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Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In Psychology (6PS03)
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

Question Number	Question	
A1 (a)		
	Answer	Mark
	<p>One mark per point/elaboration. Max 2 for either definition. Max 1 for an example of either term.</p> <p>Crime</p> <ul style="list-style-type: none"> • Crime is an act that goes against the law/legal boundaries/eq; • What is considered a crime is different cross-culturally/eq; • For example, in England it is a crime to purchase alcohol under the age of 18/eq; <p>Recidivism is either the act (does not have to be caught) of reoffending or the rate (figures).</p> <p>Recidivism</p> <ul style="list-style-type: none"> • Recidivism is reoffending/eq; • When an offender gets prosecuted and caught again/eq; • The statistical/criminal rate of reoffending/eq; • When a criminal gets out of prison and starts doing the crime again/eq; <p>Look for other reasonable marking points</p>	(3 AO1)

Question Number	Question	
A1 (b)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Ignore description. Max 2 if no reference to criminal/anti-social</p> <ul style="list-style-type: none"> • Bandura showed that children learn aggression from role models and this process can be used to explain how individuals could acquire antisocial behaviour, so this study is good evidence for this taking place/eq; • However, Bandura's work took place in an artificial setting in a series of rooms in Stanford University so the children may not have acted naturally, which means the research supporting SLT lacks validity/eq; • Williams (1981) showed that children copied aggression from the media and became more aggressive when television was introduced to a community for the first time/eq; 	(6 AO2)

	<ul style="list-style-type: none">• Charlton et al. (2000) did not find evidence for copying aggression from the media in children from St Helena, which does not support SLT as an explanation/eq;• Anderson and Dill (2000) found that participants who played a violent video game were more likely to administer a blast of noise to others than when playing a non-violent version of the game, supporting SLT/eq;• It would be very difficult to ascertain whether modelling occurs as there can be a delay between attention and reproduction making it difficult to support whether criminal/antisocial behaviour is from copying others/eq;• An alternative theory such as SFP could explain criminal/antisocial behaviour as an individual can be labelled a criminal and treated differently by those around them, leading to them carrying out criminal/antisocial behaviour/eq; <p>Look for other reasonable marking points</p>	
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Question Number	Question	
A2 (a)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Max 1 for generic features with no link to assessing witness effectiveness / criminological psychology</p> <p>Examples from relevant research (e.g. Loftus and Palmer, 1974) can gain credit if feature is clearly described</p> <ul style="list-style-type: none"> • Laboratory experiments manipulate an independent variable (IV) which could be a leading question or no leading question/eq; • A dependent variable (DV) is measured in a laboratory experiment so this could be the % details recalled accurately by the eyewitness/eq; • Loftus and Palmer (1974) used a standardised procedure where all participants viewed the same video of a car crash/eq; <p>Look for other reasonable marking points</p>	(3 A03)

Question Number	Question	
A2 (b)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Ignore description.</p> <p>Strengths/weaknesses must be linked to criminological psychology to gain credit.</p> <p>Max 4 if only one type of experiment evaluated (lab OR field)</p> <ul style="list-style-type: none"> • It can be sometimes unethical to expose a participant to a real event such as a car crash in a field experiment/eq; • Laboratory experiments are more ethical as they can give informed consent to participants before they view a crime/incident so the eyewitness is fully aware before giving permission/eq; • Field experiments are more realistic than laboratory experiments as the environment is natural and similar to what a real witness would experience so have more validity/eq; • Participants in laboratory experiments may focus their attention of the crime/incident, and this may not happen in a realistic environment so they lack validity/eq; • Field experiments may be not be able to control extraneous variables that could affect participant testimony so it can be difficult to infer cause and effect/eq; • However, a lack of control is realistic to what a real witness would experience so this increases the validity of field experiments in criminological psychology/eq; • Laboratory experiments use a standardised procedure such as the same video of a car crash for participants so can be replicated easily to test for reliability/eq; <p>Look for other reasonable marking points</p>	(6 A03)

Question Number	Question	
*A3		
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p>AO1 description</p> <ul style="list-style-type: none"> • TEP are based on operant conditioning where behaviour modification is used to encourage socially desirable behaviour • Desirable behaviours such as helping in the canteen should be outlined to the Young offenders • Tokens can be given to Statesmore offenders for appropriate behaviour as a form of secondary reinforcement • Tokens could be poker chips or anything that has no value in the Young offenders institute • Tokens can be exchanged for leisure time/phone cards/extra visits/primary reinforcers • Positive reinforcers such as phone cards encourage appropriate behaviours to be repeated • If the desirable behaviour is not shown by the Young offenders then punishment such as solitary confinement could be used • The TEP could be reviewed regularly to ensure the Young offenders are still motivated for the rewards on offer <p>AO2 effectiveness</p> <ul style="list-style-type: none"> • Ayllon et al. (1979) reviewed two TEPs in correctional institutions in Alabama and Georgia and found they were effective so could be so for Statesmore • Pearson et al (2002) compared CBT and TEPs and found little success of tokens within prisons so a TEP may not be effective for Statesmore • Hobbs and Holt (1976) found appropriate behaviour increased with 125 adolescent males so the TEP could be effective for Statesmore • Staff and Young offender interactions may become more positive which could make it effective • Tokens can be abused by Statesmore’s staff which could reduce effectiveness • Tokens can be used as a form of contraband within Statesmore • Reinforcement in life outside Statesmore would be more subtle than tokens, so the long term effectiveness may be limited • It could be the increased positive social interaction between staff and Young offenders that creates good behaviour rather than the tokens themselves • TEPs are cost effective as professionals would not be needed at Statesmore to implement them <p>AO2 comparison</p> <ul style="list-style-type: none"> • TEPs manage behaviour in the institute whereas anger management programmes attempt to remove the root cause of criminal/ASB • Professionals are required for anger management whereas professionals are not required to run the TEP at Statesmore • Both TEPs and AMPs have difficulty in their application to the real world so perhaps Statesmore needs a different option to these <p>Look for other reasonable content</p>	(6 AO1, 6 AO2)

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
Level 1	1-3	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> • Brief and basic account of TEP, may not be clear and shows significant under development. Unlikely to be in context. • Little or no attempt at the evaluative demands of the question. • Little or no attempt at the comparative demands of the question. <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>
Level 2	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"> • Basic description of TEP that may/may not be linked to Statesmore Young Offenders Institute or criminal psychology • Attempt at strengths/weaknesses of TEP, using simple or limited statements. • There may be an attempt at a comparison. <p>Candidates will produce statements with some development in the form of mostly accurate 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>
Level 3	7-9	<p>Candidate has answered both injunctions in the question well.</p> <ul style="list-style-type: none"> • Good description of TEP. Description has breadth or depth of detail. • Good strengths/weaknesses using a range of ideas or at least two developed well. • The response is linked to Statesmore Young Offenders Institute. • At least one good similarity/difference with an alternative treatment <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>
Level 4	10-12	<p>Candidate has answered both injunctions in the question very well.</p> <ul style="list-style-type: none"> • Very good description of TEP showing breadth and depth of detail. • Very good, well expressed strengths and/or weaknesses showing breadth and depth of detail. • The response is linked to Statesmore Young Offenders Institute. • At least one very good similarity/difference with an alternative treatment, showing understanding <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning.</p>

		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.
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Section B – Child Psychology

Question Number	Question	
B1 (a)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <ul style="list-style-type: none"> • Ainsworth (1978) found securely attached was the most common attachment type in Baltimore, USA/eq; • Ainsworth studied 26 Ugandan families and found that mothers who were responsive to their child’s needs had children who were more likely to be securely attached/eq; • Ainsworth concluded that attachment types were similar cross-culturally and were dependent upon parenting style/eq; • Both nature and nurture influence attachment type where mother’s sensitivity and biological predisposition affected the relationship between child and parent/eq; • Securely attached, anxious avoidant, anxious resistant are the three different types of attachment found by Ainsworth/eq; <p>Look for other reasonable marking points</p>	<p>(3 AO1)</p>

Question Number	Question	
B1 (b)		
	Answer	Mark
	<p>One mark per point/elaboration. No credit for generic points</p> <ul style="list-style-type: none"> • van IJzendoorn & Kroonenberg (1988) supports Ainsworth’s USA finding that securely attached is the most common with 65% secure as an average across eight studies/eq; • Sagi et al. (1985) found that Type C/anxious-resistant was more common in Israel than the securely attached found by Ainsworth in USA/eq; • Grossman et al. (1985) found that Type A/anxious-avoidant was more common in Germany than the securely attached found by Ainsworth in USA/eq; • Miyake et al. (1985) found that Type B/securely attached was the most common in Japan which is consistent with that found by Ainsworth in USA/eq; • The strange situation procedure may be temporarily distressing for children as they are separated from their caregiver/eq; • The strange situation is more distressing for Japanese children who are not used to being left alone/eq; • The findings are usually recorded so that different raters can determine attachment type and inter-rater reliability can be established/eq; <p>2 mark responses:</p> <ul style="list-style-type: none"> • The strange situation procedure may be distressing for children as they are temporarily separated from their caregiver, particularly for Japanese children who are not accustomed to separation/eq; • Sagi et al. (1985) found that Type C/anxious-resistant was more common in Israel than the securely attached found by Ainsworth in USA which suggests Ainsworth’s findings lack reliability and there are cross-cultural differences in attachment type/eq; <p>Look for other reasonable marking points</p>	(7 AO2)

Question Number	Question	
B2 (a)		
	Answer	Mark
	<p>Mark according to the levels given below.</p> <p>The practical investigation may be a summary of two articles or a content analysis.</p> <p>Conducting a practical can involve a range of issues concerned with planning and conducting: sources, bias, procedure, sampling, apparatus, controls, coding decisions, reviewing/summarising the material and how conclusions were drawn.</p> <p>0 marks No rewardable material.</p> <p>1 mark Brief description of any part of what was done for the practical (see notes above).</p> <p>2 marks A clear description of how data was gathered by referring to more than one procedural issue/one explained well.</p> <p>3 marks More depth, clearly describing a range of procedural issues with at least one of these issues explained well.</p>	<p>(3 A03)</p> <p>Tied to B2b and B2c</p>

Question Number	Question	
B2 (b)		
	Answer	Mark
	<p>Mark according to the levels given below.</p> <p>The practical investigation may be a content analysis or summary of two article sources.</p> <p>Analysing data, qualitative and quantitative, refers to how data was scored, tallied, totalled, themes analysed, conclusions drawn from the summaries (can include theory as relevant).</p> <p>0 marks No rewardable material.</p> <p>1 mark Awareness of using figures and/or description to analyse data/conclusions drawn from the summary.</p> <p>2 marks Basic description of how figures were obtained from data and/or themes identified/summary of sources and conclusions drawn.</p> <p>3 marks More depth of qualitative and/or quantitative analysis showing good understanding. Some detail on how data gathered was analysed to draw conclusions</p>	<p>(3 A03)</p> <p>Tied to B2a and B2c</p>

Question Number	Question	
B2 (c)		
	Answer	Mark
	<p>Mark according to the levels given below.</p> <p>The practical investigation may be a content analysis or summary of two sources.</p> <p>0 marks No rewardable material.</p> <p>1 mark Brief and accurate/appropriate conclusion drawn from the practical</p> <p>2 marks More depth in description of conclusions drawn from practical and/or showing some supporting ideas, evidence, concepts and/or justification.</p>	<p>(2 A03)</p> <p>Tied to B2a and B2b</p>

Question Number	Question	
*B3		
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p>IGNORE comments referring to deprivation only.</p> <p>Indicative content</p> <p>AO1 description</p> <ul style="list-style-type: none"> • Genie was found when she was 13 years old after suffering extreme privation for most of her childhood • Researchers conducted a battery of tests from observations, interviews and neurological tests • Genie’s grammar never achieved beyond that of a toddler • Rutter and the ERA team (1998) was longitudinal study of 111 Romanian orphans who were institutionalised within a few weeks of life • When compared to 52 English adoptees on a range of measures the Romanian orphans adopted at six months had similar weight, height, and cognitive level • Koluchova (1972) reported Czech twins who received care in a children’s home and were then fostered and experienced exceptional care • The Czech twins had normal speech for their age at 11 and had normal IQ at 14 • The Bulldogs Bank children (Freud and Dann, 1946) formed emotional attachments with the adult staff after initially being aggressive <p>AO2 evaluation</p> <ul style="list-style-type: none"> • Privation data gathered by case studies such as Genie may not apply to other individuals • Unique case results of privation cannot be cross checked for reliability • Genie was said to be retarded by her doctor from birth so not a result of privation although this was questioned • Compared to the Czech twins (Koluchova, 1972) Genie showed a poorer outcome despite good quality care possibly due to lack of sibling to attach to • Privated participants are studied intensively for a long period of time which may be distressing • Pseudonyms are often given to protect the child’s identity • Privation research is often of children in naturalistic conditions so real life can be examined which increases validity <p>AO2 Reference to whether the effects of privation are reversible</p> <ul style="list-style-type: none"> • Genie showed some reversibility of privation, however, she never fully recovered • Rutter (1998) and the ERA team showed that reversibility is more likely if early substitute attachments can be made • The Bulldogs Bank children showed how attachments to other children can buffer the effects of privation (Freud and Dann, 1946) <p>Look for other reasonable content</p>	<p>(6 AO1, 6 AO2)</p>

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3 marks	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> • Brief description of privation research which is likely to have irrelevant studies and/or inaccuracies. • Little or no attempt at the evaluation demands of the question. <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>
Level 2	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"> • Basic description of privation research which has some attempt at either breadth or depth but may lack relevance or accuracy. • Some attempt at evaluation which is likely to include brief/basic strengths or weaknesses of research which may have no link to privation research. • May or may not include a reference to whether the effects of privation can be reversed. <p>Candidates will produce statements with some development in the form of mostly accurate 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>
Level 3	7-9 marks	<p>Candidate has attempted and answered both injunctions in the question well.</p> <ul style="list-style-type: none"> • Good description of research into privation. Breadth and/or Depth. • Good evaluation which has either a range of strengths/weaknesses OR a smaller number in detail. Must be accurate. • At least one good, accurate reference to whether the effects of privation can be reversed. <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>
Level 4	10-12 marks	<p>Candidate has attempted and answered both injunctions in the question very well.</p> <ul style="list-style-type: none"> • Very good description of a range of research into privation. Depth and breadth and accuracy. • Very good evaluation including a range of strengths and weaknesses of privation research. Must be accurate, well explained. • At least one very good, accurate reference to whether the effects of privation can be reversed. <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

Question Number	Question	
C1 (a)		
	Answer	Mark
	<p>One mark per point/elaboration. Ignore aim(s), findings, conclusion(s).</p> <ul style="list-style-type: none"> • Sample consisted of 266 patients (98 female, 168 male) who used heroin and also used cocaine (called 'poly-drug use')/eq; • Participants were selected from an existing treatment programme called PROVE and had been addicted for over 2 years/eq; • Patients were given daily doses of heroin and they had to attend psychosocial therapy (such as counselling and receive health care)/eq; • Patients were interviewed about their drug use at the beginning and then every 6 months during the 18-month study to see if they had reduced drug use/eq; <p>Look for other reasonable content</p>	<p>(3 A01)</p>

Question Number	Question	
C1 (b)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Max 5 for either research method.</p> <p>Max 3 for generic strengths/weaknesses not linked to drugs/substance misuses/health psychology.</p> <p>Ignore description. Treat interviews/questionnaires/surveys as one method</p> <p>Examples of relevant studies can be credited if the strength/weakness is clearly identifiable in the response.</p> <p>e.g. surveys</p> <ul style="list-style-type: none"> • Qualitative data can provide reasons behind taking drugs so increases validity/eq; • Closed ended questions such as those used in Blättler et al. (2002) could be used to determine quantities of drugs consumed which are replicable and can be tested for reliability/eq; • Open ended questions produce qualitative data regarding reasons behind drug use which can be difficult to compare to one another and analyse, decreasing reliability/eq; • Surveys asking humans about their substance misuse can be generalised to other humans similar to those who took part/eq; • Questionnaires on substance misuse can ask a large sample easily which can represent a wide target population so increases generalisability/eq; <p>e.g. human lab experiments</p> <ul style="list-style-type: none"> • A standardised procedure is used including controlled amounts of drugs so they are replicable and can be tested for reliability/eq; • Drug taking does not normally happen in an artificial lab situation but in a bar or night club so lacks ecological validity/eq; • Lab experiments can minimise extraneous variables affecting drug taking so can infer cause and effect, increasing internal validity/eq; • Taking heroin in a lab is more ethical as full informed consent can be given by the drug addicts such as that in Comer et al. (1997)/eq; • Drug addicts can be monitored closely in a lab situation which is ethical as their health can be checked frequently/eq; <p>e.g. scanning (PET/MRI/fMRI)</p> <ul style="list-style-type: none"> • A standardised procedure is used to scan addicts when they are taking a drug so they are replicable and can be tested for reliability/eq; • Smoking does not normally happen in a brain scanner (e.g. Scott, 2004) but in a bar or night club so the procedure lacks ecological validity/eq; • Brain scans take place in a lab so can minimise extraneous variables such as the influence of peers affecting drug taking so can infer cause and effect, increasing internal validity/eq; 	(8 A03)

	<ul style="list-style-type: none"> • Taking cocaine in a brain scanner is more ethical as full informed consent can be given by the drug addicts/eq; • Heroin addicts can be monitored closely in a brain scanner which is ethical as their health can be checked frequently/eq; <p>Look for other reasonable marking points</p>	
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Question Number	Question	
C2 (a)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Ignore description.</p> <p>Ignore comparisons.</p> <p>Strengths/weaknesses must be explicitly linked to substance misuse/health psychology for credit.</p> <ul style="list-style-type: none"> • The contribution of genetic factors to the development of alcohol dependence is high (e.g. Agrawal, 2008) supporting the biological approach to addiction/eq; • Volkow et al. (2002, 2004) found that the dopamine reward system was less active in cocaine, methamphetamine and alcohol abusers compared to non-abusers/eq; • Olds and Milner (1954) stimulated the reward pathway in rats and found evidence of its reinforcing effects so this supports the dopamine reward hypothesis/eq; • However, substance misuse research using animals such as rats may not be generalisable to humans as they have different genes/brain/eq; • Complexity of neurochemistry means it is difficult to pinpoint exact cause for addiction, for example lots of different receptors and some have been implicated in some studies and not in others/eq; • Neurotransmitter explanations of substance misuse lack cause and effect as it is difficult to confirm whether the deficiency in neurotransmitters caused addiction or vice versa/eq; <p>Look for other reasonable marking points</p>	<p>(5 A02)</p>

Question Number	Question	
C2 (b)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Ignore description without direct comparison between the approaches.</p> <p>Differences must be explicitly linked to substance misuse/health psychology for credit.</p> <p>If more than one difference offered by candidate – mark all and credit the best.</p> <ul style="list-style-type: none"> • The biological approach ignores the role of nurture in that addiction can be explained by reinforcement, social learning or peer pressure/eq; • There are cultural differences that cannot be explained by the biological approach which the learning approach can explain through modelling/eq; • The biological approach explains physiological dependency through the dopamine reward system but the learning approach can explain psychological dependency better/eq; <p>2 mark response</p> <ul style="list-style-type: none"> • The biological approach focuses on nature such as genes/neurochemistry as responsible for substance misuse so ignores the role of nurture in that addiction can be explained by copying role model drug use and preferences/eq; • There are cultural differences that cannot be explained by the biological approach such as cannabis being the most widely abused illegal drug in UK but heroin and methamphetamine in Singapore which the learning approach can explain through modelling/eq; <p>Look for other reasonable marking points</p>	<p>(2 AO2)</p>

Question Number	Question	
*C3		
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p>Indicative content</p> <p>AO1 description</p> <ul style="list-style-type: none"> • Harry could be given methadone, which is a synthetic opiate used to replace heroin (not at the synapse) • The methadone works to block the effects of heroin at Harry's synapses and reduce the withdrawal symptoms for 24 hours • Methadone aims to reduce Harry's heroin cravings • If Harry takes methadone with heroin the heroin will not produce its euphoric effects • Harry will be given oral doses of methadone daily on a maintenance programme • The methadone dose given to Harry is systematically lowered to wean him off heroin • When he is trusted methadone can be taken away from the pharmacy • Urine tests will be given to Harry to check co-drug use • Methadone lasts for longer than heroin, up to 24 hours so Harry can manage his mood and may be able to work <p>AO2 evaluation</p> <ul style="list-style-type: none"> • Blättler et al (2002) found that drug therapy was successful in reducing addiction and associated social and health issues. • Marsch's (1998) meta-analysis of methadone maintenance programmes support the efficacy of drug therapy in reducing heroin use, HIC and criminality. • Amato et al (2005) found high doses of methadone to be more effective as a treatment for heroin addiction than low doses, methadone detoxification treatment, no treatment and alternative therapies in a review of five meta analyses. • Vanichseni et al (2001) found patients undergoing methadone maintenance programmes in Bangkok were more likely to complete a 45 day treatment programme than when undergoing detoxification programmes. • Harry can break away from the criminal aspects of heroin abuse as he no longer requires the finances to obtain illegal drugs so therapy can be effective. • Quality of life for Harry could be improved as abuse, prostitution, theft etc are reduced and risks lowered so drug therapy can be positive in social aspects too. • Methadone treatment has reduced risk of needle sharing issues as oral administration so positive from a health level. • If taken as a cocktail drug, with other substances, overdose can be a risk for Harry. • Substitute drugs may end up on the black market which reduces their effectiveness. • There is always the risk of addiction/side effects for Harry associated with the substitute drug. • Drug replacement therapy for heroin can be very costly to the NHS and government when it is seen as simply replacing one drug with another. <p>Look for other reasonable content</p>	(6 AO1, 6 AO2)

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
Level 1	1-3	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> • Brief statements concerning drug treatment for heroin dependence. • Little or no attempt at the evaluative demands of the question. • Little/no reference to Harry. <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>
Level 2	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"> • Basic description of drug treatment which may lack some accuracy and/or relevance. • Basic evaluation of drug treatment. • May or may not make reference to Harry. <p>Candidates will produce statements with some development in the form of mostly accurate 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>
Level 3	7-9	<p>Candidate has attempted and answered both injunctions in the question well.</p> <ul style="list-style-type: none"> • Good description of drug treatment with breadth OR depth. • Good evaluation of the effectiveness of drug treatment with breadth or depth. • Reference to Harry. <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>
Level 4	10-12	<p>Candidate has attempted and answered both injunctions in the question very well.</p> <ul style="list-style-type: none"> • Very good description of drug treatment for heroin dependence with breadth AND depth. • Very good evaluation of drug treatment (breadth AND depth) using a range of strengths and/or weaknesses. • Engaged reference to Harry. <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

Question Number	Question	
D1 (a)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Max 2 for either definition.</p> <p>Max 1 for an example of either term.</p> <p>Tautological statements gain no credit.</p> <p>Participation</p> <ul style="list-style-type: none"> • Participation is taking part in sport/sporting activities/eq; • Participation may be affected by personality, where introverts take part in karate/gymnastics and extraverts take part in football/wrestling/eq; • Participation may be affected by socialisation, where males may be encouraged to take part in contact sports (e.g. rugby) and females encouraged to take part in non-contact sports (e.g. badminton)/eq; <p>Excellence</p> <ul style="list-style-type: none"> • Excellence is about performing extremely well in sport/sporting activities/eq; • Excellence involves intrinsic motivation as it is a goal in itself and may have no other reward/eq; • For example, an athlete who continues to strive to improve despite winning important events seeks to achieve excellence/eq; <p>Look for other reasonable marking points</p>	(3 AO1)

Question Number	Question	
D1 (b)		
	Answer	Mark
	<p>One mark per point/elaboration. No credit can be given for basic goal setting unless linked to N-Ach/N-Pow/N-Affil/fear.</p> <ul style="list-style-type: none"> • Claire could exploit her team’s need for praise and offer them encouragement/eq; • Self satisfaction can be increased by Claire offering her team small achievements/goals that can be met during practice/eq; • If the team has high N-Ach they will not be fazed by the recent setbacks of losing matches so Claire can set high risk challenges/eq; • To satisfy a high N-Affil Claire could have her team train together and with other table tennis players/eq; <p>Look for other reasonable marking points</p>	(2 A02)

Question Number	Question	
D1 (c)		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Ignore description.</p> <p>Ignore comments about influence of arousal on N-Ach.</p> <p>Ignore reference to performance theories.</p> <p>Max 4 if no comparison used.</p> <ul style="list-style-type: none"> • The need for achievement is commonly recorded using self reports which may be subjective/eq; • The research is based on a personality trait rather than a feature of sporting competition/interaction between personality and situational factors/eq; • 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/eq; • The theory can be used to develop the need for achievement in sportspeople by coaches/eq; • Without sporting ability, achievement motivation theory is limited in explaining sporting success/eq; • The results of projective tests used to judge achievement motivation, are subjectively interpreted/eq; <p>Comparison</p> <ul style="list-style-type: none"> • Achievement motivation theory and Self-efficacy theory both use self-report measures to gather data on attitude (e.g. TAT) and confidence in ability which lack validity/eq; • In achievement motivation the underpinning motivation is drawn from the need for achievement whereas in self efficacy it is drawn from self confidence/eq; • Both achievement motivation theory and cognitive evaluation theory consider the control of the athlete, where control is high by the athlete this is good for performance and low control is bad/eq; • Achievement motivation has the underpinning motivation arises from a need for achievement whereas cognitive evaluation involves intrinsic and extrinsic motivation for achieving/eq; <p>Look for other reasonable marking points</p>	(5 A02)

Question Number	Question	
D2		
	Answer	Mark
	<p>One mark per point/elaboration.</p> <p>Ignore description.</p> <p>Max 5 for evaluation of either questionnaires or correlations.</p> <p>Strengths/weaknesses must be explicitly linked to sport psychology for credit.</p> <p>Questionnaire method</p> <ul style="list-style-type: none"> • Questionnaires can have test-retest reliability and scores about sport participation can be checked over time/participants/eq; • If sport attitude questions are open ended, this may be subjectively interpreted by researchers/eq; • Pilot studies are typically conducted using sport questionnaires to ensure the reliability of specific questions/eq; • Some athletes may answer in a way they think they ought to answer so results can be unreliable/eq; • If an athlete guesses the aim of the study they may answer in a way that reflects the demands of the questionnaire rather than honestly/eq; • Athlete answers may reflect social desirability rather than reality so findings are invalid/eq; • Athletes may lie if they feel they are being judged on their answer/eq; • Asking athletes as opposed to inferring from experiments can be seen as more valid/eq; <p>Correlation method</p> <ul style="list-style-type: none"> • Because the data gathered is quantitative the correlational analysis of participation responses can be repeated to establish reliable findings/eq; • We cannot be sure that the measured variables such as participation and gender are causal, cannot show cause and effect/eq; • Correlations about athletic performance can be subject to statistical analysis to ensure a firm relationship is established/eq; • If a questionnaire is used to gather the correlational data about sport then it can be subject to social desirability/eq; • Correlations about athletes are more ethical compared to laboratory experiments as ethical issues rarely arise from the use of secondary data/eq; • A strength of using a correlation in sport psychology is that the can be done where legally, ethically or practically it may not be possible to conduct experimental research/eq; • Using a correlation for athletes can be a precursor to experimental research as it is an inexpensive/ethical tool before costly research/eq; <p>Look for other reasonable content</p>	<p>(8 A03)</p>

Question Number	Question	
*D3		
	Indicative content	Mark
	<p>Refer to the levels for marking.</p> <p>Indicative content</p> <p>AO1 description</p> <p>e.g. Imagery</p> <ul style="list-style-type: none"> • Kelvin could use imagery to visualise scoring in a hockey match or imagine the feeling of winning and receiving a hockey trophy • Imagery can involve visualising the shots, passing the ball as needed, and tackling as required • Imagery allows Kelvin to put himself 'mentally' into the situation of winning which acts as a motivation • Mental rehearsal of the imagery can increase familiarity and confidence and reduce anxiety for Kelvin • Cognitive general imagery involves Kelvin imagining overall success • Cognitive specific imagery concerns picturing success at a specific skill for Kelvin such as blocking a shot <p>e.g. Goal setting</p> <ul style="list-style-type: none"> • Target/goal setting would involve Kelvin setting specific targets to achieve shooting and position performance • Kelvin could set a goal of beating the scoring 3 times as it would act as a motivation to succeed • Kelvin's goal needs to be SMART because unsmart targets could be demotivating • Kelvin's goals must be Specific, Measurable, Achievable /attainable /appropriate, realistic and time measured • Kelvin's goals can be performance based on a specific skill or outcome based on overall winning • Specific targets should not be vague so that a specific goal can be focused upon e.g. blocking a hockey shot • Measurable targets allow a benchmark to be set so that Kelvin's improvement can be monitored to show improvement • Realistic targets are not too difficult or easy so demotivation through underperformance or unachievable aims for Kelvin <p>AO2 evaluation</p> <p>e.g. Imagery</p> <ul style="list-style-type: none"> • Feltz and Landers (1983) found that overall, studies found imagery to be better than no mental imagery at all • Imagery is not a substitute for physical practice, so Kelvin still needs to undertake hockey practice • Isaac (1992) found that high imagery trampolinists performed better than low and no imagery groups • Research into imagery has been experimental, so the technique lacks field trials to achieve validity • Imagery is quite specific and may lead to greater physical practice of the skill, which would account for the improvement rather than the imagery itself 	(6 AO1, 6 AO2)

	<p>e.g. Goal setting</p> <ul style="list-style-type: none"> • Mellalieu (2005) found that SMART targets set for rugby players showed considerable sporting improvement in those skills compared to the skills that were not targeted • Because self generated targets are most effective, this itself may be intrinsically motivational • Targets that are unrealistic may not be achieved and act as a demotivator, so Kelvin needs to ensure he sets himself realistic targets • Goal setting, unlike imagery, is more likely to involve physical practice which will improve performance <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
Level 1	1-3	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> • Simple statements concerning both techniques or partial answer (one technique described) • Little or no attempt at the evaluative demands of the question. • Little/no reference to Kelvin's hockey performance. <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>
Level 2	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"> • Basic description of both techniques OR one is described well and the other is limited. <p>AND</p> <ul style="list-style-type: none"> • Basic evaluation of both techniques OR one is evaluated well and another is limited. • May or may not make reference to Kelvin's hockey performance. <p>Candidates will produce statements with some development in the form of mostly accurate 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>
Level 3	7-9	<p>Good and accurate description and evaluation/comparison.</p> <ul style="list-style-type: none"> • Good description of both theories (biological and learning) with breadth OR depth. <p>AND</p> <ul style="list-style-type: none"> • Good evaluation of both techniques in at least one way using a well detailed/explained strength and/or weakness. There is breadth or depth. <p>Or</p>

		<ul style="list-style-type: none"> • Very good evaluation of one technique (with breadth and depth of explanation) more than one evaluative point very well explained, and limited evaluation of the other technique. • Reference to Kelvin’s hockey performance. <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>
Level 4	10-12	<p>Candidate has attempted and answered both injunctions in the question very well.</p> <ul style="list-style-type: none"> • Very good description of both techniques with breadth AND depth – one may be a bit better described than the other (but they are both clear and appropriate given the time constraints of the exam). • Very good evaluation (breadth AND depth with regards to both techniques) using strengths and/or weaknesses in more than one way. • Engaged reference to Kelvin’s hockey performance. <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>