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## Examiners' Report January 2011

### GCE Psychology 6PS03 01

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## Introduction

This was the third paper on the new GCE specification Applications of Psychology. Unsurprisingly candidates and teachers are preparing well for this paper and there is evidence of good practice across the board. Candidates are preparing particularly well for the scenario based extended writing/ essay at the end of each topic. Responses here are generally clear and indicate good psychological knowledge as applied to a novel situation. Novel scenario based questions examine candidates knowledge well so candidates should anticipate a similar type of question in the future.

Less pleasing is the persistence of generic methodological description and evaluation for questions that clearly require application of knowledge as regards to the application being studied. Generic description and evaluation of methods is typical of AS level but after two years of study it is expected that candidates apply their methodology knowledge directly to the application i.e. laboratory experiments as they are used in criminological psychology, not just laboratory experiments in general. Candidates should be encouraged to embed their knowledge of methods and be exposed to specific investigations, or conduct their own, to exemplify their use within an application.

Candidates are showing good theoretical knowledge generally and are able to meet the demands of applied and general theory questioning. Students are making good use of research evidence to evaluate theory, but should be encouraged to detail this research evidence succinctly, offering enough information to show knowledge, but not writing the study at length. Candidates offering alternative explanations for a theory should be encouraged to elaborate more than merely state this alternative explanation. It was pleasing to see the use of synoptic elements such as freewill and reductionism, in evaluation this time.

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)

Most candidates were able to offer an explained ethical guideline, most popular being informed consent and protection of participants. Those candidates that performed well explicitly linked distress to the kind of procedure that one might experience in a laboratory experiment to investigate EWT, such as distressing film clips or misleading questions that could cause stress. An alarming number of candidates failed to mention EWT at all, instead giving a generic answer or briefly name dropping 'Jessica'. This amounted to around 40% of candidates not fulfilling the requirements of the question.

(a) Explain **one** ethical issue that must be considered when conducting a laboratory experiment into eyewitness testimony.

(2)

Jessica must consider 'deceit' in her laboratory experiment as she will not be able to tell the participants the exact aim of the experiment if she requires realistic results. As long as Jessica gives a full debrief her 'deceit' will be ok.



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Examiner Comments

This answer does not refer to EWT in anyway, merely outlining deception as a means to gain valid results. She worryingly claims that a debrief obviates any need for informed consent without clearly explaining how this is a significant ethical issue in such research.

(a) Explain **one** ethical issue that must be considered when conducting a laboratory experiment into eyewitness testimony.

(2)

In eye witness testimony laboratory experiments, participants are often placed under mild distress (such as watching a video of an accident). This is a concern as participants should not be put under pressure and it is an ethical consideration which should be addressed, as participants shouldn't be stressed in any way.



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Examiner Comments

This candidate gained both available marks for clearly outlining the ethical guideline and relating the answer explicitly to EWT by referring to the type of apparatus used and how this may cause distress.



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Examiner Tip

It is essential that A2 level candidates engage with methodology appropriate to the application studied. Application and engagement is what defines the A2 candidate. This application should be explicit, linking to typical EWT procedures and apparatus can help. It is not enough to give the name of the hypothetical individual in the question stem.

### Question A1 (b)

There were far too many generic evaluations of laboratory experiments without application to EWT research. Candidates often satisfied the first strength but struggled to come up with a different second strength. Common answers included reliability due to control/replicability and standardisation followed by scientific/objective/quantifiable and a few candidates did well to offer a useful application of laboratory research. Encouragingly candidates did not assume that control led to reliability and offered an explanation of replication and likely consistency of results in their answer. Many candidates referred to Loftus research but rarely gave a good enough elaboration.

(b) Other than ethical issues, describe **two** strengths of laboratory experiments as they are used to investigate eyewitness testimony.

(4)

First Strength

The first strength of Lab experiments in eye witness testimony is that it is replicable due to a high level of control. This means that it can be tested for reliability. For example, Loftus and Palmer's ~~could~~ experiment could be replicated, as it was highly controlled.



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Examiner Comments

This answer was typical of the student response gaining the first mark for each strength but not making the example relevant enough for credit. Some detail of the controls that Loftus used (video clips/standardised questionnaire) and the type of quantitative data (recall of speed of car in mph) would have given this candidate full marks.



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Examiner Comments

Name dropping research or vague descriptions are rarely specific or detailed enough to gain credit. Generic method evaluation is not sufficient at this level.

### Question A1 (c)

Similar to question A1a, many candidates did not refer explicitly to EWT research in their answer, largely focusing on the ecological validity between and field and laboratory experiment. Better answers linked well to how ecological validity would be relevant to a witness experience.

(c) Jessica decided to conduct a follow up investigation using a field experiment, as she felt it would be more appropriate.

Explain why a field experiment might be a more appropriate research method than a laboratory experiment to test eyewitness effectiveness.

(2)

Field experiments take place in the participants' natural setting, so there is more ecological validity than with a laboratory experiment. This is particularly important with eyewitness effectiveness because the witness' reaction to a real life situation may be difficult to create in a lab if the witnesses know it is not a real situation. In real life, participants may also be affected by flashbulb memory, which Yuille & Cutshall suggested.

(Total for Question A1 = 8 marks)



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Examiner Comments

This answer clearly focuses on EWT research explicitly in relation to why a field experiment may be more preferable to laboratory conditions, so gains both available marks.



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Examiner Tip

If the question includes reference to EWT, the answer must directly refer to it too. More generic questions can be asked e.g. 'Why might a field experiment be more appropriate than a laboratory experiment' and generic answers in this case will be accepted. It is important to distinguish between the generic and applied questions.

### **Question A2 (a) (b)**

Part a of the question was clearly more accessible than bi or bii. Candidates found little difficulty in describing the procedure of one of the studies listed, although a few candidates managed to describe Loftus.

When describing Yuille and Cutshall many candidates missed the crucial procedure of comparing the original and police transcripts, the emphasis was clearly on the sample, description of shooting and leading questions elements. When describing Charlton many candidates confused time scales frequently, though many showed a good understanding of the dependent variables measuring pro and anti-social behaviour in the playground. Other than playground observations, a number of other qualitative and quantitative measures were taken, such as children's perception of TV content, teacher surveys and surveys of viewing habits. These were largely unreported in candidate answers.

In part bi candidates were very willing to offer a conclusion to the research study but the majority struggled to offer a clear application/implication for criminological psychology/wider society. Those who described Yuille and Cutshall were successful if they explained the disparity between lab and field research and the implication for our legal system accepting witness testimony. Those describing Charlton were successful if they explained the disparity between lab and field research, emphasised the importance of close community and/or discussed censorship.

In part bii, evaluation was limited to reliability and validity, although more general evaluation was evident in most candidate responses. With these well versed studies candidates did well to make evaluation specific to the study.

**A2 (a)** During your course you will have studied one of the following investigations:

- Yuille and Cutshall (1986)
- Charlton et al (2000)
- Gesch et al (2003).

Outline the procedure of **one** of these investigations.

(3)

Name of investigation Charlton et al (2000)

Charlton was investigating effects of media violence when tv's were introduced to an isolated island. He set up video recorders two weeks before they were introduced and 5 months later did the same thing. He placed them in two schools and observed the behaviour of 3-15 yr olds. Behaviour was either pro-social (gestures/verbal, holding hands, showing affection) or anti-social (vandalism, non compliant holding, kicking) and the behaviours were tallied. Two researchers watched it as many times as necessary (to increase inter rater reliability)

(b) (i) Research findings are often applied to real life behaviour, and used to build psychological understanding.

Explain **one way** in which the conclusions of the study you have outlined in (a) can be used or applied in criminological psychology.

(2)

The conclusions were that media violence does not have a long term negative effects (which most lab experiments suggest) as pro-social behaviour increased. For criminal behaviour this disproves the ideas that we become desensitised to media violence and that watching violent tv does not have any influence on making a person do criminal behaviour (must be more genetic)

(ii) Evaluate the study you have outlined in (a) in terms of both reliability and validity.

(5)

Has it was a naturalistic experiment with the situation occurring naturally, the researchers had hardly any effect. This increased validity has the situation was available and they had no effect on the outcome of the study. Also, as in the participants natural setting it has very high ecological validity, meaning the results themselves are likely to be more valid. However it is hard to test for reliability, as the situation was naturally occurring and can not be easily replicated. Extraneous variables weren't controlled meaning it would be hard to repeat or test for reliability. However they were aware that it could be subject to researcher bias, so two researchers watched it as many times as they needed to increase its inter-rater reliability. As a field its results are also likely to be more valid than lab. (as natural setting)

(Total for Question A2 = 10 marks)



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Examiner Comments

The description of Charlton is good, but limited to a basic description of introducing TV and recording of behaviour in the playground. A further mark was gained for the type of behaviour examined. The independent observers comment was brief and evaluative. The answer does very well to outline the conclusion of the study and its implications for psychological understanding of aggression so gains both marks. The evaluation, although lengthy, actually only really explains ecological validity and inter-rater reliability. It is generic in places and needs greater focus.

### Question A3

There was a range of answers from generic descriptions of Social Learning Theory to explicit explanations of Sam's future behaviour as a result of modelling and good evaluation using a range of evaluative comments. Some descriptions of SLT were quite simplistic, which was surprising as the specification covers this theory extensively. Sadly many candidates read the question stem and assumed the question concerned self-fulfilling prophecy so went on to describe and evaluate this theory at length. In this instance any reference to SLT made as an alternative theory was credited as description where possible. Many candidates used Bandura's study as support for the theory and better answers actually weighed up the fact that Sam was a girl and therefore less likely to copy her brother. Similar engagement was made with the question stem and strong answers stated that a better explanation would be self-fulfilling prophecy as she overheard other talking and felt she was labelled a criminal. Other good evaluation contrasted SLT with Eysenck's theory or stated that although it could explain general aggression it could not account for unobserved or opportunistic crime.

**\*A3** Sam overheard some people commenting that she was likely to become a troublemaker because her older brother is often in trouble with the police.

Using your knowledge of social learning theory, explain how Sam may be likely to become a criminal and evaluate your explanation.

(12)

Sam may see his older brother as a role ~~model~~ model and try to copy his actions to emulate him. As Sam will have seen his brother in trouble with the police, he himself is likely to get in trouble to copy his brother and become more like him.

Sam's behave could be determined through vicarious learning of his brother. If Sam sees his brother being a criminal and getting away with it or not receiving any consequence from the police, Sam will be motivated to repeat such behaviour.

Sam is also more likely to copy his brother if he has a low self concept. If Sam lacks confidence in himself, he is more likely to try and copy the behaviour of his brother to try and find an identity for himself.

Sam needs to follow the steps attention, retention, motivation and reproduction for him to copy his criminal behaviour. Firstly, Sam must observe his brother being criminal to see the behaviour for any chance of it being copied.

If the criminal behaviour is not seen, it won't be copied.

Secondly, Sam must remember how his brother was criminal, which is the cognitive element. If Sam can't remember how his brother committed the crime, he can't reproduce it. Thirdly is motivation, since if there is no gain from committing

the crime, he won't do it. Motivation is increased if some internal drive is satisfied e.g. adrenaline rush.

Finally reproduction, if the crime committed by his brother is beyond the capabilities of Sam, he won't be able to reproduce it, even if he wanted to, so he won't become criminal.

The explanation has good application to real life, as it explains why crimes are committed, so can help society to identify those at risk and help them before they turn to crime.

The explanation has good application to real life, as it explains why crimes are committed, so can help society to identify those at risk and help them before they turn to crime.

The explanation also has empirical evidence from supporting studies e.g. Bandura's Bobo doll study. Bandura found that observing aggressive role models did increase aggression in children, especially when the same sex role model was used. These findings certainly can be generalised to real world situations e.g. the case of Jeremy Bulger, who was killed by children re-enacting a film violent film they had watched. However, the study can only explain imitation when observing violence through TV, the results may not apply to witnessing real violence.



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#### Examiner Comments

This candidate does well to describe SLT with reference to Sam throughout. S/he does less well on evaluation, but does offer Bandura and hints at a real case. It is preferable for real cases to be discussed properly as many do not actually provide direct evidence at all for modelling behaviour. With good description but weak evaluation it is placed at the top of the level two marking band.



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#### Examiner Tip

Real life cases such as the murder of James Bulger should be discussed in more detail as many candidates simply state that the case is irrefutable evidence for modelling. In fact these cases often do not support modelling and instead raise a myriad of social issues that are more likely to explain the tragedy.

### Question B1 (a)

Most candidates achieved a good two marks for this question as answers displayed a good understanding of the maternal deprivation hypothesis, with better answers linking the elements of the theory together - monotropy - critical period - deprivation - internal working model - depression/affectionless psychopathy. Weaker answers tended to offer some notional understanding of separation causing problems later in life (affectionless psychopathy) without contextualising their answer.

**B1 (a)** John Bowlby conducted research on children who had lost their parents during World War 2. He developed a theory of maternal deprivation.

Explain Bowlby's maternal deprivation hypothesis.

(3)

Bowlby suggested a child must have the constant presence of a primary carer (ideally the mother, and a mono-tropic relationship should be formed) throughout the critical period of development (between 18-24 months). Without which, the child will later suffer from affectionless psychopathy and/or developmental retardation i.e. the child will suffer from severe behavioural and emotional maladjustment in later life.



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Examiner Comments

This answer was typical of the majority of candidates achieving two marks for needing the presence of a caregiver throughout the critical period and later problems.



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Examiner Tip

Candidates may find linking the elements of Bowlby's theory difficult but equally separating the elements is important too if the exam question is specific. The maternal deprivation hypothesis is such a specific question and some candidates threw in evolutionary theory and internal working model without reference to deprivation at all.

**Question B1 (b)**

With only three marks available for this answer, candidates did perform well, although in future series this could easily be assigned a higher mark allocation. There was a good range of evidence used in this answer, strong candidates offering Bowlby's own research and institutionalisation studies as evidence, and some using Rutter's work and critique to good effect. It was pleasing to see that some offered a critique of the research cited, however evaluating the ethics of a cited study does not really fit with the answer. Weaker answers focused only on Bowlby's 44 juvenile thieves study and described the entire study in detail, or evaluated Ainsworth's attachment research. Unfortunately some candidates used Harlow and Lorenz inappropriately with no relevance to maternal deprivation.

(b) Using psychological research, evaluate Bowlby's maternal deprivation hypothesis.

(3)

Bowlby himself conducted his "44 juvenile thieves" study, which supports his hypothesis. Of the 44 thieves 17 were affectionless psychopaths, 12 of which had suffered maternal deprivation. This supports his theory, as maternal deprivation is strongly correlated with affectionless psychopathy character.

In contrast, the EPPE project found that daycare, a form of deprivation, actually benefitted children, as seen by their greater levels of independence and cognitive ability (tested by SAT scores). This counters Bowlby's theory, as it suggests deprivation doesn't cause harmful effects.



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Examiner Comments

This candidate has used Bowlby's own research to gain credit for a supporting study, and then offered a day care study that explicitly explains how it may be seen as a form of deprivation and the EPPE project contradicts Bowlby here for a second mark - some candidates were less explicit in their use of day care research.



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Examiner Tip

Always explain research with reference to the question being asked. It is not enough to state the name of the researcher without explaining its relevance or conclusion. However, there is little need to describe the whole study in detail as this wastes time and answer space.

### Question B1 (c)

Many candidates fell down on this question by not focusing on the reduction of negative effects. This compromised many answers. There was a good range of suggestions used by candidates who illustrated a good understanding of day care, this was encouraging. The most popular answers were about staff turnover and child:staff ratios. Good use was also made of the need to provide a key worker as a replacement attachment figure in order to preserve the attachment bond. Good use was made of Belsky's research into the detrimental effects of young children being in day care too long and made recommendations about the amount of time the daycare manager should allow children to be in care. The majority of the candidates were able to secure a mark for the suggestions but the difference in high and low scoring answers was the ability to elaborate to gain the second mark.

Many candidates offered recommendations about how day care could enhance cognitive ability without engaging with the question of reducing negative effects. Often 'quality of care' was not defined.

(c) Daycare has been regarded by some psychologists as a form of maternal deprivation.

Explain **two** ways in which a daycare centre manager could use psychological understanding to reduce any negative effects on the children who go there.

(4)

1. Children who do not have continuous presence from a single caregiver may become distressed, therefore staff in a nursery should be allowed specific contact with one child so that an attachment can be formed, encouraging nurseries to employ more staff.



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Examiner Comments

This answer gained all marks for identifying and explaining two appropriate ways to reduce the negative effects of day care, elaborating on how attachments could be formed and maintaining relationships for elaboration.

**Question B2 (a) (b)**

The answers on the whole demonstrated a sound understanding of the strengths and weaknesses of the longitudinal research method, and although the question did not demand application to child psychology, many related their answer in context, which was pleasing to see. Typically candidates gained the first mark for each point, with around 30% securing the elaboration marks. Good use was made of the relative strength to a cross sectional method and reduction of individual differences. Most simply referred to the gaining of rich and detailed data over a long period as a strength and drop out rate as a weakness. These popular answers only gained credit if explained or made relevant to longitudinal methods.

**B2** Longitudinal studies involve the collection of data over a long period of time.

(a) Explain **one** strength of using a longitudinal research method.

(2)

As the study takes place over a long period of time and a lot of different research methods are used, a lot of rich and detailed data is collected meaning that the study is high in validity.

(b) Explain **one** weakness of using a longitudinal research method.

(2)

As the study takes place over a long period of time, some people may drop out of the study. These people may have something in common (eg: a lack of motivation) leaving the study with a bias sample (eg: those with high motivation) so reliability could be reduced as it would be difficult to generalise the findings.



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Examiner Comments

This answer gained both marks for the ethical issue as explained and elaborated upon. The methodological issue is retrospective and therefore more evaluative than an issue that would be considered during planning.



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Examiner Comments

Many candidates confused reliability and validity, and more stated that valid meant detailed. It is worth revisiting these terms and relating them to each method properly, encouraging candidates to explain how they relate to the research method rather than merely using the term.

**Question B2 (c)**

There were a good range of answers to this question, although many candidates slipped into an evaluation of the naturalistic observation post study rather than addressing the question of issues that Kelly would need to consider from a planning point of view. These weaker answers also tended to neglect mention of children at all. The ethical issue was generally more satisfactorily answered than the methodological issue, often focused on parental/child consent in the planning stage. The more successful methodological issue tended to be how Kelly would need to have more than one observer to establish inter-rater reliability. A small but significant number of candidates slipped into planning a field experiment or structured observation on A level students.

(c) Kelly wanted to conduct a naturalistic observation of children for her A-Level Psychology course.

Explain **one ethical** and **one methodological** issue that Kelly would need to consider.

(4)

Ethical issue

One ethical issue that must be considered is informed consent. As those being observed would be children, informed consent must be sought from the parents instead, they must be informed of the true nature of the study, and what Kelly hopes to find. Parents should also be given the opportunity to withdraw their children from the study at any time.

Methodological issue

As she will be using a naturalistic observation, Kelly ~~is~~ may not be able to draw a cause and effect from her findings as she will not be controlling any extraneous variables that may affect the children's behaviour (eg: her presence) so no clear cause and effect could be drawn.



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Examiner Comments

This answer gained both marks for the ethical issue as explained and elaborated upon. The methodological issue is retrospective and therefore more evaluative than an issue that would be considered during planning.



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Examiner Tip

Engage students in the planning of each research method so they are more familiar with issues that would need to be thought about prior to a study taking place.

### **Question B3**

Candidates found no difficulty in writing a biography of Genie before and after she was found. Stronger answers referred to specifically to the case study including language acquisition, cognitive testing and emotional development findings. However, the evaluation element was more challenging and comparatively less well done. Many candidates correctly focused on the ethical issues associated with the case, although many included methodological issues also.

In a fair number of essays it was seen that the ethical issues discussed were not necessarily applicable to the Genie case, it appeared that the responses were simply dependant on the number of ethical guidelines that the candidates were able to recall. Where ethical issues were considered they tended to be rather simplistic, referring to Genie's inability to give consent and the lack of right to withdraw.

The role of the psychologist was rather sparingly mentioned, and in most cases this was done in a simple statement without much elaboration and explanation. Better answers considered the role of the psychologists more effectively, giving considered responses about the use of Genie as a research object versus her need for rehabilitation. It should be considered that the researchers role was by and large empathetic; often candidates are too quick to judge them negatively. Many failed to identify that once funding had been withdrawn the legal battle resulted in the researchers being banned from having anything to do with Genie, meaning they could not have given her more time and consideration even if they had wanted to.

\*B3 Describe Curtiss' (1977) study of Genie: a case study of extreme privation, and evaluate it in terms of ethics, including the role of the psychologists after she was found.

(12)

In 1977 Genie was found in her parents' house aged  $\approx$  13. Since the age of 3 Genie had been locked away from the outside ~~was~~ world with no one to talk to, chained to a potty and sleeping bag. This was a case of extreme privation, where since a young age, Genie was ~~denied~~ denied an attachment figure meaning that she had never learnt to talk or every day social skills. When she was found Genie was incontinent, couldn't chew food properly and was unable to fully straighten her limbs, making ~~was~~ walking ~~is~~ difficult.

It was decided by scientists and psychologists that they would help Genie to try and make her better however they also wanted to see 'if', even though she was past the typical age for learning languages (as this is from about 2 years to puberty) they wanted to see if they could help Genie talk.

Genie was fostered by a succession of families and treated by numerous therapists, psychologists and teachers, and it seemed as though it was working. Genie developed a basic grasp of language even using sign

language to communicate with others around her and even began asking for things by name, however despite improvements in her speech and recognising numbers, Genie's grammar never advanced further than that of a toddler, begging the question, ~~was it~~ were Genie's problems just due to extreme privation or was there an underlying medical condition affecting Genie, for example brain damage that was preventing her from learning more. Sadly funding for Genie was stopped, so psychologists gave up trying to discover what was wrong with Genie and tragically, one of Genie's foster families abused her again so that she regressed back to her original state that they found her in.

Genie's case study lacks validity as it was a unique, once in a lifetime study that cannot be repeated for ethical reasons so it cannot be recreated, giving it poor validity as it's unreplicable.

Furthermore as her case was a one off finding's from Genie's case study cannot be generalised as they apply only to her.

Due to the fact the case study was

unreplicable we can<sup>also</sup> say that it cannot be tested for reliability.

However despite the fact it's unlikely Genie's case will ever crop up again we can say that the methods used to help Genie improve her language skills and learn to walk can be applied to other people who have also suffered extreme privation and are in the same situation as Genie.

Ethically there are no real concerns with Genie's case study, this is because Genie had already been abused and the case study is just recording what happened to her afterwards on the road to recovery. Ethically it would be wrong to recreate Genie's situation with someone else to test for validity etc as it's unethical to private someone so badly.



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Examiner Comments

This answer satisfies the biographical element of description by outlining Genie's situation before and after she was found. Evaluation has little appropriate ethical content and instead is a general methodological evaluation. What ethical statements are made are inappropriate.



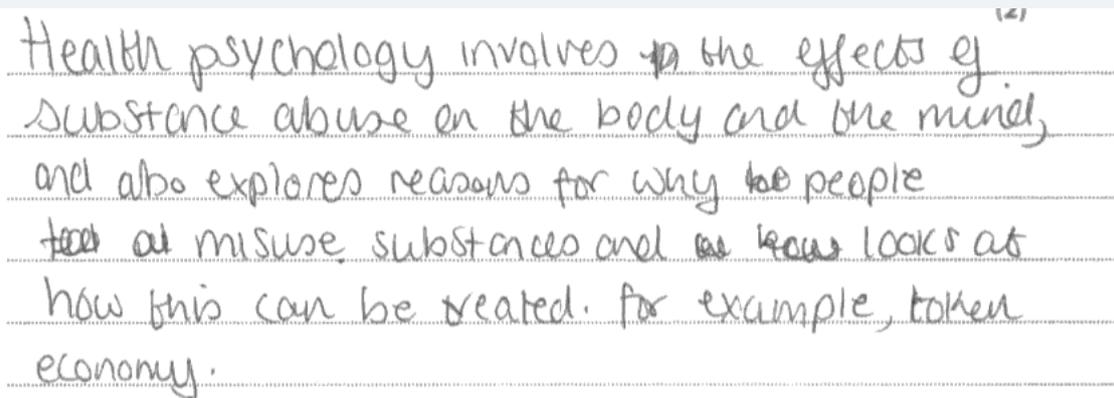
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Examiner Tip

Candidates should satisfy every element of the essay question to be able to achieve the higher levels of mark allocation. They should be encouraged to highlight each part of the question and work through the elements in a focused manner. Adding superfluous information does not gain credit and often renders the answer unfocused.

**Question C1 (a)**

Candidates were clearly not prepared to answer a question about their studied application in any general way. Almost half of the candidates did not access any marks as their answer focused solely on substance misuse without a more general definition of health psychology to lead into to substance misuse as an example.



Health psychology involves <sup>(4)</sup> the effects of substance abuse on the body and the mind, and also explores reasons for why ~~the~~ people ~~feel~~ at misuse substances and ~~as~~ ~~how~~ looks at how this can be treated. for example, token economy.

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Examiner Comments

This is an example of an answer that did not meet the requirements of the question. Instead of defining health psychology it simply outlines substance misuse. Health psychology has a wider remit than drug misuse and this should have been included in the definition.

### Question C1 (b) (i)

This question required the candidate to describe a research method as it is used to investigate the effects of drug, so it was disappointing to see so many generic descriptions of a research method completely unrelated to drug research. Although technically good descriptions of a research method the answers were unable to access more than one identification mark. The most popular research method described was the survey (interview/questionnaire) and stronger answers referred to how they could be used to investigate addiction and withdrawal. Some answers used Blättler as an example, but this only gained credit where the answer clearly explained how the questionnaires were used in this study. Often candidates tended to slip into an evaluation of the research method.

(b) (i) Describe **one** research method using human participants that is used to investigate the effects of drugs.

(3)

Interviewing is one research method which can be used to investigate the effects of drugs. Interviews can be structured, semi-structured or unstructured, and often result in qualitative data, such as attitudes and opinions, rather than quantitative data, such as yes/no questions or closed questions. However, the interviewer could use both. An example is Blättler et al, who interviewed participants about heroin use, as well as using self-report data.



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Examiner Comments

This answer gains the first mark for identifying an appropriate research method using humans to investigate drugs. The answer follows to give a good account of qualitative and quantitative data collection and the example gives enough detail to gain the final mark available.



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Examiner Tip

If the question includes reference to humans and drug research, the answer must directly refer to it too. More generic questions can be asked e.g. 'Describe one research method used in health psychology' and generic answers in this case will be accepted. It is important to distinguish between the generic and applied questions.

### Question C1 (b) (ii)

Most gained at least a mark for giving a strength, though there seemed to be an assumption that there would be an identification mark so not so many got the second mark as there wasn't enough detail. Some candidates didn't read the question properly and went on to explain more than one strength, neither in enough detail to gain both marks. Popular answers included qualitative findings and generalisability.

- (ii) Explain **one** strength of using human participants to study the effects of drugs.

(2)

One strength is that there is no issue with generalisability unlike when using animals to study drugs, as they don't have the exact brain function or the same motivations as humans. Also animals don't have similar emotions therefore it is difficult to judge withdrawal effects. Human participants would show what would exactly happen when suffering from drug withdrawal.



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Examiner Comments

This is a good answer correctly identifying human and animal differences and elaborating further with the example of withdrawal effects.



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Examiner Tip

Many answers claimed human research to be better without explicit comparison to the use of animals. It cannot be assumed that the examiner make these inferences, candidates need to be clearer.

**Question C1 (c)**

The modal scores were one and two marks, which was encouraging and showed a good understanding of human and animal differences. Candidates were not disadvantaged if they used similar comments to C1bii. Under-developed answers included animals being cheaper, smaller, more controllable or more ethical than humans without sufficient qualification.

(c) Explain why researchers may choose to use animals instead of humans to research the effects of drugs.

(3)

Animals have shorter gestation periods than humans eg a rats' is 21 days, therefore ~~generations~~ generations can be studied more easily. Also, animals are small and easy to handle eg. Pickens and Thompsons study used male albino rats so the studies are more feasible than ~~with~~ <sup>with</sup> using humans, who are in comparison not small or easy to handle. finally, there are procedures that can be done on animals that can not be done on humans, for example especially with operations, as they would be highly illegal.



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Examiner Comments

This answer clearly explained each reason why animals may be preferable to humans in drug research. All available marks were awarded.



**ResultsPlus**

Examiner Tip

Candidates should be encouraged to explain their answers, particularly when it comes to comparing humans and animals. Clearly animals are not a cheaper option generally, but if a candidate explains that less drugs will be necessary per animal, it is sufficient explanation. Similarly, it is not enough to say that animals are more ethical, the moral implications of human research or an example is necessary for justification as ethical guidelines are in fact more stringent and less loosely defined than human guidelines.

**Question C2 (a) (b)**

Most candidates achieved the identification mark through the popular learning theories of Social Learning Theory or Operant Conditioning. Unfortunately a handful of candidates identified Social Identity Theory, not from the learning approach so identification was not given although leniency was applied in part b of the question if done well. The explanation in part b varied but almost all were clearly focused on Jamie's scenario. Some candidates tended to confuse Classical and Operant Conditioning in their answer and there was repetition in Social Learning Theory answers. As in previous series, candidates tended to slip into conformity and social pressure rather than focus on learning principles. Credit was given where one clear theory could be identified as an explanation.

**C2** Jamie felt under pressure to take recreational drugs and now finds it difficult to give them up.

(a) Identify **one** explanation from the Learning Approach that could be used to understand Jamie's experience.

(1)

~~Operant conditioning~~ ~~Classical conditioning~~ ~~Operant conditioning~~ Social learning theory

(b) Using the explanation you identified in (a), explain why Jamie started taking drugs and/or finds it difficult to give them up.

(3)

Social learning theory would suggest that Jamie had seen others take and misuse recreational drugs and as a result he learnt that this behaviour is the way others act and it is a social norm within the observed group of society feeling pressurised to conform he is motivated to recreate the behaviour and take the drugs which then making him psychologically and physically dependent if he stops he will get withdrawal symptoms.



**ResultsPlus**

Examiner Comments

This answer clearly identifies Social learning Theory for the first mark. The explanation begins well by defining the influence of a role model for a mark, then slips into social norms and conformity, which is ignored for the purpose of marking.



**ResultsPlus**

Examiner Tip

One error that students fell into was muddling up explanations, such as identifying Classical Conditioning, and begin by explaining Classical Conditioning and end by explaining Operant Conditioning. Candidates need to be clearer and more committed to their explanation. Social Learning Theory answers tended to score two out of three marks e.g. explaining that Jamie may have observed a role model [1 mark] but could have scored another for qualifying 'role model' and then jumping to receiving positive reinforcement from the drug [1 mark]. If students took more time to qualify the terms they used and were more careful in describing the step-by-step progression of why Jamie finds it difficult to give up drugs, more students would score more marks in this question.

**Question C2 (c)**

This question clearly discriminated between candidates. Weaker answers were descriptive, repeating the response given in C2 b in an attempt to validate the theory as a good explanation. Some candidates used alternative explanations, such as social and biological theories, which if explained did gain credit. Many candidates still falsely believe that Social Learning Theory does not account for individual differences - selection of a role model and motivation to copy clearly accounts for individual variation in identification and modelling. Similarly, candidates dismissed learning theory as it failed to take account of biological reasons why individuals take drugs. Operant Conditioning is linked to the biological approach as it explains the reward system involved. Simplistic answers did not take this into account.

(c) Evaluate the Learning Approach as an explanation of substance misuse.

(4)

The Learning Approach's explanation of substance misuse is supported by studies such as Bandura, who showed that children imitate behaviour from adult role models. This could apply to substance misuse if a child observes their parents taking drugs, for example, and imitates this behaviour if they think it is the norm, or they will be accepted for it. Bandura is reliable as it was a laboratory experiment and so the extraneous variables were controlled, allowing replicability.

However, Charlton et al suggested the television and the media does not affect children's behaviour, as he found children do not imitate role models on television. This was a naturalistic study and so is ecologically valid as ~~children~~ participants were in their natural environment.

However, Social Learning Theory does not explain everything, as there may be a gene linked with substance misuse, or some people may become addicted if they have underdeveloped dopamine or serotonin systems, and so need more of the drug to have the same pleasant effects.

(Total for Question C2 = 8 marks)

**ResultsPlus**

Examiner Comments

This answer demonstrates the effect of a maximum mark of two being given for research that does not directly apply to health psychology. Here the candidate has used Bandura and Charlton, due to overlap of Social Learning Theory between criminological and health psychology perhaps. Although the research is credited in this instance up to a maximum of two marks overall, this situation cannot continue to exist if candidates fail to focus on the question directly and in context of health psychology. There is indeed plenty of research into learning and drug research that could have been more appropriate used instead. The answer does well to explain an alternative theory at the end of the answer gaining a further mark here.

**ResultsPlus**

Examiner Tip

The question asked candidates to evaluate the learning approach and many saw this as a whole theory rather than separate theories that each requires their own evaluation. One evaluative comment may not equally apply to each of the three theories. Candidates should be encouraged to evaluate Social Learning Theory, Operant and Classical Conditioning separately and be clear that they are doing this in their answer.

### Question C3

Generally, candidates were able to describe a campaign well, popular choices being 'Talk to Frank'; 'Under your skin'; 'Why end the night like this?' and 'Scared', though there were quite a few that didn't make it clearly identifiable so limiting their marking level. Credit was given for theoretical links, such as psychodynamic concepts and Social learning Theory, that underpin the campaign and evaluative comments alike. Many candidates gave a very good description of a health campaign but faltered at theory link/evaluation. Campaigns are difficult to evaluate, but this fact can be used and discussed at length for evaluation purposes. To achieve the top marking levels candidates were required to relate their answer to the Green High campaign, many only referred to this as passing comment or concluding afterthought.

Describe **one** anti-drugs campaign you have studied. Evaluate the effectiveness of anti-drugs campaigns, including the one at Green High School.

(12)

Halloween 2008, played on the fact on being scared. A little girls voice is heard as she explains she is not afraid of spiders or clowns. The camera cuts away to a group of women smoking as the little girl says she is afraid of her mum dying. The advert continues to tell us that 2000 people in the UK die of smoking a week and then offers up a helpline.

Anti-drug campaigns appeal to our superego, the part of us that is moral, if the ad tells us we are doing something bad it will make you feel guilt and help you think about stopping.

A helpline is usually given for to allow for self efficacy, saying you can still do something about it and giving hope.

They use hard hitting facts that are used to shock even at the start of beginning of the ad, so you remember it, it stays in your mind.

Adverts usually appeal to age groups or groups within society. The Halloween 2008 one targets The Green High school targets students in particular by pulling up posters around

school. By inviting a recovering alcoholic they people are more likely to listen or to take notice as they would feel social support. Learning from someone or sharing experiences, you do not feel alone but as part of an in-group.

Sometimes adverts use celebrities to do voice overs such as 'Ask Frank' adverts. By using celebrities it appeals to us with how we look up to or admire them, so we copy their behaviour or attitudes.

Adverts try to advertise things, relating smoking, for instance, with something unpleasant such as a child's worry about death. This is using aversion therapy but it usually only works in the short term as effectiveness wears off.

Adverts may leave out certain groups in society, The Green High school is only addressing students, not mothers, fathers, young couples etc.



## ResultsPlus

### Examiner Comments

This answer met the requirement of level three, with a clearly identifiable campaign, good link to psychodynamic and Social Learning Theory concepts, explicit reference to the Green High campaign and a small but significant evaluative comment at the end of the essay. The limited evaluation restricted this to the bottom of level three.



## ResultsPlus

### Examiner Tip

As with all essays each element of the question should be systematically explored in the candidate's answer. As essay questions typically have multiple elements, it would be useful to rehearse less straightforward essays with students. Campaign effectiveness is difficult to evaluate as statistics, audience, etc are difficult to judge. This itself could form the basis of an evaluation into campaign effectiveness. The underpinning psychological concepts of a campaign can be explained and serves as a high level skill that candidates can demonstrate.

**Question D1 (a)**

Most candidates confidently described a correlation and elaborated on positive, negative and no correlation, often referring to the coefficient score. Weaker answers referred to the correlation as 'correlating variables' or establishing cause and effect. Example sin this instance did not gain credit as many were simply repeating the example from the question stem.

**D1 (a)** Juan conducted a correlational study to investigate heart rate and sporting performance in professional athletes.

Describe the correlational research method as it is used in sport psychology.

(3)

A correlational research method looks for a systematic relationship between two factors or variables. In sport psychology this could be looking at a certain personality trait and performance in a sport. When two factors rise in relation to one another it is said to be a positive correlation, for example height and ability at basketball. When one factor rises and one factor falls it is said to be a negative correlation, for example ~~the~~ weight and ability as a jockey. Correlational research methods have been used by many sports psychologists such as Koivula and McClelland.



**ResultsPlus**

Examiner Comments

This answer explains a correlation well from the outset, and although it did not achieve all three marks available it did well to describe the purpose of a correlation and what is meant by a positive and negative correlation with regards to ascending or descending variables. Although examples did not gain credit for this question, as one is already provided in the stem, the use of examples related to sport psychology should be encouraged.

**Question D1 (b)**

Most candidates were able to achieve one mark for evaluating cause and effect, some referred to lack of consideration of other influencing variables; few could make any further evaluation points. Many candidates made the point that correlations allow predictions to be made or that useful and unexpected relationships can be found. This was too generic and could be true of any research method. Correlations are often used as a precursor to experimental/other research methods, so highlight significant relationships that could be explored using more costly methodology.

(b) Evaluate the correlation as a research method.

(3)

Strengths of correlations are it lets you see a relationship that might not of been apparent before. Also you can use data that has already been gathered to show the relationship making it easy to do and effective. Weaknesses are that as you not manipulating the independent variable you can't be sure of cause & effect and what made the relationship how it is. It also doesn't take into consideration other factors that might be causing the relationship - extraneous variables



**ResultsPlus**

Examiner Comments

This is a typical answer for this question, referring to cause and effect and extraneous variables. The initial comment is descriptive and the use of secondary data is unclear as correlations can use different kinds of data. This comment is too categorical.



**ResultsPlus**

Examiner Tip

Correlations can involve the collection of either primary or secondary data, depending on its use as a research method or data analysis tool. Candidates should be clear about this before evaluating the use of secondary data as quick and easy.

### Question D1 (c)

It is worth reviewing the marking points of the mark scheme for this paper to understand the level of detail required to gain marks at A2 level. Candidates who stated that qualitative data was gathered by open questions did not gain credit until they elaborated further. Encouragingly most did, but then stopped short of gaining the second mark. Some candidates slipped into evaluation of qualitative data. Examples added depth and understanding.

(c) Using the same professional athletes, Juan decided to gather qualitative data by conducting interviews.

Explain what is meant by qualitative data.

(2)

Qualitative data is in the form of written words usually collected from open questions. It is used to gain opinions. In Juan's case he may be asking the athlete,



**ResultsPlus**

Examiner Comments

This candidate performs well by explaining clearly that open questions gather opinion/words. The example and subsequent freedom of response comment added enough depth for the second mark.

**Question D2 (a)**

Typically sports candidates are very good at applying knowledge to a novel scenario, this question was no exception. Most candidates chose to explain the difference between match performance and training using the inverted U hypothesis or catastrophe theory. There were some very sound and detailed audience effect answers related to theory and research into social facilitation. Weaker answers gave a general theory description, were repetitive or did not account for the difference in performance.

**D2 (a)** A talent scout noticed that the performance of a young footballer was better when training than in a real match.

Explain this difference between training and match performance using **one** theory of arousal/anxiety/audience effect you have studied.

(3)

Theory Inverted-U  
 Inverted-U theory says that as arousal increases performance increases. This is until an optimum level is reached, but past this point, performance deteriorates. When the young footballer plays a real match, the added pressure and arousal of an audience and the need to perform may be too much for him, taking him beyond his optimum level of arousal. This explains why his performance is worse in matches.



**ResultsPlus**

Examiner Comments

The typical response defined inverted U as optimal level and point of deterioration and then linked this to arousal in training and match. This gained a good two marks but failed to elaborate further for the third mark. Other answers referred to level of skill and type of sport with regards to arousal and performance.



**ResultsPlus**

Examiner Tip

Some candidates gave muddled inverted U hypothesis answers often linking performance decline to time rather than arousal level. Many stated that a match was longer than training so decline was more likely. This is a specific theory issue that needs to be addressed in teaching.

**Question D2 (b) (c)**

Koivula was by far the most popular study described and encouragingly most candidates focused on the findings of the study rather than other aspects. A handful described Boyd and Monroe as a genuine mistake often naming it another study. Part c specifically focused on reliability and validity though some gave general evaluation points that did not have the same focus. Good answers focused on the robust nature of the Bem's Sex Role inventory and filler/distracter questions. Many used generic evaluation comments that were not appropriate to the study described or simply not made relevant. Too few comments were made generally for gain full marks.

(b) Describe the findings (results and/or conclusions) of **one** study you have learned about in sport psychology, **other than** Boyd and Munroe (2003).

(3)

Study Koivula

The results were of the masculine and feminine sports were 18 sports masculine, 34 sports neutral and 8 sports feminine. Sex typed males tended to categorise the sports into masculine and feminine more than females. The participants in the androgenous group mainly thought ~~as~~<sup>of</sup> most of the sports as neutral.

(c) Evaluate the study you described in (b) in terms of both reliability **and** validity.

(4)

The study would have validity as it showed what it was aimed to. Although it would lack ecological validity because it was an artificial environment it was subject to demand characteristics. The Bem sex role inventory (BSRI) has been used many times before and has proved to work so it has reliability.



**ResultsPlus**

Examiner Comments

This answer clearly shows good study knowledge and the findings are clearly presented. The evaluation is less focused and ecological validity does not hold any methodological weight for this study. The final comment about the robust nature of the BSI gains the only mark.



**ResultsPlus**

Examiner Tip

Comments about demand characteristics, ecological validity, reliability should be applied directly to the study to afford credit. For example 'demand characteristics could make the results unreliable', is not applied, whereas, 'because of the filler questions, participants would be less likely to guess the nature of the gender study and respond to demand characteristics' is more applied and therefore could gain credit.

### **Question D3**

This essay was generally well done and most candidates explicitly referred to the difference in sporting ability between Becky and Sophie. The most popular theories were Eysenck's personality theory and positive reinforcement followed by socialisation. Strong descriptions of Eysenck referred introversion-extraversion and to the role of the reticular activating system and arousal, whilst weaker answers referred to psychoticism and neuroticism with some rather unsuccessful linking to the girls. Strong reinforcement answers referred to intrinsic and extrinsic reinforcement and socialisation answers described in detail the role of media, parents, others and the nature of reinforcement of sport. Eysenck was evaluated well, drawing on research evidence concerning arousal and sedation. However, the balance of evaluation fell sharply for the second theory described.

**\*D3** Sophie and Becky are sisters. Sisters share 50% of their genes. Sophie is an excellent athlete winning regional competitions, whereas Becky is not sporty at all.

Describe and evaluate **two** explanations for Sophie and Becky's individual differences in sporting performance.

(12)

As Sophie and Becky are sisters, and only share 50% of their genes, ~~Eyes~~ Eysenck's personality traits theory may explain their differences in sporting participation. The reinforcement they received may also explain the individual differences.

Eysenck's personality traits theory is a biological explanation, based around a part of the brain called the reticular activating system (RAS). This theory would explain their differences by saying Sophie has an inhibited RAS, meaning she is an extrovert, and Becky ~~is~~ is an introvert due to having a sensitive RAS. The RAS is a part of the brain ~~to~~ linked to arousal and alertness. An extrovert is someone who strives excitement and arousal, this is due to them having an inhibited RAS, making them have a general level of arousal far below the optimum level. This can explain why Sophie enjoys and participates in sports. On the other hand, an introvert is someone who seeks quieter situations and avoid sport, such as Becky, due to having an arousal level above the optimum and seeking to lower it, as their RAS is more sensitive.

One strength of this study is that Eysenck found that introverts needed more drugs to sedate them, but less to excite them and stimulate them. This supports his theory,

as it follows the idea that introverts have a generally higher level of arousal. Another strength is that EEG measurements found that extroverts do have a lower level of arousal than introverts.

On the contrary, arousal is hard to measure as extroverts may try to raise arousal in situations where the setting is subdued. It may also be the case that being extrovert leads to having an inhibited RAS, rather than their RAS causing their extroversion.

Reinforcement is the other explanation and is based on the learning approach. When the sisters were younger, they may have both participated in sports. However, Sophie may have been better at sports than Becky, meaning Sophie received more reinforcement, praise and encouragement than Becky from parents and coaches. As children are strongly influenced by praise from adults, it may have demotivated Becky from participating in sports. Reinforcement can also be internal, so if Sophie would get more internal reinforcement from being successful.

One strength is that coaches do use reinforcement as a method to encourage effort and success. Studies have also shown reinforcement as a powerful tool in sporting participation.

However, reinforcement in effort does not always cause improvement in performance, which is what coaches aim to achieve.

Both are strong explanations, particularly Eysenck.



## ResultsPlus

### Examiner Comments

This response clearly describes two relevant theories; Eysenck and reinforcement, with good balance and with explicit reference to the difference in the girls sporting ability/participation. The candidate has evaluated both theories, although there is slightly less on reinforcement. This answer is scored at the low end of level four marking as evaluation is slightly unbalanced.



## ResultsPlus

### Examiner Tip

Candidates can clearly evaluate certain theories better than others. Theory evaluation can include Supporting research, Opposing research, Contradictory theory and Application (if good). The acronym SODA may help them achieve a varied evaluation.

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