

Mark Scheme (Results)

Summer 2012

GCE Psychology (6PS03) Paper 01  
Applications of Psychology

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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 – GCE Psychology

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 in questions A1 and A2. For elaboration of a marking point also award one mark UNLESS otherwise stated.</p> <p>Levels marking is applied to question A1bii, A2a, A3.</p>	

Question Number	Question	
<b>A1(a)</b>	<p>Psychologists are interested in studying anti-social behaviour and other issues in criminological psychology.</p> <p>Define the term 'anti-social behaviour'. You may wish to use an example to explain your answer.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. No credit for definitions of 'unsociable' behaviour. Max one mark for examples of anti-social behaviour or the ASBO. Reject one word examples. Behaviour that goes against morals/social norms will not get credit unless adds an element of affecting someone else (e.g. not seen as acceptable/behaviour that is not approved of/not liked/deemed deviant by society/damaging to society)</p> <p>Ignore reference to cultural/social relativism unless the answer has already achieved one mark for an accurate definition and this point elaborates.</p> <ul style="list-style-type: none"> <li>Ignore reference to definite illegal activities such as GBH/ABH, mugging, violence, OR reference to behaviour that is not anti-social such as running across a trainline to prevent being hit by a train and ignore vague behavioural examples such as 'inappropriate behaviour/nuisance behaviour' on its own.</li> </ul> <p>Definitions:</p> <ul style="list-style-type: none"> <li>Anti-social behaviour may not be legally defined as a criminal activity /eq;</li> <li>Behaviour that causes harm/suffering/upset/distress to others/eq;</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>An example of anti-social behaviour could be abusive language/drunken disorder/any useful example/ that threatens/offends others/eq;</li> <li>The ASBO was introduced to prevent antisocial behaviour and create community harmony/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 AO1)</b>

Question Number	Question	
<b>A1(b)(i)</b>	Describe <b>one</b> research method as it is used in criminological psychology. In your answer you must refer to how the research method is used in criminological psychology.	
	Answer	Mark
	<p>One mark per point/elaboration. Answers may include: laboratory experiment, field experiment/study, natural experiment, there are others – accept any research method that could feasibly be used in criminological psychology (eg survey, observation, correlation, meta-analysis) if described in a criminological context at least once. Ignore evaluation</p> <p>NO ID mark.</p> <p>Max 2 mark for generic descriptions of a research method (without any reference to criminological psychology/EWT i.e. it is not enough to say 'one research method used in criminal psychology is...', the answer must refer to HOW the method is used in criminological psychology/an example of research is used to contextualise the answer in terms of how it has been used/even evaluation comments that refer to how a research method is used can provide a context even if not marked in this answer. If done once, the rest of the answer can be marked without max).</p> <p><b>Only</b> if the description of a study clearly adds to the description of the method (ignore aims, findings, conclusions), over and above what has already been described, can credit for the additional material be given.</p> <p>Eg Laboratory experiment</p> <ul style="list-style-type: none"> <li>• An incident is set up in a controlled/strict <b>and</b> artificial environment such as a laboratory for a witness to experience/eq;</li> <li>• The incident may be a video or slide show footage/eq;</li> <li>• Control of variables can lead to a cause and effect conclusion being drawn from the research/eq;</li> <li>• The IV manipulated concerns a factor that affects witnesses (eg weapon focus, leading questions, etc)/eq;</li> <li>• The DV that is measured typically involves amount or quality of recall about the incident/eq;</li> <li>• [OR as an alternative to the two marking points above] the IV is manipulated and DV measured/eq;</li> </ul> <p>Eg field experiment</p> <ul style="list-style-type: none"> <li>• An incident is set up by a researcher in a natural environment/in the field for a witness to experience/eq;</li> <li>• The incident occurs in an environment typical of witnessing a real event/eq;</li> <li>• The IV manipulated concerns a factor that affects witnesses (eg weapon focus, leading questions, etc)/eq;</li> <li>• The DV that is measured typically involves amount or quality of recall about the incident/eq;</li> <li>• The researcher tries to control as many factors as possible within the field setting/eq;</li> <li>• The aim is to establish a cause and effect conclusion/eq;</li> </ul>	<b>(4 AO3)</b>

Eg Survey

- A questionnaire or interview is constructed to investigate the beliefs/opinions of witnesses/suspect/criminals/eq;
- Questions are asked about the nature of the incident they have witnessed/type and reason for offences committed/eq;
- The aim is to explore the nature of the criminal mind/witnesses beliefs to further progress research in the area/eq;
- Closed questions, such as 'did you see the criminal', are used to create quantifiable data for analysis/eq;
- Open questions, such as 'how did you feel about the crime', are used to gather qualitative data about the incident/eq;

Eg Natural study

- A natural study/experiment is conducted when an incident related to criminal psychology occurs without manipulation of the situation/eq;
- A natural event could be the witnessing of a crime and asking the initial witnesses to recall the event later on/eq;
- The researchers investigate dependent variables, such as the accuracy of recall of a real event, as it occurred naturally/eq;
- The event would have occurred in a natural setting for the witness rather than be set up/eq;

**Look for other reasonable marking points.**

	Guidance	
	Use 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. Please read the whole response before crediting	

Question Number	Question				
<b>A1(b)(ii)</b>	Outline <b>one</b> strength and <b>one</b> weakness of the research method you described in (b)(i).				
	Answer	Mark			
	<p>Mark according to the levels below. There are use the levels twice; once for the strength and once for the weakness.</p> <p>Two marks for one strength and two marks for one weakness. If more than one strength/weakness mark all and credit best. No credit for examples of research e.g. Loftus.</p> <p><b>TE:</b> If (b) (i) is blank, but (ii) evaluates an appropriate research method that could be used in criminological psychology all marks can be given.</p> <p>If (i) is incorrect and (ii) correctly evaluates a method used in criminological psychology, max 2 marks.</p> <p>If (ii) evaluates a different research method than that given in (i) then no marks can be given.</p> <p><b>Levels</b></p> <table border="1"> <tr> <td><b>0 mark</b> No rewardable material</td> </tr> <tr> <td><b>One mark</b> A basic outline of a strength/weakness clearly identified. e.g. The field experiment has ecological validity and would represent a real witness experience.</td> </tr> <tr> <td><b>Two marks</b> A strength/weakness clearly explained <b>with</b> elaboration. The field experiment has ecological validity and would represent a real witness experience so behaviour would therefore be spontaneous and natural.</td> </tr> </table> <p><b>Indicative content</b> Eg Field experiment Strengths</p> <ul style="list-style-type: none"> <li>• The field experiment has ecological validity and would represent a real witness experience.</li> <li>• Behaviour would therefore be spontaneous and natural.</li> <li>• The lack of control is an environment which would be realistic for a witness.</li> <li>• Participants are often gained opportunistically which would</li> </ul>	<b>0 mark</b> No rewardable material	<b>One mark</b> A basic outline of a strength/weakness clearly identified. e.g. The field experiment has ecological validity and would represent a real witness experience.	<b>Two marks</b> A strength/weakness clearly explained <b>with</b> elaboration. The field experiment has ecological validity and would represent a real witness experience so behaviour would therefore be spontaneous and natural.	<b>(4 AO3)</b>
<b>0 mark</b> No rewardable material					
<b>One mark</b> A basic outline of a strength/weakness clearly identified. e.g. The field experiment has ecological validity and would represent a real witness experience.					
<b>Two marks</b> A strength/weakness clearly explained <b>with</b> elaboration. The field experiment has ecological validity and would represent a real witness experience so behaviour would therefore be spontaneous and natural.					



represent real witnesses well.

- Real witnesses often represent a good cross section of society rather than pre-selected group.

#### Weaknesses

- Sometimes it can be unethical to expose a participant to a real event if using a crime/incident scenario.
- Real life exposure can cause distress and harm to participants which is against the guidelines.
- It is difficult to get informed consent and/or give the right to withdraw as participants are used in their natural setting.
- Field experiments may not be able to control extraneous variables that could affect participant testimony/memory.
- However, a lack of control is realistic to what a real witness would experience.
- It is hard to replicate field experiments exactly because of the lack of controls.
- In a field environment it is likely that each situation will be different.

#### Laboratory experiment

##### Strengths

- The exposure to a staged incident, such as video footage, does not cause the undue stress of a field experiment in a real life setting **(1st mark)** and participants can be given the right to withdraw in case they feel any undue stress **(2nd mark)**.
- Participants can be given informed consent and the right to withdraw, which may be absent in a field experiment.
- There is a high level of standardisation so all participants experience the same procedure.
- The level of control makes the procedure consistent and the results are likely to be the same again and again.
- Lab experiments control for extraneous variables that may affect EW recall.

##### Weaknesses

- Lab experiments lack realism compared to a real life situation.
- This means that behaviour may not be spontaneous or natural.
- Participants are often pre-selected and may form a homogenous sample unlike real witnesses.
- Interviewing in a lab using a questionnaire for example is not like real life.
- In real life they are likely to be interviewed by police at the scene or police station.

#### Survey

##### Strengths

- A survey gathers qualitative information that is rich and detailed so meaningful discourses/beliefs can be explored **(1st mark)** and/or quantitative information that can be statistically analysed and generalised to populations **(2nd mark)**.
- Surveys can give useful insights into EW feelings and beliefs that may not be disclosed any other way.
- They may give honest answers about their performance as an EW that they would not confess to under laboratory conditions.

##### Weaknesses

- A survey of criminal behaviour or eyewitness accuracy can lead to demand characteristics and false answers **(1st mark)** as the interviewee may change their behaviour to meet the demands of

	<p>the question or lie <b>(2nd mark)</b>.</p> <ul style="list-style-type: none"><li>• Questions asked may be leading the witness and create confabulated memory.</li><li>• A survey only asks for beliefs, which cannot conclusively prove a cause and effect relationship between variables.</li></ul> <p><b>Look for other reasonable marking points.</b></p>	
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Question Number	Question	
<b>A2(a)</b>	<p>One explanation for anti-social behaviour comes from social learning theory. This theory explains anti-social behaviour as a result of observation and imitation of a role model. It has been found that anti-social/criminal role models who are imitated possess certain characteristics.</p> <p>Explain how the characteristics of a role model could influence criminal/anti-social behaviour in someone.</p>	
	Answer	Mark
	<p>One mark for each of the following elements. No credit for attention, retention, reproduction, motivation as written generically. No credit for rewards/vicarious reinforcement as not linked to the question and not a characteristic of a role model.</p> <ul style="list-style-type: none"> <li>• One mark for identification of a characteristic(s); high status/same gender/similar age/powerful/respected [not celebrity on its own]/eq;</li> <li>• One mark for explanation of how characteristic has an affect; the individual identifies with/looks up to/wants to be like/wants to be similar to/idolises the role model/eq;</li> <li>• One mark for a link to criminal behaviour; role model that is a gang leader and aggressive/shoplifts/eq;</li> </ul> <p>Look for equivalent marking points – essentially the process is '<b>characteristic + identification + link to criminal</b>' and any of the steps can get one mark on its own, with no elaboration marks available.</p>	<b>(3 AO1)</b>

Question Number	Question	
<b>A2(b)</b>	Describe <b>one</b> explanation of anti-social/criminal behaviour <b>other than</b> social learning theory.	
	Answer	Mark
	<p>One mark per point/elaboration. No ID mark. No marks for social learning theory.</p> <p>Examples of alternative theories include personality theory/biological theory (treat genetics, hormones, neurological explanations as one theory and/or separate theories), self fulfilling prophecy, social identity theory, realistic conflict theory, agency theory. There may be other theories, please consult your team leader if uncertain.</p> <p>Max 1 mark overall for any illustrative studies for the theory (Rosenthal or any unrelated study to criminal psychology can only gain this credit if explicitly linked to criminal behaviour or an acknowledgement that the study informs us but is not directly linked to criminal behaviour).</p> <p>Examples have to add to the description and not repeat it.</p> <p>Eg Personality theory</p> <ul style="list-style-type: none"> <li>• Antisocial behaviour is caused by an interaction between genetic factors associated with personality and environmental influences/eq;</li> <li>• Personality traits are seen as biological/innate/eq;</li> <li>• Extravert/neurotic/psychotic individuals are more likely to be criminal/eq; (<b>max 1</b> mark for any of these combinations – basic mark)</li> <li>• A particular nervous system causes a predisposition to criminality that can be passed on through genetics/eq;</li> <li>• The personality type responds to environmental stimuli differently/eq;</li> <li>• An extravert seeks arousal from risk taking/antisocial behaviour to stimulate/eq;</li> <li>• Extraverts are more likely to be criminal because they are outgoing/eq;</li> <li>• An extravert has a dampened RAS so seek external stimulation to redress the balance/eq;</li> <li>• Neurotic types are more likely to be criminal because of being unstable/eq;</li> <li>• Neurotic individuals are unstable and find it difficult to inhibit their behaviour/eq;</li> <li>• Neuroticism is linked to ANS, as sympathetic division is quick to turn on and parasympathetic is slow to turn off (<b>1<sup>st</sup> mark</b>). Criminality is linked to impulsivity and violent response (fight) (<b>2<sup>nd</sup> mark</b>)/eq;</li> <li>• High neurotic and extravert personalities are more likely to seek out antisocial activity and resist social conditioning/eq;</li> <li>• Psychotic people are more likely to be criminal because they have no conscience/eq;</li> <li>• Psychotic individuals lack empathy so can harm or distress others without guilt or remorse/eq;</li> </ul> <p>Eg Self fulfilling prophecy</p> <ul style="list-style-type: none"> <li>• Criminal behaviour can be explained by the <b>internalisation</b></li> </ul>	<b>(5 AO1)</b>

	<p><b>(change in self perception)</b> of a label assigned to an individual/eq;</p> <ul style="list-style-type: none"> <li>• A person commits an act <i>perceived/stereotyped</i> as antisocial and is <b>labelled</b> as such/eq;</li> <li>• The person is <b>treated differently</b> and in accordance with the label/eq;</li> <li>• For example people are suspicious and give the individual little opportunity to change or disprove the assigned criminal label/eq;</li> <li>• The person <i>internalises</i> the label and <b>fulfils the prophecy</b> set as being a criminal/eq; [IGNORE tautological answers e.g. 'prophecy set, prophecy fulfilled]</li> <li>• Anti-social behaviour is caused by the individuals response to others <b>expectation</b>/eq;</li> <li>• Jahoda found that the expectation of behaviour due to an ascribed name significantly increased the chance of criminal arrest as an adult/eq;</li> <li>• Rosenthal and Jacobsen found that children's IQ was affected by teacher expectation, and although not a criminal example, highlights the strength of the SFP/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	
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	Use 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. Please read the whole response before crediting	
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Question Number	Question	
<b>*A3</b>	<p>Priya, an experienced police officer, was concerned about the accuracy of eyewitness testimony. In a recent case she found that some of the witnesses made mistakes in their recall, which left her unsure about whether or not the police should rely on witnesses as evidence.</p> <p>Using psychological research, explain whether Priya should rely on eyewitness testimony. You must evaluate eyewitness testimony research in your answer.</p>	
	Indicative content	Mark
	<p>Appropriate content here is expected to be derived from study description (AO1) and evaluation (AO2) as well as methodological issues with EWT research (AO2).</p> <p>Indicative content Description of studies (they may introduce other concepts/theories, but exclusive description of studies can achieve the highest marking level alone).</p> <ul style="list-style-type: none"> <li>Loftus and Palmer found a higher speed recall of a car when the verb in the leading question implied a greater speed.</li> <li>Loftus' research implies that EWT should not be relied upon by Priya.</li> <li>Yarmey found that even prepared witnesses recall is not improved so Priya should not rely on witnesses' of a real crime.</li> <li>Yarmey found that only 49% of witnesses correctly identified the target from a line up, so Priya should be cautious when using this identification tool.</li> <li>Yuille and Cutshall found that real witnesses were very accurate about a crime even months after the original incident so we should be able to rely on EWT.</li> <li>Yuille and Cutshall found that real witnesses were not misled by leading questions on interview, suggesting durability of EW recall.</li> <li>Priya should be cautious as memory is reconstructive and not like a DVD recorder so memories change when recalled.</li> <li>Schema affect recall so we remember what experience has led us to believe would have happened.</li> <li>Bartlett found that recall of a story became simplified and more familiar due to schema, so would EWT do the same.</li> <li>Memory is susceptible to post event information such as leading questions, as Loftus found in many of her experiments.</li> </ul> <p>Evaluation (accept evaluation of studies relating to EWT and methodological issues associated with EWT research)</p> <ul style="list-style-type: none"> <li>Field research suggesting that EW are accurate may not be able to establish cause and effect as many variables can have an effect that are not controlled for so Priya should be cautious with such research.</li> <li>Priya should use the cognitive interview to avoid leading questions and yield more accurate testimony.</li> </ul>	<b>(12 AO2)</b>

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|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"><li>• Many experiments into EWT are laboratory based so lack the realism of real life cases, so Priya may actually be able to rely on EWT despite lab research saying that it is inaccurate.</li><li>• Laboratory experiments of EWT are standardised and highly controlled, often yielding similar findings that EWT is unreliable so Priya should be mindful of EWT inaccuracy.</li><li>• Leading question research has been criticised for participants simply responding to demand characteristics rather than a genuine change in memory.</li></ul> |  |
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**Mark according to the levels below.**

Level	Mark	Descriptor
		<p><b>A01:</b> Knowledge and understanding of psychology – studies into EWT</p> <p><b>A02:</b> Application/evaluation of knowledge and understanding of psychology. Evaluation could include:</p> <ul style="list-style-type: none"> <li>Strengths and/or weaknesses of a research studies into EWT and methodological issues with EWT research.</li> </ul>
	0	No rewardable material
<b>Level 1</b>	1-3 marks	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>Includes brief description of EWT theory/research.</li> <li>Little or no attempt at the analytical/evaluation demands of the question.</li> </ul> <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>
<b>Level 2</b>	4-6 marks	<p>Description <b>OR</b> evaluation only <b>OR</b> limited attempt at each <b>OR</b> either description or evaluation is in less detail than the other</p> <ul style="list-style-type: none"> <li>Basic description of EWT research/basic description of study(ies)</li> <li>Evaluation includes appropriate strengths / weaknesses of research that may be generic and not linked to EWT/Priya.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> 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.</p>
<b>Level 3</b>	7-9 marks	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>Good description of an appropriate theory/research study(ies) explained well.</li> <li>Evaluation includes appropriate strengths / weaknesses of psychological research/evidence that is explained well and made relevant to research into the reliability of EWT/Priya debate.</li> </ul> <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>
<b>Level 4</b>	10-12 marks	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>Clear, detailed description of theory/research studies, very well explained. Studies may be unbalanced regarding debate, which is acceptable based on knowledge of spec during course.</li> <li>Evaluation includes appropriately and very well explained strengths / weaknesses <b>of</b> psychological research.</li> <li>The evaluation and description must be explicitly focused on the issue of EWT accuracy/Priya.</li> </ul> <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.</p> <p>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.</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).</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 for questions B1 and B2.</p> <p>Mark according to the levels provided for question B3.</p>	

Question Number	Question	
<b>B1(a)</b>	<p>Genie was 13 years old when she was found and taken into professional care after suffering a childhood of neglect and abuse (Curtiss, 1977).</p> <p>Outline what happened to Genie after she was discovered.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. No credit for descriptions of Genie before she was found (abuse, conditions, parents). Answers must relate to her development after she was found and/or how she was treated by others.</p> <p>This is a case study so expect good detail for a marking point.</p> <ul style="list-style-type: none"> <li>• She was subject to many cognitive, physiological and physical tests to assess her developmental rate during rehabilitation. She showed small improvements in most areas/eq;</li> <li>• When she was fostered by the researchers (twice) and given therapy/was observed and rehabilitated by them, she showed signs of language improvement but did not match up to her chronological age/eq;</li> <li>• She was returned to local authority care where she regressed and showed many of her original behaviours when first found/eq;</li> <li>• During her time at a children's hospital Genie made social and emotional improvements, such as dressing herself, because she was removed from her natural home environment/eq;</li> <li>• She made emotional attachments with staff members, showing distress when separated from them. Genie received language therapy and began to vocalise words but her understanding of grammatical structure did not improve/eq;</li> <li>• She was returned to care where she regressed emotionally and stopped talking. She now lives out her life in residential care for adults with learning difficulties and there is a court order protecting her privacy/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO1)</b>

Question Number	Question	
<b>B1(b)</b>	Using the case of Genie <b>and</b> the findings of <b>at least one</b> other psychological study, explain whether the effects of privation are reversible.	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p><b>No credit</b> for descriptions/evaluations of Genie's case <b>unrelated</b> to the issue of reversibility.</p> <p>Genie's case can be argued both for and against reversibility to some extent, must qualify with statement of her abilities/progress, no credit for just 'did/not show reversibility'.</p> <p>Max 2 marks if no mention of other research beyond Genie.</p> <ul style="list-style-type: none"> <li>• The study (Curtiss) found that her privation was not reversible because she did not develop typical language use/social behaviour/physical development for her age/eq;</li> <li>• The study found that her privation was partly reversible because she developed some language, attached to key figures and developed some social skills/eq;</li> <li>• Privation data gathered by this case study and other case studies may not apply to other individuals/Genie's condition was unique and you cannot generalise the results to the wider population (<b>1<sup>st</sup> mark</b>) so we cannot be certain of reversibility as all individuals are unique (<b>2<sup>nd</sup> mark</b>)/eq;</li> <li>• Genie was said to be retarded by her doctor from birth so not a result of privation although this was questioned/eq;</li> <li>• What was thought to be the effects of privation could have been the result of severe learning difficulties from birth as informed by doctor/eq;</li> <li>• The sleep spindle research suggested mental retardation from birth so reversibility was not possible/eq;</li> <li>• Compared to the Czech twins (Koluchova, 1972) Genie showed a poorer outcome despite good quality care possibly due to lack of sibling to attach to/eq;</li> <li>• The Czech twins were able to show reversibility due to high quality of care by the individuals who cared for them/eq;</li> <li>• The Bulldogs Bank children improved after they were found, though some had later emotional issues so reversibility was largely true in this case/eq;</li> <li>• The Czech twins/Bulldog Banks case showed reversibility because they were found at an earlier age than Genie/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(4 AO2)

Question Number	Question	
<b>B1(c)</b>	Outline <b>one</b> strength of Curtiss's (1977) case study of Genie.	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore weaknesses. If more than one strength, mark all and credit the best. Strengths can be methodological, ethical or, if done well - practical/theoretical application.</p> <p>The elements of each marking points can be mixed up for similar credit as long as they are marking a point about one strength and not separate strengths.</p> <ul style="list-style-type: none"> <li>• This case study used many research methods, such as EEG, cognitive tests and observations to assess Genie's development <b>(1<sup>st</sup> mark)</b> for triangulation purposes to aim for validity <b>(2<sup>nd</sup> mark)</b>/eq;</li> <li>• The case was a rich and detailed source of qualitative and quantitative data <b>(1<sup>st</sup> mark)</b> shedding light on issues of privation and language development that has helped children build attachments with key workers <b>(2<sup>nd</sup> mark)</b>/eq;</li> <li>• The study used a pseudonym instead of her real name so she could be protected from harm/eq; <b>(1<sup>st</sup> mark)</b> because it was a sensitive case and could have gained lots of media attention and intrusion into her life <b>(2<sup>nd</sup> mark)</b>/eq;</li> <li>• It was a unique event that would have been unethical to produce experimentally/eq;</li> <li>• Curtiss aimed to help Genie, which was a strength of the study because it was not just about the research but also rehabilitation/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 A02)</b>

Question Number	Question	
<b>B2(a)</b>	<p>Ben is a child psychologist and he is studying the behaviour of children using cross-cultural research.</p> <p>Outline how Ben might describe the cross-cultural research method to a colleague who is interested in his work.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. No credit for examples. May be no reference to Ben and his colleagues but can still get full credit. No credit for tautological answers e.g. 'looks at two cultures', needs the comparison bit.</p> <ul style="list-style-type: none"> <li>• Ben would conduct the same study in more than one country to see how they compare/eq;</li> <li>• Comparisons can be made to see if behaviour is <b>universal/nature or nurture</b>/eq;</li> <li>• He would use the <b>same procedure</b> from the one investigation/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 AO3)</b>

Question Number	Question	
<b>B2(b)</b>	Explain the benefits for child psychology of the cross-cultural research method.	
	Answer	Mark
	<p>One mark per point/elaboration. <b>Max 1</b> if no reference to child psychology. Ignore weaknesses. Max 1 mark for an example of psychology benefit/knowledge obtained from a study.</p> <ul style="list-style-type: none"> <li>• It is useful because different findings suggest that the child's behaviour is not universal but affected by cultural conditions/social norms/eq;</li> <li>• Allows us to establish whether a particular childhood behaviour is due to biological/evolutionary or environmental factors <b>1<sup>st</sup> mark</b>/eq; If it is found to be universal it is probably due to nature and if not it is due to nurture (<b>2<sup>nd</sup> mark</b>)/eq;</li> <li>• Universality allows us to apply theories of human behaviour more widely and be sure of their application to everyone/eq;</li> <li>• Ainsworth found that differing childrearing styles affected attachment type classified using the strange situation which is useful as it tells us that culture affects attachment type/eq;</li> <li>• Conducting research in other countries ensures better generalisability of findings/theory/eq;</li> <li>• Reduces ethnocentric bias in research/ bringing in other cultural views it reduces one sided views of behaviour/eq;</li> <li>• A better appreciation of the impact of culture on behaviour such as different child rearing styles coming from different cultural practices [done well]/eq;</li> <li>• Can suggest more suitable tools to measure a behaviour, e.g. attachment in different cultures, as appropriate/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO3)</b>

Question Number	Question	
<b>B2(c)</b>	<p>After conducting his research, Ben's findings in one culture led him to want to investigate further. He decided to focus on that particular culture and to use a longitudinal research method.</p> <p>Explain the issues that Ben might have when investigating children's behaviour using a longitudinal research method.</p>	
	Answer	Mark
	<p>One mark per point/elaboration of issues/weaknesses of the longitudinal research method            Need not refer directly to Ben in the answer.            Strengths are not likely to be 'issues' associated with using the longitudinal research method e.g. 'enables long term development to be tracked', is a strength but not an issue associated with such research, please read carefully as only weaknesses are likely to be issues however consult your team leader if unsure.</p> <p>Max 2 marks if no reference to children/child development/children's behaviour throughout the whole answer.            Max 2 marks for generic answers which apply to issues about all methods not specifically longitudinal e.g. ethics unrelated to longitudinal research</p> <ul style="list-style-type: none"> <li>• It is time consuming <b>and</b> expensive <b>because</b> of the need to track children over a long time/eq;</li> <li>• Parents may withdraw their children from the research/dropout rate due to long time being studied (<b>first mark</b>)/eq; this leads to a biased sample of participants of a particular character/this may affect the overall generalisability of the findings(<b>second mark</b>)/eq;</li> <li>• They are very difficult to replicate due to the length of time and variation in social factors/eq;</li> <li>• As children are unmonitored for lengths of time, there may be significant uncontrolled variables that may affect their development/eq;</li> <li>• Cause and effect is difficult to establish as many variables cannot be controlled/eq;</li> <li>• Ben might find it difficult to obtain volunteers as people are reluctant to commit to lengthy research/eq;</li> <li>• Longitudinal studies can be intrusive as they <b>repeatedly impinge</b> upon daily life which participants may eventually resent/eq;</li> <li>• Ben would have to be aware that informed consent and the right to withdraw should be <b>repeated throughout the length</b> study to maintain ethical standards/eq;</li> <li>• There may be a cohort effect as one cohort is affected by cultural and social attitudes of the time, which may not be similar to others/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4 AO3)</b>

	Guidance	
	Use 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. Please read the whole response before crediting	

Question Number	Question	
*B3	<p>The parents of a child with a developmental disorder have been to see two doctors and have been given two different explanations for the disorder. The parents are confused and have been discussing both explanations to try and decide which is the better explanation.</p> <p>You will have studied one of the following developmental disorders:</p> <ul style="list-style-type: none"> <li>• severe learning difficulties</li> <li>• autism</li> <li>• ADHD.</li> </ul> <p>Outline the characteristics of <b>one</b> disorder from the list. Describe how each doctor may have explained the disorder to the parents of the child <b>and</b> show how this might help the parents understand their child's disorder.</p>	
	Indicative content	Mark
	<p>Developmental disorder must be one from the list.</p> <p>Indicative content <b>Outline of characteristics:</b> (it is expected that there will be less emphasis on this section of characteristics) e.g. Autism:</p> <ul style="list-style-type: none"> <li>• Delayed speech and language development.</li> <li>• Inability to understand others emotions/cognition.</li> <li>• Lack of eye contact.</li> <li>• Severe problems in forming relationships and engaging in social situations/interaction.</li> <li>• Unresponsiveness/inappropriate response to environmental stimuli.</li> <li>• Intellectual variation ranging from mental retardation to acute abilities in particular skills.</li> <li>• Repetitive behaviour/ritualistic behaviour.</li> </ul> <p>e.g. ADHD</p> <ul style="list-style-type: none"> <li>• Difficulty maintaining attention resulting in fidgeting, talking excessively and being overactive.</li> <li>• Impulsive behaviour that interrupts or interferes with others.</li> <li>• Reckless actions that may cause harm to themselves or others.</li> <li>• Distractibility from a task or listening to others.</li> <li>• Difficulty following instructions for a sustained period of time.</li> <li>• Lack of organisational skills and time management.</li> </ul> <p>e.g. Severe learning difficulties</p> <ul style="list-style-type: none"> <li>• Mental retardation/IQ classified as below 50.</li> <li>• Physical disabilities that hinder mobility and motor control.</li> <li>• Limited communication skills.</li> </ul>	(12)

- Incapacity to look after themselves physically.
- Emotional under development/difficulties.

**Doctors explanations:**

Eg Autism: Theory of mind

- Autism can be explained by lack of theory of mind that develops in young infants around 2-3 years old.
- The child cannot see from another's viewpoint.
- The lack of social skills and interaction is due to a failure to understand the perceptions and intentions of others.
- Language development suffers as communication is not a primary motivation.
- Baron-Cohen used the Sally Anne task to demonstrate how an autistic child fails to understand that Sally will look in her basket for her ball.

**Parent's understanding**

- This shows how a parent might understand their lack of understanding of others' perspective.
- Helps understand lack of language development as communication with others considered unnecessary to derive others' motives.
- Helps explain the age onset of autism as related to Piaget's theory of cognitive development of theory of mind.

Eg Autism: Extreme male brain

- Explained by the development of a male brain subject to increase testosterone in the womb.
- Masculinisation of the brain results in extreme male characteristics such as reduced verbal skills and increased spatial skill.
- Autistic children lack empathising skills but outperform males in systemising skills.

**Parent's understanding**

- Helps parents understand skill specialism in mathematical abilities.
- Helps parents understand under development of language as a female brain skill.
- Helps explain why their son is more likely to have autism than their daughter.

Eg ADHD: Food additives

- Explained ADHD due to food additive such as artificial colouring and flavouring (Feingold, 1975).
- The chemicals cause physiological changes in the brain producing hyperactivity and disruptive behaviour.
- This was shown in experimental tests indicating poorer learning in children after being given food colouring.
- There is contrasting evidence for additives and some suggest fatty acids are responsible.

**Parent's understanding**

- Helps explain to parents why language skills are under developed as hyperactivity affects learning.
- Helps explain disruptive behaviour due to frustration and inattention.

Eg ADHD: Genetic factors/neurological reasons



- There is evidence that ADHD runs in families so genes are responsible.
- A parent with ADHD is five times more likely that their child will also have ADHD.
- There is a higher concordance rate for MZ twins (72-80%) than DZ twins (21-45%) for ADHD.
- A collection of genes are rather than one single genes is likely to be responsible for influencing neurotransmitters of noradrenaline and dopamine.
- The prefrontal cortex control executive functions and lack of control is implicated in impulsivity.
- These neurotransmitters may cause an inability to deal with glucose in certain parts of the brain.
- The reticular activating system is central to learning and motivation, problems with this area may cause ADHD.

**Parent's understanding**

- Helps parent understand why more than one family member may have autism.
- Helps parents understand learning delay due to areas of the brain associated with learning being affected.
- May help parents understand that they are not responsible for their child's learning difficulty.

Eg ADHD: Social theories

- Social construct theories suggest that ADHD is not a real problem but one that has been manufactured.
- ADHD exists only because it has been defined as a problem behaviour.
- It is a way of labelling problem behaviour that means a child cannot cope with mainstream education for example.

**Parent's understanding**

- Helps parents understand why their child is considered abnormal due to social constructs of normality.
- Helps parents understand why society cannot cope with certain characteristics associated with autism as mainstream society cannot cater for all abilities.

Eg Severe learning difficulties e.g. Downs syndrome and FAS:

Biological causes

- Downs syndrome is a chromosome abnormality where there is an extra chromosome 21.
- This chromosome abnormality has been linked to the age of the mother.

**Parent's understanding**

- Helps parents understand why Down's syndrome is associated with aging mothers due to high risk of chromosome abnormalities.
- Helps parents understand why sometimes it is random.

Eg Learning difficulties: Environmental reasons

- FAS child is genetically healthy and learning difficulties are caused by alcohol consumed by the pregnant mother.
- Alcohol affects the development of the foetal brain prenatally.
- FAS is caused by the environmental issue of alcoholism during the first trimester of pregnancy.

**Parent's understanding**

- Helps parents understand how the environment affects prenatal development of the brain adversely which explains the learning

difficulties.

**Mark according to the levels below.**

Level	Mark	Descriptor
		<p><b>A01:</b> Knowledge and understanding of psychology</p> <p><b>A02:</b> Explanation(s) that the doctors give and how this helps parents' understanding</p>
	0	No rewardable material
<b>Level 1</b>	1-3 marks	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>Includes brief/basic outline of the characteristics of one disorder/disorder - may not directly identifiable.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Includes a brief/basic outline of at least one explanation for the disorder.</li> <li>Little or no attempt at explaining how the explanation can help parents understand the symptoms of their child.</li> </ul> <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>
<b>Level 2</b>	4-6 marks	<p>Good description <b>OR</b> good explanation only <b>OR</b> limited attempt at each <b>OR</b> either description or explanation is in less detail than the other</p> <ul style="list-style-type: none"> <li>Basic outline of the characteristics of one identifiable disorder.</li> <li>Basic description of both explanations <b>OR</b> good account of one explanation</li> <li>There may be an attempt to explain how the explanation(s) might help parents understand disorder.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> 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.</p>
<b>Level 3</b>	7-9 marks	<p>Candidate has attempted and answered <b>all injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>Good outline of the characteristics of one disorder.</li> <li>Good description of both explanations of the disorder.</li> <li>At least one explained reason that shows how the explanations might help parents understand disorder.</li> </ul> <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>
<b>Level 4</b>	10-12 marks	<p>Candidate has attempted and answered <b>all injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>Clear and detailed description of the characteristics of one disorder.</li> <li>Clear, detailed description of both explanations, well explained.</li> <li>Clear explanation using one or more reasons to explain how the explanations might help parents understand disorder.</li> </ul> <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.</p> <p>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.</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. This applies to questions C1 and C2.</p> <p>Question C3 should be marked according to the levels indicated.</p>	

Question Number	Question	
<b>C1(a)</b>	Which of the following is the best example of physical dependency?	
	Answer	Mark
	X C Adam cannot function normally without drugs.	<b>(1 AO1)</b>

Question Number	Question	
<b>C1(b)</b>	Outline the mode of action of heroin.	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore effects of drug action e.g. euphoria</p> <ul style="list-style-type: none"> <li>• Acts upon the opioid receptor sites/eq;</li> <li>• Trigger release of neurotransmitter at receptor sites at synapse/eq;</li> <li>• Mimics endorphins/eq;</li> <li>• Stimulates dopamine reward system/eq;</li> <li>• GABA activity is inhibited/eq;</li> <li>• Increases the level of dopamine in the brain/eq;</li> <li>• As secreted by the nucleus accumbens/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 AO1)</b>

Question Number	Question	
<b>C1(c)</b>	<p>A psychologist decided to investigate psychological and physical drug dependency in human participants.</p> <p>Describe <b>two</b> different research methods using human participants that could be used by the psychologist to study the effects of drugs.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.  Three marks available for each research method described (3+3).  If more than two described, mark all and credit best two.  No credit for a description of drug treatment/therapy.</p> <p>Research methods may include surveys, scans, cognitive tests/experiments, observations and it may be that one research method incorporates techniques that may be associated with a contrasting method, so please read carefully e.g. subtypes of methods <b>can</b> be credited separately (e.g. questionnaires and interviews), however, exact wording cannot gain credit twice in the whole answer (e.g. open/closed questions, qualitative/quantitative data...).</p> <p>Ignore twin and adoption studies (unless used as part of another research method).</p> <p>Max 3 marks overall (out of 6 marks) for a generic description of a research method, without explicitly relating to drugs in one way at least within the whole answer.</p> <p>Ignore reference to animal studies and evaluation (strengths/weaknesses).</p> <p><b>Only</b> if the description of a study clearly adds to the description of a method (ignore aims, findings, conclusions), over and above what has already been described, can credit for the additional material be given.</p> <p>e.g. interviews</p> <ul style="list-style-type: none"> <li>• Interviews can be used to generate quantitative and qualitative information about the effects of drug use and effectiveness of prevention/rehabilitation programmes/eq;</li> <li>• Interviews can gather essential information about the individuals experience of drug use, social conditions and rehab/relapse conditions/eq;</li> <li>• Qualitative information can be gathered about experiences of drug use/lifestyle/eq;</li> <li>• Quantitative information can be gathered about amount of substance abuse, age of commencement etc/eq;</li> <li>• Structured, semi-structured or unstructured interviews (or description of one or more) can be used to gather self-reported drug use/information direct from user/eq;</li> </ul> <p>e.g. questionnaires</p> <ul style="list-style-type: none"> <li>• Questionnaires can be used to gather a lot of information about the prevalence, experience and causes of drug use/eq;</li> <li>• Open and closed ended questions can be used + to gather self-</li> </ul>	<b>(6 AO3)</b>

reported drug use/produces qualitative and quantitative data [a mix of two of these alternatives]/eq;

- Questionnaires can gather qualitative and quantitative information based on the type of question asked (closed or open)/eq;
- Ennett et al (1994) used questionnaires to gather information about smoking and peer group influence directly from the source by asking/self report method [if adds to description over and above what has been written]/eq;

e.g. PET scans

- PET scans can be used on human participants to understand the effects of drug use on brain 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;
- A radioactive tracer is injected that is used when a part of the brain is functioning, highlighting activity/eq;
- Scott (2004) scanned smokers brains and used cognitive task to study activity in (memory/emotion/pleasure) regions of the brain after smoking cigarettes/eq;

e.g. Laboratory experiments

- Laboratory experiments can be used to administer placebo drug use to investigate perception of experience or expectation/eq;
- Participants may be told what to expect or have their own belief of how a drug will affect them, but do not receive a real drug/eq;
- The IV might be the amount of drug and DV the physical effects/behaviour/eq;
- Their behaviour and perception of drug effects are recorded/eq;
- Drug users, ex-users and non-users can be tested on a variety of measures, such as cognitive performance/eq;
- Underperformance on a cognitive task might indicate how drugs affect information processing or cause brain damage/eq;
- Wareing tested ecstasy users versus non-users on working memory span by using cognitive tests/eq;

**Look for other reasonable marking points.**

Question Number	Question	
<b>C1(d)</b>	Animals are also used in health psychology when conducting research into drugs. Explain the ethical issues associated with using animals in drug research.	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore methodological issues. Ignore reference to human ethical guidelines (consent, RTW). No credit for examples/research studies. Max 2 marks for any one ethical issue</p> <ul style="list-style-type: none"> <li>• Animal research is subject to strict regulations that can be costly to set up as special housing, equipment and an licence is required/eq;</li> <li>• Guidelines are enforced with animal research such as housing, number, endangered species, painful procedures (list of more than 2 principles/ideas stated) (<b>max 1</b>)/eq;</li> <li>• Animals can suffer during experimentation, which may be seen as morally objectionable/pro-species argument (<b>max 1</b>)/eq;</li> <li>• Animals respond differently from humans to drugs, so suffering may be more extreme/eq;</li> <li>• Animals can be used where suffering may be unacceptable to inflict upon humans/eq;</li> <li>• The least number of animals should be used in animal research to minimise suffering to the least amount of animals/eq;</li> <li>• If procedures cause pain to the animal the anaesthetic can be used to alleviate pain/eq;</li> <li>• The benefits of the research should outweigh the costs to the animals involved/eq;</li> <li>• The choice of species should be carefully considered to reduce the degree of suffering experienced by procedures/eq;</li> <li>• During drug experimentation animals may suffer pain and discomfort/eq; <b>BASIC MARK</b></li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 A03)</b>

Question Number	Question	
<b>C2(a)</b>	<p>A local health authority noticed a rise in drug-related crime in the centre of town. They decide to plan a health campaign to deal with this issue.</p> <p>Using your knowledge of <b>one</b> health campaign, outline how the local authority might discourage people from using drugs.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. No need to refer to a specific campaign. Ignore pure description of a health campaign. Max 1 if described campaigns then superficial link made e.g. 'Talk to Frank is... the authority can use this information'.</p> <ul style="list-style-type: none"> <li>• (Scare tactics): Using the concept of being scared to frighten them into not using drugs or alcohol/eq;</li> <li>• (Role models): Use advertisements which make users of drugs identify with a key figure which shows the dangers of using drugs/eq;</li> <li>• (Statistics): Provide information about death/illness rates of drug misuse related illness as fear factor/eq;</li> <li>• (Openness): Use openness as a strategy for children and parents to seek advice/eq;</li> <li>• (Two-sides): The local authority can present both sides of the argument to encourage choice and consideration/eq;</li> <li>• (Mediums): Use various mediums to deliver the message such as TV. Leaflets, radio/eq;</li> <li>• (Support): Ensure support is available through helplines, counselling, like Talk to Frank/eq;</li> <li>• (Signs): Encourage parents and guardians to look for signs of drug use/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO2)</b>



Question Number	Question	
<b>C2(b)</b>	<p>The local authority wanted to support the health campaign by providing access to drug treatments for those addicted to drugs.</p> <p>Outline the weaknesses of using drugs as a treatment for addiction.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore strengths. Ignore just 'costly to NHS'.</p> <ul style="list-style-type: none"> <li>• Users may have no intention of giving up illegal drugs/requires a high level of commitment/eq;</li> <li>• The drug replacement can be sold on the black market/eq;</li> <li>• If used in a cocktail, the replacement drug can cause overdose/eq;</li> <li>• The replacement drug itself can cause dependency/eq;</li> <li>• Withdrawal from methodone is longer than from heroin/eq;</li> <li>• Some argue against using one drug to substitute another/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO2)</b>

	Guidance	
	Use 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. Please read the whole response before crediting	

Question Number	Question	
<b>*C3</b>	Describe and evaluate <b>one</b> learning explanation of substance misuse.  In your evaluation you must compare this explanation with the Biological Approach in <b>at least one</b> way.	
	Indicative content	Mark
	<p>If more than one learning explanation, review all and mark according to the best description. Evaluation must suit the description so take that into account when deciding which learning explanation gets credit – read the whole answer first in such cases.</p> <p>Ignore evaluation that does not complement description given.</p> <p>Indicative content</p> <p>Description</p> <p>Eg. Classical conditioning</p> <ul style="list-style-type: none"> <li>• Pleasurable feelings can be gained from taking drugs</li> <li>• Users learn to associate the positive feelings with the drug so takes it again to achieve the same feeling</li> <li>• Users may also learn to associate their friends and the drug equipment with pleasure and this may trigger the response</li> <li>• Even after abstinence, stimuli may trigger drug taking causing relapses</li> </ul> <p>Eg. Operant conditioning</p> <ul style="list-style-type: none"> <li>• Reinforcement by a positive experience of drug taking, so this will be repeated</li> <li>• Continued use can be explained by negative reinforcement as avoiding the drug causes withdrawal symptoms leading to dependency</li> <li>• Drugs are taken to remove the withdrawal symptoms so negatively reinforcing the addiction</li> </ul> <p>Eg. Social learning theory</p> <ul style="list-style-type: none"> <li>• Watching a role model, such as a friend, family member or media model, take drugs</li> <li>• The role model may be someone they admire or relate to, making modelling their behaviour more likely</li> <li>• Individuals may be more motivated to take drugs if the role model is seen to enjoy themselves</li> <li>• They gain direct reinforcement from taking drugs themselves.</li> </ul> <p>Evaluation and comparison – evaluation and comparison can be specific to the theory or generic but also very relevant to the learning theory described. Ignore evaluation/comparison that does not link to the learning theory described.</p> <p>SLT</p>	<b>(12)</b>

- There is a vast amount of experimental evidence e.g. Bandura for the general role of observational learning so we can be fairly sure that a similar process can explain drug taking.
- Culturally, different drugs are used/misused in different cultures, supporting social learning theory as an explanation of drug taking.
- It is difficult to evidence social learning theory in this area as there are many other factors that could encourage drug misuse.
- The tendency for drug misuse to run in families could be due to genetics rather than social learning.

OC

- 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.
- The tendency for drug misuse to run in families could be due to genetics rather than operant conditioning.
- Some drug when taken cause unpleasant effects, which cannot be explained by operant conditioning.

Comparison - generic

- The biological approach can be tested experimentally but it is more difficult to establish cause and effect as the brain is more difficult to investigate than behavioural research in a controlled environment.
- The biological approach is on the nature side with the explanation of misuse determined by physiology, whereas the learning approach is on the nurture side, misuse being caused by environmental factors.

**Mark according to the levels below.**

Level	Mark	Descriptor
		<b>A01:</b> Knowledge and understanding of the learning explanation of substance misuse. <b>A02:</b> evaluation and comparison of explanation.
	0	No rewardable material
<b>Level 1</b>	1-3 marks	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>Includes basic description of one learning explanation (this may have to be picked out from other learning theories).</li> <li>Little or no attempt at the analytical/evaluation demands of the question.</li> </ul> <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>
<b>Level 2</b>	4-6 marks	<p>Good description <b>OR</b> good evaluation/comparison only <b>OR</b> limited attempt at each <b>OR</b> either description or evaluation/comparison is in less detail than the other</p> <ul style="list-style-type: none"> <li>Basic description of one explanation (this may have to be picked out from other learning theories).</li> <li>Evaluation includes strength(s) and/or weakness(es).</li> <li>There may/may not be an attempt to compare to the biological approach.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> 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.</p>
<b>Level 3</b>	7-9 marks	<p>Candidate has attempted and answered <b>all injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>Description of one learning explanation is done well (this may have to be picked out from other learning theories), with good understanding of how one learning theory can explain misuse.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>Evaluation includes clear strengths and/or weaknesses of the learning theory described as an explanation of misuse.</li> <li>There is a basic comparison with the biological approach.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Largely focused on comparison AND done well</li> </ul> <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>

<b>Level 4</b>	10-12 marks	<p>Candidate has attempted and answered <i>all injunctions</i> in the question <b>very well</b>.</p> <ul style="list-style-type: none"><li>• Clear, detailed description focused on <b>one</b> learning theory, very well explained</li></ul> <p>AND.</p> <ul style="list-style-type: none"><li>• Evaluation is done very well, clearly and accurately explained.</li><li>• Comparison in one or more ways that is clearly and accurately explained.</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• Largely focused on comparison AND done very well</li></ul> <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.</p> <p>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.</p>
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## 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. This should be applied to questions D1c/d and D2.</p> <p>Mark according to the levels provided for D1b and D3.</p>	

Question Number	Question	
<b>D1(a)</b>	Which of the following is the best example of intrinsic motivation?	
	Answer	Mark
	X <b>B</b> Yusef wants to win for his own fulfilment.	<b>(1 AO1)</b>

	Guidance	
	Use 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. Please read the whole response before crediting	

Question Number	Question	
<b>D1(b)</b>	Yusef has noticed that his team is nervous when anyone mentions the Olympic games. Yusef believes this is affecting their performance.  Describe how Yusef might go about researching this issue with his team. Make it clear which research method Yusef might use and the procedure he might follow.	
	Answer	Mark
	<p>One ID mark for an appropriate research method that could be used to test the team performance issue e.g. surveys,</p> <p>Three further marks (<b>see levels</b>) for describing how the research method could be used/procedure to be followed.</p> <ul style="list-style-type: none"> <li>• (ID) survey/questionnaire/interview/eq;</li> </ul> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Questionnaires can be used to gather data on the athletes perception of performance when the games are mentioned</li> <li>• Yusef can repeat the questionnaires several times to track sporting progress when talking about the games or not as a comparison of anxiety</li> <li>• Questionnaires can gather self report data using open questions and/or closed questions to investigate the teams feelings</li> <li>• Yusef can gather Qualitative (open questions) and/or quantitative data (closed questions) to analyse</li> <li>• He might have to question the team individually to prevent others influencing answers</li> <li>• Anonymous questionnaires would help prevent social desirability</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Levels (for 3 out of 4 marks available)</b></p> <p><b>0 mark</b> No rewardable material</p> <p><b>1 mark</b> Procedure of the study to investigate team performance issues is difficult to replicate.</p> <p><b>2 marks</b> Procedure of the study to investigate team performance issues is easy to follow and with enough detail to allow partial replication.</p> <p><b>3 marks</b></p>	<b>(4 AO3)</b>

	Procedure of the study to investigate team performance is very easy to follow and with enough detail to permit a good replication of the study described (range of procedural eg – but not all - sample, apparatus, location, design, controls, design decisions)	
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Question Number	Question	
<b>D1(c)</b>	<p>Yusef conducted further research into the issue of his team's performance. In this study he collected quantitative data.</p> <p>Outline what is meant by quantitative data.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore qualitative data.</p> <ul style="list-style-type: none"> <li>• Data that is numerical as it is gathered by closed ended questions/ranked scales/eq;</li> <li>• Can be presented in tables/graphs/can be analysed using a statistical test/eq;</li> <li>• Is not discourse/open to interpretation/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO3)</b>

Question Number	Question	
<b>D1 (d)</b>	Explain why quantitative data might be better to use than qualitative data in sport psychology.	
	Answer	Mark
	<p>One mark per point/elaboration. Max 1 if no reference to sport psychology.</p> <ul style="list-style-type: none"> <li>• It can be subject to statistical analysis so that probability can be tested and generalisations to sporting performance for example made with confidence/eq;</li> <li>• It is easier and quicker to analyse compared to lengthy interpretation/eq;</li> <li>• More objective and less chance of subjective interpretation or bias/eq;</li> <li>• Larger sample base can be achieved quickly/eq;</li> <li>• Large data sets about sporting performance can be used by coaches to improve their own teams performance/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 A03)</b>

Question Number	Question	
<b>D2(a)</b>	Using your understanding of achievement motivation theory, define the term 'need for achievement' (nAch).	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• An individual's desire to achieve at a particular task/eq;</li> <li>• High need for achievement is for wanting to achieve the most and take on difficult challenges/eq;</li> <li>• Those with low need for achievement aim lower and take on easy challenges/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 AO1)</b>

Question Number	Question	
<b>D2(b)</b>	Explain how a coach might use achievement motivation theory to improve the performance of her football team.	
	Answer	Mark
	<p>One mark per point/elaboration.            No credit can be given for basic goal setting unless linked to nAch/Pow/Affill/fear.</p> <ul style="list-style-type: none"> <li>• The coach would exploit a need for praise and offer encouragement/eq;</li> <li>• Self satisfaction can be increased by offering small achievements/goals that can be met during practice/eq;</li> <li>• The coach could assess the teams need for achievement and challenge them if their need was high/eq;</li> <li>• If the football team members have a high nAch they will not be phased by setbacks so the coach can set high risk challenges/eq;</li> <li>• With a high nAch, the coach could set them the challenge of winning the next event to motivate the team/eq;</li> <li>• To satisfy a high NPow the coach could set individual team members the challenge of being captain if he/she scores a goal/eq;</li> <li>• Train as a whole group to satisfy a high Naffill/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2 AO2)</b>

Question Number	Question	
<b>D2(c)</b>	Evaluate achievement motivation theory.	
	Answer	Mark
	<p data-bbox="330 394 1203 454">One mark per point/elaboration. No marks for application of the theory.</p> <ul data-bbox="379 495 1289 1039" style="list-style-type: none"> <li>• The need for achievement is commonly recorded using self reports which may be unreliable/eq;</li> <li>• The research is based on a personality trait rather than a feature of sporting competition/interaction between personality and situational factors/eq;</li> <li>• Butt and Cox (1992) found higher levels of achievement motivation (N-Ach) in top class US tennis players in the Davis Cup compared to lower level competitors/eq;</li> <li>• The theory can be used to develop the need for achievement in sportspeople by coaches/eq;</li> <li>• Research suggests that high achievers take on more difficult tasks than low achievers, which is consistent with achievement motivation theory/eq;</li> <li>• Without sporting ability, achievement motivation theory is limited in explaining sporting success/eq;</li> <li>• The results of projective tests used to judge achievement motivation, are subjectively interpreted/eq;</li> </ul> <p data-bbox="330 1070 970 1104"><b>Look for other reasonable marking points.</b></p>	<b>(4 AO2)</b>

	Guidance	
	Use 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. Please read the whole response before crediting	

Question Number	Question	
<b>*D3</b>	<p>James disliked sport and never wanted to take part in games at school. His best friend Jasper participated in sport a lot and won many races.</p> <p>During your course you will have studied one of the following explanations for individual differences in sporting participation and performance:</p> <ul style="list-style-type: none"> <li>• socialisation</li> <li>• attribution</li> <li>• reinforcement.</li> </ul> <p>Describe and evaluate <b>one</b> explanation from the list. In your answer use the explanation to account for the differences between James's and Jasper's participation in sport.</p>	
	Indicative content	Mark
	<p>Mark according to the levels given below.</p> <p>Description</p> <p>Socialisation</p> <ul style="list-style-type: none"> <li>• Jasper may have been raised in a sporting family and internalised the values of his parents.</li> <li>• Jasper may be modelling his parents behaviour as it is an expected norm.</li> <li>• Socialisation is the cultural transmission of values, customs and beliefs, and such emphasis on Jasper's sport may reflect these values.</li> <li>• Cultural transmission occurs via primary socialisers such as Jaspers parents and teachers that may be sporting themselves.</li> </ul> <p>Reinforcement</p> <ul style="list-style-type: none"> <li>• Jasper may have been encouraged to do sports by his parents/teachers.</li> <li>• Jasper could have gained reinforcement from winning trophies.</li> <li>• Jasper may have reinforcement from intrinsic motivation to perform at his personal best.</li> <li>• During training he receives reinforcement through the social aspects of team sports.</li> <li>• James has never received any reinforcement from his parents/teachers.</li> <li>• James took part in a sport but came last which provided no reinforcement to do well.</li> </ul> <p>Evaluation</p> <p>Reinforcement</p>	<b>(12 AO1/2)</b>

- Not all sports people receive rewards as they cannot win every time.
- This theory ignores personality traits and biological sporting ability as an explanation of individual differences.
- It is difficult to establish cause and effect between reinforcement and sporting ability and performance in every day life.
- Many people are encouraged to participate in sport, but not all desire to or do well.

Socialisation

- There are sporty children from non sporty backgrounds and non sporty children from sporty backgrounds, so socialisation cannot be the only determinant of this behaviour.
- This theory ignores the role of reinforcement into sporting behaviour and the role of biological factors.
- Socialisation can explain why the majority of females and male choose to do gendered sports.
- Koivula found that sports are largely gender typed, supporting the idea of socialisation.

**Mark according to the levels below.**

Level	Mark	Descriptor
		<p><b>A01:</b> Knowledge and understanding of one non-biological explanation of individual differences in sports</p> <p><b>A02:</b> evaluation of explanation.</p>
	0	No rewardable material
<b>Level 1</b>	1-3 marks	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Includes brief and basic description of one explanation.</li> <li>• Little or no attempt at the analytical/evaluation demands of the question.</li> </ul> <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>
<b>Level 2</b>	4-6 marks	<p>Good description <b>OR</b> Good evaluation only <b>OR</b> limited attempt at each <b>OR</b> either description or evaluation is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Basic description of one explanation.</li> <li>• Evaluation includes strength(s) and/or weakness(es).</li> <li>• There may be link to Jasper and James.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> 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.</p>
<b>Level 3</b>	7-9 marks	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Description of one explanation is done well.</li> <li>• Evaluation includes clear strengths and/or weaknesses. The differences between James and Jasper are explained with some account of these differences.</li> </ul> <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>
<b>Level 4</b>	10-12 marks	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Clear, detailed description of theory, very well explained.</li> <li>• Evaluation is done very well, clearly and accurately explained. The differences between James and Jasper are explained explicitly and clearly.</li> </ul> <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.</p> <p>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.</p>





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