluative demands of the question. <p>Lack of relevant evidence. 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.</p>
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other <ul style="list-style-type: none"> • Basic description of one psychological technique. • At least one appropriate evaluation comment made well or a range of evaluation comments that are not explained. <p>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. Limited clarity organisation in the response.</p>
Level 3	7-9	Candidate has attempted and answered both injunctions in the question well . <ul style="list-style-type: none"> • A good understanding of one psychological technique explained with detail. • A range of evaluation explained well, with an attempt to compare to a different psychological technique. <p>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</p>

		likely to be present.
Level 4	10-12	<p>Candidate has attempted and answered both the injunctions in the question very well.</p> <ul style="list-style-type: none"> • Includes breadth and depth of one psychological technique very well described, clearly and accurately. • A range of evaluation points made very well including clear well explained comparison with a different technique to improve performance. <p>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 indicative content is present.</p>

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