

Examiners' Report  
June 2016

GCE Psychology 6PS03 01

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## Introduction

Candidates found this paper accessible, with most able to answer all questions in the time allowed and performance overall was good. It was pleasing to see candidates respond to previous advice with improvement in performance on both comparison questions and essays, in terms of balance. There were very few questions blank, and a majority of candidates used the space provided effectively.

Candidate performance varied on questions where they were asked to evaluate a study, due to the level of specific detail incorporated into their response. The best responses used specific detail from the study in the question (or their chosen study where there was a choice) and gave well-explained strengths and weaknesses. The key thing here was that these candidates also linked the specific detail from the study back to explaining why their point was a strength or weakness, as appropriate. Weaker evaluative responses tended to be vague and generic. Candidates are reminded that generic evaluation will not enable full credit to be accessed, and so are reminded to make specific links to the study being evaluated.

Comparison questions generally allow discrimination between candidates and it was pleasing to see in this examination that most candidates improved their performance overall on these questions. Use of connectives and explicit, direct similarities and differences were apparent, with more candidates finding these questions accessible than previously in this examination. Centres are encouraged to continue to prepare candidates appropriately for questions that demand comparative skills, in both short and extended response questions.

Essays do continue to be a discriminator between candidates, although there appeared to be a greater effort from candidates to balance their essays in this examination, which was pleasing. The best essays gave equal focus on all the injunctions (command words) in the question. Weaker responses once again tended to misread the question or focus on one part of the question, rather than giving the same emphasis across all the demands of the question.

Candidates are also reminded that when they are giving any point about ethics or methodology, to apply it to the relevant context in the question and/or for the application being assessed. It is still very common to see candidates giving ethical and methodological points which are in no way applied to criminological, child, health, or sport psychology. Centres and candidates are reminded that this paper is about applications of psychology and, as such, each and every point should be contextualised to the application being assessed.

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 A1 (a)

Candidates generally performed well on A1a, with the majority achieving at least two of the available marks. The best responses included a range of specific ideas, demonstrating a clear understanding of what criminological psychology incorporates. Most frequent were reasons behind criminal behaviour and treatments for criminal behaviour. Weaker responses lacked specific detail and elaboration, and some were very repetitive about the same idea, and so gained a single mark only.

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

(3)

Criminal psychology ~~is aims~~ is the process of understanding why offenders turn to crime and what were the causes behind their motivation. It aims to explain crime and antisocial behaviour through social learning theory and self fulfilling prophecy. Criminal psychology ~~also~~ investigates how criminals are prosecuted with the use of eye witness testimonies, it also aims to test the reliability of eye witness testimonies in court as a false testimony may cause an innocent man to go to prison. ~~There is~~ It also looks for treatment programmes to rehabilitate offenders back into normal society through things Token economy programmes and anger management.



### ResultsPlus Examiner Comments

This response achieved 3 marks. The first mark was for why offenders commit crime, the second for reliability of eyewitness testimony, and the final mark was awarded for the idea of rehabilitation of offenders. Note that the explanations did not gain credit, due to needing more than simply citing theory names (here SLT then SFP).



### ResultsPlus Examiner Tip

This response has some well-explained sentences and therefore does, overall, gain full marks. There are some brief, unexplained statements that do not gain credit and candidates should always try to expand, where possible, to demonstrate knowledge and understanding.

Criminal psychology means examining, analysing and observing criminals & criminal behaviour, and possible reasons they may have committed a crime or act in such a behaviour, ~~ess~~ like ~~see~~ applying social learning theory or the biological approach to criminal behaviour. Also looks at ways of improving it, for example Token economy programmes and anger management, help prevent recidivism, recommitting a crime.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. The first mark was for explaining possible reasons for committing criminal behaviour, and the second for the idea of prevention through rehabilitation programmes. Note that more was needed for the point about social learning theory or the biological approach, to gain credit.

## Question A1 (b)

Question A1b was generally done well by candidates, with the majority able to give at least two accurate, relevant evaluation points in terms of reliability and/or generalisability for Loftus and Palmer's study. The best responses had a range of detailed, specific strengths and weaknesses about the study, whereas the weaker responses tended to have a lot of generic evaluation. Only a small minority used ethics, validity, application points that were not relevant to the question. Candidates should be reminded that strengths/weaknesses should have specific detail from the named study, to be able to access the maximum marks available.

Loftus and Palmer's study lacks task validity. This is because estimating speed from a video-clip is not an everyday task for people. However, the study has high control over variables and was a standardised procedure (same video clips etc.) and therefore, it can be easily replicated to get similar results. This means it's high in reliability. The study took part in a artificial, lab environment. Therefore, it lacks ecological validity as the environment was not natural. Also, as the task was not an everyday task and the environment was unnatural people may have acted differently and behaviour won't be true to real life; therefore it lacked validity.



### ResultsPlus Examiners' Comments

This response achieved 2 marks, none for validity at the beginning, but then it was awarded two marks for the elaborated, specific point regarding reliability with suitable examples. At the end, the candidate goes back to validity, so again, nothing for this because the question specifically asks about reliability and generalisability only.



### ResultsPlus Examiner Tip

If a question focuses on specific terms candidates are reminded only to give information related to those terms, or they risk wasting their time focusing on areas that will not be credited.

As it was a laboratory experiment, variables were controlled and cause and effect established. Due to the controls, the experiment can be repeated to test for reliability.

However, due to the controlled conditions, the behaviour displayed by the participants was not natural or spontaneous so cannot be generalised to a real life event.

There is also the possibility that since the ~~experiment was done~~ participants were aware of being tested, they may have been <sup>showing</sup> responding to demand characteristics, which affects reliability.



**ResultsPlus**  
Examiner Comments

1 mark

The response has not been contextualised to Loftus and Palmer's study and is entirely generic so achieved maximum one mark.



**ResultsPlus**  
Examiner Tip

When a question cites a key study candidates must use specific detail from that study throughout their response.

## Question A1 (c)

For A1c, candidates chose to compare anger management with token economy programmes most frequently, with very few comparing social skills training or other treatments. The majority of candidates were able to gain at least one mark with either an implicit or explicit comparison, and a large proportion achieved two or three, and performance overall tended to be split between one-three marks. The best responses gave three explicit comparisons, which were fully explained (eg explaining why token economy programmes may be cheaper than anger management). Weaker responses gave all AO1 description for each treatment and regularly gained a single mark for an implicit comparison, because there was a single connective between the descriptive paragraphs.

Token economy can be compared to anger management to treat offenders. A difference between TE and AM is that AM ~~is~~ makes a permanent change in the behaviour of the offender as there is a change in cognition whereas TE only manages behaviour in the short term. Another difference is that Anger management can generalise to life outside the prison as it teaches skills such as assertiveness and relaxation, whereas token economy doesn't generalise to life outside as tokens are not given in real life. However a similarity is that both aim to ~~change~~ modify the behaviour of the offender and encourage appropriate behaviours while discouraging inappropriate ones.

(Total for Question A1 = 10 marks)



**ResultsPlus**  
Examiner Comments

This response achieved 3 marks. The first was for the comparison about short term vs. long term. The next part, about generalisability, was awarded two marks for a detailed, accurate comparison between the two treatments. If the candidate had not already achieved full marks they could have gained a further mark for the last comparison at the end, regarding both encouraging appropriate behaviours and discouraging inappropriate ones.



Anger management helps offenders understand and control anger from the source therefore allowing long-term benefits as they can use these learnings in the outside world. Whereas, Token economy is much more short-term as the learned behaviour may become extinct in the outside world when they realise rewards will not be offered as easily or freely. This means that anger management is much more likely to reduce recidivism than a token economy program.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. The mark was awarded for the comparison about short term vs. long term. This was not enough to gain an elaboration second mark because the response does not make the skills (eg assertiveness, relaxation techniques) explicit. The last part is speculative (as crime may not actually be due to anger) and therefore did not gain credit.

## Question A2 (a)

The majority of candidates were able to give at least one, well-explained, element for their field experiment for question A2a. Candidates generally did well on this question, giving basic or good detail about how the field experiment may be conducted. The best responses gave a range of procedural issues, with at least three explained clearly, and full replication was possible. The most common elements included a setup crime, operationalisation of the IV/sample, and how the DV was to be analysed. Weaker responses tended to give superficial details that were sometimes lifted from the stimulus (eg use older and younger participants), with a minority outlining how a laboratory experiment could be conducted (using a video of a crime) so gained no credit.

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

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

(4)

Since Naressa is carrying out a field experiment on eyewitness testimony she has to have a natural the experiment must be in an natural environment where people are not aware that they're of the true aim. To maximize the validity and to lower demand characteristics she must not let them know that they're part of the study but then later debrief them due to ethical reasons.

Naressa could approach people



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. The candidate gains credit for an attempt at ethics but this not well explained, which is not enough to move the response beyond Level 1, therefore it only achieved a single mark.

Naressa could carry out a field experiment ~~by~~ to test this hypothesis by using or approaching people in a public place using opportunity sampling.

She would approach 20 people under the age of 30 and 20 people over the age of 60 and ask them for directions.

2 minutes later Naressa's friend could go to the witnesses and give them a recall test with 10 questions about Naressa, such as "what was her hair colour?". Naressa could then compare the answers of older witnesses to younger ones to see who recalled the most accurate information.



**ResultsPlus**  
Examiner Comments

This response achieved 3 marks. The sample and how the IV has been operationalised is suitable and relevant and well explained so is the first element. The second is the analysis of the DV, and partial replication is possible. Therefore, the candidate has achieved Level 3 so was awarded 3 marks overall.

## Question A2 (b)

For A2b candidates were split fairly evenly across the mark range, with the majority able to give at least one accurate evaluation point for a field experiment. The best responses focussed on criminological psychology (and specifically EWT) and gave a range of strengths/weaknesses relevant to the field experiment. Weaker responses tended either just to give generic evaluation and/or give categorical statements, which were technically incorrect so could not gain credit. Very few candidates focussed on evaluation other than reliability/validity, which was not answering the question.

By using a field study Naressa will have low reliability as she cannot create a standardised & replicable procedure, this is because she cannot control extraneous variables e.g. emotions of participants, weather, & location of participants, this is similar to Yuille & Cutshaus study as they couldn't control participants view of the shooting/robbery. Validity of ~~the~~ Naressa's study will be high, especially ecologically because the event took place in a natural environment & participants were not aware it was an experiment, this will represent a real eyewitness account & they will have experienced similar emotionality. Much like Yuille & Cutshaus/who participants witnessed a real crime.

(Total for Question A2 = 8 marks)



### ResultsPlus Examiner Comments

This response achieved 2 marks. The first part about standardised and replicable is too categorical, because it is possible to standardise a field experiment. The first mark was awarded for the idea of extraneous variables with suitable examples, but note that without these examples this would not have gained credit because it would be too categorical without the examples. No credit was given for the study example: it is not accurate (Yuille and Cutshaus set up the interview, not the shooting). The second mark was awarded for the last part about ecological validity.



**ResultsPlus**

**Examiner Tip**

Candidates are reminded not to be too categorical with their ideas about field experiments. It is possible to control a field experiment and create standardised and replicable procedures. Saying that they 'cannot be controlled/standardised' is too categorical and therefore not creditworthy.

field experiments do not always have tight controls over all extraneous variables and therefore it is possible that another factor separate from the ~~test~~ independent variable could distract the witness and cause them to have inaccurate recall of an event, therefore making their testimony more unreliable, and harder to replicate which would also impact reliability of the findings. Regarding validity, field studies are relatively ecologically valid, they will often take place in a setting which is natural to the participant and where witnessing an event would not be unnatural. They allow witnesses to experience emotions during an event which would not be possible to recreate in a lab but that could have an impact on memory and recall of the witness, improving the validity of the findings.



**ResultsPlus**

**Examiner Comments**

This response achieved 4 marks. The first part about extraneous variables is well explained, not categorical, and is contextualised and thus was given two marks for an elaborated, accurate idea. A third mark was awarded for the point about ecological validity, and then a fourth mark for the idea about real emotions for the witness, which increases validity.



**ResultsPlus**

**Examiner Tip**

This is a very good example of how to contextualise points and also to not be too categorical with ideas.

### Question A3

Candidates generally performed well on A3 which was focussed on SLT and a comparison with alternate theories for Nicole's behaviour in the scenario. The AO1 description was done better than the AO2 comparisons and most were linked to Nicole's behaviour in at least the description. The best responses used more than attention, retention, reproduction, motivation for the AO1 and went on to explain why a role model may be copied and how this behaviour may continue in the future. They gave a range of comparisons with some in detail and some gave two theories to compare with SLT. Weaker responses tended either to evaluate SLT or give AO1 description of an alternate theory, rather than explicitly comparing the two theories. The most common alternate theory was self-fulfilling prophecy, followed by Eysenck's biological theory.

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

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

(12)

The social learning theory suggests that behaviours are learnt via the process of viewing the behaviour from a role model and then imitating it. For example, Nicole has viewed the theft of luxury sports cars via a film and has thus been inclined to copy. There must be motivation for this imitation, i.e. Nicole may desire media representation, or be the same gender as those whom stole the cars in the film. Behaviours are most commonly imitated as the person, i.e. Nicole wishes to receive the same reinforcement as the individual in the film. There are two types of reinforcement: positive and negative. Positive reinforcement focuses on gaining something that is desired, i.e. fame, money, media coverage, etc. Whereas negative reinforcement focuses on the removal of something negative, i.e. thoughts or feelings. Because of this, the SLT suggests that if Nicole was to re-offend, the crime / behaviours would resemble that of the first, in hopes to receive the same form of reinforcement.

There is an alternative theory to the social learning theory. For example, Eysenck's personality theory argues that those whom offend are suffering from a genetic predisposition, thus leading them to partake in anti-social behaviour, opposed to the individual learning the behaviour from their surroundings. Therefore this alternative explanation provides differing reasons for Nicole's anti-social behaviour.

The social learning theory has practical application, as it helps to explain real life feelings / behaviours. For example, it suggests that behaviours such as stealing are learnt through witnessing <sup>them previously</sup> ~~it happen~~ <sup>the media or our</sup> ~~at~~ environment. Because of this, we can take steps to prevent this, such as age restrictions on violent films, etc. Therefore the theory provides ways in which we can improve society.

There are studies to support this theory. For example Bandura Ross and Ross found that girls imitate verbal aggression and that boys imitate physical aggression more willingly after viewing it from a same sex model. This supports the idea that behaviours can be learnt.

However, questions have been raised regarding the validity of Bandura's study. This is as, the study was a laboratory experiment, meaning the environment was artificial and setup purely for the purpose of the study. Therefore we are unable to definitively see a cause and effect relationship, as the unfamiliarity with the environment may act as a potential

extraneous variable. Therefore the validity of the study is negatively questioned.

Ecologically valid results came from Anderson + Dill, whom found that pts. are more willing to express anger after watching a violent film, compared with those whom had not, when given the opportunity to. This also supports the idea that the media we are subjected to influences our behaviour, and thus supports the social learning theory.

Having said this, there is one major flaw within the theory. This is as it does not account for crimes of opportunity, i.e. rape, murder, etc. and thus those that had not been previously viewed. Therefore the social learning theory does not provide an explanation for all crimes.



**ResultsPlus**  
Examiner Comments

This response achieved Level 2.

The AO1 was judged as basic – more about the different elements of SLT was needed to judge this as good/very good. There is an attempt at AO2, but there is only one relevant comparison made (a range needed for Level 3 or above). Therefore, the essay was awarded Level 2 overall because both elements (AO1 and AO2) were fit into the Level 2 descriptor.



Nicole may have seen the criminals in the film as attractive models, this may be due to their status, age, gender etc and therefore she may want to be like them (see them as a role model). If the criminals in the film were ~~not~~ ~~repeatedly~~ repeatedly rewarded she may have been encouraged to commit crime as they are rewarded with receiving luxury sport cars, she may want to commit ASB (stealing cars) to experience the same reward as the criminals in the film, they may have also been rewarded with ~~sex~~ popularity, status which she may also want to gain.

Nicole may not be discouraged by the film to commit crime as there may be a lack of weaker punishment, the criminals may not be punished by being sent to prison, being beaten up by who they steal from etc and therefore there is a lack of discouragement, therefore further rewarding for Nicole to learn to steal cars.

Nicole may also learn to steal cars from the film due to self efficacy, she may feel she is able to steal cars as she has been desensitized by media such as films similar to this one and therefore she may feel that she would be able to <sup>steal cars</sup> ~~commit these crimes~~ due to this.

Nicole also may pay attention and observe the criminals behaviour as she may see them as attractive models, she may then retain this information as she sees these models (the car thieves in the film) stealing cars and retain this information. Nicole may see herself and be able to reproduce this behaviour <sup>due to</sup> ~~as~~ the her self efficacy and <sup>make</sup> ~~it~~

to reproduce this behaviour <sup>due to</sup> ~~at the~~ her deli <sup>with</sup> efficacy and then be motivated to reproduce this behaviour as she has been ~~repeatedly~~ reinforced by the numerous of luxury sports cars, therefore vicarious learning can be learned from watching the film due to social learning theory.

Social learning theory and social identity theory both focus on the formation of crime being due to nature as they both look at environmental factors such as models and ~~modifications~~ of role models, and for social identity theory the idea that individuals are labelled due to a certain characteristic and just re-prepare. Therefore both look at crime being caused by learning (nature) through the environment.

However the biological explanation of crime looks at nature, it focuses on the idea that crime is due to chemical imbalance of hormones such as testosterone (increasing aggression), serotonin (reducing regulation of behaviour) and cortisol (response to stressful situations) rather than nature theories such as the social learning theory.

All three theories however are incomplete, they all neglect to consider the other theories, such as the biological theory which does not look at the learning approach <sup>such as social</sup> ~~which~~ learning theory as an explanation and therefore doesn't consider further explanations.

Also, these theories are all part of a diathesis stress model as an individual may have a genetic trigger such as an XYY chromosome, and therefore be led to watching violent TV and violent media and therefore imitate the behavior of individuals in the media, thereby both explanations can be used together.



### ResultsPlus Examiner Comments

This response achieved Level 4.

The AO1 was judged as very good (Level 4) which is all in context with key terms and depth and breadth. The AO2 was also considered very good with a range of well explained comparisons. Both elements (AO1 and AO2) satisfy the criteria in the descriptors for Level 4 and therefore this response was awarded Level 4 overall.



### ResultsPlus Examiner Tip

Candidates are reminded that where there are two injunctions (command words) they focus on what is being asked and only give information relevant to these injunctions. There were some candidates who did not read this question carefully and only described and evaluated SLT – the question did not ask to do this, therefore the candidate performance was limited when this happened.

## Question B1 (a)

Candidates performed very well on B1a, usually achieving at least two of the available marks. The best responses gave a clear definition of each term and gave examples for each, to demonstrate their knowledge and understanding of the term through elaboration. Weaker responses tended to give brief statements to one or both term to be defined, which may have led to a single mark. Candidates performed better on the 'separation anxiety' term but a minority gave tautological statements, which earned no credit.

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

(3)

The term attachment in child psychology refers to the emotional deep ~~deep~~ bond that a child can have with its <sup>primary</sup> care giver.

Separation anxiety can be caused due to this bond if the primary care giver leaves the child. This creates a strong sense of fear and distress to the child due to the absence of their primary care giver. ~~the~~ children can display this by crying, kicking or getting angry when they leave them.



**ResultsPlus**  
Examiner Comments

This response achieved 3 marks. The first was for the emotional, deep bond with child and primary caregiver. The second for distress felt by a child for separation anxiety, and a third mark was awarded for the example of crying.

attachment is the bond a child makes with someone (usually a caregiver)

Separation anxiety is when a child is left either alone or with a stranger by their primary caregiver and they begin crying and seeking attention from their primary caregiver.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. One mark for definition of attachment and a second mark for the example of crying for separation anxiety. There were no further creditable marks, here, to gain the final mark.

## Question B1 (b)

Marks for this question covered the range available for B1b. The best responses cited a strength and fully explained its relevance with a direct, explicit link to Bowlby's theory. Most commonly, candidates used Bowlby's study or the application of hospital visiting times as their strength with varying degrees of success. Weaker responses tended to cite a research study such as Bowlby but then either not give any specific findings or gain a single mark with a relevant finding. Candidates must ensure that they link the findings back to the theory to explain why it is a strength, for the second available mark. The weakest responses usually gave a list of studies but no findings or evidence to support their strength, thus gaining no credit.

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

(2)

It has application to the real world. This theory has led to hospitals allowing parents to stay with their child in order to prevent problems associated with deprivation.



**ResultsPlus**

**Examiner Comments**

This response achieved 1 mark. One mark for the appropriate application of the theory. A second mark could have been awarded, had the response elaborated on where this application came from or why it was important.



**ResultsPlus**

**Examiner Tip**

When a candidate is asked for 'one strength', for two marks elaboration will be necessary to gain the 2nd mark. Here, the candidate needs to do more for the 2nd mark.

There are supporting studies such as Bowlby's '44 juvenile thieves' which supports his theory and found that ~~a~~ child maternal deprivation will cause the child to develop and become affectionless psychopaths if a bond is ~~not~~ broken before the age of 3, the critical period of a child's development which will later affect their ability to form relationships when older.



**ResultsPlus**

**Examiner Comments**

This response achieved 2 marks. One mark for the finding, which supports the theory, and a second elaboration mark was awarded because the candidate links their initial finding to the theory and explains why it is a strength of the theory in an appropriate way.

## Question B1 (c)

Question B1c separated candidates effectively with the full range of marks being awarded. Only the stronger responses gained higher marks and weaker responses gained little or no credit. The most common study chosen by candidates was Bowlby, by some distance, with Belsky and Rovine, then Rutter, the least used. The best responses had a range of strengths and weaknesses that were well explained with specific detail from the study. The weaker responses tended to use generic evaluation that was not linked to the study in any way. Candidates are reminded to fully explain their strength/weakness in context to the study and say why it is a strength or weakness in a direct manner. A minority of candidates evaluated Bowlby's theory and thus gained little or no credit.

Bowlby (1946) studied 44 juvenile thieves in the London Child Guidance Clinic. One strength of the study is that it used many research methods - Bowlby and a social worker interviewed the participants and tests such as IQ and personality type tests were carried out. These were checked to ensure their data was reliable. Bowlby gathered lots of data that was in-depth, and some was also self-report (in Bowlby's interview with the young thieves) so the data can be said to be valid. However, the participants may have wanted to look good in Bowlby's eyes so there may be some bias in the conclusions. Bowlby used a small sample, and although there was a control group they were not 'normal', so the study may be hard to generalise. Some data gathered was also retrospective, so may not be accurate. Bowlby also failed to look at relationships other than with the child's mother, so other factors (e.g. school environment) may have affected the outcomes, not maternal deprivation.



### ResultsPlus Examiner Comments

This response achieved 5 marks. The first mark was for the strength about using many methods, which increases reliability. The second mark was awarded for the study being in-depth and valid, but there was no credit for the idea about bias because this is not linked to Bowlby directly (he may have been biased, not the participants). A third mark was given for the point about the control group not being 'normal', and the fourth mark for the study being retrospective. A final mark was awarded for other possible factors with a relevant example.

Rutter and the ERA team performed a longitudinal study and therefore received rich, qualitative data about the group of 3000 orphaned Romanian. However due to the severity of his case of privation he found, it would be difficult to replicate the study due to the uniqueness of the case. However the results he found were valid due to the large sample size of 3000, with the majority of the sample all developing to a normal standard. These results can be applied due to the fact that it shows that extreme cases of privation can be reversed as these orphans developed physically, behaviourally, emotionally and cognitively well.



**ResultsPlus**

**Examiner Comments**

This response achieved 2 marks. The first mark is for the strength about longitudinal which is accurate. A second mark was awarded for the study being difficult to replicate. No credit was given to the point about the sample because it is inaccurate, and none was given for the last idea because it needed to mention something about orphanages or being re-homed for credit.

Belsky and Rovine use Answorth's Strange Situation in their study, which means that it was controlled, as this is a standardised procedure, as the same steps and observation will be taken with all children. Because of controls, it would be easily replicable, and therefore high in reliability. However, it would have been carried out in a lab, and this means that it



would be in an artificial setting, which means the children might not act naturally, and therefore lower the validity of the study. 149 children were studied, meaning that a large amount of participants were involved, because there were so many participants the study may be considered high in generalisability as it can be applied to the target population. Mothers and fathers were also interviewed at 6, 8 and 12 months, so this means more than one method of research was carried out, meaning triangulation was used and this would mean the study is considered high validity. However, it may be low in ethics because children were purposely distressed and this will break the ethical guideline of ~~the~~ protection.

(Total for Question B1 = 11 marks)



### ResultsPlus Examiner Comments

This response achieved 5 marks. The first was for the strength about the study being standardised. A second was awarded for the weakness of the artificial setting. A third mark was given for generalisability, and a fourth mark for triangulation. The final mark was given for ethical distress for the children.



### ResultsPlus Examiner Tip

Each of the ideas presented by the candidate here are specific to the study in the question and are accurately and well-explained. A sixth, equally well-explained, idea would have given the candidate full marks for this question.

## Question B2 (a)

Candidates generally did well on B2a with the majority able to gain at least two of the marks available, with the majority achieving three marks. A lot of candidates gave generic, rote-learned responses, which gained a maximum of 3 marks because they were not in any way linked to the context. Candidates must remember to contextualise their response in this examination wherever a scenario or stimulus material is presented. The vast majority of candidates gave both positive and negative effects of daycare, with the best responses citing specific research findings to support their claims. Weaker responses gave generic responses that had a variety of vague, sweeping conclusions about daycare and therefore achieved little or no credit.

A positive effect of daycare is that it has been found to increase social and intelligence skills. Daycare has also found to be useful in teaching children independence from a young age which will set them up for primary school.

Sylva et al found that children who go to daycare develop more socially and ~~educationally~~ emotionally than those who were homeschooled. However, Belsky found that the longer time spent in daycare resulted in the child becoming aggressive.

Belsky and Rovine also found that mothers who send their child to daycare for 20+ hours a week will develop an insecure attachment. 35+ hours a week results in the child having an insecure attachment with their father. Kagan found that daycare only has positive effects if the quality is high and that there is enough staff for each child to have a key worker.



**ResultsPlus**  
Examiner Comments

This response achieved 3 marks. The first mark is for the first part about increased social skills. The second mark is for the Sylva findings and the third for the Belsky finding. A fourth and fifth mark could have been awarded for the subsequent two findings, but the candidate has not made any links to the scenario in the question and therefore was given the maximum three marks.



**ResultsPlus**  
Examiner Tip

Where there is a scenario in a question candidates must contextualise their response to this stimulus. Here the candidate missed out on creditable ideas because they did not link their ideas and answer the question given but instead gave a generic response.

B-20hrs      B+R-avoidant      Stewart-Clarke

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

(a) Explain the possible positive **and** negative effects of daycare for their daughter. (5)

Daycare can be positive for Marc and Laura's daughter, especially if she comes from a disadvantaged background as she may have more access to resources/learning/stimulation at daycare than she would at home which is supported by Sylva et al's study into EPPE. They also found that children who went to daycare before the age of 3 benefitted more socially and intellectually, in their study of 3000 children who also continued to benefit past up to key stage 1 - so Marc and Laura's daughter may benefit in the long term from daycare. However, Belsky and Rovine (1988) found in their study that children who spent more than 20 hours per week at daycare, particularly those under 12 months old were more likely to have anxious avoidant attachment types to their caregivers which demonstrates that <sup>too much</sup> daycare may

actually damage the child-care givers relationship. However, Clarke-Stewart found no differences in attachment types and ultimately daycare is always more effective and positive when it is better quality i.e. better training, more staff etc.



### ResultsPlus Examiner Comments

This response achieved 4 marks. The EPPE study gained two marks because there was the initial finding and then elaboration which was accurate and relevant. The third mark was given for the Belsky finding, with a final fourth mark awarded for the point about Clarke-Stewart.

## Question B2 (b)

Candidate performance for B2b was limited to one mark for a majority of candidates because either there was no application/reference to child psychology/development and/or there was insufficient elaboration to gain the second available mark. The best responses gave a relevant, appropriate direct comparison between the two types of observation, which was contextualised in terms of child psychology. Weaker responses tended to be more descriptive and sometimes just described both types of observation, rather than giving an explicit, direct comparison between them. Candidates should be reminded, when comparing, to do so like-for-like, using connectives as appropriate.

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

(2)

In a naturalistic observation, children are observed in the natural environment in which the studied behaviour occurs, such as the playground when observing children's social interaction. However, in a structured observation the setting is manipulated.



### ResultsPlus Examiner Comments

This response achieved 1 mark. The mark was awarded for the comparison about naturalistic not being manipulated but structured are. To achieve the second mark, the response would have needed elaboration regarding the structured observation.

One difference is that in naturalistic observation, the researcher must wait for the child to display the behaviour needed to study the development, but, in structured, the researcher sets up an artificial environment where they stimulate the behaviour from the child, and do not have to wait.



**ResultsPlus**

**Examiner Comments**

This response achieved 2 marks. This is a good example of an elaborated, well expressed difference between the two observations. The idea about natural being spontaneous, and structured being set up, is accurate, elaborated, and linked to child development so was awarded full marks.

### Question B3

The full mark range was awarded for B3 with the majority of candidates achieving level 2 or 3 on this essay. The description of Genie's case study was generally done well, although some focussed a lot on after Genie was found with little focus on beforehand. Accuracy of the AO1 description enabled the best responses to be awarded higher marks in conjunction with a focussed AO2 evaluation on case studies in child psychology, rather than on Genie's study. A lot of the weaker responses tended to just describe and evaluate Genie's study with no focus on child development for the AO2 and other weaker responses had limited accuracy and depth in both AO1 and AO2. Candidates are reminded to read the question very carefully and only then to begin to write a considered response that is focussed on the demands of the question.

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

(12)

Background: A 20 months old ~~g~~ Genie's parents took her to the doctor who suggested that Genie may have a learning difficulty. Genie's unstable father then locked her in her bedroom where she was tied to a potty during the day and tied to a sleeping bag during the night. She was beaten by her father when she tried to communicate and so had very little interactions. She was fed by her brother.

Case: When she was 13 her mother brought her to social services where she could not speak and was mentally retarded. She was adopted by a social worker where her language started to improve and then adopted by a psychologist studying her, her language continued to improve but she could not fully understand

It. However, ~~she~~ the study was suspended and Genie went to a foster home where she was beaten and she reverted back to the condition she was in when she was found.

Interpretation: Privation is not reversible as although Genie's speech improved she was still not able to fully understand ~~language~~ language and she instantly reverted back to her original state when beaten in her foster home. Therefore she was permanently damaged by her privation.

Case studies can lack reliability as they ~~are~~ often only look at one unique case therefore it can't be replicated in order to get similar results. Case studies can also be longitudinal which is high in <sup>validity</sup> reliability as the effects of privation and deprivation can be assessed in later life as well as childhood.



**ResultsPlus**  
Examiner Comments

This response achieved Level 2.

The AO1 was considered good description with some information given about both before and after Genie was found. However, the AO2 was only attempted with little/no reference to child development therefore limited the essay to Level 2 overall.



## ResultsPlus

Examiner Tip

This response shows the importance of balance in an essay question. Balancing the demands of the injunctions (command words) is a critical component in the top two levels (L3 and L4) therefore candidates must ensure equal focus on all injunctions, to be eligible for the higher marks.

Gene was an exceptional case. She was found at 13 years old, having thought to have never made an attachment with anyone. She had stunted growth, a strange gait, could not see further than 12 feet and only had a two phrase vocabulary - 'stop it' and 'no more'. She spent her days in one room - tied to a potty during the day, and strapped into a cot during the night time. Curtiss took her in as her case was valued with great importance. At first, she was passed around from carer to carer, meaning she was unable to even attempt to start making attachments to anybody. She eventually settled with Doctor Kent. ~~She had many tests~~ Gene was tested in many ways, including quantitative ways such as intelligence tests and brain scans, but also qualitatively, with the use of interviews and video recordings in order



to gather in depth information. It was an initial success - within the first spring, Gene had learned 100 new words, + also shown progress physically, as she could now recognise to react to moving objects. She had even started to show signs of separation anxiety when removed from the presence of Dr Kent, a sign of attachment. However, Gene never established an understanding of language, and started to deteriorate into her old habits. Discovery of abnormal sleep spindles suggests she ~~may~~ may have been mentally retarded. She went into foster care when the finding was pulled.

The case study can be seen as a useful method when it comes to child psychology. This is because it is often multi method, meaning both quantitative and qualitative data can be gathered, allowing us to understand the behaviour of children. ~~Furthermore,~~ They often take place over time. This is shown in Curtiss: Gene through interviews and IQ tests. Furthermore, the ability to study one child over a period of time allows for the ability to see progress, and the long term effects of certain events.

on the child. This data is very useful for developmental psychology. Another point is that Case Studies allow psychologists to access situations which could not be engineered, for example the Genie case, which provides crucial evidence regarding privation. This ability means we can find the basis of abnormal behaviour, which can then be taken further into observations, allowing the field of child psych to go further.

However, because Case Studies are limited to one person or an individual, they are not useful for generalising to a larger group of children, and means evidence is often ethnocentric and invalid in other cultures.

It is also impossible to replicate the situation and therefore less reliability of Case Study findings.



**ResultsPlus**  
Examiner Comments

This response achieved Level 4.

The AO1 description was judged as very good (L4) because it had breadth and depth and gave specific, accurate information about Genie both before and after she was found. The AO2 evaluation was also considered very good (L4) with explicit, engaged references to child development and accurate, detailed strengths and weaknesses. Because both elements (AO1 and AO2) satisfied the descriptor for Level 4, the essay was awarded Level 4.

## Question C1 (a)

The full range of marks were awarded for C1a but generally candidates either found it difficult to get any credit or gained at least 2 marks. The best responses were able to identify their chosen key issue appropriately, with the most common being 'how can drug addiction be treated?' and 'how can drug addiction be prevented?'. They were also able to give a range of benefits or costs to society which included specific figures (eg the cost of drug addiction to society or to the NHS specifically). The weaker responses tended not to be able to identify their chosen key issue appropriately and gave limited description of the key issue as relevant to today's society. A minority of candidates used their key issue from a different application (eg criminological) or tried to use a different part of the specification and their chosen key issue was therefore not described as a key issue for society and so gained no credit.

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

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

(3)

Key issue treatments for drug addiction.

There are different treatments from approaches for drug addiction. It is important for an addict to choose the most effective one in order to overcome addiction and reduce risk of relapse. Drug treatment is a biological therapy, it involves substituting the drug for another but in controlled amounts that are orally administered daily. Eventually the patient will be weaned off the substitute drug and overcome their addiction. This may be suitable as it addresses the patients biological needs, however it risks forming a new addiction to substitute. Then cognitive therapy may be more suitable as it encourages the patient to overcome addiction with will power and using classical conditioning. Some patients

may find this treatment ineffective though as it ignores all biological needs and could cause withdrawal which is unethical.



**ResultsPlus**

**Examiner Comments**

This response achieved 1 mark. No ID mark was awarded because it was not expressed as a key issue (either as a question or as they are in the specification). The response has a brief description, which is not well expressed, and there are errors and inaccuracies.

Key issue How can we prevent

drug abuse?

Gateway drugs such as alcohol and cigarettes are readily available. They are cheap and easily bought locally. Drug misuse costs the government thousands of pounds to treat people who are already addicted to drugs by providing more drugs such as heroin. Preventing the cause of drug misuse is better than having to treat patients for serious damage. Drug abuse has a massive impact on the daily life of families and a society. The death of an individual from the use of drugs has a massive impact on individual families and friends.



**ResultsPlus**

**Examiner Comments**

This response achieved 3 marks. ID mark was awarded for the first mark. Even without this the response would still have been awarded full marks as there are a range of well-expressed ideas, including cost, social, health implications.

## Question C1 (b)

Candidates were separated effectively for C1b with all marks across the range awarded almost in equal proportions. There was a number of candidates gaining no credit because they gave purely generic evaluation, evaluated the wrong study, evaluated in terms of ethics only, or described the study instead. The best responses gave a range of well explained strengths and weaknesses which used specific detail from Blattler *et al*'s study, focussing their response on validity, reliability, and generalisability, with some also using application or supporting/refuting evidence. Weaker responses tended to give purely generic evaluation but may have had a point or two that was contextualised appropriately.

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

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

(5)

Blattler's study lacked generalisability as it only looked at patients from 6 clinics across Switzerland and so isn't representative of other countries where cultures are different e.g. Asian countries.

Blattler's study had high reliability as standardised procedures were used e.g. 479mg dose of heroin. This makes the study easily replicable.

Moreover, the study had high ecological validity as it was looking at people in clinics which is a natural environment for recovering drug users. Thus, findings reflect real life.

Internal validity was reduced as it was difficult to establish cause and effect i.e. was it simply the heroin reducing cocaine/heroin use or was it other factors e.g. motivation to quit because of cancer, parity etc. Thus, cause and effect hard to establish.  
- especially as 15 pt's carried on using.

Moreover, the study lacks generalisability as the participants used multiple drugs and so maintenance doses of heroin may not work on single drug users.



### ResultsPlus Examiner Comments

This response achieved 5 marks. The first mark is for generalisability to other cultures. The second mark for reliability due to the standardised procedure, a third for ecological validity, and a fourth mark was awarded for the idea of extraneous variables. The final mark was given for generalisability to other drug users. Note that all points have specific detail from the study named in the question and that all points are clear and accurate.



### ResultsPlus Examiner Tip

This response shows how to evaluate using specific detail and in quite an efficient manner. The points have enough explanation yet do not waffle or give unnecessary details.

~~Blattler's study was <sup>reasonably</sup> highly reliable. This is due to some standardised procedures being set in~~

Blattler's study was ecologically valid. As the study was a field experiment it was used in the real world i.e. ~~the~~ Blattler used real poly drug users and had them attend to one of ~~the~~ six real clinics for heroin administration. Thus the study has high levels of mundane realism and is likely to be true to wider society.

Blattler's study had questionable generalisability. Although the sample of participants was relatively large for the strata, it only contained participants who had made ~~at least~~ ~~the~~ previous attempts of quitting their addiction. This raises the question of "will this study's findings be the same for people who are not motivated?". Thus it reduces our confidence in the findings of the study.

Blattler's had questionable reliability. Because the

experiment was a field experiment it was impossible for  
blatter to control all extraneous variables. For example,  
what environments the drug users returned to, what their  
support network was like and significant life events.  
This means it's unlikely that the study could be  
replicated fully which questions the credibility of  
the results.



**ResultsPlus**

**Examiner Comments**

This response achieved 3 marks. The first mark was awarded for ecological validity. A second mark was given for generalisability, with the final mark being awarded for the idea of extraneous variables with an appropriate example.

### **Question C1 (c)**

Candidate responses were spread across the mark range for C1c, but there was a number of candidates who left this blank or gave inappropriate suggestions and therefore gained no credit. The best responses gave a relevant, appropriate improvement for Blattler *et al* and then explained fully how it would have benefitted the study. Weaker responses could sometimes suggest an appropriate improvement but then could not elaborate on its relevance, or how it may improve the study so may have just gained a single mark. The most common relevant suggestions included generalisability and reliability, and tended to focus on repetition of the study in other cultures or with a wider sample of participants or both.

The study could have used participants from  
other cultures, e.g. China or USA, as a  
larger, more diverse sample would be more  
representative of the general population and  
more generalisable to other countries.



**ResultsPlus**

**Examiner Comments**

This response achieved 2 marks. The improvement regarding generalisability is relevant and elaborated well and is contextualised appropriately in terms of the study. There is an explicit effort by the candidate to highlight the use of participants from other cultures, such as the USA or China, could have improved generalisability.

They could have used participants from other countries  
to increase so that the results could be generalised  
to a wider population.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. This is an example of a relevant, brief improvement in terms of generalisability. If the candidate had elaborated in terms of other cultures or other types of drug addict, they could have been awarded a second mark.



**ResultsPlus**  
Examiner Tip

Elaboration that is relevant and appropriate is critical when answering a question like this, where candidates are required to suggest 'one way' for two marks.



## Question C2 (a)

Candidates generally performed well on C2a, with the majority able to give at least one practical strength and one ethical strength of using animals in health psychology/drug research. The best responses gave at least two practical strengths and one or two ethical strengths, which were well explained and contextualised to drug research explicitly. Weaker responses tended to give generic strengths and/or were unable to qualify fully why it was a strength (eg it is cheaper, but not able to say why it is cheaper). The most common strengths included shorter gestation, generalisability, harm, and cost of animal research when investigating drugs. A minority of candidates gave weaknesses, which gained no credit.

**C2** Mitch is planning to use animals when researching a new drug for the government.

He has to write a research proposal for the Home Office to justify his use of animals in his research.

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

(4)

Practical strengths include that animals such as mice are much smaller and so need smaller doses of drugs making animal research cheaper.

Some animals also have similar CNS, to humans and so drugs may have similar effects on humans and animals.

Ethically, animal research allows drugs to be developed that wouldn't be able to be tested on humans, and research often benefits the animals as well as humans.

Furthermore, pro-speciesism suggests we should protect our own species and testing drugs may have damaging effects so we should use animals instead.



**ResultsPlus**  
Examiner Comments

This response achieved 4 marks. The first mark is for the practical strength of it being cheaper (which is qualified accurately). Note that cheaper without appropriate qualification would not have gained credit here. The second mark is for the similarity in the CNS between animals and humans. A third mark was awarded for the ethical strength of developing new drugs, which could also benefit animals, and a final mark was given for the idea of pro-speciesism. All points here are contextualised in terms of drugs and are not generic.

Practical strengths of ~~animal~~ using animals are;  
they are relatively cheap to use.  
~~It is easier to see a variety of animals they can~~ they can they  
reproduce really quickly which means that it's possible  
to see the effects of drugs along a generation.  
~~However~~ Ethical strengths are we could do things  
to animals such as injecting drugs that may kill  
humans. and may be seen as unethical to humans.  
~~the~~ also we



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. The first part about cheaper was not credited as it was not appropriately qualified by the candidate. The first mark was awarded for quicker reproduction which enables effects of drugs over generations to be studied quicker, and the second mark was given for the last part about it being ethically advantageous to harm animals rather than humans (when justified to do so).

## Question C2 (b)

Candidates struggled with C2b with the majority of candidates finding it difficult to gain more than two marks. The best responses offered 3-4 explicit similarities or differences between their chosen methods which were contextualised to drug research/health psychology. Weaker responses tended to simply describe each method with perhaps one connective in the middle, or alternatively did not compare like-for-like between the methods. Many weaker responses also did not link any of their points to drugs/health psychology. Candidates were not well prepared for this question, which is strange, given that comparisons between theories/methods/studies have appeared numerous times on this examination before, but not always necessarily in health psychology. For future series' candidates should be prepared to compare any aspect of the specification where more than one is required to be covered (eg theories/studies/methods etc.).

Laboratory experiments and surveys both use human participants. They both can collect quantitative data although lab experiments use things like PET scans and surveys/interviews use self-report questions that may result in qualitative data (rich information).

Lab experiments can be easily analysed and are scientific so they can be tested. Surveys are not scientific and are hard to analyse if qualitative data is collected.

Laboratory experiments do not have open and closed questions while questionnaires and interviews do. Interviews can be semi-structured, structured & which means that it is standardised and the questions cannot be changed which is similar to lab experiments with standardised procedures.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. The first mark was for the comparison regarding the type of data with qualitative and quantitative data. No credit was given for the idea about surveys not being scientific because this was not accurately qualified, and the analysis of laboratory experiments depends on the type of data, and not laboratory experiments *per se*. The next part, about open and closed questions, was not relevant or accurate so gained no credit. The second mark was awarded for structured and standardised comparison at the end.

Interviews mainly gather qualitative data such as the individuals experience on drugs, whereas PET scans gather quantitative data about the effects of drugs on certain parts of the brain compared to a control. There may be subjectivity in the analysis of interviews, whereas the findings of PET scans don't require analysis so they are objective and reliable. Interviews tend to be more valid as ~~quantitative~~ data can be in-depth and respondents can use their own words, whereas it can be difficult to pinpoint exact areas of the brain from PET scan images, which reduces the validity. Both are relatively ethical - there is right to withdraw, however PET scans require an injection of tracers which is painful.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. The first mark was awarded for the comparison regarding qualitative vs. quantitative data. There was no credit given to the point about subjectivity vs. objectivity because it is not accurate (PET scans do require analysis). A second mark was awarded for the validity difference between interviews and PET scans. Again, there was no credit for the last point as this is not a direct comparison.

### Question C3

Candidates generally did well on C3 with the full range of marks being awarded, but the majority around the middle of the levels as would be expected for an extended writing response. The most common theories used were SLT and dopamine reward pathway but genetics and operant conditioning were also fairly frequently used. The best responses gave equal focus to both theories and were able to use their time effectively to give both AO1 and AO2 of both theories applied to Kanza's friend. They were able to go beyond attention, retention, reproduction, motivation for SLT and offered vicarious reinforcement and characteristics of a role model as well as how the behaviour was continued. The biological explanation had specific detail of the mode of action of heroin and how tolerance and withdrawal contributed to addiction. Stronger evaluation included a range of strengths and weaknesses including research findings, methodological points, and comparisons between the theories. Weaker responses tended to spend most of their time on one theory so could only offer an imbalanced response and usually lacked the depth and/or breadth that was present in the stronger responses. Evaluation was also limited to a single research study (eg Bandura) and may have missed out evaluation of their second theory completely. Candidates are reminded that balance is very important in essays and that where more elements are required (AO1 x 2 theories, AO2 x 2 theories), it is more effective to give less ideas but enable all elements to be present than attempting to write two whole essays in the time allowed (which was not the expectation here).

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

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

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

(12)

that the biochemical explanation is from the biological approach. It suggests that it is the imbalance of neurotransmitters in the brain which would lead to Kanza's friend misusing heroin. This means too much dopamine is released which is why her friend will feel pleasure after taking it. This change in neurotransmitters leads to physical dependency as her body is used to having heroin in her system so needs it to function. This will lead to addiction. This explanation also explains withdrawal symptoms <sup>are due to</sup> ~~are because~~ of the biochemical crash after the body

stops receiving heroin. It also suggests that there is an addictive gene which is why addiction can run in families.

This approach is good because it can be supported by animal studies which show a change in neurotransmitters after drugs are taken. PET scans <sup>+ brain scans</sup> support it as they can show clear differences in neurotransmitter levels in the brains of drug users and non-drug users. The biological explanation also explains why addiction can run in families but does not explain why some people can take drugs and misuse drugs such as heroin but don't become addicted.

The learning approach ~~is~~ explains Kanza's friend misuses drugs due to operant conditioning. This means that role models would have influenced ~~her~~ <sup>them</sup> to misuse drugs. Role models are more likely to encourage drug misuse if they are of a high status or have power. Eg. a celebrity. Vicarious reinforcement would ~~also have~~ may also have influenced Kanza's friend to take drugs as ~~she~~ <sup>they</sup> may have seen a celebrity or ~~her~~

their role model take drugs / misuse heroin and gain lots of attention from it which would encourage her to copy this behaviour and repeat it.

This explanation is good because it explains why people begin to take drugs in the first place, unlike the biochemical explanation. However, it does not explain why some people ~~take~~ misuse drugs yet do not become addicted. The explanation also doesn't explain why addiction can run in families due to the role models being family members so others copy. It is easy to test because behaviours can easily be seen during observations.



### ResultsPlus Examiner Comments

This response achieved Level 2.

The AO1 description for learning and biological was considered good (Level 3) and both are linked to Kanza's friend. The AO2 evaluation for biological was judged as good but the learning evaluation was only considered limited. Therefore, the AO2 limited this response at the top of Level 2 because it satisfied the descriptor in Level 2 but not all of the criteria in Level 3.



### ResultsPlus Examiner Tip

There were four elements to this essay (AO1 & AO2 theory 1, AO1 & AO2 theory 2) so less detail and breadth was needed than where there would be only two elements (AO1 theory 1, AO2 theory 1). The levels-based mark scheme gave candidates the opportunity to push into a higher level if there was not complete balance (see levels in mark scheme).

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

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

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

(12)

The biological approach can explain Kanza's friend heroin use ~~by~~ as she may be addicted to the drug as it has altered the balance of neurotransmitters in the brain and therefore the drug is required to function normally as the original neurotransmitter has been replaced at the opiate receptor. Kanza's friend may have continued to take heroin after her first experience as it releases ~~dopamine~~ high levels of dopamine and serotonin in the brain giving a euphoric feeling she wants to repeat.

Kanza's friend may ~~have~~ misuse heroin due to the social learning theory which states individuals take drugs because they observe and model the behaviour of a role model. This is done through attention, retention, reproduction and motivation. A role model has to be of status and power and encourage the behaviour. Kanza's friend may have started to misuse heroin as her peers



may have done it and gained positive reinforcement from the drug which Kanza's friend may have wanted to repeat for herself. This is known as vicarious reinforcement. This may have been a reason for her to first try the drug but unlikely if Kanza has not misused heroin also.

The biological approach supports the nature debate as it considers changes in the brain, however it ignores all environmental influences unlike the learning approach that focuses on nurture. A weakness of the biological approach is that it can not explain cultural or individual drug misuse unlike learning approach which suggest it's caused by different role models. The learning approach however does not explain why people ~~can not~~ ~~in first~~ continue to use drugs if they have a bad first experience with them. Another weakness of the learning approach is Ennett's study which found peer groups discouraged smoking rather than encouraged. A strength of the learning approach

is that it explains why people first take drugs which the biological approach fails to do. A strength of biological however is that studies of PET scans in drug abuse found huge differences in drug users and non-drug users. A weakness of both approaches is that they both use animal studies which can't be easily generalised to humans.



**ResultsPlus**

**Examiner Comments**

This response achieved Level 3.

The AO1 description for both the biological and learning theories was considered good (Level 3). Greater depth would have been needed for Level 4. The AO2 evaluation for both theories was also judged to be good (Level 3) with a range of points. Again, greater depth would have been required for Level 4, although the AO2 was almost Level 4 and stronger than the AO1, so this moved the essay to the top of Level 3.

## Question D1 (a) (b)

Candidates performed very well on D1a with a majority able to give at least two accurate procedural points about their chosen study. The best responses gave three clear points which had specific detail from the study (eg the sample size and profile). Weaker responses did not offer three separate points and/or gave vague or inaccurate statements about their chosen study. The most popular study chosen was Koivula, followed by Cottrell *et al*, with very few Craft *et al* ...

Candidates had a little difficulty with question D1b with the majority achieving 1-2 of the available marks. The best responses gave a range of strengths and weaknesses for their chosen study, which were well explained and used specific detail from the study. Weaker responses tended to give generic evaluation points that were sometimes vague and/or inaccurate. Candidates are reminded with evaluation of a study/theory to give specific detail and use evaluative terms and explain their ideas fully.

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

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

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

(3)

Koivula used 207 participants, 104 females and 103 males, firstly, they were required to fill out a 60 question, ratings scale questionnaire called the Bem Sex Role Inventory. This was used to find out how 'sex-typed' each participant was. This means how much they identify with ~~the~~<sup>their</sup> gender. The participants then filled in a 7 point-scale questionnaire about various different sports to see whether they viewed them as being 'male', 'female' or 'neutral'. The results from the two questionnaires were then correlated to see if how 'sex-typed' an individual is affects their view of sports.

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

(4)

Firstly, the study was good because it used a large sample (207 participants) meaning it was more generalisable and the findings could be applied to a wider range of people. Furthermore, the study was valid because the Bem Sex Role Inventory used 20 'filler' questions to prevent demand characteristics and also, the participants themselves decided which sports were 'male' or 'female' meaning there was validity in the categorisation. However, the study may have been seen as ungeneralisable because it used only participants from one Swedish university and the vast ~~majority~~ majority of them were young, white students, so findings cannot be validly applied to other countries, races or ages. Furthermore, the study used self-report, questionnaire data, which can be effected by demand characteristics or social desirability, meaning the answers are untrue and you are not testing what you intend to, therefore reducing validity.



**ResultsPlus**  
Examiner Comments

This response achieved 3 marks for part (a). The first mark was for the sample, the second for the use of the BSRI, and the final mark for the DV (7 point scale inc sex role ratings).

This response achieved 3 marks for part (b). The first mark was for the strength about the filler questions. The second mark was for generalisability, and the final mark was awarded for the point about social desirability

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

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

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

(3)

The procedure was that there were 132 participants involved and all had to learn 2 lists of words. They were split into 2 groups and learnt the lists which were "competitive" strong association or "non-competitive" weak association. The two groups then had to recall ~~the~~ <sup>as many</sup> words from the 40 word list in both conditions with or without an audience. Both groups did both conditions so 4 conditions were done in total.

They also did a follow up study with 48 participants in 3 conditions (audience, no audience + mere presence), and had to match the 10 'Turkish' words with the objects, they were shown 40 slides in 4 sets on a tachistoscope and had to start when they believed they matched, and the number of times was recorded.

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

(4)

The participants were deceived and lied to as they were not told the true aim of the study which was to see the influence of audience on participation but were told how well could learn new words.

This meant that the participants were not able to give true informed consent.

The study was also very stressful which put the participants

understress and not protecting them under the BPS guidelines.

However at the end they were all debriefed.

The study was very artificial, and unnatural, lacking ecological validity.

The study was also not generalisable as all the participants were male college students, so it can't be generalised to females or anybody else.

However it does allow coaches to understand the impact that an audience has on performers especially in highly important and competitive situations.



**ResultsPlus**

**Examiner Comments**

This response achieved 3 marks for part (a). The first was for the sample and what they were asked to do. The second was for the competitive vs. non-competitive with the task, and the final mark was awarded for the follow-up study.

This response achieved 2 marks for part (b). The first was for the weakness about deception and the second was for generalisability. Note that the other evaluative points did not gain credit because they were either generic (ethics), were not specific to this study (ecological validity), or not evaluative (the last point about the audience).

## Question D1 (c)

Candidates found D1c difficult, with the majority gaining a single mark of the three available. The best responses gave three separate points of which at least two were research findings from relevant psychological research. Candidates seemed poorly prepared for this question and, as such, they need to ensure they are prepared in future to give psychological research findings to support/refute studies and/or theories. Weaker responses gave descriptive answers that did not meet the demands of the question and/or gave methodological weaknesses of the procedures employed by psychological research. As a result, sometimes they gained a single mark, which was the maximum given, considering the question.

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

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

(3)

The theory of personality traits as an explanation for differences in sporting performance is supported by Krull and Cronshaw - who ~~found~~ looked at 16 personality factors in different sportspeople and found that wrestlers and football players had similar personality traits to each other, and that gymnasts and people who do karate have different personality traits from each other and from wrestlers and football players. This study therefore suggests that those with different personality traits are attracted to different sports - and hence one could also suggest that these shared personality traits will improve their performance in these sports as they are more suited to them biologically.



### ResultsPlus Examiner Comments

This response achieved 2 marks. This candidate has read the question carefully and has offered findings from two psychological research studies - both of which gain credit. Had they included a third point about either more findings or alternatively a methodological weakness or alternative to the studies already presented, they could have been awarded full marks.

A personality trait is done on 3 different scales. The level of neuroticism, level of extroversion and level of psychotism. A person with naturally high levels of extroversion is likely to want higher levels of arousal in sporting performance so that their performance is at the optimum level. Furthermore they are more likely to be suited to team games that often need high arousal such as rugby so that the Reticular activating system is used and aroused. Whereas a introvert, someone with low extroversion would have an easily excited Reticular activating system, and so would want to take part in a sport with low levels of arousal needed such as archery.

(Total for Question D1 = 10 marks)



### ResultsPlus Examiner Comments

This response achieved 0 marks. The response is purely descriptive and does not focus on the demands of the question. The question asks for psychological research and how that can be used to evaluate the role of personality as an explanation of individual differences in sporting performance. Unfortunately, the response does not do this, and therefore gains no credit.



### ResultsPlus Examiner Tip

Candidates are reminded to read the question carefully and only give what the question is specifically asking for. It is a waste of time to give lots of information that is not relevant to the AO being assessed.



## Question D2 (a) (b) (c)

Candidate performance varied across the mark range on D2a with the strongest responses achieving the higher marks and weaker responses achieving lower marks. The best responses included a range of procedural issues which were very well described with specific details to enable full replication to be possible. The sources were specifically named, how they were analysed was precise and detailed, and sampling decisions were fully justified. Weaker responses tended to give a vague overview of their practical with very few identifiable procedural issues.

Candidates did well on stating a relevant control for their practical for D2b. Identification of a suitable control was usually done successfully but then justification for this was found more challenging by candidates. The most common controls included keeping the coding categories the same and using the same website/newspaper for both article/content analysis. The best responses gave a relevant, suitable control then justified it fully and accurately.

Candidates also did well on D2c with a variety of valid suggestions on how to improve their practical. The best responses identified a relevant, suitable improvement and then explained fully how this would have improved their practical in an accurate way. The most common suggestions included getting another person to do the analysis, repeating the analysis with different sources, or improving the coding categories. Weaker responses gave an irrelevant, or inappropriate way to improve and/or gave inaccurate statements.

**D2** During your course you will have conducted a practical investigation on a topic in sport psychology using **either** a content analysis **or** a summary of two article sources.

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

(4)

First, I searched on the internet for articles about what makes a good coach. I used the terms "what makes a good coach" and also "examples of good coaching". I then chose the articles from sources that were reliable, I ~~was~~ rejected any found on wikipedia as they can be altered by the general public. The two articles I chose were from BBC sport and Sport England. In order to carry out the content analysis, I found the key themes in the articles and kept a tally of how many of each one I got. I then began to merge together the key themes into more general themes until I was left with 3 widely encompassing statements to explain

what makes a good coach. These were, the ability to set effective goals, the ability to motivate and inspire, and good communication.

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

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

(2)

One element that I controlled was the ~~the~~ coding system that I used to merge themes together. I controlled this element as it made the subjective analysis of the articles more objective which helps to increase the validity of the conclusions I drew of what makes a good coach.

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

(2)

My practical could have been improved asking more than one psychologist (other than myself) to score the articles.

This would allow me to compare both the themes and the tallies which would increase the reliability of results.



### ResultsPlus Examiner Comments

This response achieved 4 marks for part (a). The description is detailed and clearly describes a range of well-explained procedural issues. Full replication is also possible, therefore the response was awarded full marks.

This response achieved 2 marks for part (b). The response clearly identifies a relevant control and then goes on to offer an appropriate explanation of its purpose.

This response achieved 2 marks for part (c). There is identification of relevant suggestion and appropriate explanation of how it would improve the practical.

**D2** During your course you will have conducted a practical investigation on a topic in sport psychology using **either** a content analysis **or** a summary of two article sources.

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

(4)

I went to a library and searched through a number of sporting magazines. I tried to look for ones that were more up to date and less than 5 years old so it was more relevant to current research and my results were more valid so could be generalised. I chose a magazine called the 'PE Review', ~~and~~ and chose an article called 'Anxiety control techniques' and one called 'Combating Motivational Theories'. I read both then made <sup>separate</sup> a lists of ~~common~~ key themes from ~~e~~ each article. They included: 'Anxiety', 'Arousal', 'Motivation'. I then tallied how often they appeared and used current psychological research to explain my findings.

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

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

(2)

I used the same list of key themes for each article analysis, when tallying their appearance in each. This allowed for fairer comparisons.

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

(2)

I had 9 key themes and I feel that, had I used a slightly fewer, it I could have made clearer, conclusions, and would have been easier to generalise ~~to~~ ~~to other~~ sporting situations more valid conclusions, which would be more useful in its application.



**ResultsPlus**  
**Examiner Comments**

This response achieved 3 marks for part (a). The description clearly describes how the practical was conducted with a range of procedural issues. Partial replication is possible, therefore overall 3 marks were awarded.

This response achieved 1 mark for part (b). There is identification of a relevant control but it lacks appropriate justification and therefore does not gain the second mark.

This response achieved 0 marks for part (c). There is no appropriate improvement suggested, therefore there is no credit given here.

### Question D03

Candidates generally performed well on D3 with marks awarded across the full range. The strongest part of the majority of the essays was the AO1 where candidates clearly enjoyed relating the theory to the context and scenario, which they usually did very effectively. The part that let down some of the responses was the AO2 evaluation, and imbalance restricts the mark that can be awarded on these 12-mark questions. The best responses gave a detailed overview of achievement motivation theory, which was embedded with the scenario of David's football team, in an effective manner. The evaluation used a range of detailed strengths and weaknesses, usually with a mix of research evidence and methodological points and was overall balanced well between the description and evaluation. Weaker responses focussed on the AO1 and gave some links to David's team but very few, with their description of the theory also being quite vague. There was very little or no relevant AO2 evaluation with these responses and thus the imbalance and inaccuracies in the AO1 severely limited the level and therefore mark that could be awarded.

intro → Mclelland | Gost

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

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

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

(12)

Battle Cox  
↓  
tennis

David's football team may consist of players who mostly possess a Mach (need to achieve) personality characteristic. This means that they show approach behaviours that mean they will be determined to win. They would relish at the chance to compete against the best as they enjoy assessment. They would value speed work and need to enhance performance constantly. The whole team would have N-association meaning they would strive to be part of the group working together to achieve the best.

They may for leaders and status members of the group have N-pow which is the need for

power and take leadership or command at the defense or attacking football plays.

Not many of the team would have had Mas characteristics (need to avoid failure) as they would not have had avoidance behaviours or avoided 50:50 situations in order to win games. Other teams ~~are~~ may have had players with Mas characteristics which David's team played.

Achievement motivation suggests that biological traits determine how we act in the environments we are placed into.

People like David's team with N-Ach (need to achieve personalities), N-affili (need for affiliation) and N-pow (need for power) are much more likely to succeed than those with Mas (need to avoid failure characteristics).

McClelland introduced N-Ach and Mas personalities along with achievement motivation theory through the observation of sports performers. This does not show ~~strong~~ strong support for the ~~study~~ theory as his observations may be unreliable.

Studies do support achievement motivation theory however as shown by Butt & Cox who carried out personality tests on tennis players in the Davis Cup and found more

Nach characteristics. Another supporting study is Gist et al sending similar results.

Achievement motivation theory is not supported through biological evidence only self observations which may lack some validity therefore they may not have the most accurate support.

An alternative explanation to Achievement motivation is Self efficacy theory proposed by Bandura. It suggests that a person's confidence at a task comes from experiences of doing it or observing others doing it. Someone who has complete ~~as~~ a task previously is more likely to behave higher self efficacy than someone who has not.

Self efficacy has more ~~data~~ research to support it such as Jordan who found when it was associated with internal factors it greatly increases. For example effort over ability.

Applications of the theory would be that we need to distinguish between Nach and NACH characteristics and apply them to coaching and understanding individual athletes needs.



**ResultsPlus**  
Examiner Comments

This response achieved level 2.

The AO1 description of achievement motivation theory was considered good (L3) and has reference to David's football team. The AO2 evaluation was only judged as basic though and needed a greater range of ideas and depth for L3/L4. The response is limited to Level 2, due to the AO2, but the AO1 is stronger and therefore it was pushed to the top of Level 2 overall.

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

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

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

(12)

Achievement motivation theory would suggest that David and his friends all have a high need for achievement (NACH). ~~NACH~~ People with low NACH see failure as something to avoid and will either only attempt very easy goals to avoid failure or very challenging goals so that if they fail, they won't be seen any differently. David's 5-a-side football team must have high NACH as they set themselves the challenging goal of winning the European championships and worked hard to achieve it rather than avoiding the situation in fear of failure.

Achievement Motivation Theory (AMT) would also suggest that the reason David's team succeeded was because some of the players had a high need for affiliation (NAFF) and some had a high need for power (NPOW). The players who were high NAFF would seek strong relationships with the other team members.



This would make them very good at working as a team to achieve a challenging goal. These players must not have been put in a leading position, such as being the captain, as they are not good leaders and would be able to take control of the direction of progression.

However, one or two of the players in the team must have had a high need for power (Npow). Players with high nPow need to have control over the direction of the progression of the team and want to sway people's opinions towards their own. They make good leaders and so in David's 5-a-side football team, the player with the strongest nPow would have been made captain of the team in order for them to win the European Championships.

One strength of this ~~explanation~~ theory of motivation, is that Butt and Cox found that <sup>advanced</sup> tennis players with high need for achievement performed better than those without with a lower need for achievement. ~~This shows~~ This not only increases

the scientific credibility of achievement motivation theory, but also increased the reliability of its ~~theories~~ theories.

A weakness of achievement motivation theory on the ~~other~~ other hand, is that the means of measuring the characteristic must not only be subjectively analysed, but are founded on self-report data which is deemed both unreliable and in some cases invalid. For example, the Thematic Apperception Test, used to determine levels of need for achievement, relies on self-report data when athletes describe what they see in different sporting scenarios.

However, another strength of theory is that the findings ~~of~~ can be applied numerously to real life. Not only have coaches used need for achievement to both set more challenging goals and give more extrinsic reward to people with lower ~~are~~ need for achievement, but the theory has also been used in businesses and schools.

(Total for Question D3 = 12 marks)



### ResultsPlus Examiner Comments

This response achieved Level 4.

The AO1 description of achievement motivation theory was considered very good (L4) and has accurate ideas which are in detail. There is engaged reference to David's football team throughout. The AO2 description was also judged as very good (L4) with both breadth and depth of strengths and weaknesses of the theory. Because both the AO1 and AO2 satisfied the descriptor for Level 4, the response was given Level 4 overall.

## Paper Summary

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

- When evaluating a study, candidates should give specific detail from the study itself, such as the sample size or profile, when discussing generalisability. Without specific detail the point is generic and will limit the credit candidates could be awarded.
- It is recommended that candidates use two succinct sentences when giving a strength or weakness – the first will give some specific detail for the study and identify the strength/weakness, and the second sentence will explain why it is a strength or weakness, linking back to the study being evaluated.
- Centres are encouraged to continue to prepare candidates for comparative questions, which have appeared as both short and extended open response questions in this examination. There have been signs of improvement but some candidates are still finding this skill difficult, so use of connectives and like-for-like similarities and differences are the key to enabling these candidates better to access these questions.
- Reading the question carefully and following the instructions to give only what the question is asking, is important for candidates. There are still candidates that 'describe and evaluate' when the question specifically asks to 'describe and compare' and, as such, their performance is limited on these questions. Highlighting and underlining the injunctions (command words) can help candidates gain focus under pressure. They are encouraged to check back to the question when composing their response, to ensure they are still focussing on the requirements of the question being asked.
- Application to the context or scenario is critical for candidates to be able to access all of the marks available on this paper. This examination assesses applications of psychology and generic ethical points or methodological points will be limited in the credit they will be awarded. Candidates should apply each and every point to the application being assessed, where possible, to ensure they gain maximum credit for all questions.

## **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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