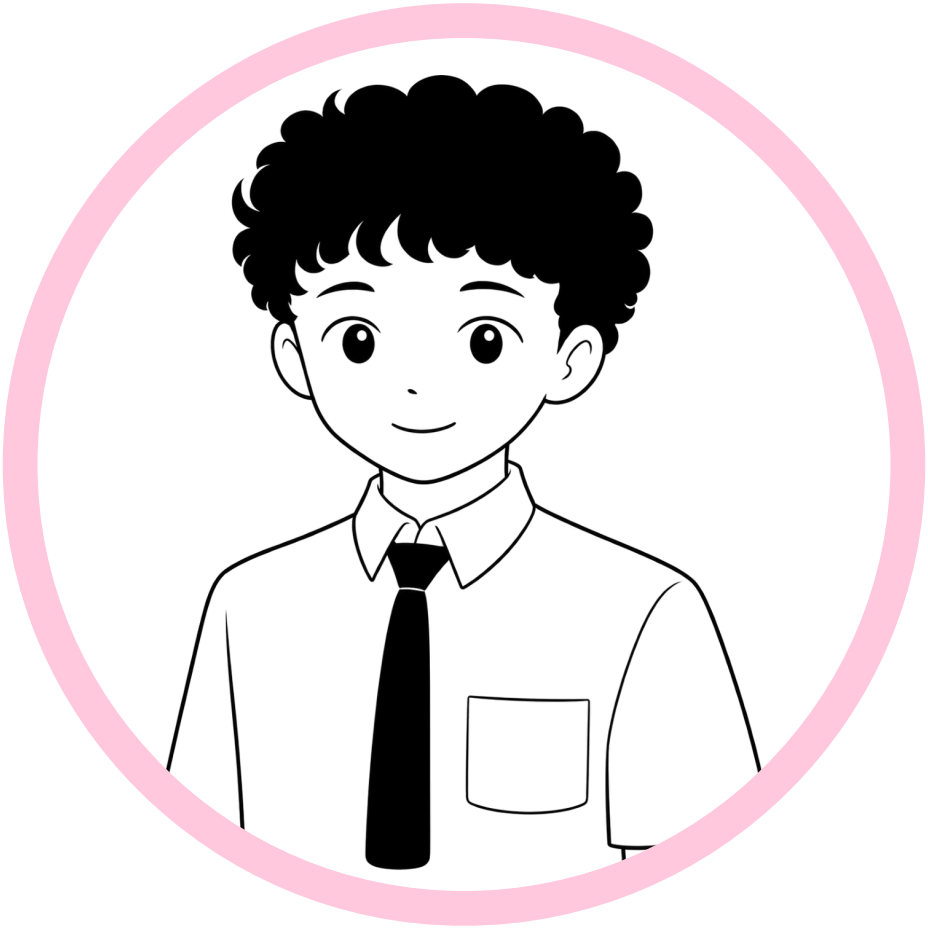
EDEXCEL A-LEVEL PSYCHOLOGY

PSYCHOLOGY



EXAM QUESTION PACK

UNIT 3 OLD SPECIFICATION PAPERS

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Write your name here

Surname	Other names

Pearson Edexcel GCE

Centre Number	Candidate Number

Psychology

Advanced
Unit 3: Applications of Psychology

Wednesday 8 June 2016 – Afternoon
Time: 1 hour 30 minutes

Paper Reference
6PS03/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from **two** of the four Sections: **A**, **B**, **C** and **D**.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
  – *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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P 4 6 6 0 7 A 0 1 3 8

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Answer ALL questions from TWO of the four Sections: A, B, C and D.

If you answer the questions in Section A put a cross in the box ☒ .

SECTION A: CRIMINOLOGICAL PSYCHOLOGY

Answer ALL questions.

A1 (a) What is meant by 'criminological psychology'?

(3)

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(b) During the criminological psychology topic you will have covered a number of studies in detail, including Loftus and Palmer (1974).

Evaluate Loftus and Palmer's (1974) study in terms of reliability **and** generalisability.

(4)

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(c) When studying criminological psychology you will have studied two ways of treating offenders.

Compare the token economy programme with **one other** way of treating offenders.

(3)

(Total for Question A1 = 10 marks)

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A2 Naressa is reading a national newspaper and sees a story that suggests older people are better than younger people in the accuracy of their eyewitness testimony.

(a) Outline how Naressa could carry out a field experiment to test the claim that older people will be more accurate than younger people in terms of their eyewitness testimony.

(4)

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(b) Naressa has been told by her psychology teacher that field experiments have strengths and weaknesses.

Evaluate the use of a field experiment in terms of reliability **and** validity when conducting a study into the effectiveness of eyewitness testimony.

(4)

(Total for Question A2 = 8 marks)

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***A3** Nicole watched a film where a group of criminals stole luxury sports cars.

Using social learning theory, describe how Nicole may learn to steal cars **and** compare this with **at least one** other explanation of criminal/antisocial behaviour that you have studied.

(12)

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(Total for Question A3 = 12 marks)

TOTAL FOR SECTION A = 30 MARKS

If you answer the questions in Section B put a cross in the box ☒ .

SECTION B: CHILD PSYCHOLOGY

Answer ALL questions.

B1 (a) Define the terms 'attachment' **and** 'separation anxiety' as they are used in child psychology.

(3)

(b) Explain **one** strength of Bowlby's theory of attachment.

(2)

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(c) Evaluate **one** of the following research studies:

- Bowlby (1946)
- Belsky and Rovine (1988)
- Rutter and the ERA team (1998).

(6)

(Total for Question B1 = 11 marks)

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B2 Marc and Laura are considering sending their daughter to a daycare centre.

(a) Explain the possible positive **and** negative effects of daycare for their daughter.

(5)

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(b) Make **one** comparison (similarity or difference) between naturalistic observation and structured observation as research methods when studying children in psychology. You **must** refer to child development in your answer.

(2)

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(Total for Question B2 = 7 marks)

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***B3** Describe Curtiss' (1977) study of Genie: a case study of extreme privation, **and** evaluate the use of the case study research method as it is used in child psychology.

(12)

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(Total for Question B3 = 12 marks)

TOTAL FOR SECTION B = 30 MARKS

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If you answer the questions in Section C put a cross in the box ☒ .

SECTION C: HEALTH PSYCHOLOGY

Answer ALL questions.

C1 During the health psychology topic you will have studied one key issue.

(a) Describe the key issue you studied for health psychology.

(3)

Key issue .....

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(b) In health psychology you will have studied Blättler et al (2002): Decreasing intravenous cocaine use in opiate users treated with prescribed heroin.

Evaluate Blättler et al's (2002) study in terms of issues **other than** ethical issues.

(5)

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(c) Suggest **one** way in which Blättler et al's (2002) study of substance misuse could have been improved.

(2)

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(Total for Question C1 = 10 marks)

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C2 Mitch is planning to use animals when researching a new drug for the government. He has to write a research proposal for the Home Office to justify his use of animals in his research.

(a) Explain the practical **and** ethical strengths of using animals when conducting research into drugs.

(4)

(b) If his research proposal is rejected, Mitch may have to consider using human participants for his research.

Compare **two** research methods that use humans to study the effects of drugs.

(4)

(Total for Question C2 = 8 marks)

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***C3** Kanza is getting worried about her friend's current level of heroin use.

Describe and evaluate **two** explanations why Kanza's friend may misuse heroin. One explanation must be from the Biological Approach and one from the Learning Approach.

You must refer to Kanza's friend in your answer.

(12)

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(Total for Question C3 = 12 marks)

TOTAL FOR SECTION C = 30 MARKS

If you answer the questions in Section D put a cross in the box ☒ .

SECTION D: SPORT PSYCHOLOGY

Answer ALL questions.

D1 (a) During your course you will have learned about one of the following studies:

- Cottrell et al (1968)
- Koivula (1995)
- Craft et al (2003).

Describe the procedure of **one** study from the list.

(3)

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(b) Evaluate the study you described in (a) in terms of issues **other than** reliability.

(4)

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(c) Many research studies have examined the role of personality in sporting performance.

Using psychological research, evaluate personality traits (from the Biological Approach) as an explanation for individual differences in sporting performance.

(3)

(Total for Question D1 = 10 marks)

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D2 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.

(a) Describe how you carried out your practical investigation.

(4)

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(b) Controls are used to ensure that collecting and/or analysing data from different sources is consistent.

State **one** control used during your investigation and explain why this element of the practical was controlled.

(2)

(c) Explain **one** way your practical investigation could have been improved.

(2)

(Total for Question D2 = 8 marks)

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***D3** David and his friends have just won a European 5-a-side football tournament in Berlin.

Describe **and** evaluate how achievement motivation theory could explain the team's success.

You **must** refer to David's football team in your answer.

(12)

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(Total for Question D3 = 12 marks)

TOTAL FOR SECTION D = 30 MARKS
TOTAL FOR PAPER = 60 MARKS

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Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE
in Psychology (6PS03/01) Paper 1

ALWAYS LEARNING

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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	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for A2a and A3	

Question Number	Question	
A1 (a)	What is meant by 'criminological psychology'?	
	Answer	Mark
	One mark per point/elaboration. • Explaining why people commit crime/explanations for criminal behaviour/eq; • For example, social learning theory suggests individuals imitate criminal behaviour that has been observed/eq; • Suggesting ways to rehabilitate offenders, such as the use of the token economy programme/eq; • Identifies problems in legal procedures such as EWT and recommends reforms/eq; • Helps build possible profiles of offenders to aid the police/eq; • Finding out whether the media has an influence on increasing or continuing offending/eq; Look for other reasonable marking points	**(3 AO1)**

Question Number	Question	
A1 (b)	During the criminological psychology topic you will have covered a number of studies in detail, including Loftus and Palmer (1974). Evaluate the study by Loftus and Palmer (1974) in terms of reliability **and** generalisability.	
	Answer	Mark
	One mark per point/elaboration. **MAX 3** marks if reliability OR generalisability ONLY. **MAX 1** for any generic evaluation not directly linked to Loftus and Palmer (1974). Ignore ethics, validity, application. 1 mark for basic strength/weakness (see examples) 2 marks for well expressed, elaborated strength/weakness (see examples) • The same videos were used so it can be tested for reliability/eq; • Extraneous variables were controlled to ensure there was consistency between the leading question groups/eq; • Other similar studies have found that leading questions/misleading language hinder the accuracy of testimony so there is consistency in the findings/eq; • Only students were used so the results may not be generalisable to real eyewitnesses/eq; • The same health and safety videos were used for each of the groups and only the critical question was different so the procedure can be replicated to test for reliability/eq; **(2 marks)** • Extraneous variables such as the weather were controlled as it was set in a lecture hall so there was consistency between the conditions for all participants so it is reliable/eq; **(2 marks)** • The participants were all students in an American University who tend to be of a similar age/intelligence and so are not generalisable to all eyewitnesses/eq; **(2 marks)** Look for other reasonable marking points	**(4 AO2)**

Question Number	Question	
A1 (c)	When studying criminological psychology you will have studied two ways of treating offenders. Compare the token economy programme with **one other** way of treating offenders.	
	Answer	Mark
	One mark per point/elaboration. **Max 1** if no reference to criminological psychology. Token Economy vs. Anger Management • TEP is behavioural only whereas AMP involves both behavioural and cognitive elements to help offenders/eq; • TEP has been criticised for only improving offenders in the institution whereas AMP tries to improve offender behaviour in the long term/eq; • TEP can be a non-specialist running the programme whereas AMP requires a trained professional to help offenders/eq; • Some TEPs in prisons (e.g. START) have been criticised for violating basic human rights whereas AMPs are considered more ethical as they are carried out in a safe environment/eq; • Both TEP and AMPs involve methods to modify offender behaviour to more socially acceptable behaviour/eq; • TEP has been criticised for only improving offenders in the institution as tokens are not awarded once they leave whereas AMPs try to improve offender behaviour in the long term by teaching the offender micro and macro skills/eq; **(2 marks)** Token Economy vs. Social skills training • Both TEP and SST involve methods to modify offender behaviour to more socially acceptable behaviour/eq; • TEP is behavioural only whereas SST involves both behavioural and cognitive elements to help offenders/eq; • TEP has been criticised for only improving offenders in the institution only whereas SST tries to improve offender behaviour in the long term/eq; • TEP can be a non-specialist running the programme whereas SST requires a trained professional to help offenders/eq; • Some TEPs in prisons (e.g. START) have been criticised for violating basic human rights whereas SST is considered more ethical as they are carried out in a safe environment/eq; • TEP has been criticised for only improving offenders in the institution as tokens are not awarded once they leave whereas SST tries to improve offender behaviour in the long term by teaching the offender micro and macro skills/eq; **(2 marks)** Look for other reasonable marking points.	**(3 AO2)**

	Guidance	
A2	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	
A2 (a)	Naressa is reading a national newspaper and sees a story which suggests that older people are better than younger people in the accuracy of their eyewitness testimony. Outline how Naressa could carry out a field experiment to test the claim that older people will be more accurate than younger people in terms of their testimony.	
	Answer	Mark
	Mark according to the levels below. Ignore references to strictly lab experiments (even if the response claims to be a field experiment but clearly is not), these involve a structured setting in a situation where behaviour being studied would not normally occur. Some research employs an experimental paradigm, such as Maas and Köhnken, and descriptions similar to this can be treated as field research for the purpose of this question. **Max 1** if no reference to Naressa/EWT/Scenario. Elements that could be used: variables, operationalisation of IV, apparatus, sample/participants, design, procedure, ethics, controls, location, gathering and analysis of results (could include operationalisation of DV here). Levels **0 marks** No rewardable material **1 mark** Basic and brief information about how a field experiment might be conducted. Includes an attempt at one or more of the above elements. **2 marks** Basic detail about how a field experiment might take place with reference to more than one basic idea. Includes at least one well explained element from above. **3 marks** Good detail about how a field experiment might investigate EWT in the field. Partial replication possible. At least two of the above elements well expressed. **4 marks** Very good detail of how a field experiment might be used to investigate EWT on a range of ideas expressed well/three or more elements. Replication possible within the time constraints of the paper. Look for other reasonable content	**(4 AO3)**

Question Number	Question	
A2 (b)	Naressa has been told by her Psychology teacher that field experiments have strengths and weaknesses. Evaluate the use of a field experiment in terms of reliability **and** validity when conducting a study into the effectiveness of eyewitness testimony.	
	Answer	Mark
	Take care with categorical answers eg, field experiments do not have control, field experiment participants do not know they are being tested. These are too categorical and **do not** gain credit. **Max 1** mark for a study/research used as a supplementary example in an accurate way. **Max 1** for any point with no reference to criminological psychology/EWT/incident. Ignore evaluation in terms of ethics, generalisability. **Max 3** if reference to only reliability OR validity. • Field experiments into EWT have low reliability as there is limited control over extraneous variables that may affect the accuracy of witnesses/eq; • With limited control over situational variables the recall may be unreliable because exact replication is unlikely/eq; • Less control over the witnessed environment means that variables that are unexpected can have an anomalous effect upon results/eq; • However, a lack of control in the experimental setting is realistic to what a real witness would experience/eq; • The field experiment may not be standardised so can lead to unreliable findings for eyewitness testimony/eq; • Field experiments are more realistic than laboratory experiments as the environment is natural and similar to what a real witness would experience/eq; • Participants in Yarmey's (2004) study were approached and asked for directions or help find lost jewellery in their natural setting so their testimony (identifying woman from line up) would be similar to a real life witness/eq; Look for other reasonable content	**(4 AO3)**

Question Number	Question	
A3	Nicole watched a film where a group of criminals stole luxury sports cars. Using social learning theory, describe how Nicole may learn to steal cars, and compare this with **at least one** other explanation of criminal/antisocial behaviour that you have studied.	
	Indicative content	Mark
	Refer to the levels for marking. Indicative content AO1 • Nicole may see one or more of the criminals as a role model as they may be the same-sex and she may identify with them and want a luxury sports car • Nicole will observe and pay attention to how the criminals broke into the sports cars • Nicole will retain the information from the film and remember how the criminals started the stolen sports cars • Nicole will reproduce the behaviour seen in the film by attempting to steal a sports car from her local car park • Nicole will be externally motivated to continue stealing sports cars as she gains praise from her friends for having a luxury car • Nicole will find stealing cars exciting so will be internally motivated to continue the behaviour AO2 SLT vs. SFP • Both SLT and SFP involve the influence of other people and without others the criminal behaviour would not be learned • For example, if Nicole had not seen the film or been labelled a car thief she may not have started stealing cars • Both SLT and SFP suggest nurture/environment is the cause of criminal behaviour • For example, Nicole had to watch the film which is in the environment or be influenced by an externally created label to steal cars • SLT suggests it is how we influence the world by choosing our role model and imitating them whereas SFP suggests it is how the world influences us by a label being created for us and the behaviour change towards us that causes criminal behaviour • For example, Nicole had to choose who would be her role model from the film and then to copy them stealing cars whereas SFP would suggest others would label Nicole a car thief and behave suspiciously around her that would cause Nicole to steal a car SLT vs. Biological • SLT involves the influence of other people to learn criminal behaviour whereas biological theory suggests criminal behaviour is internal so no one else is needed • For example, biological theory would say Nicole would have stole cars regardless of the film whereas SLT suggests the external role model is required • SLT suggests nurture/environment is the cause of criminal behaviour whereas biological theory suggests nature/genes/hormones is the cause of criminal behaviour • For example, Nicole had to watch the film which is in the	**(6 AO1, 6 AO2)**

	environment but biological theory says she would be predisposed to steal cars • SLT suggests it is how we influence the world by choosing our role model and imitating them (voluntary) whereas biological theory suggests it is the genes and hormones that are influencing whether she steals cars (involuntary) • For example, Nicole had to choose who would be her role model from the film and then to copy them stealing cars whereas SFP would suggest a criminal gene(s)/excess testosterone may lead to her stealing the cars • SLT suggests environment is required through imitating role model behaviour which is similar to biological theory which suggests a genetic predisposition to crime is expressed by an environmental trigger • For example, both theories suggest the film is important in Nicole starting to steal cars through imitating a role model (SLT) or triggering a genetic predisposition for criminal behaviour (biological) Look for other resonable content	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Brief and basic account of SLT, may not be clear and shows significant under development. Unlikely to be in context. • Little or no attempt at the comparative demands of the question. 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.
Level 2	4-6	Description OR comparison only OR limited attempt at each OR one is in less detail than the other • Basic description of SLT that may/may not be linked to Nicole stealing cars or criminal psychology • Attempt at comparison of SLT with one other theory, using simple or limited statements. 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	Candidate has answered ***both injunctions*** in the question **well**. • Good description of SLT used to explain Nicole stealing cars. Description has breadth or depth of detail. • Good comparisons using a range of ideas or at least two developed well. • Description OR evaluation to be explained in terms of Nicole stealing cars (engaged reference) The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.

Level 4	10-12	Candidate has answered ***both injunctions*** in the question **very well**. • Very good description of SLT showing breadth and depth of detail. • The description is well explained in terms of Nicole stealing cars (**all in context**) • Very good, well expressed comparisons showing understanding. • Comparisons may be linked to Nicole. 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.

Section B – Child Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for B3	

Question Number	Question	
B1 (a)	Define the terms 'attachment' **and** 'separation anxiety' as they are used in child psychology.	
	Answer	Mark
	One mark per point/elaboration. Ignore tautological definitions (e.g. separation anxiety is anxiety when separated) **MAX 2** for either definition. Examples of attachment can gain credit in addition to definition. • Attachment is the special bond between a child and a caregiver/eq; • Attachment to a caregiver generally is noticed at around seven months old (when separation anxiety is present)/eq; • A secure attachment is where a child becomes upset when a caregiver leaves their presence but is quickly settled and shows happiness when the caregiver returns/eq; • Separation anxiety is distress shown by a child when they are split from their caregiver/eq; • A child may cry when their caregiver leaves the room in the strange situation procedure/eq; Look for other reasonable marking points	**(3 AO1)**

Question Number	Question	
B1 (b)	Explain one strength of Bowlby's theory of attachment.	
	Answer	Mark
	One mark per point/elaboration. 1 mark for a brief/basic strength 2 marks for a well expressed, elaborated strength • Bowlby's own study, 44 juvenile thieves, supports his theory as he found that deprived boys were more likely to be delinquent and lack empathy/eq; • Harlow found monkeys deprived of an attachment with their mother showed significant behavioural and emotional deficits which is evidence for the maternal deprivation hypothesis/eq; • Lorenz found geese would imprint on the first thing they saw such as Lorenz's boots which supports Bowlby's maternal sensitive period as an ethological comparison/eq; • Hospital parents visiting times were drastically improved to avoid maternal deprivation following Bowlby's research which is a useful application of the theory/eq; • Research has shown that losing the mother to death/divorce after the critical period can lead to emotional problems in later life/eq; • Bowlby's own study, 44 juvenile thieves, found that deprived boys were more likely to be delinquent and lack empathy. This shows that when deprived or separated from a primary caregiver during the first 2 years there are serious consequences as Bowlby's theory predicts/eq; **(2 marks)** Look for other reasonable marking points	**(2 AO2)**

Question Number	Question	
B1 (c)	Evaluate **one** of the following research studies: • Bowlby (1946) • Belsky and Rovine (1988) • Rutter and the ERA team (1998).	
	Answer	Mark
	One mark per point/elaboration. e.g. Belsky and Rovine (1988) • The strange situation may not be an appropriate tool for measuring attachment in daycare children who are used to separation/eq; • Children may not be avoidant, but used to stranger care/eq; • Daycare can also have positive effects upon children's intellectual and social development as found by Andersson (1996)/eq; • Factors other than daycare may account for the findings, such as resilience of the child/eq; • The procedure was highly controlled/standardised and reliability was established/eq; • DiLalla (1998) found that children who spent no time in daycare were more prosocial than children who attended daycare/eq; • The EPPE project (2004) suggests that children who attend daycare can have positive benefits – which goes against Belsky's findings/eq; • Belsky and Rovine's study suggests that prolonged intensive daycare is not advisable/eq; e.g. Bowlby (1944/1946) • 17 of the thieves suffered maternal deprivation but 27 did not, he cannot conclude that maternal deprivation caused later delinquency/eq; • Bowlby conducted the interviews himself so can be criticised for researcher bias/eq; • Bowlby collected vast amounts of data from interviews with the boys and their families, so the information was in-depth and detailed/eq; • The study used retrospective data which may be unreliable/eq; • Bowlby's finding led to a key worker attachment figure in daycare establishments/eq; • Triangulation was used to cross check findings of psychiatric tests and interview data/eq; • An independent social worker was used to maintain objectivity in data collection and analysis/eq; • The control group was not a 'normal' control, which makes comparison difficult/eq; e.g. Rutter and the ERA team (1998) • A longitudinal study enabled the long term effects of care to be studied/eq; • The adoptees were matched with a group of English children so fair comparison could be made/eq; • We can never fully match a control group and experimental group so comparisons may not be valid/eq;	**(6 AO2)**

	• Research cannot establish cause and effect between the care and resulting behaviour, there may be other influences involved/eq; • Advises that children who are orphaned should be rehomed as soon/early as possible/eq; • Institutional care does not offer the same quality of care as adoption/eq; • Romanian orphanages are reputed to be poor, due to economic reasons, so the findings would not apply to other orphanage children/eq; • Both physiological and psychological measures collected a vast amount of developmental information on the children to track development over time/eq; Look for other reasonable marking points	

Question Number	Question	
B2 (a)	Marc and Laura are considering sending their daughter to a daycare centre. Explain the possible positive **and** negative effects of daycare for their daughter.	
	Answer	Mark
	One mark per point/elaboration. MAX 3 if only give positive OR negative effects of daycare Max 3 if no reference to Marc/Laura/daughter • NICHD found that daycare children performed better academically/eq; • 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/eq; • Andersson (1992) found that good quality day care led to positive social and intellectual advantages/eq; • Sylva (EPPE) found that there were short term social benefits and long term cognitive benefits of day care/eq; • Belsky (1988) found that early and intensive day care resulted in children being more insecurely attached than children where onset was later and less intensive/eq; • NICHD found that children who attended daycare had more behavioural problems when in school compared to those looked after at home/eq; • Children who attend day care can be perceived as aggressive due to competition for stimulation and resources in a day care environment/eq; Look for other reasonable marking points	**(5 AO2)**

Question Number	Question	
B2 (b)	Make **one** comparison (similarity or difference) between the naturalistic and structured observation as research methods when studying children in psychology. You must refer to child development in your answer.	
	Answer	Mark
	One mark per point/elaboration. Max 1 mark if no reference to child development 1 mark for brief/basic similarity or difference 2 marks for elaborated, well expressed similarity or difference • The structured observation has less ecological validity than the naturalistic observation as the environment is artificial so they child may not act in a normal way (**1st mark**) whereas naturalistic are in the child's everyday setting which they are used to so they act more naturally (**2nd mark**)/eq; • A child may be more spontaneous and natural in a naturalistic observation compared to a structured observation/eq; (**1st mark**) because the setting is more like their everyday life so the validity is higher in a naturalistic observation/eq; (**2nd mark**) • A natural observation of children may take longer to conduct compared to a structured observation/eq; (**1st mark**) as it is waiting for behaviour to be displayed but a structured is a contrived situation so behaviour can be encouraged/eq; (**2nd mark**) Look for other reasonable marking points	**(2 AO3)**

Question Number	Question	
B3	Describe Curtiss' (1977) study of Genie: a case study of extreme privation, and evaluate the use of the case study research method as it is used in child psychology.	
	Indicative content	Mark
	Refer to the levels for marking. Indicative content AO1 • Genie was found when she was 13 years old after suffering extreme privation for most of her childhood • She had been neglected, beaten and tied to a potty chair • Genie could not talk properly and had a physical stoop • She began to form attachments to staff members and learn words • Researchers conducted a battery of tests from observations, interviews and neurological tests • Genie was rehabilitated at the hospital and when living with the researchers • Her grammar never achieved beyond that of a toddler • She regressed when moved into different foster care • The study shows us that there is a sensitive period for language development AO3 • Case studies of children are unique cases and not likely to be repeatable under the same circumstances • Unique case results cannot be cross checked for reliability, so examples such as Genie are not reliable • Case studies are typically naturally occurring circumstances where child development can be affected by many uncontrolled variables that may affect reliability • Case studies are useful in studying rare cases, such as privation, where the situation cannot be tested experimentally • Case studies are often intensive and detailed, so can impact upon the daily lives of the child and their family and be intrusive • Not all factors can be controlled or accounted for in a case study, so cause and effect cannot be established • The case study is often conducted under naturalistic conditions in the life and devlopment of the child so real life can be examined • Case studies often use a variety of research methods so triagulation can establish validity of findings • Observations, psychological tests, interviews etc can be used to ensure findings from one method are validated by findings from other methods • Often more than one researcher is involved to maintain objective findings unaffected by researcher bias Look for other resonable content	**(6 AO1, 6 AO3)**

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

Section C – Health Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for C1a and C3	

	Guidance	
C1a	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	

Question Number	Question	
C1 (a)	During the health psychology topic you will have studied one key issue. Describe the key issue you studied for health psychology.	
	Answer	Mark
	Refer to the levels for marking. ID mark allowed if written as a question (see indicative content). Key issue must be relevant to health psychology or 0 marks. **0 marks** No rewardable material. **1 mark** A brief description of the key issue, may not be well expressed in terms of *describing* the key issue more than ID. **2 marks** A basic description of the key issue, at least one idea reasonably well expressed. **3 marks** A good description of the key issue. A range of ideas expressed well or one idea elaborated. Indicative content (ID) • How and why should drug abuse be prevented? (ID)/eq; • How can we successfully treat drug abuse? (ID)/eq; • Are there differences in drug abuse cross-culturally? (ID)/eq; Reject • Drug abuse • Cross-cultural drug abuse	**(3 AO1)**

	Indicative content • How and why should drug abuse be prevented? (ID)/eq; • Anti-drug government campaigns may prevent drug abuse such as the FRANK campaign which provides information about positive and negative effects of drugs/eq; • If we prevent drug abuse then there will be greater productivity in the economy and the cost to society of drug rehab programmes will decrease/eq; • Prevention of drug abuse is a key issue because methadone treatment alone cost the NHS £22m in 2007 which could be reduced and savings redirected to mental health treatment/eq; • If we are able to prevent drug abuse related illnesses such as hepatitis, mouth cancer and liver cirrhosis could be avoided and savings spent on other health services/eq; • Preventing drug abuse means that police and the NHS will have more time to focus on helping and protecting other members of society rather than focusing on the impact of drug abuse/eq; • Anti-smoking campaigns such as Scared may prevent drug abuse by warning potential users of the impact of smoking on their children/family/eq; Look for other reasonable content	

Question Number	Question	
C1 (b)	In health psychology you will have covered Blättler et al (2002) Decreasing intravenous cocaine use in opiate users treated with prescribed heroin. Evaluate Blättler et al's (2002) study in terms of issues other than ethical issues.	
	Answer	Mark
	One mark per point/elaboration. **Do not** credit ethics/ethical issues. • The study omitted data from participants excluded for dealing or dropped out of the programme, so the results are limited to the most dedicated patients/eq; • The applications of this study show that use of heroin with counselling can reduce heroin/cocaine use/eq; • The validity of the findings are established through triangulation of biological and self report measures/eq; • The participants were naturally undertaking the clinical trials, so participants were not carefully selected or matched to a control group/eq; • As participants were followed up over 18 months the long term effects of the programme could be established/eq; • Independent researchers conducted the interviews and analysed the findings to ensure there was no researcher bias/eq; • The findings were compared to baseline measures to ensure a reliable change in drug usage was established/eq; • Ecological valid as they were real drug users on a real drug rehabilitation programme/eq; • High population validity as they were extreme drug users/polydrug users and findings were related to them/eq; • Low population validity if generalised to the wider population (e.g. mild drug users)/eq; • Cause and effect is hard to show as there are many other factors to take into account/eq; • Participants may have taken part in the programme with the intention of getting free heroin not to give up their drug habit/eq; Look for other reasonable marking points	**(5 AO2)**

Question Number	Question	
C1 (c)	Suggest one way in which Blattler et al's (2002) study of substance misuse could have been improved.	
	Answer	Mark
	One mark per point/elaboration. 1 mark for relevant, brief improvement 2 marks for relevant, elaborated improvement • They could have had a control group and who did not do the programme/eq; (1st mark) to see whether the therapy was more effective than no treatment at all/eq; (2nd mark) • A group of mildly dependent users could have been sampled/eq; (1st mark) so that the findings could be generalised to different types of users not just heavily dependent users/eq; (2nd mark) • It could have been conducted in a more controlled setting such as on a hospital ward/eq; (1st mark) which would reduce situational variables and increase the reliability of cause and effect/eq; (2nd mark) Look for other reasonable marking points	**(2 AO2)**

Question Number	Question	
C2 (a)	Mitch is planning on using animals when researching a new drug for the government. He has to write a research proposal to the Home Office to justify his use of animals in his study. Explain practical **and** ethical strengths of using animals when conducting research into drugs.	
	Answer	Mark
	One mark per point/elaboration. MAX 1 if no reference to health psychology/drug research MAX 3 if practical or ethical strengths only Ignore weaknesses Ignore 'cheaper' and 'easier' unless qualified. Practical • The effects of the drugs can be more easily monitored for long periods of time in animals compared to humans/eq; • Using animals can be cheaper as lower quantities of drugs needed compared to humans/eq; • Animals breed quickly in comparison to humans so the heritability of conditions caused by a drug can be done in a faster timescale/eq; • The nervous system (neural transmission) is the same in animals as it is in humans, so the results of drug research on neural transmission should be generalisable to humans/eq; Ethical • Animals can be tested in more adverse conditions than human participants in which harm could be done/eq; • We can closely study the effects of drugs on neural pathways that would be impossible to study on humans as the animal needs to be sacrificed/eq; • The knowledge gained from animal research can benefit both animals and humans by developing new drugs to help with conditions that both humans and animals suffer from/eq; • Pro-speciesism suggests humans should protect their species so any harmful/damaging procedures using drugs should be carried out on animals rather than humans/eq; Look for other reasonable marking points	**(4 AO3)**

Question Number	Question	
C2 (b)	If his research proposal is rejected, Mitch may have to consider using human participants for his study. Compare **two** research methods using humans to study the effects of drugs.	
	Answer	Mark
	One mark per point/elaboration. MAX 2 if no mention of drugs/health psychology Ignore tautological comparisons (e.g. both methods use human participants) or comparisons not specific to the method (e.g. volunteer sampling can be used for both methods) Lab vs. Survey • Lab experiments can be highly reliable as they control the amount of drug used and a survey can be replicated easily using closed-ended drug-based questions so is also a reliable method/eq; • Lab experiments have low ecological validity as they take place in an artificial setting for drug taking and survey responses can lack validity as participants could lie about their drug habits/eq; • Surveys can elicit responses with high validity about drug use if open-ended questions are used with confidentiality whereas lab experiments lack validity as drug taking would not occur in controlled settings/eq; • Both lab experiments and surveys are ethically good in collecting data on drug use as informed consent is given beforehand and participants can withdraw or not answer questions at any time/eq; • Both lab experiments and surveys can be affected by demand characteristics as participants may try to guess what the drug research aims to investigate and then change their behaviour/responses which decreases validity/eq; Lab vs. Brain scanning • Lab experiments can be highly reliable as they control the amount of drug used and a brain scan such as PET can be replicated easily so is also a reliable method/eq; • Both lab experiments and brain scans have low ecological validity as they take place in an artificial setting for drug taking/eq; • Lab experiments into drug use can protect participants by being in a controlled, safe setting and brain scans are non-invasive so are also seen as an ethical method/eq; • PET scans investigating drug use have to inject a radioactive tracer so are only be conducted a limited number of times whereas lab experiments can be repeated infinite number of times/eq; • Both lab experiments and brain scans can be affected by demand characteristics as participants may try to guess what the drug research aims to investigate and then change their behaviour/responses which decreases validity/eq; Look for other reasonable marking points	**(4 AO3)**

Question Number	Question	
C3	Kanza is getting worried about her friend's current level of heroin use. Describe and evaluate **two** explanations why Kanza's friend may misuse heroin. One explanation must be from the Biological Approach, and one from the Learning Approach. You must refer to Kanza's friend in your answer.	
	Indicative content	Mark
	Refer to the levels for marking. **AO1** **Biological Approach** • Heroin affects the biochemistry of Kanza's friend's brain by analgesic effects. • Repeated use of heroin can change Kanza's friend's normal neural pathways. • Kanza's friend will eventually have to take more heroin in order to gain the same initial effect (tolerance) • Drugs such as heroin are associated with the dopamine reward system in the brain, which is linked to pleasure. • Heroin produces a euphoric, sedative feeling via the biological system, which the user wishes to repeat. • The mu-opioid gene has been linked to genetic transmission of addiction to drugs. • Family and twin studies have found that addictions run in families, suggesting a possible genetic link. **Learning Approach** Eg. Classical conditioning • Pleasurable feelings can be gained from taking heroin • Kanza's friend learns to associate the positive feelings with heroin so takes it again to achieve the same feeling • Kanza's friend may also learn to associate his/her friends and the needles with pleasure and this may trigger the response • Even after abstinence, stimuli such as a particular individual or setting may trigger drug taking causing relapse Eg. Operant conditioning • Reinforcement by a positive experience of taking heroin, so this will be repeated • Continued use can be explained by negative reinforcement as avoiding heroin causes withdrawal symptoms leading to dependency • Heroin is taken to remove the withdrawal symptoms so negatively reinforcing the addiction Eg. Social learning theory • Kanza's friend may watch a role model, such as a friend, family member or media model take heroin (attention) • The role model may be someone they admire or relate to, making modelling their behaviour more likely • Kanza's friend may then retain how to prepare and administer heroin and reproduce this behaviour herself • Kanza's friend may be more motivated to take heroin if the role model is seen to enjoy themselves	**(6 AO1, 6 AO2)**

	AO2 Biological • 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. • Many people try and infrequently use drugs, such as heroin, 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 biological approach explains physiological dependency whilst the learning approach explains psychological dependency. Learning • 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. • The tendency for drug misuse to run in families could be due to genetics rather than social learning/reinforcement/association. • 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. • Some drug when taken cause unpleasant effects, which cannot be explained by operant conditioning. • 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. Look for other resonable content	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Simple statements concerning two explanations or one theory basic and little/no attempt at other explanation. • Little / no attempt at the evaluative demands of the question. • Little/no reference to Kanza's friend. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Basic description of both explanations (one must be biological and one learning) OR • One explanation is described well and there is little/no attempt at other explanation. AND • Basic evaluation of both explanations OR one is evaluated well and there is little/no attempt at other explanation. • May make reference to Kanza's friend. 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	Candidate has attempted and answered ***both injunctions*** in the question **well**. • Good description of both theories (biological and learning) with breadth OR depth. OR • Very good description of one explanation and basic description of other explanation. AND • Good evaluation of both explanations in at least one way using a well detailed/explained strength and/or weakness. There is breadth or depth. OR • Very good evaluation of one explanation (with breadth and depth of explanation) more than one evaluative point very well explained, and limited evaluation of the other explanation. • Some reference to Kanza's friend.

		The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both injunctions*** in the question **very well**. • Very good description of one explanation (breadth and depth) AND good (or better) description of other explanation. AND • Very good evaluation of one explanation (breadth and depth) using strengths and/or weaknesses in more than one way AND good (or better) evaluation of other explanation. • Engaged reference to Kanza's friend. 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.

Section D – Sport Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for D2 and D3	

Question Number	Question	
D1 (a)	During your course you will have learned about one of the following studies: • Cottrell et al (1968) • Koivula (1995) • Craft et al (2003) Describe the procedure of **one** study from the list.	
	Answer	Mark
	One mark per point/elaboration. Ignore aim, results or conclusions Cottrell et al (1968) • 132 male undergraduates were given lists of paired associate words to learn/eq; • The non-competitional list had strong associations between the paired associations but not between the word pairs themselves/eq; • The competitional list had weak associations between the paired associate words but strong associations between the word pairs themselves, making them more difficult to learn and a higher chance of error/eq; • Participants either had to produce two errorless list recalls or the whole set of 30 lists/eq; Koivula (1995) • Over 200 participants were used, many were university students and most Caucasian/eq; • She used the BSRI to measure the degree to which participants were sex typed/eq; • Participants were asked to rate different sports as male or female or neutral/eq; • Further questionnaires were given to measure age, ethnicity and other personality measures and attitudes/eq; Craft et al (2003) • Anxiety involved a series of subscales; cognitive, somatic and self confidence/eq; • They conducted a meta-analysis of 29 studies which used the	**(3 AO1)**

	CSAI-2 (IV) and sporting performance (DV) /eq; • They expected a positive correlation between self confidence and performance, negative correlation between cognitive anxiety and performance and no relationship between somatic anxiety and performance/eq; • They used a range of sporting variables such as individual and team sports to explore the anxiety-performance relationship/eq; Look for other reasonable marking points	

Question Number	Question	
D1 (b)	Evaluate the study you described in (a) in terms of issues **other than** reliability.	
	Answer	Mark
	One mark per point/elaboration. Cottrell et al (1968) • Sporting performance is far different than word pair recall or recognition tasks, so the findings may not represent sporting performance at all/eq; • Anxiety and audience is a practised situation for athletes who are accustomed to such situations within the field of a physical sport/eq; • The study lacks ecological validity as they are tested on cognitive skills rather than physical skills which are more applicable to sport/eq; • The sample of male undergraduates is biased and does not represent all individuals well, particularly as individual differences would have a great effect upon performance or without an audience/eq; • Participants were deceived as they were not aware of the reason for the audience, although if they were made aware this could have altered their behaviour during the tasks/eq; Koivula (1995) • Asking participants about gendered sports could provoke a gendered schema and result in invalid results/eq; • Social desirability may have skewed the participants responses into providing either sex typed or non-sexed typed responses/eq; • The researcher used the participants own gender stereotypes rather than generalised categories, making the results more relevant and valid to the participants used/eq; • Filler items/distracter questions were used to prevent demand characteristics so the participants could not try and guess the true aim of the study/eq; • The participants were students with a mean age of 25.2 years and 96.6% were white so may not be generalisable to non-white, older people with a variety of occupations/eq; Craft et al (2003) • Team sports and individual sports were not accounted for in this meta-analysis which needs to refined as audience and arousal would have different effects on each/eq; • Self confidence measured by the CSAI-2 may be more a more a measure of global confidence rather than sports related activity	**(4 AO2)**

	confidence/eq; • Like any meta-analysis only comparable groups of athletes/samples/similarity of measures were used but matching for all properties is clearly not possible and variation may distort results/eq; • The study used secondary data from 29 studies which is ethical as it does not interfere with participants' lives and is quicker than collecting primary data for all 2,905 participants/eq; • Data from 2,905 participants from a variety of sporting levels was used so the findings are generalisable to sportspeople of all ability levels/eq; Look for other reasonable marking points	

Question Number	Question	
D1 (c)	Using psychological research, evaluate personality traits (from the Biological Approach) as an explanation for individual differences in sporting performance.	
	Answer	Mark
	One mark per point/elaboration. MAX 1 if no research cited. • Cooper (1969) found that international athletes had a greater motivation to achieve and were more outgoing than non-athletes which suggests a difference in extraversion in athletes and non-athletes/eq; • Watson and Pulford (2004) found participants of high-risk sports tend to be more extraverted and lower in neuroticism compared to non-participants of such sports/eq; • Williams (1985) concluded that national level competitors had higher emotional stability, greater mental toughness and were more self-assured than non-sport playing controls when using the 16PF/eq; • Aidman (2000) found the 16PF alone was not enough to predict Australian footballers' success which suggests there may be other factors than just personality which determine success in sport/eq; Look for other reasonable marking points	**(3 AO2)**

	Guidance	
D2	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	
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. Describe how you carried out your practical investigation.	
	Answer	Mark
	Mark according to the levels below. The practical may be a content analysis or summary of two article sources. Conducting the practical investigation involves planning and sourcing of material, procedure, sampling, apparatus, controls, coding decisions, data analysis. Description can refer to selection of sources, reviewing the material and drawing conclusions. **0 marks** No rewardable material. **1 mark** Brief description about how the practical was conducted. **2 marks** Clearly identified how data was gathered by referring to a range of procedural issues. **3 marks** More depth, clearly describing how the practical was conducted. Describes a range of procedural issues that are detailed and show understanding of planning and how the data was gathered such as bias in sources and how data was reduced/summarised. Partial/full replication possible. **4 marks** Detailed description of how the practical was conducted. Clearly describes a range of procedural issues that are detailed and show good understanding of planning and how the data was gathered such as bias in sources and how data was reduced/summarised. Full replication possible. Look for other reasonable content	**(4 AO3)**

Question Number	Question	
D2 (b)	Controls are used to ensure that collecting and/or analysing data from different sources is consistent. State **one** control used during your investigation and explain why this element of the practical was controlled.	
	Answer	Mark
	Mark according to the levels below. **0 marks** No rewardable material. **1 mark** Identification of a relevant control used in their practical. Control must be made specific to their practical. **2 marks** Identification of a relevant control used in their practical **and** an appropriate explanation of why it was used in their study. Control must be made specific to their practical. Look for other reasonable content	**(2 AO3)**

Question Number	Question	
D2 (c)	Explain **one** way your practical investigation could have been improved.	
	Answer	Mark
	Mark according to the levels below. **0 marks** No rewardable material. **1 mark** Identification of a relevant suggestion to improve their practical investigation. **2 marks** Identification of a relevant suggestion to improve their practical investigation **and** an appropriate explanation of how it would improve their study. Look for other reasonable content	**(2 AO3)**

Question Number	Question	
D3	David and his friends have just won a European 5-a-side football tournament in Berlin. Describe and evaluate how achievement motivation theory could explain the team's success. You must refer to David's football team in your answer.	
	Indicative content	Mark
	Refer to the levels for marking. AO1 • Achievement motivation theory assumes that an individual has three needs, including a need for achievement (n-Ach), a need for power (n-Pow) and a need for affiliation (n-Afill) and these may not be in equal amounts • Need for achievement (n-Ach) can be defined as an individual's desire to achieve at a particular task • David's football team may have had a high need for achievement so wanted to take on the difficult challenge of winning the tournament from the outset and would not have been deterred by a bad result early in the tournament • David's football team may have had a low need for achievement so aimed to take on an easier challenge of winning the first game, then each successive game without having the overall aim of winning the tournament from the outset • The football players will have encouraged each other throughout the 5-a-side tournament which would have satisfied a need for praise • Need for power (n-Pow) can be defined as an individual's desire to be in charge and can take the form of social power, personal power, charismatic power • Each player of the team may have been captain for a match which would have satisfied a high N-Pow in any of the players • Need for affiliation (n-Afill) can be defined as an individual's desire to have a sense of belonging and those with a high N-Afill will like having others around them in a team setting • The team will have trained as a whole team rather than individually before and during the tournament to satisfy a high N-Afill AO2 • The need for achievement is commonly recorded using self reports which may be unreliable • The research is based on a personality trait rather than a feature of sporting competition/interaction between personality and situational factors • 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 • The theory can be used to develop the need for achievement in sportspeople by coaches • Research suggests that high achievers take on more difficult tasks than low achievers, which is consistent with achievement motivation theory • Without sporting ability, achievement motivation theory is limited in explaining sporting success	**(6 AO1, 6 AO2)**

	• The results of projective tests used to judge achievement motivation are subjectively interpreted • A similarity between achievement motivation theory and cognitive evaluation theory is that they both involve reward • In achievement motivation theory the underpinning motivation is drawn from the need for achievement whereas in self-efficacy theory it is drawn from self confidence Look for other resonable content	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Simple statements concerning achievement motivation theory. • Little or no attempt at the evaluative demands of the question. • Little/no reference to David's football team. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Basic description of achievement motivation theory • Basic evaluation of achievement motivation theory • May/may not make reference to David's football team. 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	Good and accurate description and evaluation/comparison. • Good description of achievement motivation theory with breadth OR depth. • Good evaluation of achievement motivation theory using a well detailed/explained strength and/or weakness. There is breadth or depth. • Engaged reference to David's football team. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both injunctions*** in the question **very well**. • Very good description of achievement motivation theory with breadth AND depth. • Very good evaluation of achievement motivation theory (breadth AND depth) using strengths and/or weaknesses in more than one way. • Engaged reference to David's football team. 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.

Write your name here

Surname	Other names

Pearson Edexcel GCE

Centre Number | Candidate Number

Psychology

Advanced
Unit 3: Applications of Psychology

Tuesday 9 June 2015 – Afternoon
Time: 1 hour 30 minutes

Paper Reference
6PS03/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from **two** of the four Sections: **A**, **B**, **C** and **D**.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
  – *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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Answer ALL questions from TWO of the four Sections: A, B, C and D.

If you answer the questions in Section A put a cross in the box ☒ .

SECTION A: CRIMINOLOGICAL PSYCHOLOGY

Answer ALL questions.

A1 Holly set up a laboratory experiment to test eyewitness effectiveness. She asked for volunteers to participate in her study and invited them to watch a video clip of a burglary. After watching the clip, she asked them about what they had seen, and scored how accurately they recalled the burglary.

(a) Using your knowledge of the laboratory experiment as a research method, explain **one or more** ethical issue(s) that Holly should have considered before conducting her study.

(3)

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(b) How could Holly have made sure that her study into eyewitness effectiveness was reliable?

(3)

(c) Explain why a field experiment might have been a better research method for Holly to use to test eyewitness effectiveness.

(3)

(Total for Question A1 = 9 marks)

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A2 (a) Outline the procedure of **one** study in Criminological Psychology, **other than** Loftus and Palmer (1974).

(3)

(b) Outline **one** practical application/use in Criminological Psychology of the study you have described in (a).

(2)

(c) Evaluate the study you have described in (a) in terms of validity **and** generalisability.

(4)

(Total for Question A2 = 9 marks)

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***A3** William was caught trying to shoplift from a local shop. William had a history of offending, which included vandalism and causing a public nuisance.

Using **one** theory of antisocial behaviour you have studied, explain why William may have become an offender for at least one of these offences, **and** evaluate this theory.

(12)

(Total for Question A3 = 12 marks)

TOTAL FOR SECTION A = 30 MARKS

If you answer the questions in Section B put a cross in the box ☒ .

SECTION B: CHILD PSYCHOLOGY

Answer ALL questions.

B1 Mario is 12 months old and taking part in the 'strange situation' procedure. Mario becomes distressed when separated from his caregiver, and is not easily soothed when they are reunited.

(a) State the attachment type that best defines Mario's behaviour according to the 'strange situation' procedure.

(1)

(b) Explain what the findings of cross-cultural research using the 'strange situation' procedure tells us about the nature of attachment.

(3)

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(c) Evaluate the 'strange situation' procedure in terms of reliability **and** at least one ethical issue.

(4)

(Total for Question B1 = 8 marks)

B2 Many different research methods can be used to study child development. Researchers select a research method appropriate to the situation.

(a) Explain why the case study research method was the most appropriate research method to use in the case of Genie (Curtiss, 1977).

(4)

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(b) Describe **one** research method, **other than** the case study, that could be used to investigate child development.

(4)

(c) Outline **two** features of a developmental disorder that might affect a child's development.

(2)

Developmental disorder .....

1 .....

.....

2 .....

.....

(Total for Question B2 = 10 marks)

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***B3** Describe **and** evaluate research into the effects of deprivation/separation of a child from their primary caregiver. In your evaluation, you **must** include how the negative effects of deprivation/separation may be reduced.

(12)

(Total for Question B3 = 12 marks)

TOTAL FOR SECTION B = 30 MARKS

If you answer the questions in Section C put a cross in the box ☒ .

SECTION C: HEALTH PSYCHOLOGY

Answer ALL questions.

C1 Recreational drugs have an effect on the neural and/or hormonal systems of the body.

(a) Outline the mode of action of **one** recreational drug you have studied.

(3)

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(b) Prolonged use of recreational substances can lead to substance misuse and dependency. Dependency is often treated with biological interventions.

Evaluate **one** biological treatment as it is used to treat drug dependency. Include at least one strength **and** one weakness in your answer.

(4)

Biological treatment .....

(c) You will have studied one other way of treating substance misuse, which is different to the one you have used in (b).

Explain why this different treatment may be more appropriate to treat substance misuse than the one you have used in (b).

(2)

Treatment .....

.....

.....

.....

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.....

.....

(Total for Question C1 = 9 marks)

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C2 Natalia is investigating the effects of drugs, and is using animals in her laboratory research.

(a) Explain **one or more** ethical issues that Natalia would have to consider when conducting her research.

(3)

(b) The Learning Approach can be used to explain substance misuse.

Evaluate the Learning Approach as it is used to explain substance misuse.

(6)

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(Total for Question C2 = 9 marks)

***C3** Describe **one** study you have learned about that has investigated drugs using human participants. Evaluate the use of human participants to research the effects of drugs in terms of methodological issues.

Do **not** use ethical issues in your evaluation.

(12)

(Total for Question C3 = 12 marks)

TOTAL FOR SECTION C = 30 MARKS

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If you answer the questions in Section D put a cross in the box ☒ .

SECTION D: SPORT PSYCHOLOGY

Answer ALL questions.

D1 Brian is a competitive showjumper. Over the past year, Brian has improved his riding position on a horse and his course time, and he is now able to jump higher fences without fault.

(a) Explain how **one** psychological technique to improve sporting performance could be used to improve Brian's showjumping.

(3)

(b) Evaluate the psychological technique to improve sporting performance that you have explained in (a).

(4)

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(c) You will have studied one other psychological technique used to improve sporting performance that is different to the one you have used in (b).

Explain why this different psychological technique may be better for Brian to use.

(2)

Technique .....

.....

.....

.....

.....

.....

.....

(Total for Question D1 = 9 marks)

D2 (a) Carmela wants to investigate whether personality traits are associated with sporting performance. She has decided to use a questionnaire to gather her data.

Describe how Carmela might use a questionnaire to gather data on **both** personality **and** sporting performance.

(4)

(b) Once Carmela received her completed questionnaires from participants, she decided to use a correlation on the findings.

Explain how Carmela could use a correlation to analyse her findings.

(3)

(c) Outline **one** weakness of the correlation method that Carmela should have considered in her research.

(2)

(Total for Question D2 = 9 marks)

***D3** Describe **and** evaluate the Inverted U Hypothesis as an explanation used in Sport Psychology. In your evaluation you **must** compare the Inverted U Hypothesis with a different explanation of the effects of arousal, anxiety and/or the audience in Sport Psychology.

(12)

(Total for Question D3 = 12 marks)

TOTAL FOR SECTION D = 30 MARKS

TOTAL FOR PAPER = 60 MARKS

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Mark Scheme (Results)

June 2015

Pearson Edexcel GCE in Psychology (6PS03/01)
Unit 3: Applications of Psychology

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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	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for A3	

Question Number	Question	
A1 (a)	Holly set up a laboratory experiment to test eyewitness effectiveness. She asked for volunteers to participate in her study and invited them to watch a video clip of a burglary. After watching the clip, she asked them about what they had seen, and scored how accurately they recalled the burglary. **(a)** Using your knowledge of the laboratory experiment as a research method, explain **one or more** ethical issue(s) that Holly should have considered before conducting her study.	
	Answer	Mark
	One mark per point/elaboration. No credit for stating the guidelines; they should be explained within the context of the study. Max 1 mark for generic guidelines without any reference to Holly's study/a study of EWT. • Holly would have to gain informed consent before showing the video clips so participants were fully aware of what they would be seeing/eq; • She would need to offer all participants a right to withdraw if they felt uncomfortable watching the clips or answering the questions /eq; • The participants could find the clip distressing if it is too violent so Holly should be mindful when selecting the clip that it is not too distressing/eq; • Holly should check with the participants that they are comfortable watching the clip so they are not subject to reliving a personal trauma/eq; • To avoid embarrassment/stress on interview/protection of participants Holly should make sure participants are aware that it doesn't matter if	**(3 AO3)**

	they have errors in recall /eq; Look for other reasonable marking points/guidelines expressed well.	

Question Number	Question	
A1 (b)	*Holly set up a laboratory experiment to test eyewitness effectiveness. She asked for volunteers to participate in her study and invited them to watch a video clip of a burglary. After watching the clip, she asked them about what they had seen and scored how accurately they recalled the burglary.* How could Holly have made sure that her study into eyewitness effectiveness was reliable?	
	Answer	Mark
	One mark per point/elaboration. Validity cannot be credited, however, be mindful that some issues can overlap with reliability – go with the intention of the candidate (ignore references to ecological validity). **Max 2** if no reference to Holly/EWT study/lab expt • Holly should have ensured that the participants watched the same video clip from the same vantage point so there was no variation in procedure/eq; • Holly should standardise the interview so that all participants are asked the same questions in the same way/eq; • Holly should have ensured the scoring of the accuracy of the participants responses was consistent by using a scoring method/coding sheet/eq; • Holly could ensure that her scoring was consistent by asking other researchers to rate the accuracy to gain inter-rater reliability/eq; • Holly should ensure that the conditions of the environment are the same for all participants so that distractions/noises were not present for some participants whilst watching the clip/being interviewed/eq; Look for other reasonable marking points	**(3 AO3)**

Question Number	Question	
A1 (c)	*Holly set up a laboratory experiment to test eyewitness effectiveness. She asked for volunteers to participate in her study and invited them to watch a video clip of a burglary. After watching the clip, she asked them about what they had seen and scored how accurately they recalled the burglary*. Explain why a field experiment may have been a better research method for Holly to use to test eyewitness effectiveness.	
	Answer	Mark
	One mark per point/elaboration. **Max 2** if no reference to Holly/EWT study • A field experiment would have been more realistic an environment for Holly to have conducted her study as real witnesses do not have to recall a video clip under controlled conditions/eq; • In the field the witness would experience emotions that cannot be recreated in the laboratory/eq; • In the field the event would be spontaneous and unexpected, unlike the contrived lab conditions where participants are expecting to witness an event/eq • In the field participants may not be aware of taking part so are more likely to act naturally and not be aware of the study aims/eq; • In the field an interview can be recreated realistically so participants will give greater gravity to their answers/eq; Look for other reasonable marking points	**(3 AO3)**

Question Number	Question	
A2 (a)	Outline the procedure of **one** study In Criminological Psychology, **other than** Loftus and Palmer (1974)	
	Answer	Mark
	One mark per point/elaboration. Ignore Loftus and Palmer – credit can be given to other Loftus research. Ignore aims, findings and conclusions. Study must be from criminological psychology. Consult TL if in doubt. eg Yuille and Cutshall (1986) focus on research rather than criminal background details. • Interviewed real witnesses to a gun shop robbery (4-5) months after the actual incident happened/eq; • The study was a case study conducted in the field (field study) as the participants saw a real event/eq; • The witnesses who gave their testimony to the police were real and the gun shop robbery was not staged/eq; • They compared the original testimony obtained by the police to their interview transcripts/eq; • Used leading questions within the interview, such as the yellow car panel / busted headlight/eq; • They asked the witnesses to rate their level of stress and vantage point from the crime/eq; eg Yarmey (2004) • Approached public by opportunity and asked for help to give directions or help find a piece of jewellery/eq; • They were then approached by a researcher and asked to recall the person they helped from a set of photographs/eq; • They were then approached by a researcher and asked to recall the person they helped either 2 mins or 4 hours later/eq; • Participants were asked to identify the person from a photographic line up but some of the targets were not in the lineup/eq; • Students were asked to estimate the reliability/accuracy of EWT/eq; eg Charlton (2000) • Two years before TV was introduced, they collected information about the children and then returned after TV had started to reassess on the same measures /eq; • Natural experiment as TV was introduced naturally/ not manipulated/ because researchers used the planned introduction of satellite TV to the island/eq; • Questionnaires were given to teachers and parents concerning the children's behaviour to rate children's play/behaviour both before and after TV was	**(3 AO1)**

	introduced/eq; • Content analysis of the television programmes watched by children, particularly violent content, was carried out/eq; • Video cameras were set up in the school playground before the data collection from the children began, which were used to record behaviour and measured aggressive/pro-social behaviour/eq; • Video cameras were put in place in school classrooms before the data collection from them began so that the children became accustomed to the equipment so that their behaviour was less affected by the cameras/eq; Look for other reasonable marking points	

Question Number	Question	
A2 (b)	Outline one practical application/use in Criminological Psychology of the study you have described in (a).	
	Answer	Mark
	One mark per point/elaboration. TE: No marks if the study is not criminological or not the study described in (a). Maximum marks can be given if (a) is blank and (b) has an identifiable and appropriate study's practical application. eg Yuille and Cutshall (1986) • It tells us that EWT is reliable enough to use by police and in a court case/eq; • Time had no effect on recall, so a witness does not need to recall immediately to the police/eq; • The witness testimony will still be reliable in a court case many months later/eq; • Stress/anxiety did not have an impact on the accuracy of EWT so even traumatised witnesses can be reliable/eq; eg Yarmey (2004) • The findings suggest that individuals may overestimate the reliability of EWT so we should inform the jury that their view of the accuracy of witnesses may be inflated/eq; • Time did not have an effect so a police officer does not need to question a witness immediately to gain accurate testimony/eq; • The witness will not be affected by stress according to the study so even stressed witnesses are reliable and the police can interview them with reasonable reliability/eq;	**(2 AO2)**

	eg Charlton et al (2000) • The study does not support the role of the watershed directly and censorship may be pointless according to these findings/eq; • The study supports the role of the family/social network and community to buffer the effects of TV violence/eq; • High levels of social surveillance can minimise the negative effects of violent television/eq; Look for other reasonable marking points	

Question Number	Question	
A2 (c)	Evaluate the study you have described in (a) in terms of validity **and** generalisability.	
	Answer	Mark
	One mark per point/elaboration. TE: No credit if the study is not criminological and/or not the study described in a. Max 3 marks for validity and 3 marks for generalisablity All points must be linked to the study in a. eg Yuille and Cutshall (1986) • The study cannot be repeated as it was based on a naturally occurring gun shop robbery/shooting which cannot be recreated exactly/eq; • The witnesses were real and at various vantage points, so the procedure was not standardised/eq; • The witnesses were called upon several months later, so may have been subject to media coverage which could have affected their original testimony/eq; • The coding units used by the researchers to compare their interviews with police transcripts were highly objective and reliable/eq; • The shooting was naturally occurring so has greater ecological validity as witnesses and events were real/spontaneous/emotive/eq; • The gun shop robbery/shooting was one-off and unique so may not be generalisable to other incidents/eq; • The small sample of 13 limits the generalisability of the findings to all witnesses/eq; • As the study was naturally occurring gun shop robbery/shooting, it has generalisability to real life crime/EWT situations/eq; eg Yarmey (2004) • Yarmey used a field experiment which has control over some but not all variables as it was conducted in a shopping mall/eq; • Yarmey used a standardised procedure to approach the witnesses and interview them afterwards, so the procedure is replicable/eq; • The study was conducted in a shopping mall so participants behaviour towards the confederate was natural/eq; • It is unlikely that there would have been demand characteristics because when being asked for directions they were unaware they were part of a study/eq; • Participants could have been too busy or other variables may have affected their original observation of the	**(4 AO2)**

	target, which could have affected their later identification/eq; • It was conducted in a shopping mall which is a natural setting so the findings are generalisable to real life/eq; • The study was conducted on a large sample of 590, which improves its overall generalisability to witnesses/eq; eg Charlton et al (2000) • The video cameras placed in the playground could be regarded as an invasion of privacy. • The introduction of TV was naturally occurring so the design of the study was ecologically valid/eq; • The study was a natural experiment on a remote island so cannot be exactly recreated to test for reliable findings/eq; • Williams found that children in a similar study did increase their aggression in response to TV so the conclusions are not supported/eq; • The researchers could not control other variables, such as supervision and amount and content of television watched, so the procedure was not standardised/eq; • The investigation relied upon teacher and parents accounts of behaviour of the children, which may not be reliable/eq; • The study was naturally occurring event of TV being introduced to the island, so the results are generalisable to real life situations/eq; • The sample were taken from a small remote community island which lacks generalisability/eq; Look for other reasonable marking points	

Question Number	Question	
A3	William was caught trying to shoplift from a local shop. William had a history of offending which included vandalism and causing a public nuisance. Using **one** theory of anti-social behaviour you have studied, explain why William may have become an offender for at least one of these offences, **and** evaluate this theory.	
	Indicative content	Mark
	Refer to the levels for marking. **Description (AO1)** eg Personality theory • Antisocial behaviour, such as disturbing the public, is caused by an interaction between genetic factors associated with personality and environmental	**(12 AO1/2)**

	influences • Personality traits are seen as biological/innate • Extravert/neurotic/psychotic individuals are more likely to be impulsive/aggressive • A particular nervous system causes a predisposition to criminality that can be passed on through genetics • The personality type responds to environmental stimuli differently so may be impulsive and shoplift for a thrill • An extravert seeks arousal from risk taking/antisocial behaviour to stimulate • An extravert has a dampened RAS so seek external stimulation in risk taking behaviour to redress the balance • Neurotic types are more likely to be criminal because of being unstable • Neurotic individuals are unstable and find it difficult to inhibit their behaviour so may act aggressively • Neuroticism is linked to ANS, as sympathetic division is quick to turn on and parasympathetic is slow to turn off . Criminality is linked to impulsivity and violent response (fight) which may explain assault • High neurotic and extravert personalities are more likely to seek out antisocial activity and resist social conditioning • Psychotic people are more likely to be criminal because they have no conscience so can shoplift or be aggressive without remorse eg Self fulfilling prophecy • Criminal behaviour can be explained by the internalisation (change in self perception) of a label assigned to an individual, such as William being labelled a shoplifter • William commits an act perceived/stereotyped as antisocial and is labelled as such • He is treated differently and in accordance with the label, so William may be viewed with suspicion or fear • For example people are suspicious of William and give the individual little opportunity to change or disprove the assigned criminal label • He will show resentment for being treated differently to others by those around him • William internalises the label of aggressive/shoplifterand fulfils the prophecy set as being a criminal • Anti-social behaviour is caused by the his response to others expectation e.g. SLT	

	• SLT explains that William's anti-social behaviour could have occurred through observational learning. • William would have learned this behaviour through the process of attention, retention, reproduction, reinforcement and motivation. • William may have observed antisocial behaviour elicited from friends and people in his neighbourhood and paid attention to this. • He is old enough to be able to replicate this antisocial behaviour and had the opportunity to vandalise and shoplift with relative ease. • He may have seen people be rewarded for vandalism with status in a gang or shop lift rewarding items and therefore be motivated to copy this action via vicarious reinforcement. • William may observe role models in his community or family so be motivated to copy them in order to be like them. • He may well identify with a local criminal. • He may gain satisfaction from shoplifting goods or status from vandalism that is self motivating. **Evaluation (AO2)** Personality theory (Eysenck) • Hare (2001) found an over representation of psychotic individuals have a tendency to be violent • Gran found that individuals scored higher on the PCL-R if they had anti-social behaviour priors • Gran also found that 48% of ex-offenders rated as psychotic were likely to reoffend compared to those rated as not highly psychotic • Center and Kemp found that there was a relationship between anti-social behaviour and psychoticism in a sample of 11 delinquents • Raine and Venables found no relationship between conditioning (as measured by skin conductivity) and socialisation (teacher rated) not supporting Eysenck eg Self-fulfilling prophecy • Acceptance of a label can be affected by the self esteem of the individual, if low they are more likely to accept the label ascribed • Rebellion against a label is very possible • Jahoda found that children born on a Wednesday and given a name meaning that they are considered to be aggressive are more likely to have a criminal record later in life than those born on Monday/considered mild and meek • Rosenthal and Jacobsen found that children randomly labelled bloomers were recorded to have a higher IQ than those labelled non-bloomers due to	

	perceived teacher expectation/attention • Madon found that children predicted to be alcohol users by their parents were more likely to use alcohol, fulfilling the prophecy of their parents • We cannot experimentally test the effect of SFP because of ethical reasons so conclusions are unclear • There are other reasons for anti-social behaviour, such as the way we are raised by parents/genetic reasons/social learning of antisocial behaviour/cortical under arousal, that may account for anti-social behaviour other than SFP • Evidence for SFP may not be criminological (eg Rosenthal and Jacobsen) but they can be assumed to happen for a variety of behaviours SLT • Bandura showed that children learn aggression from role models and this process can be used to explain how William could acquire antisocial behaviour, so this study is good evidence for this taking place. • Williams showed that children copied aggression from the media when it was intorduced to Notel in a community, again providing support for the fact that William could have copied from others. • Charlton did not find evidence for copying aggression from the media, which does not support SLT as an explanation of William's behaivour. • It would be very difficult to ascertain whether modelling was occuring for William as there can be a delay between attention and reporduction making it difficult to prove whether he was actually copying others. • William would have to be able to observe antisocial behaviour in order to copy it, so SLT could not explain antisocial acts in the absence of observation. • An alternative theory such as SFP could also explain his behaviour as he could have been labelled a criminal and treated differently by those around him, leading to him carrying out vandalism. Look for other material	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology

		works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Brief and basic account of one theory, may not be clear and shows significant under development. • Little or no attempt at the evaluative demands of the question. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Limited description of one identifiable theory that may be linked to William's behaviour/a criminal act that William has done • Limited evaluation of the theory described, using simple or limited statements. 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	Good and accurate description • Good description of one theory that is used to explain one of William's offending behaviours. Showing development and good breadth or depth of detail. • Good evaluation using a range of ideas or a few ideas developed well. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both injunctions*** in the question **very well**. • Very good description of the theory showing breadth and depth of detail. • The answer description is well explained in terms of one of William's offending

		behaviours • Very good evaluation showing good understanding of the strengths and/or weaknesses of the theory using well developed evaluation. 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.

Section B – Child Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for B3	

Question Number	Question	
B1 (a)	Mario is 12 months old and taking part in the 'strange situation' procedure. Mario becomes distressed when separated from his caregiver, and is not easily soothed when they are reunited. **(a)** State the attachment type which best defines Mario's behaviour according to the 'strange situation'.	
	Answer	Mark
	Type C/Insecure-Resistant/ambivalent/ anxious-resistant/resistant/anxious-ambivalent/ insecure-ambivalent/C Do not accept insecure or anxious alone	**(1 AO1)**

Question Number	Question	
B1 (b)	Explain what the findings of cross-cultural research using the 'strange situation' procedure tells us about the nature of attachment.	
	Answer	Mark
	One mark per point/elaboration. Research does not need to be named to gain credit. **Max 1** for a list of relevant findings with no link to the nature of attachment • The type of attachment found using the strange situation is affected by cultural differences in parenting style/eq; • Miyake findings can be explained by a culture of close parent-child proximity and desirability of non-crying children which affects attachment type/eq; • Japanese children are kept close to their mothers much of the time, which would explain why it is an inappropriate test to use in this culture/eq; • Grossman and Grossman's study findings can be explained by a cultural ideology of independent children which affects attachment type/eq; • German parents encourage independence so infants don't cry when separated showing avoidant type behaviour/eq; • Sagi's findings can be explained by the lack of close proximity between parents and children and the employment of the metapelet/eq; • Further studies of modern Israeli kibbutz where parents cohabit with their children show more secure attachment/eq; Look for other reasonable marking points	**(3 AO2)**

Question Number	Question	
B1 (c)	Evaluate the 'strange situation' procedure in terms of reliability **and** at least one ethical issue.	
	Answer	Mark
	One mark per point/elaboration. Ignore reference to validity and generalisability and practical applications. **Max 3** marks for reliability and Max 3 marks for ethics • The strange situation procedure may be temporarily distressing for children as they are separated from their caregiver/exposed to a stranger/eq; • However, the procedure is quickly stopped once a child shows signs of distress beyond a reasonable level/eq; • The strange situation is more distressing for Japanese children who are not used to being left alone/eq; • The procedure is highly standardised so is replicable and found to be reliable/eq; • The strange situation is unfamiliar for the child and different findings would be found in the child's own home so might lead to inconsistent results/eq; • It is a robust test of attachment that has been used for decades to test attachment types with similar patterns of attachment being found across similar societies/eq; • The findings as typically recorded so that different raters can determine attachment type and inter-rater reliability can be established/eq; 2 mark response: • The strange situation procedure may be distressing for children as they are temporaily separated from their caregiver, particualrly for Japanese children who are not accustomed to separation/eq; Look for other reasonable marking points	**(4 AO2)**

Question Number	Question	
B2 (a)	Many different research methods can be used to study child development. Researchers select a research method appropriate to the situation. Explain why the case study research method was the most appropriate research method to use in the case of Genie (Curtiss, 1977).	
	Answer	Mark
	One mark per point/elaboration. Max 2 marks for generic points only • A case study was most appropriate because Genie was a one off/ unique case that could not be replicated/eq; • With rare cases such as this a case study uses many techniques, such as observations, tests, to gather detailed data/eq; • Case studies can be conducted longitudinally, so Genie's progress could be mapped/eq; • A case study was necessary to understand the nature of her privation and subsequent development in response to therapies, this could not be achieved by a single other method/eq; • Ethically it was better to use a case study because of the implication of being closely involved in her care/eq; • Triangulation, typically employed in a case study could be used to cross check the validity of test findings and observations/eq; • Case studies have ecological validity as they are not manipulating an event, which is appropriate as this could not be possible in cases of privation/experimental research is not possible/ethical/eq; Look for other marking points	**(4 AO3)**

Question Number	Question	
B2 (b)	Describe **one** research method, **other than** the case study, that could be used to investigate child development.	
	Answer	Mark
	One mark per point/elaboration. Accept any method that could be appropriate to use with children (observation, experiment, longitudinal, cross sectional, survey), do not accept inappropriate methods (animal research, scanning techniques, twin studies). No credit for case-study description Max 2 if no reference to child development/child psychology/ children Observational • Observational research could be used to study child development as certain milestones in progress can be observed/eq; • A child could be observed in a naturalistic situation, such as the family home, to record naturally occuring behaviour/eq; • Covert would involve the child being unaware of being observed and overt is where they are aware/eq; • Participant is where the observer is involved in the task given to the child and non-participant is where they would rate the behaviour away from the situation/behind a mirror/eq; • A coding sheet would be drawn up for certain behaviours and tallies could be used when each event is observed/eq; • A child's response could be observed when presented with a task/object to judge their cognitive progress/eq; Longitudinal • Longitudinal research looks at how a child develops over the course of a period of time/eq; • The child is revisited throughout the duration of the study so that progress can be monitored/recorded/eq; • Often detailed information/notes/recordings are taken of the child at these time periods/eq; • Child of our Time is an example of a longitudinal study where researchers have investigated social, cognitive and emotional development of children born around the Milennium/eq; Look for other reasonable material	**(4 AO3)**

Question	Question	

Number		
B2 (c)	Outline **two** features of a developmental disorder **which** might affect a child's development.	
	Answer	Mark
	One mark for each way that a developmental disorder might affect a child's development. e.g. Autism: • Delayed speech development/eq; • Delayed language development/eq; • Inability to understand others emotions/cognition/eq; • Lack of eye contact/eq; • Severe problems in forming relationships/eq; • Problems engaging in social situations/interaction/eq; • Unresponsiveness/inappropriate response to environmental stimuli/eq; • Intellectual variation ranging from mental retardation to acute abilities in particular skills/eq; • Repetitive behaviour/ritualistic behaviour/eq; e.g. ADHD • Difficulty maintain attention resulting in fidgeting/eq; • Talking excessively/eq; • being overactive. • Impulsive behaviour that interrupts or interferes with others. • Reckless actions that may cause harm to themselves or others. • Distractibility from a task or listening to others. • Difficulty following instructions for a sustained period of time. • Lack of organisational skills and time management. e.g. Severe learning difficulties • Mental retardation/IQ classified as below 50. • Physical disabilities that hinder mobility and motor control. • Limited communication skills. • Incapacity to look after themselves physically. • Emotional under development/difficulties. Look for other reasonable marking points	**(2 AO1)**

Question Number	Question	
B3	Describe and evaluate research into the effects of deprivation/separation of a child from their primary caregiver. In your evaluation, you must include how the negative effects	

	of deprivation/separation **may** be reduced.	
	Indicative content	Mark
	Refer to levels below for marking. Research can be theory/explanation (Bowlby deprivation hypothesis) or research studies into deprivation (44 juvenile thieves) or daycare (Sylva, Belsky, Andersson) or other (hospitalisation) or combination. Indicative content Explanation: Research: e.g. Bowlby (1944/1946) Description • He used a sample of 88 children attending a clinic for behavioural problems • 44 were identified as thieves and 44 had emotional issues • The children were interviewed and a case history was built up of all the children • An independent social worker was used to conduct the interviews and assessments as well. • Backgrounds of the children were checked by interviews with parents. • Bowlby found that children separated/deprived of a caregiver for an extended period in the first few years of life were at greater chance of suffering from maternal deprivation Belsky and Rovine (1988) Description • Used the findings of two American longitudinal studies to assess effects of daycare • Children had experienced daycare within the first year of life and attachments to the mother and father were examined • The strange situation procedure was used to classify attachment types Description Bowlby's MDH • Bowlby thought that if a child suffered deprivation in the first two years of life, some of these children may suffer negative effects. • Bond disruption can result in a negative internal working model. • A negative internal working model can result in poor/insecure relationships later in life. • Affectionless psychopathy, lack of remorse, can result from maternal deprivation.	**(12 AO1/2)**

Evaluation of Belsky and Rovine

- The strange situation may not be an appropriate tool for measuring attachment in daycare children who are used to separation
- Children may not be avoidant, but used to stranger care
- Daycare can also have positive effects upon children's intellectual and social development
- Factors other than daycare may account for the findings, such as resilience of the child
- The procedure was highly controlled/standardised and reliability was established
- DiLalla (1998) found that children who spent no time in daycare were more prosocial than children who attended daycare
- The EPPE project suggests that children who attend daycare can have positive benefits – which goes against Belsky's findings

Evaluation of Bowlby

- The study was non-experimental so no causal relationship between maternal deprivation and emotional adjustment can be concluded
- Bowlby conducted the interviews himself so can be criticised for researcher bias
- Other reasons could be responsible for the affectionless psychopathy in the families where deprivation occurred
- The reason for the maternal deprivation may have been the cause of emotional problems rather than the separation itself
- The study used retrospective data which may be unreliable
- Bowlby's findings led to better hospital policies with regards to parents being able to frequently stay with their child.
- Bowlby's finding led to a key worker attachment figure in daycare establishments.

Evaluation of MDH

- Bowlby used Harlows rhesus monky experiments as supporting evidence for the detrimental effects of deprivation.
- Many have criticised Bowlby for describing the outcomes of privation rather than deprivation.
- Inadvertently Bowlbys theory was used to force women back into domesticity following the return of soldiers after the war.
- Bowlby's theory has been influential in changing hospital/daycare/institutional policy to ensure substitute attachments/minimal deprivation is experienced by children.

	Hospitalisation • Hospitalisation can involve children spending time away from their parents/primary caregiver for much of the time • The child may suffer the effects of short term deprivation such as protest, despair, detachment • The child may become initially very distressed and reject the substitute care of others, such as nursing staff (protest) • The child may, after time, become depressed and quiet/apathetic towards others (detachment) • The return of the caregiver may be ignored and their affection shunned by the child (detachment) **How the negative effects of separation/deprivation can be reduced:** • Higher staff numbers for good ratios with children help form better substitute care • Rotation of staff should be minimised to avoid separation from children regularly so that children can form a bond/attachment with someone if there is consistency • Reduce time spent in daycare/separated from caregiver so that attachment/bond with main caregiver is less disrupted • Less time spent in daycare allows child and caregiver to maintain their relationship • Start daycare later for the child's age as this allows for early attachments to be formed before separation occurs • Use qualified staff who are trained to provide substitute care and provide stimulating environments for children • Make links between home and school so parents should be encouraged to bring items from home that can help the child cope, e.g. a favourite toy can provide emotional support • Ensure that features of good quality daycare are provided, e.g. high staff:child ratio/ low staff turnover, qualified staff, etc • Avoid separation before the first two years of life so that strong bonds can be formed and a safe base established for a template for future relationships. Look for other material	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Brief and basic description of research into deprivation/separation • Little or no attempt at the evaluative demands of the question. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Limited description of research into deprivation/separation research into deprivation/separation Answer lacks breadth in terms of the area of research. • Limited evaluation of research into deprivation/separation There may be no reference to how the effects can be minimised 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	Good and accurate description • Good description of research into deprivation/separation – studies/theory have some depth of detail or breadth in terms of quantity. • Good evaluation into research into deprivation/separation – more than one point expressed well or breadth of points. • There is some attempt to explain how to reduce the effects

		The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both injunctions*** in the question **very well**. • Very good breadth and depth of detail covering a range of research (theory/studies) into deprivation/separation with breadth and/or depth with very good detail • Very good evaluation of research into deprivation/separation, a range of comments expressed well. • There is a good explanation of how the effects can be reduced. 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.

Section C – Health Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for C3	

Question Number	Question	
C1 (a)	Recreational drugs have an effect on the neural and/or	

	hormonal systems of the body. Outline the mode of action of **one** recreational drug you have studied.	
	Answer	Mark
	One mark per point/elaboration **Max 1** for effects of drug (e.g. euphoria) • Heroin increases the level of dopamine in the brain/eq; • Acts upon the opioid receptors sites/eq; • Morphine produced by taking heroin is a depressant and painkiller/eq; • Mimics endorphins/eq; • GABA activity is inhibited/eq; • The drug increases the feeling of wellbeing/euphoria/eq; • Alcohol is a depressant/eq; • It increases GABA in the brain which inhibits neural transmission/eq; • Alcohol binds to the GABA receptor site to increase GABA's inhibitory effect/eq; • Inhibits glutamate receptor function/eq; • Nicotine is a stimulant/eq; • Nicotine stimulates ACh/acetylcholine release/eq; • Nicotine encourages mainly chemical actions of e.g. serotonin, noradrenaline/eq; • Nicotine extends the effect of dopamine in reward centres of the brain/eq; Look for other reasonable material	**(3 AO1)**

Question Number	Question	
C1 (b)	Prolonged use of recreational substances can lead to substance misuse and dependency. Evaluate **one** biological treatment as it is used to treat drug dependency. Include at least one strength **and** one weakness in your answer.	
	Answer	Mark
	One mark per point/elaboration. Max 3 marks for strength(s) and weakness(es). **Evaluation of drug therapy** • Drug addicts can break away from the criminal aspects of drug abuse as they no longer require the finances to obtain illegal drugs so therapy in this sense is a good thing/eq; • Quality of life is improved as abuse, prostitution, theft etc are reduced and risks lowered so drug therapy can be positive in social aspects too/eq; • Reduced risk of needle sharing issues as administered orally so positive from a health level/eq; • Controlled drug use has less risk of overdose as prescribed carefully/eq; • If drugs are taken in a cocktail, 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; • Blattler et al found that drug therapy was successful in reducing addiction and associated social and health issues/eq; • Methadone as a treatment for heroin addiction is difficult to overdose on as it is supplied in controlled measures/eq; • Often it is used alongside counselling to help with social support/eq; • Drug replacement therapy can be very costly to the NHS and government when it is seen as simply replacing one drug with another/eq; • Marsch's (1998) meta-analysis of methadone maintenance programmes support the efficacy of drug therapy in reducing heroin use, HIC and criminality/eq; • Amato et al (2005) found high doses of methadone to be more effective as a treatment for heroin addiction than low doses, methadone detoxification treatment, no treatment and alternative therapies/eq; • Vanichseni et al (2001) found patients in Bangkok methadone maintenance programmes were more likely to complete a 45 day treatment programme than when undergoing detoxification programmes/eq; Look for other reasonable marking points.	**(4 AO2)**

Question Number	Question	
C1 (c)	You will have studied one other way of treating substance misuse which is different to the one you have used in (b). Explain why this different treatment may be more appropriate to treat substance misuse than the one you have used in (b).	
	Answer	Mark
	Refer to levels TE: No credit for description of therapy that has already been identified in b. Appropriateness can refer to practical issues, ethical issues or issues of effectiveness. 1 mark A basic outline of how an alternative therapy may be more appropriate. 2 marks A good explanation of how a therapy is more appropriate than the one described in (b) or more than one issue offered Token economy • TEP do not have withdrawal or addiction effects associated with the use of drug therapies • TEPs are associated with increase attention, due to the need to reinforce appropriate behaviour, which involves engagement and social aspects when an addict is recovering that they would not get with drug treatments. • Drug treatments can involve taking alternative drugs, this can be seen as immoral, and is not a problem associated with TEPs. Aversion therapy • Aversion therapy does not involve problems of addiction or withdrawal • Participants must be fully informed of the process before undertaking the treatment but at least have some control over when to engage in the treatment process Alcoholics anonymous • Is useful in helping the family as well as the individual compared to drug therapy • It is not an invasive therapy, no side effects and so on, unlike drug therapy • Teaches coping strategies including recognition that relapse is a real danger so can be a long term solution compared to drugs • Offers a social network to support recovering addicts	**(2 AO2)**

	that drug treatment does not offer • Offers a long term strategy without the side effects of some drugs Contingency programmes/token economy • Higgins achieved an 11.7 week abstinence from cocaine when using a voucher system • Petry found success using a prize contingency programme for cocaine addicts • Cheaper than drug replacement therapy hypnotherapy • No side effects as one would find with drug therapy • It deals with the psychological addiction rather than just the physical addiction by suggesting techniques to deal with cravings Look for other reasonable marking points	

Question Number	Question	
C2 (a)	Natalia is investigating the effects of drugs, and is using animals in her laboratory research. Explain **one or more** ethical issue that Natalia would have to consider when conducting her research.	
	Answer	Mark
	One mark per point/elaboration. Credit only ethics – ignore human ethics. Max 2 marks if unrelated to drug research/Natalia • She would need to consider that it is preferable to use animals in drug research than humans because of potential harm/eq; • She could use Bateson's cube to consider whether the costs to the animals would outweigh the benefits to drug research/eq; • Natalia would need to use the least number of animals required in her procedure which would satisfy one of the conditions for a Home Office licence (can relate to any of personal, project, premises licences)/eq; • Some would argue that any animal research into drugs is unjustifiable if it causes harm/eq; • Natalia would have to consider issues of caging to ensure appropriate accomodation was used for the species being caged/eq; • Natalia would need to consider the type of species she used to ensure feeding and sociability issues were considered for the species/eq; • Natalia would need to consider the species to ensure	**(3 AO3)**

	that no endangered species were used in her trials/eq **Look for other reasonable marking points.**	

Question Number	Question	
C2 (b)	The Learning Approach can be used to explain substance misuse. Evaluate the Learning Approach as it is used to explain substance misuse.	
	Answer	Mark
	One mark per point/elaboration. Ignore description. • Bandura found that children imitated aggressive behaviour from adult role models which could happen with drugs where they observe and imitate drug taking behaviour/eq; • Ennett et al. (1994) found that friendship groups discouraged smoking rather than encouraged it which goes against learning theory/eq; • Cook and Mineka (1989) found that monkeys acquired a fear of toy snakes but not flowers through observational learning which could mean drug taking is also acquired through copying models/eq; • Newton et al (2009) asked methamphetamine users why they took the drug and found that the most common reason give was "pleasure seeking" (56%), followed by impulsivity and habits (26%), with 30% of ppts. saying that pain avoidance was not a reason for taking drugs/eq; • Studies testing learning theory involving animals lack generalisability to humans due to differences in brain structure/eq; • Bozarth and Wise (1985) found that rats will self administer cocaine in order to reinforce themselves to the point that they will die from it/eq; • Operant conditioning is supported by Pickens and Thompson who found that cocaine reinforced delivery of cocaine in rats/eq; • The learning explanation is the nurture side whereas the biological explanation is the nature side of the debate/eq; • Some drugs produce unpleasant side effects/cigarettes have a nasty taste and yet still cause addiction, which cannot be explained by learning theory/eq; • The learning approach accounts for why different cultures use different drugs due to different role models which the biological approach cannot account for/eq; • The learning explanation of addiction is closely related to the biological approach as it builds upon the need for pleasure, avoidance of withdrawal effects and reinforcement/eq; Look for other reasonable marking points.	**(6 AO2)**

Question Number	Question	
C3	Describe one study you have learned about that has **investigated** drug**s using human participants**. Evaluate the use of human participants to research the effects of drugs in terms of methodological issues. Do not use ethical issues in your evaluation.	
	Indicative content	Mark
	Mark according to the levels below. Blattler et al. (2002) • The aim was to see whether a maintenance treatment (doses of heroin combined with therapy) would lead to reduced heroin and cocaine use • The study was a naturalistic study in Switzerland • Sample consisted of 266 patients (98 female, 168 male) who used heroin and also used cocaine (called 'poly-drug use') • Participants were selected from an existing treatment programme called PROVE and had been addicted for over 2 years • The treatment programme was given approval from an ethical committee (Swiss Academy of Medical Sciences) • Patients were given daily doses of heroin and they had to attend psychosocial therapy (such as counselling and receive health care) • If they sold the drugs etc. they were excluded from the treatment programme • Patients were interviewed about their drug use at the beginning and then every 6 months during the 18-month study to see if they had reduced drug use • The interviews were carried out by independent interviewers • A standardised questionnaire was used in the interviews, which asked the same questions to each drug user • Participants were given a drug test (urine sample) at the start and randomly throughout the study • Throughout the treatment programme a safety assurance group was used to monitor the participants • Before treatment 90% injected cocaine and 75% regularly injected heroin and cocaine • Before treatment more than half used cannabis and 33% used alcohol • After treatment cocaine use decreased from 84% to 48% • For daily users, there was a fall from 30% to 6% • The number of non-users went up from 16% to 52% • Heroin use for all groups decreased • There was also a decrease in drug related behaviour and offences	**(12 AO1/3)**

- It was concluded that heroin maintenance in a high-monitoring situation helps to reduce both cocaine and heroin use

Ennett et al 1994

- 1092 Students in the 9th grade in 5 schools within a south east county of the USA in 1980.
- Adolescents were interviewed twice in their own homes about their smoking behaviour at the beginning of 9th grade (14yrs) and at the beginning of 10th grade (15yrs)
- They also provided the names of their 3 best friends.
- Cigarette smoking was defined based on adolescent's answers and the presence of carbon monoxide in the breath samples. 15% were identified as current smokers.
- Cliques comprised of three or more adolescents who link to most of the other members of their group. (42.2%) A link from person A to B was assumed to be reciprocated.
- Those not in cliques were called isolates.(28.6%) Liaisons were those who were friends with other adolescents but not in any cliques.(29.2%)
- Slightly under half of the participants were regarded as cliques by the researchers, the remainder being clique liaisons or isolated individuals
- 89.9% of the clique members were non-smokers
- 2% of cliques were entirely smokers
- 68% of cliques were entirely non-smokers
- Cliques that were similar (race/sex/mothers educational level) were either all smokers or non-smokers, and dissimilar cliques included both smokers and non-smokers
- Peer groups tend to discourage smoking, and only the small number of similar smoking groups encourage smoking
- Girls are more likely to be in smoking cliques than boys
- The mothers educational level affected adolescent smoking

Brook et al 1999

- This longitudinal study is an examination of the relationship between marijuana use and the assumption of adult roles, as well as the relationship between assuming adult roles and the likelihood of later marijuana use.
- Data were collected at 5 points in time from childhood through early adulthood (late 20s) by means of a structured questionnaire.
- Participants' marijuana use and the assumption of adult roles, including employment, marriage, parenthood, and living arrangements, were measured, and the data were analysed with logistic regression analyses.
- The sample was based on a randomly selected group of 976 families living within two counties in upstate New York
- At Time 1 (T1) mothers were interviewed about their

	background, family structure, health history, and child-rearing methods; they were also asked about the child's personality, behaviour, and development. • At T2 to T4, both the mother and child were interviewed separately by lay interviewers. • At T5, only the young adult was interviewed. The mother and child interviews lasted about 2 hr each. • A history of marijuana use was associated with an increased risk of adopting more unconventional adult roles, such as postponement of marriage, having a child out of wedlock, and unemployment. • These results suggest that frequent prior marijuana use may adversely affect one's ability to successfully assume conventional adult roles. • Furthermore, controlling for earlier marijuana use, marriage during early adulthood significantly decreased the risk of later marijuana use. • Adolescent marijuana users were 1.8 times more likely to be unemployed in their 20s • Heavy marijuana users were twice as likely to be living in a non-traditional family setting (co-habiting, living with friends or alone) Wareing et al 2000 • 30 individuals took part in the study (10 non-users, 10 current users and 10 previous users). • Participants were recruited using the 'snowball' technique • Participants were tested on word span, Brook's spatial matrix task, a visual memory task and for verbal fluency • Central executive functioning was assessed through a random-letter generation task and participants were asked to speak aloud consonants (i.e. no vowels) in a random sequence. • To assess information processing speed participants were presented with a booklet containing stimuli, each one consisting of two rows of letters. They were given 30 s to classify as many rows as possible as' the same' or 'different' (by writing the letter 'S' or 'D' next to each pair). • A number of other measures were also taken including period of MDMA use, frequency of use, the number of tablets ingested in a single event, number of days since an ecstasy tablet had last been ingested, etc. • Compared to the control group, users of MDMA had some impaired executive functioning • Users of MDMA were more anxious than the control group • Prior users of MDMA scored higher on arousal than current users • MDMA users processed information as quickly but less accurately than non-users • MDMA users showed a higher rate of vowel intrusions in	

	the random letter generating task than non-users • MDMA users generated few letters and a higher degree of redundancy (repetitions) Evaluation • In depth research into factors associated with drug use can be investigated so that vulnerability can be predicted in humans • Human studies do not have generalisability issues associated with animal research - animals may not respond in the same way to drugs • They test drugs on humans that other humans will use so the findings will show exactly what effects the drugs will have on humans because we share the same central nervous system • Human research conducted in real life is more valid than artificial situations used to study animals • Which means findings can be applied to real life situations such as to help drug users • May lack ecological validity as unnatural tests are performed in a lab environment, So the experimental tests may not represent real life behaviour • Participants may alter their behaviour as a result of taking part in the experiment so the results may not represent real life responses to drug use and ignore social conditions in which people often take drugs • Participants may not tell the truth about their drug use so distort the results this is because drug taking is a sensitive topic so participants may cover up/exaggerate the extent of their drug misuse • Participants may give a socially desirable answer and say what they believe they should say which would affect the validity of the findings as all responses will be skewed to social norms/values Look for other material	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce brief answers, making simple statements showing some relevance to the question. • Brief and basic description of one study using human participants • Little or no attempt at the evaluative

		demands of the question. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Limited description of one study using human participants • Limited evaluation of the use of humans in research or exclusively evaluating the study described without significant reference to the use of humans in research. 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	Candidate has attempted and answered ***both injunctions*** in the question **well**. • Good description of one study using human participants • Evaluation of human participants as research participants in drug research, has depth or breadth. May include evaluation of the described study, but this is not pervasive. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both injunctions*** in the question **very well**. • Very good description of one study using human participants – the description has detail about the nature of the procedure and findings. • Evaluation covering a range of evaluative comments regarding the use of humans in drug research. Has depth and breadth.Will be focused on the demands of the question in terms of methodology. 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.

Section D – Sport Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for D3	

Question Number	Question	
D1 (a)	Brian is a competitive show jumper. Over the past year, Brian has improved his riding position on a horse and his course time, and he is now able to jump higher fences without fault. Explain how **one** psychological technique to improve sporting performance could be used to improve Brian's show jumping.	
	Answer	Mark
	One mark per point/elaboration. If more than one technique, mark all and credit the best. No ID mark. Credit any suitable technique. Max 2 marks if no reference to Brian/showjumping e.g. Imagery • Brian could use imagery to visualise jumping the more tricky jumps or imagine the feeling of winning and receiving a jumping trophy/eq; • imagery can involve visualising the jumps, riding position needed, the course direction/eq; • imagery requires Brian visualising and feeling the desired goal/eq; • imagery allows Brian to put themselves 'mentally' into the situation of winning which acts as a motivation/eq; • mental rehearsal of the imagery can increase familiarity and confidence and reduce anxiety for Brian/eq; • cognitive general imagery involves the imagining of overall success/eq; • cognitive specific imagery concerns picturing success at a specific skill for Brian such as jumping the pole/eq;	**(3 AO1)** **Tied to b and c**

	e.g. Goal setting • Target/goal setting would involve Brian setting specific targets to achieve jumping and time performance/eq; • Brian could set a goal of beating the timer as it would act as a motivation to succeed/eq; • Brian's goal needs to be SMART because unsmart targets could be demotivating/eq; • Brian's goals must be Specific, Measurable, Achievable /attainable /appropriate, realistic and time measured/eq; • Goals can be performance based on a specific skill or outcome based on overall winning/eq; • Specific targets should not be vague so that a specific goal can be focused upon eg higher jumps/eq; • Measurable targets allow a benchmark to be set so that Brian's improvement can be monitored to show improvement/eq; • Appropriate targets are relevant to the sportsperson/eq; • Realistic targets are not too difficult or easy so demotivation through underperformance or unachievable aims for Brian/eq; • Time based targets encourage and sustain motivation for appropriate time/eq; Look for other reasonable responses	

Question Number	Question	
D1 (b)	Evaluate the psychological technique to improve sporting performance that you have explained in (a).	
	Answer	Mark
	One mark per point/elaboration TE: No credit for evaluating a different technique than the one described in (a). If (a) is not a psychological technique but is psychological and is related to sporting performance and (b) correctly evaluates the material in (a) then Max 2 marks. If (a) is blank, but (b) evaluates an appropriate technique, then full credit can be given. e.g. Imagery • Feltz and Landers (1983) found that overall studies found imagery to be better than no mental imagery at all/eq; • Imagery is not a substitute for physical practice/eq; • Isaac (1992) found that high imagery trampolinists performed better the low and no imagery	**(4 AO2)** **Tied to a and c**

	groups/eq; • Research into imagery has been experimental, so the technique lacks field trials to achieve validity/eq; • 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/eq; 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/eq; • Because self generated targets are most effective, this itself may be intrinsically motivational/eq; • Targets that are unrealistic may not be achieved and act as a demotivator/eq; • Goal setting, unlike imagery, is more likely to involve physical practice which will improve performance/eq; Look for other reasonable marking points	

Question Number	Question	
D1 (c)	You will have studied one other psychological technique used to improve sporting performance which is different to the one you have used in (b). Explain why this different psychological technique may be better for Brian to use.	
	Answer	Mark
	Refer to levels. No identification mark. TE: No credit for repetition of technique described in (a) 1 mark A brief and basic outline of how a psychological technique may be better. 2 marks A fully explained description of how an alternative technique may be better Indicative content e.g.Imagery • Would be a better technique for Brian to use as he can reduce anxiety through imagining each obstacle or winning e.g. Goal setting	**(2 AO2)** **Tied to a and b**

	• Would be a better technique because internally generated targets are more motivating than external reinforcements such as praise from the coach	

Question Number	Question	
D2 (a)	Carmela wants to investigate whether personality traits are associated with sporting performance. She has decided to conduct a questionnaire to gather her data. Describe how Carmela might use a questionnaire to gather data on **both** personality **and** sporting performance.	
	Answer	Mark
	Mark according to the levels below. Max level 2 if no reference to Carmela/personality/sporting performance Features may include: sample, apparatus/data collection, location, design, controls, design decisions Indicative content • Personality tests are a specific type of questionnaire/test that can measure aspects of someone's personality • Athletes can be asked questions about their current wins/losses to gauge sporting performance • The questionnaires on performance can be repeated to see if there is any change in performance. • Questionnaires can gather self report data using open questions and/or closed questions to investigate personality traits or current performance • Carmela can gather qualitative (open questions) and/or quantitative data (closed questions) to analyse • She might have to question the team individually to prevent others influencing answers • Anonymous questionnaires would help prevent social desirability • Carmela might decide to see if there was a relationship between personality and performance through a correlation from her questionnaire data **Look for other reasonable marking points.** **Levels** **0 mark** No rewardable material **1 mark** Procedure of the study to investigate personality and performance issues is difficult to replicate. Either sporting performance or personality attempted. May be no reference to Camela/sporting performance **2 marks** A procedure is identifiable and plausible. Sporting performance	**(4 AO3)**

	and personality attempted or either done well. May be no reference to Camela/sporting performance **3 marks** Procedure of the study to investigate personality and performance issues is easy to follow and with enough detail to allow partial replication. Both sporting performance and personality done well. Must refer to scenario in at least one way **4 marks** Procedure of the study to investigate personality and performance is very easy to follow and with enough detail to permit a good replication of the study described. Both sporting performance and personality done well and have included a range of procedural decisions (e.g. sample, ethics, data analysis) . Must refer to scenario in at least one way	

Question Number	Question	
D2 (b)	Once Carmela received her completed questionnaires from participants, she decided to use a correlation on the findings. Explain how Carmela could use a correlation to analyse her findings.	
	Answer	Mark
	One mark per point/elaboration. Max 2 marks if no reference to Carmela/findings. • The results of the questionnaire/number of wins are calculated and quantified into one score for each measure of personality and performance/eq; • Each score is ranked for each individual, such as how extravert someone is, and compared to the scores of other participants/eq; • The scores are placed in a scattergraph for Carmela to visually detect any link/eq; • If the points on the graph rise together it is a positive correlation and if the points decline it is a negative correlation, random points can suggest no correlation/eq; • Carmela would use a line of best fit would be used to judge the deviation of points from a trend analysis/eq: • A (Spearman's rho) statistical test is used to find the correlation coefficient that would establish whether the link between performance and personality is significant/eq; • The coefficient is used to determine the relationship as positive, negative or no correlation for Carmela/eq; • If Carmela found -1 indicates a perfect negative correlation, 0 indicates no correlation and +1 indicates a perfect positive correlation/eq;	**(3 AO3)**

	• Coefficients between +/-1 but not 0 show some/weak/moderate degree of correlation so Carmela would need to interpret her findings/eq; Look for other reasonable marking points.	

Question Number	Question	
D2 (c)	Outline one weakness of the correlation method that Carmela should have considered in her research.	
	Answer	Mark
	One mark per point/elaboration. No credit for strengths • Correlations cannot be used to detect relationships that are non-linear(curvilinear relationships)(1st mark)/eq; nor can they be used to measure interactions between more than two variables (2nd Mark)/eq; • Carmela/correlations cannot establish cause and effect (1st mark) /eq; so we cannot be certain that personality determines performance (2nd mark) /eq; Look for other reasonable marking points.	**(2 AO3)**

Question Number	Question	
D3	Describe **and** evaluate the Inverted U Hypothesis as an explanation used in sport psychology. In your evaluation you must compare the Inverted U Hypothesis with a different explanation of the effects of arousal, anxiety and/or the audience in sport psychology.	
	Indicative content	Mark
	Refer to levels at the end of indicative content Appropriate answers might include the following knowledge, but this list is not exhaustive. Well labelled diagrams with supporting explanations can be accepted **Description** • The inverted U hypothesis is a biological theory that explains sporting performance relating to arousal and anxiety. • Arousal is important in sport as it can improve performance. • An optimum point is reached where peak performance is achieved. • Too much arousal results in a loss of physical performance. • According to the Yerkes-Dodson law, moderate arousal results in optimum performance, but it really depends upon the type of sporting activity and experience level of the individual. • Fine motor control sports are better performed in a low state of arousal. • Complex sports are best performed in a state of low arousal.	**(12 AO1/2)**

	• High strength/power sports are best performed in high state of arousal. • Simple tasks are better performed in high arousal state. **Evaluation** • Experienced sportspeople can perform well with high arousal as there is less need to focus on a well practised task. • Novices practise tasks using low arousal as concentration is needed in learning a new skill. • The catastrophe model points out that increases in anxiety may not result in a gradual drop in performance, as even a modest increase in anxiety can result in a lull in sporting performance following the optimal arousal level. • The inverted U hypothesis can be usefully applied to help psyche up or relax a sportsperson to achieve the optimal level of arousal needed for the type of sport and individual. • Experimental research to test the inverted U hypothesis has used techniques to relax or psych out an individual (threat or incentive) which may cause anxiety/ego rather than arousal. • More recent multidimensional theories have tried to bridge the gap between physical arousal and cognitive factors associated with sporting performance. • If skilled sportspeople need higher levels of arousal to perform, this might explain why records are broken more frequently at large important events where pressure is very high. • Lowe's (1974) Little League study found that baseball performance was better in moderate conditions rather than critical or non-critical conditions during a game, supporting optimal performance. • A field study by Klavora (1978) followed a basketball team during a competition and found that coaches assessments of performance related to standing in the tournament (high or low standing led to worse performances). • Can explain how an audience can have an effect on performance. **Comparison** • The inverted U does not take into account variables associated with the audience and expectation of being viewed as evaluation apprehension theory does. • Like evaluation apprehension it believes that arousal affects performance.	

	Look for other material	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Brief description of the inverted U hypothesis showing a basic understanding of how arousal affects performance. • Description of inverted U hypothesis is attempted/brief/diagram • Little or no attempt at the analytical/evaluation demands of the question. No comparison made. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other. • Description of the inverted U showing basic understanding and reference to sport/performance • Evaluation includes appropriate strength(s) / weakness(es). There may be no comparison made. Candidates will produce statements with some development in the form of **mostly accurate** and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.
Level 3	7-9	Candidate has attempted and answered ***both injunctions*** **well**. • A good description of the inverted U hypothesis. AND • Evaluation includes appropriately explained strengths / weaknesses. Attempt at a comparison is made. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both injunctions*** **very well**. • Description must include a detailed and accurate understanding of arousal and the effect on performance in depth (e.g. could include the effect on different types of sport, biological detail, and/or whether beginner or expert etc.) • Evaluation includes appropriate strengths / weaknesses discussed accurately, and a clear accurate comparison made. The skills needed to produce convincing extended writing are in

		place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

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Write your name here

Surname	Other names

Pearson Edexcel GCE

Centre Number	Candidate Number

Psychology

Advanced
Unit 3: Applications of Psychology

Tuesday 3 June 2014 – Afternoon
Time: 1 hour 30 minutes

Paper Reference
6PS03/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from **two** of the four Sections: **A**, **B**, **C** and **D**.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
  – *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ▶

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P 4 2 6 7 7 A 0 1 3 6

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Answer ALL questions from TWO of the four Sections: A, B, C and D.

If you answer the questions in Section A put a cross in this box ☒ .

SECTION A: CRIMINOLOGICAL PSYCHOLOGY

Answer ALL questions.

A1 Social Learning Theory uses concepts such as modelling to explain anti-social behaviour.

(a) Describe the meaning of the term 'modelling' as it is used to explain anti-social behaviour.

(3)

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(b) Evaluate **one** explanation of anti-social/criminal behaviour, **other than** Social Learning Theory. Do not refer to Social Learning Theory in your answer.

(5)

Explanation .....

(c) Make **one** comparison (similarity or difference) between the explanation you have written about in (b) and Social Learning Theory as explanations of anti-social/ criminal behaviour.

(2)

(Total for Question A1 = 10 marks)

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A2 Hasnain conducted a field experiment to test the effectiveness of eyewitness testimony. He staged an incident in the local park. He then approached males and females individually and, once they had agreed to take part, he asked them what they remembered about the incident.

(a) After he had collected his results, Hasnain became worried about the reliability of the findings of his field experiment.

Explain why Hasnain's findings may lack reliability.

(3)

(b) Hasnain was also concerned about the ethics of his field experiment.

Outline ethical issues associated with using the field experiment as a research method to test witness effectiveness in criminological psychology.

(3)

(c) Suggest **one** way that Hasnain might improve **either** the reliability **or** the ethics of his field experiment into witness effectiveness.

(2)

(Total for Question A2 = 8 marks)

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***A3** Describe **and** evaluate **two** treatments/therapies that could be used to treat offenders.

(12)

P 4 2 6 7 7 A 0 8 3 6

(Total for Question A3 = 12 marks)

TOTAL FOR SECTION A = 30 MARKS

If you answer the questions in Section B put a cross in this box ☒ .

SECTION B: CHILD PSYCHOLOGY

Answer ALL questions.

B1 Daycare can have positive effects on child development. However, some researchers have found a link between daycare and negative effects on child development.

(a) (i) Briefly outline **one** research study that found negative effects of daycare.

(3)

Study .....

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(ii) Evaluate the research study you have outlined in (a)(i).

(4)

(b) Psychologists have studied ways of improving care for children so that the negative effects of deprivation on child development may be avoided.

Outline **two** suggestions psychologists might make, which may reduce the negative effects of deprivation.

(4)

(Total for Question B1 = 11 marks)

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B2 (a) The case study of Genie (Curtiss, 1977) can be used to discuss whether the negative effects of privation may or may not be reversible.

Using the case study of Genie, explain whether the negative effects of privation are reversible.

(3)

(b) Evaluate the case study as a research method used to investigate children's development.

You **must** refer to children's development in your answer.

(4)

(Total for Question B2 = 7 marks)

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***B3** Mary Ainsworth used a structured observation method called the Strange Situation as a way of investigating parent-child attachment.

Describe the procedure used in the Strange Situation **and** evaluate the Strange Situation as a structured observation research method.

In your evaluation you **must** compare the structured observation method with the naturalistic observation method **at least once**.

(12)

P 4 2 6 7 7 A 0 1 6 3 6

(Total for Question B3 = 12 marks)

TOTAL FOR SECTION B = 30 MARKS

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If you answer the questions in Section C put a cross in this box ☒ .

SECTION C: HEALTH PSYCHOLOGY

Answer ALL questions.

C1 The Learning Approach has many explanations for why people may misuse drugs.

(a) Using **one** explanation from the Learning Approach, explain why people may misuse drugs.

(3)

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(b) When trying to understand drug misuse, it can be useful to compare different explanations in terms of their similarities and differences.

Compare the Learning Approach with the Biological Approach as explanations for substance misuse.

(3)

(Total for Question C1 = 6 marks)

C2 (a) Describe issues researchers need to consider when using animals in laboratory experiments to study the effect of drugs.

(4)

(b) Assess the usefulness of animal research in understanding drug misuse in humans.

(4)

(c) During your course you will have learned about a study that uses human participants to investigate drugs.

Evaluate this study in terms of ethics **and** practical applications.

(4)

Study .....

(Total for Question C2 = 12 marks)

***C3** Describe **and** evaluate **one** health campaign that has been used to encourage people not to use recreational drugs.

In your answer explain **two** ideas you might suggest that would improve the health campaign you have described.

(12)

P 4 2 6 7 7 A 0 2 4 3 6

(Total for Question C3 = 12 marks)

TOTAL FOR SECTION C = 30 MARKS

If you answer the questions in Section D put a cross in this box ☒ .

SECTION D: SPORT PSYCHOLOGY

Answer ALL questions.

D1 There are different psychological explanations for sporting performance, including the Inverted U hypothesis.

(a) Outline the Inverted U hypothesis as it is used in sports psychology.

(3)

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(b) Evaluate the Inverted U hypothesis as an explanation within sports psychology.
Do not use comparison as part of your evaluation.

(5)

(c) Compare the Inverted U hypothesis with **one other** theory of arousal, anxiety and/or the effect of the audience, that you have learned about.

Comparisons can include similarities and/or differences.

(3)

(Total for Question D1 = 11 marks)

D2 (a) Sarah is a sports teacher who wants to see if the lap times of her running team improve as they become happier with their performance. This will require a correlation study.

Describe how Sarah might conduct a correlation study to assess whether there is a relationship between performance satisfaction and running times.

(3)

(b) There are techniques that Sarah could use to improve the performance of her sports students.

Evaluate **one** technique that could be used to improve sporting performance.

(4)

Technique .....

(Total for Question D2 = 7 marks)

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***D3** Boyd and Munroe (2003) used quantitative data in their study within sports psychology.

Describe the study of Boyd and Munroe (2003) **and** then evaluate the use of quantitative data as it is used to gather information on sporting performance.

(12)

P 4 2 6 7 7 A 0 3 2 3 6

(Total for Question D3 = 12 marks)

TOTAL FOR SECTION D = 30 MARKS

TOTAL FOR PAPER = 60 MARKS

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P 4 2 6 7 7 A 0 3 4 3 6

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Mark Scheme (Results)

June 2014

GCE Psychology (6PS03/01)
Unit 3: Applications of Psychology

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General Guidance on Marking – GCE Psychology

All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last

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. 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.

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 <u>meaning</u> 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	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Mark according to levels for A1c and A3.	

Question Number	Question	
A1(a)	Outline the term 'modelling' as it is used to understand anti-social behaviour.	
	Answer	Mark
	One mark per point/elaboration. Max 1 mark if no reference to anti-social/(criminal/aggressive) behaviour. • People may copy anti-social behaviour of others through mimicking the behaviour known as modelling/an individual may copy stealing by mimicking the stealing which is known as modelling/eq; • Anti-social behaviour that is reinforced in some way is seen as more likely to be modelled by the observer/stealing may be reinforced someway is seen as more likely to be modelled by the person watching the stealing happen/eq; • Vicarious reinforcement encourages modelling of anti-social behaviour/eq; • An observer may identify with the role model because they share similar characteristics/look up to them and want to be like them so model their anti-social behaviour/eq; • Modelling involves the process of attention, retention, reproduction and motivation/eq; Look for other marking points.	**(3 AO1)**

Question Number	Question	
A1(b)	Evaluate **one** explanation of anti-social behaviour, **other than** Social Learning Theory. Do not refer to Social Learning Theory in your answer.	
	Answer	Mark
	One mark per point/elaboration. Ignore description. Ignore social learning theory. The theory need not be identified in the appropriate place/may be incorrectly labelled, but full marks should still be given if the theory is clearly identifiable from the answer written. Suitable examples include: Self fulfilling prophecy, personality theory (Eysenck). Biological theories should refer to personality in at least one way, e.g. the warrior gene (MAO/MAO-L) should account for the influence of genes on personality/aggression. Eg Self-fulfilling prophecy (non-criminal research e.g. Rosenthal and Jacobsen (1968)), should only be credited if reference to criminality/being able to extrapolate the findings to criminality is made clear. Credit can be given to methodological strengths/weaknesses of a study used to evaluate the theory IF the methodological point is directly linked to theory. Self fulfilling Prophecy • Acceptance of a label can be affected by the self esteem of the individual, if low they are more likely to accept the label ascribed/eq; • Rebellion against a label is very possible/eq; • Jahoda (1954)found that children born on a Wednesday and given a name meaning that they are considered to be aggressive are more likely to have a criminal record later in life than those born on Monday/considered mild and meek/eq; • Rosenthal and Jacobsen (1968) found that children randomly labelled bloomers were recorded to have a higher IQ than those labelled non-bloomers due to perceived teacher expectation/attention, this gives indirect evidence for expectation that can be assumed to affect criminality similarly/eq; • Madon (2004) found that children predicted to be alcohol users by their parents were more likely to use alcohol, fulfilling the prophecy of their parents, this finding can be extrapolated to criminal behaviour/eq; • Studies such as Madon (2004) and Rosenthal and Jacobsen (1968) are correlational so there may be other reasons, such as genes, why someone may show anti-social behaviour/eq; • We cannot experimentally test the effect of SFP as it would be against ethical guidelines to label someone criminal, to find out if it works/eq; • There are other reasons for anti-social behaviour, such as the way we are raised by parents/genetic reasons/cortical under arousal, that may account for anti-social behaviour	**(5 AO2)**

	other than SFP/eq; Personality theory (Eysenck) • Hare (2001) found an over representation of psychotic individuals have a tendency to be violent suggesting a link between the personality dimension psychosis and offending/eq; • Grann (1999) found that individuals scored higher on the PCL-R if they had anti-social behaviour prior convictions, suggesting that psychosis is linked to offending/eq; • Grann (1999) also found that 48% of ex-offenders rated as psychotic were likely to reoffend compared to those rated as not highly psychotic/eq; • Center and Kemp (2003) found that there was a relationship between anti-social behaviour and psychoticism in a sample of 11 delinquents/eq; • Raine and Venables (1981) found no relationship between conditioning (as measured by skin conductivity) and socialisation (teacher rated) not supporting Eysenck/eq; • Alternative explanations for anti-social behaviour take a wider social explanation such as social construction of criminality/social learning theory suggests that behaviour is a result of a learning experience/eq; • Eysenck found serious criminals scored highly on P E and N/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	

Question Number	Question	
A1(c)	Make **one** comparison (similarity or difference) between the explanation you have written about in A1 (b) and Social Learning Theory as explanations of anti-social/criminal behaviour.	
	Answer	Mark
	Mark according to the levels below. No credit for non-comparative descriptions. If they compare a different theory than the one written in A1b then no marks. If more than one comparison made mark all and credit the best. **0 marks** No clear comparison made, largely descriptive with no similarlity or difference clearly made. **One mark** for an appropriate brief and basic comparison, may be a one sided difference. e.g. Both SFP and SLT focus on environmental factors in determining anti-social behaviour.	**(2 AO2)**

	Two marks for clear, appropriate and well explained comparison. e.g. SLT suggests we observe and model the behaviour of role models whereas SFP believes it is the pressure of expectation exerted upon us that determines criminality. Indicative content: SLT and biological • SLT focuses on environmental factors whereas Eysenck suggested anti-social behaviour is caused by internal and external factors (1 mark)/eq; • Eysenck suggests that criminality may be predisposed and therefore inherent in our nervous system whereas SLT understands that anti-social behaviour is a result of environmental conditions such as modelling a role model (2 marks)/eq; • Eysenck does acknowledge the role of the environment, but as an individual response to it in the way we can be conditioned according to our nervous system, whereas SLT does not take into account any nature/nurture interaction (2 marks)/eq; SLT and SFP • Both SLT and SFP suggest that anti-social behaviour results from environmental factors (1 mark)/eq; • SLT suggests we observe and model the behaviour of role models whereas SFP believes it is the pressure of expectation exerted upon us that determines criminality (2 marks)/eq; **Look for other reasonable comments.**	

Question Number	Question	
A2(a)	Hasnain conducted a field experiment to test the effectiveness of eyewitness testimony. He staged an incident in the local park. He then approached males and females individually, and once they had agreed to take part, he asked them what they remembered about the incident. After collecting his results, Hasnain became worried that the findings of his field experiment may not be reliable. Explain why Hasnain's findings may lack reliability.	
	Answer	Mark
	One mark per point/elaboration. Ignore ethical issues. Ignore issues of validity and generalisability, unless elaboration of the reliability point made and linked. The answer must be contextualised to the scenario or **0 marks** • His findings may lack reliability because he has no control over situational variables that may occur in the park, such as distractions/eq; • Hasnain will not be able to replicate his study under exactly the same conditions again, as it is in the natural environment, so he cannot check for consistency of findings/eq; • The way that Hasnain approached and interviewed the witnesses to the incident is not standardised and can lead to unreliable findings/eq; • Hasnain has only conducted one field experiment so he cannot measure consistency and the reliability of his findings cannot be checked/eq; **Look for other reasonable marking points.**	**(3 AO3)**

Question Number	Question	
A2(b)	Hasnain was also concerned about the ethics of his field experiment. Outline ethical issues associated with using the field experiment as a research method to test witness effectiveness in psychology.	
	Answer	Mark
	One mark per point/elaboration. Ignore issues of reliability, generalisability and validity. The answer need not refer to the stimulus material. A list of brief ethical issues with no elaboration gains no marks Categorical statements (eg. 'field experiements have no RTW') – **gain no marks** Max 2 if only one ethical issue considered • If participants are unaware of the incident in the study, they may be affected/distressed by it/eq; • If the participants are unaware of the research being conducted initially so have not given their consent/eq; • Without consent, the participants (in the park) have no right to withdraw/eq; • If the participants have been deceived into believing that a real incident may have taken place when in fact it was staged, this is deception leaving participants embarrassed or annoyed (2 marks)/eq; **Look for other reasonable marking points.**	**(3 AO3)**

Question Number	Question	
A2(c)	Suggest **one** way that Hasnain might improve either the reliability **or** the ethics of his field experiment.	
	Answer	Mark
	One mark per point/elaboration. Ignore improvements to issues such as validity or generalisability. Mark only one of ethics or reliability improvements. If both commented on, mark all and credit the best. Consider 'one way' with reference to the fact that issues of reliability and ethics can involve more than one issue (eg. Controlled + standardised / consent + deception). Go with the intention of the candidate. Reliability • Conducting the experiment in more controlled conditions, such as a laboratory, will ensure better control and standardisation to permit replication compared to those conducted in the field/eq; **(2 marks)** • Using a standardised approach and questionnaire, for example, would ensure that the consistency of his findings could be checked/eq; • Conduct the research in a controlled environment so that situational variables often present in the field do not affect the reliability of his research/eq; Ethics • Participants could have been approached before the	**(2 AO3)**

	incident and consent could be obtained/eq; • If the participants are informed prior to the investigation then they could exert a right to withdraw/eq; • The incident could be made mundane rather than dramatic so no harm is caused to participants witnessing the event/eq; **Look for other reasonable marking points.**	

Question Number	Question	
***A3**	Describe **and** evaluate **two** treatments/therapies that could be used for prisoners serving a sentence.	
	Indicative content	Mark
	Mark according to the levels below. Marking points can be about the rationale behind the treatment and/or the treatment process itself. **Description (AO1)** **Eg Anger management** • Offenders can be helped to identify the triggers that cause anger. • Thought patterns associated with the anger are challenged. • Alternative thinking and behaviour is considered. • Therapists help offenders understand the consequences of their anger on others. • Relaxation/coping mechanisms are taught to deal with physiological response to triggers. • Offenders are taught assertiveness to help talk through their problems rather than respond angrily. • Role play is used to practise new skills to deal with anger. **Eg Token economy** • Tokens are given for appropriate behaviour as a form of secondary reinforcement. • Tokens can be exchanged for leisure time/phone cards/extra visits/primary reinforcers. • Token economy programmes are based on operant conditioning principles. • Positive reinforcers encourage appropriate behaviours to be repeated. • Tokens are used to manage behaviour not rehabilitate/eq; • Tokens control behaviour in the short term making prison life more harmonious. **Evaluation points (AO2)** **Eg Anger management** • Psychologists question the assumption that anger causes aggression. • Loza and Loza-Fanous (1999) found no relationship between anger and violent and non-violent offenders. • Dowden (1999) showed reduced recidivism after anger management in high risk offenders. • Ireland found significant behavioural improvements in violent offenders using the programme/lower anger scores. • It can only be used on offenders self motivated and willing to change their behaviour. • There is a real change in behaviour due to cognition change so underlying issues are addressed. • Anger management may help offenders control their emotions to commit more calculated and controlled acts	**(12 AO1/2)**

	• The treatment is time consuming and/or expensive compared to token economy as it is done in small groups and needs trained professionals **Eg Token economy** • TE is only used to control behaviour in prison and has little application in real life as token are not given outside of prison. • Staff and inmate interaction becomes more positive which might account for the improved behaviour, not the tokens per se. • Tokens may be abused by prison staff who may use their authority to manipulate a criminal's behaviour • They can be used as a form of contraband within prisons. • Other forms of reinforcement in prison might override the value of tokens. • Reinforcement in life outside prison is more subtle than tokens, so the long term effectiveness is limited. • It could be the increased positive social interaction between staff and prisoners that creates good behaviour rather than the tokens themselves. • TEP's are cost effective as professionals are not needed to implement them. • Hobbs and Holt (1976) reported improvements in the behaviour of young male offenders in exchange for cigarettes, drinks and sweets. • Pearson et al (2002) compared CBT and TEPs and found little success of tokens within prisons. **Look for additional material**	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works. If description and evaluation are not at the same level then the lowest level must be awarded
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Simple statements concerning two treatments or partial answer (one treatment described). • Little or no attempts at the evaluative demands of the question. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Limited description of both treatments OR one is described well and another is limited. AND • Limited evaluation of both therapies **OR**

		• Good evaluation of one therapy 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 and organisation in the response.
Level 3	7-9	Good and accurate description and evaluation/comparison. • Good description of both treatments with breadth and or depth of elements to the treatments. AND • Good evaluation of both treatments in at least one way using a well detailed/explained strength and/or weakness. There is a trade off between breadth or depth of evaluation. • Or Very good evaluation of one therapy (with breadth and depth of explanation) more than one evaluative point very well explained, and limited evaluation of the other therapy. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***all injunctions*** in the question **very well**. • Very good description of both treatments using breadth and depth of the elements of both treatments – one may be a bit better described than the other but they are both clear and appropriate given the time constraints of the exam. • Very good evaluation (breadth and depth with regards to both treatments) using strengths and/or weaknesses in more than one way. 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.

Section B – Child Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for B3	

Question Number	Question	
B1(ai)	Briefly outline **one** research study that found negative effects of daycare.	
	Answer	Mark
	One mark per point/elaboration. Ignore research showing the positive effects of daycare, but be mindful that research can suggest BOTH positive and negative effects under certain circumstances. If in doubt about whether the study looks at negative effects ask team leader. If more than one study described, mark all and credit the best. If study name is missing or does not match description but an appropriate study is outlined then eligible for full marks. No ID mark. Belsky and Rovine (1988) • Aimed to investigate the effect of daycare on attachments with mothers and fathers/eq; • Used the findings of two American longitudinal studies to assess effects of daycare/eq; • Children had experienced daycare within the first year of life and attachments to the mother and father were examined/eq; • The strange situation procedure was used to classify attachment types/eq; • They found that early onset and intensive hours in daycare has a negative impact on attachments (more than 20 hours per week before the age of two years)/eq; Melhuish et al (1990a/b) • Aimed to investigate the social and intellectual development of children in maternal care and those using different daycare practices (childminder, relative, nursery)/eq; • Using two-parent families of 250 first born children from birth to age 3 years they were assessed by the strange situation and intellectual and language development/eq; • Children in nurseries showed more aggression and less vocalisation than in other forms of daycare/eq; • Daycare was characterised by lower social and emotional responsiveness to the children compared to other forms of daycare/eq;	**(3 AO1)**

	• On most measures, children did less well in nurseries than other forms of daycare/eq; NICHD • Aimed to examine the effects of different types of childcare on children's social, emotional, intellectual and language development/eq; • Longitudinal study following children from birth through childhood/eq; • 1,200 children were observed, surveys were conducted on teachers and parents until they started school/eq; • Early onset and extended hours in daycare was linked to behavioural problems at school/eq; **Look for other reasonable marking points.**	

Question Number	Question	
B1(aii)	Evaluate the research study you have **outlined in** (ai).	
	Answer	Mark
	One mark per point/elaboration. Ignore description. TE: If B1ai is blank but B1aii evaluates an identifiable appropriate day care study that shows the negative effects from child psychology, then full marks can be given. If B1ai is incorrect (eg positive effects) and B1aii evaluates that study, max 2 marks can be given for appropriate evaluation of the study described in B1ai as long as the study is about daycare. If B1ai does not match B1aii no marks can be given. Belsky and Rovine (1988) • The strange situation may not be an appropriate tool for measuring attachment in daycare children who are used to separation/eq; • Children may not be avoidant, but used to stranger care/eq; • Daycare can also have positive effects upon children's intellectual and social development as found by Andersson (1996)/eq; • Factors other than daycare may account for the findings, such as resilience of the child/eq; • The procedure was highly controlled/standardised and reliability was established/eq; • DiLalla (1998) found that children who spent no time in daycare were more prosocial than children who attended daycare/eq; • The EPPE project (2004) suggests that children who attend daycare can have positive benefits – which goes against Belsky's findings/eq; Melhuish et al (1990a/b) • Melhuish et al investigated the factors associated with good and bad daycare practices so we able to control for many factors that impact upon the development of	**(4 AO2)**

	children/eq; • The study did not examine the reasons for parents returning to work, and this has been linked to whether a child responds positively or negatively to daycare/eq; • Aggression can often be mistaken for assertiveness, so surveys of carers may not have been an appropriate measure of this characteristic/eq; • The strange situation has been criticised as an inappropriate tool to measure children in daycare as they are already accustomed to separation and care by strangers/eq; NICHD • The study was carried out in the USA and so the results are not generalisable to other cultures (such as African or Asian)/eq; • There may have been other factors, such as a child's temperament, that may actually be responsible for the findings rather than the childcare/eq; • The same children were followed throughout the NICHD study so there were no participant variables/individual differences that could have occurred if a cross-sectional study had been carried out/eq; • A variety of methods, such as observation, interview and survey were used and therefore the findings can be checked for validity / reliability/eq; • Children were observed in their natural environment so would have shown normal behaviour and ecological validity was high/eq; **Look for other reasonable marking points.**	

Question Number	Question	
B1(b)	Psychologists have studied ways of improving care for children to avoid deprivation. Outline **two** suggestions that psychologists might make, which may reduce the negative effects of deprivation.	
	Answer	Mark
	One mark per point/elaboration. Max 3 marks for each way outlined (so can be 1+3 or 2+2). • Provide a continuous substitute figure/eq; • Daycare provides a single carer for a child to allow attachments to be formed/eq; • Reduce the time spent away from the attachment figure/eq; • The less time spent in daycare, according to Belsky, the lessened the effects of deprivation on attachment/eq; • If the deprivation is due to divorce, minimising conflict, according to Rutter reducing adverse effects of separation.	**(4 AO2)**

	• Also maintaining regular contact with estranged partners will reduce separation effects/maintains attachment/eq; **Look for other reasonable marking points.**	

Question Number	Question	
B2(a)	This case study of Genie (Curtiss 1977) can be used to discuss whether the negative effects of privation may or may not be reversible. Using the case study of Genie, explain whether the negative effects of privation are reversible	
	Answer	Mark
	One mark per point/elaboration. Ignore reference to other privation cases unless used to understand the case of Genie, for example, unlike the Czech twin who had each other Genie was truly privated, so reversibility is not fully possible as it was with the Czech twins (largely). • She began to form attachments to staff members and learn words showing some signs of reversibility in social and cognitive areas initially as she made good progress/eq; • However, her grammar never achieved beyond that of a toddler, suggesting that there was a critical stage for grammar and this was not reversible/eq; • She regressed when moved into different foster care, suggesting lack of reversibility, although it could be due to the change of attachments/eq; • She was said to be retarded by her doctor from birth, so her lack of progress may be accounted for by this and not that the effects of privation are not reversible/eq; • The sleep spindle research suggested mental retardation from birth, so the issue of reversibility is unclear/eq; • 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, suggesting true privation is not reversible/eq; **Look for other reasonable marking points.**	**(3 AO2)**

Question Number	Question	
B2(b)	Evaluate the case study as a research method used to investigate children's development. You must refer to children's development in your answer.	
	Answer	Mark
	One mark per point/elaboration. Max 2 marks if no reference to child development in the answer at least once. • Case studies of children are unique cases and not likely to	**(4 AO3)**

	be repeatable under the same circumstances/eq; • Unique case results cannot be cross checked for reliability, so examples such as Genie are not reliable/eq; • Case studies are typically naturally occurring circumstances where child development can be affected by many uncontrolled variables that may affect reliability/eq; • Case studies are useful in studying rare cases, such as privation, where the situation cannot be tested experimentally/eq; • Case studies are often intensive and detailed, so can impact upon the daily lives of the child and their family and be intrusive/eq; • Not all factors can be controlled or accounted for in a case study, so cause and effect cannot be established for the developmental trait/eq; • The case study is often conducted under naturalistic conditions in the life and devlopment of the child so real life can be examined/eq; • Case studies often use a variety of research methods to study the child so triangulation can establish validity of findings/eq; • Observations, psychological tests, interviews of the child can be used to ensure findings from one method are validated by findings from other methods/eq; • Often more than one researcher is involved with the child to maintain objective findings unaffected by researcher bias/eq; **Look for other reasonable marking points.**	

Question Number	Question	
B3	Mary Ainsworth used a structured observation method called the Strange Situation as a way of investigating parent-child attachment. Describe the procedure used in the Strange Situation **and** evaluate the Strange Situation as a structured observation research method. In your evaluation you must compare the structured observation method with the naturalistic observation method **at least once**.	
	Indicative content	Mark
	Credit according to the levels below. (6 AO1 and 6 AO3) Procedure of the strange situation **– NB no credit for results** • A laboratory/controlled situation is set up with chairs for adults and toys for the child. • Tinted glass is used so the researchers can observe the child whilst not being seen by the child/parent. • Mother and child are together in the room playing together with toys. • A stranger comes into the room, talks to the mother and attempts engagement with the child in the mothers presence. • Mother leaves the room leaving the child and stranger together, the stranger tries to engage and console the child, stranger anxiety is measured.	**(12 AO1/3)**

	• The mother returns according to the distress shown by the child, if the distress is high the mother returns quickly, and the stranger leaves the room. The mother consoles the child. • The mother then leaves the child alone in the room, separation anxiety is measured.. • The stranger enters the room with the child alone and attempts to play with the child. • The mother returns and reunion behaivour is measured. Evaluation • The behaviour being measured is controlled in a laboratory setting, so extraneous variables that might alter the behaviour of the child are controlled or eliminated/eq; • Unlike a naturalistic observation, where the observer would have to wait for an arising behaviour/situation, a structured observation prompts behaviour so saves time and resources/eq; • The situation is staged so natural behaviour is not measured in a realistic way, this limits the generalisability of the research method to real life situations/eq; • The procedure has been criticised for causing unnecessary distress to the child (and the parent)/eq; • However, the parent is empowered to curtail any period and/or abandon the procedure if the child's distress is untenable/eq; • Many observers are used to judge the behaviour of the child during the episodes of the procedure, so inter-rater reliability can be established/eq; • The procedure is particularly stressful in some cultures (Japan) where separation between child and parent is infrequent, so the procedure causes high levels of stress for the child/eq; • The whole method does not account for the individual differences of children, particularly the strange situation may be a measure of temperament rather than attachment/eq; • The strange situation may not be an appropriate tool for measuring the behaviour of children already used to separation (through daycare)/eq; • The strange situation has identified that child rearing practises affect the child's behaviour, and inappropriate judgements about culture have been made/eq; Comparison • Structured observations are more artifical than naturalistic observations as they are staged and typically conducted in a laboratory situation. This may affect the spontaneity and natural behaviour of the children and parents/eq; • Structured observations are more convenient and cost/time effective than naturalistic observations as the situation is contrived to force a behaviour rather than waiting for a behaviour to occur spontaneously in a natural situation/eq; **Look for other reasonable marking points.**	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO3: knowledge and understanding of research methods.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Brief and basic description of the procedure, simplistic statements made. • Little or no attempt at the evaluative demands of the question. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Basic description of the strange situation, but most elements of the procedure are covered staging of the mother, child and stranger). • Limited evaluation of the strange situation as a structured observation, may attempt to evaluate the strange situation without focus on the research method. • There may be some attempt to compare with naturalistic observation. 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	Good and accurate description and evaluation/comparison. • Good description of the strange situation, some detail and most elements covered (staging of the mother, child and stranger with some detail and accuracy concerning the episodes of the procedure). AND • Good evaluation in more than one way of the strange situation as a structured observation. The evaluation is focused on the research method although may be interspersed with irrelevant evaluation. • There is a clear, accurate attempt to compare the structured observation with naturalistic observation. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level	10-	Candidate has attempted and answered ***all injunctions*** in

4	12	the question **very well**. • Very good, detailed and full description of the strange situation. Accurate and detailed episodes showing a very good understanding of the events with detailed descriptions of the staging of each episode. • Very good evaluation, more than one evaluation point made very well. Evaluation is focused on the strange situation as a structured observation. • Comparison with naturalistic observation is made at least once, done very well in terms of being an accurate and direct comparison between naturalistic and structured observation. 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.

Section C – Health Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to levels for C3	

Question Number	Question	
C1(a)	Using **one** explanation from the learning approach, explain why people misuse drugs**.**	
	Answer	Mark
	One mark per point/elaboration. If more than one learning theory (CC, OC or SLT positive reinforcement or negative reinforcement can be considered as separate theories) mark all and credit the best one described. MAX 1 if no reference to misuse of drugs. Operant conditioning • Drugs that produce a pleasant effects can reinforce the drug taking behaviour/explain how it starts to become addictive/eq; • Maintaining pleasurable effects can explain drug maintenance through positive reinforcement/eq; • Drugs are pleasurable only in the short term, so a user needs to take more to return to the reward state/eq; • Drugs are often taken socially and reinforced by the approval of friends/peers/eq; • Withdrawal of use can have unpleasant side effects so is avoided which can be explained by negative reinforcement/eq; • Stopping name calling from peers may act as a negative reinforcement and encourage substance misuse/eq; SLT • An individual may observe a drug user and model their behaviour through attention, retention, reproduction and motivation/eq; • A role model who takes drugs can encourage drug misuse if they have status and power is looked up to or respected/eq; • Drug use can be glamorised and rewarded which can be a form of vicarious reinforcement for an observer/eq; • The observer may identify with the drug user and wish to adopt the same drug taking values and beliefs as a role model/eq	**(3 AO1)**

	Classical conditioning • a drug user may associate a drug with pleasurable/relaxation effects/eq; • the conditioned stimulus of a drug becomes paired with a conditioned stimulus that already results in pleasure/relaxation/eq; • with pairing of the UCS/Drug and CS the drug eventually becomes a CR/eq; **Look for other reasonable marking points.**	

Question Number		
C1(b)	When trying to understand drug misuse, it can be useful to compare different explanations in terms of their similarities and differences. Compare the Learning Approach with the Biological Approach as explanations of substance misuse.	
	Answer	Mark
	One mark per comparison made/elaboration. MAX 1 for an implicit comparison. Must refer to substance misuse/drugs or 0 marks. • Culturally, different drugs are used/misused in different cultures, supporting social learning theory as an explanation of drug taking which the biological approach cannot explain/eq; • At a neurological level, drugs that are commonly used are those which produce euphoric or relaxing effects so are strongly reinforcing the drug taking behaviour. So operant conditioning and the biological approach are complementary/eq; • Both approaches explain how drug use persists in families, genetics for the biological approach and role models for the learning approach/eq; • 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/eq; • 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/eq; **Look for other reasonable marking points.**	**(3 AO2)**

Question Number	Question	
C2(a)	Describe issues that researchers need to consider when using animals in laboratory experiments to test the effects of drugs.	
	Answer	Mark
	One mark per point/elaboration Issues can include ethical issues, methodological issues and practical issues (there may be others). MAX 2 if no reference to drug research. • Researchers should consider the certain species are more appropriate and ethical to use under certain circumstances, so endangered species should not be used in drug research/eq; • Small animals should be given smaller quantities of drug compared to larger animals/eq; • Some drugs are lethal for some animal species, so knowledge of each animal is very important in drug research/eq; • Housing arrangements should be suitable for the size and natural routines of an animal/eq; • Animals should not be isolated if their species is social by nature/eq; • Generalisability from animals to humans may be limited as humans respond differently to drugs than animals/eq; • Animals cannot articulate their experience, so physiological measures of the effects of drugs should be taken/eq; **Look for other reasonable marking points.**	**(4 AO3)**

Question Number	Question	
C2(b)	Assess the usefulness of animal research in understanding drug misuse in humans.	
	Answer	Mark
	One mark per point/elaboration. Ignore ethics unless used in a practical way. MAX 2 if no reference to drug research. Responses likely to focus on generalisability, validity, practical issues. Others are possible. Contact TL if unsure. • Animals, such as rats, have a shorter lifespan than humans so the long term effects of drugs can be determined much faster than with humans/eq; • The results may not be generalisable to humans so usefulness of the findings is limited/eq; humans take drugs in a social context that affects drug misuse, that cannot be studied in animals/eq; (second mark) • Rats (other animal) have different behavioural patterns to humans, and their response to drugs may be markedly different, so the findings are not usable/eq; • Human drug use is more complex/social/emotional than animals so isolating animals in the laboratory for study may not accurately	**(4 AO3)**

	reflect human drug taking/eq; • However, the basic processes involved in drug use can be studied at a basic level as some laboratory animals have simpler nervous systems that mean the findings can be scaled up and applied to humans/eq; • Animal research is costly, requiring licences and governed by laws, so even if useful it may not be financially viable/eq; **Look for other reasonable marking points concerning usefulness of animal research.**	

Question Number	Question	
C2(c)	During your course you will have learned about one study that uses human participants to investigate drugs. Evaluate this study in terms of ethics **and** practical applications.	
	Answer	Mark
	One mark per point/elaboration. Max 3 for either ethics or practical applications (2+2 or 3+1). Stacy et al (1991) • Participants were recruited from a drug misuse project to be studied longitudinally, so may have felt pressure to take part leaving some doubt over consent given/eq; • The participants were given money to complete a questionnaire, which is seen as incentivising participation/eq; • The names and details of respondents were kept confidential and participants given a certificate of confidentiality to that effect/eq; • Asking participants about parental alcoholism and violence may have been distressing to relive for some participants/eq; • The study infroms us of the likelihood of sensation seekers being more prone to alcoholism so may be used as an indicator for vulnerability to excessive drinking/eq; • Linking personality and drinking behaviour displaces the usefulness of government policies to protect people from alcohol using social strategies, an improtant practical application that may be ignored/eq; Eg Ennett et al (1994) • Investigating friendship groups may cause distress to those who have issues with friendship or did not want parents/teachers to find out/eq; • Non-smoking friendship cliques show us that peer pressure can be very important in discouraging smoking. Peer mentors can be used to prevent smoking in schools/eq; • Non-smoking role models should be used on ad campaigns to discourage smoking/eq; • Smokers were often isolated individuals which suggests that asking them about smoking behaviour could be a result of lack of social skills and developing friendship groups, which could be seen as distressing for those smokers/eq;	**(4 AO2)**

	Eg Blattler (2002) • Participants of the study were fully informed about the nature and extent of the research, so it was ethical in that sense/eq; • An independent ethics committee gave approval for the research to be conducted/eq; • A few of the participants did withdraw from the study, showing that the right to withdraw was enforced/eq; • The applications of this study are far reaching in terms of economic and individual cost of drug use/eq; • Removing the user from the drug scene, which was found to have a significant impact on rehabilitation, ensures that costs are saved by the police and social service agencies with such maintenance programmes/eq; **Look for other reasonable marking points.**	

Question Number	Question	
C3	Describe **and** evaluate **one** health campaign that has been used to encourage people not to use recreational drugs. In your answer explain two ideas you might suggest that would improve the health campaign you have described.	
	Indicative content	Mark
	Refer to levels for marking. **Description (AO1)** E.g. 'Scared' (2008) • Using the concept of children being scared of a parent dying • Targeted at parental conscience • Smoking parents are encouraged to identify with the parent being portrayed on the advertisement (TV) • Exploits parental protectiveness of children to discourage smoking • Provides information about death rates of smoking related illness as fear factor E.g 'Talk to Frank' • Uses openness as a strategy for children and parents to seek advice • Parents are encouraged to look for signs of drug use • Younger people are exposed to drug user images that are negative • Shows peer group pressure and how this can influence drug use • Uses both sides of the argument to encourage choice and consideration **Evaluation (AO2)** e.g. Talk to Frank • Talk to Frank is based on the Yale Model of Persuasion which has experimental support for the effectiveness of presenting both sides of the argument/eq; • By 2008, 89% of 11-21 year olds recognised the FRANK adverts and 82% knew about the website (Mitchell, 2008)/eq; • Frank campaign receives approximately 1,350 calls per day which shows people are using the phone service/eq; • In 2005-2006 the Frank website had 5.7 million hits from over 2 million visitors which shows its popularity/eq; • Campaigns such as Frank can be costly but they are cheap in comparison to curative strategies/eq; • Quantitative measures of drug related behaviour (death rate, consumption, helpline activity) can be statistically verified/eq; • Frank informs people about drug use using a balanced approach which can be effective when communicating to an undecided audience (McGuire, 1964)/eq; e.g. Smoking campaigns (such as Scared or British Heart Foundation) • British Heart Foundation used various media to give information, meaning that it reached lots of people in different ways so should be more effective/eq;	**(12 AO1/2)**

	• Hafsted et al (1997) found anti-smoking campaigns to have a positive emotional influence on smokers (particularly women) so this campaign should have been effective in reducing smoking/eq; • Mechanic et al (2005) assessed smoking campaigns to be generally effective in reducing smoking, so this finding should apply to the BHF campaign/eq; • Campaigns, such as the BHF are cost effective compared to the treatment of diseases associated with smoking/eq; • Some smokers may not have seen or heard about the campaign or not have known how to seek help/eq; • Other factors at the time, such as the smoking ban/advertising ban, may have reduced smoking rather than the campaign itself/eq; • It is impossible to measure the effectiveness of this campaign in particular as other variables could reduce smoking/accurate smoker statistics are not readily available (or could be compared to the campaign)/eq; • Hafsted (2009) found that those who responded emotionally to anti-smoking campaigns were more likely to quit, so emotionally provoking campaigns seem to work/eq; General evaluative points • Fear tactics as used by the campaign may not be effective (Janis and Feshback, 1953) as although they generate an emotional response they may be ignored or minimised/eq; • Difficult to measure effectiveness as many factors may cause increase in health/eq; • Health programmes often go hand in hand with a change in public opinion, which may account for reduction in unhealthiness rather than programme itself/eq; • Health campaigns only work if people do not have barriers to health related behaviour and can access help/eq; • They are preventative rather than curative so stops issues before they cause health/lifestyle/family issues/eq; **Improving the health campaign** • Redesign the campaign to incorporate a moderate level of fear as this is effective in attitude change as illustrated by Janis and Feshback/eq; • Use an expert in the ad campaign as they can be more persuasive than non-experts (Baron & Byrne)/eq; • Present both sides of the argument as this is known to be effective in producing resistent attitudes (innoculation)/eq; • Use a quantitative measure of effectiveness, such as carbon monoxide tests at the doctors to monitor ceassation of smoking/eq; • Use celebrities to endorse the campaign as individuals may identify with the role model and be more likely to model good behaviour (SLT)/eq; **Look for other reasonable marking points.**	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.

	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Brief and basic description of one health campaign. May be difficult to identify or muddled. • Little or no attempt at the evaluative demands of the question. • Little or no attempt at improving the campaign. 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.
Level 2	4-6	Description and Evaluation OR Description and Improvement OR Evaluation and Improvement (any two of the three elements) • Limited but clear description of one identifiable health campaign. Details are likely to include the target audience, type of drug and some limited ideas on how the campaign was initiated. • Limited evaluation, which may not include effectiveness and appropriateness of the campaign but still has evaluative component. • May or may not have relevant reference to improving the campaign. Candidates will produce statements with some development in the form of **mostly accurate** and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. Limited clarity and organisation in the response.
Level 3	7-9	Candidate has attempted and answered **at least two** of the injunctions (description, evaluation, improvement) in the question well and **one** is limited. • Good description of one identifiable health campaign. Some detail of the campaign in terms of audience, type of target drug, procedures used in the campaign. • Good evaluation of one health campaign, will include a reference to effectiveness of appropriateness. There should be some breadth or depth of evaluation (more than one evaluation point should be made clearly with explanation). • Some relevant reference to improving the campaign in at least one way. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered **at least two** of the injunctions (description, evaluation, improvment) in the question very well and **one** done well. • Very good description of one health campaign that is identifiable and detailed. Detail should cover a

		range of elements of the campaign in terms of audience, procedures used, target drug and resources used. • Very good evaluation including effectiveness and appropriateness. There will be detail of more than one evaluation point and both effectiveness and appropriateness comments should be clear and explained fully. • Good reference to improving the campaign in at least one way, or two ways referred to briefly without explanation. 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.

Section D – Sport Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Refer to level for D2a and D3	

Question Number	Question	
D1(a)	Outline the Inverted U hypothesis as theory as it is used in sports psychology.	
	Answer	Mark
	One mark per point/elaboration. Max 2 if no reference to sport psychology/the concept of sporting performance/performance. • The inverted U hypothesis is a biological theory that explains sporting performance relating to arousal and anxiety rather than a focus on psychological processes/eq; • Arousal is important in sport as it can improve performance/eq; • An optimum point is reached where peak performance is achieved/eq; • Too much arousal results in a loss of physical performance/eq; • According to the Yerkes-Dodson law, moderate arousal results in optimum performance, but it really depends upon the type of sporting activity and experience level of the individual/eq; • Fine motor control sports are better performed in a low state of arousal/eq; • Complex sports are best performed in a state of low arousal/eq; • High strength/power sports are best performed in high state of arousal/eq; • Simple tasks are better performed in high arousal state/eq; **Look for other reasonable marking points.**	**(3 AO1)**

Question Number	Question	
D1 (b)	Evaluate the Inverted U hypothesis as an explanation used within sports psychology. Do not use comparison as part of your answer.	
	Answer	Mark
	One mark per point/elaboration. No marks for description. No marks for comparison. • Experienced sportspeople can perform well with high arousal as there is less need to focus on a well practised task, this can have a practical application in terms of coaching/eq; • Coaches may use this theory to suggest that novices practise tasks using low arousal as concentration is needed in learning a new skill/eq; • The inverted U hypothesis can be usefully applied to help 'psych up' or relax a sportsperson to achieve the optimal level of arousal needed for the type of sport and individual/eq; • Experimental research to test the inverted U hypothesis has used techniques to relax or psych out an individual (threat or incentive) which may cause anxiety/ego rather than arousal/eq; • More recent multidimensional theories have tried to bridge the gap between physical arousal and cognitive factors associated with sporting performance/eq; • If skilled sportspeople need higher levels of arousal to perform, this might explain why records are broken more frequently at large important events where pressure is very high/eq; • Lowe's (1974) Little League study found that baseball performance was better in moderate conditions rather than critical or non-critical conditions during a game, supporting optimal performance/eq; • A field study by Klavora (1978) followed a basketball team during a competition and found that coaches assessments of performance related to standing in the tournament (high or low standing led to worse performances)/eq; **Look for other reasonable marking points.**	**(5 AO2)**

Question Number	Question	
D1 (c)	Compare the inverted U hypothesis with **one** other theory of arousal, anxiety and/or the effect of the audience that you have learned about. Comparison can include similarities and/or differences.	
	Answer	Mark
	One mark per comparison/elaboration. Ignore pure description with no comparative element. Theories include; drive theory, attentional narrowing, evaluation apprehension, catastrophe theory. Inverted U and catastrophe theory • The inverted U does not explain the sudden drop in performance that catastrophe theory does/eq; • Performance is unlikely to slowly dip, but more likely to drop	**(3 AO2)**

	off sharply as catastrophe theory suggests/eq; • Both theories propose that there is an optimum level of arousal which will lead to the best performance/eq; • Both theories suggest that too much arousal will cause a deterioration in performance/eq; • Neither the inverted U or catastrophe theory takes into account the cognitive and affective aspects of performance/eq; Inverted U and evaluation apprehension • The theory is biological and ignores the psychological factors involved in performance, such as evaluation apprehension where there is a greater emphasis on psychological processes/eq; • Evaluation apprehension theory takes into account the nature of the task and expertise of the sports person in arousal level which the basic inverted U hypothesis does not take into account/eq; • Therefore both theories explain why the audience may have a deleterous effect on performance/eq; • Evaluation apprehension understands performance being affected by childhood experiences whereas the inverted U is purley nature/biological/eq; **Look for other reasonable marking points.**	

Question Number	Question	
D2 (a)	Sarah is a sports teacher at a school who wants to see if the lap times of her running team improved as they become happier with their performance. This will require using a correlation study. Describe how Sarah might go about conducting a study to assess whether there is a relationship between performance satisfaction correlates with running times.	
	Answer	Mark
	Refer to level for marking and also see indicative content. Elements include sample, procedure, apparatus, location, design, controls, data collection, data analysis, ethics. Watch for tautology. **Levels** **0 mark** No rewardable material **1 mark** Basic and brief information about how a correlation might be conducted. Includes **an attempt at one** or more of the above elements. **2 marks** Basic detail about how a correlation might take place with reference to more than one basic idea. Includes **at least one well** explained element from above. Partial replication possible. **3 marks** Good detail about how a correlation might take place. Includes **a**t **least two well** explained elements from above. Replication possible (but take into account time constraints and number of marks available) Indicative content • Sarah could collect lap time data for each team member and see if they were related to satisfaction with their performance /eq; • Sarah could conduct a questionnaire on satisfaction, asking team members to rate their happiness with performance/eq; • Sarah could use a stop watch to measure lap times a/eq; • A rating scale, such as Likert from 1-10 could be used to measure happiness in performance/eq; • Sarah could use the same questionnaire and running track for all participants in her study/eq; • Sarah could use an opportunity sample and ask those runners available at the time if they want to participate/eq; • She would need to get consent from her team and let them know the nature of her investigation so it was informed consent/eq; • Anonymous questionnaires would help prevent social	**(3 AO3)**

	desirability/eq; • Sarah would plot lap times with happiness scores on a scattergraph/eq; • Sarah could conduct a Spearmans rho test to get a correlation coefficient/eq; • The closer the coefficient to +/-1, the higher level of relatedness between happiness and lap times/eq; **Look for other reasonable marking points.**	

Question Number	Question	
D2 (b)	There are techniques that Sarah could use to improve the performance of her sports students'. Evaluate one technique that could be used to improve sporting performance.	
	Answer	Mark
	One mark per point/elaboration. If more than one technique mark all credit the best, however, techniques can inform one another. e.g. Imagery • Feltz and Landers (1983) found that overall studies found imagery to be better than no mental imagery at all/eq; • Imagery is not a substitute for physical practice/eq; • Isaac (1992) found that high imagery trampolinists performed better the low and no imagery groups/eq; • Research into imagery has been experimental, so the technique lacks field trials to achieve validity/eq; • 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/eq; 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/eq; • Because self generated targets are most effective, this itself may be intrinsically motivational/eq; • Targets that are unrealistic may not be achieved and act as a demotivator/eq; • Goal setting, unlike imagery, is more likely to involve physical practice which will improve performance/eq; **Look for other reasonable marking points.**	**(4 AO2)**

Question Number	Question	
D3	Describe the study of Boyd and Monroe (2003) **and** then evaluate the use of quantitative data as it is used to gather information on sporting performance.	
	Indicative content	Mark
	6 AO1 and 6AO3. Refer to levels for marking. **Description points (AO1)** • Aimed to see if there was a difference in the use of imagery between beginner and advanced climbers • Aimed to investigate the difference in imagery use between climbers and track athletes • Hypothesised that climbers would be higher on CG and use MG-A more than track athletes • Hypothesised that climbers would score low on MS than track athletes because they tend not to focus on extrinsic motivation • Hypothesised that beginner climbers would use imagery strategies to reduce anxiety (MG-A) than experienced climbers • 38 track athletes and 48 climbers, of which 18 were beginners and 30 experienced climbers, participated in this study • The track athletes completed the SIQ and the climbers completed a modified version called the CIQ • Track athletes scored higher on average on MS than climbers overall • Track athletes scored a higher mean average for MG-M so felt more confident and controlled than climbers, whereas climbers scored lower on MG-A so were able to control anxiety levels • There was no significant difference found in the five imagery sub-scales between beginner and advanced climbers • Climbers use intrinsic motivation more than extrinsic motivation because there is very little 'winning' in climbing compared to track and field sports (audience) • Climbers scored low on confidence, which is more necessary in team sports than having outward confidence in an isolated sport **Evaluation points (AO3)** • It is easy to analyse as it is numbers rather than narrative. • It can be easily subject to a statistical test to determine significance. • It is not open to interpretation like qualitative data. • It is objective and therefore more scientific/eq; • It does not permit the gathering of more rich and detailed information about sporting performance. • It does not allow researchers to understand reasons behind choices/performance. • It does not allow sports people to respond freely without constraints of closed ended questions. • It does not allow researchers to explore topics in greater depth. • Subtle information about sporting performance cannot be achieved that can be achieved with open questions. **Look for other reasonable marking points.**	**(12 AO1/3)**

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO3: Knowledge and understanding of research methods.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Brief and basic outline of the study. • Liitle or no attempt at the evaluative demands of the question. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Limited outline of the study, including two of aims/procedure/results/conclusions. • Limited evaluation of quantitatative data. Basic understanding that it is restricted, superficial, easy to analyse. Undeveloped comments such as these. 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	Good and accurate description and evaluation. • Good description of the study – including more than two study elements. • Good evaluation of quantitative data. There should be some attempt to judge both strengths and weaknesses, or partially done very well. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both injunctions*** in the question **very well**. • Very good description of the majority of elements of the study with some depth of detail. • Very good evaluation of quantitative data, including both strengths and weaknesses. Both strengths and weaknesses are clearly explained and full. 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.

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Surname	Other names

Edexcel GCE

Centre Number	Candidate Number

Psychology

Advanced
Unit 3: Applications of Psychology

Monday 10 June 2013 – Afternoon **Time: 1 hour 30 minutes**	Paper Reference **6PS03/01**

You do not need any other materials.	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from **two** of the four Sections: **A**, **B**, **C** and **D**.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
  – *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ▶

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Answer ALL questions from TWO of the four Sections: A, B, C and D.

If you answer the questions in Section A put a cross in this box ☒ .

SECTION A: CRIMINOLOGICAL PSYCHOLOGY

Answer ALL questions.

A1 (a) Criminal psychologists develop theories to try to understand and explain anti-social behaviour.

Explain what is meant by 'anti-social behaviour'.

(3)

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(b) Evaluate **one** theory that can be used to explain criminal/anti-social behaviour.

In your answer make it clear which theory you are evaluating.

(6)

Theory .....

(Total for Question A1 = 9 marks)

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A2 (a) As part of their course, psychology students at a university were required to conduct a field experiment to test the effectiveness of eyewitness testimony.

Describe how the students might go about conducting their research.

(4)

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(b) Evaluate the field experiment as a research method in terms of reliability.

You must evaluate the research method with reference to criminological psychology.

(3)

(c) Explain **one** reason why criminological psychologists might prefer to use a laboratory experiment rather than a field experiment to study the effectiveness of eyewitness testimony.

(2)

(Total for Question A2 = 9 marks)

***A3** Yellowside Prison currently uses a token economy programme to manage the behaviour of the prisoners. The prison manager has been considering other treatments/therapies to use with the token economy programme.

Describe and evaluate **one** treatment/therapy, **other than** token economy, that could be used in Yellowside Prison.

Your evaluation **must** include **at least one** comparison with the token economy programme in terms of effectiveness.

(12)

(Total for Question A3 = 12 marks)

TOTAL FOR SECTION A = 30 MARKS

If you answer the questions in Section B put a cross in this box ☒ .

SECTION B: CHILD PSYCHOLOGY

Answer ALL questions.

B1 (a) In child psychology deprivation is defined as a loss of attachment with a main caregiver.

Identify **one** cause of deprivation **and** explain possible effects of this deprivation on a child's development.

(3)

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(b) In child psychology privation is defined as a complete absence of attachment.

Using psychological research, explain whether the negative effects of privation can be overcome.

(4)

(c) Research into privation has led to ethical concerns for the participants.

Explain **one** ethical issue that may affect participants in privation research.

(2)

(Total for Question B1 = 9 marks)

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B2 (a) Longitudinal research is often used to study the development of children.

Explain **one** strength of the longitudinal research method as a way of studying children in psychology.

You must refer to child development in your answer.

(3)

(b) The case study is a research method used to study the development of children in detail.

Explain the validity **and** reliability issues associated with the case study research method in child psychology.

(6)

(Total for Question B2 = 9 marks)

***B3** During your course you will have learned about one of the following studies:

- Bowlby (1944/1946)
- Belsky and Rovine (1988)
- Rutter and the ERA team (1998).

Describe the procedure of **one** study from the list **and** evaluate this study.

In your evaluation you must explain **one** way in which the findings of the study might be used to promote good childcare practice.

(12)

Study .....

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(Total for Question B3 = 12 marks)

TOTAL FOR SECTION B = 30 MARKS

If you answer the questions in Section C put a cross in this box ☒ .

SECTION C: HEALTH PSYCHOLOGY

Answer ALL questions.

C1 (a) A research team found an interesting result when testing heroin on rats. They wanted to investigate this further by conducting human trials.

Describe a procedure the team might use when investigating the effects of heroin on human participants.

(4)

(b) Following the human trials, the researchers found a difference in the effects of heroin on humans compared to the effects on rats.

Explain why the use of animals compared to the use of humans might lead to different results.

(5)

(Total for Question C1 = 9 marks)

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C2 (a) During your course you will have learned about two studies in detail in health psychology. One of these studies was Blättler et al (2002), the **other study** investigated one of the following drugs:

- alcohol
- cocaine
- ecstasy
- marijuana
- nicotine.

Describe the findings (results and/or conclusions) of the study you have learned about that investigates one drug from the list.

Do **not** use Blättler et al (2002).

(3)

Study .....

Findings

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(b) Evaluate the study you have described in (a) in terms of issues **other than** generalisability.

(6)

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(Total for Question C2 = 9 marks)

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***C3** The Biological Approach can help explain drug action and why drugs are addictive. The Learning Approach offers different explanations.

Describe the mode of action of heroin, for example at the synapse, **and then** compare the relative strengths **and** weaknesses of **both** the biological and learning explanations of drug/substance misuse.

(12)

(Total for Question C3 = 12 marks)

TOTAL FOR SECTION C = 30 MARKS

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If you answer the questions in Section D put a cross in this box ☒ .

SECTION D: SPORT PSYCHOLOGY

Answer ALL questions.

D1 (a) Alan, a sports psychologist, is planning to conduct a questionnaire into motivation in sport by collecting quantitative data from a sample of sports people.

Describe how Alan might go about gathering **and** analysing quantitative data for his questionnaire.

(4)

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(b) Alan found a difference in motivation between different sports people. He wanted to investigate these differences further to gather more detailed information, such as how the different sports people felt about their sport.

Explain how Alan might go about gathering **and** analysing more detailed information from the sports people.

(4)

(Total for Question D1 = 8 marks)

D2 (a) During your course you will have learned about one of the following studies:

- Cottrell et al (1968)
- Koivula (1995)
- Craft et al (2003).

(i) Describe the findings (results and/or conclusions) of **one** study from the list.

(3)

Study .....

Findings

.....

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(ii) Evaluate the study you have described in (a)(i) in terms of **either** reliability **or** ethics.

(3)

(b) You have conducted a practical investigation (a content analysis or a summary of two article sources) into a key issue in sport psychology.

Imagine you have been asked to present the conclusions of your practical investigation at a student conference.

Explain your conclusions about the key issue using concepts, theories and/or research drawn from sport psychology.

(4)

Key issue .....

(Total for Question D2 = 10 marks)

***D3** Following a lecture on achievement motivation theory, Bella discussed alternative theories of motivation in sport with her friends. Bella explained that there were reasons for sporting motivation other than a high need for achievement.

Describe **one** theory, **other than** achievement motivation theory, that Bella might use to explain sporting motivation to her friends **and** evaluate this theory.

You must refer to Bella in your answer.

(12)


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(Total for Question D3 = 12 marks)

TOTAL FOR SECTION D = 30 MARKS
TOTAL FOR PAPER = 60 MARKS

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Mark Scheme (Results)

Summer 2013

GCE Psychology (6PS03/01)

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General Guidance on Marking – GCE Psychology

All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last

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	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. **Except A2a, A2c and A3, which are marked according to the levels indicated.**	

Question Number	Question	
A1 (a)	Criminal psychologists develop theories to try to understand and explain anti-social behaviour. Explain what is meant by 'anti-social behaviour'.	
	Answer	Mark
	One mark per point/elaboration. Max 1 mark for examples of anti-social behaviour (being loud at night). Do not credit definitions of unsociable behaviour or illegal behaviour (burglary, graffiti/criminal damage, violence). Must be attempt at a definition somewhere in the response before any further marks can be given. Definitions • Anti-social behaviour is behaviour that offends/distresses others/decreases the quality of life of others/disrupts (max 1 for any of these comments)/eq; • It goes against the norms and values of society/undesired behaviour/not expected (max 1 for any of these comments)/eq; Further marks • The ASBO was introduced to control anti-social behaviour/eq; • Anti-social behaviour is not criminal/illegal activity/eq; • [examples such as this gain max 1 mark] Anti-social behaviour can involve any behaviour such as being a noisy neighbour/loitering/eq; **Look for other reasonable marking points.**	**(3 AO1)**

Question Number	Question	
A1 (b)	Evaluate **one** theory that can be used to explain criminal/anti-social behaviour. In your answer make it clear which theory you are evaluating.	
	Answer	Mark
	One mark per point/elaboration. Ignore description. If more than one theory evaluated, mark all and credit the best. Suitable examples include; Eysenck's personality theory, Self-fulfilling prophecy, biological theory, Social learning theory (ignore references to James Bulger as supporting SLT), there are others please consult your team leader if unsure. Evaluation may include supporting research, opposing research, critique of the validity of such research, practical applications of the theory, different explanations, wider issues and debates. Max one per evidence point used as evaluation (even if the research is described at length), but further credit can be gained if the research methodology (not ethics) is critiqued well (e.g. Bandura, but demand characteristics may have been at play as the children may have acted how they thought they should have). Eg Self-fulfilling prophecy • There is more to SFP as acceptance of a label can be affected by the self esteem of the individual, if low they are more likely to accept the label ascribed/eq; • Rebellion against a label is very possible which SFP does not predict/eq; • Jahoda (1954) found that children born on a Wednesday and given a name meaning that they are considered to be aggressive are more likely to have a criminal record later in life than those born on Monday/considered mild and meek/eq; • Rosenthal and Jacobson (1968) found that children randomly labelled bloomers were recorded to have a higher IQ than those labelled non-bloomers due to perceived teacher expectation/attention/eq; • Madon et al (2003) found that children predicted to be alcohol users by their parents were more likely to use alcohol, fulfilling the prophecy of their parents/eq; • We cannot experimentally test the effect of SFP because of ethical reasons so conclusions are unclear/eq; • There are other reasons for anti-social behaviour, such as the way we are raised by parents in terms of them being role models that we identify with/genetic reasons that may account for why criminality runs in families as we inherit a genetic predisposition from parents known as a criminal, warrior, MAOI gene/cortical under arousal, that may account for anti-social behaviour other than SFP/eq; (these should be well explained or evidenced) • Evidence for SFP may not be criminological (eg Rosenthal and Jacobson, which is educational) but they can be assumed to happen for a variety of behaviours so the evidence is transferable here/eq; • The individual may not conform to that given label unless it is believed by many people or fairly accurate anyway/eq;	**(6 AO2)**

	• cannot explain why people labelled as criminal do not commit crime or why those not labelled do commit crime (1 mark as brief reverse argument)/eq; • Cannot explain why people do not commit a crime despite being labelled, for example those stereotyped as a vandal decide to rebel against the label (explained 1 mark)/eq; Cannot explain why people commit crime and yet have not been labelled as criminal for example someone who is genetically aggressive and such is a biological reason for criminality (2nd mark)/eq; Personality theory (Eysenck) • Hare (2001) found that there were significantly more psychotic individuals who have a tendency to be violent than the rest of the population/eq; • Grann (1999) found that individuals scored higher on the PCL-R if they had anti-social behaviour previously/eq; • Grann (1999) also found that 48% of ex-offenders rated as psychotic were likely to reoffend compared to those rated as not highly psychotic/eq; • Center and Kemp (1998) found that there was a relationship between anti-social behaviour and psychoticism in a sample of 11 delinquents/eq; • Raine and Venables (1987) found no relationship between conditioning (as measured by skin conductivity) and socialisation (teacher rated) not supporting Eysenck/eq; • Alternative explanations for anti-social behaviour take a wider social explanation such as social construction of criminality/social learning theory suggests that behaviour is a result of a learning experience/eq; Social Learning Theory • It does not explain why an individual may commit crime in the absence of a criminal role model (not reverse argument)/eq; • Supported by Bandura who showed that children were more likely to copy an aggressive role model/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 are available.	

Question Number	Question	
A2 (a)	As part of their course, psychology students at a university were required to conduct a field experiment to test the effectiveness of eyewitness testimony. Describe how the students might go about conducting their research.	
	Answer	Mark
	Mark according to the levels given below. Ignore references to strictly lab experiments (even if the response claims to be a field experiment but clearly is not), these involve a structured setting in a situation where behaviour being studied would not normally occur. Some research employ an experimental paradigm, such as Maas and Köhnken, and descriptions similar to this can be treated as field research for the purpose of this question. Max level 2 marks overall if no reference to witness testimony. Any form of testimony acceptable e.g. ear. Reference to field studies e.g. Yarmey should be explained and not just named – we need to know what the students will do. No credit for studies as examples. If definately unethical (major car collisions or staged murder) then no credit for the element of 'procedure'. However, if ambiguous e.g. car crash, then it may be the intention of the candidate to describe a minor carpark collision, so give benefit of the doubt. **Elements** that could be used: variables, apparatus, sample/participants, design, procedure, ethics, controls, location, gathering and analysis of results. Levels **0 marks** No rewardable material **1 mark** Basic and brief information about how a field experiment might be conducted. Includes an attempt at one or more of the above elements. **2 marks** Basic detail about how a field experiment might take place with reference to more than one basic idea. Includes at least one well explained element from above.	**(4 AO3)**

	3 marks Good detail about how a field experiment might investigate EWT in the field. **Partial replication possible**. At least two of the above elements well expressed. **4 marks** Very good detail of how a field experiment might be used to investigate EWT on a range of ideas expressed well/three or more elements. Replication possible within the time constraints of the paper.	

Question Number	Question	
A2 (b)	Evaluate the field experiment as a research method in terms of reliability. You must evaluate the research method with reference to criminological psychology.	
	Answer	Mark
	One mark per point/elaboration. Ignore reference to validity, ethics and generalisability. Take care with **categorical answers** eg, field experiments do not have control, field experiment participants do not know they are being tested. These are too categorical and do not gain credit. Max 1 mark for a study/research used as an example. **<u>Max 1 if no reference to criminological psychology.</u>** • Field experiments into eyewitness testimony have less **control** over **extraneous**/participant variables as they are conducted in a **natural** environment/eq; • Field experiments into EWT have low reliability as there is limited control over extraneous variables that may affect the study results/eq; • With limited **control** over **variables** the findings may be unreliable because exact **replication** is unlikely/eq; • So they are less likely to be exactly replicable due to varying participants/circumstances/witness attributes/eq; • Lack of **replication** means that the findings cannot be **cross checked** for reliability/eq; • Less control over the witnessed environment means that variables that are unexpected can have an anomalous effect upon results/eq; Bold is necessary OWTTE **Look for other reasonable marking points related to reliability.**	**(3 AO3)**

	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 are available.	

Question Number	Question	
A2 (c)	Explain **one** reason why criminological psychologists might prefer to use a laboratory experiment rather than a field experiment to study the effectiveness of eyewitness testimony.	
	Answer	Mark
	Mark according to the levels below. If more than one way, mark all and credit the best. Answers may include ethics, control, reliability, cause and effect, **internal** validity, sampling, time. **0 mark** No rewardable material. **1 mark** Basic/ brief explanation of preference of lab over field experiment, may be no reference to EWT/criminological psychology. Eg. Conduct the study in a lab so there is more control and extraneous variables do not have as much of an effect. **2 marks** Detailed explanation of preference of lab over field experiment. Refers at least once to ETW/Criminal psychology. Eg. Conduct the study under lab conditions so that witness/witnessing environment variables can be controlled so that the results are not confounded by unexpected variables leading to inconsistent findings.	**(2 AO3)**

Question Number	Question	
***A3**	Yellowside Prison currently uses a token economy programme to manage the behaviour of the prisoners. The prison manager has been considering other treatments/therapies to use with the token economy programme. Describe and evaluate **one** treatment/therapy, **other than** token economy, that could be used in Yellowside Prison. Your evaluation **must** include **at least one** comparison with the token economy programme in terms of effectiveness.	
	Answer	Mark
	Other treatments may include psychotherapy, CBT, anger management, social skills training. There may be others check with your team leader if you are not sure. The answers must be relevant to a prison context but need not refer to Yellowside. If the candidate has chosen to describe token economy, please ignore the description but read the whole answer as there may be creditable comparison. Mark according to the levels below. Indicative content Eg Anger management/CALM • Offenders can be helped to identify the triggers that cause anger. • Thought patterns associated with the anger are challenged. • Alternative thinking and behaviour is considered. • Therapists help offenders understand the consequences of their anger on others. • Relaxation/coping mechanisms are taught to deal with physiological response to triggers. • Offenders are taught assertiveness to help talk through their problems rather than respond angrily. • Role play is used to practice new skills to deal with anger. • Takes place in small groups or one-to-one for a long period of time • Is carried out by a profession trained in anger management that visits the prison. Possible AO2 points • Psychologists question the assumption that anger causes aggression. • Loza and Loza-Fanous (1999) found no relationship between anger and violent and non-violent offenders. • Dowden (1999) showed reduced recidivism after anger management in high risk offenders. • Ireland (2009) found significant behavioural improvements in violent offenders using the programme/lower anger scores. • It can only be used on offenders self motivated and willing to change their behaviour.	**(6 AO1 6 AO2 = 12)**

	Comparison points. • Unlike TE there is a real change in behaviour due to cognition change. • TE is only used to control behaviour in prison and has little application in real life as token are not given outside of prison. • AM teaches skills, such as relaxation and assertiveness, that can be used in the real world unlike TE. • It is more expensive than token economy as it requires trained staff/can only be done in small groups rather than the whole population. • TE can treat a variety of behaviours, whereas AM only treats anger. Look for other reasonable content	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Attempted description of one appropriate therapy other than token economy. • Little or no attempt at the evaluative demands of the question. • No comparison attempt. 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.
Level 2	4-6	Description **OR** evaluation only OR limited attempt at each OR one is in less detail than the other • Limited description of one appropriate therapy (or good description but no evaluation). May not refer to prison context. • Limited evaluation of one appropriate therapy (or good evaluation but no description). • Limited comparison with TEP OR no comparison but description and evaluation are level 3. 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	Candidate has attempted and answered both of the injunctions of the questions well. • Good description of one appropriate therapy and used within the context of the prison situation. • Good evaluation of one appropriate therapy. Comparison is evaluation. At least one very well explained comparison/ evaluation or more than one comparison/evaluation explained. • Good comparison with TEP. • *One comparison counts as a comparison point and further*

		comparison can count as evaluation. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both of the injunctions*** in the question **very well**. • Very good description, including depth of detail and a range of descriptive elements, of one appropriate therapy used in a prison context. • Very good evaluation of one appropriate therapy using strengths and/or weaknesses. Comparison is evaluation. A range different evaluation points, some well expressed e.g. some of supporting studies, opposing studies, weaknesses, generalisability, strengths. • Very good comparison with TEP, clearly identified and explained. • *One comparison counts as a comparison point and further comparison can count as evaluation.* 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.

Section B – Child Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. **Except B3 which is marked according to the levels indicated.**	

Question Number	Question	
B1 (a)	In child psychology deprivation is defined as a loss of attachment with a main caregiver. Identify **one** cause of deprivation **and** explain possible effects of this deprivation on a child's development.	
	Answer	Mark
	One mark per point/elaboration. One ID mark. Accept legitimate sources of deprivation rather than privation e.g. daycare, hospitalisation, short term fostering, death, divorce, mother in hospital. No credit for' loss of attachment with a main caregiver' as just repeating stem. Research used as examples need not be named. Max 1 for a list of three or more undeveloped effects. In terms of daycare, effects can be negative or positive. ID Daycare/eq; • Attachment/bond disruption may occur so the child suffers maternal deprivation/eq; • Belsky and Rovine (1998) found that extended early daycare cause attachment problems in children/eq; • Attachment problems in early life can affect later adult relationships/eq; • Bowlby (1944/1946) argued that some individuals with poor attachment/deprivation in childhood can develop affectionless psychopathy/eq; ID hospitalisation/eq; • The child may suffer the effects of short term deprivation such as protest, despair, detachment/eq; • The child may become initially very distressed and reject the substitute care of others, such as nursing staff (protest)/eq; • The child may, after time, become depressed and quiet/apathetic towards others (detachment)/eq; • The return of the caregiver may be ignored and their affection shunned by the child (detachment)/eq; **Consider other reasonable marking points.**	**(3 AO1)**

Question Number	Question	
B1 (b)	In child psychology privation is defined as a complete absence of attachment. Using psychological research, explain whether the negative effects of privation can be overcome.	
	Answer	Mark
	One mark per point/elaboration. Max one mark overall if no reference to psychological research/findings/general conclusions from research, even if not named. • Genie showed some reversibility of privation, however, she never fully recovered (accept reverse answer if qualified) (Curtis 1977)/eq; • The Czech twins showed reversibility of privation due to the excellent care they received (Koluchova, 1972)/eq; • The Czech twins probably only recovered as they attached to one another/eq; • It is often difficult to establish the conditions the child endured prior to being discovered to fully understand whether the effects of privation are reversible/eq; • Genie was said to have learning difficulties identified very early on, so the lack of reversibility could be due to this/eq; • Sleep spindle studies suggested that Genie was mentally retarded which would account for the lack of reversibility/eq; • The Bulldogs Bank children showed how attachments to other children can buffer the effects of privation (Freud & Dann 1946)/eq; • Rutter (1998) and the ERA team showed that reversibility is more likely if early substitute attachments can be made/eq; • From limited case studies it is difficult to ascertain whether privation can be reversed/eq; **Look for other reasonable marking points.**	**(4 AO2)**

Question Number	Question	
B1 (c)	Research into privation has led to ethical concerns for the participants. Explain **one** ethical issue that may affect participants in privation research.	
	Answer	Mark
	One mark per point/elaboration. If more than one ethical issue, mark all and credit the best. No credit unless it refers to privation in children in one way. No ID mark for ethical issue. Ignore responses that refer to a researcher causing privation as unethical. e.g. Informed consent • There may be issues of informed consent with regard to access to privated children/eq; • The children may be under legal guardianship of another (non parent) who may give consent on their behalf/eq; • The child itself cannot give informed consent as they are not competent to be informed/eq; • Genie was under hospital guardianship who were the instigators of the research/eq; e.g. Extensive testing • Participants are studied intensively for a long period of time which may be distressing/eq; • Genie was subject to extensive psychological testing, such as experiments and scans, which may have caused distress/eq; e.g. Research funding • Withdrawal of funding for psychological research can lead to attachments being broken/responsibility for the child being neglected/eq; • Genie's study involved a withdraw of funding rendering her left in foster care and removing her attachment with a researcher/eq; e.g. Right to withdraw • The child is not competent enough to withdraw themselves from the study/eq; • Typically a private child is not able to understand the research aims or have the ability to withdraw from the care/study such as Genie/eq; e.g. Confidentiality • Privation studies are rare, so the child is likely to be identifiable through research/eq; • Despite a legal order of anonymity, Genie has been identified later in life/eq; • Pseudonyms are often given to protect the child's identity/eq; **Accept other reasonable marking points.**	**(2 AO2)**

Question Number	Question	
B2(a)	Longitudinal research is often used to study the development of children. Explain **one** strength of the longitudinal research method as a way of studying children in psychology. You must refer to child development in your answer.	
	Answer	Mark
	One mark per point/elaboration. If more than one strength mark all and credit the best. Ignore weaknesses. Examples can gain credit if they are used to strengthen the response or add additional information. **Max 1 mark** if no reference to child development in the answer. e.g. Length • As they are conducted over an extended period of time changes in development can be studied/eq; • Variables that affect development can be systematically studied/eq; • Genie's progress as a result of psychological treatment could be accurately mapped/eq; e.g. Volume of data • Lots of data is collected over a long period of time rather than a snapshot of behavior/eq; • Qualitative and quantitative data can be gathered and cross checked/eq; • This allows for developmental changes to be tracked/eq; e.g. Comparison with cross sectional design • Unlike cross sectional studies any difference in social and cultural changes are not likely to affect the group /eq; • 7up studied the impact of social and cultural variables on individuals that could not have been achieved cross sectionally/eq; • Individual and participant differences are controlled as it is the same group that is studied throughout the study/eq; e.g. Ongoing • Unlike many studies, it gathers ongoing data concerning development rather than retrospectively/eq • This an advantage because it does not rely upon memory/eq; • This makes the findings current and valid/cause and effect can be more easily established/eq; **Look for other reasonable marking points.**	**(3 AO3)**

Question Number	Question	
B2 (b)	The case study is a research method used to study the development of children in detail. Explain the validity **and** reliability issues associated with the case study research method in child psychology.	
	Answer	Mark
	One mark per point/elaboration. Up to 4 marks for either validity or reliability issues. Some validity and reliability issues can be expressed as one or the other and should be credited (but not twice if used as both validity and reliability as separate issues, triangulation can be both reliability and validity, credit once and go with the intention of the candidate, but do not credit twice). Reliability issues • Case studies are unique cases and not likely to be repeatable under the same circumstances/eq; • Unique case results cannot be cross checked for reliability/eq; • Under different circumstances it is unlikely the same outcome will be found again/eq; • Genie was unique and her circumstances so extreme that a similar situation is unlikely to occur, so we cannot be sure her treatment will result in the same outcome/eq; • Case studies are typically naturally occurring circumstances that can be affected by many uncontrolled variables that may affect reliability/eq; Validity issues • Not all factors can be controlled or accounted for in a case study, so cause and effect cannot be established/eq; • Based on unique individuals that cannot be generalised to others/population validity is low/eq; • The case study is often conducted under naturalistic conditions so real life can be examined/eq; • Case studies often use a variety of research methods so triangulation can establish validity of findings/eq; • Observations, psychological tests, interviews etc can be used to ensure findings from one method are validated by findings from other methods/eq; • Often more than one researcher is involved to maintain objective findings unaffected by researcher bias/eq; **Look for other reasonable marking points.**	**(6 AO3)**

Question Number	Question	
***B3**	During your course you will have learned about one of the following studies: • Bowlby (1944/1946) • Belsky and Rovine (1988) • Rutter and the ERA team (1998). Describe the procedure of **one** study from the list **and** evaluate this study. In your evaluation you must explain **one** way in which the findings of the study might be used to promote good childcare practice.	
	Indicative content	Mark
	Mark according to the levels below. ONLY accept the studies listed above. Indicative content e.g. Bowlby (1944/1946) Description • He used a sample of 88 children attending a clinic for behavioural problems • 44 were identified as thieves and 44 had emotional issues • The children were interviewed and a case history was built up of all the children • An independent social worker was used to conduct the interviews and assessments as well. • Backgrounds of the children were checked by interviews with parents. Evaluation • The study was non-experimental so no causal relationship between maternal deprivation and emotional adjustment can be concluded • Bowlby conducted the interviews himself so can be criticised for researcher bias • Other reasons could be responsible for the affectionless psychopathy in the families where deprivation occurred • The reason for the maternal deprivation may have been the cause of emotional problems rather than the separation itself • The study used retrospective data which may be unreliable Application • It is advised that some children may be affected by separation so this should be avoided. • Bowlby's findings led to better hospital policies with regards to parents being able to frequently stay with their child. • Bowlby's finding led to a key worker attachment figure in daycare establishments. e.g. Belsky and Rovine (1988) Description • Used the findings of two American longitudinal studies to assess effects of daycare • Children had experienced daycare within the first year of life and attachments to the mother and father were examined	**(6 AO1 + 6 AO2 = 12)**

- The strange situation procedure was used to classify attachment types

Evaluation
- The strange situation may not be an appropriate tool for measuring attachment in daycare children who are used to separation
- Children may not be avoidant, but used to stranger care
- Daycare can also have positive effects upon children's intellectual and social development
- Factors other than daycare may account for the findings, such as resilience of the child
- The procedure was highly controlled/standardised and reliability was established
- DiLalla (1998) found that children who spent no time in daycare were more prosocial than children who attended daycare
- The EPPE project suggests that children who attend daycare can have positive benefits – which goes against Belsky's findings

Application
- Belsky and Rovine's study suggests that prolonged intensive daycare is not advisable.
- At an early age children should be spending more time with their mothers.
- The study implies that extended maternal care and financial support for mothers should be provided by the state.

e.g. Rutter and the ERA team (1998)

Description
- A longitudinal study of 111 Romanian orphans who were institutionalised within a few weeks of life
- The children were either adopted before 6 months old or after six months and before two years
- Compared to a control group of 52 English adoptees

Evaluation
- A longitudinal study enabled the long term effects of care to be studied
- The adoptees were matched with a group of English children so fair comparison could be made
- We can never fully match a control group and experimental group so comparisons may not be valid
- Research cannot establish cause and effect between the care and resulting behaviour, there may be other influences involved

Application
- Advises that children who are orphaned should be rehomed as soon/early as possible.
- Institutional care does not offer the same quality of care as adoption.

Look for other rewardable material.

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Attempted description of one study from the list. • Little or no attempt at the evaluative demands of the question. • No application evident. 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.
Level 2	4-6	Description **OR** evaluation only OR limited attempt at each OR one is in less detail than the other • Limited description of one study procedure from the list, only a small amount of detail is presented with little breadth and depth. • Limited evaluation of one study which may include an appropriate strength/weakness not well explained. • Limited application, may not be offered. 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	Good and accurate description • Good description of one study procedure from the list, some breadth and or depth of description. Answer may not be focused solely on procedure. • Good evaluation of the study done well and explained in more than one way. • Attempted application of study in terms of child care practice that makes good sense and is clearly identified. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
Level 4	10-12	Candidate has attempted and answered ***both of the injunctions*** in the question **very well**. • Very good description of study procedure – depth and detail but weigh up in terms of scope of study. The majority of the answer must be focused on the procedure of the study. • Very good evaluation of the study on a range of evaluative issues or some done very well. • Explained application of study findings in terms of child care practice. 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.

Section C – Health Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Mark according to levels on question C1a and C3.	

	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 are available.	

Question Number	Question	
C1 (a)	A research team found an interesting result when testing heroin on rats. They wanted to investigate this further by conducting human trials. Describe a procedure the team might use when investigating the effects of heroin on human participants.	
	Answer	Mark
	Mark according to the levels given below. Ignore references to animal research. Max 2 marks overall if no reference to heroin. No credit for blatantly unethical research. Examples of human research into the effect of heroin can include, surveys, laboratory experiments, brain scans, cognitive tests, observations. Ignore generic descriptions of maintenance programmes. The answer may include more than one research method. **Elements** that could be used: variables, apparatus, sample/ participants, design, method, ethics, timings, instructions, controls, location, type of questions/questionnaire/interview schedule used. Levels **0 marks** No rewardable material **1 mark** Basic/brief information about the procedure of how the effects of heroin can be studied on humans (Ask them how they feel when they use drugs). Includes an attempt at one or more of the above elements.	**(4 AO3)**

	2 marks Basic detail about the procedure of how the effects of heroin can be studied on humans with reference to more than one basic idea. Includes at least one well explained element from above. **3 marks** Good detail about the procedure of how the effects of heroin can be studied on humans (at least two of the above elements well expressed). Partial replication possible. **4 marks** Very good detail about the procedure of how the effects of heroin can be studied on humans. A range of ideas expressed well/three or more elements. Replication possible within the time constraints of the paper. Indicative content • Existing heroin users can be interviewed about their use • Interviews can be used to generate quantitative and qualitative information about the effects of heroin use and effectiveness of prevention/rehabilitation programmes • Interviews can gather essential information about the individuals experience of heroin use, social conditions and rehab/relapse conditions • Qualitative information can be gathered about experiences of drug use/lifestyle • Quantitative information can be gathered about amount of substance abuse, age of commencement etc • Blättler et al (2002) used questionnaires to assess the effectiveness of prescription heroin • Questionnaires can be used to gather a lot of information about the prevalence, experience and causes of heroin use • Questionnaires can gather qualitative and quantitative information based on the type of question asked (closed or open) • Questionnaires will be given to existing heroin users • PET scans can be used on human participants to understand the effects of heroin use on brain structure and functioning • Blood flow to a particular area of the brain can be detected/imaged to show the active parts of the brain during/following heroin use • Damage from prolonged use of intensive heroin users can be established • Laboratory experiments can be used to administer placebo drug use to investigate perception of experience or expectation • Participants may be told what to expect or have their own belief of how heroin will affect them, but do not receive the real drug • Their behaviour and perception of heroin effects are recorded • Drug users, ex-users and non-users can be tested on a variety of measures, such as cognitive performance • Underperformance on a cognitive ask might indicate how heroin effect information processing or cause brain damage **Look for other rewardable material.**	

Question Number	Question	
C1 (b)	Following the human trials the researchers found a difference in the effects of heroin on humans compared to the effects on rats. Explain why the use of animals compared to the use of humans might lead to different results.	
	Answer	Mark
	One mark per point/elaboration. Explicit comparison is not necessary. • Animals are more reliable to use than humans as their behaviour can be monitored closely in confined situations over long periods of time/eq; • Human behaviour is very different from animal behaviour, so the results of such study may not be generalisable to humans/eq; • Animals have no knowledge of partaking in experiments, whereas humans do which may affect responses/social desirability/demand characteristics/eq; • The brains of animals are much simpler than humans which may explain the different findings/eq; • Humans are affected by emotions that are complex compared to animals, so the effect of drugs between them will differ/eq; • Humans take and experience drugs under social conditions so effects may differ/eq; • Drugs can be given repeatedly to animals and not to humans so more reliable conclusions can be drawn from animal studies/eq; • Humans have a right to withdraw so there may be a loss of participants which would not be the case for animals so more results can be obtained/eq; • It is unethical to repeatedly trial drugs on humans, whereas this may be considered more appropriate on animals/eq; **Look for other reasonable marking points.**	**(5 AO3)**

Question Number	Question	
C2 (a)	During your course you will have learned about two studies in detail in health psychology. One of these studies was Blättler et al (2002), the **other study** investigated one of the following drugs: • alcohol • cocaine • ecstasy • marijuana • nicotine. Describe the findings (results and/or conclusions) of the study you have learned about that investigates one drug from the list. Do **not** use Blättler et al (2002).	
	Answer	Mark
	One mark per point/elaboration. Ignore aims and procedure. No credit for Blattler or a non-health study. Acceptable examples include Stacy et al, Wareing et al, Anderson, Brook et al, Morgan and Grube, Ennett et al. There may be others, consult your team leader if unsure before marking. No ID mark Tolerance of 5% for the percentages E.g. Ennett et al (1994) • Slightly under half of the participants were regarded as cliques by the researchers, the remainder being clique liaisons or isolated individuals/eq; • 89.9% of the clique members were non-smokers/eq; • 2% of cliques were entirely smokers/eq; • 68% of cliques were entirely non-smokers/eq; • Cliques that were similar (race/sex/mothers educational level) were either all smokers or non-smokers, and dissimilar cliques included both smokers and non-smokers/eq; • Peer groups tend to discourage smoking, and only the small number of similar smoking groups encourage smoking/eq; • Girls are more likely to be in smoking cliques than boys/eq; • The mothers educational level affected adolescent smoking/eq; E.g. Brook et al (1999) • A history of using marijuana was associated with later unconventional adult roles being adopted/eq; • Frequent marijuana use is associated with later marriage, having children out of wedlock and unemployment/eq; • Early marriage also decreased the risk of later marijuana use/eq; • Adolescent marijuana users were 1.8 times more likely to be unemployed in their 20s/eq; • Heavy marijuana users were twice as likely to be living in a non-traditional family setting (co-habiting, living with friends or alone)/eq; E.g. Wareing et al (2000) • Compared to the control group, users of MDMA had some impaired executive functioning/eq; • Users of MDMA were more anxious than the control group/eq; • Prior users of MDMA scored higher on arousal than current users/eq;	**(3 AO1)**

	• MDMA users processed information as quickly but less accurately than non-users/eq; • MDMA users showed a higher rate of vowel intrusions in the random letter generating task than non-users/eq; • MDMA users generated few letters and a higher degree of redundancy (repetitions)/eq; Look for other reasonable marking points related to findings/conclusions.	

Question Number	Question	
C2 (b)	Evaluate the study you have described in (a) in terms of issues **other than** generalisability.	
	Answer	Mark
	One mark per point/elaboration. **No credit** for generalisability. **No credit** for non-health studies. TE: If a is blank, but b evaluates an appropriate health study, max marks can be given. If a is incorrect (Blättler or not a study relating to the listed drugs but is a health study) and b evaluates the material in (a) max 2 marks can be given (only if it is a study, not a theory). If a evaluates a different study to that described in b, no marks can be given (take into account generic evaluation that may apply **Max 3** for generic). Issues may include ethics, validity, reliability, practical application, scientific, objectivity, credibility, additional supporting research. Eg Ennett (1994) • The survey gathered in depth information about friendship cliques using a variety of methods to ensure validity before establishing smoking behaviour/eq; • The results were restricted to three best friends, our behaviour is often affected by more than a limited range of individuals/eq; • Reciprocation may have been mis-measured as one person's view of friendship may not be reciprocated by another/eq; • Friendship, particularly best friends, is transient and results may vary over time/eq; • Self report data was backed up by carbon monoxide testing/eq; • The study results are confined to the US and may differ cross-culturally where friendship and attitudes to smoking differ so may lack population validity/eq; • Social factors such as socio-economic status were measured and accounted for in the survey/eq; Brook et al (1998) • The study controlled for factors, such as employment, making the study more reliable/eq; • The longitudinal study was prospective so allowed for control over variables that would not be possible with a retrospective longitudinal study/eq; • Being prospective it was not affected by deficits in memory that is a problem with retrospective designs, so is more accurate/eq; • The participants were randomly selected so researcher bias is not likely to affect the reliability of the findings/eq; • Ethically there was an emphasis on informed consent and confidentiality of the information and this was supported by reputable institutions/eq; • The measures of use and adult roles was collected by self report data that may not be reliable and was not verified by other sources/eq; • The study was a correlation, so no causal relationship can be established/eq;	**(6 AO2)**

	• The measures of successful adulthood were limited to a small range of conventional roles at the expense of other roles that could have equally been defined as conventional eg higher education/eq; • Marital status and employment were measures of conventional adult roles but the study did not measure how successful these variables were, i.e. was the marriage a successful one? Were they good at their jobs?/eq; Wareing et al (2000) • The researchers consulted with the Drugline organisation to ensure ethical procedures were adhered to with regards to their participants/eq; • The researchers were responsible in their actions and gave Drugline leaflets to all participants following the study highlighting the dangers of drug use/eq; • Two user participants were distressed by the speedy random letter generation task and were withdrawn from this section of the study/eq; • The exclusion of vowels in the random letter generation task controlled for the possibility that participants could have simply spelt out words, making the procedure more valid as a measure of central executive functioning/eq; • The measures of drug use were based on self report, so participants may have lied about their prior and current drug use/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 are available.	

Question Number	Question	
***C3**	The Biological Approach can help explain drug action and why drugs are addictive. The Learning Approach offers different explanations. Describe the mode of action of heroin, for example at the synapse, **and then** compare the relative strengths **and** weaknesses of **both** the biological and learning explanations of drug/substance misuse.	
	Indicative content	Mark
	Mark according to the levels below. This is a two part question. Mode of action • Increases the level of dopamine in the brain. • Acts upon the opioid receptors sites. • Morphine produced by taking heroin is a depressant and painkiller. • GABA activity is inhibited. • The drug increases the feeling of wellbeing/euphoria. Compare the biological and learning explanations • The biological and learning explanations of drug misuse can be scientifically tested using objective measures and experimental methods which is a strength of both approaches. • Brain activity using and not using the drug can establish the biological effects of drug misuse which the learning approach do not test. • Animal studies have demonstrated the neurological effects of drug misuse on biochemical activity which is a strength of the biological approach that the learning approach does not use. • Genetic research has isolated the Mu-opioid gene implicated in addiction, which is an explanation that has strong scientific support compared to the learning approach. • Animal studies have limited generalisability as human behaviour differs, which is a weakness of both biological and learning explanations/research. • Isolating brain functioning and neural transmission is incredibly difficult and the brain is too complex to yet be understood fully, which is a weakness of the biological explanation. • The biological approach ignores social and cognitive factors associated with drug misuse such as peer pressure, whereas the learning explanation only considers environmental factors. • Withdrawal symptoms experienced seem to support the idea that the brain has adjusted and is reliant on the drug for normal functioning, an explanation consistent between the biological and learning explanations.	**(6 AO2 + 6 AO1 = 12)**

	• If we are all neurologically vulnerable to addiction, why are all that experience a drug not misusers of that drug, there is incredible individual variation which neither the biological nor learning explanation can account for. • Culturally, specific drugs are more likely to be misused due to cultural norms and variations, which would be a strength of the learning explanation as it accounts for environmental conditions. • The learning explanation cannot account for why an unpleasant first drug experience then leads to further drug use, whereas the biological approach can explain this at the neurological level. **Look for other rewardable material**	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Attempted description of the mode of action of heroin – very basic. OR • An attempt at the comparison demands of the question. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is more basic than the other • Limited description of the mode of action of heroin. • Limited comparison between the learning and the biological explanations of drug misuse. May evaluate the explanations without explicit comparison OR compare without reference to strengths and weaknesses. May offer descriptions of each approach without explicit comparison. 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	Good and accurate description • Good description of the mode of action of heroin (may be brief but good). • Good comparison between the learning and biological explanations that may focus on a strength or a weakness OR a limited comparison of both strength and weakness that is explicit. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.

Level 4	10-12	Candidate has attempted and answered ***both of the injunctions*** in the question **very well**. • Very good description of the mode of action of heroin (may be **brief** but very good) that refers explicitly to the synaptic action using good biological terminology and is largely accurate in description. • At least one good comparison that focuses on a strength and one good comparison that focuses on a weakness between the biological and learning explanations of drug misuse/addiction, comparison is explicit in terms of BOTH strength(s) and weakness(es) of each explanation. 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.

Section D – Sport Psychology

	Guidance	
	Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect). Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible. One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated. Except D1a, D1b, D2b and D3 which are marked according to the levels indicated.	

	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 are available.	

Question Number	Question	
D1 (a)	Alan, a sports psychologist, is planning to conduct a questionnaire into motivation in sport by collecting quantitative data from a sample of sports people. Describe how Alan might go about gathering **and** analysing quantitative data for his questionnaire.	
	Answer	Mark
	Mark according to the levels given below. Levels **0 marks** No rewardable material **1 mark** Basic/brief information about how Alan might go about gathering quantitative data. Eg – use a questionnaire using closed ended questions**. Or** just describe a published study with no reference to Alan. **2 marks** Basic detail about how Alan might go about gathering quantitative data with reference to more than one basic idea (eg sample and closed ended qs). **3 marks** Good detail about how quantitative data might be gathered (more than one idea well expressed). Partial replication possible. Must refer to motivation data gathering.	**(4 AO3)**

	4 marks Very good detail of how quantitative data might be gathered in sports psychology using a range of ideas expressed well. Replication possible given time constraints of exam. Must refer to gathering data on sporting motivation.	

Question Number	Question	
D1 (b)	Alan found a difference in motivation between different sports people. He wanted to investigate these differences further to gather more detailed information, such as how the different sports people felt about their sport. Explain how Alan might go about gathering **and** analysing more detailed information from the sports people.	
	Answer	Mark
	Mark according to the levels given below. Levels **0 marks** No rewardable material **1 mark** Basic/brief information about how qualitative data may be gathered. Eg use interview/case study instead. **2 marks** Basic detail about how Alan might go about gathering qualitative data with reference to more than one basic idea (eg interview and open qs, case study using variety of methods). **3 marks** Good detail about how qualitative data might be gathered instead (more than one idea well expressed). Partial replication possible. Must refer to motivation data gathering. Examples of questions (open) can gain credit. **4 marks** Very good detail of how qualitative data might be gathered in sports psychology using a range of ideas expressed well. Replication possible given time constraints of exam. Must refer to gathering data on sporting motivation.	**(4 AO3)**

Question Number	Question	
D2(a)(i)	During your course you will have learned about one of the following studies: • Cottrell et al (1968) • Koivula (1995) • Craft et al (2003) Describe the findings (results and/or conclusions) of **one** study from the list.	
	Answer	Mark
	One mark per point/elaboration. Ignore aims, procedure. Credit results and/or conclusions. e.g. Koivula (1995) • Most participants were sex typed from the BSRI score/eq; • Most participants were stereotypical when rating sports as male or female/eq; • Androgynous and undifferentiated participants from the BSRI were less likely to rate certain sports as male or female/eq; • Men were more likely to sex type a sport than females/eq; • The results support gender schematic information processing/eq; e.g Cottrell et al (1968) • Audience improved performance on non-competitional tasks in terms of speed of learning/eq; • Error rate was highest with an audience on competitional task/eq; • Slow learners produced a higher mean error rate on competitional lists than fast learners with an audience, suggesting that audience hinders performance on less proficient individuals/tasks/eq; • In the second part of the study, mere-presence and audience was tested by using a blindfolded participant/eq; • Mere-presence had little effect on performance but with practice it showed that audience improved performance/eq; e.g Craft et al (2003) • They found that only self confidence was a useful indicator of sporting performance and this was marginal/eq; • The subscales alone are not useful indicators of performance, but together show a useful interrelationship/eq; • They concluded that cognitive and somatic anxiety are interdependent/eq; **Look for other reasonable marking points.**	**(3 AO1)**

Question Number	Question	
D2(a)(ii)	Evaluate the study you have described in (a)(i) in terms of **either** reliability **or** ethics.	
	Answer	Mark
	One mark per point/elaboration. Ignore reference to validity or practical applications or generalisability. If the candidate has commented on BOTH reliability and ethics, mark all and credit the best. TE: If ai is blank but aii correctly evaluates an appropriate sport study, full credit can be given. If ai is incorrect (but still a study in sport but not from the list) but aii correctly evaluates that study max 2 marks can be given. If aii does not correspond with ai, no marks can be given. If not a sports study **no credit.** e.g. Koivula (1995) Reliability • Questionnaires that ask a judgement of gender may either encourage traditional or modern views of gender so results may be unreliable/eq; • Despite being instructed to ignore the number of males and females who play a sport, results may be unreliable as social desirability may have been in play regarding different sports/eq; • The BSRI is a well established sex type inventory with a significant number of filler items to prevent demand characteristics/eq; • The sample was large but biased and the attitudes of Swedish, white undergraduates many not be reliable/eq; • Rating scales used by these questionnaires may reflect opinion on the day rather than an enduring attitude/eq; Ethics • Questionnaires are voluntary and rarely raise any ethical issue regarding consent/eq; • The nature of the investigation was partly masked so informed consent was not established/eq; • Asking questions about sex roles and sport is not likely to lead to issues of distress/eq; • Confidentiality is maintained as questionnaires can be completed and submitted anonymously/eq; e.g Cottrell et al (1968) Reliability • The type of performance is cognitive and unlikely to demonstrate real audience effects within sport so findings will be unreliable in comparison to real sporting performance/eq; • An audience during sport is more active and encouraging (or not) so affects an athlete more than the audience in this study/eq; • The sample of male undergraduates is biased and does not represent all individuals well, particularly as individual differences would have a great effect upon performance with or without an audience/eq;	**(3 AO2)**

	• Laboratory based research such as this is highly controlled and repeatable to show whether the results are reliable/eq; • The measures taken were objectively taken and quantifiable so avoids subjective interpretation/eq; Ethics • The participants were put under stress as some performed under audience conditions and felt they were being pressured to perform/eq; • Participants were not informed about the true nature of the study/eq; • The competitive groups suffered more stress as they had to make no mistakes compared to the non-competitive groups/eq; e.g Craft et al (2003) Reliability • The CSAI-2 may not be a useful psychometric measure of anxiety as it is context dependent so unreliable in different contexts/eq; • Like any meta-analysis only comparable groups of athletes/samples/similarity of measures were used but matching for all properties is clearly not possible and variation may distort results/eq; • For example some studies administered the CSAI-2 some time before the event and some immediately before/some were administered in groups and some individuals so findings may be unreliable/eq; Ethics • A meta analysis does not directly gather data from participants so ethical issues are minimised/eq; • There was no need to gain informed consent or right to withdraw as participants had already agreed to these stipulations in the original study/eq; • Meta analysis does not distress participants as secondary data is used/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 are available.	

Question Number	Question	
D2 (b)	You have conducted a practical investigation (a content analysis or a summary of two article sources) into a key issue in sport psychology. Imagine you have been asked to present the conclusions of your practical investigation at a student conference. Explain your conclusions about the key issue using concepts, theories and/or research drawn from sport psychology.	
	Answer	Mark
	Mark according to the levels given. Using the levels credit explanations of the key issue. Ignore key issues unrelated to sports psychology. **0 marks** No rewardable material. **1 mark** Brief **and** basic comments about results and/or conclusions of practical investigation as it relates to a key issue in sports psychology. **2 marks** Basic and clear comments about results and/or conclusions of the practical investigation concerning a key issue in sports psychology with some attempt to link to theories, research and/or concepts but this is done in a brief and basic manner. **3 marks** Clear and accurate comments about results and/or conclusions concerning a key issue in sports psychology that are explained. There a good attempt to link to theories, research and/or concepts drawn from the approach, but links may lack explanation/depth. **4 marks** Thorough, clear and detailed comments about results and/or conclusions of the practical investigation concerning a key issue in sports psychology. There will be a good/detailed explanation of the findings with reference to research, theories and/or concepts drawn from the approach.	**(4 AO2)**

Question Number	Question	
***D3**	Following a lecture on achievement motivation theory, Bella discussed alternative theories of motivation in sport with her friends. Bella explained that there were reasons for sporting motivation other than a high need for achievement. Describe **one** theory, **other than** achievement motivation theory, that Bella might use to explain sporting motivation to her friends **and** evaluate this theory. You must refer to Bella in your answer.	
	Indicative content	Mark
	Mark according to the levels below. Ignore reference to achievement motivation theory. Suitable examples include cognitive evaluation theory, self efficacy theory. Ignore inverted U, imagery. Consult your team leader before marking if unsure. Reference to Bella must be implicit in the answer if not made explicit e.g. Bella might use/she might suggest/to her friends/explaining sporting motivation can be done by… etc Self efficacy (Bandura, 1977) Description • Self efficacy is the belief in being able to do well that encourages self motivation. • Belief in one's ability/competence is a cognitive motivation. • Self efficacy/self confidence will be sport specific. • Self efficacy is dependent on past performance in a sport, so failures lower it and successes improve it, based on probability of success. • Self efficacy is dependent on vicarious experience, the modelling of successful role models and belief that they can do equally well. • Self efficacy is dependent on social persuasion, when coaches and others persuade /give favourable feedback concerning performance is a motivating factor. • Self efficacy is dependent on perception of physiological state, which the sports person sees prematch nerves as inability compared to normality. • Self efficacy is related to perceived control over destiny and performance, so low control and performance lowers motivation and vice versa. • Individuals with high self efficacy will try out tasks that are above their level, persist in tasks but not prepare enough and externally attribute failures. Evaluation • Jourden et al (1991) found that self efficacy was raised when success was attributed to individual effort rather than innate ability. • Practical application suggests that athletes should be exposed	**(6 AO2 + 6 AO1 = 12)**

to successful role models.
- Practical application suggests that praise and encouragement from coaches should be optimised to improve self efficacy.
- Schunk (1989) found that self efficacy can be improved on measures of reinforcement, modelling and goal setting in maths tasks, which has application to sports psychology.
- Vicarious learning is not an adequate explanation as sports requires motor skills which may not be possible.
- Much of the available data on self efficacy is via self report data, which may not be reliable.
- Correlational studies do not establish cause and effect between self efficacy and motivation/performance.

Cognitive evaluation theory (Deci and Ryan, 1985)
Description
- CET explains the influence of external factors on internal motivation to perform well.
- External factors either promote or undermine intrinsic motivation.
- External motivators, such as prizes, increase intrinsic motivation through enhanced belief in competence.
- The theory explains that verbal praise over tangible rewards (which are controlling and lead to the perception of loss of control) increases intrinsic motivation.
- Athletes use information available from an event to judge competence and causality (eg, difficulty of race, strength of competition, conditions of race) and if they did well, based on this information, it increases intrinsic motivation.
- Athletes assess the controlling factor of the situation, if control was external to the athlete (eg referee decisions, team tactics) it can have a negative impact on intrinsic motivation.

Evaluation
- The theory explains the variability in intrinsic motivation based on external factors that other motivational theories neglect to explain.
- The application of the theory can be used to promote intrinsic motivation through specific external rewards to promote intrinsic motivation/encouraging autonomy/engaging in activities for intrinsic reasons.
- Deci and Ryan's research on puzzle solving showed increased performance when completing the puzzle for pleasure than reward.
- Goudas et al (1994) supports the theory by finding that children reported higher levels of intrinsic motivation when given decision making choices in a PE class compared to those classes that were teacher led decisions.
- Vallerand and Reid (1984) found that positive feedback over negative feedback improved college students' performance.
- Kruglanski et al (1982) studied the motivation of fifth grade children when playing games and found that tangible rewards decreased intrinsic motivation, furthermore only 2 of the children cited reward as a reason for game playing one week later.
- Carton refutes the negative impact of rewards and criticises the research for not controlling factors (such as temporal continuity and number of rewards given), arguing instead that rewards

	are legitimate and operant conditioning theory still applies. • Phillips and Lord (1980) found only changes in perceived competence but not intrinsic motivation following receipt of rewards. • The theory does suggest that competition (as a highly controlled activity) will have a negative impact upon intrinsic motivation, but as most sport is competitive, it is hard to apply this theory well to sporting performance. Look for other rewardable material.	

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
Level 1	1-3	Candidates will produce **brief** answers, making simple statements showing some relevance to the question. • Attempted description of one theory of motivation. • Little or no attempt at the evaluative demands of the question. May be no attempt to address the scenario given in the question stem. 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.
Level 2	4-6	Description OR evaluation only OR limited attempt at each OR one is in less detail than the other • Limited description of one theory of motivation (other than achievement motivation). • Limited evaluation of the theory. • May or may not be an attempt to address the scenario given in the question stem. 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	Good and accurate description • Good description of a theory of motivation (not achievement motivation). Clear description points made with some breadth and/or depth. • Good evaluation of the theory including well expressed strength and/ or weakness. The answer may be limited to one evaluation comments expressed very well with depth of explanation or a few evaluative comments made clearly with little depth of explanation. • Some understanding that the answer should address the scenario in the question, so makes reference to explain the best theory to friends/what Bella might say etc. The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.

Level 4	10-12	Candidate has attempted and answered ***both of the injunctions*** in the question **very well**. • Very good description of one theory of motivation (not achievement motivation). Description has breadth and depth of detail that, within the time constraints of the paper, expressed the theory in a well-rounded and detailed fashion with good accuracy. • Very good evaluation of the theory including well expressed strengths and weaknesses. More than one evaluation point expressed well and explained is expected for this level, but balance should be given to those who have made more superficial but plenty of evaluative comments. • Very good understanding of the question in which the answer clearly addressed the scenario (Bella/friends) in the question stem and maintains that focus through the answer. 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.

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