

Examiners' Report
June 2014

GCE Psychology 6PS03 01

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Introduction

Overall students performed well on this paper compared with previous series. Some centres are clearly preparing students very well for this applied A2 paper but there are a few common errors which centres may want to focus on helping students with for future series.

We are now a number of years into this applied A2 paper and students have been exposed to a wealth of material to aid in their preparations for this examination. Some still forget to apply their points to the relevant topic and as a result limit their marks. While there are some that showed sophisticated application skills there still are some, who reproduce AS level ideas with no reference to a criminological, child, health or sport context.

There are a number of students who still struggle to evaluate, particularly when they are required to compare two theories. There are a number of responses which consistently fail to either fully explain their evaluative point and/or do not link it back to the idea being critiqued. Comparisons need to be explicit and explained with appropriate use of connectives (eg whereas) as, far too many responses gained minimal credit for implicit comparisons only.

Where extended writing is required students need to remember to balance their response in light of the injunctions. Where there are two or three injunctions they need to share the time they have to respond fairly evenly to gain the higher marks. There were a number of responses which had a great deal of description but very little evaluation or comparison where they would gain far higher credit for a balance of the three.

The remainder of this Examiner Report will focus on each individual question and specific examples which can be used to help prepare students for future unit 3 examinations.

Question A01 (a)

Students were asked to define the term modelling in the context of anti-social or criminal behaviour and the majority answered this well. The most common responses included 'observation and imitation of a role model' and either a point about vicarious reinforcement or about identification characteristics of a role model. Some students gave a contextualised example and some gave a list of the key terms from social learning theory. Less successful responses did not refer to anti-social/criminal behaviour (so maximum 1 mark) or only gave one credit worthy point. Students are advised to look at the number of marks available carefully and give the appropriate number of points and also contextualise the response to the application at all times.

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

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

(3)

Modelling is used to describe the concept of someone adopting behavior similar to that of a role model that they look up to. For example, a Year 7 pupil sees a cool, popular Year 13 pupil steal a car, and then learns how to hotwire a car and does it himself when he is older. This would be 'modelling' as the year 7 is 'modelling' his behavior to that of the year 13 pupil. It is based on the principle of learning through observation and is stronger if more likely to occur if he sees the year 13 ^{pupil} get rewarded for stealing the car.



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Examiner Comments

This response gained all 3 marks and shows how to successfully use a contextualised example in a response. The first mark was for the first sentence regarding adopting a role model's behaviour. The second mark was awarded for the example of stealing a car and the final mark for modelling being more likely if the role model is rewarded.



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Examiner Tip

Examples like the one used here can gain credit as they add something additional to the response. Repetition using an example will not gain credit so it must offer something extra. Examples used in this way can also offer application to the response which can allow it to access all of the marks.

Question A01 (b) (c)

The question explicitly stated that students should not refer to SLT so no marks were awarded for any reference to this theory (or the media in context of SLT). The most common theory used was self-fulfilling prophecy followed by Eysenck's personality theory (mostly labelled as 'biological' theory by students).

Students must remember to use evaluation (strengths/weaknesses only) as some simply described their theory of choice so gained no credit. All evaluation points need to be relevant to criminal/anti-social behaviour or (if not) an explicit link to the context is required for credit. Many responses used a relevant study to evaluate the theory (eg Rosenthal and Jacobsen for self-fulfilling prophecy) but did not link it explicitly to criminal/anti-social behaviour so gained no credit for this point. Students must fully explain their ideas – some points were listed without justification or sufficient explanation so gained no credit.

QA01(c): Majority of students gave a relevant comparison which was pleasing but they must remember to explain their similarity or difference fully to access full marks. Some students gave an irrelevant comparison or briefly outlined each theory. Candidates must be encouraged by centres to use comparative connective words (eg whereas) as appropriate to help them frame their response more successfully.

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

(5)

Explanation Self fulfilling prophecy

Self fulfilling prophecy can be seen as a explanation to criminal behaviour. This ~~is~~ is a good because it gives us an explanation to why criminal behaviour occurs - through the process of labelling, essentially causing the individual/group to believe their label and respond to words the ~~label~~ label.

Self fulfilling prophecy can be supported ~~by~~ by an ^{experiment} ~~experiment~~ that was taken out on school children. The results of the study showed children to be given the ^{label} 'about to sport' ~~at~~ after an IQ test proceeded ~~to~~ at school and had an increase in their IQ level - suggesting teachers had given the students special attention leading to the prophecy becoming true.

However there are other explanations to criminal behaviour from the biological approach. Raine et al found criminal brains had different activity levels in areas such as the Amygdala (controller or emotions) suggesting that there are other factors that cause criminal behaviour other than self fulfilling prophecy.

Also, labelling might not cause the prophecy to come true, but quite the opposite. The label could cause the individual to prove the label wrong therefore making the prophecy false.

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

(2)

Social Learning Theory is a basis of Attention, retention, reproduction and motivation. ^{SLT} looks at a person observing a behaviour from a role model and imitating the learnt behaviour. This is different to self-fulfilling prophecy as SFP is a label from society you cannot choose who labels you and what SLT is behaviour that is imitated from an individual's chosen role models suggesting more control over the behaviour.



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This response received 2 marks for QA01(b). The first part is description and so gained no credit. The study is a relevant evaluation point but is not linked to criminal/anti-social behaviour and so did not gain a mark. This was very common with this study in particular.

It gains a mark for the alternative explanation, which is done well with a study used to show understanding. The last point also gains a mark for the idea of disproving the label.

QA01(c) was awarded the full 2 marks. This is a well-explained difference which focuses on the role of society in criminal behaviour. This was a common comparison used and gained at least 1 mark in general (for a brief comparison) with elaboration helping the full 2 marks to be given.



ResultsPlus Examiner Tip

All evaluation points must be explained for QA01(b) and any studies need to be explicitly linked to the context (in this case criminal/anti-social behaviour). For comparisons it is recommended that students make it clear by the language they use to their intention (whether it is a similarity or a difference).

Question A02

QA02(a): Most responses were linked to the scenario which was required for any credit and the majority identified at least one relevant issue with reliability in the stimulus material/stem. A minority did not refer to the scenario or evaluated Hasnain's study in terms of other evaluative terms. Students are encouraged to give as many ideas as there are marks (eg 3 ideas for 3 marks) or to elaborate where possible to be able to access full marks.

QA02(b): Most students continued to refer to Hasnain which was acceptable and this even helped some gain credit as it gave them a context to refer to, rather than having to develop their own. The most common ethical issue was protection of participants followed by informed consent, right to withdraw and deception. Many responses listed ethical guidelines without reference to any context (eg field experiments do not have informed consent, right to withdraw and deceive participants). Students need to develop each ethical issue to gain credit. There were a lot of inaccurate categorical statements (eg field experiments do not gain consent); students need to be accurate and are encouraged not to give statements such as this.

QA02(c): Students were invited to make a suggestion concerning either reliability or ethics. Students needed to outline a relevant improvement and elaborate for full marks. There was a range of ethical suggestions (informed consent, protection, right to withdraw, debriefing) which gained at least 1 mark and students are encouraged to elaborate fully to access 2 marks. For reliability a lot of responses cited more control but again must elaborate fully to gain a second mark.

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

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

(3)

Gaining consent is impossible to gain in a field experiment before the incident, especially in eye-witness studies as they need to produce the most natural responses. Also distress can be caused when testing eye witness as it means the participants have to witness a 'crime' which could be distressing, this is why debriefing is always needed after a field experiment.



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Examiner Comments

QA02(b): This response shows an example of a categorical statement which gained no credit. It is not impossible to gain consent in a field experiment so this is inaccurate. The response did gain 2 marks overall - one for distress and the second mark for the importance of debriefing as a result of witnessing a staged incident.

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

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

Explain why Hasnain's findings may lack reliability.

(3)

They may lack reliability because this is an experiment in the field making it difficult to control all extraneous variables.

There may be situational variables such as how busy the park is which would affect participants awareness of the incident.

There may also be participant variables such as personality which may affect the participants willingness to take part.

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

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

(3)

It is difficult to gain fully informed consent as the participant is already exposed to the event before being approached and asked to take part in the study. Similarly, the participant only has the right to withdraw after he/she has seen the incident which could have also exposed them to psychological harm as witnessing an incident in the field will cause an emotional response as the participants feel thinks it is a real life incident.

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

(2)

Hasnain can ensure that there is a standardised procedure such as approaching the participant after exactly one minute after the incident each time to control as many variables as possible and improve reliability.



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Examiner Comments

QA02(a) was given 2 marks. The first was for difficulty in controlling extraneous variables and the second was for elaboration of this idea regarding how busy the park was and how this could affect witness awareness. The last point about participant variables is not relevant to the question so gained no credit.

QA02(b) gained all 3 marks available. It is a very good example of accuracy and non-categorical statements. The first mark was for difficulty in gaining informed consent (if they had said 'it is impossible to gain consent' no credit could be awarded as this is categorical). The second mark is for right to withdraw only being offered after viewing an incident and the last mark was for the potential distress that an incident could cause.

QA02(c) was awarded 2 marks. This is a good example of how reliability could be improved through the use of a standardised procedure and greater control. The elaboration of standardised procedure with an example makes this a very good response.



ResultsPlus

Examiner Tip

Categorical statements should be avoided as they lack accuracy and will gain no credit. At A2 level students are expected to have grasped the concept of relative statements which are more accurate when critiquing psychological methods and real world phenomena.

Question A03

Students needed to give four elements for this essay – description and evaluation for each treatment prepared. As with previous series where four elements were required for an essay Students needed to address all four very well for level 4 (10-12 marks). As students have prepared two treatments in detail it was common for responses to begin in an overly detailed fashion and then tail off towards the end, thereby limiting credit that could be awarded. Students need to balance their essay appropriately and with the time allowed it was not required to present two pre-prepared essays which some students attempted. The two most common treatments offered were the Token Economy Programme and Anger Management Programme. The majority of students were awarded Level 2 or Level 3 marks as their essays were lacking balance with the four elements required (eg two done well, one very well and one limited was Level 3).

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

(12)

The Government has put in place treatments and therapies which can be used to treat or rehabilitate criminal behaviour. One way is custodial measures such as prison and non custodial measures such as Token Economy and Anger Management. The aim is to reduce the chance of offenders reoffending again, and therefore reduce recidivism.

One treatment that can be used to treat criminal behaviour is token economy. It is based on the principle of operant conditioning. This treatment was widely used to treat mental patients, however it is now used commonly in the US and limitedly in the UK to treat young offenders. The token economy process must be implemented within an institution, such as a prison or a young offenders institution. Tokens are awarded to the criminals for appropriate/desired behaviour such as cleaning their cells. The tokens are a secondary

such as loss of tokens. ~~Tom~~ The process of operant conditioning used suggests that all behaviour is learnt in the same way, so if behaviour is learnt it can also be unlearned. The token economy process aim to replace criminal behaviour with more desirable behaviour, and at the same time extinguish the criminal behaviour.

§ There is supporting evidence from Mobbs and Molt. They found that by introducing the young delinquents to the TEP, there was a significant increase in the targeted behaviour compared to the control group. The token economy process is effective as it creates a positive interaction between offenders and staff/inmates. The process is cheap and quick to establish as it just requires the tokens to be distributed, the process also doesn't require training or professionalism, so it makes it all easy to implement. There are also weakness of the TEP. The process is only short term and according to Rice et al, in a follow up study, there was no significant benefit. The process can also be criticised as it can be exploited by staff as they have power and lead to a relationship breakdown as once it did in Springfield prison and lead to a

rebellion.

Anger management is based on cognitive explanation
It focuses on rehabilitating the individual
and involves relaxation therapies and involves
role play. They are introduced to aggressive
stimuli.



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Examiner Comments

This essay was awarded Level 2 as it only focuses on one of the two therapies required. The description and evaluation of the token economy programme is accurate and was judged as Level 4 for this essay (it would require more if only one treatment was asked for). However, there is very little about the second treatment programme so it is limited to Level 2 and was given 5 marks in total.



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Examiner Tip

Balancing the injunctions in the question is an important factor the examiners will consider when judging a piece of extended writing. In this case the higher marks were awarded when students were able to balance describe and evaluate for both treatments (so four elements).

Question B01a

QB01(a)(i): Belsky and Rovine (1988) and the NICHD study were most commonly proposed by students here. Credit could have been gained for any element of aim, procedure, result(s) or conclusion(s), although no credit was offered for positive effects of day care. Students must remember that for questions such as this accuracy is vital; it is where marks were gained or lost on this occasion.

QB01(a)(ii): Generalisability was a common and relevant issue students critiqued but a large amount focused on the size of the sample which is largely irrelevant. The characteristics or profile of the sample is where their focus should be when highlighting this issue. Students must remember to fully explain their evaluation to convey understanding to the examiner. It was far too common for a response to exclude an evaluative comment or lack the required explanation for credit.

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

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

(3)

Study Belsky and Rovine

Belsky and Rovine aimed to look at the effect of ~~maternal~~ non-maternal care on children before they were one year old, using the strange situation. At 3, 9 and 12 months the children's parents were interviewed to see any overt change in daycare. At 12 months they all underwent the strange situation, using type A, B and C. They found that more than 20 hours of ~~base~~ daycare can lead to an insecure attachment. (type C)

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

(4)

The study lacked generalisability because it used Americans and middle class families which isn't representative of the wider population. The study had good reliability because the strange situation has a standardised procedure and can easily be replicated. However the interviews may be hard to replicate because they gathered

quantitative Data. The study suggested that mothers should wait at home for an attachment to be made before the child goes to day care. The study lacked ecological validity as the strange situation was an artificial setting. Therefore it lacked mundane realism, a real life setting. The study was unethical as the strange situation may have caused distress for the child, also the child couldn't give informed consent.



ResultsPlus Examiner Comments

This response gained full marks.

QB01(a)(i) gained 1 mark for the first point about the use of the strange situation, a second mark for the procedure point which has good detail, and a final mark for the result at the end which is accurate.

QB01(a)(ii) gets all 4 marks for accurate, well-explained evaluation points which are specific to this study. The first mark is for generalisability done well. Note that it focuses on the characteristics of the sample, rather than the number of participants. There is a second mark for reliability which is linked to the strange situation procedure nicely. A third mark is given for a comment about the potential lack of ecological validity with the strange situation. The final mark is awarded for potential distress being caused by the procedure used in the study.



ResultsPlus Examiner Tip

QB01(a)(ii) shows how the acronym GRAVE can be used successfully for an evaluation question such as this. The important aspect here though is that each point is fully explained and not simply listed (which some responses did using GRAVE). Students should be giving specific detail of the study when evaluating, not just offering generic, superficial evaluation.

Question B01 (b)

This question required two suggestions to reduce the negative effects of deprivation. The majority of students identified at least one relevant suggestion with many identifying two. Students must remember that if they are asked two ideas for 4 marks then elaboration is essential to access the maximum number of marks. In this case the average mark was 2 as elaboration was generally lacking for the suggestions made. Where students did achieve full marks, they briefly outlined each suggestion and then expanded upon them. The best responses elaborated using evidence from research. Some students gave irrelevant or inappropriate suggestions and others made basic errors, such as suggesting the staff:child ratio should be small.

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

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

(4)

One suggestion may be for daycares to assign key workers to look after the children, so the children are able to develop an attachment to the key worker. Rather than having a high staff turnover and a low staff to child ratio so the child is unable to form an attachment.

Secondly, minimising the number of hours a child can spend in daycare during a week would mean children are deprived less often and it may not have as negative of an impact.



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Examiner Comments

This response gained 3 marks in total. It gains 2 marks for the first suggestion regarding a key worker for a child in day care. There is an initial mark for the brief suggestion and a second mark for the elaboration which compares the idea of having a specific attachment figure and a high staff turnover and low staff to child ratio. The second suggestion was awarded 1 mark for minimising the number of hours in day care. Elaboration using a study (eg Belsky and Rovine) or a more detailed comment regarding a specific number of hours that would need to be a maximum in day care, was required for the second mark.

Question B02 (a)

Responses to this question, often gave a very detailed overview of the case background and events in the lead up to the discovery of Genie which was not necessary. Most commonly, students identified improvements and limitations in language and motor skills and some commented on attachment and possible mental retardation. Most responses argued both ways; the majority of students did enough to score 2 overall. It is reminded that accuracy is important as some suggested that she regressed to her original state when placed in foster care which is not true.

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

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

(3)

The case of Genie can suggest that the effects of privation are not reversible as she resulted to regress to her initial state ~~proceed~~ speech. Although, Genie did eventually develop some speech but could never use grammar correctly in sentences. She also formed an attachment with certain carers and researchers that were looking after her and welfare. Furthermore, the case Genie can support and go against the idea that privation is reversible.



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Examiner Comments

This response was produced by the majority of students. It argues both ways regarding the reversibility of privation and has some detail from the case study of Genie. The first sentence is incorrect as Genie did not regress to her initial state so this did not gain credit. 1 mark was awarded for the point about language development. If the student had elaborated here on both areas of language (that it is and is not reversible) 2 marks could have been gained. A second mark was given for the idea of attachment to certain carers and researchers. The last sentence does not gain credit but is useful to give the response a relevant context.



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Examiner Tip

A number of students spent a lot of time describing the background of the case study of Genie instead of answering the question. Accuracy is important as some students did not gain credit due to inaccurate information (as this was not for their comment regarding regression to her initial state).

Question B02 (b)

For 4 marks, students should give enough strengths/weaknesses to access all marks available. The majority of responses referred to child development either through an example or a case study involving a child so these responses could potentially access all 4 marks. Students must remember to fully explain every evaluative point offered to gain credit. It was common to find ideas regarding 'triangulation' or that 'case studies are in-depth' without some form of evaluative comment.

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

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

(4)

Case studies are ecologically valid as observations are usually conducted in the child's natural environment so their behaviour would be normal.

Also they produce rich qualitative detailed information which means conclusions can be easily drawn. The data is gathered through a range of methods e.g. interviews, observations so triangulation means a majority of data is obtained.

Case studies however are based on one unique individual such as Genie so these cannot be generalised to other children. due to individual factors of each child. Also, some children may find case studies distressing and children such as Genie who was privated was used for scientific testing which is unethical.

(Total for Question B2 = 7 marks)



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Examiner Comments

This response gained 3 out of the 4 marks on offer. It gained 1 mark for the first sentence regarding validity. This is nicely linked to child development and has a relative statement (usually carried out in the child's natural environment) and there is an evaluative term used appropriately (ecological validity). It was very common to see the point about triangulation without any evaluative term and so this gained no credit. There was a second mark for generalisability which is linked to Genie. A final mark was given for a well-expressed point about the possible distress case studies may cause children.



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Examiner Tip

In evaluation questions students must remember to use an appropriate evaluative term within their idea. Triangulation alone is not enough to gain credit in terms of evaluation, there must be a link to validity and/or reliability as appropriate.

Question B03

For this essay there were three components that needed to be considered – description, evaluation, comparison. Students initially needed to outline the procedure for the strange situation. The best responses here gave some contextual information, eg, the use of tinted glass, not a one-way mirror which a lot of students suggested; followed by an accurate overview of the stages in sequential order. Some responses mixed stages up, forgot stages, did not describe the stages in full or part; or gave results of Ainsworth's study so their marks were limited.

Secondly, students were required to give the strengths and/or weaknesses of the Strange Situation as a research method. The best responses focused on the method only where some students simply evaluated Ainsworth's study which limited their credit. Within their evaluation students were asked to compare the structured observation with the naturalistic observation at least once. The best responses gave a detailed comparison, usually regarding validity or reliability. With essay questions it is very important to read the question carefully due to the number of marks on offer. A focused response which answers the question given directly will always attract more credit than one that is pre-planned and then made to fit during the examination.

1. M+B+S
2. M+B
3. B+S
4. M+B+S (wrong)
5. B

6. B+S
7. B+m+s

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

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

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

(12)

Mary Ainsworth Strange situation was a to create a measurement of attachment. A lab experiment in a room with a one way mirror, where observers could record the data on a scale of 1-7 Ainsworth created of behavior. The study took place on babies aged 12-18 months. The situation started with the baby and mother in the room and the observer (stranger) comes into the room and introduces themselves to the mother. The stranger then leaves, the baby is able to explore the room as it uses its mother (or primary carer) as a secure base. The 3rd stage is where the stranger

enters and is silent for the 1st minute, the 2nd minute & converses with the mother and the 3rd minute approaches the baby, who becomes distressed as stranger anxiety, the mother then comforts the baby. The mother then leaves and the stranger tries to interact with the baby again who who now distressed and the mother returns and reunion behavior occurs. The stranger then leaves followed by the mother leaving the baby alone and distressed. The stranger enters again, the baby becomes even more distressed and stranger anxiety. The final stage the mother returns to comfort the baby who is now very distressed. The baby may push the mother away out of anger.

From the Ainsworth produced three types of attachment. Secure attachment, anxious avoidant attachment where 15% of the UK kids children were and anxious resistant attachment where 15% of UK children were. 70% of UK children were securely attached.

As a structured observation the strange situation is very good as it has a clear standardized procedure - that is replicable and therefore reliable eg. 1 minute stranger silent in stage 3. This means it can be easily used by many cross ~~cult~~ cultural places.

However it is a lab experiment and therefore

lacks the ecological validity that may occur in real life in a natural observation. It is not natural to be sitting in a room with a one way mirror with a stranger coming in and out.

The study may have subjectivity by the observer on where to put the observation on a scale therefore making the results unreliable.

There may have been participant variables and therefore demand characteristics from eg. the mother. The child may have been aware the stranger didn't know the mother and so acted defensively. Whereas in a natural observation there would be no demand characteristics.

The strange situation is very unethical as it puts babies under distress and causes anxiety.



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This essay gained 8 marks in total.

This response was awarded Level 3. The description of the strange situation procedure was accurate and gave detailed information for each of the stages. The AO1 was judged as good/very good on the whole as there is detail but inaccuracies (one-way mirror) and irrelevant information (results). The evaluation was not considered as strong as the description, although it was still deemed Level 3 evaluation. There are two comparisons (validity and demand characteristics) and one strength of the strange situation method (reliability). The evaluation is focused on the demands of the question whereas some were an evaluation of Ainsworth's study.



ResultsPlus Examiner Tip

Reading the question for an essay is a very important factor in the level of relevance and focus that a response can offer. This question specifically asks for description of the procedure only and then evaluation of the research method with at least one comparison. Students who follow the instructions given will be awarded more credit than those who adapt pre-prepared responses.

Question C01 (a)

This question required students to use one of their chosen learning theories to explain substance misuse. The most popular theory used was social learning theory but some had chosen operant conditioning. The majority of responses referred to substance misuse so had the potential for full marks. The best responses were those that used the key terms (eg positive reinforcement) and then used a relevant, contextual example for each point made. For SLT students are advised to explain each stage of the process fully rather than just list the stages without any elaboration.

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

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

(3)

When you consume an illegal substance (ie. Heroin) it creates a rush of dopamine in your brain. Dopamine is the neurotransmitter responsible for feelings of happiness and pleasure. The drug causes a feeling of euphoria (an exceptional feeling of happiness). Operant conditioning argues that this acts as a reward but as you use the drug more frequently you develop a tolerance to it. At this point, stopping usage would lead to withdrawal symptoms.* They are negatively reinforced to take the drug in order to avoid withdrawal symptoms and they take larger amounts of the drug to achieve the feeling of euphoria again.

* Which act as punishment.



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Examiner Comments

This is a very good example of how operant conditioning can be used to gain maximum marks for this question. The whole response is contextualised in terms of drug misuse very well and the three key ideas from the theory are linked nicely. It gained all 3 marks - 1 for positive reinforcement (reward), 1 for punishment (withdrawal symptoms), and 1 for negative reinforcement (avoidance of withdrawal symptoms).

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

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

(3)

Social learning theory shows that people observe and imitate successful models who take drugs. This is done through the processes of attention, retention, reproduction and motivation. A person is more likely to misuse drugs if they are vicariously reinforced, by seeing their role model be positively reinforced by being rewarded for their behaviour.



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Examiner Comments

This response achieved two out of the possible three marks. The first mark was for the idea of observation and imitation via attention, retention, reproduction and motivation. The second mark was given for vicarious reinforcement. The response is contextualised in terms of drug misuse too so two marks were awarded overall.



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Examiner Tip

Candidates are advised to go through each of the stages of SLT to gain more credit. Defining and explaining each key term is recommended here - so attention (explained with an example), retention (explained with an example), reproduction (explained with an example) would have gained maximum marks for this question.

Question C01 (b)

Comparisons between the learning approach and biological approach were needed for this question. Students must remember to elaborate every similarity or difference fully to gain credit. Far too many responses had brief, unexplained comparisons which picked up no credit. A frequent inaccurate comparison involved the learning approach explaining why someone starts taking drugs and the biological does not. This is untrue and students are advised to avoid this in future. The most common points included nature/nurture, cultural differences in substance misuse and family influence. The majority of students referred to substance misuse/drugs so were able to gain at least some credit.

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

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

(3)

Both approaches see the family as being prevalent in why people take drugs. The biological approach would say it's due to genes being passed down in families, whereas the learning approach says it's due to social learning theory & modelling behaviour. Both approaches also explain drug misuse using the ideas of positive & negative reinforcement - the biological approach says taking drugs can be positively rewarding due to dopamine & taking drugs rid of negative withdrawal symptoms - negative reinforcement. The learning approach says drug taking is positively reinforcing as it gains social acceptance & negatively reinforcing as it rid of stress etc. However, the approaches explain cultural variations differently as the biological can only explain why drug taking is present in all societies - brain is a universal feature, the learning explains variation in drug abuse.

(Total for Question C1 = 6 marks)



ResultsPlus

Examiner Comments

This response gained 2 marks. The response is contextualised in terms of drug misuse and the comparisons are explicit which is very good. The first mark was given for the similarity regarding family influence on the drug user. The similarity in the middle regarding reinforcement did not gain credit as the key terms from the learning theory are used for the biological theory which is not accurate. The second mark was for the difference at the end about cultural variations in drug misuse.



ResultsPlus

Examiner Tip

Key terms must be used in all areas of this examination. Positive or negative reinforcement are from operant conditioning so cannot be used for another theory (as with this response). The response here should have focused on the dopamine reward pathway (and the nucleus accumbens) for the biological theory. Accuracy is important and conveys understanding to the examiner.

Question C02 (a)

For this question a large number of responses did not refer to substance misuse/drugs so could gain a maximum of 2 marks. Students should be reminded that this paper is the applications of psychology and therefore general ideas from AS level will gain limited credit. Most commonly students used ethical issues but there were a many that lacked the explanation or depth expected at A2 level. Some responses stated that any level of harm to an animal is unethical but this is untrue.

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

(4)

When using animals in lab experiments the researcher needs to consider the amount of animals used, they shouldn't use any more/breed any more than is needed for the experiment. They should consider the pain it will cause and administer anaesthetic to avoid it. The animals should be correctly housed, not over crowded and have water available when they are not been used in part of an experiment. Another thing researchers need to consider is the cost benefit analysis, if the benefits do not outweigh the cost to the animals life then they should not conduct the study.



ResultsPlus Examiner Comments

This response gives four ethical issues regarding animal laboratory experiments but gains maximum 2 marks as it does not relate to drug misuse. The first point is that the number of animals is kept to a minimum, the second about minimising pain/discomfort, the third suitable cages/housing and the final point is about cost/benefit analysis (Bateson's cube). Note that the point about discomfort is brief but accurate - it says to consider the pain and administer anaesthetic, whereas some responses suggested no harm was allowed at all which is inaccurate.



ResultsPlus Examiner Tip

Relating responses to the context is critical in this examination as it is about the applications of psychology. This response does not relate to drug misuse so gains limited credit.

Question C02 (b)

A lot of responses did not refer to substance misuse/drugs and therefore limited the marks they could access. The most common points included the long term effects which could be studied more quickly (due to shorter gestation), generalisability and the practical strength regarding harm. As with QC02(a), all points need to be fully explained to convey understanding and therefore attract credit. A common error was to suggest that animals cannot show demand characteristics which is untrue as experiments have shown animals can anticipate situations in studies. Another error was to be very categorical regarding animals being unable to provide qualitative data which is inaccurate - it is more true to say that animals are unable to talk and therefore explain the subjective experience of the drug to researchers whereas a human can.

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

(4)

As animals physiology is different, the effects of a drug ~~resp~~ may be different for animals. A drug could be highly addictive for an animal but not addictive at all for a human. As animals cannot talk, researchers have to interpret what effect a drug has only by observation so the results will be subjective. A drug could ~~do~~ look harmless on the outside but could be effecting the brain massively but ~~there~~ there is no way of knowing that when testing drugs on animals.



ResultsPlus
Examiner Comments

This response gained 2 marks. The first is for generalisability in terms of the effects of drugs may be different for humans and animals. The second mark is a good example of an explanation of an animal being unable to talk and therefore researchers have to interpret their behaviour which is subjective. This is far more correct than responses which categorically stated that animals cannot provide qualitative data at all.

Question C02 (c)

Students very often listed ethical guidelines without any link or evidence from their chosen study and therefore gained no credit for these ideas. A lot of the time there was accuracy in the statement but ideas need to be developed fully and supported to gain credit. The most common study chosen was Blättler et al (2002) and there were inaccuracies in some responses, one of which was that giving heroin to heroin addicts was unethical. Some students struggled with practical applications and will need to be reminded of the difference between a practical application of the results (to the real world) and a practical strength within a procedure. There were responses where the candidate had not read the question carefully and simply evaluated the study indiscriminately.

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

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

(4)

Study Blättler et al.

The practical applications of this study are high because it involved human drug addicts and so could lead the way to a new treatment programme for drug abuse. Ethical considerations were upheld. Participants provided informed consent, confidentiality was maintained which showed the researcher's competence and right to withdraw was given and exercised by some of the participants. Some believe it was unethical to prescribe illegal drugs.



ResultsPlus

Examiners' Comments

This gained 2 marks overall. The first is for the practical application of the study which supported the use of this drug treatment programme for addicts. The middle part of the response is simply a list of ethical guidelines (unexplained and unsupported). The second mark was awarded for the right to withdraw which is substantiated with a comment that some participants did indeed withdraw from the study. The last point is inaccurate as full informed consent was given in this study so it is not unethical to prescribe heroin to heavily dependent poly-drug users.



ResultsPlus

Examiner Tip

All points need to be fully explained to gain credit in this A2 examination. Providing an evaluative comment and a link back to the target theory or study is recommended at all times and will always gain more credit than lists of terms without explanation.

Question C03

For this essay three elements were required – description, evaluation, improvements. Most students were able to describe their chosen campaign enough so that it was recognisable. The most popular campaign was Talk to Frank followed by Scared and then British Heart Foundation. The best descriptions included a range of elements including the target drug(s), target audience, communication method and some detail of the resources provided. Evaluation of the campaign was mixed, with the best citing research evidence and statistics of campaign usage (eg number of website hits within a specified time period). Some responses had little/no evaluation which limited their marks. Students were specifically asked for suggested improvements for their chosen campaign with the best responses giving at least two appropriate, relevant suggestions. A number of responses gave suggestions that the campaign already does so were not creditable (eg Talk to FRANK visiting schools). It was not common to find two good, relevant suggestions.

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

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

(12)

The Talk To Frank campaign encourages individuals ~~to not~~ to use recreational drugs through TV advertisements, posters, websites and they ~~are available~~ ^{also have} a phone line.

Talk To Frank aim to keep young individuals aware of the effects of drugs, provide support for those who misuse drugs, help parents to understand drugs that are being misused and give them the confidence to talk to their children about it, provide a phone line for those who need support and advice and inform teens and parents of what types of drugs are being used and their different names, or 'street names'. Talk to Frank also make visits to schools where they go through popular drugs, their street names, what they do and the physical and physiological effects.

The website is also visited thousands of times a day and they receive over 900 calls a day.

Another strength is that people can call anonymously so that they do not feel ashamed or embarrassed and have the confidence to call. The website and phone line is available to anyone and so gives drug users and parents the help they need.

A strength is also the amount of knowledge they give which stops people from taking drugs and the fact that information is spread in all different forms ensuring the public to see.

A weakness of the campaign is that they seem to focus more on the ~~effects~~ effects rather than the dependency and how the ~~drug~~ drug actually works and what happens to your body biologically when the drug is taken.

I think that rather than just giving support and providing information, the campaign should also provide treatments and therapies to act on their campaign. This would then give users and parents extra help they may need.



ResultsPlus

Examiner Comments

This essay about the Talk to Frank campaign was awarded Level 3. The response has all three elements required in the question (description, evaluation, improvement). The description is good with detail about the methods of communication, aims and some idea of the information provided by the campaign. The evaluation has points about campaign use, benefits of confidentiality and the range of communication methods and a weakness about dependency. This could have been improved with more about the effectiveness of the campaign, perhaps including research studies. There is a suggested improvement but there is only one and it is somewhat limited and possibly impractical. As two elements have been done well and one is limited this was given 7 marks in total.



ResultsPlus

Examiner Tip

Making relevant suggestions to improve a study or campaign shows good understanding and are useful to examiners as they can enable the students with the most sophisticated knowledge of the subject to gain credit.

Question D01 (a)

Students did very well on this question with the majority achieving at least 2 marks for a description of this key theory. A majority drew a diagram but an explanation of any diagram is required for credit. The most common ideas were for anxiety influencing sports performance and the optimum point of arousal. The best responses included the idea about different sports having different levels of arousal.

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

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

(3)

The inverted U hypothesis suggest that each person has an optimal level of arousal where performance is at its best. ~~The~~ when we go past the point of optimal arousal, our performance level starts to drop. Fine motor skills like archery need low levels of arousal whereas heavy motor skills like rugby require a high level of arousal.



ResultsPlus

Examiner Comments

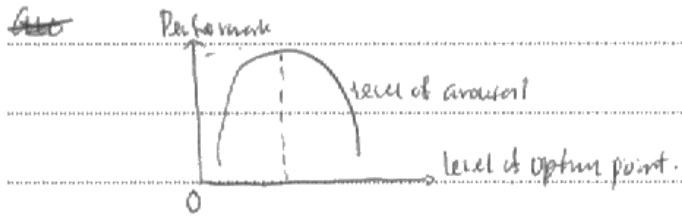
This response was awarded all 3 marks. The first is for correctly stating that there is an optimum level of arousal where performance is said to be at its best. The second is for performance decline after the optimum has been reached. A third mark was for outlining that fine motor skills like archery require low levels of arousal. Another mark could have been given at the end if there were four available for the comment regarding rugby.

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

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

(3)

Inverted U hypothesis is explaining the participant performance well in the optimum point. It is suggest, ~~the~~ sport person were do more ~~well~~ well performance when they hit and reach the peak of optimum point. Therefore, the level of arousal were low and people were do well in the peak of optimum point such ~~as they~~



ResultsPlus

Examiner Comments

This response received 1 mark in total. The mark was given for saying that there is an optimum level of arousal where peak performance is reached. Note that there is a good diagram but there is no explanation of the diagram so it gains no credit.



ResultsPlus

Examiner Tip

If students want to include a diagram in future it must be accompanied by some form of explanation or commentary. This is required to show understanding of the topic or concept - a diagram with no explanation does not show understanding.

Question D01 (b)

Students generally performed poorly on this question and did not access close to the 5 marks available. They needed to offer strengths/weaknesses and then fully explain each evaluative point. Most points were brief, unexplained and possibly irrelevant. The best responses included a plethora of research evidence which included an evaluative comment. Some responses used comparisons so those students had not read the question carefully.

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

(5)

Studies conducted by Mahoney & Avener showed that elite gymnasts exhibited the performance similar to the inverted-U hypothesis' predictions. Many other real-life experiences in athletes also support this explanation. However Hardy & Fazey argued that instead of a smooth curve beyond optimal arousal, there is a sharp drop in performance, as explained in the catastrophe theory. ~~The~~ Furthermore, the inverted U-hypothesis also doesn't take into account the effect of audiences on performances, etc.



ResultsPlus

Examiner Comments

This response achieved only 1 of the five available marks. The mark is for the supporting study by Mahoney regarding elite gymnasts. There is no credit for the comparison with catastrophe theory (as comparison is not allowed in this question) and the last comment is inaccurate and unexplained.



ResultsPlus

Examiner Tip

This response only offered three brief points for a five mark evaluation question. Students are reminded that they need to offer at least as many ideas as there are marks (so in this case at least five points) which are fully explained.

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

(5)

The inverted U hypothesis proposed by Yerkes and Dodson has a number of strengths to it. The first is put forward by ^{evidence} ~~fit~~, that proves that many athletes do face instability in their performance. Secondly, Landers saw people using exercise bikes slowly deteriorating in performance once arousal increases. Thirdly, Mahoney and Avener saw this behaviour proposed through inverted U hypothesis through elite gymnasts. In addition to this, a lot of self-report has accounted for similar behaviour.

However, the theory is not very effective at analyzing the differences between cognitive anxiety and somatic anxiety. In addition to this, not ~~to~~ ^{all} many athletes face this deterioration in performance. Many have heightened arousal however, this helps them to perform better in their sport. In addition to this, the inverted U-hypothesis does not take into account the effect of a negative or positive audience, and their impact on performance. Also, the data provided as evidence for inverted U-hypothesis - self-report data can be unreliable. This because it may be taken 30 minutes before an athlete's game - they may be too tense to report correctly, however - in the game they may perform well.



ResultsPlus

Examiner Comments

This achieved full marks on this question and is a very good example of how to evaluate a theory for this amount of marks. The comment regarding facing instability is not fully explained or linked to a study appropriately so does not gain credit. The first mark is for the Landers study with exercise bikes. The second mark is for Mahoney's findings with elite gymnasts. A third mark was awarded for the weakness that the theory does not account for different types of anxiety (cognitive/somatic anxiety). The fourth mark was given for the comment regarding individual differences. The fifth mark was for the issue with using self-report data when testing the theory, which is explained well with an example.



ResultsPlus

Examiner Tip

This response had all evaluation and still filled up the space provided so shows the amount of writing expected to gain 5 marks. Candidates are expected to use 3-4 lines per point (where there are 8 words per line on average) which can be used as a guide for future series.

Question D01 (c)

Students were asked to compare their chosen theory with the inverted U hypothesis and overall did fairly well. Most compared catastrophe theory with the inverted U hypothesis and the majority used explicit, direct comparative statements with appropriate connectives (eg whereas). A minority used an inappropriate theory so gained no credit.

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

Comparisons can include similarities and/or differences.

(3)

The inverted U theory and Catastrophe theory both suggest that arousal increases performance up to the optimal point, however, the inverted U theory argues for a more gradual decline of performance due to over arousal, whereas the catastrophe theory argues for an even more catastrophic drop



ResultsPlus

Examiner Comments

This response gained 2 marks. The first mark was for the similarity that both theories suggest that as arousal increases so does performance to a point. The second was for the difference that catastrophe theory states there is a quick drop in performance whereas inverted U states it will be more gradual.



ResultsPlus

Examiner Tip

It is important to use explicit comparisons which use connective words appropriately to help structure similarities and differences. This example shows appropriate use of the connective words 'both' and 'whereas'.

Question D02 (a)

For this question students needed to use the stimulus/stem and describe how a correlational study could be conducted. A number of responses were tautological so students need to be reminded that they must add some of their own ideas to gain credit. Most students were able to suggest an appropriate procedure with data collection being the most popular area cited. Some attempted data analysis but most did so without reference to the stimulus/stem. Students are encouraged to use other elements of a study to increase the breadth of their response with very few suggesting ethics, participant design or controls which are all essential decisions to make when conducting psychological research. A minority suggested an experiment by introducing an independent variable (eg introducing positive reinforcement) which was inappropriate for this question.

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

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

(3)

Sarah can use questionnaires where close ended questions are used to see if her running team are happy about their performance or not after the team has run laps. Sarah can then use these answers and compare with her running team's lap times. Sarah can then use Spearman's Rho to determine the correlation rank. A +1 would suggest that happiness and performance are perfectly correlated and -1 would suggest that happiness and performance are perfectly negatively correlated. Sarah should use the same questions each time after a run so that her findings are reliable and she must ensure the running team does the questionnaires individually in order to prevent socially desirable answers.



ResultsPlus Examiner Comments

This response achieved all 3 marks. This question was marked using levels and required two relevant elements done well with replication for three marks. The idea to use a questionnaire with closed ended questions is one element (apparatus) done well and is linked back to the stimulus/stem effectively. The next element done well is data analysis where a spearman's rho is an appropriate test and some idea of the correlation coefficients are explained appropriately and linked to the stimulus/stem. The candidate gives a third element (controls) which is again done well so overall the response gained maximum marks.



ResultsPlus Examiner Tip

Consideration of relevant and appropriate ethical guidelines and of suitable controls were used infrequently for this question but could have gained credit. This example shows how to apply methodology to a stimulus/stem in an effective way with every point stating something relevant from Sarah's study.

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

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

(3)

Sarah will need to test for the relation between the two variables as the happiness of the performance against the lap times of her running team. If they one increase the other increase then this is positive correlation. If one increase the other decrease then this is negative correlation. But if no relation then no correlation.



ResultsPlus

Examiner Comments

This response achieved 1 mark. The first part of the response is tautological and does not add anything to the stimulus/stem so gains no credit. The last part is a generic data analysis point (as it does not specifically relate to the stimulus/stem) and is considered an attempt at this element so gained 1 mark overall.



ResultsPlus

Examiner Tip

Students must be reminded that tautology will gain no credit in this examination so must avoid it at all times.

Question D02 (b)

Imagery and goal setting were both common techniques and both were executed to a similar standard. The best responses used research evidence with an evaluative comment whereas the weaker responses gave description instead of evaluation followed by limited generic, unexplained ideas.

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

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

(4)

Technique ~~cognitive arousal~~ goal setting

The strengths of this is that her performers can have a realistic target to aim for. This can encourage them and motivate them to hit their personal target. However, if the target was unattainable e.g. beat your personal best each week, her students may become demotivated and adopt learned helplessness which results in avoidance behaviours.



ResultsPlus
Examiner Comments

This response gained 2 marks overall. The first was for the ideas that targets in goal setting can be realistic and can encourage and motivate performers. The second is for the idea that if the target were unobtainable (with a contextualised example) then it could demotivate athletes.

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

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

(4)

Technique Imagery

Imagery to improve sporting performance is supported by Feltz and Landers study, as their meta-analysis study of 60 different imagery studies showed how imagery is beneficial to a performer, more so than no imagery, however physical practice is slightly more effective than imagery. Another supporting case of imagery is from Orlick et al 1992 study whereby he found that imagery in 7-10 year old table tennis did improve their performance, and this

Shows how even in 'young sportspeople', imagery is effective. Also, Martin and Halls study of 39 beginner golfers shows how imagery was effective in training up young golfers, more so than the no-imagery control group, however the validity of this study is questionable due to the beginners used, not advanced golfers, as some may (Total for Question D2 = 7 marks) just be better without the imagery anyway.



ResultsPlus Examiner Comments

This response concerning Imagery gained maximum marks and is a very good example of an evaluative answer. The first was for the findings from Feltz and Landers. The second mark was awarded for the findings of Orlick with very specific findings linked to the technique. The third mark was for another study, this time Martin and Halls with specific detail once again. The final mark was given for an accurate methodological weakness of the study given linked back to Imagery appropriately. Overall, this was a very good response to this question.

Question D03

The essay for the Sport topic required students to describe their key study and then evaluate the use of quantitative data as used in research regarding sporting performance. Most students were able to describe Boyd and Munroe's (2003) study with some accuracy with the best responses having all elements of a study (APRC) with accuracy and detail throughout. Evaluation was mixed with some having not read the question and giving the strengths/weaknesses of the study with no reference to quantitative data. Responses which were focused on the demands of the question with detailed AO1 and accurate, varied AO2 attracted the highest marks on this essay.

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

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

(12)

Boyd and Munroe aimed to study the amount of imagery and the differences in the usage between athletes and regular clubbers. There were 48 participants, 18 of which were professional clubbers. He asked them all to fill in a questionnaire denoting the amount of imagery used. This questionnaire held ~~off~~ a Likert-scale question in the form of (1) rarely used to (7) often used under each category of imagery. This is an example of quantitative data.

Quantitative data is beneficial to make comparisons from - however it does not allow in-depth rich data to be conducted. ^{so is said to be less valid} Quantitative data comes in the form of closed questions such as 'do you drink coke?' 'Yes/No' or like the Likert scale question used in Boyd and Munroe's study.

The study denoted 5 ^{different} types of imagery that were mentioned in the questionnaire. The first was Cooperative Imagery, ~~Cooper~~ which is used

by athletes to revise complex parts of their performance. The next was Cognitive ^{General} Specific

which is to revise ~~specific~~ the entire routine in general. The next is Mastery of Motivation in General - this shows whether athletes have controlled their emotions, distractions, concentration. The next was Motivation Specific that shows whether an athlete has a goal in mind or not and whether they are working towards it. The next is Motivation Abused - this shows whether athletes have learned to control their arousal levels or not.

The results and conclusions of the study were that both groups used equal amounts of Cognitive general and ~~of~~ cognitive specific imagery. This may be because climbing rock is a dangerous sport, so both are forced to think through routines. Athletes however, had a higher score - this may be because they use more ~~extrinsic~~ ^{secondary} motivation over intrinsic motivation. Athletes had a score of 4.86 in MGA, whereas climbers had a score of 4.26. This may be because athletes have the pressure of performing well and doing well in the sport. In addition to this, athletes had a MGM score nearing 5, this is because athletes were more trained to achieve, keep their emotions and distractions in control.

It was concluded that Athletes used more imagery than
Climbers

The evaluation of this study was that the use of questionnaires and self-report did provide for realistic evidence. However, in a study conducted by Kobak - it showed that climbers had higher confidence, where as in this study climbers had a lower MeM score and high MeA scores showing higher anxiety and lower performance. Also, the way in which both groups attempted the task may also have been a cause for the difference. The athletes attempted ~~in~~ independently groups and climbers (un-professional) attempted it in small groups. In addition to this, the sample size of the study was quite small (just 48)

This summarizes Boyd and Munroe's study



ResultsPlus Examiner Comments

This essay achieved Level 2. This response gives a very good description of Boyd and Munroe's study with all elements of APRC included with specific detail. However, the only evaluation point of relevance is on page one where there is one brief idea regarding comparisons and validity. The essay is not focused on the demands of the question and is unbalanced so it can only reach a maximum of Level 2. This moved to the top of Level 2 due to the strong AO1 description so 6 marks were awarded in total.



ResultsPlus Examiner Tip

It is crucial that students read the question carefully, particularly for an essay which is worth a possible 12 marks (out of a total of 30 for that topic). Focused, relevant ideas which are answering the question directly will always attract more credit in this examination compared to generic, pre-prepared responses.

Paper Summary

Based on their performance on this paper, students are offered the following advice.

- Students need to ensure all ideas are appropriately applied to the context or topic being addressed.
- Any AS level ideas must be applied to the criminological, child, health or sport context at all times.
- Comparisons need to be explicit and students are encouraged to use connective terms as appropriate to show their intention.
- Evaluative points must be fully explained and linked back to the concept being critiqued as appropriate, evaluation (including comparisons) are more frequent at A2 level so this is a skill that needs to be imparted throughout the transition from AS to A2 level.
- Every topic includes an extended writing essay for 12 marks which is a large proportion of the 30 total available for each topic on this examination, so importance of reading this question carefully and not reproducing pre-prepared responses should be reminded and that balanced, focused responses will always earn greater credit.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE