



# Psychology

**A Level**

**Psychology**

Unit G543

Exemplar Candidate Work  
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**This resource covers Forensic Psychology and Health and Clinical Psychology. All relevant issues from the June 2014 exam are covered. No new points of principle are apparent from questions on the Psychology of Sport and Exercise or from Psychology of Education.**

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# FORENSIC PSYCHOLOGY, QUESTION 1(a)

## Question 1(a)

How can an upbringing in poverty and disadvantaged neighbourhoods explain criminal behaviour?

[10 marks]

## SAMPLE ANSWER

Upbringing is a social approach to explaining crimes it focuses on the influences of friends, family and society as well as economic situations on behaviour, in particular turning to crime, it also supports the nurture debate.

Research into poverty and disadvantaged neighbours in relation to turning to crime was carried out by Wikstrom and Tafel with the aim of recording the effect of poverty on criminal behaviour, this was a cross sectional study with data collection from interviews with 2000 year 10's in England, the results sound that high frequency offenders committed a high variety of crimes more over offenders who victimised were often victimised themselves, the same is true for violent offenders and that crime was committed due to individual differences and social position, it was concluded that poverty did have an effect on criminal behaviour and that there were 3 types of criminal behaviour, propensity induced (the trait of an individual), lifestyle dependant (extrinsic rewards) and the situation was responsible.

This research can be used to determine which areas of a nation may provide the conditions for people to turn to crime, such as Robert Thompson and Jon Venables, and so preventative techniques could be used in poverty areas where people are victimised to reduce individuals turning to crime.

**Mark/band** - 3/10 (3rd band)

## COMMENTARY

There is relevant information but it is never used as a direct response to the question asked. Having read the answer, I cannot explain criminal behaviour by poverty or disadvantaged neighbourhoods, though I know something about them now. The mark scheme suggests third band will be superficial, using accurate or appropriate material but not to effectively address the question.

### What the candidate did well

The relevant area of psychology has been identified and accurate knowledge has been demonstrated.

### How the answer could be improved

The candidate fails to apply the psychology directly to the question, therefore they are not specifically addressing the requirements of the question. If this had been done, alongside the good knowledge demonstrated, the mark would have improved significantly.

# FORENSIC PSYCHOLOGY, QUESTION 1(a)

## Question 1(a)

How can an upbringing in poverty and disadvantaged neighbourhoods explain criminal behaviour?

[10 marks]

## SAMPLE ANSWER

Wikstrom and Tafel looked into how upbringing could explain or lead to criminal behavior, and especially focused on how poverty and disadvantaged neighbourhoods could explain criminal behavior.

By using a sample of 14-15 year olds from 13 state schools in the Peterborough area, Wikstrom and Tafel aimed to investigate how poverty, disadvantage and substance abuse affected criminal behavior. There is a link between these three factors as disadvantaged neighbourhoods tend to have a lot of poverty due to low employment prospects and income inequality which then leads to substance abuse which is common in disadvantaged areas as a number of the population use it as a means to escape. Since substance abuse is illegal, the obtaining of a substance and its use can be considered as criminal behavior. For Wikstrom and Tafel they interviewed their participants, asking them about their 'activities', which they would have logged or recorded prior to the interview. Besides this they were given questionnaires.

**Mark/band** - 8/10 (2nd band)

## COMMENTARY

Although the answer lacks detail, there is an accurate response to the question. Knowledge is used to draw out aspects of the research, which are relevant to directly addressing the question. Furthermore, there is an attempt to present how these work in explaining criminal behaviour. No marks are lost where irrelevant aspects have been pursued.

### What the candidate did well

Generally accurate with some detail and selection. The candidate has used their knowledge effectively, selecting out relevant detail, to directly address question.

### How the answer could be improved

The answer has drifted too much into substance abuse. That degree of following-through with a more specific focus on poverty and/or disadvantaged neighbourhoods may have pushed the mark into top band.

### General performance on the question

The candidates demonstrated a good grasp of the key studies reporting Farrington, Wikstrom and Tafel. The best candidates effectively responded to the 'how' command highlighting that upbringing didn't necessarily cause criminality, but it did provide exposure to risk factors, more so for those from impoverished and disadvantaged backgrounds.

# FORENSIC PSYCHOLOGY, QUESTION 1(b)

## Question 1(b)

Evaluate the methodology used to investigate upbringing as an explanation of crime.

[15 marks]

## SAMPLE ANSWER

A problem with the methodology when investigating upbringing is that it is sometimes theory-based. In Sutherland's study he came up with 9 points of behaviour being learnt but his theory wasn't backed up with evidence so in fact the theory itself hasn't been tested so the explanation could be a problem.

Farrington's study was good methodology because it was cross sectional. This means he got his participants from different places so it wasn't ethnocentric. This is good as it gives the study better generalisability to different areas and children.

The explanations for upbringing are good because they are holistic. In Farrington's study he looked at different aspects of the boys' lives - their background, school, family life. So he didn't focus his study on one aspect. But then you could argue that Sutherland's study was very reductionist as he only looked at the social aspect, that every criminal behaviour is learnt.

In conclusion the upbringing explanation for criminal behaviour, doesn't have very good methodology as they only really do research and theory. There isn't much field experiences or observations to actually observe the behaviour.

**Mark/band** - 5/15 (3rd band)

## COMMENTARY

It is uncertain whether this candidate addresses methodology, although some points made, if extended, could show some insight. So where bottom band could be a possibility, it is important as a marker to reserve this judgement and apply positive marking. Hence, the seeds of a reasonable response exist but it remains very superficial, so a lower third band mark is applied.

### What the candidate did well

The answer includes some well-expressed evaluative points which could, if extended, be applied to a good answer.

### How the answer could be improved

An unconvincing evaluative answer. Further clarity and qualification of the points need to be made.

# FORENSIC PSYCHOLOGY, QUESTION 1(b)

## Question 1(b)

Evaluate the methodology used to investigate upbringing as an explanation of crime.

[15 marks]

## SAMPLE ANSWER

Criminal behaviour can be explained by the upbringing of offenders. This would include all the social / environmental / nurture elements of the offenders life.

The way in which upbringing is generally tested is by using self report - methods, for example Wikistrom and Tajfel used interviews on their participants; asking them about their activities. The use of interviews is a good method, especially if it is semi-structured as it allows for the participants to elaborate and gives the researcher some room to ask follow-up questions whilst still maintaining some structure and control. However the answers that the participants respond with can be socially desirable. Since the participants are asked about not only their neighbourhood but whether of they are aware or engage in any criminal activity, the participants may lie. This could also be applied to Farrington's study; both studies used teenagers who may feel compelled to give what they deem as the right answers, because of external social pressure. For example some participants may engage in criminal behaviour but are aware that it is wrong and illegal.

Since upbringing spans a long period of time, when studying whether it as cause for criminal behaviour, research needs to be longitudinal. This allows for the researcher to determine that the upbringing of the offender is constant and may allow for the conclusion that it is the only explanation for criminal behaviour. Otherwise if research is only carried out during one period in the participants life or it only considers a snapshot of behaviours then the results aren't reliable. It cannot be determined if participants are in the same environment with the same social pressures for the duration of their upbringing - For example in Wikistrom and Tajfel's study they considered teenagers from Peterborough. However if one of those participants only moved to Peter borough recently then can it still be considered that their upbringing was as affected by the social pressures in that area?

Farrington carried out a longitudinal study, which lasted for years, therefore this study takes into account differing environments by following up with its participants.

A strength of the methods used to investigate upbringing is that the results collected are high in qualitative data. Both Farrington and Wikistrom collected qualitative data with the use of interviews, and since the interviews were recorded – researchers can refer back to them and make new interpretations and continuous analysis. The use of questionnaires in both studies also provides the same type of data. However qualitative data is subjective. Interpretations aren't fact and different researchers will have their own opinions and come up with their own conclusions. Therefore the extent that upbringing can explain criminal behaviour is limited. Overall the methodology used to investigate upbringing provides rich-in-detail data but its reliability is low - The face validity however is high as appropriate self report methods are used on participants to test out the researchers aims. The use of interviews in Farrington's study allowed for him to document the start, duration and ending of the criminal career of offenders.

**Mark/band** - 13/15 (Top band)

## COMMENTARY

The point of evaluation is clearly identified and outlined, with some detail added. There is clear consideration as well as extension, such as clear and legitimate comparison. Other tangential evaluative comment is appropriately included. The "However..." type of continuation also shows higher level evaluation. Although, in other parts, the answer becomes somewhat descriptive, or lacks extension, and loses some of its balance. However, there is a good selection of relevant areas.

### **What the candidate did well**

The answer reaches levels suggesting top band, in parts. A good selection of a range of evaluative points, these are clearly identified, contextualised and have been extended

### **How the answer could be improved**

Although a top band answer, a more consistent approach could be offered, as the top band levels of response are not present throughout the answer.

### **General performance on the question**

Most candidates demonstrated a good grasp of the main points with some more able to make clear precise points than others. A few candidates confused the longitudinal and cross sectional methods and not everyone acknowledged the attrition issue with longitudinal studies. Some made reference to the objectivity of official records. Furthermore, only a few though mentioned ethical considerations, this was somewhat of a surprise as this could be quite an interesting topic to discuss..



# FORENSIC PSYCHOLOGY, QUESTION 2(a)

## Question 2(a)

Describe the use of the cognitive interview technique when interviewing witnesses.

[10 marks]

## SAMPLE ANSWER

Interviewing witnesses is an important part of making a case because by getting data from people who were at an incident can provide much detail to what happened, useable in a court room. Research by Loftus + Palmer has shown the effect of leading questions on memory so it is important to get as much correct information from a witness as possible.

Fisher undertook a study to give a field test of the cognitive interview with the aim to gather evidence in support of it the CI is a technique to objectively ask questions with subjective answers. 16 detectives were used in this study and asked to record standardised interviews with witnesses. Then the groups were split into two with 7 detectives given CI training. More interviews were recorded and it was found that the trained group acquired around 40% more information than before and around 60% more information than the other group. It was concluded that this evidence strongly supported the use of CI in the field.

In a real life setting using the CI on witnesses could mean that witnesses give similar objective results which would mean that witness testimonies will be more influential when making a case.

**Mark/band** -2/10 (Bottom band)

## COMMENTARY

The Cognitive Interview (CI) technique has not been specifically described, but some cognition is mentioned. Also, effectiveness was mentioned as part of a study, but it did not contain a description of the CI, which was the requirement of the question.

### What the candidate did well

Some points were related to the question, however this was largely incidental.

### How the answer could be improved

This was a poor response, as the question was not answered, although some cognitive aspects were mentioned. So a flawed response but with some creditworthy material. By describing the CI, as the question requested further credit would be gained.

# FORENSIC PSYCHOLOGY, QUESTION 2(a)

## Question 2(a)

Describe the use of the cognitive interview technique when interviewing witnesses.

[10 marks]

## SAMPLE ANSWER

The cognitive interview follows a series of phases in order to get the witness remember as much as they can about the crime that they saw. First, the participant is made to feel relaxed and not 'on trial'. During the context reinstatement phase, the witness is asked to remember as much as they can about the event including details such as the weather, what they were wearing and their emotional state at the time of witnessing the crime. The witness is asked to report absolutely everything they remember, no matter how trivial it may seem as even the most minor detail may be important. In another step of the cognitive interview, the witness is asked to change the order by starting recalling the events, for example, in reverse or even starting at the most memorable point. In order to reduce the effect of personal schemas of the recall of the events, the participant can be asked to imagine witnessing the event from another witnesses perspective. The interviewer lets the witness lead the interview, only asking questions to clarify a detail or to get the witness to elaborate on an observation. This has been proved an effective interview technique in Fisher's study with 16 detectives from the Dade county police robbery division. After recording 88 interviews (mostly of bag snatches) over 4 months, 7 of the detectives were trained in cognitive interview techniques and interviews from both groups were then recorded and analysed by a team at the University of California who were blind to the conditions. After training the 7 detectives were able to obtain 47% more information than before they were trained and 63% more information than those detectives who hadn't been trained and this only took a minimal amount of more time. This shows that the cognitive interview technique can be used to gather more information than by using a standard interview technique.

**Mark/band** -9/10 (Top band)

## COMMENTARY

Cognitive Interview (CI) is covered as part of the outline, with some good detail and some broader comments. These constitute 'elaborated description' (see generic mark scheme, top band). Greater clarity/detail in delineation of stages of CI would have seen a mark of 10/10.

### What the candidate did well

A very good response, with direct and explicit response to the question, with evidence of top band features. The CI was clearly described, which many candidates did not do. Elaboration was evident in the description, which went beyond stating the stages, but said why, how or what they hoped to achieve.

**How the answer could be improved**

The final 9 lines of the answer were not a description. Positive marking means no marks were deducted, but time was wasted on this. The answer could have been further improved with clearer detail of the stages of the CI.

**General performance on the question**

Candidates seemed to have good knowledge of the Cognitive Interview (CI), but there was variability in terms of ability to describe the stages. Many candidates were more comfortable describing the research where the CI had been used, therefore not always directly addressing the question, but this often still provided some relevant information.

# FORENSIC PSYCHOLOGY, QUESTION 2(b)

## Question 2(b)

Discuss the ecological validity of research into interviewing witnesses.

[10 marks]

## SAMPLE ANSWER

Research into interviewing witnesses has been done by Bruce, Loftus and Fisher who all analysed how to improve interviewing witnesses and what may hinder their recollection of the offence.

Bruce's study can be said to be low in ecological validity due to the fact that some of the photofits were celebrities and also due to the variety of the types of image. It is highly unlikely that in a real witness interview you would have images readily available to pick a suspect from, instead the witness's memory would be used to construct an offender's image. On top of this, the image may not be easy to identify or create due to the emotional response involved in witnessing a crime which could impact the successful recall of internal and / or external features.

Similarly, Loftus' study into weapon focus lacked ecological validity due to the fact that video clips were used to show the crime. Although the results proved that eye fixation was predominantly on the weapon, it is likely to be even more fixated on the weapon in a real life situation. Therefore similar to Bruce's study, the emotional impact on the witness would not be as strong and so the results would differ from that of a real life situation which involved a weapon and the individual's life.

Finally, Fishers study included ecological validity in the fact that the offences were real and the interviews were conducted in a police station by trained police officers which makes the reality of the situation high and...

**Mark/band** -12/15 (Top band)

## COMMENTARY

A straight forward response with accurate reference to Ecological Validity (EV), which is well contextualised. This response moves into top band as it provides legitimate comparisons of EV in different contexts. This is one of the ways of 'going beyond' a band two answer. Although these comparisons could be more convincing and/or in depth, or better developed, their presence means the answer does enough for a top band mark. In the mark scheme, the top band mark descriptor reads "Development/elaboration could be achieved, for example, by ..... a comparison of different studies in relation to ecological validity". This is precisely what the candidate has done in this answer.

### What the candidate did well

Accurate evaluative points in reference to Ecological Validity which, in a straight-forward and clear way addressed the demands of the question. By making legitimate comparisons, the candidate demonstrated the skills that suggest a top band mark.

**How the answer could be improved**

Although comparisons are evident, these could have been better developed or more thoroughly pursued.

**General performance on the question**

The majority of candidates responded well to the question focusing on Ecological Validity and not confusing this with other forms of validity. However, there was much variability in their ability to focus on the specific factors that contribute to EV e.g. Emotion and study design. However, overall responses were of a good standard.

# FORENSIC PSYCHOLOGY, QUESTION 3(a)

## Question 3(a)

Describe a cognitive skills programme used with offenders.

[10 marks]

## SAMPLE ANSWER

A cognitive skills programme which may be used with offenders is reasoning and rehabilitation. This programme may be used in prisons with criminals. This is most useful with violent offenders as it teaches ways to reason anger and also teaches ways to effectively resolve such emotion without violence, rehabilitating the offender. This cognitive skills programme was investigated by Cann who tested effectiveness of cognitive skills programmes on female offenders, currently imprisoned. He tested the reasoning and rehabilitation programme alongside the enhanced thinking skills programme, in order to evaluate their effectiveness: in that he proposed to deliver the treatment to offenders over a course of time. However due to inconsistent delivery of treatment the results of this study were highly inconclusive with no difference found in the effectiveness of either treatment, and no positive behavioural changes observed in offenders either, through insight of their wellbeing through wellbeing.

**Mark/band** -2/10 (Bottom band)

## COMMENTARY

This is an unfortunate situation, the student clearly has good knowledge and understanding of psychology, but the answer does not engage with the question and therefore receives little credit. The candidate correctly identifies a cognitive skills programme (in fact, they name two) but fails to present any description of it. No cognitive aspect of the programme has been described. Mentioning some cognitive features, even if not describing a programme, may have taken the response into third band.

### What the candidate did well

They have named a cognitive skills programme. Maybe the phrase 'teaching ways to reason anger' has some merit.

### How the answer could be improved

Failed to engage with the demands of the question. There is no description of cognitive skills described. There is some knowledge, but nothing to suggest a mark above bottom band. It is suggested that the answer should include the following:

Describe cognitive skills, or even one cognitive skill.

Describe features of the named programme.

Describe a programme.

No need to discuss effectiveness against another programme when the question asks for description of a programme.

**General performance on the question**

Better candidates responded to the describe part of the question whilst many discussed the utility of cognitive skills training (CST) with offenders. Too few really focused on the question and described a specific programme in detail including modules and course content etc. However, candidates did tend to grasp why CST is used with offenders.

# FORENSIC PSYCHOLOGY, QUESTION 3(b)

## Question 3(b)

Assess the usefulness of offender treatment programmes.

[15 marks]

## SAMPLE ANSWER

A strength of the usefulness of offender treatment programmes is that it can lead to further research. This is because there is evidence to show that they can prevent offenders from reoffending. For example, in Ireland's study into whether anger management classes can change an offender they found that the offenders who took part in the classes reduced their drug taking afterwards. This is a strength because this gives other researchers the evidence they need to be able to conduct further research. However, the research does lack control and so extraneous variables can have an effect on the results. Therefore, a strength of the usefulness of offender treatment programmes is that it can lead to further research.

A weakness of the usefulness of offender treatment programmes is that they may not produce valid results. This is because there may not be enough control in the experiments. For example, in Cann's study into how cognitive brain therapy can be used to treat offenders it was concluded that cognitive brain therapy didn't have an effect on the offenders at all. This is a weakness because it means that no valid results are produced. However, this could still lead to further research. Therefore, a weakness into the usefulness of offender treatment programmes is that they lack control, and so may not produce any valid results.

Another strength of the usefulness of offender treatment programmes is that they may be easily replicated. For example, Wheatley's research into acupuncture as a form of offender treatment was practical, and so it could be easily replicated. This is a strength because it means that more results could be obtained. However, it may cost a lot of money to train people in performing acupuncture. Therefore a strength of the usefulness of offender treatment programmes is that they can be easily replicated and so they are high in external reliability.

**Mark/band** - 0/15 (Bottom band)

## COMMENTARY

The question is about usefulness of offender treatment programmes themselves, not the research around them. Sadly, this candidate talks only of the studies, not the programmes. There could be a cross-over between the two, even incidentally, unfortunately this candidate evaluates the usefulness of using controls, collecting valid results and internal validity linked to replication, which are all methodological referring to research only. There is not even a superficial link or general statement about the programmes themselves. So the candidate cannot even be credited at the lowest level as the mark scheme suggests "A weak attempt to address the question or a highly superficial "this is useful and so is that...." type response would constitute an answer in the bottom (1-3) band", which was not achieved. Therefore no marks are awarded.

### What the candidate did well

No marks are awarded as they do not address the question, however there is some good knowledge and use of expression.



**How the answer could be improved**

By addressing usefulness of the offender programmes themselves and not only about research methodology.

**General performance on the question**

The responses for this question were less focused, so whilst many candidates were able to describe a few types of offender treatment programme, an exploration of the various factors that would indicate usefulness was less forthcoming.

# FORENSIC PSYCHOLOGY, QUESTION 4(a)

## Question 4(a)

Outline research into "Looking Deathworthy".

[10 marks]

## SAMPLE ANSWER

Research into "looking deathworthy" was done by Eberhardt in the American city of Philadelphia. Eberhardt aimed to prove his hypothesis that those offenders with the more stereotypically black features such as wide nose and big lips would be more likely to be given the death sentence for their crimes. Eberhardt conducted an experiment where 10 raters (mostly white) were shown 44 pictures of black men who had committed the crime of murder where the victim was white. The raters were shown pictures of these criminals that were black and white and were asked to rate how stereotypically black they thought their features on a scale of one to four.

Eberhardt found that those criminals who were rated a shaving the most stereotypically black features were much more likely to receive the death sentence for their crimes. Eberhardt was able to conclude that in certain states with the USA there is evidence to suggest an element of racism in the conviction of criminals. He also concluded that the reason for this is because the more southern states had a strong history of racism and this could still affect the justice system to this day.

**Mark/band** - 6/10 (Second band)

## COMMENTARY

The response is generally accurate and specific to the question, but lacks detail. This is particularly the case for the outcome, where the accuracy of the response also drifts as well.

### What the candidate did well

There clear evidence of good knowledge of the study, particularly the method used. With relevant description in response to question posed.

### How the answer could be improved

More detail, and at times accuracy would improve the response. Most specifically, inclusion of further detail of the findings and more accurate conclusions which can be drawn.

# FORENSIC PSYCHOLOGY, QUESTION 4(a)

## Question 4(a)

Outline research into "Looking Deathworthy".

[10 marks]

## SAMPLE ANSWER

Research into "looking deathworthy" was conducted by Eberhardt. She looked at death eligible cases in Philadelphia. She found 44 cases where a black man had murdered a white man. Eberhardt asked 51 naïve raters to rate how stereotypically black their features were on a scale of 1 to 11, with 11 being the most stereotypically black. It was found that the males who had the highest ratings for most stereotypically black features were 57.5% more likely to receive the death penalty than less stereotypically black who were only 24.4% likely to receive the death penalty. This study is deterministic because you have no free will over what you look like and it could have huge affects to someones life.

**Mark/band** - 9/10 (Top band)

## COMMENTARY

The answer demonstrates good use of terminology, good knowledge of the study with attention to detail, so that the research was clearly explained. There was some extension into understanding, mainly in phraseology, but this could have been exploited more for full marks.

### What the candidate did well

A thorough response with knowledge which was well expressed and the use of terminology was effective which suggested good understanding.

### How the answer could be improved

Evidence of extended detail or understanding could have been clearer, and evaluative comment at the end was unnecessary. Specifically comments about determinism were far from impressive, and not relevant in a response to an 'outline...' question, therefore this could be omitted.

### General performance on the question

The majority of candidates were able to provide a good description of the Eberhardt study, however few referred to any additional evidence e.g. Antonio. The key outcomes of the study were documented frequently but many candidates did not describe specific details which constitute 'Looking Deathworthy'.

# FORENSIC PSYCHOLOGY, QUESTION 4(b)

## Question 4(b)

Assess the validity of research into alternatives to imprisonment.

[15 marks]

## SAMPLE ANSWER

There are around 80,000 people in prison in the UK today. To stop overcrowding, there has to be alternatives to prison. Prison is a psychological damaging place which should only be used if necessary. One of the alternatives is probation. In the UK there is around 200,000 individuals who are under 1 of 4 types of probation. Probation has special targets unique to the individual which if are not met then there is serious consequences and could be returned to prison. Validity of research to the alternatives to prison is neither good nor bad. A study about probation showed that by being on probation has stopped 70% of the offenders reoffending, as they have a probation officer to talk to and support them. There was also a control group which resulted by not being on probation only 39% would stop reoffending. The validity is effected as even though statistics are involved, it only counts recidivism rates so we don't know exactly who offended and why and therefore isn't particularly valid. Another alternative to imprisonment is the death penalty. Validity could be affected greatly on this topic. Because of the person being executed, there is no first hand account of how they feel. There is witness accounts which could involve social desirability about if they feel one way but are afraid to show it or if they say something they don't believe in to for in with

**Mark/band** - 5/15 (Third band)

## COMMENTARY

Unfortunately, only the last six lines are relevant and creditworthy. No points are well made neither is a clear statement about validity. However, alternatives are correctly identified, there is reference to research in general (though none is specified) and there is an attempt to address the validity of the research (e.g. social desirability, lack of first-hand accounts) but this is very limited.

### What the candidate did well

Good identification of relevant areas of research and an attempt to directly identify points of validity has been made.

### How the answer could be improved

Specifying research, for a higher band, explicit reference to research may have helped; validity was addressed but in a very limited way. Being clearer and expanding on when identifying the validity - for example, in what way is "no first-hand account of how they feel" a challenge to validity. Whereas this is not wrong or flawed, it is very limited as it stands.

# FORENSIC PSYCHOLOGY, QUESTION 4(b)

## Question 4(b)

Assess the validity of research into alternatives to imprisonment.

[15 marks]

## SAMPLE ANSWER

Research into alternatives to imprisonment can involve probation, restorative justice, and the death penalty. All of which are meant to keep offenders out of prison. Research into these alternatives is arguably often high in validity, as the majority of research is only possible on real prisoners, for example you couldn't research the effects of restorative justice on a fake prisoner because a large focus of restorative justice is getting the prisoner to realise how what they did negatively affected the victim – so it relies on emotional context which would not be applicable to a staged study. However, Similarly for research into probation, staged prisoners would not actually have committed a crime and / or have the threat of being sent to prison for poor behaviour attached to it, so would lack the emotional context. So research is arguably valid with use of real prisoners as participants. However, research into alternatives to imprisonment, particularly probation and restorative justice usually rely on self-report data from participants i.e. offenders on restorative justice / probation programmes and, as a result, data collected could suffer loss of validity due to extraneous variables such as social desirability bias or demand characteristics. For example, the participants are usually prisoners, so when reporting whether their alternatives to imprisonment have been a positive thing, participants may be more likely to say the programme has had a positive influence on them if they believe it may help them be released from the sentence earlier. For example, a prisoner on a restorative justice program will be more likely to say they regret the crime more after it if they believe admitting regret will show them in a positive light. Also, studies such as ones into the benefits of probation are less likely to attract participants who have had poor experiences of probation, so results may be biased. Also even in the case of research into the death penalty, participants may have feared appearing racist by labelling someone as having stereotypically black features. so may have answered falsely.

In conclusion, research into alternatives to imprisonment has good potential for high validity because of the nature of the research generally being field experiments using real prisoners. However, because of the sensitive nature of the research it may be subject to SDB or demand characteristics reducing validity.

**Mark/band** - 12/15 (Top band)

## COMMENTARY

Some examples of evaluation points are clearly made, contextualised and with some extension, mainly through simple but legitimate comparison. Along with the subtlety of not talking in absolutes such as "arguably high in validity", this suggests top band despite not quite achieving the depth of understanding desirable for the top band. Band two, the next band down, is for relevant issues which lack development. Positive marking clearly indicates that we would not go down to this mark band, therefore the bottom of the top band is most appropriate.

**What the candidate did well**

There is a real understanding of validity and of content beyond what has simply been learned e.g. Restorative Justice is about an offender coming to realise what they have done, only possible with the emotional context of an actual offender. The same point is then explicitly compared to probation. Furthermore, self-report is explicitly linked to validity through demand characteristics and social desirability, with accurate examples and contexts. Overall, this is a highly competent answer with some features of top band, which is superior to answers found in the band below.

**How the answer could be improved**

There is a limited range of points. The answer also drifts into general evaluation points which could as easily be about other issues beyond validity, more precise reference to validity is therefore preferable. Development is present within the answer, but it generally lacks depth and extension or elaboration.

**General performance on the question**

Candidates responded well to this question describing Restorative Justice, probation and the death penalty all as viable alternatives. The ability of the candidates to consider the validity of the research however varied more widely. The majority of candidates did however tend to remain focused on considering the validity of the research, rather than the usefulness of the alternatives.

# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 5(a)

### Question 5(a)

How can media campaigns be used to promote healthy behaviour?

[10 marks]

## SAMPLE ANSWER

Media campaigns can be used successfully as a means of promoting healthy behaviours as they can be used to try and encourage people to change a behaviour to a more healthy one. Media campaigns can take several forms, such as using shock tactics, as is the case with many anti-smoking 'Quick Quit' campaigns. Media campaign can also use the idea that behaviours can be changed easily, and that small steps can be taken to improve public health, these media campaigns often use the principle of self-efficacy. An example of research which was carried out into the effectiveness of media campaigns was Cowpe's study into the effectiveness of adverts showing the dangers of chip-pan fires. Cowpe's study took place over several years, when the campaign was being shown in many regions of the UK on TV. The commercials were 60 seconds long, one of which focused on the dangers of 'overfilling' the chip-pan. Harlech, Tyne Tees and Grenada, were regions involved in the study. Cowpe used official fire brigade statistics to measure the effectiveness of the media campaign on reducing chip-pan fires. As the commercial was not show in all areas of the UK, the effectiveness of the campaign could be identified by comparing it with the statistics of those that had not been exposed to the commercial. It was found that in areas where there was an overlap of TV regions, and participants were excessively exposed to the chip-pan fire campaign, the message was less effective. It can be said that media campaigns can be used to promote healthy behaviour as they can be used to shock the public or to educate them into changing their behaviour

**Mark/band** - 8/10 (Second band)

## COMMENTARY

The answer begins with a good attempt to show a broad, non-specific understanding of the question, implying at least a second band response. It then leads onto a descriptive account of a study, and the effectiveness of a TV campaign, but never quite addresses explicitly how it is used to promote healthy behaviour, although this is implied (see mark scheme second band). The detail is good, but is not related to answering the question. The final sentence attempts to rectify this but there is a lack of continuity from (reference to) the rest of the answer, although again this is implied.

### What the candidate did well

A relevant study is included, with a good level of detail. An attempt has been made to 'top and tail' their answer in order to use the study and its detail to answer the question.

**How the answer could be improved**

The 'top and tail' was not convincing in terms of answering the "how" component of the question. The answer read as:

Paragraph 1: Broad comments on media campaigns

Paragraph 2: An account on a study about a media campaign, but details which show effectiveness rather than to exemplify how media campaigns promote healthy behaviours. Therefore, the how component of the question is clearly implied but not explicitly addressed, as would be required for a top band answer.

Paragraph 3: An attempt to salvage this by saying they shock or educate - this is good as a general comment (second band). A phrase saying how Cowpe's study does this may have tipped this answer into top band, but this is never explicitly stated.

**General performance on the question**

The majority of candidates were able to describe the Cowpe study in good detail and the better candidates could link it to the theory of planned behaviour etc. Better candidates responded well to the 'how' command.



# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 5(b)

### Question 5(b)

Evaluate strengths and weaknesses of research into methods of health promotion.

[15 marks]

## SAMPLE ANSWER

One strength of research into methods of health promotion is that it can be a very effective means of encouraging healthy behaviour. For example, in Dannenberg's study into the effectiveness of legislation as a method of health promotion, it was found that legislation was an effective means of encouraging a healthy behaviour. Dannenberg found that in the county in which a legislation had been passed (making it a legal requirement to for children under the age of 16 years to wear a cycle helmet when using a bicycle) there was in fact an increase in cycle helmet usage, thus indicating that legislation is an effective way of promoting good health. By way of contrast, it can be argued that fear arousal as a method of health promotion lacks effectiveness as it was found to be ineffective when it was used excessively (ie. in the high fear arousal group).

Another strength of research into methods of health promotion is that it is often high in ecological validity. For example, Cowpe's media campaign study can be seen as highly ecologically valid as the participants (the UK public) are likely to have viewed the commercial in their own home; an environment that is likely to be familiar to them. Similarly, it can be argued that Janis and Feshbach's study into the effectiveness of fear arousal as a method of health promotion can be said to be high in ecological validity as the students who witnessed the lecture on either dental hygiene or the structure of the eye, were in a PSHE class, which for them is likely to be a naturalistic environment. Thus implying that methods of health promotion are highly ecologically valid.

One weakness of research into methods of health promotion is that it can be ethically poor. For example, in Janis and Feshbach's study into the effectiveness of fear arousal as a method of health promotion can be said to be ethically poor as participants (especially in the high fear arousal category) are exposed to unpleasant images of tooth decay, with emphasis being placed on the painful consequences of poor dental hygiene. Furthermore, the participants used in Janis and Feshbach's study were children and no informed consent was obtained. However, it can also be argued that research into methods of health promotion is ethically good as in Dannenberg's study into the effectiveness of legislation, fully informed consent was obtained and children were instructed to fill in questionnaires whilst accompanied by their parents.

**Mark/band** - 12/15 (Top band)

## COMMENTARY

Effectiveness is a strength that is identified, contextualised and a legitimate comparison brought to bear. Similarly with ecological validity, where examples are developed and compared. The fact that the answer directly comments on research into methods of health promotion, not simply health promotion in a broad and general sense is excellent. Finally, a weakness is also well presented and developed.

**What the candidate did well**

The answer includes strengths and weaknesses. Points are clearly stated, contextualised and exemplified, and finally extended, usually through legitimate comparison/contrast. The demands of the question are directly responded to. Furthermore, the response clearly shows extension, through comparison, which suggests a top band mark.

**How the answer could be improved**

The comparisons could be more fully developed or more thoroughly pursued.

**General performance on the question**

Responses varied but many candidates remained true to the question and focused on the research rather than the methods. The better candidates were able to describe the different methods initially e.g. Fear arousal and then evaluate the research. Some however struggled to deconstruct the question and therefore whilst there was some creditworthy material the structure sometimes was lacking.

# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 6(a)

### Question 6(a)

Outline how work can be a cause of stress.

[10 marks]

## SAMPLE ANSWER

Work is a major cause of stress. Especially if it is high risk work or work of high importance. Johannson provided evidence in his research on Swedish sawmill workers, aiming to see if there was stress in high risk work. 14 workers provided the researcher with urine samples and body temperature and were compared with a control group. They went about a normal day at work, and findings found that twice as much adrenaline was found in the high risk workers than in the control group. This was important suggesting that work is a cause of stress, however the degree of work can determine the levels of stress as well. Overall this supports the notion that work causes stress, and there was also a finding that the more work one does, the more they will be stressed.

**Mark/band** - 4/10 (Third band)

## COMMENTARY

This is a broadly correct response, but detail is often inaccurate or lacking. The answer is therefore better than a flawed response (bottom band) but not generally accurate beyond a superficial level.

### What the candidate did well

A relevant piece of research was selected and used to attempt to answer the question and the content included was broadly correct.

### How the answer could be improved

Better knowledge of the study, so a more accurate response could be provided.

# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 6(a)

### Question 6(a)

Outline how work can be a cause of stress.

[10 marks]

## SAMPLE ANSWER

Work can be one of the most stressful environments in the developed world. Over the years it has become more target driven and more competitive. People often work long hours and feel under pressure to perform to greater and higher standards, which also increases the stress that people feel. In our culture there are many days lost as people take sick leave because of stress, this costs industry and the country millions of pounds in lost revenue each year.

In 1974 Johansson and Aransson conducted a study looking at how the workplace and the use of computers added to the workforce's stress. It is thought that we become more stressed if we have less contact with people and more with computers. They gave a questionnaire to a workforce that was office based and received 95 replies. These showed that many of the workforce found health issues due to working with computers such as neck ache due to poor posture and some described their stress levels due to the computer breakdowns. 10 people were selected who had little contact with VDUs and 11 that spend at least 50% of their day in front of a VDU. Every 2 hours they attended a rest room, gave a urine sample completed a chart showing their level of stress on a graph and had their heart rate and blood pressure monitored. When they got home in the evening they continued to monitor their stress levels and produce urine samples. This continued for 2 workdays and one rest day. Their alcohol and cigarette consumption was at a maintained constant.

It was found that the VDU group were more stressed in the morning as they were concerned about the computer breaking down whereas this reduced once their work had been completed or was near completion but their stress levels still remained at a reasonable level whereas the non-VDU group had low stress in the morning which built up as the day progressed and their work piled up. However once they finished and went home their stress levels dropped right down. Their self-reported stress levels matched their stress levels recorded by their heart rate, blood pressure and the amount of catecholamine found in their urine which is released when stressed. Although this is an old study and we do not worry so much about computer's breaking down these days this may still be relevant when we depend on internet connections and printer problem when needing to meet deadlines at work.

**Mark/band** -10/10 (Top band)

## COMMENTARY

The candidate provides a description of evidence which is thorough, detailed and coherent. Elaboration in direct response to the question is a common theme and is of a very good standard. The answer is also competently structured and organised.

**What the candidate did well**

A full and impressive response which is relevant and addresses the question posed. If the reader was uncertain of the correct response, they would know the answer having read this candidate's work. Given time constraints of an exam, this is an incredibly thorough and detailed response. The question is directly addressed and is not merely a regurgitation of a study.

**How the answer could be improved**

This is beyond what would be required for full marks, so being more succinct could lead to a more time-efficient response. For example, there are chunks of description which are not being carefully selected and used in direct response to the question. (Obviously no marks are removed as much of the answer is directly addressing the question).

**General performance on the question**

This was a popular question which candidates generally responded well to. A good description of the research was often provided, mainly focusing on the Johansson study. Little variation of research was offered, e.g. Marmot was seldom used.

# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 6(b)

### Question 6(b)

Evaluate the use of quantitative data when researching the causes of stress.

[15 marks]

## SAMPLE ANSWER

One factor to why individuals become stressed is due to a lack of control of certain factors and individuals therefore get more stressed the less amount of control they may have over something. Geer and Moiser did a study on individuals levels of stress depending on how much control they had. Participants were shown images of dead car crash victims and put into 3 groups. Group 1 had most control of choosing how long the picture would be shown and when the next picture would be shown. Group 2 knew when the next picture would be shown but not how long they would see the picture for and group 3 were unaware of both. Quantitative data was collected showing group 2 and 3 were most stressed and group 1 least as they had the most control. Quantitative data is seen to be a strength as it shows that the more control an individual has the less stressed they are.

Individuals tend to be stressed within the workplace when affected by negative factors.

**Mark/band** -5/15 (Third band)

## COMMENTARY

A relevant piece of research was largely described (AO1), so received no credit for this part. The last two sentences of the main paragraph are where the marks are awarded. There is no detail of any quantitative data so second band is inaccessible (some/limited detail) but what this candidate does do well is address the 'use of...' component in the question. This is more often a differentiator for candidates gaining the higher marks who include detail in their answers.

### What the candidate did well

They have selected relevant research and attempted to address the use of quantitative data in context. The attempt to address the 'use of....' demand was effective.

### How the answer could be improved

A wider range of research could be referenced. Most of the response was description of research leading up to the point of answering the question. This is not creditworthy and will have wasted time. Some detail or examples of quantitative data could also be included.

### General performance on the question

Candidates made some good points regarding statistical testing, there was good evaluation of the use of quantitative data in the various studies used. Some answers tended to focus on methods at times but not to the discredit of the valid points made regarding quantitative data. A few candidates confused quantitative and qualitative data, but overall a good level of understanding was demonstrated and good evaluation linked to relevant studies.

# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 7(a)

### Question 7(a)

Outline the characteristics of an affective disorder.

[10 marks]

## SAMPLE ANSWER

One affective disorder is depression. This had the following symptoms and signs according to the DSM manual. Each of the following if present should be present most of the day for each day of a 2 week period. At least five of the symptoms need to be present.

- weight loss or gain – a substantial amount over the last few weeks.
- Insomnia or hypersomnia.
- Feelings of worthlessness or guilt feelings that are out of proportion with the reality of the persons situation
- Levels of fatigue that are unusual for the person.
- Difficulty concentrating.
- Diminished interest in all areas of their daily life throughout the day.
- Thoughts of death, this could be suicidal attempts or plans or just thinking about the act of suicide.
- Psychomotor agitation or retardation – restlessness or movements slowed down
- Decreased appetite – a loss of interest in food

These should not be related to medication the person is taking or reaction to any drugs, it should also not be following a bereavement unless it is some months afterwards. It should also not be included if they are suffering from another illness (mental or physical) where these are likely symptoms such as hyperthyroidism.

These symptoms can be self-reported or observed.

**Mark/band** -10/10 (Top band)

## COMMENTARY

There is correct identification of an affective disorder. Good coverage of a range of symptoms is accurately presented. Moreover, outline of bullet-pointed symptoms shows extension beforehand, during and after presentation.

### What the candidate did well

An excellent response, it fully and directly addresses the question, with extension evident and a good appreciation of symptoms. It is often the case that bullet points suggest lack of detail, this was not the case with this candidate who used this mode of presentation well. There is a good coverage of symptoms, showing knowledge (appreciation) through understanding.

**How the answer could be improved**

This response achieved full marks, however a more precise reference to the source would be useful.

**General performance on the question**

This question provided some really excellent and well detailed responses. However, conversely there were examples of some very poor and sparsely detailed responses drawing upon anecdotal information. While a couple of responses confused the different symptoms from the different sources.



# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 7(b)

### Question 7(b)

Assess the reliability of identifying a disorder from a list of characteristics.

[15 marks]

## SAMPLE ANSWER

Identifying a disorder from a list of characteristics is high in reliability. For example, in the DSM-5's diagnostic criteria for manic depressive disorder, one of the symptoms is at least a 5% weight loss or weight gain in 1 month and 5 of the 9 given symptoms must have been present for at least 2 weeks. Using quantitative data in this way make diagnosing using a set criteria high in reliability because it ensures a high level of consistency. This being said, this may not always be the case because the patient may exhibit a range of symptoms that do not include precise numerical requirements so could still be diagnosed.

To a greater extent, identifying a disorder from a list of characteristics is high in reliability. For example, the diagnostic criteria for Schizophrenia lists a distinct set of symptoms, positive and negative, including delusions, hallucinations and disorder thought patterns. This makes diagnosing from such criteria very high in reliability because it means that all psychologists and psychiatrists are diagnosing from the same list of symptoms, meaning that the same symptoms are consistently being looked for in a patient. Despite this, diagnosing a patient with a psychotic disorder such as schizophrenia may not be as simple as the criteria makes it seem because the very nature of psychotic disorders means that the patient does not realise they have a problem.

Identifying a disorder from a list of characteristics is low in reliability. For example, the diagnostic criteria for manic depressive disorder uses words such as markedly diminished and clinically significant in describing the extent to which the patient experiences the symptoms. This is low in reliability because those words could quite easily be misinterpreted and will be interpreted very differently by different people, meaning that diagnoses will not be consistent across different mental health professionals. This being said, using descriptive phrases such as these is the only way to ensure a valid diagnosis, otherwise anyone who experiences some of the symptoms to only a minor extent could be misdiagnosed, leading to a type 1 error in the diagnosis.

**Mark/band** - 11/15 (Second band)

## COMMENTARY

The answer starts well, the first sentence suggests the candidate will not only address reliability but also the assessing of it, as the question demands. The next sentence is an example of detailed and specific knowledge. This is then well qualified in context. The extended comment is less convincing, but is evident. The second and third paragraphs follow a similar pattern, in that the point is well made and well (even impressively) contextualised, however the extended comment is less certain.

### What the candidate did well

An excellent grasp of the question posed and the response required. A range of well-presented examples are included within the answer to the question. The evaluation point is presented effectively, with the context and initial evaluation comment suggesting a highly competent response.

**How the answer could be improved**

The candidate struggled to develop (challenge, compare, look at implications) their evaluation beyond a simple comment. Improvements could be made by showing a real appreciation of the extended comment, by making it more clearly and convincingly, this could then lead into a debate/discussion rather than merely a phrase or statement.

**General performance on the question**

Some candidates handled the question really well and many others still covered key points. Many candidates seemed to find it hard to provide evidence to support their points and often only discussed one study at most. Candidates also seemed to find it hard to differentiate different aspects affecting reliability e.g. Inter-rater reliability versus symptom overlap and co morbidity. Many candidates seemed to know the point they wanted to make, but possibly struggled to convey it precisely.

# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 8(a)

### Question 8(a)

Describe how dysfunctional behaviour could be treated biologically.

[10 marks]

## SAMPLE ANSWER

Dysfunctional behavior can be treated biologically by the use of surgery. However, a common treatment is chemotherapy, the use of drugs to rebalance hormones and chemical balances in the body. An example of this is the drug imipramine is used to help treat extreme phobias. Chemotherapy does this by reducing the reactivity of the central nervous system when presented with their phobic stimuli. Zintrin investigated the effectiveness of chemotherapy on a group of phobic people, the severity of their phobias varied. Three conditions were used. One group had cognitive behavioral therapy and the imipramine drug. Another had cognitive behavioral therapy and a placebo drug. The next group had psychotherapy and imipramine. All participants reduced in phobic reaction and felt they could deal better with the situation. However, those who had panic attacks due to their phobia improved dramatically when having the imipramine drug. This indicates that phobic people with panic attacks may have different biology. Chemotherapy can reduce dysfunctional behaviors by treating a person biologically. Balancing the chemicals in a person's body can help improve dysfunctional behaviors such as schizophrenia, depression and phobias.

**Mark/band** -10/10 (Top band)

## COMMENTARY

Although this response falls short in a few places, in its best parts it thoroughly fulfils the demands of a top band answer, addressing the question with good detail and addressing the 'how' component of the question explicitly. The top mark is using positive marking to credit appropriately where this candidate deserves, and not deducting marks where parts of the answer are not to this level.

### What the candidate did well

An example of a response with very good levels of detail and understanding. Where the answer was good it was very, very good, providing an excellent response to the question. Examples are used extremely well, good levels of detail are also included and the 'how' component is addressed too.

### How the answer could be improved

The study's references to effectiveness were not relevant. Some irrelevance and weaker parts are evident in the answer, however they do not take away from the creditworthiness of the best parts of the answer due to positive marking.

### General performance on the question

Many candidates correctly identify methods used, most commonly the use of drugs, but they often struggled to explain how. Some explained the action of the drugs which fulfilled the 'how' command nicely. There were a few who provided very good detailed descriptions of for example drug treatment and then also outlined in brief ECT and psychosurgery.

# HEALTH AND CLINICAL PSYCHOLOGY,

## QUESTION 8(b)

### Question 8(b)

Discuss ethical issues in the treatment of dysfunctional behaviour.

[15 marks]

## SAMPLE ANSWER

An ethical issue which arises when treating dysfunctional behaviours like phobias is psychological harm to the patient. In McGarth's study she tried to remove the associations that Lucy had made between her phobias and her being scared through classical conditioning. The person who was treating Lucy popped balloons which was one of her phobias. At the beginning of the study when Lucy's phobia was at its worst it could have caused her distress and psychological harm which may have resulted in her being more scared of the objects.

Karp's study into biological treatments deceived people as they did not know that their information and results were going to get compared to another group, so this raises an ethical issue.

The Beck et al study looked into depression and how it can be treated with different treatments such as drug therapies or cognitive therapies. No ethical issues arose in this study as participants weren't deceived and they were protected by harm. Participants should not be worried about their information getting out as they saw doctors and all information is kept confidential so an ethical issue does not arise.

Overall only a few ethical issues arise when treating for dysfunctional behaviour.

**Mark/band** - 6/15 (Third band)

## COMMENTARY

The first two paragraphs correctly, but briefly raise legitimate ethical issues. The third paragraph is debatable but raises deception, harm and confidentiality nonetheless. So this is better than bottom band (flawed with some creditworthy material) and better than a totally bland, very general answer as it does try to locate points within studies. However, there is no real discussion in this superficial coverage of the question posed.

### What the candidate did well

Although ethical issues were identified in context, there was no real discussion or elaboration of them. Commentary could be improved, this is lacking due to the failure to address the evaluation command of 'discuss'.

### How the answer could be improved

Although ethical issues were identified in context, there was no real discussion or elaboration of them. Commentary could be improved, this is lacking due to the failure to address the evaluation command of 'discuss'.

### General performance on the question

This was a difficult question for some candidates, however the majority made a good attempt by describing ethical issues or embedding them in research, this led to indirect answering of the question. A few excellent candidates provided a good focused response, with the inclusion of a range of ethical issues.

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