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Mark Scheme (Results)
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GCE

GCE Psychology (6PS03) Paper 1

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General Guidance on Marking

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even if it is not what is expected it 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.

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 ecf/TE/cq (error carried forward) 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 will 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. Where levels marking is required separate advice for that question is given.	

Question Number	Question	
A1(a)	Billy was arrested by police and given an Anti-Social Behaviour Order (ASBO) to control his aggressive behaviour. When asked for an explanation for the behaviour, Billy blamed his parents for letting him watch too many violent programmes. Describe how Social Learning Theory would explain aggressive behaviour.	
	Answer	Mark
	One mark per point/elaboration The answer given may or may not relate to Billy/aggressive behaviour generally as all can gain credit. Real life/documented case studies (Columbine High) can gain 1 mark if well explained. • Billy would have to pay attention, retain the information, be able to reproduce it and be motivated to/eq; • SLT involves attention, retention, reproduction and motivation/eq; • Billy's behaviour can be explained by watching and imitating aggressive behaviour he watched on TV/eq; • Billy may have identified with aggressive role models on TV and wanted to be aggressive too/eq; • Billy would be more motivated to model the aggressive behaviour if the role models were reinforced for their violent behaviour/eq; • SLT explains aggression as a behaviour caused by modelling aggression which involves 4 stages of processing/eq; • If an observer watches aggression and identifies with a role model it may be copied by the observer/eq; • An individual is more likely to copy if motivated to learn by vicarious or internal reinforcement/eq; **Look for other reasonable marking points.**	**(AO1=3)**

Question Number	Question	
A1(b)	Evaluate Social Learning Theory as an explanation of anti-social behaviour.	
	Answer	Mark
	One mark per point/elaboration. Max 1 mark per 'other factors' (e.g. personality, physiological factors, social) that are explained. If answer not focused on antisocial behaviour max 2 marks. Evaluation of supporting/opposing studies can be accepted (once per study) if the evaluation made is relevant to the link made to theory (ignore ethics evaluation as not relevant to SLT theory) • Bandura (1961) supports SLT as an explanation of antisocial behaviour as he found children/boys copied aggressive role models/eq; • Bandura's study only measured short term effects, so this study may not be applicable to the learning of aggression due to long term exposure so this may not be useful support for SLT/eq; • It is difficult to establish a link between observing antisocial behaviour and being antisocial because of the possible time lapse between observation (retention) and imitation/eq; • Antisocial behaviour such as aggression could be a result of testosterone in males rather than SLT/eq; • People with a tendency to be antisocial people seek out antisocial media, making the link invalid/eq; • Watching antisocial/aggressive media can be cathartic and serve to reduce it rather than increase it making SLT as a link invalid/eq; • Parke found a causal link between observed aggression and actual aggression in juvenile offenders which supports SLT/eq; • Charlton found no link between the introduction of television and raised aggression in children on St Helena which goes against SLT/eq; • Williams et al found that aggressive behaviour increased after the introduction of television to Notel which supports SLT/eq; • Research of SLT and aggression tends to be either short term or correlatory so we cannot be certain of long term effects/eq; • Personality theory can explain aggressive behaviour as sensation/risk seeking/psychotic as an alternative explanation of SLT/eq; **Look for other reasonable marking points.**	**(AO2=4)**

Question Number	Question	
A1(c)	During your course, you have studied one other explanation of criminal/anti-social behaviour from the Biological Approach or the Social Approach. Compare Social Learning Theory with **one other** explanation of anti-social behaviour. Identify the explanation in your answer. Comparisons include similarities and differences.	
	Answer	Mark
	One mark per comparison point/elaboration. Specific identification is not necessary, no marks for identification. If within the whole answer the second explanation is not identifiable, then no marks for generic points. Where a list of points for one explanation is given followed by a list for the other explanation, max 1 (assumes one comparison). Sentences following one another showing comparison are creditable. Other explanations: Self fulfilling prophecy, personality theory (eg Eysenck), genes, testosterone, social identity, body type (mesomorph etc), - though the first two are expected as they are on the specification. SLT and SFP • SLT explains aggression as observation whereas SFP explains aggression by how others behaviour towards us/eq; • Both theories have ethical issues regarding experimentally testing them/eq; • Elab of above point – testing SFP or SLT may create antisocial behaviour that may have otherwise not transpired/eq; • Both theories rely largely upon correlational analyses which cannot establish a cause and effect relationship/eq; • We identify with those around us or are directly affected by those around us/eq; SLT and personality theory (Eysenck) • SLT looks to the influence of others on behaviour compared to what is within/eq; • SLT is about nurture and personality is largely determined by nature/eq; • SLT consider the antisocial role models as a large influence through modelling their behaviour compared to arousal of the nervous system leading to criminal behaviour as stimulation seeking/psychoticism/eq; **Look for other reasonable marking points.**	**(AO2=3)**

Question Number	Question	
A2(a)	Outline the field experiment as it is used to investigate witness effectiveness.	
	Answer	Mark
	One mark per point/elaboration. Max 2 for general description of field experiment without reference to witness effectiveness/eyewitness testimony/crime/incident. Max 1 for procedure of a specific study as long as it is clearly identified as a field experiment. Max 2 if no mention of 'the field' (all about lab experiments) • An incident is set up by a researcher in a natural environment/in the field for a witness to experience/eq; • The incident occurs in an environment typical of witnessing a real event/eq; • The IV manipulated concerns a factor that affects witnesses (eg weapon focus, leading questions, etc)/eq; • The DV that is measured typically involves amount or quality of recall about the incident/eq; • The researcher tries to control as many factors as possible within the field setting/eq; • The aim is to establish a cause and effect conclusion/eq; **Look for other reasonable marking points.**	**(AO3=3)**

Question Number	Question	
A2(b)	Outline **one** weakness of the field experiment as it is used to investigate witness effectiveness.	
	Answer	Mark
	One mark per point/elaboration. Comparison with laboratory experiments can gain credit. Max 1 overall for a general evaluation of field experiments without reference to witness effectiveness/eyewitness testimony/crime/incident. If more than one weakness mark all and credit the best. No identification mark Ignore categorical statements(e.g. there is no control over variables) E.g. Poor ethics • It can be sometimes unethical to expose a participant to a real event if using a crime/incident scenario (**1st mark**). Real life exposure can cause distress and harm to participants which is against the guidelines (**2nd mark**)/eq; • It is difficult to get informed consent and/or give the right to withdraw as participants are used in their natural setting/eq; E.g. Lack of control over variables • Field experiments may be not be able to control extraneous variables that could affect participant testimony/memory/eq; • However, a lack of control is realistic to what a real witness would experience/eq; E.g. Lack of reliability • It is hard to replicate field experiments exactly because of the lack of controls/eq; • In a field environment it is likely that each situation will be different/eq; **Look for other reasonable marking points.**	**(AO3=2)**

Question Number	Question	
A2(c)	During your course you have learned about one field study that investigates the effectiveness of eyewitness testimony. Characteristics of the procedure show it is a field study. Describe the procedure of this field study. Identify the study in your answer.	
	Answer	Mark
	One mark per point/elaboration of the study procedure. Ignore aims, results and conclusions. Take care when dismissing Loftus experiments – they may be describing a field experiment, although the majority was conducted in the lab, so it needs to be clear before credit. If not identifiable then 0 marks, HOWEVER, if in doubt contact TL. Examples include: Yuille and Cutshall, Yarmey, Krafka et al (1985) Nacka et al, Valentine, Wagstaff et al. - there are others. (Krafka et al and Nacka et al were both about shops and identifying customers – sales clerks). Eg Yarmey (2004) • Approached public by opportunity and asked for help finding jewellery or directions/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 photograph line up and recall features/eq; Eg Yuille and Cutshall (1986) • Interviewed real witnesses to a gun shop robbery months after the incident/eq; • The witnesses were real and the gunshop robbery was not staged/eq; • Compared the interview transcripts with the original police interviews/eq; • Used leading questions within the interview about a car panel and headlight/eq; • Tested to see if the misleading questions altered witness account after 3 months/eq; **Look for other reasonable marking points**	**(AO3=3)**

Question Number	Question	
***A3**	The Governor of Markdale prison has recently had problems in managing the behaviour of the prisoners. The prison service has recommended using token economy programmes (TEP) as a technique to control behaviour. Describe how the Governor might implement a token economy programme in Markdale prison and evaluate the effectiveness of token economy programmes.	
	Indicative content	Mark
	Refer to levels at the end of indicative content. If confuse negative reinforcement and punishment can still access top band (ignore confusion). Appropriate answers might include the following knowledge, but this list is not exhaustive. Knowledge may also be drawn from unit 2. **Descriptive points (AO1)** • Tokens are given for appropriate behaviour as a form of secondary reinforcement/eq; • Tokens can be exchanged for leisure time/phone cards/extra visits/primary reinforcers/eq; • Token economy programmes are based on operant conditioning principles/eq; • Positive reinforcers encourage appropriate behaviours to be repeated/eq; • Tokens are used to manage behaviour not rehabilitate/eq; • Tokens control behaviour in the short term making prison life more harmonious/eq; **Evaluation points (AO2)** • Staff and inmate interaction becomes more positive/eq; • Tokens can be abused by prison staff/eq; • They can be used as a form of contraband within prisons/eq; • Other forms of reinforcement in prison might override the value of tokens/eq; • Reinforcement in life outside prison is more subtle than tokens, so the long term effectiveness is limited/eq; • It could be the increased positive social interaction between staff and prisoners that creates good behaviour rather than the tokens themselves/eq; • TEP's are cost effective as professionals are not needed to implement them/eq; • Allyon and Azrin found that token produces a significant improvement in the personal care of patients/eq; • Pearson et al (2002) compared CBT and TEPs and found little success of tokens within prisons/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. • A brief description of TEPs and/or the process of using tokens. May not refer to scenario in the answer. • Little or no attempt at the analytical/evaluation 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 TEPs with some understanding. May not refer to scenario in the answer. • Evaluation includes appropriate strength(s)/weakness(es). 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 BOTH injunctions of the question. • Description must include good description of TEPs including some focus on learning principles. Must refer to scenario in the answer. AND • Evaluation includes appropriately explained strengths / weaknesses of TEPs 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**. • Description includes an accurate detailed definition of TEPs and the underlying process – how learning principles are involved. Must refer to scenario in the answer. • Evaluation includes appropriate strengths / weaknesses discussed accurately. 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

Question Number	Question	
B1(a)	Outline how Genie (Curtiss, 1977) lived before she was found at the age of 13.	
	Answer	Mark
	One mark per point/elaboration. No credit for case analysis/outcomes/results/conclusions drawn. • Genie was found at 13 with physical and psychological problems associated with neglect/eq; • She was locked in a small room with very little stimulation/eq; • Genie was ignored and often beaten by her father/eq; • Genie had very few toys/played with cotton spools/eq; • She was fed baby food by her brother/eq; • Sometimes she was allowed to play by the closet with rubber rain macs/eq; • She was tied to a potty chair/restricted to a cot so her physical movements were restricted/eq; **Look for other reasonable marking points**	**(AO1=3)**

Question Number	Question	
B1(b)	Outline **one or more** strengths of the case study of Genie (Curtiss, 1977).	
	Answer	Mark
	One mark per point/elaboration of one strength. No credit for a weakness of the study. Max 1 overall for generic evaluation of case studies. • Genie's case study gathered rich and indepth data/eq; • A range of test were conducted to generate qualitative and quantitative data/eq; • The results gathered are detailed and valid to the case being studied/eq; • Well documented case study by many researchers, so information can be reassessed again in full/eq; • A unique case that could not have been set up ethically by a researcher, so in this sense is special/eq; • At the time confidentiality was maintained such as using a pseudonym, and this was maintained for a long time/eq; • Good knowledge about the development of language and the sensitive period of development was found, helping psychologists understand where there are problems/eq; • Good knowledge about the effects and possible recovery (or not) of privation was found so showing that attachments can be formed after privation, thus helping society/eq; **Look for other reasonable marking points.**	**(AO2=3)**

Question Number	Question	
B1(c)	Using the findings of the case study of Genie (Curtiss, 1977), assess whether the effects of privation are reversible.	
	Answer	Mark
	One mark per point/elaboration. No credit for a description of the case of Genie, only credit findings relevant to the issue of reversibility. Max 2 marks if no reference of Genie's case is made in the answer. Accept reverse argument for Genie's case (is/is not a case of reversibility) with explanation. • The study found that her privation was not reversible because she did not develop typical language use/social behaviour/physical development/eq; • The study found that her privation was partly reversible because she developed some language, attached to key figures and developed some social skills/eq; • Privation data gathered by this case study may not apply to other individuals/Genie's condition was unique and you cannot generalise the results to the wider population/eq; • She was said to be retarded by her doctor from birth • What was thought to be the effects of privation could have been the result of severe learning difficulties from birth/eq; • The sleep spindle research suggested mental retardation from birth/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/eq; **Look for other reasonable marking points.**	**(AO2=4)**

Question Number	Question	
B2(a)	Outline the structured observation as a research method used in child psychology.	
	Answer	Mark
	One mark per point/elaboration. Max 1 for any relevant example(s) when it adds to description as elaboration. Ignore evaluation comments and reference to experimental issues (IV/DV). Total max 1 if the whole answer is a general description of a structured observation without reference to children/child psychology or is a general description of any observational method (not structured). • Takes place in a laboratory setting to measure/record a child's behaviour/eq; • A task or situation is staged/set up for a child to do/eq; • The child's behaviour is observed in the setting/eq; • Ainsworth used the strange situation procedure to observe the behaviour of a child when left and reunited with mother/stranger anxiety/eq; • Often there is video taping or a one-way mirror is used to gather data/eq; **Look for other reasonable marking points.**	**(AO3=2)**

Question Number	Question	
B2(b)	Evaluate the structured observational research method in terms of **one** strength and **one** weakness	
	Answer	Mark
	One mark per point/elaboration. Two marks for a strength and two marks for a weakness. If more than one strength/weakness, mark all and credit best, however, some evaluation issues overlap, please go with the intention of the student. No identification mark Strength e.g. good controls • The behaviour being measured is controlled in a laboratory setting/eq; • Extraneous variables that might alter the behaviour of the child are controlled or eliminated/eq; e.g. useful in practice • The staged situation is less time consuming than naturalistic obs/eq; • As it does not have to wait for spontaneous behaviour to occur/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; (**2 Marks**) Weakness e.g. staged situation • A task or situation is staged/set up so naturally occurring behaviour is not measured/eq; • The environment is typically a laboratory which is artificial/eq; • Natural behaviour may not occur in artificial surroundings/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; (**2 marks**) e.g. demand characteristics • The children may alter their behaviour to meet the demands of the situation/eq; • They may guess the point of the study and not show spontaneous behaviour so data would not be valid/eq; **Look for other reasonable marking points**	**(AO3=4)**

Question Number	Question	
B2(c)	Explain why cross-cultural research is carried out when studying children.	
	Answer	Mark
	ne mark per point/elaboration. redit is for the purpose of the research method, and not for description of a cross cultural study. ax one mark for an example eg Grossman studied German children to see whether same attachment types are found • Cross cultural research is used to investigate the universality of behaviour/eq; • One study is conducted across different cultures and the results are compared to see similarities/differences/eq; • Cross cultural research tells us whether the behaviour is due to nature or nurture/eq; • Differences between cross cultural studies are usually because of different methods of socialisation/eq; • Using the strange situation, Grossman looked at children in Germany, Miyake studied in Japan, and the findings of two studies like this can be compared/eq; **Look for other reasonable marking points.**	**(AO3=2)**

Question Number	Question	
***B3**	Describe and evaluate Bowlby's theory of attachment.	
	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. Only credit results/conclusions of study(ies) are creditworthy, as procedure etc not appropriate to evaluation of the theory. Further evaluation of supporting/opposing studies can be accepted (once per study) if the evaluation made is relevant to the link made to theory (ignore ethics evaluation as not relevant to attachment theory). **Description points (AO1)** • Attachment is the loving bond between child and caregiver/eq; • Children develop an attachment to a single caregiver (monotropy) during the first few years of life/eq; • There is a sensitive period for attachment during the first few years of life/eq; • If an attachment is not formed it may be compensated later/eq; • The internal working model represents a mental concept/schema of what a relationship should be like/eq; • The origins of attachment can be found in evolution as it is a necessary mechanism for survival/eq; • Attachment is encouraged through proximity promoting behaviours/eq; • Deprivation/loss of attachment can affect later development/eq; • Rejected children view themselves as unworthy of love/eq; **Evaluation points (AO2)** • Ethological examples show that attachment has an evolutionary basis/eq; • The quality of attachment is more important/eq; • 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; • His theory has been used as a tool to encourage women to stay at home/eq; • Bowlby failed to distinguish between deprivation and privation/eq; • Lorenz imprinting in geese supports Bowlby's maternal sensitive period as an ethological comparison/eq; • Harlow's monkeys provides evidence for the maternal deprivation hypothesis and the evolutionary basis for attachment/eq; • However it is problematic to generalise from animals to humans as human behaviour is more complex/eq;	

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 Bowlby's theory showing a basic understanding of how early experience affects later development. • Description of Bowlby's theory is attempted/brief. • Little or no attempt at the analytical/evaluation 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 Bowlby's theory including one or more elements. • Evaluation includes appropriate strength(s) / weakness(es) 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* in the question **well**. • Description includes good account of two or more elements of Bowlby's theory. AND • Evaluation includes appropriately explained strengths / weaknesses. 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**. • Description includes detailed and accurate account (two or more elements) of Bowlby's theory. • Evaluation includes appropriate strengths / weaknesses discussed accurately, and should include appropriate research evidence. 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

Question Number	Question	
C1(a)	With regard to substance misuse, define the following terms: • Physical dependency • Psychological dependency.	
	Answer	Mark
	One mark per point/elaboration. Credit examples of dependency of specific drugs. Three marks are available for two definitions – max 2 per definition. Examples can gain credit if they add to the definition (Total max 1 for examples). Physical dependency • The body becomes used to taking/needing the drug/eq; • Occurs due to a change in the chemistry of the brain that substitutes normal functioning/eq; • Normal functioning cannot continue without the drug/eq; • There are physical effects of withdrawal (cravings, skin crawl, etc)/eq; Psychological dependency • The drug becomes central to the routine of a user/eq; • Need for pleasure maintains drug taking/eq; • Withdrawal results in a break of habit which is difficult to maintain/eq; **Look for other reasonable marking points.**	**(AO1=3)**

Question Number	Question	
C1(b)	Jane is a youth worker who has been asked to go to a school to talk to parents about substance misuse. She wants to explain why young people take drugs. Describe **one** explanation from the Learning Approach that Jane might use in her talk.	
	Answer	Mark
	One mark per point/elaboration. Ignore social/cognitive explanations. If more than one learning explanation described, mark all and credit best. No credit for ID of learning explanation. Max 2 marks if no reference to scenario in the question. Take care with description of peer pressure (OK if referring to role model, vicarious reinforcement or praise, but not if generally relating it to feeling pressure to take the drug/conformity). 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/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; SLT • An individual may observe a drug user and model their behaviour/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 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 CS/eq; **Look for other reasonable marking points.**	**(AO2=3)**

Question Number	Question	
C1(c)	Evaluate the Learning Approach as an explanation of substance misuse.	
	Answer	Mark
	One mark per point/elaboration of evaluation/comparison. All marks can be gain by just a comparison with biological explanations - all other alternative explanations total max 1 mark (be cautious with 'peer pressure', this time it can be used as an alternative explanation). Credit research findings as evidence Evaluation of any learning explanations are credited – can be one or more Total max 2 for the answer if not focused on substance misuse SLT • Studies that demonstrate the reliability of SLT support the explanation of drug misuse through modelling (Bandura, 1961)/eq; • SLT provides an alternative explanation for the fact that addictions tend to run in families/eq; • SLT does not explain drug use in the absence of observing a drug using role model/eq; • Many factors are involved in addiction, and it is difficult to isolate SLT as one explanation due to other influences on behaviour/eq; Operant conditioning • Pickens and Thompson (1968) found cocaine reinforced lever pressing behaviour for the cocaine reward in rats/eq; • Drug use has often unpleasant side effects from continuous use, which does not explain continued misuse/eq; Classical conditioning • Classical conditioning is unlikely to explain addiction for smoking, when the first experience is often unpleasant/eq; Generic points • Family studies suggest a genetic link but research is correlatory/eq; • The biological approach proposes a contrasting explanation on the nature side of the debate/eq; • Learning theory argues only the nurture side of the debate so ignores nature/eq; **Look for other reasonable marking points.**	**(AO2=4)**

Question Number	Question	
C2(a)	During your course you will have conducted a practical investigation on a topic in health 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 given below. The practical investigation may be a content analysis **or** summary of two article sources. Conducting the practical investigation involves planning and sourcing of material to conduct a practical. It also covers the procedure, sampling, apparatus, controls, coding decisions made in order to gather the data. Description can refer to selection of sources, reviewing the material, and drawing conclusions. **O marks** No rewardable material. **1 mark** Brief description of any part of what was done for the practical. **2 marks** Clearly identified how data was gathered by referring to a range of procedural issues. **3 marks** More depth, clearly describing 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.	**(AO3=3)**

Question Number	Question	
C2(b)	You will have gathered qualitative and/or quantitative data (information) for your practical investigation. Describe how you analysed the data (information) you gathered.	
	Answer	Mark
	Mark according to the levels given below. The practical investigation may be a content analysis **or** summary of two article sources. Analysing data, qualitative and quantitative, refers to how data was scored, tallied, totalled, themes analysed, conclusions drawn from the summaries (can include theory as relevant). **O marks** No rewardable material. **1 mark** Awareness of using figures and/or description to analyse data/conclusions drawn from the summary. **2 marks** Basic description of how figures were obtained from data and/or themes identified/summary of sources and conclusions drawn. **3 marks** More depth of qualitative and/or quantitative analysis showing good understanding. Summaries show detailed conclusions from the sources (can include theory).	**(AO3=3)**

Question Number	Question	
C2(c)	Outline the conclusion(s) you drew from your practical investigation	
	Answer	Mark
	Mark according to the levels given below. The practical investigation may be a content analysis **or** summary of two sources. **O marks** No rewardable material. **1 mark** Brief and accurate/appropriate conclusion drawn from the practical **2 marks** More depth in description of conclusions drawn from practical and/or showing some supporting ideas, evidence, concepts and/or justification.	**(AO3=2)**

Question Number	Question	
***C3**	Describe and evaluate Blättler et al's (2002) study of substance misuse.	
	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. **Description points** • Aimed to see if prescribed heroin could reduce the use of cocaine/eq; • Participants were followed up after 18 months in the programme to see if there was a reduction in illegal drug use/eq; • The participants were selected from an existing treatment programme and had been addicted for over 2 years/eq; • Participants were interviewed every 6 months to measure their illegal substance use/eq; • Urine tests were used to confirm illegal substance use/eq; • The treatment resulted in more than half reducing their cocaine use/eq; • Urine analysis confirmed the huge reduction in regular cocaine use of participants on the programme/eq; • There was a reduction in drug related behaviour and offences as a result of the programme/eq; **Evaluation points** • 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; • Participants of the study were fully informed about the nature and extent of the research, so it was ethical in that sense/eq; • The applications of this study are far reaching in terms of economic and individual cost of drug 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 validity as they were drug users on a drug 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**	

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. • Description includes brief elements of Blättler's procedure and/or results. • Little or no attempt at the analytical/evaluation 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 • Description includes basic elements of main procedure **and** results of the study. • Evaluation includes appropriate strength(s) / weakness(es). 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* in the question **well**. • Description should include aim(s), procedure, result(s) and conclusion(s) – must include detail in breadth or depth AND • Evaluation includes appropriately explained strengths / weaknesses. 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**. • Description must include breadth and detailed and accurate depth of the study. • Evaluation includes appropriate strengths / weaknesses clearly and accurately explained. The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.

Section D: Sport Psychology

Question Number		
D1(a)(i)	Sita needs to improve her running times to ensure selection for a major competition. Describe **one** psychological technique used to improve sporting performance.	
	Answer	Mark
	One mark per point/elaboration. Full credit can be given for comments that do or do not refer to Sita. No ID mark. If more than one technique mark all and credit the best. Suitable techniques include imagery, goal setting, attribution retraining, learning theories. There are others. e.g. Imagery • Sita could use imagery to visualise winning the race/eq; • Sita could imagine the feeling of winning and receiving a gold medal/eq; • Sita could imagine the muscular power/breathing during a good run/eq; • Imagery requires visualising and feeling the desired goal/eq; • Imagery allows the athlete 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/eq; • Cognitive general imagery involves the imagining of overall success/eq; • Cognitive specific imagery concerns picturing success at a specific skill/eq; e.g. Goal setting • Target/goal setting would involve Sita setting specific targets to achieve in her running/eq; • Sita might set a goal of beating her current lap time as it would act as a motivation to succeed/eq; • Sita would need to set herself specific laptimes/off the blocks timing as part of this technique/eq; • The goal needs to be SMART because unsmart targets could be demotivating for Sita/eq; • Goals must be Specific, Measurable, Achievable /attainable /appropriate, realistic and time measured/eq (list mark); • 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 service hand/eq; • Measurable targets allow a benchmark to be set so that 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/eq; • Time based targets encourage and sustain motivation for	**(AO1=3)**

	appropriate time [period/eq; **Look for other reasonable marking points**	

Question Number	Question	
D1(a)(ii)	Evaluate the psychological technique used to improve performance you described in (a)(i).	
	Answer	Mark
	One mark per point/elaboration. **TE:** Max 2 marks if the technique evaluated is not the same as the one described in D1ai but can be identified as a technique. If D1ai is blank or incorrect, but an appropriate technique is evaluated, full marks can be credited if identifiable. Max one mark in total for any comparison points with an alternative technique. 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**	**(AO2=4)**

Question Number	Question	
D1(b)	Sita investigates other psychological techniques to try and improve her performance and to see how they compare to the one she is currently using. Compare **two** psychological techniques used to improve sporting performance. Comparisons involve looking at similarities and differences.	
	Answer	Mark
	One mark per point/elaboration. Ignore evaluation and description points that do not involve comparison. Ignore tautology. Where a list of points for one explanation is given followed by a list for the other explanation, max 1 (assumes one comparison). Sentences following one another showing comparison are creditable. e.g. Imagery and goal setting • Goal setting involves practical/physical activity whereas imagery involves mental/cognitive activity/eq; • Both techniques allow the athlete to motivate themselves intrinsically through visualising the goal or meeting set targets/eq; • The techniques have rarely been experimentally tested with high performing sportspeople, so may only be useful where improvement can be considerable rather than discrete/eq; • Both have been tested using field studies so the findings are likely to be valid as they are about actual sporting performance (1st mark). E.g. Boyd and Munroe found differences in imagery use between track and field athletes and climbers/e.q. (second mark); • There are other factors that could affect performance, such as audience, fitness etc, it would be difficult to accurately measure the success of either technique on sporting performance/eq; • Goal setting requires physical effort compared to the relative lack of effort required in imagery/eq; **Look for other reasonable marking points.**	**(AO2=3)**

Question Number	Question	
D2(a)	Describe the questionnaire research method as it is used in sport psychology.	
	Answer	Mark
	One mark per point/elaboration. Max 2 for general description of a questionnaire without reference to sport psychology. Examples gain credit if they add to the description of the questionnaire as a research method (total max 1 for examples). • Questionnaires can be used to gather data on the athletes perception of performance/effectiveness of techniques to improve performance/eq; • Unlike experiments, they can be used as an investigative tool without interfering with sporting performance/eq; • Questionnaires can be repeated several times to track sporting progress/eq; • Questionnaire can be used in meta analysis when they are standardised so repeatable/eq; • E.g. Craft et al looked at many studies using the CSAI-2 and used the results of all the studies because they used the same tool/eq; • Questionnaires can be a useful probe/precursor to experimental methods/eq; • Questionnaires gather self report data using open questions and/or closed questions/eq; • Qualitative (open questions) and/or quantitative data (closed questions) can be gathered/eq; **Look for other reasonable marking points.**	**(AO3=3)**

Question Number	Question	
D2(b)	Describe the strengths and weaknesses of using questionnaires as a research method in sport psychology.	
	Answer	Mark
	One mark per point/elaboration. Methodological terms should be explained for credit. Need to refer to sportspeople /athletes /sport psychology /etc at least once in the answer to access full marks (read whole answer before marking). Total max 3 for answer if only strengths or weaknesses. Total max 3 for answer if does not relate to sports psychology. Research evidence can be used as elaboration. **Strengths** • Questionnaires can have test-retest reliability and athletes/sportspeople scores can be checked over time/participants/eq; • Pilot studies are typically conducted to ensure the reliability of specific questions/eq; • Open questions can gather rich qualitative information/eq; • There are many ways of asking the same question, which can check for construct validity/eq; • Asking athletes as opposed to inferring from experiments can be seen as more valid/eq; • Can be regarded as gaining consent and right to withdraw as declining completion of the questionnaire acts as this/eq; • Postal questionnaires can often neglect to fully debrief participants/eq; **Weaknesses** • Answers may reflect social desirability of athletes rather than reality because participants respond in a way they think they ought to answer/eq; • Respondents/sportspeople may lie if they feel they are being judged on their answer/eq; • If a respondent/sportsperson guesses the aim of the study they may answer in a way that reflects the demands of the questionnaire rather than honesty/eq; • The response rate for questionnaire is low, so the results may be biased towards volunteers/eq; • They might involve slight deception as disclosure of the purpose may lead to demand characteristics/eq; **Look for other reasonable marking points.**	**(AO3=5)**

Question Number	Question	
***D3**	Describe and evaluate the inverted U hypothesis as an explanation used in sports 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. **Description points (AO1)** • The inverted U hypothesis is a biological theory that explains sporting performance relating to arousal and anxiety/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; **Evaluation points (AO2)** • Experienced sportspeople can perform well with high arousal as there is less need to focus on a well practised task/eq; • Novices practise tasks using low arousal as concentration is needed in learning a new skill/eq; • 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/eq; • 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/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; • Can explain how an audience can have an effect on performance/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	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. 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 that takes into account its relevance to individual sporting experience OR type of sport. • Description of the inverted U showing basic understanding and reference to sport/performance • Evaluation includes appropriate strength(s) / weakness(es). 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* in the question **well**. • A good description of the inverted U hypothesis that includes the relevance of the theory to sportspeople as individuals AND/OR their chosen sport. AND • Evaluation includes appropriately explained strengths / weaknesses. 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**. • 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 should include appropriate research evidence. 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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