

Examiners' Report
June 2015

GCE Psychology 6PS03 01

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Introduction

Candidates performed well on this paper overall and were well prepared for the questions on the whole. Now we are nearing the end of the 2008 specification it is clear that candidates have a lot of preparatory material at their disposal and some are using this to great effect.

It was pleasing to see most candidates contextualising their responses to the topic and this should be reinforced for next series too so that future candidates continue to benefit from this advice. This was a point of improvement from 2014 and it is clear that candidates have been advised regarding this and as such there was an increase in level of performance.

Essay questions remain a discriminator between candidates with the best responses including a balance between the injunctions/command words with more equal amount of material presented for each assessment objective. Candidates should be continually reminded to read the question carefully as there are still responses that are limited by a lack of focus on the demands of the question.

Evaluation of theories in particular could continue to be improved with focus on research studies and also on full explanation of why an idea is a strength or a weakness. Some candidates are clearly using mark schemes as a guide to answering questions and as such are not gaining credit as they do not understand the point they are making or do not elaborate appropriately. The mark schemes are meant for examiners (not for future candidates) as an indication of the types of things that would be acceptable provided they are explained fully and accurately. A minority of candidates are still using evaluation points that are incorrect and have been cited as such in previous Examiner Reports.

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 6PS03 examinations.

Question 1 (a)

Most candidates linked their response to Holly or EWT with the best responses fully explaining each ethical issue in terms of EWT. For example, linking the potential distress to the video of the burglary in the question rather than simply stating the participants may become distressed. The majority of candidates achieved 2 of the 3 available marks either by giving two relevant guidelines with either both or one linked to Holly/EWT. Those who did not gain maximum 3 marks tended not to give enough ethical guidelines or did not explain the guideline fully. There were a lot of tautological phrases that did not gain credit and candidates must fully explain any guidelines for credit. The most popular issues suggested included distress/protection, informed consent, debriefing, right to withdraw and less commonly confidentiality or competence.

Watching a video of a crime may be distressing to the participants. This is because some of the participants may have been the victim of a burglary prior to taking part in Holly's psychological study. Also, Holly needed to debrief her participants before the study began, making them aware of their right to withdraw from the study and ensuring their confidentiality.



ResultsPlus Examiner Comments

This response gained 1 mark overall.

The first idea about distress is done well and in context of Holly's study so gained a mark. Debrief, right to withdraw, and confidentiality are not explained fully so did not gain credit (and also do not link to EWT/Holly).

Question 1 (b)

Candidates linked their response to Holly/EWT with the most common ideas being a standardised procedure and minimising of extraneous variables. Some did not gain credit for their ideas as they were not fully explained (e.g. suggesting extraneous variables need to be controlled without specific ideas of how or examples of what to control and why). The best responses included a third and sometimes fourth suggestion including inter-rater reliability or repetition of the study to check the consistency of results. A minority of candidates included ideas about generalisability (e.g. the study needs to be done with a greater number of participants) and some were confused with the difference between validity and reliability. Candidates really need to take note of the number of marks available and attempt to offer at least that many ideas (so 3 marks gives at least 3 separate ideas).

(5)

~~Holly could~~ A standardised procedure is a technique used in eye witness testimony. Holly will make sure all participants watch the same clip and were asked the same questions. This allows Holly to compare the participants results, generalise them and therefore increase reliability.

Holly may also wish to use a large sample size to be used as witnesses. ~~that~~ She may also wish to use a large age range. This would allow the results about eye witness testimony to be generalised and representative of the whole population.



ResultsPlus Examiner Comments

This response gained 1 mark overall.

The first paragraph gained one mark for a well explained way for the procedure to be standardised and is contextualised to Holly/EWT.

The second paragraph is about generalisability so gained no credit.

Question 1 (c)

The majority of candidates linked their response to Holly/EWT but some did not which limited their marks. The most popular ideas used included an increase in ecological validity and more realistic emotions or spontaneous behaviour from participants in field experiments compared to laboratory experiments for EWT. The best responses included at least 3 separate ideas with increased task validity or less chance of demand characteristics the more common points given in addition to those highlighted earlier. Stronger responses linked every point to Holly/EWT and fully explained each idea with elaboration and accuracy. Weaker responses gave a single point, usually regarding ecological validity, which was sometimes explained enough to gain credit but at other times lacked elaboration so did not gain credit. Creative candidates even gave a published research study example to support

(3)

Field experiments are in a natural setting but the independent variable is still manipulated. ~~This is~~ Being in a natural setting means there is high ecological validity. This means that it is something that could occur in everyday life. There would also be less chance of demand characteristics as participants would be ~~unaware~~ unaware of or less able to guess controls and cues Holly has in place.



ResultsPlus Examiner Comments

This response gained 2 marks overall.

The first point about ecological validity was very common and gained the first mark. The second idea about less chance of demand characteristics due to the participants' lack of awareness they are in a study is also well explained so gains the second mark.

There are no more ideas so no more credit - a lot of candidates missed the final marking point due to lack of information, rather than lack of accuracy.



ResultsPlus Examiner Tip

When a question asks for 3 marks such as this it is always recommended to give as many ideas as there are marks. Therefore 3 separate ideas would be advised here.

Question 2

A2a - The most common studies used here included Yuille and Cutshall, Yarmey, Pickel, and Charlton. A minority of candidates used studies that were not criminological (e.g. Rosenthal and Jacobsen) so did not gain credit. The majority of candidates just gave procedure as required by the question whereas some gave aim, results and conclusions. Most candidates did very well overall, tending in a lot of cases to write more than was required for 3 marks.

A2b - The best responses here gave a relevant, accurate application which was then linked back to the study findings to justify why it was an appropriate suggestion. Some candidates gave a general application which was not relevant to the study (e.g. that EWT is not reliable but they have used Yuille and Cutshall in the response). The weaker responses gave an application that was not relevant or accurate from their chosen study (e.g. the police should not use leading questions in light of Yuille and Cutshall).

A2c - The majority of candidates read the question carefully and so only gave evaluation points about validity and generalisability. The best responses gave a number of separate, specific ideas which had accuracy whereas the weaker responses contained generic evaluation points (e.g. the study has ecological validity as it was in the participants natural setting) which did not give specific detail from the chosen study. The most common issues addressed included ecological validity and generalisability of the sample with the stronger responses including issues such as task validity and internal validity. In future candidates need to give specific detail from their chosen study in order to gain credit for any point given as well as fully explaining their strength/weakness.

A2 (a) Outline the procedure of **one** study in Criminological Psychology, **other than** Loftus and Palmer (1974). (3)

~~Loftus & Palmer~~ Yuille & Cutshall. They gathered the police transcripts & reports from the gun shop robbery and were able to contact 20/21 of the witnesses, 13 were willing to take part. The study was conducted 4/5 months after the event, they compared the data they gathered with the original police reports. They first asked the participants to explain their accounts then they asked them some questions. Finally the participants were asked the leading questions of did you see the yellow panels of the car or the busted headlight on the criminal's car.

(b) Outline **one** practical application/use in Criminological Psychology of the study you have described in (a). (2)

The fact that Yuille & Cutshall were able to show how accurate & reliable the witnesses accounts were even after 4/5 months showed that EWT can be reliable, this therefore provided practical applications to police and courts of law to provide support for EWT being used in court cases to convict criminals because it was one of the few field studies that was natural and supports EWT where no artificial settings ruled them being used.

Yuille & Cutshall's study was a field experiment and conducted in a natural environment due to it naturally occurring, this gives the study high ecological validity.

The sample size used was only 13 participants this means that it is not very representative of the general population and as a result cannot really be generalised to the public due to it occurring in Canada it cannot be generalised ^{to} ~~in~~ another culture or environment because others may have recalled the event very differently due to things such as cultural schemas (Bartlett)



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Examiner Comments

A2a - This response gained 3 marks. The first mark was for the incident and the participant sample, the second was for the 4/5 months and how the findings were compared to original police interviews, and the final mark for the leading questions.

A2b - This response gained 2 marks. The response gives a suitable, relevant practical application of how the courts can rely on EWT in terms of reliability and also supports this with relevant findings from the study. A well-explained, accurate application from the study.

A2c - This response gained 2 marks. The first part about ecological validity has no specific detail from the study so cannot gain credit. Unfortunately this generic strength was common and not creditworthy. The first mark is for the lack of generalisability of the sample with specific detail and then the second mark for the difficulty of generalising the findings cross-culturally.

Question 3

The most common theory used by far was Social Learning Theory, followed by Self-fulfilling Prophecy, and a minority of candidates used Eysenck's personality theory or Biological theory. The vast majority of candidates linked their responses to William very well and most had good description of their chosen theory. The best responses defined the terms and then linked them to William in a specific way (linked to one of William's behaviours rather than anti-social behaviour in general) whereas the weaker responses used generic description of the theory with sporadic reference to William. The stronger SLT essays included more than simply ARRM and for SFP the response included how behaviour changed towards the individual as a result of the label with resentment and internalisation of the expectation. Evaluation tended to separate candidates clearly with the stronger responses including research evidence, methodology, and alternate explanations whereas the weaker responses included no evaluation or a single generic point about an alternate theory. Note that studies that are not strictly criminological (e.g. Rosenthal and Jacobsen) can only be considered for credit if they are explicitly linked to criminological psychology. A minority of candidates are still using incorrect evaluation points such as that SLT cannot explain individual differences or use of the James Bulger case as causal evidence.

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

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

(12)

The social learning theory explain that we copy behaviour from role models. role model can be someone we identify to or we look up to like a parent or a famous person ~~but not a~~. William tried to shoplifted a local shop. he could have seen that happening and given attention to this behaviour for example on TV show. One of the characters could have done the same thing and would have got a reward from this shoplift like new toys or clothing and didn't get any punishment for it therefore William ~~the~~ memorise this behaviour and decide to act the same. he probably ~~he~~ didn't though he would get a punishment ~~the~~ later and wanted something also. The reward is the vicarious reinforcement which motivated William to repeat this anti-social behaviour which ~~make it more likely for him to re-~~

band was Ross and Ross after showing a aggression role model to children ~~so~~ with a bobo

discovered that these small children repeat the aggressive behaviour on the bobo doll which mean that it is an evidence which support this theory.

As well as that experiment, eron and al did ~~on~~ a correlational experiment between violent TV program and aggressiveness in little boy. He find out it was a positive correlation which mean that children ~~the~~ does copy behavior from role model.

Social learning theory has good application because it can help offenders rehabilitate by showing them the right role model that they learn the right behaviour.

However Charlton and al did an experiment where they introduce TV for the first time on St Helena island and observed the changed in behaviour from children in school. They find out that there were no increase in aggressiveness instead more pro social behaviour were noticed. This experiment was naturalistic so from real life situation and therefore more naturalistic ecologically valid. The Bandura and eron experiment

It is difficult to see a clear link between

aggressive TV show and aggressive behaviour
because it visually take time to learn
a behaviour

SLT doesn't look at individual features
for example biological features which can
lead also to aggressive behaviour e.g. ADHD



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Examiner Comments

This essay received 6 marks overall.

The AO1 description was judged as Level 2 due to a lack of detail with regard to William's behaviour. The description would need to use all key terms, define them and explain them in context to be good (Level 3) or very good (Level 4).

The AO2 evaluation was judged as top of Level 3 as there is a lot of breadth and accuracy. With some more detail this would have been Level 4.

The essay is limited by the standard of the AO1 Description so was awarded maximum for Level 2 which is 6 marks.



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Examiner Tip

Balance in essays is critical to being awarded the highest mark possible. The essay is only ever as good as its weakest element and so if both the AO1 and AO2 are balanced then it will be in a higher level/band as such.

Question 1 (a)

The vast majority of candidates gave the correct answer to this question. A small minority gave an incorrect attachment type such as Type A or B.

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

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

(1)

Mario's attachment type is type C, Anxious resistant



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Examiner Comments

This response received 1 mark.

It correctly identifies the attachment type with 'type C' as well as 'Anxious resistant'. It is also in a sentence linked to Mario which is encouraged.

Question 1 (b)

Candidates did very well on this question in general as they were able to cite accurate findings and link them to an overall statement regarding the nature of attachment cross-culturally. Candidates did not gain full marks usually for stating incorrect findings or getting mixed up (e.g. the predominant attachment found in German children was anxious resistant). A minority focused on a list of findings, such as that of Ainsworth, with no reference to cross-cultural findings or the nature of attachment cross-culturally. A small minority unfortunately suggested attachment was purely a nature characteristic and is not affected cross-culturally.

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

(3)

In Germany they found higher levels of anxious avoidant children however this may likely be because German children are more independent than children from other cultures. In Japan and Israel higher levels of anxious resistant children were found compared to in America as the children are less independent and don't often interact with strangers. These findings ~~says~~ suggest that attachment is due to child rearing practices and is due to ~~the~~ nurture not nature as the same results were not found in every culture so ~~the~~ attachments is not universally the same.



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Examiner Comments

This response gained 3 marks overall.

The first mark was for the findings from Germany, explained well. The second mark was awarded for the Japanese findings which is again explained fully. The final mark is for the overall comment about the findings which explicitly links to child rearing practices and is explained accurately.

Question 1 (c)

The vast majority of candidates read the question carefully and focused on reliability and ethics with only a small minority proposing validity or generalisability issues. The most common response included a point about the standardised procedure and a point about the potential distress caused by the procedure so gained 2/4 marks as such. The stronger responses included at least three separate points which explored issues such as minimising extraneous variables, inter-rater reliability, parental consent on behalf of the child, and the parent being able to withdraw the child at any time. A minority gave inaccurate ideas about the child being unable to give consent or withdraw which would be fine if the parent was present to do so.

As the strange situation procedure ~~was~~ ^{was} behind a one-way mirror and ~~the experimenter~~ followed a standardised procedure/method which meant that it was reliable because it was replicable by other researchers (like other cultures, which it was) and the results could be tested for reliability. There was also more than one researcher ~~behind the one way mirror so study~~ ^{behind the one way mirror so study} had inter-rater reliability as attachment types were discussed first and ~~all~~ ^{both} researchers came to the same conclusion/result before it was noted down, making the procedure reliable. However this strange situation procedure can be criticised for breaching the BPS guideline of "protection of participants". This was because it was ^{purposefully} causing distress to a child when it was separated from (Total for Question B1 = 8 marks)

its mother as ~~the~~ ^{the} child would cry, roll around in despair or bang on the door. This makes the strange situation test unethical as physical and ~~the~~ psychological harm was caused to the child, when it shouldn't have.



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Examiner Comments

This response gained 3 marks overall.

The first mark was for the point about a standardised procedure and link to testing the results for reliability. The second mark was awarded for the idea about inter-rater reliability which is well explained. The final mark is for the comment regarding a potential breach of protection of participants due to the distress separation from a caregiver could cause.

Question 2 (a)

Candidates struggled to gain maximum marks for this question as their responses were typically not fully focused on the demands of the question. The question required candidates to examine the suitability of the case study as a research method for Genie which led to a lot of responses giving a general overview of a case study with Genie referenced throughout. The most common points included the unique nature of her case and how it would be unethical to replicate such privation for research purposes. The stronger responses gave more ideas which included why detail was necessary, exploration of the reversibility of privation, and the use of a variety of methods to further investigate the impact of privation on different areas of development.

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

(4)

The case study research method involved triangulation methods such as extensive tests like IQ tests and observations. This allowed the developmental process of Genie to be mapped and to see whether the effects of privation were reversible and whether a child of 13 could learn language. Also the case study provided rich detailed information on Genie to allow a case history to be built up. This was effective as it allowed researchers to take note that at 20 months, Genie had been said to have had learning difficulties, thus this could be an explanation for the lack of reversibility of privation in a child. It is also unethical to conduct laboratory experiments on children to test for the effects of privation. As Genie was a unique, rare case (a circumstantial privation case) a case study was effective for psychologists looking for evidence of reversibility of privation. A case study also



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Examiner Comments

This response gained 4 marks overall.

The first mark was for a very good point about triangulation which was explicitly linked to the relevance of use in Genie's case. The second mark was awarded for the idea of rich detailed information being required to allow a case history to be built which was explained well. The third mark was given for it being unethical to recreate a privation case like Genie for research purposes and the final mark was for the point about her case being a unique, rare case.

Question 2 (b)

The most common research method was observation followed by longitudinal studies. A minority of candidates used a research method which was inappropriate (e.g. twin studies). The vast majority linked their response to child development with the best responses giving specific, explained examples of research studies using the method (e.g. Strange Situation Procedure). Where candidates did not gain full credit it was generally because they did not offer enough separate ideas with most candidates only offering two or three points. The best responses fully explained each point in the context of child research and gave examples to show understanding throughout.

The structured observation is one research method to study child development. It involves the child being in a controlled setting eg a laboratory. There may be furniture or toys set out to make the child feel more comfortable like in the strange situation. Consent from the parental guardians of the child must be obtained as well as consent from the child in some way. A task or event is usually staged for the child to experience and researchers observe the child's behaviour using operationalised scores. Often the child is observed using videotaping or through a one way mirror so the presence of researchers does not impact upon the child's behaviour. Multiple researchers are used usually to establish inter rater reliability.



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This response received 4 marks overall.

The first mark was for the setting using accurate examples. The second mark was for ethics in terms of parental consent. The third mark was awarded for the task that is usually staged. The final mark was for the comment regarding videotaping the child's behaviour or through a one-way mirror (assumed they meant one-way window). This is a well explained and contextualised response.

Question 2 (c)

Most candidates chose to use Autism as their developmental disorder and the majority also achieved full marks. The most common ideas were difficulty making friends/with social situations, lack of eye contact, difficulty in emphasising with others, slower language development. There were responses where candidates suggested a theory of Autism but did not link it to any difficulties or developmental characteristics (e.g. Theory of Mind, Extreme Male Brain). Some candidates attempted to use privation or material deprivation which did not gain credit as developmental disorders. The most common error was to use theories about the disorder or facts that were not relevant to how the feature may affect a child's development. An example is that Autism is more common in boys - this does not gain credit here as it is not answering the question which is focused on how the feature may affect the child's development.

Developmental disorder Autism

1 Lack of eye contact would impact on autistic child in terms of their inability to maintain a proper conversation with someone.

2 Their low ability to empathise would also impact an autistic child as this may make less sensitive to other needs and they less likely to make friends.



ResultsPlus
Examiner Comments

This response gained 2 marks overall.

The first mark is for the idea that lack of eye contact could affect development and the second mark is for the comment regarding a low ability to empathise which will affect child development in terms of socialisation.

Question 3

This essay showed a range of performance with candidates spread across all four levels. The best responses gave a range of relevant research findings and theory as well as offering evaluation for each with the addition of at least one way to reduce the negative effects of deprivation. Weaker responses included some brief research findings which were mostly accurate with little/no evaluation and sometimes did not offer a suggestion to reduce the negative effects of deprivation. A minority of candidates gave research from privation only (e.g. Genie). Those who were awarded L3 tended to give one study in lots of detail (e.g. Bowlby) with evaluation and a suggestion but their essay did not have the required breadth to reach L4, or alternatively gave lots of brief yet accurate findings (inc. evaluation and a suggestion) so had breadth but a lack of depth.

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

(12)

Bowlby 44 thieves ~~is~~ is a piece of research that investigated ~~if~~ teenage boys with affectionless psychopathy (lack of guilt, emotion and lack of shame and responsibility). He wanted to find out if his sample was more likely to have had early separation, as he argues that separation from the primary caregiver is likely to result in irreversible intellectual, emotional and behavioural damages in later life. 44 teenagers were admitted to the clinic, Bowlby was working, who had been involved with stealing. All the sample lived with their biological parents and Bowlby used such a small number because of the level of in-depth data he wanted to gather.

A variety of assessments were made for each child including ~~a~~ mental assessments and psychiatric history before Bowlby interviewed them and their mother separately. He interviewed the juveniles firstly to identify individual characteristics as he thought that there are 3 types of delinquency, those who had been unstable for years, those who experienced a sudden

shock and became abnormal and those ^{who} had emotional difficulties. We diagnosed with affective psychopathy were an individual's lacks a sense of guilt, shame and has no common sense of responsibility. ~~the~~ character reports came from discussions with parents and school reports also parents were interviewed to find out if the thieves have had an early separation ~~that~~ by their primary caregiver in the first two years in life. Bowlby found that of the 14 diagnosed with affective psychopathy 12 had experienced a separation of over 6 months by their primary caregiver in the first two years of life. This ~~theory~~ ^{suppo} piece of research supports Bowlby's maternal deprivation hypothesis. As a result of which wide spread changes in ~~in hospital~~ hospital visiting hours were made. In the past parents were discouraged from visiting their children in hospitals for long periods of time as they thought this upsetted them. Through Bowlby's work and hypothesis he demonstrated the importance of attachment and the serious negative consequence if separation occurs which why nowadays parents are encouraged to spend as much time as possible

with their children, ~~another~~ A weakness of the hypothesis however is that Bowlby does not clearly distinguish between deprivation and privation in his theory he clearly states that if an attachment is never formed or its development is disrupted while in fact this is privation would likely have different consequences

- the sample was compared to a control group to make sure that the results are valid however even Bowlby noted down that sample was abnormal.



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Examiner Comments

This response was awarded 8 marks overall.

The AO1 description is judged as Level 3 as it has lots of detail about Bowlby's study which is accurate but the lack of breadth limits it at L3. The AO2 evaluation was similar in that it is very detailed but lacked breadth so was max. Level 3. The suggestions to reduce the negative effects of deprivation are included although somewhat brief so the essay stays in the middle of L3 which is 8 marks overall.



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Examiner Tip

Candidates need to remember that to reach Level 4 (10-12 marks) there needs to be both depth (detail, accuracy) and breadth (variety/selection of ideas, accuracy) in both their AO1 description and AO2 evaluation. This essay also required a third element in the evaluation - a suggestion to reduce the negative effects of deprivation - which was required to reach beyond Level 2.

Question 1 (a)

Candidates did very well with this question with the most common drug heroin, followed by alcohol and cocaine. Candidates gained three marks quite quickly and were clearly well prepared for this question. Those who did not gain 3 marks had inaccurate information or just focused on the effects of the drug and not the mode of action per se.

Heroin. Heroin ~~acts as an~~ ^{is an} opiate. (3)
It attaches to opiate receptors in the synapse. It inhibits GABA, which regulates dopamine release.
The inhibition of this causes a release of dopamine into the system causing euphoria. Dopamine also creates a feeling of painlessness and numbness.



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Examiner Comments

This response gained 3 marks overall.

The first mark was for commenting about Heroin being an opiate which acts on opioid receptors. The second mark is awarded for the comment about inhibiting GABA and the final mark for the euphoria caused by increased dopamine. The final comment about dopamine causing painlessness and numbness is not correct but the response has already achieved the maximum 3 marks.

Question 1 (b) (c)

C1b - The most popular treatment method used was Methadone treatment and candidates generally did very well with their strengths and weaknesses of the treatment. The stronger responses gave a number of well explained points including both strengths and weaknesses whereas the weaker responses tended to give description with perhaps a single evaluation point. Some candidates gave very brief points which were unexplained so gained no credit for these ideas. From the nature of such ideas it is suspected these were learned from previous mark schemes and not from teachers which is why candidates were unable to fully explain the idea given so did not receive credit.

C1c - Candidates struggled with this as they did not focus on the demands of the question. The question asks for the benefits of an alternate treatment compared to the one given in part (b). The stronger responses gave two separate, relevant strengths of their alternate treatment and this was supported with research evidence in the very best responses. Weaker responses tended to simply describe the alternate treatment with those scoring 1 mark tending to give only a single reason for the alternate treatment being more appropriate to treat substance misuse.

Biological treatment Drug Treatment (prescribed heroin)

A strength of drug treatment is that high success rates have been shown - eg from Blättler's study found that cocaine use fell from 84% to 48% when using prescribed heroin.

The prescribed heroin (methadone) is taken orally therefore intravenous injection is not necessary, reducing risk of HIV infection from needles and muscle/vein abscesses due to injecting.

A weakness of drug treatments is that patients can sell the drug on the black market once they have been tasked to get weekly prescriptions.

Also patients can overdose on prescribed heroin/methadone so high risk patients should use CBT and drug therapy combined for best results and also finish the course of treatment to be most effective (prolonged therapy application).

Treatment Aggravated Behavior Token Economy Programme (TEP)⁽²⁾

TEPs may be more appropriate than drug treatment since in closed institutions the drug addicts would be rewarded for not taking drugs, positively reinforcing them to not take drugs. TEPs are based on the idea of operant conditioning.



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Examiner Comments

This response gained 4 marks for part (b) and 0 marks for part (c).

The first mark for part (b) is for the findings of Blattler's study. The second mark was awarded for the reduced risk of infections as the treatment is given orally. The third mark is for the potential for the prescription drugs being sold illegally and the fourth mark is for the benefit of combined treatment which was well explained.

There were no marks awarded to part (c) as the response focused on description rather than strengths of token economy programmes compared to drug treatment (prescribed heroin).

Question 2 (a)

The vast majority of candidates referred to Natalia/drug research with most candidates performing extremely well on this question. The stronger responses gave at least three well explained ethical guidelines and contextualised all in terms of Natalia/drug research. The weaker responses either did not give enough separate guidelines or tended to repeat their ideas which cannot be credited twice. The most common points included cost-benefit analysis, caging/housing of the animals, and limiting the number of animals used in the study, or the harm inflicted upon the animals. A minority of candidates are still using categorical language which means their idea is incorrect (e.g. Natalia must make sure she does not harm the animals).

Natalia will have to ensure that she has obtained permission from the Home Office to carry out her research.

She will also have to ensure that minimal harm ~~has to~~ is inflicted upon the animals used. Natalia should ensure that ~~the~~ the animals used are highly bred e.g. rodents and that she provides appropriate caging and food which the animals need for maximum comfort of the ~~any~~ animals.



ResultsPlus Examiner Comments

This response gained 2 marks overall.

The first sentence did not gain credit as it does not refer to one of the conditions of gaining a Home Office licence (needs to refer to at least one condition in gaining either a personal, project, or premises licence). The first mark was awarded for the idea of minimal harm being inflicted on the animals and the second mark was for the appropriate caging and food for the chosen animals.

Question 2 (b)

Candidates did worse than expected on this question with the average mark less than three out of the six available. The majority of responses had at least some description with the weaker responses almost entirely description of a learning theory. Candidates must fully explain why an idea is a strength/weakness to gain credit - too many responses merely cited accurate ideas but lacked explanation so did not gain credit for their ideas. The stronger responses had research evidence but there was an unfortunate lack of research in all candidate responses. Those that did give Bandura as a study to support SLT mostly failed to link it to drugs/substance misuse so did not gain credit. Comparisons were done better but even here there were numerous inaccuracies which have been seen before that need to be eradicated (e.g. suggesting that the learning approach cannot explain individual differences when it can).

The learning approach has support from Bandura who showed that children will observe and imitate the behaviour of role models, and so may observe people taking drugs and then later imitate it.

However, the learning approach does not take into account the role of nature, and there is strong evidence that people take drugs due to the effect that they have on neurotransmitters.

A strength is that the approach accounts for why different cultures see the abuse of different drugs, as there may be different ^{taking different drugs} models in different cultures for people to imitate.

The learning approach ~~only~~ accounts for continued use of a drug as the person may be rewarded for taking the drug with positive feelings and so are more likely to take it again.

However, when we come off a drug e.g. alcohol, we often experience negative feelings like a hangover, so the approach doesn't explain why we'd continue to take the drug after we have had a negative experience with it.

The approach can account for the initial taking of a drug for social approval, as when

someone takes the drug they may be rewarded with acceptance and praise from others.



ResultsPlus
Examiner Comments

This response gained 3 marks overall.

The first mark was given for Bandura which is explicitly linked to drugs/substance misuse. The second mark was awarded for the weakness that the learning approach does not consider the role of neurotransmitters/biology/genes. The third mark was for the strength that it can account for cultural differences in drug use which is explained well. The following point about rewards for taking the drug is description so did not gain credit. The idea about negative effects cannot be explained would have been fine had it linked to an appropriate example (such as nicotine) but not with alcohol as the effects are positive in the first instance. The final idea about social acceptance is again description so does not gain credit.



ResultsPlus
Examiner Tip

Candidates may believe by starting a sentence with 'A strength of learning theory is...' may suggest a point is evaluative but the remainder of the sentence must actually be a strength/weakness with a clear explanation of why it is a strength or weakness.

Question 3

This essay required two separate elements which limited those who did not read the question carefully to maximum level 2 (max. 6 marks). Blattler was by far the most common study used with Ennett, Brook, Wareing and Stacy also used. AO1 description of the study varied with the stronger response including all four elements of Aim, Procedure, Results, Conclusion and had accurate detail throughout. The weaker responses tended to have at least one of APRC missing and/or limited detail and/or inaccuracies. The AO2 evaluation required a general examination of the use of human participants in drug research which was required to reach Level 3/4 overall. Those that did focus on the demands of the question tended to do very well overall.

Blattler

To see if giving heroin to poly drug users would reduce cocaine use.

265 poly drug users were asked to take part in the study, they were given a daily dose of heroin which was injected. They were told they were not allowed to sell the drug they weren't allowed to mix the drug with others and had to attend compulsory counselling. They were interviewed using a standardised interview once a month for 18 months. A cross check of urine analysis was carried out twice a month, one with notice the other randomly. If they wanted to withdraw from the study they had to have an exit interview to establish why they wanted to leave. Cocaine use went from 84% to 48% which is a significant decrease and non cocaine users went from 16% to 52%. They concluded that giving heroin to drug users did reduce the amount of cocaine used.

A strength of using human participants is subjective and personal experiences of drug use and reasons behind why they take drugs can be found.

Another strength of using humans is both qualitative

and quantitative data can be gathered, tally charts and graphs can be made. *

However a weakness of using human participants is that they may lie or give socially desirable answers as drug taking is a sensitive issue so may want to make themselves look better.

Another weakness of using humans is their environment is harder to control compared to animals, it is harder to establish whether the drug affected behaviour or another factor.

Another weakness is qualitative data has to be interpreted by a researcher, therefore ~~they may~~ there may be bias and subjective results about the effects of drugs, which may not be correct for all drug users.

* Another strength is the findings can easily be applied and generalised to other humans, which cannot always be done on animals as they have a difference in brain structure so effects of drugs may be different on them.

Another strength the findings from humans can be used to explain why people start to take drugs in the first place and why they

continue to take drugs.



ResultsPlus

Examiner Comments

This response received 7 marks overall.

The AO1 description is Level 3 as there is breadth (APRC) but needs more detail (depth) to reach Level 4. There are also inaccuracies in the description so this moves to the bottom of Level 3. The AO2 evaluation is focused on the demands of the question and has some breadth and depth but would need more for L4 so is Level 3.



ResultsPlus

Examiner Tip

This essay highlighted once more than it is very important to read the question carefully and give the required information and not a pre-prepared version of an entire study.

Question 1

D1a - The most popular technique chosen was goal setting followed by imagery. The majority of candidates applied their ideas to Brian/show jumping with the best responses giving specific ways that Brian could use the technique whereas the weaker responses described the technique in general and usually did not give three separate ideas.

D1b - Evaluation of the chosen technique was done well in this examination compared to previous series. The best responses used research evidence and fully explained each idea given whereas the weaker responses gave generic information which lacked elaboration so struggled to gain credit.

D1c - Candidates tended to give only one reason for why this alternate technique was better, therefore limiting their credit. Those who gained two marks generally gave research evidence and/or two separate well-explained reasons why the alternate technique would be better for Brian to use.

Brian could use goal setting to improve performance. The technique states goals must be SMART.

Therefore the goals ~~to~~ set should be realistic because otherwise performance can in fact deteriorate.

As well as this if Brian is involved in the goal setting process he will be intrinsically motivated making the technique more effective. As well as this the goals should have a set time limit. This way they can be measured and provide reinforcement through clearly showing progress in Brian's showjumping.

Goal setting ~~can be~~ is used by many coaches around the whole world as well as also being used outside of sport. This shows how useful and effective the technique must be.

As well as this the Mellalieu study showed an increase in rugby performance when SMART targets were used. This study provides strong valid support for the technique.

Furthermore unlike imagery this technique actually involves physical practise meaning it may be more effective.

However it is hard to separate imagery from goal setting which questions how much more effective goal setting truly is compared to imagery.

Technique imagery

this technique may be better to use as it can help him maintain ~~his~~ his skills during injury as the skills can be practiced mentally.

As well as this Brian may be able to more specifically address parts of his performance using imagery such as the control over anxiety.

(Total for Question D1 = 9 marks)



ResultsPlus

Examiner Comments

This response was awarded 2 marks for D1(a). The first mark was for goals being realistic. The part about goal setting being motivating is evaluation so did not gain credit. The second mark was for Brian setting a time limit on his goals.

Part (b) was awarded 2 marks. The first part about coaches using goal setting needs to be supported with either a real example or research evidence to gain credit. The findings of Mellalieu gained the first mark and the second mark was awarded for the idea that goal setting involves actual physical practice whereas imagery does not.

Part (c) was awarded 2 marks. The first mark was for the idea that imagery can be used during periods of injury and the second mark was for the potential control over anxiety.

Question 2 (a)

Candidates were required to describe how Carmela could construct and carry out a questionnaire for both sporting performance and personality. Most candidates focused on questionnaire construction only, specifying use of closed and open questions and possibly providing an example of each. The best responses gave details of how the questionnaire would be administered, how participants would be sampled, ethical decisions, controls and design decisions. Some candidates gained little/no credit with tautological responses.

Carmela could ask individuals closed questions, allowing them to answer on a line-art scale how they perceive their personality.

In the next section she should ask them about the types of sports they enjoy and think they are good at with open questions.

A link should be made between both of the questions to see if there is a pattern between the types of sport one enjoys and the personality they perceive themselves to have.



ResultsPlus Examiner Comments

This response gained 2 marks.

Both personality and sporting performance were attempted but neither was in enough detail to reach level 3 and replication is not possible from the information given. Greater detail would be needed for both traits and also further considerations such as sampling or ethics required for level 3/4.

Question 2 (b)

Candidates struggled to explain the process in carrying out a correlation and the steps involved. Most responses were tautological with repetition of the stimulus with usually one additional relevant idea added so generally 1 mark was achieved. The stronger responses gave a variety of information in addition to the stimulus about Carmela which involved accuracy regarding the correlation coefficients and use of Spearman's rho for analysis.

Correlation would see if 1 variable (personality) affects another variable (performance). Carmela could plot quantitative data on a scattergraph. If whilst one variable increases as the other increases, there is a positive correlation. If one variable increases as the other decreases, there is a negative correlation. Correlations show a relationship between two variables.



ResultsPlus

Examiner Comments

This response was given 2 marks overall.

The first mark was for the idea of plotting sporting performance and personality as quantitative data on a scatter graph. The second mark was for the correct interpretation of the possible relationships between the variables of interest. Note that a common error from candidates was to suggest that if two variables decrease together then this was a negative correlation where it is actually positive.

Question 2 (c)

Candidates generally scored at least 1 of the available marks by giving a brief weakness which was not applied to Carmela. The best responses gave a weakness and mentioned the variables with application to Carmela. Some candidates focused on irrelevant ideas such as social desirability or demand characteristics.

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

(2)

Carmela should consider that a correlation only shows a link between two variables and not a causal relationship.

This means that even if she does find a correlation between personality and sporting performance; it will not be cause and effect. So there could be a possibility of a third variable being involved. For example better coach.

(Total for Question D2 = 9 marks)

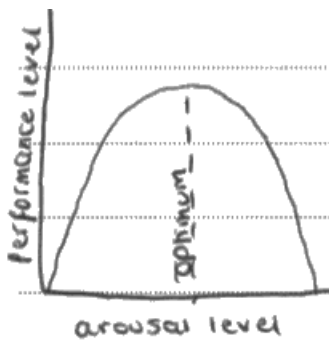


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Examiner Comments

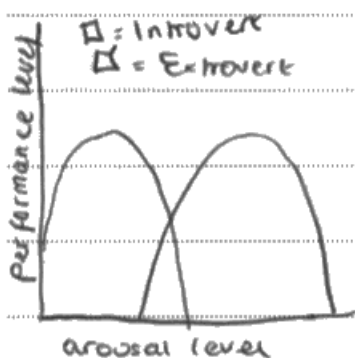
This was an excellent response which achieved the full 2 marks. The response is well explained, accurate and gives a suggestion for the possible alternate variable that could have affected the relationship between sporting performance and personality.

Question 3

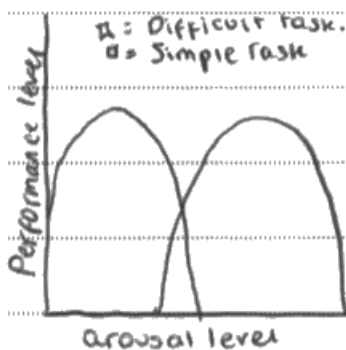
This essay was done better by candidates than in previous series, particularly due to improved evaluation. To reach Level 4 candidates needed three elements to be included with depth and breadth - AO1 description of the theory, AO2 strengths/weaknesses, AO2 comparison. The stronger responses had all three elements with detail in the AO1 description which covered different types of sports and athletes (personality), AO2 included research studies, and at least one well explained and accurate comparison. Weaker responses included a brief/limited overview of Inverted U Hypothesis with generic evaluation which may have just been comparison only. Diagrams were considered when crediting responses if accompanied by an explanation.



The Inverted U hypothesis believes that when our arousal levels are low, our level of performance will also be low. As our arousal level increases, the level of performance will also increase, until we reach our optimum level of arousal, where performance is at its maximum. If we become any more aroused after this optimum point, our level of performance will gradually decrease.

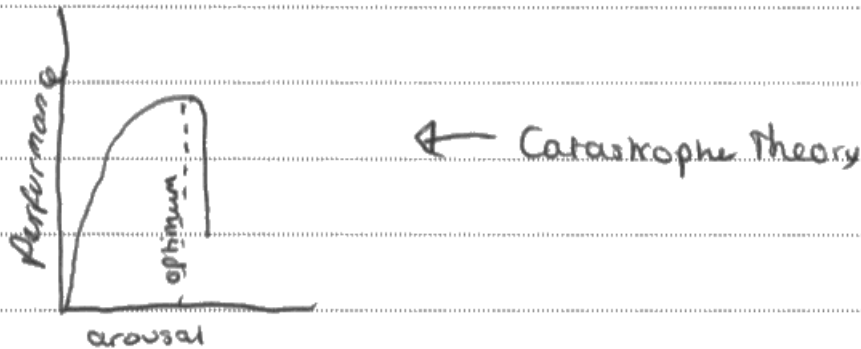


Inverted U theory believes that there are different factors that affect the optimum level of arousal. One is personal type. An introvert will require a lower level of arousal to reach optimum performance due to an easily excitable reticular activating system, whereas extroverts will require more arousal to reach the optimal point.



Inverted U also states task difficulty can affect the optimum arousal level. If the task is difficult, the performer will require a lower level of arousal, whereas if the task is simple, ^{higher} levels of arousal are needed.

A weakness to this theory is that it has contradicting theories, such as the Catastrophe Theory. This theory states that after we ~~reach~~ ^{go past} our optimum level of arousal, performance will sharply decrease until we are given feedback. This means that over-arousal leads to very poor performance.



However, a strength of this theory is a study done by Arent & Landers (2003) found a strong inverted U relationship between physiological arousal (cycle ergometer) and reaction time (pressing a response key).

Further strength Thelwall & Maynard. County cricketers - optimum arousal in top 4 variables for success.



ResultsPlus Examiner Comments

This response received 8 marks overall.

The AO1 description was considered good/very good as it explained the general theory and also included features concerning type of sport and athlete (in terms of personality). Diagrams were accurate and labelled with accompanying explanations. There is some accurate AO2 evaluation including studies and a well explained comparison point so was considered good (Level 3). To reach level 4 the evaluation would have had to be increased in terms of strengths/weaknesses.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- When evaluating a theory candidates must fully explain why a point is a strength or a weakness to gain credit. Listing points from previous mark schemes without appropriate elaboration will not gain marks.
- Candidates need to check previous Examiner Reports to highlight if there are any inaccurate points they intend to use, particularly regarding evaluation of theories as some are still using ideas which are not gaining credit as they are incorrect.
- Continued focus on the topic in hand will benefit future candidates. Application to any stimulus with engagement will produce the higher marks on any question on 6PS03.
- All questions need to be read carefully with only the required information being offered. Some candidates are still using pre-prepared responses and as such are being hindered as the marking favours those who respond directly to the questions rather than a rote learned response.

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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