

Examiners' Report  
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GCE Psychology 6PS03 01

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## Introduction

On the whole candidates tackled this examination paper well and only a few questions were not attempted. Candidates are confident and express their knowledge in the context of the application, the practice of generic evaluation has almost vanished. Candidates were well prepared to answer the more straightforward questions, but often gave prepared answers to questions that required rather more tailoring of knowledge. Question A1(a) was an example of one to which candidates often recited the aims, procedure, and results of Loftus and Palmer's study, when the question demanded an understanding of what the *participants* did rather than what the *researchers* did. This was also true of focused questions asking for reliability issues to be discussed, with many candidates offering a wholesale evaluation that lacked selectivity.

Candidates should be encouraged to practise comparisons between theories and research, not only to prepare them for comparison questions, but also to develop a better understanding of theory and research that can be used in an evaluative context.

Psychology is a science, and as such candidates should be encouraged to learn about supporting or refuting evidence to structure evaluation. There was a distinct reduction in research evidence in responses to this paper compared to previous series. This research need not be named but adequate description must be provided. Research should be effective and if used to evaluate a theory, the implications of the research should really be discussed in relation to the theory rather than studies simply "dropped in" to an answer.

Candidates who need extra space for their answers should be encouraged to first use the available white space below the answer lines or, if this is not available or spent, they should use additional lined paper, clearly referencing their answer to the question number. Many candidates are writing vertically in the margin to complete a sentence. Those who complete an answer in a different location to the answer space should indicate this within the answer space so that the examiner can seek additional material more effectively. Additional paper should be authorised white lined paper.

## Question A1 (a)

Candidates were asked to apply specific, detailed knowledge of a study to the question. However, candidates' approach to the question varied, some offered a full overview of the study including aims, procedure and findings, whilst others focused on the procedure without addressing the question directly. Successful answers restricted procedural detail to 'what the participants did' rather than offering other methodological detail (sample, groups, justification of questions used) typically *outlining* what the researchers did rather than what the participants did. Some responses confused different Loftus experiments and there was a lack of detail given about the seven video clips viewed, interview and subsequent follow up experiment by some candidates. Stronger responses were more considered and approached the question directly, accurately and with depth of detail expected of research identified in the specification.

**A1 (a)** Loftus and Palmer (1974) conducted a laboratory experiment to investigate eyewitness testimony.

Describe what the participants were asked to do in this study.

(3)

45 participants were used in the study and they were shown 7 video clips. They were then asked to take a questionnaire that had identical questions excluding the critical question which where the verb (smashed / hit / contacted / bumped) was changed according to the condition the researcher had placed the participants in.



### ResultsPlus Examiner Comments

This answer is an example of the average response. The initial comment about the number of participants used is accurate but does not answer the question of what the participants did. There is a brief reference to 7 video clips, but not enough detail about the content of these clips to gain credit. Credit was achieved for the questionnaire and some detail regarding the critical questions used for some of the participants. This achieves one mark overall for a rather brief and basic account of the study from the viewpoint of participants involved.



### ResultsPlus Examiner Tip

Candidates should be prepared to describe research in a format, such as name, aim, method, procedure, results and conclusions. However, they should also be reminded that they should reflect very carefully on the question since a prepared response may not fit it well. The standard size does not fit all and it is questions such as this that challenge candidates to carefully consider their response and tailor their knowledge.

## Question A1 (b)

A pleasing number of responses provided a fully contextualised answer, considering the issues of ecological validity in the context of stress, emotionality, spontaneity, attention, etc. Some referred to specific aspects of a real event, such as police interviewing and consequences of testimony, to elaborate on commentary about realism/artificiality of laboratory research into eyewitness testimony. Definitions of types of validity were credited and often successfully linked to considered commentary. Some responses veered from the issue of validity into reliability which were identified by candidates as reliability rather than any attempt to fit the problem to a validity issue. Such references were ignored as far as possible due to the connectedness with the 'reliability of eyewitness testimony', however, explicit reference to a reliability issue with laboratory research could not be ignored. Some referred to positive validity issues with laboratory research and did not gain credit for these comments.

(b) Laboratory experiments are often criticised for lacking validity.

Explain how problems with validity may affect laboratory research in criminological psychology.

In your answer you must refer to how the laboratory experiment is used in criminological psychology.

(4)

laboratory experiments are used in criminal psychology, so they can control the independent variable and test to see the reliability of eye witness testimonies. Which relates to real life, as this is part of deciding for jurree's people's /criminal's guilty or innocense sentencing. But with laboratory experiments it is hard to relate this to real life as it lacks ecological validity. The environment is not natural, which could in turn effect eye witness recall, as fear and emotions (shock) play a part in memory, without this in laboratory experiments you cannot be sure that the results are reliable enough.



### ResultsPlus Examiner Comments

Initially commenting on the positive aspect of laboratory research in terms of control, this was ignored for the purpose of marking. The answer was credited for referring to realism for a basic mark and further credit was given for the embellishment on fear and shock. 2 marks overall.



### ResultsPlus Examiner Tip

Candidates should continually be encouraged to contextualise their knowledge in the framework of the application. Making references to crimes, witnesses, police and jurors in criminal psychology takes psychological imagination and should be practised.

## Question A1 (c)

Responses showed some good innovation from candidates with some really original ideas being seen. Some suggestions for improvements were, however, poorly informed. Some suggested not using leading questions to avoid deception. On the whole, there were some good methodological and ethical improvements offered, although some candidates offered only one improvement, so misread the question or had nothing else to offer by way of an improvement. Many offered improvements without justification of detail of how the improvement could be implemented. Successful improvements offered referred to using a more diverse sample, more realistic setting, police interviewing, more realistic task, greater spontaneity.

## Question A2 (a)

The most common studies to evaluate in terms of reliability were Yuille & Cutshall and Charlton. Typical comments concerning uniqueness of the situation and lack of re-test, inter-rater reliability and subjectivity were discussed accurately in regards to Charlton's study. A small number of candidates opted to use a study not from the list provided, notably Pickel. There were many responses that offered a complete evaluation of the study rather than restricting the response to reliability only. Some candidates confused reliability and validity, although credit was given where possible.

**A2 (a)** During your course you will have learned about one of the following studies:

- Yuille and Cutshall (1986)  
(A case study of eyewitness memory of a crime)
- Charlton et al (2000)  
(Broadcast television effects in a remote community)
- Gesch et al (2003)  
(Influence of supplementary vitamins, minerals and essential fatty acids on the anti-social behaviour of young adult prisoners).

Evaluate **one** of these studies in terms of reliability.

(3)

Study Yuille and Cutshall (1986)

This study ~~was~~ involved asking the participants that were divided in the same conditions, the same questions (all participants in the 'a' broken headlight/ 'the' yellow panel or 'the' broken headlight/ 'the' yellow panel or 'a' broken headlight/ 'a' ~~the~~ yellow panel or 'the' broken headlight/ 'a' yellow panel had all received ~~that~~ those questions, and not a different question)

therefore increasing the reliability of the study as if replicated, it is likely that the same results would be found. However, the ~~real~~ reliability may also be criticised as although ~~there~~ the procedure was strongly controlled, it would not have been as controlled as a lab experiment and therefore extraneous variables may have affected the study, making it unreliable. This could also lead to an unreliable conclusion as a cause and effect relationship would not be established because of other influencing factors and therefore the study would be unreliable.



### ResultsPlus Examiner Comments

The experimental part of the procedure was controlled and used standardised questions, which, with cause and effect, gained 1 mark. Assuming that Yuille and Cutshall was a field experiment that could be replicated or has extraneous variables that could have been controlled is a fairly common error, this indicates incomplete understanding of the study.



### ResultsPlus Examiner Tip

Candidates should remember that Yuille and Cutshall did not have any involvement in or control over the robbery incident, for them the study began months after the event and focused on the questioning of the eyewitnesses. Issues' description and evaluation should really be focused on this part of the study rather than on detail concerning the event, unless referring to ecological validity of the incident or uniqueness of the situation. There are plenty of issues regarding the types of questions used, coding of responses and comparisons with police interviews previously obtained.

## Question A2 (b)

This question demanded not only a good understanding of two research studies, but also an accurate comparison between the two. Some candidates did not have a good enough understanding of the studies and made fairly inaccurate comments which inevitably led to poor comparison. Comments such as 'Loftus and Palmer gave fully informed consent' is an example of misguided commentary.

(b) Most psychological research raises ethical issues for the participants involved or for society.

Compare two studies you have learned about in criminological psychology in terms of ethical issues.

In your answer make it clear which two studies you are comparing.

(4)

Loftus & Palmer ~~and Maas~~ has ethical issues as showing the participants video clips could have put them under distress by bringing back ~~men~~ repressed memories as ~~there~~ a participant could have lost someone in an ~~am~~ accident and ~~may~~ by doing this study they could have caused them emotional & psychological distress this <sup>would be</sup> breaking ethical guidelines. Where as Maas & Kohlen also ~~are unethical~~ have ethical issues as the task of picking out the women out of a line up is unethical. Both Loftus & Palmer and Maas and Kohlen had put the participants under distress breaking guidelines Loftus & Palmer showing in incident which involved an accident which could have brought repressed memories back and the other (Maas & Kohlen) making the participants believed they ~~may~~ may get an injection. Both studies ~~were done in an artificial setting~~ <sup>informed</sup> had consent from the participants that took part in there study.





## ResultsPlus Examiner Comments

This response provided an overall commentary on distress as comparable in both studies. The question asked for ethical issues and there was an expectation that more than one issue would be dealt with. This response gained 2 marks for one issue done well. This response includes a common mistake regarding informed consent and no credit could be given for that part.



## ResultsPlus Examiner Tip

More challenging questions, such as this one, should be practised with candidates as it requires a good understanding of the research and identification of possible comparison points from which to form an answer. Candidates should be encouraged to think carefully before they apply their knowledge and to avoid the often pre-prepared answer.

### Question A3

Candidates were clearly prepared for this question and as such provided some fairly comprehensive answers. The majority of responses based the description on social learning theory, although many candidates failed to link the theory description to the role of the media, and so the response read more like a social learning theory as an explanation of aggression/criminality. Those responses which did make the link to the media offered description of likely role models in the media and good understanding of vicarious reinforcement. Some included very good commentary on reinforcement from video games. Evaluation was variable, some answers including good for and against evidence from studies such as Charlton, Williams, Anderson and Dill, Parke, Leyens, etc. Comparisons were typically with self-fulfilling prophecy which were generally fairly detailed and identified the key comparative comments.

Candidates should not be taught the case of James Bulger as an example of the role of the media as academic opinion negates any influence of media violence on this case.

**\*A3** The influence of the media on anti-social behaviour can be explained by using social learning theory.

Describe and evaluate the possible role of the media in creating anti-social behaviour.

In your evaluation you must compare the role of the media as an explanation of anti-social behaviour with a different explanation of anti-social behaviour at least once.

Social learning theory was put forward by Bandura<sup>(12)</sup> as an explanation of aggressive and anti-social behaviours.

Bandura believes that we 'model' our behaviour through the observation of others and he explains this in four different steps. Firstly, an individual pays attention to an anti-social person <sup>(perhaps on a television)</sup> and recognises their behaviour, the ~~person~~ individual will then retain the anti-social behaviour that they have seen. The individual will then recall the information and reproduce the anti-social behaviour, for example committing a theft. Then, if the ~~the~~ individual is motivated from ~~committing~~ <sup>displaying</sup> this anti-social behaviour, they will continue. For example this was thought to explain the behaviour of John Venables and Robert Thompson in the case of Jamie Bulger. They paid attention to the film 'Childs play 3' and retained its violent content, they reproduced the behaviour by killing Jamie Bulger because they were motivated to do so.

A strength of Social learning theory and evidence that the role of the media is an explanation for anti-social behaviour comes from Bandura's own study of the 'bobo doll' which found that when children observed violent behaviour on the television, they imitated and copied this behaviour on a bobo doll. Another strength of this comes from Williams et al that found that when television was introduced, children ~~star~~ showed a significant increase in aggressive behaviour, especially boys.

However, a weakness of social learning theory and evidence that the role of the media is an explanation for anti-social behaviour comes from the explanation of self-fulfilling prophecy, which does not state that we learn anti-social behaviour through observation, but through labelling. If we are labelled as deviant and treated by others that we are deviant, we will become deviant. Another weakness is that there is opposing evidence from Charlton, who ~~conducted~~ looked at the effects on behaviour when television was introduced and they found that there was no increase of aggressive behaviour from boys or girls a year after television was introduced.

In conclusion, social learning theory is a good explanation of how the media can make us anti-social and has experimental evidence to support the explanation.



**ResultsPlus**  
Examiner Comments

This is an example of a typical response that resorted to a prepared essay on the social learning theory as an explanation of criminality/aggression with very limited, if any, reference to the role of the media. This limited the descriptive element of the essay to a Level 2. The evaluation and comparison is very good and would have achieved a high level had the description been more focused on the question. This answer achieved a high Level 2 mark.



**ResultsPlus**  
Examiner Tip

Giving candidates the opportunity to identify aspects of social learning theory from watching television or playing video games (or any sort of media) may help them contextualise the theory in the media and aid their understanding.

## Question B1 (a)

Most responses gained some credit for a good understanding that the environment was controlled and procedures set up. There was widespread confusion about IV and DV in structured observations, many sounding too experimental in description so they could have been mistaken for laboratory experiments. Unfortunately some candidates gave detailed accounts of Ainsworth's Strange Situation procedure or lapsed into evaluative comments. Many points, such as the use of a one way mirror, were stated but not explained.

**B1 (a)** Describe the structured observation research method as it is used to study the behaviour of children.

You must refer to children's behaviour in your answer.

(4)

Children are observed in an artificial setting, children are observed through a one-way mirror, the children's behaviour is noted down and can be recorded. The task that the child will be observed on is set-up/artificial. An example of a structured observation is Ainsworth and Bell. Looks Measures the behaviour of the child.



**ResultsPlus**  
Examiner Comments

This was a fairly standard 2 mark answer. The response provides a lot of unexplained points that collectively established some credit, such as the artificial environment and task and the idea that a one way mirror is used to record a child's behaviour.



**ResultsPlus**  
Examiner Tip

Candidates can use the white space available below a question if they need to elaborate and have particularly large handwriting.

## Question B1 (b)

The majority of responses offered some good evaluative comments regarding artificiality, some showing a very good understanding that the environment is structured in a way that attempts to replicate a natural situation and so has ecological validity. A few candidates appeared confused about the role of ethics and the use of children, often stating that consent cannot be gained, which is far too categorical and actually ill-founded commentary. Weaker answers tended to evaluate maternal sensitivity hypothesis of Van Ijzendoorn and Kroonenberg's study. The majority of responses provided a comprehensive comparison with a naturalistic observation.

(b) Evaluate the structured observation research method.

In your answer make **at least one** comparison point with the naturalistic observation research method.

(5)

Structured observations have less ecological validity than naturalistic observations, as child is not in a natural environment which may affect their behaviour. A unusual setting may be intimidating to them, and the task may be unfamiliar. However, they have a high level of control, so a cause & effect relationship can be established. This means extraneous variables are eliminated. Also, they can also be repeated due to standardised procedure & environment - this lends reliability. Cameras can be set up so analysis can be more in depth later with more researchers, providing inter-rater reliability & eliminating bias. Observer effect & demand characteristics are possible due to structured nature... in a naturalistic, behaviour is natural as they may not know they are being observed.



**ResultsPlus**  
Examiner Comments

This answer does well to both compare the structured observation with a naturalistic observation and to provide additional evaluative commentary. Some of the comments are rather generic, such as control and standardisation, extraneous variables and reliability, but together gain 1 mark. There is useful commentary on inter-rater reliability and demand characteristics, leading this answer to access 4 of the 5 marks available.



**ResultsPlus**  
Examiner Tip

Candidates should take care to evaluate the structured observation as a method as separate from evaluating the strange situation procedure and evaluating cross-cultural studies using the strange situation. This overlap can confuse some candidates.

## Question B2

B2(a). Many candidates achieved full marks as they were able to recall accurate figures, especially for Bowlby's study. Although some tolerance was imposed on the figures, candidates who confused the figures for those experiencing long term separation and those displaying affectionless psychopathy rarely met this tolerance. The results and figures proved rather more difficult to express clearly for Belsky & Rovine and Rutter & the ERA team. Responses were often a simple conclusion for these studies. A minority of candidates described Bowlby's theory rather than the study, this had a knock-on effect with part (c) of this question.

B2(b). Candidates who understood the nature of a practical application often achieved both marks for this question. A disappointing number of candidates at all ability levels failed to understand that an application should be tangible, often restating conclusions or offering speculative advice. The most common practical application was the implementation of increased hospital visiting hours or key workers in day care establishments.

B2(c). Many responses gave a range of evaluative comments from sample, control groups, validity and reliability issues. There were some nice reflective comments about ecological validity and depth of detail, showing a good understanding of the case study compared to the weaker more generic comments offered.

**B2** During your course you will have learned about one of the following child psychology studies that have real life applications:

- Bowlby (1944/1946)
- Belsky and Rovine (1988)
- Rutter and the ERA study team (1998).

(a) Describe the findings (results and/or conclusions) of **one** study from the list.

(3)

Study Bowlby (1944/1946)

of the 44 thieves, he ~~found that~~  
~~of these~~ identified 14 as 'affectionless psychopaths' meaning they have a lack of remorse and responsibility for their actions, 12 of these 14 had suffered maternal deprivation, and 11 of the 44 thieves had suffered prolonged separation under the age of 6 for over 6 months. ~~Only~~ only 2 of the control group had experienced similar circumstances.

(b) Explain **one** practical application of the study you have described in (a).

(2)

Bowlby's study had influenced hospital regulations as his study supported his maternal deprivation hypothesis which stated that the bond between child and main caregiver should not be broken and therefore hospital regulations were changed and parents were encouraged to stay with the child when they if the child had to stay at the hospital overnight.

(c) Evaluate the study you described in (a) using issues **other than** practical applications.

(4)

Bowlby's study may be criticized as being unreliable as the sample was from his own clinic and he conducted the interviews himself, therefore there may have been researcher bias as he may have interpreted the qualitative data with his ~~own~~ aim in mind.

He also used retrospective data as he interviewed both parent and child on their past and their ~~answers~~ <sup>recalls</sup> may not be clear or reliable due to the time that has passed since then, therefore the results may also

not be valid. Furthermore, there may be other explanations other than maternal deprivation that led to ~~the~~ affectionless psychopathy, such as home life. Therefore there is also opposing ~~theories~~ to ~~the~~ explanations his study.



### ResultsPlus Examiner Comments

The first part of the question gains all three marks for accurate figures described in detail. The practical application is described and explained for level 2. The evaluation give three creditable comments on researcher bias, retrospective data and other explanations such as home life as an unmeasured variable. 8 marks overall.



### ResultsPlus Examiner Tip

Findings can include results and conclusions, so candidates who struggle to recite figures can resort to offering conclusion descriptions.

**B2** During your course you will have learned about one of the following child psychology studies that have real life applications:

- Bowlby (1944/1946)
- Belsky and Rovine (1988)
- Rutter and the ERA study team (1998).

(a) Describe the findings (results and/or conclusions) of **one** study from the list.

(3)

Study Bowlby (1944/1946)

Bowlby's results were that 14 out of the 44 juvenile thieves ~~suffering from maternal deprivation~~ had affectionless psychopathy. 12 out of the 14 suffered from maternal deprivation. 17 out of the 44 experienced long-term separation of more than 6 months before the age of 6. Only 2 of the control group experienced similar separation. Bowlby's conclusion was that maternal deprivation affected the emotional adjustment of children. Those who had affectionless psychopathy had a lack of guilt and remorse for their actions.



(b) Explain **one** practical application of the study you have described in (a).

(2)

Can be thought that people suffering from affectless psychopathy ~~were~~ <sup>had</sup> suffered from maternal deprivation and can be applied to psychiatric hospitals.

(c) Evaluate the study you described in (a) using issues **other than** practical applications.

(4)

A strength is that Bowlby used a control group to compare his findings and without this Bowlby's conclusion would not have been as strong as it is a case study.

Another strength is that Bowlby used various research methods which is ~~known~~ <sup>known</sup> or triangulation making his study high in validity.

A weakness of Bowlby's study is that he conducted the research himself and can be criticised for researcher bias.

Another weakness is that he used retrospective data making his study unreliable.



### ResultsPlus Examiner Comments

This response gets the full marks available for describing the study findings, using accurate figures. The practical application is speculative at best and certainly not explained and cannot gain any credit. The evaluation is rather under developed, but lots of points were taken together and two marks awarded for this part of the question.

### Question B3

The majority of candidates attempted the three elements of the question, some providing very good links to Yolande and her child with regards to the evolutionary basis of attachment. Stronger answers systematically described the elements of the theory (safe base, monotropy, social releasers, survival, critical period) and linked all to Yolande and her child. Evaluation varied considerably, with weaker responses drifting into privation research and maternal deprivation (which is not part of the evolutionary basis of attachment). More focused answers tailored evaluation around animal studies such as Lorenz and Harlow and often critiqued monotropy with Schaffer and Emerson. Level 4 responses were distinguished from Level 3 in the way that the answer used the research. If the implications of the research were clearly made in relation to the theory, greater understanding was demonstrated.

**\*B3** Yolande was expecting her first child so she bought some child development books on attachment and read about the importance of bonding with her new baby.

Using psychological research, describe and evaluate the evolutionary basis of attachment.

In your answer you **must** include how the evolutionary basis of attachment could explain the bond between Yolande and her child.

(12)

Evolutionary basis was put forward by Bowlby and is part of his theory of attachment, Bowlby is one of the most influential psychologists in the field of child psychology.

Evolutionary basis is based on ethology (the study of animals) and explains how animals will stay close to their mothers for their own survival. If animals stay near their mothers when they are new borns they have a more chance of survival as the mother will protect them from any predators, they will feed them and they will nurture them. Bowlby believed that this attachment shown in animals could also be shown in humans and in this case, Yolande and her baby. Bowlby believes that Yolande's baby is genetically programmed to stay near her mother as the baby knows that this will ensure

their survival, just live in animals. In the same way, Yolande responds to the child as she has a genetic blueprint which programmes her to respond to the babies needs. The baby will also

make Yolande respond to them by using species-specific behaviour such as smiling and crying to get Yolande's attention.

A weakness of the evolutionary basis is that there is some dispute to whether animals and humans can be compared in the exact same way, as they have different DNA. Another weakness is that Bowlby's theory is that Genie who experienced privation ~~reversed the~~ showed that some of the effects can be reversible as she was able to form several attachments.

A strength of Bowlby's theory is that he has supporting evidence from his own study in which he found that 14 of 44 thieves had experienced maternal deprivation, meaning it can lead to problems later on life. Another strength of Bowlby's theory is that it helped hospital regulations change, by suggesting that a bond between mother and child was crucial, when children were in hospital, mothers are now allowed to visit them so that they don't break the bond.

In conclusion, the evolutionary basis of attachment has been useful in explaining the similarities between animals and humans and how we form attachments.



**ResultsPlus**

**Examiner Comments**

Although the description provided in this answer is good, the evaluation is restricted and unselective. The 44 thieves study was ignored in the marking of this essay as unlinked to the evolutionary basis of attachment. This essay should have been more focused on evaluation and could have achieved a Level 3 marking band, instead achieves a top Level 2.



**ResultsPlus**

**Examiner Tip**

For evaluation to be effective, it should be linked back to the theory being described. Research evidence tends to be 'dropped in' to an essay rather than explained in regard to the implications for the theory. Candidates should be encouraged to justify the use of supporting/refuting research evidence, for example, Lorenz provides support for the critical period of attachment as he found that the geese imprinted a short time after hatching. This gives some support for the necessity of attachment in the critical period to aid survival. Often this level of explanation is not given and instead a detailed account of the study procedure and findings are offered.

## Question C1 (a)

Most responses defined tolerance as "needing more than initially" and many offered an example, mostly heroin, for a second mark. The third mark tended to be reserved for those answers that further elaborated on physiological dependency or changes to neurotransmitters and down regulation.

**C1 (a)** Explain what is meant by the term 'tolerance' as it is used in the context of substance misuse. You may wish to use an example in your answer.

(3)

Tolerance is where the psychoactive drug effects the chemical balance within brain activity, meaning the body relies on this drug to function. The more regular the consumption means that the body needs even more to function. meaning the brain has become reliant / tolerant of a certain amount, so will need more of the drug to get the same effects.



**ResultsPlus**  
Examiner Comments

The response here clearly defines tolerance as needing more of a drug to have the same effect and elaborates this with reference to chemical balance and functioning. This was a fairly typical example of responses seen and gained 2 marks. An example would have elevated this answer.



**ResultsPlus**  
Examiner Tip

Candidates should be prepared to offer a definition of the specific terms used in the specification in order to gain 3 marks. Examples often enhance a response.

## Question C1 (b)

Too many responses simply defined a learning theory and few offered a strength. Simple face validity comments were not evaluative and marks were only often achieved with study evidence or reference to cross-cultural differences in drug taking. Candidates should be strongly encouraged to evaluate learning theories more effectively.

(b) The Learning Approach has several theories that can be used to understand drug/substance misuse. You will have learned one of these theories.

Outline **one** strength of **one** learning theory that explains drug/substance misuse.

(2)

Theory Social learning theory

The strength for this theory comes from Bandura as his study show that we are more likely to immitate the people we see as role models. There is also another study done by Akkers who show we are more likely to abuse drugs due to the role model we immitate <sup>from</sup> the tv, as they will glamorise the drug causin viewers to use them as well, as it will seem cool.



### ResultsPlus Examiner Comments

2 marks have been awarded. This response has addressed the question, which was to outline one strength, by offering supporting evidence (evidence seen as one strength). Although Bandura is not related to drug misuse, it does provide evidence for social learning theory so this is fine.



### ResultsPlus Examiner Tip

Using research evidence is often a more successful way of evaluating a theory and should be encouraged.

## Question C1 (c)

Strong answers focused on evaluation and offered statistics demonstrating effectiveness of the campaign and clear reference to psychological theories that explained effectiveness or not, such as the Yale model of persuasion in terms of role models, moderate fear and mode of campaign presentation. Many, however, simply described the campaign and did not engage with the evaluative demands of the question.

- (c) Psychological theories, such as theories from the Learning Approach, have informed health campaigns to discourage recreational drug use.

Evaluate **one** anti-drugs campaign that has been used to discourage the use of recreational drugs. Make it clear which campaign you are referring to.

(4)

Campaign The NHS 'scared' campaign.

In 2008, around Halloween, the NHS released this ~~an~~ advert showing a girl stating she is not scared of 'clowns' but she's scared of her mum smoking. The camera shot is low angle of mum smoking and talking to daughter, but ~~camera~~ view point of camera threw daughter. This gives the audience emotive feelings for the young girl. Which then is targeted at young parents to stop smoking as they have to be around for their children when they're older. Social learning theory shows that with emotive feelings involved it can give motivation to do something. In this case to ~~stop~~ stop smoking. There is then a help number shown at end of advert, which assists in helping them to start to stop smoking.

(Total for Question C1 = 9 marks)



**ResultsPlus**  
Examiner Comments

0 marks awarded. The response is largely descriptive and, although there is an attempt to link to theory, this is not done well in terms of judging effectiveness.

(c) Psychological theories, such as theories from the Learning Approach, have informed health campaigns to discourage recreational drug use.

Evaluate **one** anti-drugs campaign that has been used to discourage the use of recreational drugs. Make it clear which campaign you are referring to.

(4)

Campaign British Heart Foundation Anti-Smoking

Campaign.

This campaign occurred at a similar time to changes in public opinion on smoking, so we cannot be sure how effective the campaign was, or if these other influences also had an effect. However, the campaign ran hand in hand with online support, which is an effective way to help people with smoking problems. However, not everyone has internet access, so the campaign did not help everyone. With this in mind, the media campaign directing people to the online support was over many forms such as radio, flyers and TV, so had a very wide audience, increasing effectiveness.

The advert part of the campaign made use of shock tactics, which is proved as one of the most effective ways to prevent people using drugs, so a positive aspect of the campaign.



### ResultsPlus Examiner Comments

3 marks awarded. This response has directly addressed the issue of evaluation of a campaign. Here the answer refers to issues of effectiveness in terms of other factors that could have affected attitudes towards smoking, access to resources and media forms used. 'Scare tactics' was not qualified and mostly moderate rather than high fear is considered to be more effective.



## Question C2 (a)

Responses tended to be simplistic, offering a basic outline of using animals, type of drug and a simple description of the procedural set up. Responses tended to gain one or two marks for a basic description and then often for recounting a published study that was similar. Better answers used specific detail in terms of type of animal, quantity of animals used and type/quantity of drug, detail about how the drug would be administered and when and how the behavioural/physiological change would be measured against a control group. Responses that simply named and described a published study were limited to one mark.

**C2** A university asked its research team to conduct an experiment to study the effects of drugs on animals such as rats.

(a) Describe how the research team might conduct an experiment to study the effects of drugs on animals.

(3)

To conduct an experiment on effects of drugs on animals, the university research team will have to check ~~that~~ that they have provided the right housing for the animals againsts the ethical guidelines. Also will have to check to see whether harm to animals outway the benefits to further knowlege in drugs to help humans.



### ResultsPlus Examiner Comments

A level 1 response offering little in the way of any procedure that could be followed. Some issues for consideration are addressed but the details of the study procedure are not identified.



### ResultsPlus Examiner Tip

Similar to conducting human research, it is useful to prepare a plan for animal research, using prompts such as IV/DV, sample, design, apparatus, procedure, controls. Some will remember this format from the coursework element of the previous specification, but it remains a useful tool to help structure a 'plan/design a study' question.

## Question C2 (b)

Many responses addressed the cost/benefit issue or cost/generalisability issue, but many responses were repetitive rather than elaborative. There was a lack of engagement with the scenario often leading to a discussion of speciesism, which would not have been a concern for a university that conducted animal research. Disappointingly there were still many responses that referred to human ethical guidelines of consent and right to withdraw.

(b) Before the experiment was conducted, the university rejected the research team's proposal on both ethical and practical grounds.

Explain why animal research might be rejected on **ethical** grounds.

(3)

Animal Research might have Rejected these animals due to the fact that they might not be the right species which have similar brain structure or nervous system to humans. Also they might be Rejected because the species they choose might be indangered which will mean they cant use that specie as it will be Protected.



### ResultsPlus Examiner Comments

1 mark awarded. This answer does mention generalisability, which could have been made into a point about ethics, but does not make the link to ethics here, so no mark achieved. It does gain a mark for endangered species.



### ResultsPlus Examiner Tip

Issues of generalisability need to be expressly linked to ethics to achieve the mark.

## Question C2c

The responses to this question were better than the previous question, with most candidates referring to generalisability issues and explaining why this may/may not be an issue for certain species of animal. Some responses tackled the practical issues of housing, cost and licensing. Weaker responses tended to make a useful point and then refer back to ethical issues.

(c) Explain why animal research might be rejected on **practical** grounds.

(3)

Animal Research might reject to use the animals as they might not have the right specialist equipment to test on those animals. They might also reject animals because they might be causing harm the animals as brain surgery will be taken, for a study that might be unnecessary.



**ResultsPlus**  
Examiner Comments

1 mark awarded. Some candidates did repeat ethical issues here, as this response does in terms of harm. The mark was achieved for specialist equipment.

(c) Explain why animal research might be rejected on **practical** grounds.

(3)

animal research may be rejected on practical grounds because the cost of caring for the animal, especially if it were a higher sentience animal was too much or the research had been carried out prior or if the animals used would not be able to provide sufficient data needed.



**ResultsPlus**  
Examiner Comments

1 mark awarded. The mark is given for cost of higher sentient animals. There is a brief comment regarding prior research which we can assume means that research would not be practical to conduct and maybe rejected because previous research in this area had already been conducted so would not be worthwhile. If this had been said, this it would have been credited. The response lacks elaboration which would have gained the second mark. This was also true of the brief comment about sufficient data, which should really have been explained in the context of using too few animals or wrong species.

### Question C3

Candidates clearly understood the demands of this question, dividing their answer space between describing the biological explanation of misuse and then evaluating drug therapy. Many evaluated methadone treatment although some responses became waylaid with aversion therapy. The description of the biological explanation of misuse discriminated particularly well between ability levels. Weaker answers tended to give a very basic account of chemicals being affected in the brain or genes being involved. Stronger answers contextualised the description in terms of a specific drug. Some descriptions gave a definition of tolerance, withdrawal and dependency without reference to the biological explanation of misuse. Evaluation of drug therapy varied considerably, most referring to lowered risk of infection, breaking away from the drug scene and issues of drug substitution. There was a distinct lack of balance between the components of the question which often resulted in the top level not being reached.

\*C3 The Biological Approach can help us to understand substance misuse and can offer ways to treat drug addiction.

Describe how the Biological Approach explains substance misuse **and** then evaluate drug treatment as it is used to treat heroin dependence.

(12)

The biological <sup>approach</sup> ~~approach~~ explains substance misuse, by showing the effects on the brain. A psychactive drug will cause the brain to become dependent on it. As the drug will effect the transmissions of neurons ~~over~~ through the synapse, which means that the movement of the messages in the brain can be effected. The chemical balance in the brain is effected and the natural production of chemicals like endorphine can be stopped, ~~and~~ which means the body becomes dependent on the drug to function normally.

The biological approach can explain the effects of heroin on the body. The heroin mimics the endorphine in the brain, which produces naturally. This then means that the heroin floods the endorphine receptors and causes the release of dopamine, which sends 'good feelings' to the brain.

The tolerance levels increase dramatically, and the body will become dependant on this drug to function normally. Drug treatment for heroin users is methadone, this acts as heroin but is not as dangerous. It is taken orally so no needles involved which makes it safer as less likely to get HIV (shared needles). Methadone releases the effects and lasts for 24 hrs so only needed once a day. It is taken by addicts under supervision. But the negative aspects is that not many become detoxicated from ~~heroin~~/methadone as withdrawal symptoms are months



**ResultsPlus**  
Examiner Comments

The description and evaluation are both 'good' so this is a secure Level 3 response. There is some inaccuracy in description and evaluation could have been firmer, the mark is at the lower end of the level.

## Question D1 (a)

Many responses correctly identified a strength of quantitative data, few making the mistake of referring to qualitative data. However, some responses failed to elaborate on the strength and offered only basic accounts of 'easy to analyse' or 'not open to interpretation'. Successful responses embellished the strength with reference to a comparison to qualitative data or statistical analysis.

**D1** Sports psychologists use questionnaires to investigate why people choose to participate in certain sports. Questionnaires use different types of questions to gather qualitative and quantitative data.

(a) Explain **one** strength of quantitative data.

its easy to conduct, <sup>a set of</sup> results and get feed back on it, and the results can show a correlation between two variables. (2)



### ResultsPlus Examiner Comments

0 marks awarded. Note that this answer is very rudimentary and does not specifically draw out any strengths of quantitative data. No marks can be allocated to generic, basic commentary such as this.



### ResultsPlus Examiner Tip

It would be useful to guide candidates to consider two good, well explained strengths and two good well explained weaknesses of qualitative and quantitative data - considering them together will aid comparison.

**D1** Sports psychologists use questionnaires to investigate why people choose to participate in certain sports. Questionnaires use different types of questions to gather qualitative and quantitative data. - open - closed.

(a) Explain **one** strength of quantitative data.

Quantitative data is easy to analyse because it involves numbers and figures, ~~whereas~~ which also means it does not involve subjective interpretation of data. (2)



### ResultsPlus Examiner Comments

2 marks awarded. Although short, this answer concisely comments upon two important issues that together can be seen as one strength of quantitative data. It is not open to subjective interpretation as numbers and figures are collated. This gained both marks for a fairly reasonable strength.



### ResultsPlus Examiner Tip

It is important that candidates evaluate effectively. One technique is PEE (point, evidence, explanation) and the 'because' rule is worth a try with candidates who can make an accurate point but not explain themselves fully. Ask them to add the word 'because' to the end of their brief comment and it encourages them to explain further.

### Question D1 (b)

Many responses achieved one or two marks for mentioning depth and detail of qualitative data or freedom of responding, but few achieved enough for all the available marks. It was pleasing to see that most answers were contextualised relating the answer to sport psychology.

(b) Explain why **qualitative** data might be of greater value to sports psychologists than quantitative data.

You must refer to sport psychology in your answer.

(3)  
qualitative data gives ~~a~~ more valid, in-depth opinions of sportspeople. It allows them to explain their true feelings without being limited to yes or no answers. It can be used to explain individual differences and can be used to research how people think about different techniques.



**ResultsPlus**  
Examiner Comments

3 marks awarded. This answer clearly identifies the strengths of qualitative over quantitative data; depth, feelings, freedom to respond.

### Question D1 (c)

Weaker answers were limited to how data could be gathered using closed questions, stronger answers described how data could be plotted on a graph and the outcomes of a correlation in terms of positive and negative correlations and line of best fit. Unsuccessful responses described experiments and gathered nominal data which could not conceivably be ranked.

(c) A sports psychologist was interested to see if there was a relationship between sporting performance and anxiety.

Explain how the sports psychologist might gather and/or analyse correlational data to investigate this relationship between sporting performance and anxiety.

(3)

they would use U hypothesis inverted which shows as the arousal increases so ~~that~~ does the performance until they reach an optimum level, once it reaches that, the arousal increases so will the performance, to much increase and decrease not got for the performance, so ~~so reaching that~~ knowing your optimum level is essential.

(Total for Question D1 = 8 marks)



#### ResultsPlus Examiner Comments

0 marks awarded. This response is clearly confused as to the nature of the question. It is, however, worth highlighting here that some candidates struggle with the concept of planning research. Hence this is more a description of inverted U rather than planning/ conducting a correlation.



#### ResultsPlus Examiner Tip

As with most planning/conducting research, it is useful to comment on the following; IV/DV/Co-variables, sample, design, procedure, apparatus, controls. This will give a well rounded description of how a study may be conducted and design decisions that need to be made.



(c) A sports psychologist was interested to see if there was a relationship between sporting performance and anxiety.

Explain how the sports psychologist might gather and/or analyse correlational data to investigate this relationship between sporting performance and anxiety.

(3)

Correlational data is collected by gathering two variables and establishing a relationship between them. The sports psychologist may gather data ~~of~~ for this correlation by asking participants, through a questionnaire, when they feel anxious in sporting performances and by using a 7-point likert scale to gather quantitative data to put into a correlation. If data from the correlation is  $+1$  it's positive,  $0$  there is no relationship &  $-1$  there is a negative correlation.  
\*so as one variable increases, so does another.



**ResultsPlus**  
Examiner Comments

2 marks awarded. This response does well to identify the use of a questionnaire and employment of a Likert scale to aid the type of data necessary for a correlation. The response also gains credit for describing how correlation coefficients can be interpreted. There was an assumption for many candidates that describing  $-1$ ,  $0$  and  $+1$  coefficients would be enough for all three marks, this was not the case.

## Question D2

D2(a). Responses were contextualised and reference to types of sport helped the answers. Reinforcement as an alternative explanation for sporting participation/performance was often done well, with positive, negative and vicarious reinforcement all explained and related to the scenario.

Socialisation was almost as popular but done less well. The lack of detail prevented candidates achieving full marks; e.g. they often said family and friends could influence participation in sport but did not elaborate. More successful socialisation responses referred to social and cultural norms and gendered sports as well.

D2(b). It was encouraging to see named research in the evaluation of their chosen explanation of sporting performance/participation. When research was used, the findings were described with appropriate detail and linked to the explanation. Those responses which included an evaluation of socialisation tended to offer Koivula. Evaluation of reinforcement as an explanation tended to describe reinforcement rather than evaluate the explanation. Some answers did gain a mark for practical application in terms of coaching, but it would be better if candidates could focus on evidence when answering this type of question.

D2(c). The responses to this question tended to limit the answer to descriptions of the biological approach without recognising that the answer should have been evaluative and comparative in nature. As such, very few candidates gained marks, when they did it was often as a result of a quick reference to the biological approach being more scientific.

**D2** Two physical education teachers, Jim and Sonia, noticed that some students in their classes avoided sports, while others were keen to take part, and some students were better at sports than others.

Jim believed that these individual differences were due to personality traits. Sonia, however, disagreed with this biological explanation.

(a) Describe **one** explanation that Sonia might use to help understand the individual differences in sporting participation and/or performance in her class. Do not use a biological explanation.

(3)

Sonia may use reinforcements. Positive reinforcement could be someone being rewarded for taking part in sport, such as becoming fit and healthy. A negative reinforcement would be someone taking part having something bad removed, for example they may stop being bullied for not being 'sporty'. Vicarious reinforcement could be the students who do take part have seen others be rewarded or reinforced for taking part so they want to receive the same. The students may be

different because some may not have been reinforced or others rewarded for taking part so don't see the benefits of taking part.

<sup>other</sup>  
<sub>exp</sub>  
(b) Evaluate the explanation of sporting participation and/or performance you have described in (a).

(4)

Reinforcements are good because they have practical applications. Coaches and Teachers can use reinforcements to help encourage sporting participation and performance. Also, reinforcements have been proved to work so it's a reliable explanation, with evidence. However, there are other explanations such as Eysenks personality trait theory which is also an explanation of sporting participation and performance. Most evidence for reinforcements working involved subjective interpretation, so another person may have disagreed.

- (c) Explain why the personality trait theory that Jim favours might better explain individual differences in sporting participation and/or performance than the explanation you described in (a).

You may wish to use research evidence in your answer.

(3)

The trait theory may explain better because it is a biological explanation. Personality traits such as introvert, extrovert, neuroticism and stability are used in the trait theory. It is said that we are born with some of these traits which can be proved biologically. It has evidence to support it. The trait theory is biological so can be tested, where as reinforcement can only be tested by observation which is subjective ~~extra~~ ~~code~~



### ResultsPlus Examiner Comments

3 marks awarded. This response did well to detail positive, negative and vicarious reinforcement as an explanation for participation and performance in sports for all available marks in part (a). However, the evaluation of reinforcement is vague. The practical application is under-developed, the answer would have been improved by including an example of how coaches could use reinforcement e.g. trophies, praise etc. The contrast with Eysenck is not developed and subjective interpretation is also not well explained. Part (c) *described* the trait approach rather than say why it is better, and comments about testing are not well developed (reinforcement measured by observation and trait measured by biological methods).



### ResultsPlus Examiner Tip

Candidates should be encouraged to compare theories that they are learning about as it is good practice for both evaluation and comparison questions.

### Question D3

There were some very good descriptions of the inverted U hypothesis, often with illustrations to support the description. Many responses related the level of arousal to skill, expertise and type of sport. Evaluation, however, tended to be brief or was in the form of further description which did not balance with the A01 component of this essay question. The evaluation was elevated somewhat with good comparisons to catastrophe theory. Low marks tended to be a result of lack of balance between the components of the question.

**\*D3** The inverted U hypothesis has been useful in understanding sporting performance.

Describe and evaluate the inverted U hypothesis.

Your evaluation **must** include **at least one** comparison with a different theory of the effect of arousal, anxiety and/or the audience on performance.

(12)

~~Handwritten text~~ ~~Handwritten text~~  
(Yerkes and Dodson)  
The inverted-U hypothesis states that everyone has an optimal arousal level and the person's level of performance is based on how near they are to this optimal arousal level.  
It also states that this optimum level changes dependent on which sport you are doing.  
For example sports that require fine-motor skills like golf require a low arousal level. Whereas sports that include large-motor skills, like Rugby, require a high arousal level.  
Optimum arousal level is also affected by how well you know the skills. Skills that are over-learned and can be done in your sleep ~~require~~ allow for a high arousal level whereas as skills you don't know so well require a low arousal level.  
If your arousal is below or above the optimum level, your performance decreases.  
The inverted U hypothesis has some strengths, firstly it is quite good at

explaining why athletes might have a sudden drop in performance, and also it has been proven that arousal does affect performance. However, there are weaknesses; it is very hard to actually measure arousal and to prove this theory you would have to get someone aroused before a race, for example, to see if it affected their performance, but this is unethical.

The catastrophe theory is very similar to the inverted U hypothesis as it also says that performance improves as arousal increases but only to an optimal point. However, catastrophe differs from inverted U as it says that drop in performance after optimal arousal is reached than inverted U does. In the catastrophe theory it states that as arousal increases so above optimal point, so does anxiety and when these two points combine a 'cusp' is reached and in order for this to happen, sporting performance must suffer and this is where the radical decrease in performance comes from.



### ResultsPlus Examiner Comments

This essay provides a good description of the inverted U hypothesis, with specific detail about types of sport/level of sporting performance. There is also a good comparison with catastrophe theory with regards to a sudden drop in performance. Evaluation is scant, referring to difficulty in measuring arousal, but it is limited. Therefore this achieved a level 3 in terms of description and comparison, but fell to the bottom of this level in terms of evaluation.



### ResultsPlus Examiner Tip

Sport psychology suffers in terms of evaluation. Using an acronym such as S.O.D.A may help (supporting studies, opposing studies, different theory, application in terms of practical use).

## Summary

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

- Always focus on the question set rather than offering generic, pre-prepared answers.
- Break down evaluation studies into issues that are relevant to the specification: reliability, validity, generalisability, ethics and practical applications.
- Compare studies and theories in order to gain more informed understanding of each.
- Evaluation theories should have a strong focus on evidence in the form of supporting studies. You can make effective use of opposing studies, practical applications and different theories.
- When presenting evidence, aim to comment on the *implications* of the evidence in order to *contextualise its relevance* and be more effective.

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