

Mark Scheme (Results)

January 2014

International A Level Psychology  
(6PSA3\_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 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.

## 6PSA3-01: Applications of Psychology

### Section A – Criminological Psychology

	Guidance	
	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect).</p> <p>Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible.</p> <p>One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.</p> <p>Refer to levels for A1c, A2a and A3</p>	

Question Number	Question	
<b>A1 (a)</b>	Which statement best describes token economy as a treatment for offenders?	
	Answer	Mark
	<b>D</b> It changes the way offenders behave by reinforcing appropriate behaviour.	<b>(1 AO1)</b>

Question Number	Question	
<b>A1 (b)</b>	Outline <b>one</b> weakness of token economy as it is used to treat offenders.	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore strengths. If more than one weakness mark all and credit the best.</p> <p>Short lived.</p> <ul style="list-style-type: none"> <li>• Tokens are used to manage behaviour not rehabilitate/eq;</li> <li>• So the effects of using the programme may be short lived and only limited to the confines of the institution/eq</li> </ul> <p>Validity</p> <ul style="list-style-type: none"> <li>• Staff and inmate interaction becomes more positive which may account for the improvement rather than the tokens/eq;</li> <li>• This means that the validity of the token economy programme is questioned/eq;</li> </ul> <p>Abuse</p> <ul style="list-style-type: none"> <li>• Tokens can be abused by prison staff who may use their authority to manipulate a criminal's behaviour/eq;</li> <li>• This was found in Springfield prison where abuse resulted in prisoners rioting/eq;</li> </ul> <p>Contraband</p> <ul style="list-style-type: none"> <li>• Tokens can be used as a form of contraband within prisons/eq;</li> </ul>	<b>(2 AO2)</b>

	<ul style="list-style-type: none"><li>• Therefore reinforcing criminal behaviour rather than preventing it/eq;</li></ul> <p>Other reinforcers</p> <ul style="list-style-type: none"><li>• Other forms of reinforcement in prison might override the value of tokens/eq;</li><li>• Such as other prisoners reinforcing negative behaviour, so tokens are weak and ineffective in comparison/eq;</li></ul> <p>Long term effect</p> <ul style="list-style-type: none"><li>• Reinforcement in life outside prison is more subtle than tokens, so the long term effectiveness is limited/eq;</li><li>• In real life tokens and reinforcement is not overt, so the generalisability of the TEP is limited and effects short lived/eq;</li></ul> <ul style="list-style-type: none"><li>• It could be the increased positive social interaction between staff and prisoners that creates good behaviour rather than the tokens themselves/eq;</li></ul> <ul style="list-style-type: none"><li>• Pearson et al (2002) compared CBT and TEPs and found little success of tokens within prisons/eq;</li></ul> <p><b>Look for other reasonable marking points</b></p>	
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**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	
<b>A1 (c)</b>	<p>Drenbarken prison wanted to introduce a token economy programme to help reduce anti-social behaviour of the prisoners. However, the staff were unsure whether a token economy programme would work. A forensic psychologist at the prison proposed setting up a field experiment to investigate the effectiveness of the programme.</p> <p>Design a field experiment that could be used to investigate the effectiveness of the token economy programme in the prison.</p> <p>You may wish to consider procedure, apparatus, design and controls.</p>	
	<b>Answer</b>	<b>Mark</b>
	<p>Mark according to the levels given below. Ignore references to strictly lab experiments. Max 1 mark for a study as an example. Max 2 marks overall if no reference to the stimulus.</p> <p>Levels</p> <p><b>0 marks</b> No rewardable material</p> <p><b>1 mark</b> Basic/brief information about how a field experiment might be conducted (e.g. in a prison and measure behaviour). May show a level of impracticality.</p> <p><b>2 marks</b> Basic detail about how a field experiment might take place with reference to more than one basic idea (eg in a prison environment and design used/behaviour measured). Little reference to the experimental aspect of the question.</p> <p><b>3 marks</b> Good detail about how a field experiment might investigate TEP in the field (more than one idea well expressed). Partial replication possible. Has coherent and appropriate development, is plausible as a method. Includes some of sample, measuring behaviour, design, controls, tokens used. Within the time constraints of the paper. Experimental focus forms part of the answer.</p> <p><b>4 marks</b> Good detail of how a field experiment might be used to investigate TEP on a range of ideas expressed well. Replication largely possible. Coherent development of an appropriate design, procedure and how behaviour will be measured. The detail is sufficient and plausible with some detailed description of aspects</p>	<b>(5 A03)</b>

of the design. Within the time constraints of the paper. Answer has experimental focus.

**5 marks**

A very good description of how a field experiment may be carried out – with question focus and largely replicable detail. There will be elements of the experiment that show a very good understanding, using a range of ideas with elements of consideration or justification. Focus of the answer is experimental.

Indicative content

- Divide the prisoners randomly.
- Sampling method.
- Independent groups or repeated measures design
- IV levels (before and after TEP or divide groups)
- Use prison staff to reinforce the behaviour of the experimental condition but not the control.
- Decide on behaviour to be reinforced with tokens/coding of behaviour.
- Pretest suitable rewards for exchange to ensure they will be desired.
- Implement tokens that cannot be swapped/used as contraband.
- DV detail of what will be measured and how
- Consider ethical issues such as consent and right to withdraw
- Seek approval from the prison board
- Staff to record behaviour so that results can be examined
- Decide a timeframe for the tokens to be effective.
- Collect results by operationalising good behaviour after the TEP has been implemented for a while.

**Look for other reasonable content.**

Question Number	Question	
<b>A2 (a)</b>	<p>You will have learned about studies that investigate the effectiveness of eyewitness testimony.</p> <p>Outline the aim(s) of any <b>one</b> study into the accuracy of eyewitness testimony that you have learned about.</p>	
	<b>Answer</b>	<b>Mark</b>
	<p>Refer to levels. Ignore studies not related to EWT. Ignore 'to test the accuracy of EWT' as tautological.</p> <p>1 mark Aim is basic/brief</p> <p>2 marks Aim is detailed (referring to IV and DV) specifically, or more than one aim stated.</p> <p>Eg Yarmey (2004)</p> <ul style="list-style-type: none"> <li>• Aimed to see if eyewitness testimony was accurate in a field setting/eq;</li> <li>• Aimed to see if time lapse between witness and recall affected memory/eq;</li> <li>• Aimed to see how psychology students would estimate EWT accuracy/eq;</li> </ul> <p>Eg Yuille and Cutshall (1986)</p> <ul style="list-style-type: none"> <li>• Aimed to see if EWT of a real event changed after time/eq;</li> <li>• Aimed to see if leading questions affected recall/eq;</li> <li>• Aimed to see if central and peripheral witness accounts differed in terms of reliability/eq;</li> </ul> <p>Eg Loftus and Palmer (1974)</p> <ul style="list-style-type: none"> <li>• Aimed to see if leading questions affected recall of a car collision/eq;</li> <li>• Aimed to see if prior leading questions affected recall of broken glass which was not present in the film clip shown/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>(2 AO1)</b>



Question Number	Question	
<b>A2 (b)</b>	Evaluate the study you have outlined in (a) in terms of <b>ethical</b> issues.	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore evaluation related to validity, reliability, generalisability and/or practical application.</p> <p>TE: If A2a is blank but b evaluates an appropriate and identified study in terms of ethics, then full marks can be given. If A2a is not an appropriate study (not EWT but is criminological) and b evaluates that study then max 2 marks can be given. If A2a does not match b in terms of evaluating the study, then no marks can be given.</p> <p>Eg Yuille and Cutshall (1986) Ethics</p> <ul style="list-style-type: none"> <li>• As the event was not staged, the implications in terms of ethics is not the same as causing distress by setting up an incident/eq;</li> <li>• It might have been distressing for witnesses to relive the event</li> <li>• but they were given the right to withdraw which one did use/eq;</li> <li>• The participants were deceived about the nature of the leading questions used/eq;</li> </ul> <p>Loftus and Palmer (1975) Ethics</p> <ul style="list-style-type: none"> <li>• The car crash video used was fairly harmless and unlike the trauma of a real event/eq;</li> <li>• However, some individuals with bad experiences of car crashes may still feel distressed even by watching a video/eq;</li> <li>• Participants were deceived as to the true nature of the critical question used which was misleading/eq;</li> <li>• Some participants may have been embarrassed at being misled so easily and therefore uncomfortable about their data being used/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>(3 AO3)</b>

Question Number	Question	
<b>A2 (c)</b>	Evaluate Loftus and Palmer's (1974) study in terms of reliability <b>and</b> validity.	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore reference to ethics and generalisability. Max 3 marks for each issue.</p> <p>Validity</p> <ul style="list-style-type: none"> <li>• The study was conducted in a lab which is an artificial environment so lacks ecological validity/eq;</li> <li>• It lacks ecological validity so does not measure natural behaviour of a real witness/eq;</li> <li>• Real witnesses experience an event in natural surroundings with uncontrolled variables/eq;</li> <li>• The behaviour of participants may not be as life like when they are aware of taking part in a study/eq;</li> <li>• Participants may have responded in a way that they thought was expected of them due to the experimental situation/eq;</li> <li>• Participants were aware of participation in the study and could have displayed demand characteristics so reacted to the wording of the question rather than a valid change in actual recall/eq; <b>(2 marks)</b></li> <li>• The study was conducted in a lab which is an artificial environment for EWT recall/with regard to car accidents, this lack of ecological validity is not a true measure of natural behaviour of a witness/eq; <b>(2 marks)</b></li> </ul> <p>Reliability</p> <ul style="list-style-type: none"> <li>• It was a Laboratory experiment with control over what participants watched and answered so the procedure is standardised/eq; (control + standardisation)</li> <li>• The standardised procedure made the study replicable as it can be repeated accurately/eq; (standardisation + replicability)</li> <li>• Extraneous variables were controlled to ensure the findings were reliable/consistent/eq; (control + reliable)</li> <li>• Similar studies have found that verbs do affect recall so the study findings are consistent/eq; (consistent + study detail)</li> <li>• The experiment was controlled and standardised, such as the fact that all participants watched the clips in the same environment and all but the critical question was the same/eq; <b>(2 marks)</b> (control + standardisation + study detail)</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>(5 AO2)</b>

Question Number	Question	
*A3	<p>Juan believes that the media are to blame for the rise of anti-social behaviour. Lisa does not agree with Juan and instead believes that there may be some other social or biological explanation.</p> <p>Describe <b>and</b> evaluate either personality (biological) <b>or</b> self-fulfilling prophecy (social) as a theory of anti-social/criminal behaviour that Lisa might use.</p> <p>In your evaluation you <b>must</b> outline why Lisa's theory might be better than Juan's.</p>	
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p><b>Description (AO1)</b>  Eg Personality theory</p> <ul style="list-style-type: none"> <li>• Antisocial behaviour is caused by an interaction between genetic factors associated with personality and environmental influences</li> <li>• Personality traits are seen as biological/innate</li> <li>• Extravert/neurotic/psychotic individuals are more likely to be criminal</li> <li>• A particular nervous system causes a predisposition to criminality that can be passed on through genetics</li> <li>• The personality type responds to environmental stimuli differently</li> <li>• An extravert seeks arousal from risk taking/antisocial behaviour to stimulate</li> <li>• Extraverts are more likely to be criminal because they are outgoing</li> <li>• An extravert has a dampened RAS so seek external stimulation to redress the balance</li> <li>• Neurotic types are more likely to be criminal because of being unstable</li> <li>• Neurotic individuals are unstable and find it difficult to inhibit their behaviour</li> <li>• 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).</li> <li>• High neurotic and extravert personalities are more likely to seek out antisocial activity and resist social conditioning</li> <li>• Psychotic people are more likely to be criminal because they have no conscience</li> <li>• Psychotic individuals lack empathy so can harm or distress others without guilt or remorse</li> </ul> <p>Eg Self fulfilling prophecy</p> <ul style="list-style-type: none"> <li>• Criminal behaviour can be explained by the internalisation (change in self perception) of a label assigned to an individual</li> <li>• A person commits an act perceived/stereotyped as antisocial and is labelled as such</li> <li>• The person is treated differently and in accordance with the label</li> <li>• For example people are suspicious and give the individual</li> </ul>	(12 AO1/2)

little opportunity to change or disprove the assigned criminal label

- The person internalises the label and fulfils the prophecy set as being a criminal
- Anti-social behaviour is caused by the individuals response to others expectation
- Jahoda found that the expectation of behaviour due to an ascribed name significantly increased the chance of criminal arrest as an adult
- Rosenthal and Jacobsen found that children's IQ was affected by teacher expectation, and although not a criminal example, highlights the strength of the SFP

### **Evaluation (AO2)**

Eg Self-fulfilling prophecy

- It is not as simple as simply identifying with a label, 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, so people do not simply fulfil an assigned label but may go against the label.
- 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.
- 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.
- Madon (2003)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.

Personality theory (Eysenck)

- Hare (2001) found an over representation of psychotic individuals have a tendency to be violent.
- Grann (1999) found that individuals scored higher on the PCL-R if they had anti-social behaviour priors.
- Grann (1999) 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 (2003) found that there was a relationship between anti-social behaviour and psychoticism in a sample of 11 delinquents.
- Raine and Venables (1981) found no relationship between

conditioning (as measured by skin conductivity) and socialisation (teacher rated) not supporting Eysenck.

**Why the theory is better than media as an explanation (AO2)**

- The role of the media is a narrow definition and does not explain the influence of immediate family/friends/community which may have a greater impact than what is viewed on TV.
- The role of the media does not account for other influences on violent behaviour such as self-fulfilling prophecy, which explains aggression as a result of labelling and internalisation of label rather than observational learning.
- Eysenck's theory is a better explanation than the role of the media as it takes into account biological influences on personality as well as the role of the environment, so considering nature and nurture rather than nurture alone.
- Charlton found no influence of the media (TV) being introduced on the behaviour of children on the island of St Helena, suggesting that the role of the media may not be as determining a factor as one might suggest, whereas Jahoda, Madon and Rosenthal and Jacobsen, provide supporting evidence for SFP using a range of research methods.
- It is difficult to establish cause and effect between the role of the media and antisocial behaviour in a non-experimental context as it is difficult to establish a scientific connection between viewing violence and acting it out, whereas the biological explanation of anti-social behaviour (Eysenck) can be more scientific and can directly measure the physiological features of the nervous system associated with a criminal character and correlate these with negative thought patterns for example.

**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
<b>Level 1</b>	1-3	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Brief and basic account of one theory, may not be clear and shows significant under development.</li> <li>• Little or no attempt at the evaluative demands of the question.</li> </ul> <p>Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
<b>Level 2</b>	4-6	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Limited description of one identifiable theory.</li> <li>• Limited evaluation of the theory described, using simple or limited statements.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. Limited clarity organisation in the response.</p>
<b>Level 3</b>	7-9	<p>Good and accurate description</p> <ul style="list-style-type: none"> <li>• Good description of one theory. Showing development and good breadth or depth of detail.</li> <li>• Good evaluation using a range of ideas or a few ideas developed well. There will be an attempt to justify why the theory is better than media as an explanation.</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>

<b>Level 4</b>	10-12	<p>Candidate has attempted and answered <i>both injunctions</i> in the question <b>very well</b>.</p> <ul style="list-style-type: none"><li>• Very good description of the theory showing breadth and depth of detail.</li><li>• Very good evaluation showing good understanding of the strengths and/or weaknesses of the theory using well developed evaluation.</li><li>• There will be at least one developed reason why the explanation is better than the role of the media.</li></ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning.</p> <p>Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the indicative content is present.</p>
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## Section B – Child Psychology

Guidance
<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect).</p> <p>Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible.</p> <p>One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.</p> <p>Refer to levels for B2a and B3</p>

Question Number	Question	
<b>B1 (a)</b>	Outline what is meant by the term 'separation anxiety' in child psychology.	
	Answer	Mark
	<p>One mark per point/elaboration. Take care to credit separation anxiety rather than stranger fear.</p> <ul style="list-style-type: none"> <li>• Child shows distress when separated from primary caregiver/eq;</li> <li>• Child shows signs such as crying and resistance to pacifying from others/eq;</li> <li>• Occurs in young babies when, for example, left in daycare, or during the strange situation procedure/eq;</li> <li>• This behaviour is more typical of type B categorised infants/eq;</li> <li>• Prolonged absence from the caregiver results in anxiety that may lead to signs of short term deprivation/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<b>(3 AO1)</b>

Question Number	Question	
<b>B1 (b)</b>	Explain problems with using the Strange Situation method in cultures <b>other than</b> the USA. You might wish to use research examples in your answer.	
	Answer	Mark
	<p>One mark per point/elaboration. Credit research that explains differences in attachment type across cultures, but max 3 marks if the whole answer does not address the question of problems that might arise using the strange situation.</p> <p>Ignore evaluation of the strange situation alone – e.g. temperament hypothesis, ethics, standardisation – which do not relate to culture.</p> <ul style="list-style-type: none"> <li>• The strange situation may not be a useful measure of attachment in other cultures than the US because of cultural differences in parenting styles/eq;</li> <li>• Differences found may be interpreted as a negative judgment upon a culture without consideration of cultural factors and parenting styles/eq;</li> <li>• For example Miyake et al (1985) found a greater number of anxious-resistant (type C) attachments because of the</li> </ul>	<b>(4 AO2)</b>



	<p>culture of Amai but this may not be a useful indicator of insecure attachments/eq;</p> <ul style="list-style-type: none"> <li>• Japanese children are kept close to their mothers much of the time, which would explain why no anxious avoidant/cry when separated, so rather than being insecure, the strange situation method is not sensitive to these cultural features/eq;</li> <li>• For example Grossman and Grossman's study (1985) findings can be explained by a cultural ideology of independent children rather than the strange situation method being a measure of insecurity/eq;</li> <li>• German parents encourage independence so don't cry when separated/avoidant type which is a cultural difference that the strange situation method is not sensitive to picking up/eq;</li> <li>• For example Sagi's (1985) findings can be explained by the lack of close proximity between parents and children and the employment of the metapalet, a cultural difference that the strange situation may infer as insecure attachment when it is not/eq;</li> <li>• The strange situation may induce distress for Japanese children who are unfamiliar with separation, that may explain these findings/eq;</li> </ul> <p><b>Look for other reasonable marking points</b></p>	
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Question Number	Question	
<b>B1 (c)</b>	Outline one or more reason(s) why psychologists studying child development might choose to conduct cross-cultural research.	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• It enables us to check on the universality of a child's behaviour/development to see if it is based on nature/eq;</li> <li>• Different findings suggest that the child's behaviour is not universal but affected by cultural conditions/social norms/eq;</li> <li>• Cross cultural research allows us to establish whether a particular childhood behaviour is due to biological or environmental factors/eq;</li> <li>• Universality allows us to apply theories of human behaviour more widely and be sure of their application to everyone/eq;</li> <li>• It reduces ethnocentric bias in research/eq;</li> <li>• It can increase the reliability of findings by conducting large scale studies/eq;</li> </ul> <p>One way answer</p> <ul style="list-style-type: none"> <li>• The universality of childrens' behaviour can be checked to see if it is based on nature or nurture. Differences in different cultures suggest the childrens' behaviour is due to nurture, whereas constant findings suggest culture unaffected development and that there are biological rather than environmental causes/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO3)</b>

**Guidance**

Use the levels below to allocate marks according to how detailed the answer is and how thorough the information.

Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available.

Question Number	Question	
<b>B2 (a)</b>	Noah, an educational psychologist, wants to conduct an investigation into the effects of daycare. He decided that a naturalistic observation would give him realistic results.  Describe how Noah might go about conducting a naturalistic observation into daycare.	
	<b>Answer</b>	<b>Mark</b>
	Mark according to the levels below. Ignore lab based observation, but accept a structured observation if conducted in a naturalistic environment. Ignore longitudinal designs, case studies and experiments. Max level 2 if no reference to daycare/Noah/the scenario. The description can have possible suggestions, rather than one procedure, if so credit can be given to multiple ways Noah can conduct his research.  Levels <b>0 marks</b> No rewardable material  <b>1 mark</b> Basic/brief information about how a naturalistic observation might be conducted (e.g. in a nursery to examine children's behaviour).  <b>2 marks</b> Basic detail about how a naturalistic observation might take place with reference to more than one basic idea (eg in nursery, children not knowingly observed, specific behaviour such as aggression measured) or may have one idea well expressed but limited range of ideas e.g. covert/camera/avoid demand characteristics – all <b>one</b> idea expressed well. May not be well expressed.  <b>3 marks</b> Good detail about how a naturalistic observation might investigate effects of daycare ( <b>more</b> than one idea well expressed). Partial replication possible. Has coherent and appropriate development, is plausible as a method. Includes some of sample, measuring behaviour, design, and/or controls.  <b>4 marks</b> Very good detail of how a naturalistic observation might be used to investigate daycare on a range of ideas expressed well. Replication possible. Coherent development of an appropriate	<b>(4 AO3)</b>

	<p>design, procedure and how behaviour will be measured. The detail is sufficient and plausible with some detailed description of aspects of the design. Bear in mind the time constraints of the paper.</p> <p>Indicative content</p> <ul style="list-style-type: none"> <li>• Use a nursery</li> <li>• Gain parental consent or consent from those acting in loco parentis</li> <li>• Ask nursery staff to observe behaviour and use a tally chart to record specific behaviours</li> <li>• Operationalise concepts for observation/coding of aggression for example as pushing</li> <li>• Draw up an observation schedule based on event or time sampling</li> <li>• Decide on type of observation, time based, behaviour coding, continuous, recording devices.</li> <li>• Use a video camera or recording device that is hidden in the nursery</li> <li>• Select appropriate sample, male to female ratio etc.</li> <li>• Select apparatus for children to engage with such as toys</li> <li>• Assess reliability using more than one observer</li> </ul> <p><b>Look for other material.</b></p>	
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Question Number	Question	
<b>B2 (b)</b>	<p>When conducting his naturalistic observation, Noah identified one child who seemed to be benefiting a lot from being in daycare, and he decided to investigate this further by conducting a case study on the child.</p> <p>Outline <b>one</b> advantage of Noah using the case study as a research method to investigate child development.</p>	
	<b>Answer</b>	<b>Mark</b>
	<p>One mark per point/elaboration. No marks for weaknesses. Reference should be made to Noah/his study/child development or max 1 mark If more than one advantage mark all and credit the best.</p> <p><b>Depth</b></p> <ul style="list-style-type: none"> <li>• Case studies gather rich and detailed information about a single case <b>so the resulting findings are in depth/eq;</b></li> <li>• Different research methods can be used to gather <b>more</b> information on the same concepts/eq;</li> </ul> <p><b>Triangulation</b></p> <ul style="list-style-type: none"> <li>• Different research methods can be used to <b>validate</b> concepts under investigation/eq;</li> <li>• Different research methods can be used as triangulation to <b>ensure the validity</b> of the findings by checking data from each to ensure agreement/eq;</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• It would be unethical to conduct experimental research by deliberately exposing children to daycare that may not be appropriate for their temperament/eq;</li> <li>• The case study is more likely to gain more explicit</li> </ul>	<b>(2 AO3)</b>

	<p>informed consent from parents and the child and offer more support and rigorous explanation and involvement of the parents than experimental research/eq;</p> <p>Ecological validity</p> <ul style="list-style-type: none"> <li>• Case studies have ecological validity because they are about real life cases in context so children can be seen in the daycare centre which is normal and everyday/eq;</li> <li>• The child is naturally attending daycare as normal everyday activity so the case study will not be contrived or artificial as one would expect with a laboratory study/eq;</li> </ul> <p><b>Look for other reasonable material</b></p>	
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Question Number	Question	
<b>B2 (c)</b>	<p>The results of research, such as Noah's case study, might be used to suggest ways of improving daycare.</p> <p>Using your knowledge of psychological research, outline <b>one</b> way of improving the daycare experience for children.</p>	
	<b>Answer</b>	<b>Mark</b>
	<p>One mark per point/elaboration.            Suggestions should be realistic.            1 mark for a brief explanation of 'way' and a further mark for appropriate elaboration</p> <p>Increase staff ratio</p> <ul style="list-style-type: none"> <li>• Higher staff numbers for good ratios with children help form better substitute care/eq;</li> <li>• As attachments can be formed with a key member of staff with whom which they can have a more intense relationship/eq;</li> </ul> <p>Reduce staff turnover</p> <ul style="list-style-type: none"> <li>• Rotation of staff should be minimised to avoid separation from children regularly/eq;</li> <li>• Children can form a bond/attachment with someone if there is consistency/eq;</li> </ul> <p>Reduce time in daycare</p> <ul style="list-style-type: none"> <li>• Reduce time spent in daycare so that attachment/bond with main caregiver is less disrupted/eq;</li> <li>• Belsky and Rovine (1988) recommend less than 20 hours for young children/eq;</li> <li>• Less time spent in daycare allows child and caregiver to maintain their relationship/eq;</li> </ul> <p>Encourage earlier childcare</p> <ul style="list-style-type: none"> <li>• Sylva – EPPE study(1997-2003) found increased time in daycare can benefit some children from certain deprived backgrounds/circumstances/eq;</li> <li>• Children with poor cognitive ability were found to gain most in the long-term from daycare and the earlier they started the better/eq;</li> </ul> <p>Start daycare later for the child's age</p>	<b>(2 AO2)</b>

- Allows for early attachments to be formed before separation occurs/eq;
- Belsky (1988) argues that commencement of daycare is more positive for the child if started later (after 2 years)/eq;

Use qualified staff

- Staff who are trained to provide substitute care and provide stimulating environments for children/eq;
- The Swedish daycare in Andersson's (1989) study highlights the importance of quality as they found positive effects on children/eq;

Provide stimulation etc. (must point to how negative effects are improved)

- Early institution studies found that unstimulating environments led to lower intelligence due to lower levels of attention/eq;
- Stimulating environments are needed which provide facilities to stretch a child's cognitive ability and encourage independence/eq;

Improves sociability

- Provide opportunities for positive peer interaction this improves sociability/eq;
- Other children can also be attachment figures and older children can provide positive role models/eq;

Make links between home and school

- Robertson's (1971) showed that children who spent time away from their mothers suffered if there was no attempt to mitigate the process of separation/eq;
- Parents should be encouraged to bring items from home that can help the child cope, e.g. a favourite toy can provide emotional support/eq;

Provide good quality daycare

- Ensure that features of good quality daycare are provided, e.g. high staff:child ratio/ low staff turnover, qualified staff, etc./eq;
- Melhuish found that good quality daycare reduced the negative effects as children were able to develop better relationships/eq;

**Look for other reasonable marking points.**

Question Number	Question	
*B3	<p>You will have learned about <b>one</b> of the following studies in child psychology:</p> <ul style="list-style-type: none"> <li>• Bowlby (1944/1946) <i>(Forty-four Juvenile Thieves)</i></li> <li>• Belsky&amp;Rovine (1988) <i>(Non-maternal care in the first year of life and the infant parent attachment)</i></li> <li>• Rutter and the ERA team (1998) <i>(Developmental catch-up, and deficit, following adoption after severe global early privation)</i></li> </ul> <p>Describe the procedure of <b>one</b> of these studies <b>and</b> evaluate the study. Your evaluation <b>must</b> include a comparison with a different study within child psychology.</p>	
	Indicative content	Mark
	<p>Refer to levels below for marking.</p> <p>Bowlby (1944/6)</p> <ul style="list-style-type: none"> <li>• 44 juvenile thieves and a control group of 44 children attending a social care centre were recruited.</li> <li>• Both boys and girls were part of the sample.</li> <li>• Bowlby and an independent social worker interviewed and assessed the children on various dimensions, such as affectionless psychopathy.</li> <li>• Periods of prolonged separation were ascertained from parental interviews.</li> <li>• The children were classified into groups associated with personality dimensions.</li> </ul> <p>Belsky and Rovine (1988)</p> <ul style="list-style-type: none"> <li>• They used the strange situation procedure to established attachment type with the parents.</li> <li>• 149 first born children were taken as the sample.</li> <li>• The parents of the children were middle class and maritallyintact.</li> <li>• Children were classified into different types of daycare and duration of hours.</li> <li>• 58 children were classified in more than 20 hours of daycare, 24 infants in less than 20 hours daycare and 67 infants in mainly maternal care.</li> <li>• The infants were assessed at six, nine and twelve months.</li> <li>• Interviews asked parents about childcare arrangements and other questions such as parental employment.</li> <li>• The strange situation was firstly used at 12 months to assess attachment type with the mother and then a little later with father.</li> <li>• The procedure was recorded and independent raters were used to establish which of Ainsworth's attachment types the children typically represented (ABC).</li> </ul> <p>Rutter and the ERA team (1998)</p> <ul style="list-style-type: none"> <li>• Orphans adopted at 6 months had caught up with English children</li> </ul>	(12 AO1/2)

in terms of physiological measures and cognitive level.

- 111 Romanian orphans comprised the sample who had suffered early severe privation.
- The orphans came to the UK *before* 2 years of age and were compared to a sample of UK orphans (52) who were adopted before 6 months.
- Measurements of height, health, head circumference and cognitive level were taken at 4 years old.
- Cognitive level was assessed using the Denver and McCarthy Scales.

#### Bowlby (1944)

- Bowlby's findings may suffer from researcher bias as he interpreted his findings in light of his theory.
- 17 of the thieves suffered maternal deprivation but 27 did not, therefore he cannot conclude that maternal deprivation caused later delinquency.
- The reasons for the separation rather than the separation itself may have caused the problems.
- Bowlby collected vast amounts of data from interviews with the children and their families, so the information was in-depth and detailed.
- Triangulation was used to cross check findings of psychiatric tests and interview data.
- An independent social worker was used to maintain objectivity in data collection and analysis.
- The control group was not a 'normal' control, which makes comparison difficult.

#### Belsky and Rovine (1988)

- They used the strange situation which has been criticised for lacking realism associated with everyday separation
- The children were put under a degree of distress as a result of the procedure.
- The strange situation is commonly used and a standardised test of attachment, so in this sense it has reliability.
- The experience of daycare can be affected by other variables, such as socio-economic status and job satisfaction of the mother, these were not examined.
- As longitudinal studies, they were able to study the long term developmental changes of the groups of children to track development.
- The type of daycare (quality) may have affected the outcome of the studies.

#### Rutter and the ERA team (1998)

- Long term study was conducted to track development into adolescence rather than a snap shot of behaviour being measured.
- It was difficult to establish the type of care received at the orphanages and reasons for adoption, which could have affected their development.
- Romanian orphanages are reputed to be poor, due to economic reasons, so the findings would not apply to other orphanage children.
- Both physiological and psychological measures collected a vast

amount of developmental information on the children to track development over time.

Comparison

- Bowlby's research was conducted many years ago under adverse conditions of the war, where childcare was not as established as we find it today, whereas Belsky's research is based on modern childcare. It may therefore be difficult to compare the findings of the studies and can account for maybe why Bowlby found much more severe effects of deprivation than Belsky.
- Bowlby's/Belsky's research examined the implications of deprivation whereas the orphans in Rutter's study had been severely privated early in life.
- Bowlby's research established various personality dimensions as a possible consequence of deprivation whereas Belsky was focused on attachment type/Rutter was focused on general health and cognitive impairment.

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
<b>Level 1</b>	1-3	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Brief and basic description of one of the studies listed. Use this level if the study description is not one that is listed.</li> <li>• Little or no attempt at the evaluative demands of the question.</li> </ul> <p>Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
<b>Level 2</b>	4-6	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Limited description of one study listed, a broad overview of the research or some specific detail without breadth.</li> <li>• Limited evaluation of the study and/or no comparison made/attempted.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. Limited clarity organisation in the response.</p>
<b>Level 3</b>	7-9	<p>Good and accurate description</p> <ul style="list-style-type: none"> <li>• Good description of a study from the list, including some breadth and depth of detail. The detail is mostly accurate.</li> <li>• Good evaluation of the study described, including some strengths and weaknesses.</li> <li>• An attempt at comparison is made that is appropriate between the study described and another study of deprivation/attachment.</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>

<p><b>Level 4</b></p>	<p>10-12</p>	<p>Candidate has attempted and answered <b><i>both injunctions</i></b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Very good breadth and depth of detail covering a range of details aconcerning the study listed. There is increasingly accurate information. Majority of description is focused on the procedure.</li> <li>• Very good evaluation of research study, including well explained strengths and weaknesses of the study and a good, accurate and appropriate comparison point made well.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the indicative content is present.</p>
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## 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 C2a 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 is available.

Question Number	Question	
<b>C1 (a)</b>	Outline what is meant by the terms 'physical dependency' <b>and</b> 'psychological dependency' as they are used in health psychology.	
	Answer	Mark
	<p>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).</p> <p>Physical dependency</p> <ul style="list-style-type: none"> <li>• The body becomes used to taking/needing the drug/eq;</li> <li>• Occurs due to a change in the chemistry of the brain that substitutes normal functioning/eq;</li> <li>• Normal functioning cannot continue without the drug/eq;</li> <li>• There are physical effects of withdrawal (cravings, skin crawl, etc)/eq;</li> </ul> <p>Psychological dependency</p> <ul style="list-style-type: none"> <li>• The drug becomes central to the routine of a user/eq;</li> <li>• Need for pleasure maintains drug taking/eq;</li> <li>• Withdrawal results in a break of habit which is difficult to maintain/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO1)</b>

Question Number	Question	
<b>C1 (b)</b>	Evaluate <b>one</b> biological explanation of substance misuse that could be used to explain dependency.	
	Answer	Mark
	<p>One mark per point/elaboration. Ignore description. One biological explanation from genetics or neurochemistry. If more than one biological explanation evaluated, mark all and credit the best. Generic evaluation that could apply to any biological explanation can gain credit for either.</p> <ul style="list-style-type: none"> <li>• Twin and family studies have shown an increased risk of addiction demonstrating a genetic basis for addiction thus supporting the biological basis of addiction/eq;</li> <li>• The biological approach ignores the role of nurture in that addiction can be explained by reinforcement, social learning or peer pressure/eq;</li> <li>• Neurological activity in the brain of addicts have been shown to be different to non-addicts, supporting a biological basis for addiction/eq;</li> <li>• Animal studies have shown biochemical changes in the brain due to drug misuse, supporting the biochemical theory/eq;</li> <li>• Withdrawal symptoms due to biochemical crash support the biochemical theory of addiction/eq;</li> <li>• Many people try and infrequently use drugs, such as alcohol, but not all become addicted, suggesting individual differences rather than a wholesale biological explanation/eq;</li> <li>• There are cultural differences and sub-cultural differences that cannot be explained by the biological approach/eq;</li> <li>• The learning explanation of addiction is closely related as it builds upon the need for pleasure, avoidance of withdrawal effects and reinforcement/eq;</li> <li>• The learning explanation is the nurture side whereas the biological explanation is the nature side of the debate/eq;</li> <li>• The biological approach explains physiological dependency whilst the learning approach explains psychological dependency/eq;</li> <li>• The learning approach can explain the cultural differences in types of drug taken – due to reinforcement, which the biological explanation does not address/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO2)</b>

Question Number	Question	
<b>C2 (a)</b>	<p>A health psychologist, attending a conference on substance misuse, was speaking about a key issue/topic in health psychology.</p> <p>Using concepts, theories and/or studies in health psychology, explain a key issue/topic that the health psychologist may have been speaking about.</p> <p>You will have conducted a practical investigation on a key issue/topic.)</p>	
	Answer	Mark
	<p>Mark according to the levels given.</p> <p>Possible key issues can be: the effectiveness of health campaigns, can peers encourage non-smoking? Do drug replacement therapies work?</p> <p>Using the levels credit explanations of the key issue. Ignore key issues unrelated to health psychology.</p> <p><b>0 marks</b> No rewardable material.</p> <p><b>1 mark</b> A brief/ basic explanation of the key issue, may not be well expressed and largely descriptive.</p> <p><b>2 marks</b> One idea reasonably well expressed explaining the key issue as it is related to health psychology.</p> <p><b>3 marks</b> A good explanation of the key issue with reference to concepts, theory and or research.</p> <p><b>4 marks</b> A detailed and good explanation of a key issue with reference to more than one idea and related to at least one concept, theory and or research in health psychology.</p> <p><b>Look for other reasonable material</b></p>	<b>(4 AO2)</b>

Question Number	Question	
<b>C2 (b)</b>	<p>Following the conference, the health psychologist decided to conduct an investigation into the effects of drug use on human participants.</p> <p>Outline <b>one</b> way in which the health psychologist might go about conducting research into the effects of substance use on people who misuse drugs.</p> <p>In your answer make it clear which research method is being used.</p>	
	Answer	Mark
	<b>One mark</b> per point/elaboration.	<b>(4 AO3)</b>

Ignore therapeutic drugs and maintenance programmes described as experiments.

Many research methods can be described (e.g. survey /interviews /questionnaires/ scanning) but they must be related to the investigation of the effects of drugs otherwise **Max 1** marks overall (if no mention of drugs in whole answer).

**Ignore** reference to *animal studies*.

Examples of actual human studies (procedure) can be credited if used to exemplify the research method described (**Max 1**). If more than one research method described mark all and credit best. Marks can be achieved for describing an active experiment (one which they are planning to conduct) or passive description of a study.

Interview/survey;

- Interviews can be used to generate quantitative and qualitative information about the effects of drug use and effectiveness of prevention/rehabilitation programmes/eq;
- Interviews can gather essential information about the individuals experience of drug use, social conditions and rehab/relapse conditions/eq;
- Blattler et al (2002) used interviews to find out amount of drug taken and other patterns, looking at heroin and cocaine use/eq;
- Structured and unstructured interviews + open/closed ended questions + face to face between researcher and interviewee/eq;

Questionnaire/survey;

- Questionnaires can be used to gather a lot of information about the prevalence, experience and causes of drug use/eq;
- Questionnaires can gather qualitative and quantitative information based on the type of question asked (closed or open)/eq;
- Open questions can be used to gather in-depth knowledge about a persons feelings, beliefs etc concerning the subjective feeling associated with drug misuse/eq;
- A large sample can be gathered and a questionnaire can be used to screen for those who take drugs or not/eq;
- Ennett et al (1994) used self-administered questionnaires for mothers to look at level of education with the aim of linking to their children's smoking/eq;

Scanning/PET/CAT/MRI

- PET scans can be used on human participants to understand the effects of drug misuse on brain structure and functioning/eq;
- Blood flow to a particular area of the brain can be detected/imaged to show the active parts of the brain during/following drug use/eq;
- PET scans were done to link misuse of drugs to cognitive functioning such as memory/eq;
- A glucose tracer is injected into the bloodstream which can be detected on the scan when a part of the brain is active and

	<p>using the glucose energy/eq;</p> <p>Laboratory studies</p> <ul style="list-style-type: none"> <li>• Participants can be injected with innocuous drugs/eq;</li> <li>• Existing users of drugs can be included in the sample for ethical reasons/eq;</li> <li>• They are told that the drug will have a particular effect, but are told different things/eq;</li> <li>• The impact of the comment can determine how cognition affects their reported experience of the drug effect/eq;</li> <li>• Some laboratory studies may give recreational drugs to existing drug addicts and study their effects on behaviour/eq;</li> <li>• Laboratory experiments allows researchers to observe the effects of drugs on the participants in a controlled environment/eq;</li> <li>• The IV is manipulated, such as drug given, and DV measures such as effects of drug/eq;</li> <li>• Lab experiments can use other tools/methods such as scanning and interviewing to gain quantitative/qualitative data/behaviour/feelings/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	
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Question Number	Question	
<b>C2 (c)</b>	Outline <b>one</b> strength and <b>one</b> weakness of the research method that you used in (b).	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>If more than one strength/weakness described, mark all and credit best, bearing in mind that some issues overlap so go with the intention of the student.</p> <p>TE: If C2b is blank, but C2c evaluates an appropriate research method for use on human participants in drug research, full marks can be given. If C2b is incorrect (e.g. an animal or inappropriate research method) and C2c evaluates that method, max 2 marks can be awarded. If C2b does not match C2c, no marks can be given. If C2a is <b>not</b> a research method e.g. a design or sampling method, then no credit can be given for evaluating this in b)</p> <p>Longitudinal research Strengths</p> <ul style="list-style-type: none"> <li>• Can provide qualitative data about feelings</li> <li>• Human participants can provide qualitative data that cannot be measured in animal studies in the same way/eq;</li> <li>• Such as how drugs make the person feel/subjective experiences/eq;</li> <li>• Long terms effects can be studied, longitudinal research can be conducted into the long term effects of drug use or rehabilitation/eq;</li> <li>• so that more robust conclusion can be drawn over time/eq;</li> </ul>	<b>(4 AO3)</b>

Generic evaluation:

- Can generalise to other humans, unlike animal studies
- In depth research into factors associated with drug use can be investigated so that vulnerability can be predicted in humans/eq;
- Human studies do not have generalisability issues associated with animal research - animals may not respond in the same way to drugs/eq;
- animals may not respond in the same way to drugs because of cognitive/physiological/behavioural differences between them and us/eq;
- They test drugs on humans that other humans will use so the findings will show exactly what effects the drugs will have on humans because we share the same central nervous system/eq;
- Human research conducted in real life is more valid than artificial situations used to study animals/eq;
- Which means findings can be applied to real life situations such as to help drug users/eq;

Laboratory experiments

- Can pose ethical issues even though existing drug users may volunteer it still may be seen as contrived or forced (1<sup>st</sup> mark) ex/drug users who volunteer may have alternate reasons for wanting to participate and this gives them the opportunity to receive drugs legitimately (2<sup>nd</sup> mark)/eq;
- Lacks ecological validity as unnatural tests are performed in a lab environment (1<sup>st</sup> mark) So the experimental tests may not represent real life behaviour (2<sup>nd</sup> mark)/eq;
- Participants may alter their behaviour as a result of taking part in the experiment (1<sup>st</sup> mark) the results may not represent real life responses to drug use and ignore social conditions in which people often take drugs (2<sup>nd</sup> mark)/eq;
- Lacks ecological validity as unnatural tests are performed in a lab environment (1<sup>st</sup> mark) Participants may alter their behaviour as a result of taking part in the experiment/eq; (2<sup>nd</sup> mark)

Surveys

- Participants may not tell the truth about their drug use so distort the results (1<sup>st</sup> mark) this is because drug taking is a sensitive topic so participants may cover up/exaggerate the extent of their drug misuse (2<sup>nd</sup> mark) /eq;
- Participants may give a socially desirable answer and say what they believe they should say (1<sup>st</sup> mark), which would affect the validity of the findings as all responses will be skewed to social norms/values (2<sup>nd</sup> mark)/eq;
- Closed questions may not offer the opportunity to give the detailed response or actual response the participant would want to give/eq;
- Open questions are open to interpretation by the researchers (1<sup>st</sup> mark), such subjectivity will lead to bias and could affect the validity of the research (2<sup>nd</sup> mark)/eq;

**Look for other reasonable marking points**



Question Number	Question	
<b>*C3</b>	<p>Describe <b>and</b> evaluate <b>two</b> ways of treating substance misuse.</p> <p>As part of your evaluation you <b>must</b> compare the two treatments you are using.</p>	
	Indicative content	Mark
	<p>Mark according to the levels below.</p> <p>Token economy - description</p> <ul style="list-style-type: none"> <li>• Token economy programmes can be used to reward positive steps towards abstinence</li> <li>• Tokens can discourage drug use through negative reinforcement</li> <li>• Tokens are secondary reinforcers that can be exchanged for primary reinforcers</li> </ul> <p>Token economy - evaluation</p> <ul style="list-style-type: none"> <li>• TEPs need close monitoring by staff and are difficult to regulate</li> <li>• TEPs is often successful alongside biological intervention</li> <li>• There are other sources of reinforcement (drug high) for behaviour that may supercede the tokens on offer</li> </ul> <p>Aversion therapy - description</p> <ul style="list-style-type: none"> <li>• Aversion therapy can be used so that drug use is associated with an unpleasant consequence</li> <li>• Emetics can be given with a drug to force a negative consequence</li> <li>• Drugs will be avoided to prevent the conditioned effect</li> </ul> <p>Aversion therapy – evaluation</p> <ul style="list-style-type: none"> <li>• Aversion therapy is considered unethical as it forces adverse reaction</li> <li>• Participants must be fully informed of the process before undertaking the treatment</li> <li>• Abstinence is usually short term as conditioning can be reversed easily</li> <li>• Behavioural therapies do not successfully treat the causes of the addiction but help to break a habitual behaviour</li> </ul> <p>Drug treatments - description</p> <ul style="list-style-type: none"> <li>• Biological substitute programmes, such as methadone for heroin addiction can reduce cravings and prevent heroin having its typical euphoric effect</li> <li>• Blood tests are done regularly to test for illegal drug use for the programme to be effective</li> <li>• Drug replacement for class A drugs also serve to reduce drug related behaviours and diseases (crime, prostitution and HIV)</li> <li>• The effects of methadone last a day.</li> <li>• Methadone is typically administered daily under witness and dosage varies according to tolerance but typically less than 100mg's are recommended.</li> <li>• Replacement nicotine patches are a biological therapy intended to relieve the cravings associated with withdrawal from smoking</li> </ul>	<p><b>(12 AO1/2)</b></p>

	<p>Drug treatments - evaluation</p> <ul style="list-style-type: none"> <li>• Blättler et al (2002) found that those given prescribed methadone reduced their general use of cocaine and showed behavioural changes associated with abstinence</li> <li>• Drug replacement therapies often have withdrawal issues themselves</li> <li>• Non-compliance can result in abuse of the methadone programme</li> <li>• Drug addicts can break away from the criminal aspects of heroin abuse as they no longer require the finances to obtain illegal drugs/eq;</li> <li>• Quality of life is improved as abuse, prostitution, theft etc are reduced and risks lowered/eq;</li> <li>• Reduced risk of needle sharing issues as oral administration/eq;</li> <li>• Controlled drug use has less risk of overdose as prescribed carefully/eq;</li> <li>• If taken as a cocktail drug, with other substances, overdose can be a risk/eq;</li> <li>• Substitute drugs may end up on the black market/eq;</li> <li>• There is always the risk of addiction/side effects associated with the substitute drug/eq;</li> <li>• Methadone is difficult to overdose on as it is supplied in controlled measures/eq;</li> <li>• Methadone is very expensive and costly to the health service to provide and administer/eq; [reject just 'more expensive']</li> <li>• Methadone has worse withdrawal symptoms than heroin which can be more distressing for the drug taker/eq;</li> </ul> <p>Alcoholics Anonymous</p> <ul style="list-style-type: none"> <li>• Uses group therapy to talk through their experiences of addiction and abstinence</li> <li>• In groups with other addicts to collectively deal with the same issue</li> <li>• Counselling is used to get clients to admit and overcome the psychological aspects of their addiction</li> <li>• Continuous psychological support can be used in conjunction with drug replacement or other treatments to prevent relapse</li> <li>• Can also help the families of addicts by offering practical help and social support network</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Hard to evaluate as effectiveness hard to measure</li> <li>• Can involve exploitation at a vulnerable time</li> <li>• Is useful in helping the family as well as the individual</li> <li>• It is not an invasive therapy, no side effects and so on, unlike drug therapy</li> <li>• Teaches coping strategies including recognition that relapse is a real danger so can be a long term solution</li> </ul> <p>Contingency programmes/token economy</p> <ul style="list-style-type: none"> <li>• Offer tokens/drug replacement and based on operant conditioning principles</li> <li>• Blood tests check for signs of drug use before token is given/set tasks or levels are negotiated for tokens to be achieved</li> </ul>	
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- Token rewards and goals are individually set to encourage healthy behaviour

Evaluation

- Higgins (1993) achieved an 11.7 week abstinence from cocaine when using a voucher system
- Petry (1997) found success using a prize contingency programme for cocaine addicts
- Cheaper than drug replacement therapy

Comparison

- Drug treatments offer a biological way of reducing withdrawal symptoms whereas alcoholics anonymous deals with the social and psychological aspects of drug misuse.
- Token economy programmes are cheaper than costly drug maintenance programmes as drug replacements are very expensive to the public tax system.
- Drug maintenance programmes run the risk of supplying the drugs to the black market whereas alternative programmes do not offer substitute drugs so this is not an issue.
- Alcoholics anonymous offers much more support and care than a biological treatment as help groups and buddy systems are widely used.
- The biological treatments focus on the biological basis of addiction and therefore do not deal with the issue of psychological dependency, which other programmes offer.
- Token economy programmes only deal with the behaviour of addiction and incentivise abstinence which may explain why it is not as effective as biological treatments which focus on the underpinning biochemical reasons for addiction.

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
<b>Level 1</b>	1-3	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Brief and basic description of one or more drug treatments.</li> <li>• Little or no attempt at the evaluative demands of the question.</li> </ul> <p>Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
<b>Level 2</b>	4-6	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Limited description of two therapies (or one is done well in the absence of the other).</li> <li>• Limited evaluation of one or more therapies described. There may be no attempt at comparison.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. Limited clarity organisation in the response.</p>
<b>Level 3</b>	7-9	<p>Good and accurate description</p> <ul style="list-style-type: none"> <li>• Good description of both therapies (one may be better than the other but done reasonably well).</li> <li>• Evaluation is of both therapies and there is some attempt to compare them.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Exclusive comparison with no general evaluation.</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>
<b>Level 4</b>	10-12	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Very good description of both therapies (remember that BOTH can be short and concise but with good understanding).</li> <li>• Evaluation is done very well for both therapies (even if concise).</li> <li>• There will be at least one good comparison.</li> </ul> <p>The skills needed to produce convincing extended writing are in</p>

		<p>place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the indicative content is present.</p>
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## 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 D1 D3

### Guidance

#### D1

Use the levels below to allocate marks according to how detailed the answer is and how thorough the information.

Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available. Please read the whole response before crediting

Question Number	Question	
<b>D1 (a)</b>	During your course you will have conducted a practical investigation on a topic in sport psychology using <b>either</b> a content analysis <b>or</b> a summary of two article sources.  What was the aim/purpose of your practical investigation?	
	<b>Answer</b>	<b>Mark</b>
	<p>Please read the whole response before crediting D1a to ensure clarity of aim. If more than one aim mark all and credit the best. Check to see if aim is 'ambitious' and claims a very general and hard to test aim using articles/content analysis – in which case this is likely to be level 1 at best.</p> <p><b>0 marks</b> No mention of an aim/purpose <b>or</b> unfocused <b>or</b> not sports psychology e.g. to summarise two articles</p> <p><b>1 mark</b> A simple aim/account of purpose so that the examiner can just about identify what was being researched. e.g. to see if imagery works</p> <p><b>2 marks</b> A clear aim / account of purpose so that the examiner can identify and understand what was done. e.g. to investigate whether imagery is useful for sport performance.</p>	<b>(2 AO3)</b>

Question Number	Question	
<b>D1 (b)</b>	<p>A summary or a content analysis require different methods of gathering information to produce data. They also involve different ways of analysing/summarising the findings.</p> <p>Describe how you went about gathering <b>and</b> analysing/summarising the data for your practical investigation.</p>	
	Answer	Mark
	<p>Mark according to the levels given below.</p> <p>The practical investigation may be a content analysis <b>or</b> summary of two article sources.  Gathering data involves the planning and sourcing of material to conduct a practical and analysing data – one/all can gain credit equally.  It also covers the procedure, sampling, apparatus, controls, coding/theme decisions made in order to gather the data.  Analysing can involve qualitative and/or quantitative measures and drawing conclusions.</p> <p><b>0 marks</b>  No rewardable material</p> <p><b>1 mark</b>  Basic/brief comments about gathering and/or analysing data – the reader can work out what was done to gather/analyse in a brief/basic way.</p> <p><b>2 marks</b>  Good comments about gathering and/or analysing data – the reader has a good understanding of the practical in either respect with breadth and/or depth.</p> <p><b>3 marks</b>  Very good and detailed comments that show a depth <b>and</b> breadth understanding of how data was gathered and/or analysed – the reader has a very good understanding of how the data was gathered/analysed with breadth <b>and</b> depth (detail and range of procedures).</p>	<b>(3 AO3)</b>

Question Number	Question	
<b>D1 (c)</b>	Explain the findings (results and/or conclusions) you have drawn from your practical investigation. You must use psychological concepts (e.g. research and/or theories) that you have studied.	
	Answer	Mark
	<p>Mark according to the levels given below.</p> <p>The practical investigation may be a content analysis <b>or</b> summary of two sources.</p> <p><b>0 marks</b> no rewardable material</p> <p><b>1 mark</b> basic/brief comment(s) about results and/or conclusions</p> <p><b>2 marks</b> clear comments about results and/or conclusions</p> <p><b>3 marks</b> clear and detailed comments about results and/or conclusions.</p>	<b>(4 AO3)</b>

Question Number	Question	
<b>D2 (a)</b>	Explain what is meant by the 'audience effect' as it is used in sport psychology to understand performance.	
	Answer	Mark
	<p>One mark per point/elaboration. Reference to research can be used for full credit.</p> <ul style="list-style-type: none"> <li>• The influence of the presence of the audience on performance/eq;</li> <li>• This can have a deleterious effect or encourage improvement/eq;</li> <li>• Experience/expertise can affect response to the audience in terms of performance/eq;</li> <li>• Novices tend to worsen performance with an audience whereas skilled athletes improve/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(3 AO1)</b>



Question Number	Question	
<b>D2 (b)</b>	<p>During your course you will have learned about one psychological theory that could be used to explain the effect of the audience on sporting performance.</p> <p>Explain the strengths and weaknesses of this theory.</p>	
	Answer	Mark
	<p>One mark per point/elaboration. No marks for identification but this should be ignored for the purposes of marking if the identification does not match the description.  Max 4 marks for only a strength or only a weakness  (3 + 3) or (4 + 2) for marking</p> <p>Eg Inverted U</p> <p>Strengths</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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;</li> <li>• A field study by Klavara (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;</li> <li>• Can explain how an audience can have an effect on performance as shown by Cottrell/eq;</li> </ul> <p>Weaknesses</p> <ul style="list-style-type: none"> <li>• The inverted U cannot explain the rapid decline in performance due to high levels of arousal/eq;</li> <li>• The catastrophe theory can explain this rapid decline so is seen as a better theory/eq;</li> <li>• 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;</li> <li>• This brings in to question the ethics of experimental research into the inverted U hypothesis/eq;</li> <li>• The inverted U ignores many of the cognitive aspects of arousal and performance/eq;</li> <li>• More recent multidimensional theories have tried to bridge the gap between physical arousal and cognitive factors associated with sporting performance/eq;</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(6 AO2)</b>

Question Number	Question	
*D3	<p>A netball coach wanted his team to compete in a national competition but wanted to improve the team's performance before competition trials began.</p> <p>Describe and evaluate <b>one</b> technique that could be used to improve the performance of individual members of the netball team <b>and</b> the team as a whole.</p> <p>In your description you <b>must</b> refer to how the netball coach might use this technique before the competition.</p>	
	Indicative content	Mark
	<p>Refer to levels for marking.</p> <p>Description (AO1) e.g. imagery</p> <ul style="list-style-type: none"> <li>• use imagery to visualise beating the other netball team or imagine the feeling of winning and receiving a netball trophy</li> <li>• imagery can involve visualising the muscular power/breathing/shooting goal</li> <li>• Imagery requires visualising and feeling the desired goal</li> <li>• Imagery allows the athlete to put themselves 'mentally' into the situation of winning which acts as a motivation</li> <li>• Mental rehearsal of the imagery can increase familiarity and confidence and reduce anxiety</li> <li>• Cognitive general imagery involves the imagining of overall success</li> <li>• Cognitive specific imagery concerns picturing success at a specific skill</li> </ul> <p>e.g. Goal setting</p> <ul style="list-style-type: none"> <li>• Target/goal setting would involve setting specific targets to achieve in shooting goal</li> <li>• setting a goal of beating the other netball team as it would act as a motivation to succeed</li> <li>• The goal needs to be SMART because unsmart targets could be demotivating</li> <li>• Goals must be Specific, Measurable, Achievable /attainable /appropriate, realistic and time measured</li> <li>• Goals can be performance based on a specific skill or outcome based on overall winning</li> <li>• Specific targets should not be vague so that a specific goal can be focused upon eg service hand</li> <li>• Measurable targets allow a benchmark to be set so that improvement can be monitored to show improvement</li> <li>• Appropriate targets are relevant to the sportsperson</li> <li>• Realistic targets are not too difficult or easy so demotivation through underperformance or unachievable aims</li> <li>• Time based targets encourage and sustain motivation for appropriate time</li> </ul>	(12 AO1/2)

Evaluation (AO2)

e.g. Imagery

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

e.g. Goal setting

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

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
<b>Level 1</b>	1-3	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Brief and basic account of one technique – may be basic and/or muddled.</li> <li>• Little or no attempt at the evaluative demands of the question.</li> </ul> <p>Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
<b>Level 2</b>	4-6	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Limited description of one technique that is clearly identified</li> <li>• Limited evaluation of one technique, may include partial answer focused on strengths or weakness and may be no attempt to link to netball players/team.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. Limited clarity organisation in the response.</p>
<b>Level 3</b>	7-9	<p>Good and accurate description</p> <ul style="list-style-type: none"> <li>• Good description of one technique to improve the performance of the netball team and individual members of the team (one is in more detail than the other – group or individual team members).</li> <li>• Good evaluation including more than one developed evaluation point or more less developed points. There is an attempt to link the answer to the netball team and players.</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>
<b>Level 4</b>	10-12	<p>Candidate has attempted and answered <b>injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Very good description of the technique to improve the performance for the team. Both individuals within the team and team performance as a whole is described.</li> <li>• Very good evaluation, more than two evaluative comments done very well and links to the netball</li> </ul>

		<p>team/players.</p> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the indicative content is present.</p>
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