

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE  
in Psychology (6PS03/01) Paper 1

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## General Guidance on Marking– GCE Psychology

All candidates must receive the same treatment.

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

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

### Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 [ ] words inside square brackets are instructions or guidance for examiners.
- 4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
- 5 TE (Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

### Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks can only be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

### Unit 3: Applications of Psychology

#### Section A – Criminological Psychology

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

Question Number	Question	
<b>A1 (a)</b>	What is meant by 'criminological psychology'?	
	<b>Answer</b>	<b>Mark</b>
	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> <li>• Explaining why people commit crime/explanations for criminal behaviour/eq;</li> <li>• For example, social learning theory suggests individuals imitate criminal behaviour that has been observed/eq;</li> <li>• Suggesting ways to rehabilitate offenders, such as the use of the token economy programme/eq;</li> <li>• Identifies problems in legal procedures such as EWT and recommends reforms/eq;</li> <li>• Helps build possible profiles of offenders to aid the police/eq;</li> <li>• Finding out whether the media has an influence on increasing or continuing offending/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<b>(3 AO1)</b>

Question Number	Question	
<b>A1 (b)</b>	<p>During the criminological psychology topic you will have covered a number of studies in detail, including Loftus and Palmer (1974).</p> <p>Evaluate the study by Loftus and Palmer (1974) in terms of reliability <b>and</b> generalisability.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p><b>MAX 3</b> marks if reliability OR generalisability ONLY.</p> <p><b>MAX 1</b> for any generic evaluation not directly linked to Loftus and Palmer (1974).</p> <p>Ignore ethics, validity, application.</p> <p>1 mark for basic strength/weakness (see examples) 2 marks for well expressed, elaborated strength/weakness (see examples)</p> <ul style="list-style-type: none"> <li>• The same videos were used so it can be tested for reliability/eq;</li> <li>• Extraneous variables were controlled to ensure there was consistency between the leading question groups/eq;</li> <li>• Other similar studies have found that leading questions/misleading language hinder the accuracy of testimony so there is consistency in the findings/eq;</li> <li>• Only students were used so the results may not be generalisable to real eyewitnesses/eq;</li>   <li>• The same health and safety videos were used for each of the groups and only the critical question was different so the procedure can be replicated to test for reliability/eq; <b>(2 marks)</b></li> <li>• Extraneous variables such as the weather were controlled as it was set in a lecture hall so there was consistency between the conditions for all participants so it is reliable/eq; <b>(2 marks)</b></li> <li>• The participants were all students in an American University who tend to be of a similar age/intelligence and so are not generalisable to all eyewitnesses/eq; <b>(2 marks)</b></li> </ul> <p>Look for other reasonable marking points</p>	<b>(4 AO2)</b>

Question Number	Question	
<b>A1 (c)</b>	<p>When studying criminological psychology you will have studied two ways of treating offenders.</p> <p>Compare the token economy programme with <b>one other</b> way of treating offenders.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p><b>Max 1</b> if no reference to criminological psychology.</p> <p>Token Economy vs. Anger Management</p> <ul style="list-style-type: none"> <li>• TEP is behavioural only whereas AMP involves both behavioural and cognitive elements to help offenders/eq;</li> <li>• TEP has been criticised for only improving offenders in the institution whereas AMP tries to improve offender behaviour in the long term/eq;</li> <li>• TEP can be a non-specialist running the programme whereas AMP requires a trained professional to help offenders/eq;</li> <li>• Some TEPs in prisons (e.g. START) have been criticised for violating basic human rights whereas AMPs are considered more ethical as they are carried out in a safe environment/eq;</li> <li>• Both TEP and AMPs involve methods to modify offender behaviour to more socially acceptable behaviour/eq;</li> <li>• TEP has been criticised for only improving offenders in the institution as tokens are not awarded once they leave whereas AMPs try to improve offender behaviour in the long term by teaching the offender micro and macro skills/eq; <b>(2 marks)</b></li> </ul> <p>Token Economy vs. Social skills training</p> <ul style="list-style-type: none"> <li>• Both TEP and SST involve methods to modify offender behaviour to more socially acceptable behaviour/eq;</li> <li>• TEP is behavioural only whereas SST involves both behavioural and cognitive elements to help offenders/eq;</li> <li>• TEP has been criticised for only improving offenders in the institution only whereas SST tries to improve offender behaviour in the long term/eq;</li> <li>• TEP can be a non-specialist running the programme whereas SST requires a trained professional to help offenders/eq;</li> <li>• Some TEPs in prisons (e.g. START) have been criticised for violating basic human rights whereas SST is considered more ethical as they are carried out in a safe environment/eq;</li> <li>• TEP has been criticised for only improving offenders in the institution as tokens are not awarded once they leave whereas SST tries to improve offender behaviour in the long term by teaching the offender micro and macro skills/eq; <b>(2 marks)</b></li> </ul> <p>Look for other reasonable marking points.</p>	<p><b>(3 A02)</b></p>

	Guidance	
<b>A2</b>	Use the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available. Please read the whole response before crediting.	
Question Number	Question	
<b>A2 (a)</b>	Naressa is reading a national newspaper and sees a story which suggests that older people are better than younger people in the accuracy of their eyewitness testimony.  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 testimony.	
	Answer	Mark
	<p>Mark according to the levels below.</p> <p>Ignore references to strictly lab experiments (even if the response claims to be a field experiment but clearly is not), these involve a structured setting in a situation where behaviour being studied would not normally occur. Some research employs an experimental paradigm, such as Maas and Köhnken, and descriptions similar to this can be treated as field research for the purpose of this question.</p> <p><b>Max 1</b> if no reference to Naressa/EWT/Scenario.</p> <p>Elements that could be used: variables, operationalisation of IV, apparatus, sample/participants, design, procedure, ethics, controls, location, gathering and analysis of results (could include operationalisation of DV here).</p> <p>Levels</p> <p><b>0 marks</b> No rewardable material</p> <p><b>1 mark</b> Basic and brief information about how a field experiment might be conducted. Includes an attempt at one or more of the above elements.</p> <p><b>2 marks</b> Basic detail about how a field experiment might take place with reference to more than one basic idea. Includes at least one well explained element from above.</p> <p><b>3 marks</b> Good detail about how a field experiment might investigate EWT in the field. Partial replication possible. At least two of the above elements well expressed.</p> <p><b>4 marks</b> Very good detail of how a field experiment might be used to investigate EWT on a range of ideas expressed well/three or more elements. Replication possible within the time constraints of the paper. Look for other reasonable content</p>	<b>(4 A03)</b>

Question Number	Question	
<b>A2 (b)</b>	Naressa has been told by her Psychology teacher that field experiments have strengths and weaknesses. Evaluate the use of a field experiment in terms of reliability <b>and</b> validity when conducting a study into the effectiveness of eyewitness testimony.	
	Answer	Mark
	<p>Take care with categorical answers eg, field experiments do not have control, field experiment participants do not know they are being tested. These are too categorical and <b>do not</b> gain credit.</p> <p><b>Max 1</b> mark for a study/research used as a supplementary example in an accurate way.</p> <p><b>Max 1</b> for any point with no reference to criminological psychology/EWT/incident.</p> <p>Ignore evaluation in terms of ethics, generalisability.</p> <p><b>Max 3</b> if reference to only reliability OR validity.</p> <ul style="list-style-type: none"> <li>• Field experiments into EWT have low reliability as there is limited control over extraneous variables that may affect the accuracy of witnesses/eq;</li> <li>• With limited control over situational variables the recall may be unreliable because exact replication is unlikely/eq;</li> <li>• Less control over the witnessed environment means that variables that are unexpected can have an anomalous effect upon results/eq;</li> <li>• However, a lack of control in the experimental setting is realistic to what a real witness would experience/eq;</li> <li>• The field experiment may not be standardised so can lead to unreliable findings for eyewitness testimony/eq;</li> <li>• Field experiments are more realistic than laboratory experiments as the environment is natural and similar to what a real witness would experience/eq;</li> <li>• Participants in Yarmey's (2004) study were approached and asked for directions or help find lost jewellery in their natural setting so their testimony (identifying woman from line up) would be similar to a real life witness/eq;</li> </ul> <p>Look for other reasonable content</p>	<b>(4 A03)</b>



Question Number	Question	
<b>A3</b>	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 <b>at least one</b> other explanation of criminal/antisocial behaviour that you have studied.	
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p>Indicative content</p> <p>AO1</p> <ul style="list-style-type: none"> <li>• Nicole may see one or more of the criminals as a role model as they may be the same-sex and she may identify with them and want a luxury sports car</li> <li>• Nicole will observe and pay attention to how the criminals broke into the sports cars</li> <li>• Nicole will retain the information from the film and remember how the criminals started the stolen sports cars</li> <li>• Nicole will reproduce the behaviour seen in the film by attempting to steal a sports car from her local car park</li> <li>• Nicole will be externally motivated to continue stealing sports cars as she gains praise from her friends for having a luxury car</li> <li>• Nicole will find stealing cars exciting so will be internally motivated to continue the behaviour</li> </ul> <p>AO2</p> <p>SLT vs. SFP</p> <ul style="list-style-type: none"> <li>• Both SLT and SFP involve the influence of other people and without others the criminal behaviour would not be learned</li> <li>• For example, if Nicole had not seen the film or been labelled a car thief she may not have started stealing cars</li> <li>• Both SLT and SFP suggest nurture/environment is the cause of criminal behaviour</li> <li>• For example, Nicole had to watch the film which is in the environment or be influenced by an externally created label to steal cars</li> <li>• SLT suggests it is how we influence the world by choosing our role model and imitating them whereas SFP suggests it is how the world influences us by a label being created for us and the behaviour change towards us that causes criminal behaviour</li> <li>• For example, Nicole had to choose who would be her role model from the film and then to copy them stealing cars whereas SFP would suggest others would label Nicole a car thief and behave suspiciously around her that would cause Nicole to steal a car</li> </ul> <p>SLT vs. Biological</p> <ul style="list-style-type: none"> <li>• SLT involves the influence of other people to learn criminal behaviour whereas biological theory suggests criminal behaviour is internal so no one else is needed</li> <li>• For example, biological theory would say Nicole would have stole cars regardless of the film whereas SLT suggests the external role model is required</li> <li>• SLT suggests nurture/environment is the cause of criminal behaviour whereas biological theory suggests nature/genes/hormones is the cause of criminal behaviour</li> <li>• For example, Nicole had to watch the film which is in the</li> </ul>	<b>(6 AO1, 6 AO2)</b>

	<p>environment but biological theory says she would be predisposed to steal cars</p> <ul style="list-style-type: none"> <li>• SLT suggests it is how we influence the world by choosing our role model and imitating them (voluntary) whereas biological theory suggests it is the genes and hormones that are influencing whether she steals cars (involuntary)</li> <li>• For example, Nicole had to choose who would be her role model from the film and then to copy them stealing cars whereas SFP would suggest a criminal gene(s)/excess testosterone may lead to her stealing the cars</li> <li>• SLT suggests environment is required through imitating role model behaviour which is similar to biological theory which suggests a genetic predisposition to crime is expressed by an environmental trigger</li> <li>• For example, both theories suggest the film is important in Nicole starting to steal cars through imitating a role model (SLT) or triggering a genetic predisposition for criminal behaviour (biological)</li> </ul> <p>Look for other resonable content</p>	
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Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
<b>Level 1</b>	1-3	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Brief and basic account of SLT, may not be clear and shows significant under development. Unlikely to be in context.</li> <li>• Little or no attempt at the comparative demands of the question.</li> </ul> <p>Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
<b>Level 2</b>	4-6	<p>Description OR comparison only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Basic description of SLT that may/may not be linked to Nicole stealing cars or criminal psychology</li> <li>• Attempt at comparison of SLT with one other theory, using simple or limited statements.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. Limited clarity organisation in the response.</p>
<b>Level 3</b>	7-9	<p>Candidate has answered <b>both injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Good description of SLT used to explain Nicole stealing cars. Description has breadth or depth of detail.</li> <li>• Good comparisons using a range of ideas or at least two developed well.</li> <li>• Description OR evaluation to be explained in terms of Nicole stealing cars (engaged reference)</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>

<p><b>Level 4</b></p>	<p>10-12</p>	<p>Candidate has answered <b><i>both injunctions</i></b> in the question <b>very well.</b></p> <ul style="list-style-type: none"> <li>• Very good description of SLT showing breadth and depth of detail.</li> <li>• The description is well explained in terms of Nicole stealing cars (<b>all in context</b>)</li> <li>• Very good, well expressed comparisons showing understanding.</li> <li>• Comparisons may be linked to Nicole.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the indicative content is present.</p>
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## Section B – Child Psychology

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

Question Number	Question	
<b>B1 (a)</b>	Define the terms 'attachment' <b>and</b> 'separation anxiety' as they are used in child psychology.	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Ignore tautological definitions (e.g. separation anxiety is anxiety when separated)</p> <p><b>MAX 2</b> for either definition.</p> <p>Examples of attachment can gain credit in addition to definition.</p> <ul style="list-style-type: none"> <li>• Attachment is the special bond between a child and a caregiver/eq;</li> <li>• Attachment to a caregiver generally is noticed at around seven months old (when separation anxiety is present)/eq;</li> <li>• A secure attachment is where a child becomes upset when a caregiver leaves their presence but is quickly settled and shows happiness when the caregiver returns/eq;</li> <li>• Separation anxiety is distress shown by a child when they are split from their caregiver/eq;</li> <li>• A child may cry when their caregiver leaves the room in the strange situation procedure/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<b>(3 AO1)</b>

Question Number	Question	
<b>B1 (b)</b>	Explain one strength of Bowlby's theory of attachment.	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>1 mark for a brief/basic strength 2 marks for a well expressed, elaborated strength</p> <ul style="list-style-type: none"> <li>• Bowlby's own study, 44 juvenile thieves, supports his theory as he found that deprived boys were more likely to be delinquent and lack empathy/eq;</li> <li>• Harlow found monkeys deprived of an attachment with their mother showed significant behavioural and emotional deficits which is evidence for the maternal deprivation hypothesis/eq;</li> <li>• Lorenz found geese would imprint on the first thing they saw such as Lorenz's boots which supports Bowlby's maternal sensitive period as an ethological comparison/eq;</li> <li>• Hospital parents visiting times were drastically improved to avoid maternal deprivation following Bowlby's research which is a useful application of the theory/eq;</li> <li>• Research has shown that losing the mother to death/divorce after the critical period can lead to emotional problems in later life/eq;</li> <li>• Bowlby's own study, 44 juvenile thieves, found that deprived boys were more likely to be delinquent and lack empathy. This shows that when deprived or separated from a primary caregiver during the first 2 years there are serious consequences as Bowlby's theory predicts/eq; <b>(2 marks)</b></li> </ul> <p>Look for other reasonable marking points</p>	<b>(2 AO2)</b>

Question Number	Question	
<b>B1 (c)</b>	Evaluate <b>one</b> of the following research studies: <ul style="list-style-type: none"> <li>• Bowlby (1946)</li> <li>• Belsky and Rovine (1988)</li> <li>• Rutter and the ERA team (1998).</li> </ul>	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>e.g. Belsky and Rovine (1988)</p> <ul style="list-style-type: none"> <li>• The strange situation may not be an appropriate tool for measuring attachment in daycare children who are used to separation/eq;</li> <li>• Children may not be avoidant, but used to stranger care/eq;</li> <li>• Daycare can also have positive effects upon children's intellectual and social development as found by Andersson (1996)/eq;</li> <li>• Factors other than daycare may account for the findings, such as resilience of the child/eq;</li> <li>• The procedure was highly controlled/standardised and reliability was established/eq;</li> <li>• DiLalla (1998) found that children who spent no time in daycare were more prosocial than children who attended daycare/eq;</li> <li>• The EPPE project (2004) suggests that children who attend daycare can have positive benefits – which goes against Belsky's findings/eq;</li> <li>• Belsky and Rovine's study suggests that prolonged intensive daycare is not advisable/eq;</li> </ul> <p>e.g. Bowlby (1944/1946)</p> <ul style="list-style-type: none"> <li>• 17 of the thieves suffered maternal deprivation but 27 did not, he cannot conclude that maternal deprivation caused later delinquency/eq;</li> <li>• Bowlby conducted the interviews himself so can be criticised for researcher bias/eq;</li> <li>• Bowlby collected vast amounts of data from interviews with the boys and their families, so the information was in-depth and detailed/eq;</li> <li>• The study used retrospective data which may be unreliable/eq;</li> <li>• Bowlby's finding led to a key worker attachment figure in daycare establishments/eq;</li> <li>• Triangulation was used to cross check findings of psychiatric tests and interview data/eq;</li> <li>• An independent social worker was used to maintain objectivity in data collection and analysis/eq;</li> <li>• The control group was not a 'normal' control, which makes comparison difficult/eq;</li> </ul> <p>e.g. Rutter and the ERA team (1998)</p> <ul style="list-style-type: none"> <li>• A longitudinal study enabled the long term effects of care to be studied/eq;</li> <li>• The adoptees were matched with a group of English children so fair comparison could be made/eq;</li> <li>• We can never fully match a control group and experimental group so comparisons may not be valid/eq;</li> </ul>	<b>(6 AO2)</b>

	<ul style="list-style-type: none"><li>• Research cannot establish cause and effect between the care and resulting behaviour, there may be other influences involved/eq;</li><li>• Advises that children who are orphaned should be rehomed as soon/early as possible/eq;</li><li>• Institutional care does not offer the same quality of care as adoption/eq;</li><li>• Romanian orphanages are reputed to be poor, due to economic reasons, so the findings would not apply to other orphanage children/eq;</li><li>• Both physiological and psychological measures collected a vast amount of developmental information on the children to track development over time/eq;</li></ul> <p>Look for other reasonable marking points</p>	
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Question Number	Question	
<b>B2 (a)</b>	<p>Marc and Laura are considering sending their daughter to a daycare centre.            Explain the possible positive <b>and</b> negative effects of daycare for their daughter.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>MAX 3 if only give positive OR negative effects of daycare</p> <p>Max 3 if no reference to Marc/Laura/daughter</p> <ul style="list-style-type: none"> <li>• NICHD found that daycare children performed better academically/eq;</li> <li>• The NICHD found the positive effects of day care are more evident for children from economically deprived backgrounds as they receive the stimulation, education and resources that may be lacking at home/eq;</li> <li>• Andersson (1992) found that good quality day care led to positive social and intellectual advantages/eq;</li> <li>• Sylva (EPPE) found that there were short term social benefits and long term cognitive benefits of day care/eq;</li> <li>• Belsky (1988) found that early and intensive day care resulted in children being more insecurely attached than children where onset was later and less intensive/eq;</li> <li>• NICHD found that children who attended daycare had more behavioural problems when in school compared to those looked after at home/eq;</li> <li>• Children who attend day care can be perceived as aggressive due to competition for stimulation and resources in a day care environment/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<p>(5 A02)</p>

Question Number	Question	
<b>B2 (b)</b>	Make <b>one</b> comparison (similarity or difference) between the naturalistic and structured observation as research methods when studying children in psychology. You must refer to child development in your answer.	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Max 1 mark if no reference to child development</p> <p>1 mark for brief/basic similarity or difference 2 marks for elaborated, well expressed similarity or difference</p> <ul style="list-style-type: none"> <li>• The structured observation has less ecological validity than the naturalistic observation as the environment is artificial so they child may not act in a normal way (<b>1st mark</b>) whereas naturalistic are in the child's everyday setting which they are used to so they act more naturally (<b>2nd mark</b>)/eq;</li> <li>• A child may be more spontaneous and natural in a naturalistic observation compared to a structured observation/eq; (<b>1st mark</b>) because the setting is more like their everyday life so the validity is higher in a naturalistic observation/eq; (<b>2nd mark</b>)</li> <li>• A natural observation of children may take longer to conduct compared to a structured observation/eq; (<b>1st mark</b>) as it is waiting for behaviour to be displayed but a structured is a contrived situation so behaviour can be encouraged/eq; (<b>2nd mark</b>)</li> </ul> <p>Look for other reasonable marking points</p>	<b>(2 A03)</b>

Question Number	Question	
<b>B3</b>	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.	
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p>Indicative content</p> <p>AO1</p> <ul style="list-style-type: none"> <li>• Genie was found when she was 13 years old after suffering extreme privation for most of her childhood</li> <li>• She had been neglected, beaten and tied to a potty chair</li> <li>• Genie could not talk properly and had a physical stoop</li> <li>• She began to form attachments to staff members and learn words</li> <li>• Researchers conducted a battery of tests from observations, interviews and neurological tests</li> <li>• Genie was rehabilitated at the hospital and when living with the researchers</li> <li>• Her grammar never achieved beyond that of a toddler</li> <li>• She regressed when moved into different foster care</li> <li>• The study shows us that there is a sensitive period for language development</li> </ul> <p>AO3</p> <ul style="list-style-type: none"> <li>• Case studies of children are unique cases and not likely to be repeatable under the same circumstances</li> <li>• Unique case results cannot be cross checked for reliability, so examples such as Genie are not reliable</li> <li>• Case studies are typically naturally occurring circumstances where child development can be affected by many uncontrolled variables that may affect reliability</li> <li>• Case studies are useful in studying rare cases, such as privation, where the situation cannot be tested experimentally</li> <li>• Case studies are often intensive and detailed, so can impact upon the daily lives of the child and their family and be intrusive</li> <li>• Not all factors can be controlled or accounted for in a case study, so cause and effect cannot be established</li> <li>• The case study is often conducted under naturalistic conditions in the life and development of the child so real life can be examined</li> <li>• Case studies often use a variety of research methods so triangulation can establish validity of findings</li> <li>• Observations, psychological tests, interviews etc can be used to ensure findings from one method are validated by findings from other methods</li> <li>• Often more than one researcher is involved to maintain objective findings unaffected by researcher bias</li> </ul> <p>Look for other reasonable content</p>	<b>(6 AO1, 6 AO3)</b>

Level	Mark	Descriptor
	0	No rewardable material
<b>Level 1</b>	1-3 marks	<p>Candidates will produce <b>brief answers</b>, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Basic description of Genie background or subsequent treatment/behaviour.</li> <li>• Little or no attempt at the evaluation demands of the question.</li> </ul> <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
<b>Level 2</b>	4-6 marks	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Good description of the case study which may just focus on either before or after she was found or is imbalanced and/or has little detail about the case study itself.</li> <li>• Some attempt at evaluation which is likely to include brief/basic strengths or weaknesses of the case study method. Little or no link to child psychology.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p>
<b>Level 3</b>	7-9 marks	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Good description of Curtiss's case study of Genie that must include before <b>AND</b> after she was found. Breadth and/or Depth.</li> <li>• Good evaluation which has either a range of strengths/weaknesses OR a smaller number in detail. Must be accurate with some focus on the use of case studies in child psychology (majority of points in general and not specifically to Genie).</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>
<b>Level 4</b>	10-12 marks	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Very good description of Curtiss's case study of Genie including before <b>AND</b> after she was found in detail and well informed.</li> <li>• Very good evaluation including a range of strengths and weaknesses of the case study method. Must be accurate, well explained and linked to the use of case studies in child psychology (in general and not specifically to Genie).</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.</p>

## Section C – Health Psychology

	Guidance	
	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect).</p> <p>Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible.</p> <p>One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.</p> <p>Refer to levels for C1a and C3</p>	

	Guidance	
<b>C1a</b>	<p>Use the levels below to allocate marks according to how detailed the answer is and how thorough the information.</p> <p>Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available</p>	

Question Number	Question	
<b>C1 (a)</b>	<p>During the health psychology topic you will have studied one key issue.</p> <p>Describe the key issue you studied for health psychology.</p>	
	Answer	Mark
	<p>Refer to the levels for marking.</p> <p>ID mark allowed if written as a question (see indicative content). Key issue must be relevant to health psychology or 0 marks.</p> <p><b>0 marks</b> No rewardable material.</p> <p><b>1 mark</b> A brief description of the key issue, may not be well expressed in terms of <i>describing</i> the key issue more than ID.</p> <p><b>2 marks</b> A basic description of the key issue, at least one idea reasonably well expressed.</p> <p><b>3 marks</b> A good description of the key issue. A range of ideas expressed well or one idea elaborated.</p> <p>Indicative content (ID)</p> <ul style="list-style-type: none"> <li>• How and why should drug abuse be prevented? (ID)/eq;</li> <li>• How can we successfully treat drug abuse? (ID)/eq;</li> <li>• Are there differences in drug abuse cross-culturally? (ID)/eq;</li> </ul> <p>Reject</p> <ul style="list-style-type: none"> <li>• Drug abuse</li> <li>• Cross-cultural drug abuse</li> </ul>	<b>(3 AO1)</b>

Indicative content

- How and why should drug abuse be prevented? (ID)/eq;
- Anti-drug government campaigns may prevent drug abuse such as the FRANK campaign which provides information about positive and negative effects of drugs/eq;
- If we prevent drug abuse then there will be greater productivity in the economy and the cost to society of drug rehab programmes will decrease/eq;
- Prevention of drug abuse is a key issue because methadone treatment alone cost the NHS £22m in 2007 which could be reduced and savings redirected to mental health treatment/eq;
- If we are able to prevent drug abuse related illnesses such as hepatitis, mouth cancer and liver cirrhosis could be avoided and savings spent on other health services/eq;
- Preventing drug abuse means that police and the NHS will have more time to focus on helping and protecting other members of society rather than focusing on the impact of drug abuse/eq;
- Anti-smoking campaigns such as Scared may prevent drug abuse by warning potential users of the impact of smoking on their children/family/eq;

Look for other reasonable content

Question Number	Question	
<b>C1 (b)</b>	<p>In health psychology you will have covered Blättler et al (2002) Decreasing intravenous cocaine use in opiate users treated with prescribed heroin.</p> <p>Evaluate Blättler et al's (2002) study in terms of issues other than ethical issues.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p><b>Do not</b> credit ethics/ethical issues.</p> <ul style="list-style-type: none"> <li>• The study omitted data from participants excluded for dealing or dropped out of the programme, so the results are limited to the most dedicated patients/eq;</li> <li>• The applications of this study show that use of heroin with counselling can reduce heroin/cocaine use/eq;</li> <li>• The validity of the findings are established through triangulation of biological and self report measures/eq;</li> <li>• The participants were naturally undertaking the clinical trials, so participants were not carefully selected or matched to a control group/eq;</li> <li>• As participants were followed up over 18 months the long term effects of the programme could be established/eq;</li> <li>• Independent researchers conducted the interviews and analysed the findings to ensure there was no researcher bias/eq;</li> <li>• The findings were compared to baseline measures to ensure a reliable change in drug usage was established/eq;</li> <li>• Ecological valid as they were real drug users on a real drug rehabilitation programme/eq;</li> <li>• High population validity as they were extreme drug users/polydrug users and findings were related to them/eq;</li> <li>• Low population validity if generalised to the wider population (e.g. mild drug users)/eq;</li> <li>• Cause and effect is hard to show as there are many other factors to take into account/eq;</li> <li>• Participants may have taken part in the programme with the intention of getting free heroin not to give up their drug habit/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<b>(5 A02)</b>

Question Number	Question	
<b>C1 (c)</b>	Suggest one way in which Blattler et al's (2002) study of substance misuse could have been improved.	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>1 mark for relevant, brief improvement 2 marks for relevant, elaborated improvement</p> <ul style="list-style-type: none"> <li>• They could have had a control group and who did not do the programme/eq; (1st mark) to see whether the therapy was more effective than no treatment at all/eq; (2nd mark)</li> <li>• A group of mildly dependent users could have been sampled/eq; (1st mark) so that the findings could be generalised to different types of users not just heavily dependent users/eq; (2nd mark)</li> <li>• It could have been conducted in a more controlled setting such as on a hospital ward/eq; (1st mark) which would reduce situational variables and increase the reliability of cause and effect/eq; (2nd mark)</li> </ul> <p>Look for other reasonable marking points</p>	<b>(2 A02)</b>



Question Number	Question	
<b>C2 (a)</b>	<p>Mitch is planning on using animals when researching a new drug for the government. He has to write a research proposal to the Home Office to justify his use of animals in his study.</p> <p>Explain practical <b>and</b> ethical strengths of using animals when conducting research into drugs.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>MAX 1 if no reference to health psychology/drug research  MAX 3 if practical or ethical strengths only  Ignore weaknesses  Ignore 'cheaper' and 'easier' unless qualified.</p> <p>Practical</p> <ul style="list-style-type: none"> <li>• The effects of the drugs can be more easily monitored for long periods of time in animals compared to humans/eq;</li> <li>• Using animals can be cheaper as lower quantities of drugs needed compared to humans/eq;</li> <li>• Animals breed quickly in comparison to humans so the heritability of conditions caused by a drug can be done in a faster timescale/eq;</li> <li>• The nervous system (neural transmission) is the same in animals as it is in humans, so the results of drug research on neural transmission should be generalisable to humans/eq;</li> </ul> <p>Ethical</p> <ul style="list-style-type: none"> <li>• Animals can be tested in more adverse conditions than human participants in which harm could be done/eq;</li> <li>• We can closely study the effects of drugs on neural pathways that would be impossible to study on humans as the animal needs to be sacrificed/eq;</li> <li>• The knowledge gained from animal research can benefit both animals and humans by developing new drugs to help with conditions that both humans and animals suffer from/eq;</li> <li>• Pro-speciesism suggests humans should protect their species so any harmful/damaging procedures using drugs should be carried out on animals rather than humans/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<b>(4 A03)</b>

Question Number	Question	
<b>C2 (b)</b>	<p>If his research proposal is rejected, Mitch may have to consider using human participants for his study. Compare <b>two</b> research methods using humans to study the effects of drugs.</p>	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>MAX 2 if no mention of drugs/health psychology</p> <p>Ignore tautological comparisons (e.g. both methods use human participants) or comparisons not specific to the method (e.g. volunteer sampling can be used for both methods)</p> <p>Lab vs. Survey</p> <ul style="list-style-type: none"> <li>• Lab experiments can be highly reliable as they control the amount of drug used and a survey can be replicated easily using closed-ended drug-based questions so is also a reliable method/eq;</li> <li>• Lab experiments have low ecological validity as they take place in an artificial setting for drug taking and survey responses can lack validity as participants could lie about their drug habits/eq;</li> <li>• Surveys can elicit responses with high validity about drug use if open-ended questions are used with confidentiality whereas lab experiments lack validity as drug taking would not occur in controlled settings/eq;</li> <li>• Both lab experiments and surveys are ethically good in collecting data on drug use as informed consent is given beforehand and participants can withdraw or not answer questions at any time/eq;</li> <li>• Both lab experiments and surveys can be affected by demand characteristics as participants may try to guess what the drug research aims to investigate and then change their behaviour/responses which decreases validity/eq;</li> </ul> <p>Lab vs. Brain scanning</p> <ul style="list-style-type: none"> <li>• Lab experiments can be highly reliable as they control the amount of drug used and a brain scan such as PET can be replicated easily so is also a reliable method/eq;</li> <li>• Both lab experiments and brain scans have low ecological validity as they take place in an artificial setting for drug taking/eq;</li> <li>• Lab experiments into drug use can protect participants by being in a controlled, safe setting and brain scans are non-invasive so are also seen as an ethical method/eq;</li> <li>• PET scans investigating drug use have to inject a radioactive tracer so are only be conducted a limited number of times whereas lab experiments can be repeated infinite number of times/eq;</li> <li>• Both lab experiments and brain scans can be affected by demand characteristics as participants may try to guess what the drug research aims to investigate and then change their behaviour/responses which decreases validity/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<b>(4 A03)</b>

Question Number	Question	
<b>C3</b>	<p>Kanza is getting worried about her friend's current level of heroin use.</p> <p>Describe and evaluate <b>two</b> explanations why Kanza's friend may misuse heroin. One explanation must be from the Biological Approach, and one from the Learning Approach.</p> <p>You must refer to Kanza's friend in your answer.</p>	
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p><b>AO1</b> <b>Biological Approach</b></p> <ul style="list-style-type: none"> <li>• Heroin affects the biochemistry of Kanza's friend's brain by analgesic effects.</li> <li>• Repeated use of heroin can change Kanza's friend's normal neural pathways.</li> <li>• Kanza's friend will eventually have to take more heroin in order to gain the same initial effect (tolerance)</li> <li>• Drugs such as heroin are associated with the dopamine reward system in the brain, which is linked to pleasure.</li> <li>• Heroin produces a euphoric, sedative feeling via the biological system, which the user wishes to repeat.</li> <li>• The mu-opioid gene has been linked to genetic transmission of addiction to drugs.</li> <li>• Family and twin studies have found that addictions run in families, suggesting a possible genetic link.</li> </ul> <p><b>Learning Approach</b></p> <p>Eg. Classical conditioning</p> <ul style="list-style-type: none"> <li>• Pleasurable feelings can be gained from taking heroin</li> <li>• Kanza's friend learns to associate the positive feelings with heroin so takes it again to achieve the same feeling</li> <li>• Kanza's friend may also learn to associate his/her friends and the needles with pleasure and this may trigger the response</li> <li>• Even after abstinence, stimuli such as a particular individual or setting may trigger drug taking causing relapse</li> </ul> <p>Eg. Operant conditioning</p> <ul style="list-style-type: none"> <li>• Reinforcement by a positive experience of taking heroin, so this will be repeated</li> <li>• Continued use can be explained by negative reinforcement as avoiding heroin causes withdrawal symptoms leading to dependency</li> <li>• Heroin is taken to remove the withdrawal symptoms so negatively reinforcing the addiction</li> </ul> <p>Eg. Social learning theory</p> <ul style="list-style-type: none"> <li>• Kanza's friend may watch a role model, such as a friend, family member or media model take heroin (attention)</li> <li>• The role model may be someone they admire or relate to, making modelling their behaviour more likely</li> <li>• Kanza's friend may then retain how to prepare and administer heroin and reproduce this behaviour herself</li> <li>• Kanza's friend may be more motivated to take heroin if the role model is seen to enjoy themselves</li> </ul>	<b>(6 AO1, 6 AO2)</b>

**AO2**

## Biological

- Twin and family studies have shown an increased risk of addiction demonstrating a genetic basis for addiction.
- The biological approach ignores the role of nurture in that addiction can be explained by reinforcement, social learning or peer pressure.
- Neurological activity in the brain of addicts have been shown to be different to non-addicts, supporting a biological basis for addiction.
- Animal studies have shown biochemical changes in the brain due to drug misuse, supporting the biochemical theory.
- Many people try and infrequently use drugs, such as heroin, but not all become addicted, suggesting individual differences rather than a wholesale biological explanation.
- There are cultural differences and sub-cultural differences that cannot be explained by the biological approach.
- The biological approach explains physiological dependency whilst the learning approach explains psychological dependency.

## Learning

- There is a vast amount of experimental evidence e.g. Bandura for the general role of observational learning so we can be fairly sure that a similar process can explain drug taking.
- Culturally, different drugs are used/misused in different cultures, supporting social learning theory as an explanation of drug taking.
- The tendency for drug misuse to run in families could be due to genetics rather than social learning/reinforcement/association.
- At a neurological level, drugs that are commonly used are those which produce euphoric or relaxing effects so are strongly reinforcing the drug taking behaviour.
- Some drug when taken cause unpleasant effects, which cannot be explained by operant conditioning.
- The biological approach is on the nature side with the explanation of misuse determined by physiology, whereas the learning approach is on the nurture side, misuse being caused by environmental factors.

Look for other reasonable content

Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
<b>Level 1</b>	1-3	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Simple statements concerning two explanations or one theory basic and little/no attempt at other explanation.</li> <li>• Little / no attempt at the evaluative demands of the question.</li> <li>• Little/no reference to Kanza's friend.</li> </ul> <p>Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
<b>Level 2</b>	4-6	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Basic description of both explanations (one must be biological and one learning) OR</li> <li>• One explanation is described well and there is little/no attempt at other explanation.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Basic evaluation of both explanations OR one is evaluated well and there is little/no attempt at other explanation.</li> <li>• May make reference to Kanza's friend.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. Limited clarity organisation in the response.</p>
<b>Level 3</b>	7-9	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>well</b>.</p> <ul style="list-style-type: none"> <li>• Good description of both theories (biological and learning) with breadth OR depth. OR</li> <li>• Very good description of one explanation and basic description of other explanation.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Good evaluation of both explanations in at least one way using a well detailed/explained strength and/or weakness. There is breadth or depth. OR</li> <li>• Very good evaluation of one explanation (with breadth and depth of explanation) more than one evaluative point very well explained, and limited evaluation of the other explanation.</li> <li>• Some reference to Kanza's friend.</li> </ul>

		The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.
<b>Level 4</b>	10-12	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Very good description of one explanation (breadth and depth) AND good (or better) description of other explanation.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Very good evaluation of one explanation (breadth and depth) using strengths and/or weaknesses in more than one way AND good (or better) evaluation of other explanation.</li> <li>• Engaged reference to Kanza's friend.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the indicative content is present.</p>

## Section D – Sport Psychology

	Guidance	
	<p>Marking points are indicative, not comprehensive and other points should be credited. In each case consider OWTTE (or words to that effect).</p> <p>Each bullet point is a marking point, unless otherwise stated, and each point made by the candidate must be identifiable and comprehensible.</p> <p>One mark is to be awarded for each marking point covered. For elaboration of a marking point also award one mark UNLESS otherwise stated.</p> <p>Refer to levels for D2 and D3</p>	

Question Number	Question	
<b>D1 (a)</b>	<p>During your course you will have learned about one of the following studies:</p> <ul style="list-style-type: none"> <li>• Cottrell et al (1968)</li> <li>• Koivula (1995)</li> <li>• Craft et al (2003)</li> </ul> <p>Describe the procedure of <b>one</b> study from the list.</p>	
	<b>Answer</b>	<b>Mark</b>
	<p>One mark per point/elaboration.</p> <p>Ignore aim, results or conclusions</p> <p>Cottrell et al (1968)</p> <ul style="list-style-type: none"> <li>• 132 male undergraduates were given lists of paired associate words to learn/eq;</li> <li>• The non-competitive list had strong associations between the paired associations but not between the word pairs themselves/eq;</li> <li>• The competitive list had weak associations between the paired associate words but strong associations between the word pairs themselves, making them more difficult to learn and a higher chance of error/eq;</li> <li>• Participants either had to produce two errorless list recalls or the whole set of 30 lists/eq;</li> </ul> <p>Koivula (1995)</p> <ul style="list-style-type: none"> <li>• Over 200 participants were used, many were university students and most Caucasian/eq;</li> <li>• She used the BSRI to measure the degree to which participants were sex typed/eq;</li> <li>• Participants were asked to rate different sports as male or female or neutral/eq;</li> <li>• Further questionnaires were given to measure age, ethnicity and other personality measures and attitudes/eq;</li> </ul> <p>Craft et al (2003)</p> <ul style="list-style-type: none"> <li>• Anxiety involved a series of subscales; cognitive, somatic and self confidence/eq;</li> <li>• They conducted a meta-analysis of 29 studies which used the</li> </ul>	<b>(3 AO1)</b>

	<p>CSAI-2 (IV) and sporting performance (DV) /eq;</p> <ul style="list-style-type: none"> <li>• They expected a positive correlation between self confidence and performance, negative correlation between cognitive anxiety and performance and no relationship between somatic anxiety and performance/eq;</li> <li>• They used a range of sporting variables such as individual and team sports to explore the anxiety-performance relationship/eq;</li> </ul> <p>Look for other reasonable marking points</p>	
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Question Number	Question	
<b>D1 (b)</b>	Evaluate the study you described in (a) in terms of issues <b>other than</b> reliability.	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Cottrell et al (1968)</p> <ul style="list-style-type: none"> <li>• Sporting performance is far different than word pair recall or recognition tasks, so the findings may not represent sporting performance at all/eq;</li> <li>• Anxiety and audience is a practised situation for athletes who are accustomed to such situations within the field of a physical sport/eq;</li> <li>• The study lacks ecological validity as they are tested on cognitive skills rather than physical skills which are more applicable to sport/eq;</li> <li>• The sample of male undergraduates is biased and does not represent all individuals well, particularly as individual differences would have a great effect upon performance or without an audience/eq;</li> <li>• Participants were deceived as they were not aware of the reason for the audience, although if they were made aware this could have altered their behaviour during the tasks/eq;</li> </ul> <p>Koivula (1995)</p> <ul style="list-style-type: none"> <li>• Asking participants about gendered sports could provoke a gendered schema and result in invalid results/eq;</li> <li>• Social desirability may have skewed the participants responses into providing either sex typed or non-sexed typed responses/eq;</li> <li>• The researcher used the participants own gender stereotypes rather than generalised categories, making the results more relevant and valid to the participants used/eq;</li> <li>• Filler items/distracter questions were used to prevent demand characteristics so the participants could not try and guess the true aim of the study/eq;</li> <li>• The participants were students with a mean age of 25.2 years and 96.6% were white so may not be generalisable to non-white, older people with a variety of occupations/eq;</li> </ul> <p>Craft et al (2003)</p> <ul style="list-style-type: none"> <li>• Team sports and individual sports were not accounted for in this meta-analysis which needs to be refined as audience and arousal would have different effects on each/eq;</li> <li>• Self confidence measured by the CSAI-2 may be more a more a measure of global confidence rather than sports related activity</li> </ul>	<b>(4 AO2)</b>



	<p>confidence/eq;</p> <ul style="list-style-type: none"> <li>• Like any meta-analysis only comparable groups of athletes/samples/similarity of measures were used but matching for all properties is clearly not possible and variation may distort results/eq;</li> <li>• The study used secondary data from 29 studies which is ethical as it does not interfere with participants' lives and is quicker than collecting primary data for all 2,905 participants/eq;</li> <li>• Data from 2,905 participants from a variety of sporting levels was used so the findings are generalisable to sportspeople of all ability levels/eq;</li> </ul> <p>Look for other reasonable marking points</p>	
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Question Number	Question	
<b>D1 (c)</b>	Using psychological research, evaluate personality traits (from the Biological Approach) as an explanation for individual differences in sporting performance.	
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>MAX 1 if no research cited.</p> <ul style="list-style-type: none"> <li>• Cooper (1969) found that international athletes had a greater motivation to achieve and were more outgoing than non-athletes which suggests a difference in extraversion in athletes and non-athletes/eq;</li> <li>• Watson and Pulford (2004) found participants of high-risk sports tend to be more extraverted and lower in neuroticism compared to non-participants of such sports/eq;</li> <li>• Williams (1985) concluded that national level competitors had higher emotional stability, greater mental toughness and were more self-assured than non-sport playing controls when using the 16PF/eq;</li> <li>• Aidman (2000) found the 16PF alone was not enough to predict Australian footballers' success which suggests there may be other factors than just personality which determine success in sport/eq;</li> </ul> <p>Look for other reasonable marking points</p>	<b>(3 A02)</b>

	Guidance	
<b>D2</b>	Use the levels below to allocate marks according to how detailed the answer is and how thorough the information. Giving marks for elaboration where appropriate is particularly important where questions such as this are suitable to stretch and challenge candidates, so that the full range of marks is available. Please read the whole response before crediting	

Question Number	Question	
<b>D2 (a)</b>	During your course you will have conducted a practical investigation on a topic in sport psychology using <b>either</b> a content analysis <b>or</b> a summary of two article sources.  Describe how you carried out your practical investigation.	
	Answer	Mark
	<p>Mark according to the levels below. The practical may be a content analysis or summary of two article sources.</p> <p>Conducting the practical investigation involves planning and sourcing of material, procedure, sampling, apparatus, controls, coding decisions, data analysis. Description can refer to selection of sources, reviewing the material and drawing conclusions.</p> <p><b>0 marks</b> No rewardable material.</p> <p><b>1 mark</b> Brief description about how the practical was conducted.</p> <p><b>2 marks</b> Clearly identified how data was gathered by referring to a range of procedural issues.</p> <p><b>3 marks</b> More depth, clearly describing how the practical was conducted. Describes a range of procedural issues that are detailed and show understanding of planning and how the data was gathered such as bias in sources and how data was reduced/summarised. Partial/full replication possible.</p> <p><b>4 marks</b> Detailed description of how the practical was conducted. Clearly describes a range of procedural issues that are detailed and show good understanding of planning and how the data was gathered such as bias in sources and how data was reduced/summarised. Full replication possible.</p> <p>Look for other reasonable content</p>	<b>(4 A03)</b>

Question Number	Question	
<b>D2 (b)</b>	<p>Controls are used to ensure that collecting and/or analysing data from different sources is consistent.</p> <p>State <b>one</b> control used during your investigation and explain why this element of the practical was controlled.</p>	
	Answer	Mark
	<p>Mark according to the levels below.</p> <p><b>0 marks</b> No rewardable material.</p> <p><b>1 mark</b> Identification of a relevant control used in their practical. Control must be made specific to their practical.</p> <p><b>2 marks</b> Identification of a relevant control used in their practical <b>and</b> an appropriate explanation of why it was used in their study. Control must be made specific to their practical.</p> <p>Look for other reasonable content</p>	<b>(2 A03)</b>

Question Number	Question	
<b>D2 (c)</b>	<p>Explain <b>one</b> way your practical investigation could have been improved.</p>	
	Answer	Mark
	<p>Mark according to the levels below.</p> <p><b>0 marks</b> No rewardable material.</p> <p><b>1 mark</b> Identification of a relevant suggestion to improve their practical investigation.</p> <p><b>2 marks</b> Identification of a relevant suggestion to improve their practical investigation <b>and</b> an appropriate explanation of how it would improve their study.</p> <p>Look for other reasonable content</p>	<b>(2 A03)</b>

Question Number	Question	
<b>D3</b>	<p>David and his friends have just won a European 5-a-side football tournament in Berlin.</p> <p>Describe and evaluate how achievement motivation theory could explain the team's success.</p> <p>You must refer to David's football team in your answer.</p>	
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p>AO1</p> <ul style="list-style-type: none"> <li>• Achievement motivation theory assumes that an individual has three needs, including a need for achievement (n-Ach), a need for power (n-Pow) and a need for affiliation (n-Afill) and these may not be in equal amounts</li> <li>• Need for achievement (n-Ach) can be defined as an individual's desire to achieve at a particular task</li> <li>• David's football team may have had a high need for achievement so wanted to take on the difficult challenge of winning the tournament from the outset and would not have been deterred by a bad result early in the tournament</li> <li>• David's football team may have had a low need for achievement so aimed to take on an easier challenge of winning the first game, then each successive game without having the overall aim of winning the tournament from the outset</li> <li>• The football players will have encouraged each other throughout the 5-a-side tournament which would have satisfied a need for praise</li> <li>• Need for power (n-Pow) can be defined as an individual's desire to be in charge and can take the form of social power, personal power, charismatic power</li> <li>• Each player of the team may have been captain for a match which would have satisfied a high N-Pow in any of the players</li> <li>• Need for affiliation (n-Afill) can be defined as an individual's desire to have a sense of belonging and those with a high N-Afill will like having others around them in a team setting</li> <li>• The team will have trained as a whole team rather than individually before and during the tournament to satisfy a high N-Afill</li> </ul> <p>AO2</p> <ul style="list-style-type: none"> <li>• The need for achievement is commonly recorded using self reports which may be unreliable</li> <li>• The research is based on a personality trait rather than a feature of sporting competition/interaction between personality and situational factors</li> <li>• Butt and Cox (1992) found higher levels of achievement motivation (N-Ach) in top class US tennis players in the Davis Cup compared to lower level competitors</li> <li>• The theory can be used to develop the need for achievement in sportspeople by coaches</li> <li>• Research suggests that high achievers take on more difficult tasks than low achievers, which is consistent with achievement motivation theory</li> <li>• Without sporting ability, achievement motivation theory is limited in explaining sporting success</li> </ul>	<b>(6 AO1, 6 AO2)</b>

	<ul style="list-style-type: none"><li>• The results of projective tests used to judge achievement motivation are subjectively interpreted</li><li>• A similarity between achievement motivation theory and cognitive evaluation theory is that they both involve reward</li><li>• In achievement motivation theory the underpinning motivation is drawn from the need for achievement whereas in self-efficacy theory it is drawn from self confidence</li></ul> <p>Look for other reasonable content</p>	
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Level	Mark	Descriptor
		AO1: Knowledge and understanding of psychology and how psychology works. AO2: Application/evaluation of knowledge and understanding of psychology and how psychology works.
	0	No rewardable material
<b>Level 1</b>	1-3	<p>Candidates will produce <b>brief</b> answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> <li>• Simple statements concerning achievement motivation theory.</li> <li>• Little or no attempt at the evaluative demands of the question.</li> <li>• Little/no reference to David's football team.</li> </ul> <p>Lack of relevant evidence. The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
<b>Level 2</b>	4-6	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> <li>• Basic description of achievement motivation theory</li> <li>• Basic evaluation of achievement motivation theory</li> <li>• May/may not make reference to David's football team.</li> </ul> <p>Candidates will produce statements with some development in the form of <b>mostly accurate</b> and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present. Limited clarity organisation in the response.</p>
<b>Level 3</b>	7-9	<p>Good and accurate description and evaluation/comparison.</p> <ul style="list-style-type: none"> <li>• Good description of achievement motivation theory with breadth OR depth.</li> <li>• Good evaluation of achievement motivation theory using a well detailed/explained strength and/or weakness. There is breadth or depth.</li> <li>• Engaged reference to David's football team.</li> </ul> <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>
<b>Level 4</b>	10-12	<p>Candidate has attempted and answered <b>both injunctions</b> in the question <b>very well</b>.</p> <ul style="list-style-type: none"> <li>• Very good description of achievement motivation theory with breadth AND depth.</li> <li>• Very good evaluation of achievement motivation theory (breadth AND depth) using strengths and/or weaknesses in more than one way.</li> <li>• Engaged reference to David's football team.</li> </ul> <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the indicative content is present.</p>