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Paper 01 Applications of Psychology

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General Comments

This was the first time that this exam was sat. The candidates were required to answer all the questions in Section A, Developmental Psychology and all the questions from a choice of two topic areas in Section B. The two topic areas that the candidates were able to choose from in Section B were Criminological and Health. Section A comprises of short-answer questions and two eight-mark extended open-response questions. One eight-mark question focuses on developmental psychology and the other is an eight-mark synoptic question based on developmental psychology and issues from Units 1 and 2. Section B comprises short-answer questions and two eight-mark extended open-response questions.

The candidates in the main attempted all the questions in the two sections, with very few blank responses being seen. However, candidate performance was varied, with a small number achieving marks in level 3 and a larger number achieving marks in level 1. Candidates at level 1 were unable to fully answer the questions either through lack of understanding of the requirements of the question or an inability to apply their knowledge to the command verb.

Knowledge of the theories and studies in this specification by the candidates was varied. It was apparent from the responses read that several centres had prepared their candidates for this exam well whilst others had not. Candidates who lacked familiarity of theories and studies were greatly disadvantaged as shown in their responses which tended to be very generic. One candidate wrote an excellent level 3 answer for an essay question but had written completely about the wrong study. On a positive note they had the skills to achieve a level 3 answer. The essay questions acted as discriminators for the exam paper as the candidates had to respond to command verbs that carried more marks and accessed two out of the three assessment objectives, AO1, AO2 and AO3. They were asked to evaluate and assess, if in their evaluate answer they did not provide a conclusion they were awarded 0 marks. For the assess questions, if they did not make a judgement then again they were awarded 0 marks.

Stimulus material and scenarios were provided in a number of the short answer questions which the candidates were able to link their answers to. Where no links were made and generic answers given the candidates did not respond to the question nor the AO2 and were awarded low marks.

Paper Summary

The following advice is offered to candidates and centre assessors based on the performance of this exam during this series:

Candidates would benefit from knowing what is expected from them in their answers with the different command verbs. Where the command verb 'evaluate' is used in an essay question the candidates are expected to write a conclusion, by doing so they will then be eligible to access the higher levels. For an 'assess' question a judgement needs to be made. In the IAL specification on page 77 a taxonomy of command words is provided. This will provide the candidates with the knowledge of the necessary skills they will be required to use for the individual command words used throughout the exam paper.

With the short answer questions the candidates must ensure that they do not provide additional unnecessary information, for example in the case of the command verb identify. An example demonstrating this is seen in 1a on the next page.

Candidates may find it beneficial to understand which assessment objectives are accessed with a command verb. Where stimulus material or a scenario is used and the question stem refers to it (this is an AO2 question), the candidate must write a suitable response which makes reference to the stimulus or scenario otherwise it will be a generic answer and score no marks.

Comments on Individual Questions:

Section A – Developmental Psychology

Q01a

Question Introduction

The majority of candidates successfully answered this question. Several provided detail about the points rather than just identifying the key point eg Type C. Of those who failed to score marks on this question, this was due to lack of understanding about what the question required. Some wrote detailed information about the behaviours displayed by Hannah and Amelia rather than just the attachment type.

(a) Identify the type of attachment demonstrated by Amelia and Hannah.

(2)

Amelia's type of attachment

Type A, Insecure avoidant as she wasn't stressed and was able to explore independently with out her mother

Hannah's type of attachment

Type C, Insecure resistant, extremely distressed with separation protest and did not explore

This answer gained 2 marks. This candidate identified the type of attachment demonstrated by Amelia and then went on to explain it, which was not required.

Examiner Tip

If the command verb in the question is identify, there is no requirement for the candidate to offer an explanation as well.

Q01b

Question Introduction

A mixed set of responses were seen, with some candidates writing about Amelia's behaviour which was therefore not creditworthy. The reason other candidates did not score maximum marks was that their descriptions were too brief. The most common responses were that Hannah would be difficult to settle or comfort.

(b) Describe the reunion behaviour you would expect Hannah to show on the primary care giver's return.

(2)

Hannah will resist comfort from the caregiver and
will ^{still} seem quite distressed.

This answer was awarded 1 mark for a partial description.

Examiner Tip

The command verb for this question is describe, the candidates are therefore required to give an account of something by developing their statement in response to the scenario.

Q02a

Question Introduction

A number of candidates were able to correctly give a conclusion from the information in the table and were awarded full marks for this question. However, weaker candidates wrote a statement about the results but did not offer an appropriate conclusion, therefore did not gain any marks. The best candidates used the data to reinforce their observations.

(a) Give **one** conclusion that can be drawn from the data in **Table 1**.

(2)

When the child has been paired with someone older to him/her they could solve the mathematical problem even faster as compared to when the five year old child was paired with the same age group.

This candidate was awarded 2 marks for an accurate conclusion. They have used the information available to them in the table by concluding that depending on the pairing depended on how fast the mathematical problem was solved.

(a) Give **one** conclusion that can be drawn from the data in **Table 1**.

(2)

This result shows that five year old children paired with seven year olds have lower means score for time taken to solve the problem, therefore supporting Vigotsky's theory that children learn better with an assistance of more experienced peer or adult.

This candidate was awarded 1 mark as they did not provide an accurate conclusion in their answer.

Examiner Tip

When the question refers to the stimulus material the candidates must ensure their answer includes it.

Q02b

Question Introduction

The candidates were asked to provide a definition of ZPD. A straightforward definition for most candidates however some were misguided in their responses. Of those who failed to score maximum marks for this definition it was due to responses not being developed. Eg "what the maximum work/skill learner can do", rather than elaborating the point to include with help/assistance.

(b) Define what is meant by a zone of proximal development (ZPD).

(1)

It is a concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement of a skilled partner

This answer was awarded 1 mark for a correct definition.

Q02c

Question Introduction

Many candidates struggled with this question as they were unable to provide a justification for using quantitative data. They understood what quantitative data is, providing a definition rather than a reason why it should be used within psychology.

(c) Justify the use of quantitative data in research.

(1)

So it can be compared objectively (without biased interpretation)

This answer was awarded 1 mark as it justifies the use of quantitative data.

(c) Justify the use of quantitative data in research.

(1)

The data is much easier to compare and interpret.

This answer did not gain any marks as the candidate does not rationalise the use of quantitative data in research.

Examiner Tip

When the command verb, justify is used in a question the candidates are required to rationalise a decision or action.

Q02d

Question Introduction

This question provided a challenge for candidates. Most understood a weakness in general but did not link it to the scenario therefore missed out on the AO2 mark. The justification of the weakness was much better and the candidates could acknowledge why. Several candidates left this answer blank.

(d) Explain **one** weakness of Anton's investigation.

(2)

The results could differ due to individual differences of children, therefore ~~the~~^{5 year} olds in condition B could be better at maths than in condition A, thus it is difficult to establish direct link between IV and DV so it may lack internal validity.

This answer was awarded 2 marks. The candidate identifies the weakness, namely no baseline was taken of the children prior to the investigation and provided an explanation why it was important to take a baseline figure before beginning the investigation.

Q03a

Question Introduction

This question was answered well by the majority of candidates, gaining them one mark. They clearly understood the requirements of the question and knew how to work out the mean percentage score to two decimal places.

Examiner Tip

Ensure candidates are competent in the mathematical skills listed in the IAL Psychology Specification on page 67.

Q03b

Question Introduction

In the main, candidates were able to predict the percentage of conservation errors in volume for nine-year-old children as they had worked out the current trend in the data was 19. Therefore, if the percentage of errors for eight-year-olds was 26, then for nine-year-olds it would be $26 - 19 = 7\%$

Q03c

Question Introduction

This question was answered successfully by many of the candidates as they were able to identify an appropriate weakness of using a structured observation, with the top candidates explaining why the weakness was a problem. Some candidates simply put terms into their response ie lacks ecological validity without the elaboration of what ecological validity means. This skill could have been applied to 2d in the context of the scenario.

(c) Explain **one** weakness of using a structured observation.

(2)

The children may be subject to demand characteristics where they only give answers based on what they think David & Powell want to hear in order to please them. This means findings may be inaccurate & invalid as more children may actually be able to conserve in real life than they thought.

This candidate was awarded two marks for the identification of the weakness, demand characteristics, followed by the explanation in their final sentence.

(c) Explain **one** weakness of using a structured observation.

(2)

It is difficult to collect all the data and keep track of it since there are many children taking place in the investigation.

This response was not awarded any marks as the candidate did not identify nor explain a weakness of structured observations.

Examiner Tip

Make sure all points are relevant to the question that has been asked, in this case a weakness of using a structured observation.

Q03d

Question Introduction

The majority of candidates were able to answer this question successfully.

(d) Explain **one** alternative research method used in developmental psychology.

(2)

Ethnographic fieldwork observations. Here children are observed in their natural environments in order to obtain valid results of their developmental levels levels of development. Ecological validity is therefore increased and findings can be generalised to other children with more confidence.

This response was awarded 2 marks. The candidate identifies ethnographic fieldwork observations as an alternative research method (AO1), then proceeds to justify their choice by explaining its ecological validity (AO3).

Q04

Question Introduction

Very few candidates scored above a level two for this essay, they appeared to struggle with the concepts required in the question. They did not respond in an appropriate manner to the command verb in the question, often providing generic statements which led to limited supporting evidence. Where level 2 answers were seen, the conclusions were superficial although the material they referred to was accurate and relevant.

The study most frequently referred to in this essay is Harlow's. Weaker candidates described the study but were unable to evaluate how it could be used as an explanation of attachment, thereby restricting the candidate to a level 1 mark. Stronger candidates used a number of different studies and tried to make them fit into their evaluation of learning theories with limited success.

Examiner's Tip

If the command verb 'evaluate' is used in a question stem, then the candidate needs to ensure that they review the information that they have been asked to evaluate and then to bring it together by writing a conclusion. Without a conclusion present the candidate will not achieve above level 1 marks. There should be a balance of strengths and weaknesses in the AO3, and that any conclusion of judgement is also balanced.

4 Evaluate learning theories as an explanation of attachment.

(8)

Learning theories state that all behaviour are the result of learning.

The classical conditioning theory states that attachment doesn't involve thinking just responding to a stimulus. This is because food (UCS) + caregiver (US) leads to pleasure and happiness (UCR), which will then lead to caregiver being the CS. This is supported by Dollards + Miller's secondary hypothesis which states that primary drives (food) become associated w/ secondary drives (caregiver)-affection. This means that an attachment is formed with the person who feeds the child.

The operant conditioning states that attachment is the result of positive and negative reinforcement. For example if baby cries the mother will feed him and therefore he is likely to repeat the behaviour (positive reinforcement). This also happens the other way around. Crying is an unpleasant behaviour for the mother, i.e. she will keep feeding the baby when he/she cries (negative reinforcement). However, ~~this is challenged by Durkin who said~~ that this is challenged by Harlow's monkeys as they preferred comfort and softness.

(cloth monkey) rather than food (wire monkey). Therefore, learning theories overestimate the effect of food on attachment and is loose validity. Furthermore, the SLT theory states that attachment is learnt through ~~association~~ imitation and modelling. Eg. if a child sees their parents hugging and feel happy, the infant will repeat this behaviour to also be happy (vicarious reinforcement) and ie they will start to be affectionate and an attachment will develop. This means that learning theories are extremely useful for practical application as maybe we can teach parents how to be better so attachments are improved. This is supported by O'Connor who found that an increase in praise, and a reduce in hostility led to an improvement in the sensitiveness of parents.

In conclusion, learning theories as an explanation of attachment are not valid as they don't explain the intensity of love affection in an attachment (Durkin) and are highly challenged by Bowlby. This is because he said that attachment was innate (no learning) and that it aid survival from exposure rather than from starvation, which means that is not all about food (learning theories suggested so)

(Total for Question 4 = 8 marks)

This candidate was awarded 6 marks, a level 3 answer. They have demonstrated accurate knowledge and understanding of a number of learning theories, namely, classical conditioning, Harlow, O'Connor and Bowlby as an explanation of attachment. The candidate has constructed a coherent chain of reasoning which leads to a conclusion. They have a grasp of competing arguments, however their evaluation is imbalanced.

Q05

Question Introduction

This question presented a challenge for the candidates as it became very clear from reading through the responses that there was a distinct lack of knowledge and understanding of cross cultural research into the development of children. This is to say the least surprising as the unit specification includes the classic study by Van IJzendoorn and Kroonenberg (1988) and the contemporary study by Casibba et al. (2013). If either or both of these had been studied to some depth the weaker candidates would have been able to gain more marks on this question. There were limited attempts made by candidates to gain the full marks on offer, as they provided limited responses.

Stronger candidates used the strange situation experiment and provided detailed elaboration of how it can be used to test the cultural basis for attachment. Weaker candidates wrote generically of the way different countries throughout the world raised their children and the type of attachment this subsequently led to. Several candidates correctly used the study by Sagi et al. as evidence against the generalisability of cross cultural research into the development of children.

This essay was poorly attempted not because of poor assessment skills, although these were a contributory factor, but more because of lack of basic knowledge of the two main studies on the subject in the unit specification.

5 Assess the generalisability of cross-cultural research into the development of children.

(8)

Many cross-cultural research has been conducted regarding the development of children. ~~too~~ In Germany, Japan and Israel, research was conducted using the strange situation procedure to clarify attachment types and how this will effect development later on. In both Japan and Israel they found Type C, insecure-resistant and in Germany they found Type A, insecure-avoidant. However, the attachment types may not be due to insensitive parenting as suggested by the strange situation procedure, but the way that children are raised according to the ~~culture~~ culture of each country. Germany places independency upon kids that could be determined as avoidance.

Kroonenburg et al confirmed this hypothesis by performing a meta-analysis. He concluded that the strange situation procedure may not be able to generalize to other cultures!

This candidate was awarded level 1, 1 mark. They have named a couple of studies, the strange situation and Kroonenburg, and referred to studies in Japan, Germany and Israel which hint at their relevance to the question. However, they are weak and just isolated elements of knowledge.

Section B – Option 1; Criminological Psychology

Q06a

Question Introduction

Many candidates were able to state what is meant by the term stress but failed to be awarded any marks as they did not apply it to an eyewitness setting by the use of key word such as crime. The scenario in the question was provided to guide them with their answer.

(a) State what is meant by the term stress in relation to eyewitnesses.

(1)

Eyewitnesses experience stress during the crime as they are in a scary situation and this might ^{reduce} ~~lower~~ their ability to memorize.

This answer was awarded 1 mark. The candidate has linked their response to stress and eyewitnesses which is what they were required to do by the command verb and the question.

Examiner Tip

Candidates need to read the questions carefully and ensure that they answer them in full and not in part.

Q06b

Question Introduction

This question was answered well by the majority of candidates as they used the scenario at the beginning of the question to help them. Weaker candidates failed to contextualise their answers to eyewitness reliability therefore lost marks due to generic responses.

(b) Give **one** reason why the stress experienced by eyewitnesses affects the reliability of their recall.

(1)

When the eyewitness is too aroused during an incident, he is not able to focus on the situation as he is in panic. For instance, weapon focus effect shows that if we see something we can be harmed by we can't focus on the face of the perpetrator. (Total for Question 6 = 2 marks)

One mark was awarded to this candidate for their answer. The candidate has contextualised their answer by making the link between the stress experienced by an eyewitness, in this case that caused by a weapon and the fact that because of this they are unable to focus on the face of perpetrator committing the crime.

Examiner Tip

Practise reading questions and highlighting key words that may provide a link to the answer, using the scenario when present.

Q07a

Question Introduction

This question was answered well by a large number of the candidates, gaining them one mark. They clearly understood the requirements of the question and knew how to work out the range.

Examiner Tip

Ensure candidates are competent in the mathematical skills listed in the IAL Psychology Specification on page 67.

Q07b

Question Introduction

Many candidates were awarded one mark for their answer to this question as they clearly understood the mathematical term and how to work it out. Weaker candidates left this question blank.

Q07c

Question Introduction

Candidates had a mixed rate of success with this question. They were split in terms of those who could use the information provided to them and those who produced generic statements. There was some confusion from candidates about what the data appeared to show as this was not read correctly/accurately.

(c) State **two** effects of the defendants' race on jury decision making that Remi and Aram may have found in their research.

(2)

- 1 If the defendant is other race than our ethnical group we are more keen to convict them and find them guilty since we do not identify with them thus resulting in for instance lack of empathy.
- 2 The defendants racial make-up often influences the jury's decision due to stereotypes created for the particular group, for instance black people are associated with gangs and violence, which changes jury's perception on the case.

This candidate was awarded 2 marks for their answer. They have linked the effects that they have identified to the scenario, the defendant.

(c) State **two** effects of the defendants' race on jury decision making that Remi and Aram may have found in their research.

(2)

1 white ~~convicted~~ and Hispanic jurors are more likely to convict a black offender than other race.

2 Black offenders are more likely to be convicted of drug related crimes than violent crimes

One mark was awarded to this candidate for the first part of their answer. They were awarded no marks for the second part, how do they know black offenders are more likely to be convicted of drug related crimes than violent crimes, this information was not provided in the stimulus material.

Q07d

Question Introduction

Generally candidates were aware of the ethical issues but struggled to implement them in relation to the scenario. The most common responses were about confidentiality and the right to withdraw, however these needed to be developed in terms of the scenario

(d) Explain **two** ethical considerations that Remi and Aram may have considered in their research to study the effect of race on jury decision making.

(4)

- 1 They would have to inform the defendants and the jury that they are looking through their case - to follow the ethical guideline of informed consent. (taking permission)
- 2 They would also have to make sure that they keep the defendants and jurors in the cases they are looking over private - following the guideline of privacy

(Total for Question 7 = 8 marks)

Two A02 marks were awarded to this candidate for their response. They have identified an ethical issue from the stimulus material.

Examiner Tip

Make sure enough points are written to access all the available marks.

(d) Explain **two** ethical considerations that Remi and Aram may have considered in their research to study the effect of race on jury decision making.

on the case.

(4)

- 1 They needed to obtain informed consent from all the participants where ~~the~~ the nature of the study and participant's rights would be explained, for instance right to withdraw any time during the study.
- 2 The participants should be protected from physical and mental harm during the experiment, therefore Remi and Aram should ~~be~~ make sure that the participants are feeling good with the research.

(Total for Question 7 = 8 marks)

This candidate did not gain any marks as they have not developed their response in terms of the scenario.

Q08a

Question Introduction

Candidates struggled with drawing a bar chart. More specifically we saw a number of candidates producing a histogram. Candidates lost marks for axis labels being drawn inaccurately as well as the scale of speed and/or an appropriate title.

Examiner tip

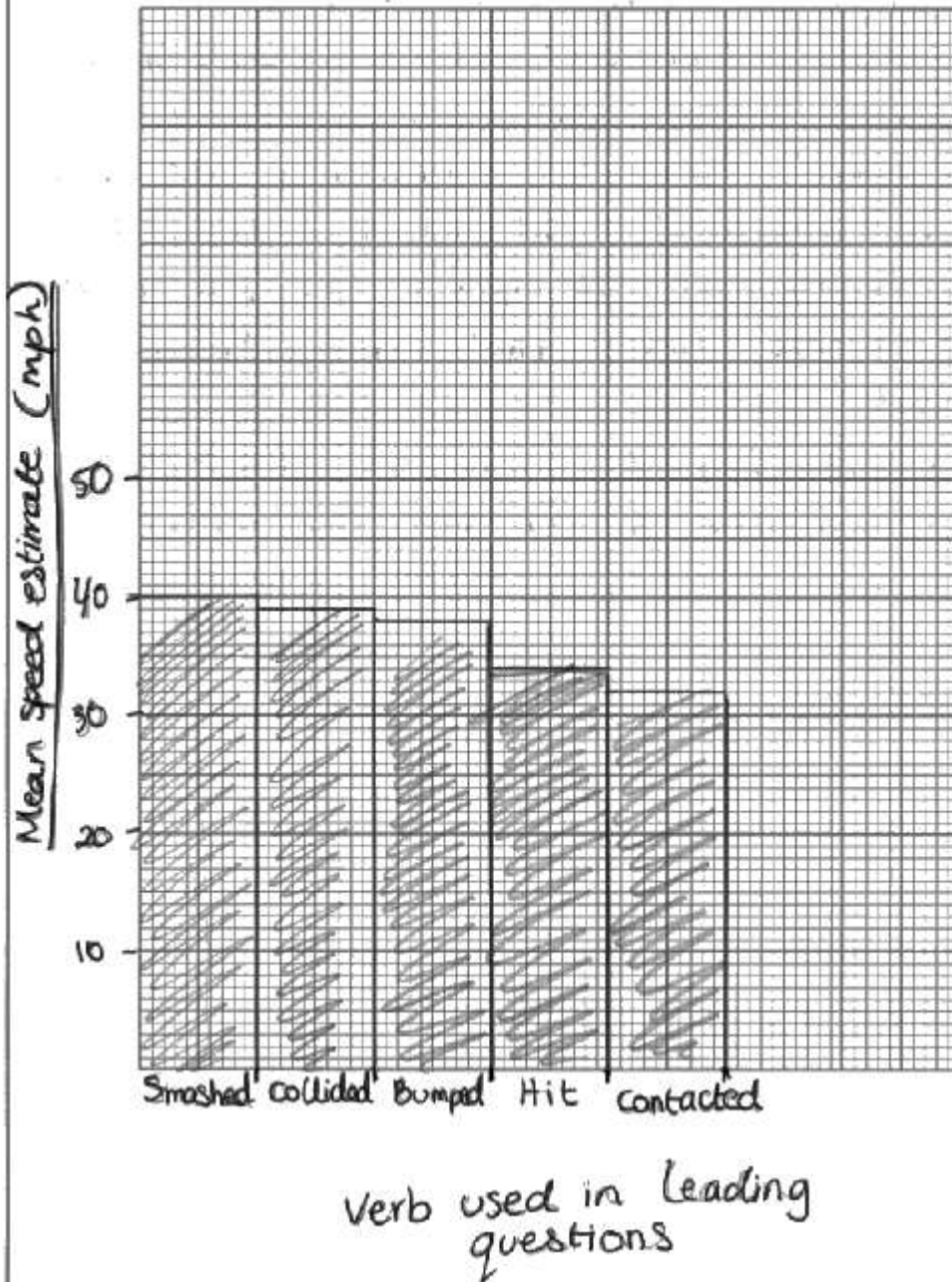
Candidates would benefit from identifying the type of graph they are drawing in addition to fully operationalising their titles. When plotting data candidates must be accurate using the graph paper to ensure they match up the number on the axes to the actual plotted data. In addition, axes should be accurately numbered and labelled.

(a) Draw a bar chart to illustrate the data in Table 4.

(3)

Title

Influence of verbs in estimating mean speed of cars



This response was awarded 2 marks. The candidate has drawn a bar graph and not as requested a bar chart.

Q08b

Question Introduction

Candidates found it very difficult to gain three marks for this question. Most could apply the data and the AO1 identification point however lost marks for justification and amplification of the research.

(b) Loftus and Palmer (1974) concluded from their data in **Table 4** that a change of verb in leading questions could affect eyewitness recall of a car accident.

Explain why Loftus and Palmer (1974) came to this conclusion.

(3)

For each verb eyewitness might have had a schema, ~~in this~~ according to which he estimated the speed. Even if ^{at first} they thought the speed was different, it didn't fit into the schema, so it was changed unconsciously.

One mark was awarded for this response, for A03. The candidate explains how the eyewitnesses might have developed a schema for estimating the speed of the vehicles, justifying why it was changed unconsciously.

(b) Loftus and Palmer (1974) concluded from their data in **Table 4** that a change of verb in leading questions could affect eyewitness recall of a car accident.

Explain why Loftus and Palmer (1974) came to this conclusion.

(3)

Leading questions could change the memories ~~of~~ ^{of} the eyewitness this is because the witness can ~~had~~ ^{reconstruct} it's memory, changing the image ~~of~~ ^{of} the event. In Loftus and Palmer we could see how depending on the verb used the speed of the car given was different. The stronger the verb (smashed) the higher the speed ~~was~~ ^{given} to the car. The speed ~~of~~ ^{of} collided was 39 mph and contacted 32 mph.

(Total for Question 8 = 6 marks)

The candidate was awarded 3 marks for this response, the AO1 is embedded within it.

Q09

Question Introduction

Penrod and Cutler (1989) is the study cited in the WPS03 specification for factors influencing jury decision-making. It is therefore expected that candidates will be very familiar with this study, however, candidates may use any element of conducted research that is relevant to eyewitness expert testimony. Provided they understand its relevance to the criminological psychology option unit, however, this was not seen to be the case as candidates appeared to struggle with it from the responses seen. In particular, limited understanding was demonstrated by candidates at the lower end of the ability range. Some candidates produced responses that were generic and therefore lost marks as they could be applied to any of the studies covered within this section of work.

Once again as with the previous essay, candidates are not addressing the command verb of the question, in this case 'evaluate'. If they did not include a conclusion in their response, then they could not achieve marks above level 1.

This question proved to be a good differentiator of grades.

Examiner Tip

Candidates should ensure that they are familiar with the studies noted in the WPS03 specification, as questions on evaluating them will appear regularly on future exam papers.

Question 09 – comment on example given.

This response gained Level 3 - 5 marks. The candidate is obviously familiar with the Penrod and Cutler study, accurately quoting the number of psychology undergraduate students who took part in it before evaluating the sample. They evaluate the study throughout their response, with a coherent chain of reasoning supported by facts from the study. Their conclusion is imbalanced but worthy of a level 3 mark. However, it should be noted that it is inadvisable to make sweeping statements in a response, for instance, 'students are often lefty and lenient', as this detracts from the candidate's work.

Penrod and Cutler's study is not representative of the whole population as 538 psychology undergraduates were used in the sample. This means that it lacks generalisability as students have better memory because they are used to studying (ie they can remember more accurately what the eye witness says and what the expert testimony says). Furthermore, students are often lazy and lenient so they are likely to give shorter sentences than other people. In addition they have a lot of knowledge about psychology so maybe they already know what things can affect eye witness testimony and that their confidence isn't completely reliable. Therefore we cannot generalise from Penrod and Cutler's.

Furthermore it lacks ecological validity as he showed participants videotaped mock trials, which means that it doesn't completely represent a real situation, which means it lacks credibility as they weren't affected by body language or other factors that can affect juror-decision making in a real court.

However it provided quantitative data ~~as~~ as participants only had to show if the trial resulted in a conviction or not. This means that it was easy to analyse ~~as~~ and that the measures are objective, meaning that Perrod and Cutler's results are valid. (He found that when witness identifying conditions were good and the expert testimony used descriptive language more guilty verdicts were given).

Furthermore, the study has a lot of internal validity as the IV and DV were clearly determined and EV's controlled. Therefore the study shows cause and effect. In addition it is reliable as it can be easily replicated because of its very standardised procedure.

~~In conclusion~~ In conclusion, the study ~~is valid~~ ~~as it~~ has a very good practical application as it shows the importance of the presence of an expert testimony in order to improve the sensitiveness of the jury, and to influence their decision-making in an objective and positive way.

(Total for Question 9 = 8 marks)

Q10

Question Introduction

This is another assess question which presented a challenge for the candidates. Their knowledge and understanding of the role of the media as an influence on anti-social behaviour was lacking. In fact, many students left this response blank or produced a very limited attempt for a key theory on the specification. Very few candidates got above a level 1 for this essay as they were unable to offer a judgement.

Most candidates understood what social learning theory is but were unable to make the link to anti-social behaviour. There were a small minority of candidates who produced a response that was common sense rather than psychological in its design.

Examiner tip

Assess questions require the candidate to make a judgement, ensure they know how to do this.

Question 10 – comment on example given.

The candidate was awarded a level 3, 5 marks. They have explained social learning theory, supporting this with Bandura's study of aggression using the BoBo doll. They further support their argument with Anderson and Dil's study into the reaction of children following the playing of a violent video game. Then as a coherent chain of reasoning the candidate discusses the Charlton et al. study, citing upbringing and manners as more influential on antisocial behaviour. At the end of their essay they make a judgement.

10 Assess the role of the media as the main influence on antisocial behaviour.

(8)

The media contains a lot of violent and aggressive movies and games that can lead to antisocial behaviour.

The social learning theory suggests that ~~the~~ when people observe role models ~~the~~ being aggressive or violent, they will be more likely to immitate it as well. Bandura's study on ~~the~~ making the children watch their role models be aggressive or inaggressive to ~~the~~ the Bobo doll showed that children imitated their role models aggressive behaviour. This shows that ~~violence~~ ~~can~~ media can have a big role in antisocial behaviour as it promotes violence. ~~Adittio~~ Additionally, ~~they~~ many children look ^{to} the media ~~for~~ for role models, therefore they would be more motivated to commit a crime and lead to antisocial behaviour.

The media can influence antisocial behaviour through violent and aggressive video games and movies. Anderson and Dill did a study to test the reactions of children after they played a violent video game. They found that the aggressive video game caused them to be more violent than those who were playing the non violent game. Again this shows that the media can really influence antisocial behaviour. Furthermore, a real life example is of Jamie Bulger who was brutally murdered by two boys who were imitating scenes from the movie child's play. This suggests that movies can also have an impact on children's behaviour.

However, not all children who watch violent movies get influenced that easily by the media. Charlton et al proved this by introducing a TV to a town in which they were not exposed to one. He found that even though children were watching violent video games they did not imitate it. This

(Total for Question 10 = 8 marks)

shows that it may be because of tight controls and manners that control a child's behaviour and not only the media.



Section B – Option 2; Health Psychology

Q011a

Question Introduction

Most candidates were able to identify an appropriate answer to this question.

(a) State what is meant by the term life event in relation to Malcom.

(1)

A dramatic change in life style such as Malcom losing his job.

One mark was awarded to the candidate for this answer. They have used the scenario to identify a life event that has happened to Malcolm and used it to define life event.

Q011b

Question Introduction

There were a small number of candidates who could not identify a suitable response.

(b) State **one** other life event that Malcolm may experience in the future.

(1)

Death of a spouse. Malcolm may marry his girlfriend and then have to re-adjust significantly if she were to die.

The candidate was awarded one mark for this response. They have understood the term life event and using the scenario predicted what Malcolm may experience in his future.

Examiner tip

Care should be taken by candidates to think about the nature of the question and link it to the stem to prevent their answer being identified as generic.

Q012a

Question Introduction

This question was answered well by many of the candidates, gaining them one mark. They clearly understood the requirements of the question and knew how to work out the range.

Examiner Tip

Ensure candidates are competent in the mathematical skills listed in the IAL Psychology Specification on page 67.

Q012b

Question Introduction

In the main candidates were awarded one mark for their answer to this question as they clearly understood the mathematical term modal and how to work it out. Weaker candidates left this question blank.

Q012c

Question Introduction

Candidates who prepared for this option struggled to respond in the nature that the question required, many not using the information provided and observing the trends shown for them.

(c) State **two** effects of social support that Andrew and Samira may have found in their research.

(2)

- 1 An increased sense of self worth - they may find that people who see themselves as being valued by friends & good to have around will decrease their stress.
- 2 Increased sense of security - Andrew may find that people who have friends to support them with guidance & advice whenever they need it buffers the effects of stress.

This response was awarded two marks. The candidate clearly understands social support and have in their answer been able to link it to the stimulus material.

Q012d

Question Introduction

Candidates often just managed to think of one ethical consideration of this data and therefore ignored the general points that the question required. They need to be able to link the scenario in with their response in order to gain the full marks.

(d) Explain **two** ethical considerations that Andrew and Samira may have considered in their research to study the effect of religion as a source of social support.

(4)

1 Andrew & Samira must be sure to provide some sort of compensation to the participants for giving up their time to answer the questionnaires

2 At the end of the questionnaire the participants must be fully debriefed on the purpose of the study & what they will use the results to represent. Participants are given the right to withdraw their data if they wish.

This response was awarded one mark for their A03 statement which is found in the last sentence of their second ethical consideration.

Q013a

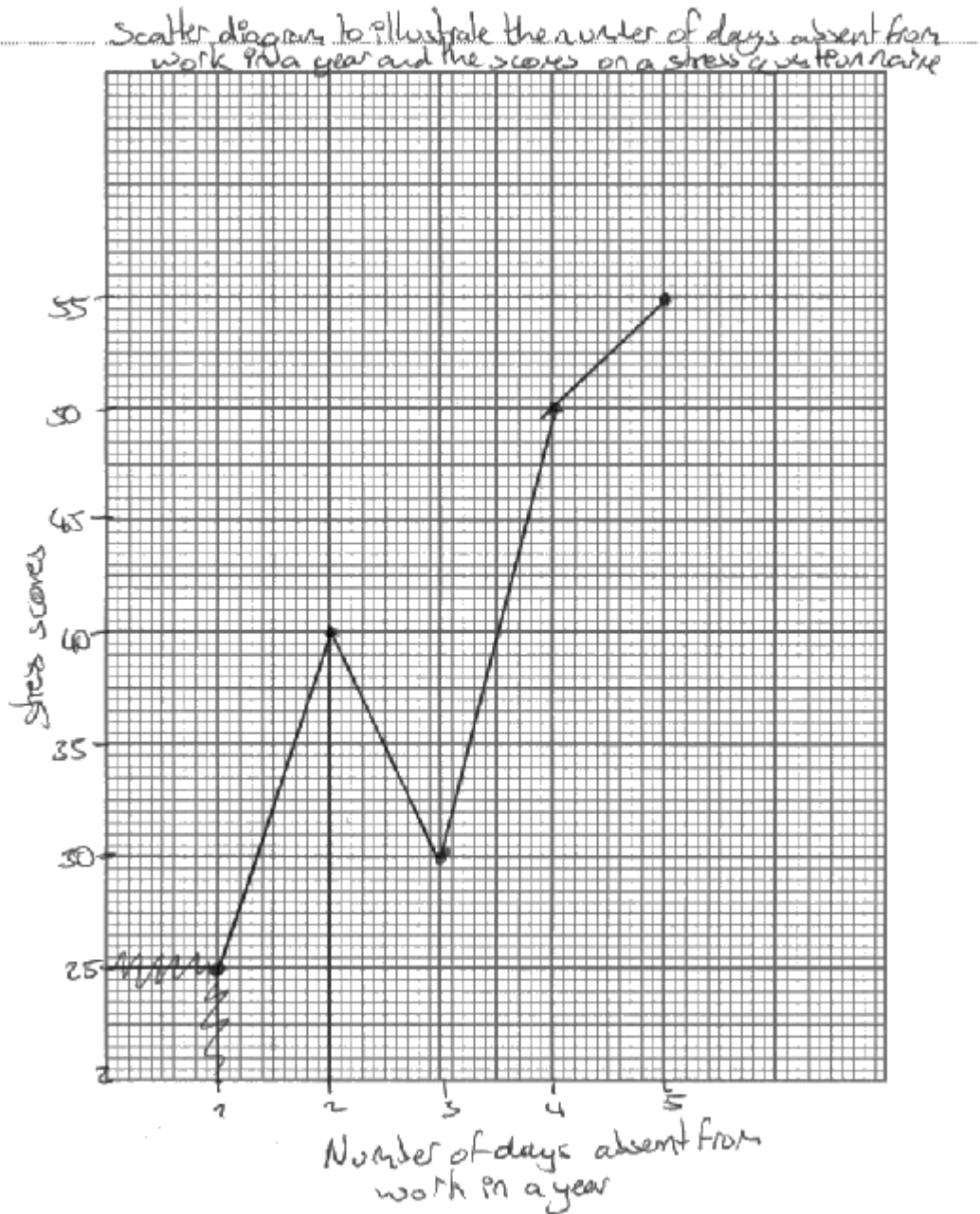
Question Introduction

The candidates struggled with a scatter diagram. Bar charts, line graphs were all chosen to represent the data. The scales of measurements need to be increased in order to go beyond the number of days featured to demonstrate understanding that there are trends that could go beyond the data displayed. Labelling axis continues to be an issue for some candidates and therefore will lead to loss of marks.

(a) Draw a scatter diagram to illustrate the data in **Table 6**.

(3)

Title



This candidate was awarded two marks, one mark for the title and one mark for the axis.

Examiner Tip

Where there are trends that could go beyond the data displayed then the scales of measurements need to be increased.

Q013b

Question Introduction

Candidates were accurate at identifying and applying their knowledge of the data however some struggled in terms of justification of their knowledge.

Explain why Andrew and Samira came to this conclusion.

Andrew and Samira saw that

(3)

There is a positive correlation between stress scores and number of days absent from work, indicating that there is a relationship as having a high stress score means you have high cortisol levels. Which can lead to immunosuppression according to the exhaustion stage of Selye's (GAS) stages. When you get sick you have to take days of work.

This candidate was awarded three marks for their accurate response which they have justified.

Q14

Question Introduction

This essay question was poorly answered by a number of candidates. They appeared to be unsure about CBT as a strategy for anxiety disorders and were therefore unable to evaluate it as a treatment. It was noted that much of the information seen in the essays was common sense and did not answer the demands of the evaluate question. Evidence was however hard to find in some responses, with candidates unable to elaborate on their psychological knowledge. Those candidates who provided a comparison and or conclusions throughout their essay were awarded marks in level 3.

Question 14 – comment on example given.

The candidate was awarded a level 1, 2 marks. They have explained Cognitive Behavioural Therapy (CBT) in their first paragraph. They then describe SIT which is not required and does not support their evaluation of CBT and its treatment for anxiety disorders. In their third paragraph, they discuss the strength of CBT as a treatment for anxiety disorders. They provide a conclusion in their final paragraph, however, it is generic and the supporting evidence that it refers to is limited.

14 Evaluate cognitive behavioural therapy (CBT) as a treatment for anxiety disorders.

(8)

Cognitive behavioural therapy (CBT) is a treatment for anxiety disorders that focuses on the patient's perception of a situation rather than the situation itself. It states that one must change their thought processes in order to interpret situations in ways that make them less stressful. One type of CBT is SIT which consists of 3 steps. The first includes getting to know your own therapist and learning to trust them, as well as revisiting memories of anxiety-inducing situations to analyse negative thought processes. The second step includes learning relaxation techniques and ways to challenge negative thinking. The third step consists of applying the skills learnt to real life situations and staying in contact with the therapist in case the anxiety returns.

~~Avdage et al~~ Nakers and Shirk conducted a study on patients with general anxiety disorder (GAD), to find out if CBT or another therapy, ACT, was more effective. They found that both treatments were equally effective, however, patients in the CBT condition continued to improve post-therapy whereas patients from the ACT condition only maintained their gains from the treatment. This suggests that CBT is a more effective treatment for anxiety disorders, ~~however,~~ as it is more of

a long term solution, ~~however~~ CBT

CBT is also a better solution than medication-based treatments as it lacks side effects that SSRIs and SNRIs both have. It also promotes independence rather than medication which a patient eventually becomes reliant on, for example SSRIs create dependency on them as a source of serotonin.

In conclusion, CBT is an effective treatment for anxiety disorders as it has less side effects than medical treatments and does not ~~provide~~ allow dependency. CBT is also a more long term solution than ACT.

(Total for Question 14 = 8 marks)

Question 15

Question Introduction

Nakonz and Shik (2009) is the contemporary study cited in the WPS03 health specification for religious coping strategies by Philippine migrant workers in Hong Kong. It is therefore expected that candidates will be very familiar with this study and understand its relevance to the health psychology option unit, however, this was not seen to be the case as candidates appeared to struggle with it from the responses seen.

This study lacked detail from a number of candidates, in particular, limited understanding was demonstrated by candidates at the lower end of the ability range, with some confused as to the nature of the study. These candidates produced evaluations that were inaccurate in the context of the research.

Once again as with the previous essay, candidates are not addressing the command verb of the question, in this case 'evaluate'. If they did not include a conclusion in their response, then they could not achieve marks above level 1.

This question proved to be a good differentiator of grades.

Examiner Tip

Candidates should ensure that they are familiar with the studies noted in the WPS03 specification, as questions on evaluating them will appear regularly on future exam papers.

In this study ~~study~~ the aim was to investigate 'Religious coping strategies among migrant Filipinos working in Hong Kong' - the pair wanted to see if the stress from migrating to a different country to make world result in an increased need for religion as a coping strategy. Nakonz, under guise of a student ~~making~~ ^{writing} a research paper, interviewed 20 Filipino women aged 20-40. He asked them about their payment, living conditions and the role of their religion. He also used other ethnographic fieldwork techniques such as observing the women's Sunday services and taking field notes.

He found that most women were under intense stress from their situations - payment was good but their living & working conditions were described as 'mental torture'. However, he observed that religion played a key role in helping these women cope with the stress. ~~Some~~ Some women used religion for emotion-focused coping - using it as a distraction & comfort while others used it as a way to problem-solve. By giving their worries to God & trusting that he had a plan. Nakonz discovered that these women seemed to be simultaneously empowered by these coping mechanisms which supports the idea that stress reduction is embedded in how you choose to cope with it, or how you perceive it.

To evaluate this study we see that firstly, Nakon used a very small sample size of exclusively female, Filipino participants. This lowers the population validity as it does not necessarily reflect how coping mechanisms would work for people of other ethnicities - it's unrepresentative & thus ^{findings} cannot be generalised to everyone.

However, because Nakon used ethnographic fieldwork techniques he was able to gather lots of detailed & in-depth information about the women & their experiences. This gives the study a high Ecological validity as it is more true to life - it wasn't artificial in any way.

(Total for Question 15 = 8 marks)

This candidate response was awarded level 1, 2 marks. They have some knowledge and understanding of the Nakon and Shik study as they provide detail of it, which if they had then evaluated what they had written and provided a conclusion would have placed them in level 2 at least. Their evaluation is found on page 2 of their response, which appears to be a limited attempt at addressing the question using ecological validity, generalisability and population validity. Their conclusion is found at the bottom of page one of the response, it is generic and the supporting evidence limited.

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