

General Certificate of Education
June 2008
Advanced Extension Award



PSYCHOLOGY

6881

Thursday 19 June 2008 9.00 am to 12.00 noon

For this paper you must have:

- a 16-page answer book.

You may use a calculator.

Time allowed: 3 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is 6881.
- In **Section A**, answer **all** parts of the compulsory question.
- In **Section B**, answer **all** parts of the compulsory question.
- In **Section C**, answer **one** question.

Information

- The maximum mark for this paper is 90.
- The marks for questions are shown in brackets.
- Sections A, B and C each carry 33.3% of the total marks for the paper.
- You will be assessed on your ability to apply and communicate effectively your understanding of the fundamental principles, theories, concepts and methods of psychology. You are expected to demonstrate skills of interpretation, critical analysis, evaluation and synthesis.

Advice

- You are advised to spend 60 minutes on each section.
- Before answering the questions in each of the three sections, you are advised to spend 15 minutes reading the questions and/or planning your answers.

SECTION A: THEORETICAL ISSUES AND DEBATES

You should answer **all** parts of the question.

You are advised to spend 15 minutes reading, before you begin your answer.

Total for this question: 30 marks

- 1 (a) Read the following definitions and answer parts (a)(i) and (a)(ii).

Quantitative analysis is an approach to psychological information which is primarily concerned with numerical data, which can then be analysed using statistics. Quantitative methods require the researchers to define the items to be measured in advance, and to control the situation so that, for example, the outcome of the independent variable can be assessed. The result is that high levels of reliability can be obtained but there are frequently problems with validity.

Qualitative analysis is an approach to the analysis of psychological information which takes as its starting point the idea that the meaning of the information is the most important thing. Qualitative analysis is concerned with identifying ways of extracting meaning in a systematic and reliable manner. The commonest techniques used in qualitative research are interviews and case studies. These methods allow greater freedom for the person who is the target of such research to determine what information is generated, so the quality and richness of information are greater, but at the cost of making reliability difficult to achieve.

Source: adapted from STRATTON, P. and HAYES, N. (1993) *A Student's Dictionary of Psychology 2nd edition*, London, Edward Arnold. Reproduced by permission of Edward Arnold Publishers Ltd

- (i) In your own words, explain why quantitative methods are likely to result in 'high levels of reliability' and 'problems with validity'. (4 marks)
- (ii) Explain why it can be argued that qualitative techniques 'allow greater freedom' for the researcher and the target of the research. Refer to **at least one** psychological study in your answer. (8 marks)

- (b) Read the following extract and answer parts (b)(i) and (b)(ii).

All in all, it looks difficult to conduct much research at all without running into ethical arguments. Certainly it seems impossible to proceed with anything before considering possible ethical objections. But this is as it should be. Other sciences too have their associations and committees for considering social responsibility in scientific research. They argue about the use to which findings might be put or the organisations from which it would not be prudent to accept sponsorship. They consider the likely impact of their work on society as whole.

Similarly, psychology has to make these considerations. But, since humans, as individuals in society, are also the focal point in research, it is hardly surprising that psychology as a research society, has to be far sharper on its toes in spotting malpractice, abuse, thoughtlessness and lack of professionalism. If psychologists prefer not to have people take one step backwards at parties and say things like “I bet you’re testing me” or “Is this part of an experiment?”, they need to reassure the public constantly that some excesses of the past cannot now happen and that deception really *is* only used when necessary.

Source: COOLICAN, H. (1990) *Research Methods and Statistics in Psychology*, London, Hodder and Stoughton.
Reproduced by permission of Hodder and Stoughton Ltd

- (i) With reference to the extract, explain **one** difference between psychology and ‘other sciences’ in the way that ethical issues should be addressed. (2 marks)
- (ii) ‘The introduction of ethical guidelines has reduced the “excesses of the past,” but has at the same time limited the contribution of psychology to society.’ Discuss. (8 marks)
- (c) Discuss the nature-nurture debate in the context of **one** of the approaches in psychology, for example the biological, cognitive, psychodynamic or behavioural approach. (8 marks)

Turn over for the next section

Turn over ►

SECTION B: METHODOLOGY

You should answer **all** parts of the question.

In this section, you will be assessed on the clarity of your explanations and the appropriateness of your design.

You should read **all** parts of the question. You are advised to spend 15 minutes planning your answer.

Total for this question: 30 marks

2 The head teacher of a primary school is concerned about road safety outside the school. She is particularly concerned about the frequency of behaviours such as:

- drivers parking on the zig-zag lines outside school despite this being against the law
- drivers refusing to stop when requested to do so by the school crossing warden
- drivers ignoring the 20 mph speed limit on the road outside the school.

The head teacher wants to investigate:

- actual driver behaviour outside the school
 - reasons why drivers ignore restrictions which aim to protect children.
- (a) Design an observational study to investigate **actual driver behaviour** outside the school. In your answer, you should include justifications for your design decisions. You will be asked about ethical issues in part (c). *(9 marks)*
- (b) Design a study using **either** an interview **or** a questionnaire to investigate why drivers ignore restrictions which aim to protect children. In your answer, you should include justifications for your design decisions. You will be asked about ethical issues in part (c). *(9 marks)*
- (c) Discuss how you would deal with the issue of participants' consent in **each** of the two studies you have designed in your answers to parts (a) and (b). *(6 marks)*
- (d) Select **one** of the studies you have designed in your answers to parts (a) and (b). Explain how the data generated by this study could be analysed. *(6 marks)*

SECTION C: APPROACHES AND APPLICATIONS

Answer **one** question from this section.

You will be assessed on your ability to select relevant principles, concepts, theories and approaches from different areas of psychology, and to apply them to a novel situation. You will also be assessed on your ability to develop an argument, and to organise, present and evaluate material coherently.

You are advised to spend 15 minutes reading the question and planning your answer.

Total for this question: 30 marks

3 Please read the following extract and answer the question below.

THE FREUDIAN UNCONSCIOUS

The idea of the unconscious, particularly as explored so creatively by Sigmund Freud (1856–1939), is probably the most influential great idea in the history of psychology. The unconscious has had fundamental implications for therapy and applied psychology generally, as well as for psychological research, including in clinical, developmental, personality, social, and cognitive areas. More broadly, Freud’s view of the unconscious has fundamentally influenced people in everyday life.

Source: adapted from MOGHADDAM, F.M. (2005)
Great Ideas in Psychology: A Cultural and Historical Introduction, Oxford, Oneworld Publications

Identify and describe a **different** ‘great idea’ in psychology. Justify your choice by explaining why it is a ‘great idea’. You may wish to discuss the contribution made to theory, research **and/or** the way the idea has been applied. (30 marks)

Turn over for the next question

Turn over ►

- 4 Discuss how psychology could be used to explain why some people show more determination than others. (30 marks)
- 5 Please read the following newspaper extract and answer the question below.

TRAIN THEM LIKE RATS:
BOOT CAMPS FOR BADLY BEHAVED TEENAGERS ARE MISTAKING
CONFORMITY FOR EMOTIONAL GROWTH

“Forget sending naughty kids to bed without supper; take them to a remote Utah boot camp for weeks on end instead – it’s far more entertaining!” enthuses Channel 4’s website about Brat Camp. The first series made the top 10 in the 100 Greatest TV Treats in 2004. Now we can watch a new bunch of obstinately disobedient teens, girls this time, exiled in the Utah wilderness. They are given a plastic sheet to withstand freezing nights, meagre rations of muesli, and a hole in the ground as a toilet. And there they will stay until they knuckle under and do what they’re told.

The girls have variously been in trouble with the law, addicted to drugs, or so out of control they have made their parents’ lives a living hell. So they deserve whatever treatment is meted out to them, don’t they?

In recent years we have become impatient with namby-pamby liberal therapies. Behavioural psychology is back in fashion. Never mind working with the causes of distress; just fix the problem by changing behaviour.

America has a \$1bn dollar industry, with up to 14,000 teens a year sent to largely unregulated “tough-love” boarding schools and wilderness programmes. Their speciality is strict discipline, confrontation and exhaust-’em-till-they-break regimes. Incredibly, it is described as emotional growth.

Most destructive and self-destructive adolescent behaviour is a manifestation of rage, usually rooted in unbearable distress. The reason is often a combination of deep-seated family conflicts and environmental pressures. The child may become a scapegoat for the family’s ills. It’s easy to see why such families would send a child into the wilderness. But this is precisely why it’s important that adolescent therapy should involve the family at home.

As for the claim that boot camps produce results, we have always known that fear and coercion instil conformity and obedience.

Source: adapted from ‘Train them like rats’ by CHERRY POTTER, *The Guardian*, 22 February 2006

Describe and evaluate how **two** approaches in psychology might be used to explain ‘out of control’ behaviour in young people. (30 marks)

END OF QUESTIONS

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Question 1(a): © 1993 Peter Stratton and Nicky Hayes.

Question 1(b): © 1990 Hugh Coolican.

Question 5: Cherry Potter is a writer and psychotherapist.