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Examiners' Report  
June 2011

GCE Psychology 6PS03 01

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## Introduction

Overall, candidates performed well and typically demonstrated good knowledge and understanding of the applications chosen. Candidates seemed to apply good timing to the paper overall, however, some did not seem to acknowledge the mark allocation for particular questions, and under-wrote as a consequence. For example question B1a (Child Psychology) asked candidates to define 'deprivation' and 'privation' for 4 marks. Candidates typically stated that deprivation was a loss of attachment and privation a lack of attachment, but then assumed that this would be enough, or that by adding a name (Genie) they would achieve a further mark. At this level each mark counts, so candidates should be encouraged to elaborate fully where possible. It is often the quality of elaboration that discriminates between the candidates. Good elaboration shows knowledge and understanding, weak elaboration often indicates a lack of understanding as candidates have to explain their answer; weaker candidates tend to make mistakes in explanation or cut their answers short.

The majority of candidates understood the requirements of each question and were able to answer with greater pertinence than in previous examinations. They are keeping to the point. Candidates highlighting key injunctions and emphasis of the question seemed to organise their answers and maintain relevancy. This strategy should be encouraged. Plans showed good revision skills although it was clear that sometimes candidates were reluctant to diverge from their plan and answer the question asked of them. The essays across all topics were not 'straightforward', they asked candidates to use their knowledge in a more targeted or applied way. However, candidates seemed unprepared for this and sometimes ignored the question in favour of their plan. For example, question D03 (Sport Psychology) asked candidates to describe Boyd and Monroe's (2003) study and evaluate it in terms of generalisability and practical application. Candidates often evaluated the study with disregard for the targeted evaluation asked of them. Similarly, question C03 (Health Psychology) asked candidates to make at least one comparison with Blattler, many did not. Although many candidates did answer the questions very well, those unprepared to be flexible left examiners trying to pick out relevant material from a soup of unfocused comments. Candidates should be prepared for questions that are not straightforward.

Encouragingly there were less candidates making categorical statements, particularly noticeable in methodology evaluation. Previous years have seen candidates strongly suggest, for example, that field experiments have 'no demand characteristics' or 'no control'. This was a noticeable improvement. However, candidates are still using generic knowledge to answer specific questions. As mentioned in previous examiner reports, there are a good amount of candidates citing research in evaluation, which is welcomed, however some do not give sufficient outline of the research and its relevancy, whereas others end up describing the whole study leaving insufficient space for answering the question. It should be known that candidates are only likely to gain one mark for each cited study, so lengthy accounts will not earn more. It should also be known that the cited study will not earn the mark for just a name thrown into an answer. Candidates should make it clear that they know the study and why it is relevant. When citing research only the study findings/ conclusions need to be described with a clear and succinct explanation of how it is, or is not, supporting evidence.

Practical investigations and key issues formed a part of this paper, and will continue to form a central role in examinations. Centres should be mindful that candidates need to be prepared to answer questions on both practical investigations, and that these should be different in terms of one being a content analysis and one a summary of articles. As always the candidate led practicals seemed to yield more information, so more candidate led investigations should be encouraged under structured supervision. Successful candidates had clear guidance on strategy and topic but independently sourced and analysed the material. Weak descriptions of how the practical was conducted were common, with simple answers such as 'two articles were found on the Internet and they were summarised' being typical. Candidates could consider gathering data as: specific sources used, why

sources were used, where sourced from and why, possible bias or credibility of source, details of actual search (Boolean operators, key terms used, library search type, etc.), narrowing the search and reason for search direction, and the reason for selection for source (presentation, academic credibility, academic referencing, suitability for audience, shared opinions, official/academic support, ambiguous or clear evidence, etc.). Analysing/summarising data can include: themes decided on, reasons for themes, tallies and totals decided upon, review of article, drawing down key features for summary, focus of summary, and how results might be presented. Importantly, practicals should be as specific as possible so candidates should be encouraged to say what the themes are and what articles were used rather than a vague outline. When asked to describe how data was gathered and/analysed the actual findings should be avoided.

The aim of this report is to give future candidates and teachers information about how the questions in this examination were answered and how answers in the future could be improved.

### Question A1 (a)

The majority of candidates successfully defined recidivism as either reoffending rate or the behaviour of committing a crime, being punished/treated and reoffending.

A1 (a) Define the term 'recidivism'. (1)

The rate of criminal reoffending.



**ResultsPlus**  
Examiner Comments

This was a typical correct answer.



**ResultsPlus**  
Examiner Tip

Discrimination in the future may be to give a higher mark allocation, so candidates should be prepared to answer this type of question with elaboration/example.

### Question A1 (b)

This question required an evaluation of two treatments for offenders, typically candidates offered anger management and token economy programmes, some used social skills training. Although weaker answers simply described each method, on the whole many evaluated well and understood that the six marks were split between each part of the question. Evaluation of token economy seemed the strongest and candidates were easily able to outline issues of generalisability and cost effectiveness. Stronger answers included issues of staff-prisoner relationships, abuse and research evidence well cited. Anger management focused on cost and issues of causation. If research is to be cited it should be done so accurately and with some detail. It is not enough to say that TEP's are effective because research showed it worked, the results of the study and some reference to the sample/procedure/outcomes should be made.

(b) Criminal psychologists use different techniques to treat offenders. Some techniques are intended to reduce recidivism. Techniques vary in their use and effectiveness.

Evaluate **two** techniques psychologists might use to treat offenders.

(6)

First technique Token economy programme - Learning + Operant conditioning

Evaluation:

A token economy programme is effective when in a prison or institute, however when the prisoner / patient is released the good behaviour they were rewarded for won't necessarily be rewarded by society, meaning they no longer keep the good behaviour.

Plus, it takes careful time and planning as for it to be efficient all officers and staff must reward the same good behaviour and rewards must be given immediately meaning the programme is hard to monitor, and will only work if the reward is a deserved one.

Second technique anger management programme - Cognitive Behavioural Therapy technique.

Evaluation:

Anger management only works if the patient/ participant is willing to change their current undesired behaviour, as if they aren't the technique isn't effective.

Plus, some people aren't violent due to anger but may be violent for other reasons such as power or domestic control, so for people like this anger management doesn't work.



**ResultsPlus**

**Examiner Comments**

Focusing on the issue of generalisability, this answer clearly outlines why token economies will not have any long term effect because rewards will not be given in society. Many candidates struggled to make this point offering simple 'it will not work in real life answers'. Better answers commented on lack of transferability as rewards outside prison are subtle and less frequent.

## Question A2 (a)

Candidates who understood the requirement of the question was to focus on the role of the media did well. Those who did not simply restated the question stem 'modelling of antisocial behaviour' or went into a lengthy description outlining the role of the observer.

**A2 (a)** Violence in the media has often been suggested as a cause of teenage anti-social behaviour.

Outline the possible role of the media in the modelling of anti-social behaviour.

(2)

Childrens television programmes or games may involve characters who use guns and with the social learning theory children may look to these characters as role models who they aim to be like. They look up to this character who models the behaviour of carrying a gun who they then copy.



**ResultsPlus**  
Examiner Comments

This was a typical one mark answer. The answer clearly focuses on the role of the media by describing the role model/character who can be looked up to, but does little to go beyond that. Stronger answers included the media representing violence with reward/lack of punishment/glamorised.

## Question A2 (b)

Typically answers offered social learning theory as a clear reason why psychologists hold the belief that media does cause anti-social behaviour. A minority of candidates misunderstood the question and offered reasons why psychologists do not believe media causes anti-social behaviour, which was unfortunate. Strong answers included both theory and research whereas weaker answers gave a basic description of SLT or an undeveloped list of the process involved (ARRM). Less rounded answers simply gave Bandura's research as a reason, therefore limiting the marks to one out of three. Anecdotal evidence was given some credit, although there seems to be a persistence in using the case of James Bulger incorrectly. A review of the literature of this case does not support any link between media violence and his tragic murder and it should not be used in this context. Other anecdotal evidence should not be categorical. Stronger answers cited correct academic research, such as Bartol, Anderson and Dill, Williams et al. Often this was done with appropriate elaboration. Some candidates offered Charlton as supporting evidence so missed the point of the question or the research.

(b) Many psychologists believe that the media does cause anti-social behaviour.

Using your knowledge of psychological theory and research, explain **one** reason why these psychologists might hold this belief.

(3)

Bandura's social learning theory suggests that we watch our role models <sup>in the media</sup> model a behaviour (Attention), we then retain that information (retention) and we replicate the behaviour later (reproduction). We then gain motivation for doing so through an adrenaline rush, ~~and succeeding~~ and/or, succeeding in the crime. Bandura's own 'Bobo doll' study supports the theory as children followed their significant role model in conducting anti-social, violent behaviours.



### ResultsPlus Examiner Comments

This answer explains, rather than lists, the process of SLT (ARRM). The Bandura study is linked and described for credit.



### ResultsPlus Examiner Tip

One would expect more research to be cited for this answer. At A2 level candidates should be encouraged to cite academic research.

## Question A2 (c)

This answer was marked according to the quality of answer regarding one feature of a laboratory experiment. Many candidates simply identified the feature without describing it in any detail. A few candidates described the feature of one specific laboratory experiment e.g., Loftus' video clips or questionnaires, so missed the point of the questions. Strong answers clearly identified a feature such as 'control' and further elaborated with a clear description of the type of controls used or justification for having control.

(c) Psychologists often use laboratory experiments to investigate whether violence in the media causes anti-social behaviour.

Describe **one** feature of the laboratory experiment as a research method used in criminological psychology.

(2)

A feature of lab experiment is that they are often very controlled in order to establish cause + effect. ~~Being near~~ In Loftus + Palmer (lab of experiment in criminal psychology) The cause was asking leading questions and they looked how it effect the eye witness testimony.



### ResultsPlus Examiner Comments

This is a level 2 answer as it clearly identifies cause and effect then offers a suitable example, well linked.



### ResultsPlus Examiner Tip

This type of question is a useful class exercise and would encourage candidates to offer an appropriate level of explanation/detail for A2 psychology.

### **Question A2 (d)**

The most common theory evaluated was self fulfilling prophecy, using Jahoda, Rosenthal and Jacobsen and Madon to give supporting evidence. Stronger answers referred to issues of causation and ethical problems with research into SFP. It should be noted that there is more research out there. Evaluation of Eysenck was not done as well, often as supporting research was not well linked to the theory, e.g., Raine showed brain differences between criminals and non-criminals, without any link to Eysenck's theory. Often Eysenck's theory was described rather than evaluated. Some candidates offered 'alternative explanations' but this was all too often undeveloped.

(d) Social Learning Theory is not the only suggested cause of criminal behaviour; other psychologists may explain criminal behaviour through biological or social explanations.

Evaluate **one** explanation of criminal/anti-social behaviour, **other than** Social Learning Theory.

(4)

Explanation Self-fulfilling prophecy.

Self-fulfilling prophecy states that when given a label, a person will subsequently act upon that label and turn into it.

This theory is however far too basic an idea to explain criminal behaviour, people may in fact do the opposite of what their label says. Rosenthal and Jacobson did however find that when they gave the false label of 'spurters' to certain children to their teacher, they did in fact end up surpassing their class mates. Also, Jahoda found that in a tribe, it was said that children born on a Wednesday were more aggressive than other children. She did indeed find this to be the case. The alternative theory, social learning theory, would state that we learn through role models not labels.

(Total for Question A2 = 11 marks)



### ResultsPlus Examiner Comments

This candidate does well in offering four distinct evaluation points, so focused on requirements of the question. The research is described in enough detail to gain credit as supporting the theory, here the link to theory is made with the comments that 'they were told they would spurt/be aggressive, and they did'. Although I am uncertain of the origin of the term 'spurters' the gist is evident.



### ResultsPlus Examiner Tip

Clearer links to theory should be encouraged. Candidates should specify how the study supports the theory explicitly.

### **Question A3**

The most common studies described were Yarmey and Yuille and Cutshall, a few offered Maass and Kohnken, Valentine or Charlton. Laboratory studies were not given any credit for the description element of this questions. There was impressive detail given for many of these studies.

Despite the question being clear as to describing one field study and evaluating the field experiment as a research method, candidates who presumably over-prepared, simply described and evaluated a field study. In such cases the evaluation, if and when it could be applied to the field experiment as a research method, was credited. Candidates should be prepared for different questions in the examination, they are not intended to trick candidates but they are intended to test knowledge and understanding. Strong answers clearly described one field study and went on to consider the strengths and weaknesses of the field experiment as a research method. Encouragingly, candidates made less categorical statements which led to a more sophisticated evaluation of the field experiment as a research method. Weaker evaluation offered rote learned statements of ecological validity, reliability and generalisability without explanation.

\*A3 Describe **one** field study you have learned about in criminological psychology.  
Evaluate the field experiment as a research method.

Yarmey 2004.  
(12)

The aim of Yarmey (2004) was to investigate eye witness recall ~~of a target~~ and characteristics of the target in a photographic line-up and to see if preparation, retention time span ~~and~~ ~~was~~ affected the recall of eyewitnesses, in a field experiment.

The sample was 590 men and women selected as opportunity in a public place. A female target approached a participant and either asked for directions or for help looking for a lost piece of jewelry. Two minutes later a female researcher approached the participant and asked if they would take part in a study ~~questionnaire~~ on perception and memory. The participants were given a 16 question test on the physical characteristics ~~of the~~ and clothing characteristics of the female target, they were then asked to pick her out of a photographic line up.   
← Participants told ~~she~~ ~~was~~ ~~not~~ ~~be~~ ~~in~~ ~~the~~ ~~line~~ ~~up~~  
This was the

Participants were fully debriefed after. This was the standard procedure, Yarmey also did three variations, some participants were told to prepare for a memory test by the female target, others were asked to take the <sup>test</sup> ~~questionnaire~~ two minutes after seeing the target others ~~took~~ took the test four hours later, and the female target was present in some line ups and not in others. Participants were randomly allocated to

each condition in an independent subjects design.  
In addition to this Harmey asked 370 psychology undergraduates to estimate the recall of the participants.

The results for the test were:

physical characteristics	% correct recall
Height	60
Weight	44
Age	97
Hair colour	52
Eye colour	21

Clothing characteristics	% correct recall
top clothing	60
bottom clothing	65
Jewellery	16
footwear	18

Psychology students overestimated the correct recall of hair colour and underestimated the correct recall of age. For the preparation condition, recall of physical and clothing characteristics was better, but not for the photographic ID. The amount of time didn't have much affect on recall, however recall of hair colour and jewellery was better after four hours. In the final condition, there was a 49% correct <sup>ID</sup> recall when she was in the line up and a 62% rejection rate when she wasn't in the line up.

~~The study also shows that this study is not~~ From this study we can conclude that preparation and retention time span doesn't affect witness recall. ~~As for the~~ ~~people~~ ~~put~~ ~~too~~ ~~much~~

Field experiments have high <sup>Validity</sup> ~~generalisability~~ as the situation is true to real life, participants have the same feelings ~~and~~ as they would in real life and the experiment takes place ~~where~~ in normal, real to the situation, surroundings.

Field studies can be replicated to test reliability ~~when the procedure is~~ however they are not completely replicable as ~~the~~ researchers are unable to control all variables such as participant variables and so ~~results~~ may not be reliable.

Field studies are applicable to real life situations and as participants experience what they would if it was a real event, we can't use the findings to advise police and courts as to how much they can rely on eyewitness testimonies.

Field studies may not be completely ~~valid~~ as the situation is still set up and in real life participants may be under more pressure when interviewed by police than they are when interviewed by researchers and so feelings experienced are not true to real life.



### ResultsPlus Examiner Comments

This is a good answer that clearly focuses on the requirements of the questions. Description and evaluation is level four, with an impressive amount of detail and elaboration.

## Question B1 (a)

The majority of answers correctly defined deprivation as a loss of attachment and privation as a lack of attachment for a basic two marks. Unfortunately a few candidates got the terms muddled. It was more common for deprivation to gain a further mark than for privation. Often candidates outlined long term and short term deprivation with examples. However, many simply stated the name Genie, or the Robertson's studies and expected to get a further mark without any link to how or why this could be used as an example for each term. Many answers gave the background of Genie 'being locked in a room' without explaining how this was a form of privation 'as she could not have formed an attachment with her caregiver'. This question clearly discriminated between candidates at the top end.

**B1 (a)** Define the terms 'deprivation' and 'privation' as they are used in child psychology.

(4)

-Deprivation means an attachment has been formed between primary carer and child but has been lost.  
-Privation means there has been no attachment made.



### ResultsPlus Examiner Comments

This was a typical candidate response. It was surprising that candidates offered so little for a four mark allocation.



### ResultsPlus Examiner Tip

Candidates need to be mindful of the mark allocation for each question and either offer enough or more than the allocation requires.

### Question B1 (b)

On the whole this question was successfully done by the majority of candidates. Many described a range of features of a case study, such as in-depth study of one child, longitudinal to look at patterns, variety of research methods employed, unethical to conduct experimentally, etc. Weaker answers tended to focus on only one aspect or slipped into clear evaluation rather than description.

(b) It is rare for children to suffer extreme privation. Often psychologists use the case study as a research method in such situations.

Describe the case study as a research method as it is used in child psychology.

(4)

Case studies involve triangulation as a means to gather as much information and data as possible about an individual or small group of individuals. Triangulation means using many different methods of data collection, for example interviews, questionnaires and observations. In child psychology this can be useful as data can be sourced from so many different outlets, advantageous as children may be too young to voice own opinions etc.



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**Examiner Comments**

First mark for in depth and group. Second mark for Triangulation. Third mark for use of case studies (voice opinions). Three marks in total awarded.

(b) It is rare for children to suffer extreme privation. Often psychologists use the case study as a research method in such situations.

Describe the case study as a research method as it is used in child psychology.

(4)

Case studies are used to gather a lot of in-depth detailed data. They are usually about one individual or a group of people. They are used in child psychology to investigate situations that cannot be done through experiments. They use a number of different research methods, for example questionnaires, surveys ~~and~~, interviews, <sup>and observations</sup> these create longitudinal, giving us a body of evidence. They can be carried out over a period of time, giving researchers developmental patterns, to see the effects of the issue on the child. For example how a privated child progresses as they grow up.



**ResultsPlus**

**Examiner Comments**

Three marks awarded for this response.

First mark for in depth on individual or group. Did not give for 'cannot be done through experiments' as not saying why e.g. unethical and might involve harm - see mark scheme. Second mark for variety of research methods - see mark scheme. Third mark for the longitudinal aspect.

## Question B1 (c)

Most candidates were able to clearly identify a strength of a case study, although those that opted for 'in-depth' had to work fairly hard to identify why 'in-depth' was a strength. There was some impressive understanding of triangulation though. Typically the second mark discriminated between strong and weak answers.

(c) Case studies are known to be useful in studying rare cases. Explain **one other** strength of using the case study as a research method.

(2)

a strength of a case study is that it is very indepth. This means that it is a very valid study as it gets very thorough results.



### ResultsPlus Examiner Comments

This candidate clearly identifies the strength of depth but does little to qualify this as a strength, so level one.



### ResultsPlus Examiner Tip

Focusing on one strength/weakness/feature is clearly a good discriminator question so should be used as in class activities where possible.

(c) Case studies are known to be useful in studying rare cases. Explain **one other** strength of using the case study as a research method.

(2)

Case studies can help you find new information, because you not always certain what your going to find. It has high ecological validity as case studies are real life, and can use what you find, to help research on other child case studies.



### ResultsPlus Examiner Comments

The first strength - 'new information' was not clearly expressed, and could have been an ID if they said about case studies gathering new information that may not be uncovered any other way/in a new area of research - so not given credit. The high ecological validity and real life is a clear identification of a strength at level one, but the elaboration of 'use what you find to help in other case studies' was not enough or clear enough to elaborate on the issue of ecological validity (no real link and you would have to work hard to make it fit) so no level 2.  
Level 1 - 1 mark

(c) Case studies are known to be useful in studying rare cases. Explain one other strength of using the case study as a research method.

(2)

Because they follow an individual/group of individuals ~~over a period of time~~, this means that ~~individual differences can be taken into account~~. This means that a lot of in-depth, <sup>(for example - case background)</sup> data ~~go~~ can be gathered from many different research methods. This enables findings and conclusions to be checked against previous results - which would make them more reliable.



**ResultsPlus**

**Examiner Comments**

Very good Level 2 answer and two marks awarded. Strength of depth and detail gathered clearly identified with elaboration of many research methods being used to cross check results.

(c) Case studies are known to be useful in studying rare cases. Explain one other strength of using the case study as a research method.

(2)

One strength of using case studies as a research method is that it gathers ~~valid~~ <sup>qualitative</sup>, rich, in-depth data using methods of triangulation therefore it is very likely to be valid.



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**Examiner Comments**

Level two answer - 2 marks. This got level 2 as clear identification of a strength - indepth, and elaboration using triangulation to get valid results.

### Question B1 (d)

These tended to be very well expressed and showing good sound understanding of the weaknesses of a case study. Generally candidates find weaknesses easier than strengths anyway. Often candidates focused on generalisability and replication, often in such depth that all marks were awarded. Strong answers focused on a range of points, such as subjectivity and ethics (well expressed and not categorical), although some ethical points were specific to Genie and not case studies in general. A handful of candidates evaluated Genie or another case study rather than the method, leaving examiners to pick out issues relevant to case studies in general.

(d) Describe the weaknesses of using the case study as a research method.

(3)

Weaknesses are that because case studies are unique investigations of a unique individual it would be hard to generalise to other people and situations.

Also, case studies involve subjective interpretation from the researcher. This could be seen as unreliable as the researcher has interpreted his/her own opinions into the case.

Another weakness would be that case studies often only attain qualitative data and not quantitative – so the research may not be scientific and hard to measure.

(Total for Question B1 = 13 marks)



#### ResultsPlus Examiner Comments

This is a good answer that focuses on explained weaknesses. Generalisability is explained (unique individuals) rather than simply stated which was seen quite frequently. Subjectivity is stated and explained well. The answer also refers to the gathering of qualitative data being typical (not categorical) so may not be scientific.



#### ResultsPlus Examiner Tip

Often answers use an example, such as Genie, to elaborate on an evaluation point. When done well it can gain credit, but candidates need to be aware that the example should **add** to the evaluation. Candidates that simply threw in a name or a finding without it adding to an evaluation point will not earn credit.

### **Question B2 (a)**

This required a simple statement to identify the key issue, which most candidates achieved. However, all too often candidates simply stated a single word non-issue, such as 'day care' or 'autism'. This in itself is not a key issue per se. Credible identification offered 'whether day care is good or bad for children'. Typical issues were whether day care was beneficial or whether autism was an extreme male brain condition.

### **Question B2 (b)**

This part saw some strong answers with an impressive array of research studies detailed. Candidates who phrased B2 a as a question clearly structured their answer in part b referring to both sides of the issue/argument, using theory and research in a balanced way. Weaker answers lacked detail/gave vague descriptions of findings.

It would be nice to see a wider array of key issues covered in future examinations.

**B2 (a)** Key issues in psychology concern applications of theory that help us understand real life situations.

Identify the key issue for child psychology that you have studied during your course.

(1)

is ADHD a social construct or biological condition.

(b) Describe the key issue you have identified in (a).

(4)

I looked at ADHD, looking at different information given to me to determine an outcome. Brain structure is one ~~way~~<sup>point</sup> for biological stating that hitting your head can cause ADHD, although conflicting evidence states that ADHD causes behaviour that can resolve in a child hitting their head and making it worse. ~~It is~~ some ~~peop~~<sup>evidence</sup> say that parents who have severely bad behaved children blame it on ADHD and get them put on ritalin which seems to help with the behaviour.



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Examiner Comments

The identification of the key issue is clear, so achieves the mark available for part a. Part b is rather muddled with poor expression although there is reference to social construction of ADHD and some reference to brain damage. This is a basic description with one idea reasonably well expressed for level two.



**ResultsPlus**  
Examiner Tip

A good description of a key issue should always have breadth and depth. Candidates should be encouraged to write a range of comments with good detail on at least two of these. Research and theory does help, as does balance.

**B2 (a)** Key issues in psychology concern applications of theory that help us understand real life situations.

Identify the key issue for child psychology that you have studied during your course.

(1)

Daycare

(b) Describe the key issue you have identified in (a).

(4)

Daycare is an issue with child psychology as there is a lot of debate ~~that is~~ for how long children should spend in daycare. It is thought that attachment figures are very important, and therefore time needs to spent with this figure, to help children social, emotional and cognitive development, Bowlby would agree with this. ~~Daycare~~ The other studies such as Broberg, EPPE project say that daycare is good for cognitive development and improving peer relations. Campbell meets in the middle and says long amounts of time spent in daycare is bad for social development but lots of short periods are good for the child +

their development. It has also been thought that aggression levels have risen in children that have been to daycare unlike the children who have stayed at home with their mothers. The issue with daycare is that there is high staff turn over and therefore is not good for the child's attachments, constantly being with new people.

(Total for Question B2 = 5 marks)



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Examiner Comments

B2a - no marks as single word non-issue  
B2b - level 4 as well expressed, for and against, evidence, range of issues - detailed with breadth and depth. Four marks overall.

### **Question B3**

There was more evidence here of candidates writing prepared material rather than reading and answering the question. Most candidates situated themselves clearly in level two by making no reference to Rebecca or her child and simply describing Ainsworth's strange situation. The cross cultural research was done significantly better with answers referring to a range of cross cultural studies (Grossman, Miyake, Sagi, Ijzendoorn and Kroonenberg, Takahashi) citing their findings and explaining them well. Some candidates confused the attachment types in some cultures, but generally this part of the essay was well done. Strong answers clearly focused on the question, particularly the first part, describing how Rebecca's child would behave in the strange situation as a securely attached child, offering 'safe base', 'stranger fear', 'separation anxiety' and reunion behaviour. Some candidates covered all bases by describing all attachment types or the stanges of the strange situation without reference to Rebecca's child.

\*B3 Rebecca and her one year old child participated in a child psychology study using the strange situation procedure. Her child was assessed as being securely attached. Type B. Her friend, who also had a small child, lived in a different country and Rebecca wondered if they were also securely attached.

Using the work of Ainsworth, describe the behaviour that Rebecca's child might show, and explain cross-cultural issues regarding child-rearing styles.

(12)

Mary Ainsworth was an American psychologist who worked in the UK. She is the creator of the strange situation which is a structured observation for identifying how children attach to their mothers, and thus how they react to strangers. Rebecca's child was concluded (after completing the strange situation) to be securely attached to her. This is what Ainsworth concluded to be Type B and are the majority of children in the US and the UK. P

Behaviour displayed by Rebecca's child ~~was~~ when Rebecca was present was probably of a relaxed nature, even with a stranger present. However, with Rebecca absent, the child probably became distressed, more so when approached by a stranger. The child would probably have been quickly consoled by mother upon her arrival.

However, these are typical displays of behaviour by British and American children. The displays by Israeli, Japanese and German children would all have different

behavioural norms.

Research in Germany shows many children to be type C, but this is not due to all German mothers neglecting their children. Psychologists believe this to be because of the cultural value Germans have in early weaning and emphasis on independence.

Japanese child rearing techniques are the total opposite of German, in so much that Japanese mothers never leave their babies ever and encourage dependence of their children upon themselves. This means that Mary Ainsworth's Strange Situation is not a ~~representative~~<sup>appropriate</sup> tool to be used to gain a representative analysis of Japanese children's attachment types.

However in modern Japan, where mothers in today's world do now work and leave children in day care, proportions of distribution of attachment types are much like those of the UK and US.

Israeli children are brought up in an entirely different method once again, which makes the strange situation inappropriate in Israel also. In Israel, it is common for children to be brought up in communal living

dwellings called Kibbutz. Here, communal parents look after children living in communal sleeping arrangements in shifts. This means the children never are able to form any kind of attachment to a parent figure. This results in many children brought up in this method Type A - Anxious ~~Avoidant~~ Resistant, resisting anyone who approaches them and making themselves inconsolable. This is thought to be because of ~~the~~ the lack of a mother or mother figure.

Therefore, it is clear to see that much research regarding childrearing is ethnocentric, due to cultural backgrounds. This makes global comparison complicated.



### ResultsPlus Examiner Comments

This is a good level three essay. The answer is a little unfocused to begin with but quickly describes Rebecca's child as it would behave in the strange situation. There is clear mention of being relaxed, showing distress and being quickly consoled. This description is not 'very good' so does not fit in level four. The evaluation is very good, although the comments about life in a Kibbutz is a little too categorical and unlikely to be representative of Kibbutz today. As the description is level three it goes to the top of the level as the evaluation is strong.



### ResultsPlus Examiner Tip

Candidates should read and answer the question rather than assume their knowledge fits with what is being asked. They need to prepare for application questions as much as the standard ones.

### Question C1 (a)

Answers that focused on withdrawal symptoms/experience, not exclusively mode of action, often achieved two or three marks. Typically candidates offered a list of withdrawal symptoms, such as sweating, itchy blood, shaking, skin crawl, hot and cold flushes, regardless of quantity candidates were unable to gain a third mark if presenting nothing more than a list of symptoms. Candidates that contextualised the symptoms within a time frame often achieved the third mark. A minority of candidates just described physical dependence or tolerance with no reference to withdrawal.

### Question C1 (b)

The most common treatment was methadone, and was generally well described. Some candidates chose token economy programmes, but often gave basic outlines regarding tokens being exchanged. Those describing methadone commonly stated that it replaced heroin at the synapse when it blocks it, but often further described the daily oral administration, quantity set and reduced.

(b) Arthur seeks help for his heroin addiction.

Describe **one** treatment for heroin dependency. (3)

Methadone over the pharmacy counter, then if it is successful, more methadone is prescribed. Methadone helps to replace opiates. However, using methadone will be prolonging withdrawal, although it is less dangerous - as well as being administered less dangerously.



#### ResultsPlus Examiner Comments

This is a weaker answer than most gave, referring only to replacement opiate given at a pharmacy. The latter part of the answer is mainly evaluative. It was common for candidates to write evaluative comments.



#### ResultsPlus Examiner Tip

Understanding drug action is difficult for some candidates and they often make mistakes in description. Such examples include stating that methadone acts in the same way as heroin by giving takers a high, and stating that methadone has lessened withdrawal effects than heroin. Both statements are inaccurate, so it would be worth care and attention when covering this topic.

(b) Arthur seeks help for his heroin addiction.

Describe **one** treatment for heroin dependency.

(3)

~~One~~ one treatment for heroin addiction is, Methadone replace  
as a treatment for heroin. Methadone is an synthetic  
opioid which replace the heroin in the brain, so the patient  
can function normal. Methadone is take orally, so it  
will avoid transmission of any disease. Arthur will  
be assessed for his addiction level and then the  
methadone is determined. Methadone is taken in front  
of the pharmacy and once trustworthy, can self  
administered. In this treatment, there is also a  
urine test, which is recommended by the NHS, to  
see whether any other drugs are taken. Once the treatment  
is stabilised, detoxification can begin. The methadone is  
then slowly reduced.



**ResultsPlus**  
Examiner Comments

First mark for the first marking point - up to 'can function normally'. Second mark for taken orally. Third mark for level of methadone determined after assessment. Overall 3 marks (with three additional).



**ResultsPlus**  
Examiner Tip

If there were more marks available the self administered comment, urine test comment and detox once stabilised would all have received marks.

### Question C1 (c)

There were some very good evaluations of drug treatments, particularly methadone. Commonly candidates described how methadone was safer than injections and removed the drug users from the drug scene/criminal behaviour. Some referred to cost, but often without sufficient elaboration. Candidates did use Blattler, but often miscited it as a methadone study rather than using heroin to reduce cocaine use. There were some general comments that read more like study evaluation than treatment evaluation, which was disappointing.

(c) Evaluate the use of drug treatment for heroin dependency.

(4)

Maintenance programmes have found to be successful, by Blattler who gave maintenance doses of heroin to heroin who also used cocaine: the non-users went from 16% to 52% at the end of the programme and it was concluded that the programme helped reduce cocaine use. There are however problems with the Methadone, as it ~~can~~ can cause addiction and overdose problems and also methadone can produce withdrawal effects too. Blattler also found that continued cocaine use after the programme was due to contact with the drug scene, illegal income and prostitution - so this means that there is some doubt if the treatment will work in the long term for the individual because of the social factors that occur after they finish the programme.



#### ResultsPlus Examiner Comments

What is particularly good about this answer is the correct reference to Blattler's study and good detail, this level of detail should be encouraged. The candidate also recognises the withdrawal effects associated with methadone and social factors that may override maintenance programme outcomes.



#### ResultsPlus Examiner Tip

Candidates should be encouraged to elaborate on each point they make, often they fail to justify their point making the answer unclear. They should practice trying to achieve two marks for each point made. State and explain.

### Question C2 (a) (i)

The vast majority of candidates were able to define the area of their practical investigation, typically issues around treatment for addiction, those that did not often said the area was 'a content analysis' or 'summary'.

### Question C2 (a) (ii)

Most candidates offered a brief description giving an outline of their sources and that they were read. It would have been more thorough to state exactly what articles/sources were used, where they were obtained from, why they were chosen, how they were reviewed, what themes and key points were examined, etc. There was all too often little specific detail, leaving the examiner trying to work out what had actually been done.

### Question C2 (b)

Many candidates offered a description without reference to theory, research and/or concepts. This limited the answer to level two even if done well. Answers making links often did so through social learning theory. There should be an element of foresight when planning practical investigations so that candidates can clearly link to concepts in health psychology. A few candidates just described a health campaign rather than offer any findings of a practical.

**C2 (a)** During your course you will have conducted a practical investigation on a topic in health psychology using **either** a content analysis **or** a summary of two article sources.

(i) Identify the area of health psychology you investigated for your practical.

(1)

watched TV shows to see how much drinking / smoking / violence was on them

(ii) Describe how you carried out your content analysis **or** summary.

(3)

we each watched different TV programmes for a 30 min gap and made a tally on each of the drinking / smoking / violence we saw. we did this before 9 and after 9 to see if there was a significant difference between the two.

(b) Explain the findings (results and/or conclusions) of your practical investigation using research, theories and/or concepts you have learned about in health psychology.

(4)

Drinking was popular at ~~ese~~ any time of day and there wasn't a significant difference in time. Smoking was seen before the watershed but was on TV alot more after the watershed and violence + language was rarely seen before the watershed but was very common after it.

This proves that some TV shows still stick by the watershed rule for violence and smoking but drinking isn't seen as unhealthy and is on TV throughout the day.



**ResultsPlus**  
Examiner Comments

This answer was fairly typical. The answer clearly identifies an area of health psychology, but offers only some detail about how the practical was conducted. The reader only establishes that tallies of drinking/smoking/violence was tallied before and after the watershed. More detail could have included what TV programmes were viewed, any particular genre, for how long, what constitutes violence, who did the tallying, whether there was any agreement, etc. The findings outline quite well what was found, but did not refer to theories, research and/or concepts, so limited to level two.

### Question C3

The most commonly described study was Ennett, followed by Brooke, Stacey and Cloninger. There was some impressive descriptive detail, particularly sample and results, but some evaluation was generic and unfocused. As within all of the application essays the candidate was required to do something more, in this case compare with Blattler. Many candidates failed to compare so did not achieve the higher marking levels. Those who did compare often used sample size/bias and issues of generalisability or urine reliability tests. There were some impressive evaluations and comparisons from relatively few. Specific evaluation is required for the higher marking levels.

### Question D1 (a)

Many candidates showed good understanding of sport psychology, offering a range of areas and behaviours covered. Therefore most achieved all three marks for comments on performance, participation and choice of sports. Candidates merely stating theory or research without first defining sport psychology achieved no credit, fortunately there were few of these.

**D1 (a) What is meant by 'sport psychology'?** (3)

Sport psychology is the study behaviour in sport. It studies why people participate in sport and also what makes them be successful. It also studies why a particular sport is chosen. It also applies psychological principals to enhance performance in sports.



#### ResultsPlus Examiner Comments

This candidate quite succinctly outlines all three areas of sports psychology for the available marks.



#### ResultsPlus Examiner Tip

When asked to define an area, such as sports psychology, it should be defined before giving examples of theory or research. If only theory and research is outlined without definition, no credit can be given.

### Question D1 (b)

Most candidates scored well on this question. Sports psychology students apply their knowledge to scenario based questions well. Most gained one mark for how the coach would use praise and encouragement. Stronger answers related specifically to how individuals would be assessed and their particular need would be addressed to improve team performance.

(b) After a team lost an important netball match, the team coach wanted to improve performance before the next game.

Explain how the coach might have used achievement motivation theory to improve the performance of this team.

(2)

The Achievement motivation theory suggests that praise increases the need for achievement, hence the motivation to succeed. Therefore, praise should be given. Players should also be encouraged to think independently. ~~Spot~~ ~~the~~ Team players with higher nAch should be given more challenging tasks and targets than the rest.



**ResultsPlus**  
Examiner Comments

This answer focuses on the Nach specifically and addressed how the coach would apply specific targets, so achieved both available marks.

### Question D1 (c)

Candidates typically found this evaluation difficult. The stronger answers referred to research exemplifying the use of achievement motivation, however some were too undeveloped for credit. Some candidates referred to alternative theories/other factors, but then did not explain why the theory was different or how other factors could affect performance.

(c) Evaluate achievement motivation theory. (3)

Gill's study shows that successful athletes have high levels of n(ach) which is the need for achievement. This theory also proves why some people desire success not only in the sport but also in all areas of their lives. However Gill and Deeter study has shown that in order to succeed the factors of competitiveness and win orientation are both important. Studies have also shown that competitiveness leads to later outstanding success.



#### ResultsPlus Examiner Comments

This candidate cites research, which could have been developed further by giving more study detail than 'successful athletes'. The contrasting theory also achieves credit, again this could have been made more explicit in the answer by referring back to why it is better/different from achievement motivation.



#### ResultsPlus Examiner Tip

Sports theory evaluation is consistently underachieving as comments are not explained fully and research is not cited correctly or in enough depth for credit. This is a general area of weaknesses that should be focused on in future examinations.

### Question D1 (d)

Many candidates chose not to attempt this question however, those that did often explicitly compared achievement motivation theory with another, often self efficacy, very well indeed. Answers typically showed a good comparative understanding, as opposed to merely stating 'one does and the other does not'. A few candidates chose to compare to a theory that was not related to motivation, which could not achieve any credit.

(d) The netball team also lost their next big game, so the coach decided to use a different method to motivate the team.

Make **two** comparison points between achievement motivation and **one other** theory of motivation you have learned in sport psychology.

(2)

1. One other theory of motivation is Bandura's theory of self efficacy. Bandura's self efficacy is the belief in one's self to organise and execute perfect skill during a given time. This can be compared to the traits of n(ach) and n(af)
2. Bandura says that factors affecting efficacy are 1. Past experience, 2. Vicarious learning, 3. Verbal Persuasion and 4. Arousal. n(af) can be compared to verbal persuasion. That is making an athlete believe in their ability.



#### ResultsPlus Examiner Comments

This gained a mark for a direct comparison between self belief and a trait theory, however nAff is not related to verbal persuasion well enough for credit. If this candidate had expressed well that nAff could involve being with others as social support and who encourage them with this is like social persuasion as encouragement from others, it would have received credit.

### Question D2 (a)

Candidates found this question relatively straightforward, certainly gaining some mark for reference to gathering quantitative data via closed questions, and often achieving two marks for mentioning that numbers are obtained and/or can be analysed with a statistical test.

### Question D2 (b)

Similar to D2a, candidates did well and commented on the narrative nature of qualitative data and the use of open ended questions. Many mentioned the direct gathering of beliefs and attitudes which served as useful elaboration.

### Question D2 (c)

There were some mixed responses, largely candidates focused on reliability and validity, but often went on to evaluate in other ways such as ethics and generalisability. Often candidates used specific evaluation applied to the whole method, for example, saying that questionnaires are subjectively analysed rather than applying it to a particular type of question used. Some confused reliability and validity, although credit was given where possible, some were too categorical. Validity issues tended to be stronger than reliability issues.

(c) In terms of validity **and** reliability, evaluate questionnaires as a research method in sport psychology. (4)

Questionnaires are used in order to collect views and opinions of a group of people.

Validity is whether what is being measured is really what you want to be measured. However open questions can be viewed in different perspectives reducing validity.

Reliability refers to whether if the same test was done again it would yield the same results. However when answering a questionnaire people can tend to be giving answers that are socially desirable. Therefore this will have a negative impact on the study.



#### ResultsPlus Examiner Comments

This candidate spends much of the answer space on defining reliability and validity but does clearly and explicitly make one comment per definition.



#### ResultsPlus Examiner Tip

Taking account of the mark allocation is useful when answering questions and deciding how many comments to offer.

### **Question D3**

Candidates clearly focused on the descriptive element of the study, although some did not cover all aspects of the description as required, often omitting aims, results and/or conclusions. This limited their answer to the lower three levels for marking. Evaluation tended to be generic, listing concepts such as validity, generalisability and validity without specific relevance or reference to the study or indeed the requirements of the evaluation section. Many candidates did not mention any practical application at all so limited their answer to level two.

**\*D3** Describe Boyd and Munroe's (2003) study of the use of imagery in climbing and evaluate it in terms of both generalisability and practical applications.

You must include the aim(s), procedure, result(s) and conclusion(s) in your description.

(12)

Aim - To test how often imagery was

used by climbers and also to test if

there was a difference between beginners and pros.

Procedure - The sample consisted of 48 climbers.

18 climbers were beginners. Also 38

athletes were used. They had to complete

a questionnaire regarding their use of imagery

of scale of 1 to 7. They were classes as

beginners or pros based on the hardest climb also

rated on a scale of 1 to 7. The climbers completed

the questionnaire individually whereas the ~~climbers~~ athletes

did so in a group.

Results - There was no difference in the use

of specific cognitive (<sup>CS</sup>~~CS~~) imagery. That is

used to practice ~~part~~ skills. And also

no difference in general cognitive (CG) used

to imagine strategies to be employed etc...

However there was less used by climbers in

(MAM) mastery, (MGA) Anxiety and (MG) general.

Conclusion - The difference in imagery used

by climbers can be attributed to the fact

that climbers are more intrinsically motivated

where as athletes are more extrinsically motivated. This can be explained because athletes have more financial rewards. The lower than expected use of (MGA) or anxiety based imagery is may be because climbers have less anxiety to start with.

Evaluation - All the participants used the same standardised questionnaire. However the athletes completed the questionnaire as a group. Therefore the views expressed will most likely be of one dominant member of the group. By completing the questionnaire as a group individual differences are ignored. The sample size too is ~~too~~ of 86 members can be considered to small to make a reliable conclusion.



### ResultsPlus Examiner Comments

Despite a fairly reasonable description of the study that covers all elements well, the evaluation in terms of generalisability is rather weak. Typically there is no practical application mentioned, limiting the marking to level two.



### ResultsPlus Examiner Tip

Candidates should be aware that essay questions are marked according to the question asked and not just what they want to offer in their answer.

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