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Examiners' report

PSYCHOLOGY

H567

For first teaching in 2015

H567/03 Summer 2022 series

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 3 series overview

Most candidates were well prepared for this exam.

One area of the paper which consistently causes concern is the limited understanding shown by many candidates, of the evaluation issues.

Many candidates were able to relate knowledge and understanding to specific scenarios, although this was not always done effectively, particularly in Section A.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• applied their knowledge to the scenarios appropriately • understood the evaluation issues and could apply them to the question • attempted all (or most) of the questions.	• wrote generic responses without relating to the questions • unnecessarily evaluated suggestions or justified suggestion with detailed descriptions of studies in part c of the questions in Section B • used inappropriate studies from the Core Studies section in their responses.

Section A overview

This section covers the compulsory part of the specification for Unit 3 with a focus on Mental Health. Shorter answer questions cover many parts of the specification. The application to at least one scenario ensures the candidates' knowledge and understanding are applied to this topic. A longer evaluation question enables candidates to show evaluative skills in relation to this area.

Generally, this section was answered well with most candidates answering most questions, with a degree of competence. Lack of knowledge on one topic was not an indicator of poor performance throughout this section.

Issues that arose in the responses were often common to both Section A and Section B. Candidates didn't always apply their knowledge to the given scenario and also showed a lack of knowledge of debates such as that concerning reliability.

Question 1 (a) and 1 (b)

1   **(a)**   Outline **one** similarity between two historical views of mental illness.   **[3]**

        (b)   Outline **one** difference between two historical views of mental illness.   **[3]**

Candidates were well versed in historical views. There was a range of comparison points which we accepted. These included debates (e.g., reductionist), approaches (e.g., scientific), areas (e.g., Biological), issues (e.g., ethics) in addition to the beliefs and treatments of each view. Successful responses identified the comparison point and then applied it to two named views (eras).

Question 2 (a)

2   **(a)**   Describe the characteristics of an anxiety disorder.   **[3]**

Many candidates knew an appropriate anxiety disorder and most of those knew its characteristics. There were some errors in the choice of disorder.

Question 2 (b)

        (b)   Discuss the usefulness of knowing the characteristics of disorders.   **[5]**

The injunction to discuss the usefulness, was often overlooked. Successful responses could identify why knowing characteristics was positive (diagnosis and treatment) and balanced this with a consideration of individual differences or reliability of using DSM/ICD. Candidates who simply described characteristics of disorders or treatments in detail gain few, if any, marks.

Question 3

3   Alex is headteacher of a large secondary school. Alex is concerned that growing numbers of
pupils at the school seem to be experiencing problems with their mental health.

How might a **cognitive psychologist** explain to Alex why the pupils may be experiencing mental
health problems?   **[5]**

> The majority of candidates answered this question poorly. There was good knowledge of the cognitive
> explanation of mental health problems but rarely any context relating to the pupils.

Using scenarios

If a question has a scenario, then it is expected that the response will directly relate to that specific
scenario. Candidates must illustrate their points with reference to the scenario, giving clear examples of
how their description is relevant. This is well done in Section B but not as effectively in Section A.

Exemplar 1

| 3 | | A cognitive psychologist may explain to Alex that his pupils may be experiencing mental health problems and that such can be explained through Beck's triad of mental health problems. This triad is a cycle consisting of three categories: Self, future and the world. If students are not in a healthy mindset then it is likely they will B not like themselves and cant find any positives about being themselves. This leads to the children in the school therefore worrying about their future such as what universities they get into or what jobs they can and cant get. Consequently, this makes the students feel as though their world is falling apart and that everyone and everything is against them. As a result, their is a hightened state of unhappiness and the children's thought processes as individuals become damaged due to stress and overwhelming sadness. |

AO1 - Beck/ triad/ self, future and world. AO2 - University/ world against them/ other children in school.

Question 4 (a)

4   In the key research by Gottesman et al. (2010), the following findings were reported for admissions to psychiatric care by the age of 52 years:

	Schizophrenia		Bipolar disorder	
	% of their children admitted	Number of couples	% of their children admitted	Number of couples
Both parents admitted with the disorder	27.3	196	24.95	83
One parent admitted with the disorder	7.0	8 006	4.4	11 995
Neither parent admitted with the disorder	0.86	1 080 030	0.48	1 080 030

(a)   Outline **two** conclusions that can be drawn from these findings.   **[4]**

Most candidates attempted this question and the majority of the responses were successful. Suggested conclusions could have been the genetic transference of disorders (high or low), difference between disorders (bipolar less frequent than schizophrenia), the role of nurture evidenced by the small percentage without parents admitted with a disorder or a conclusion about imitation of behaviour being stronger with two parents rather than one. Its good practice that if candidates are going to refer to 'more than' or 'higher than', then they should identify the comparison group, e.g., children with two parents admitted with a disorder had a higher chance of developing a disorder *than children with one parent admitted with a disorder.*

Question 4 (b)

(b)   Outline **two** suggestions a psychologist might make about how these findings could be used.
[4]

One issue which this question highlights is the term "use" in a question. This will refer to a practical use rather than using the data to come to a conclusion. Another issue is that suggestions should be what a psychologist might do. Therefore, the suggestions should be ethical and practical. Credit wasn't given for sterilising couples who both have schizophrenia or legislating against them having children. Even if the candidate acknowledged the suggestion was unethical it couldn't gain credit. Genetic counselling was creditworthy, with the informed decision being made by the parents. Other suggestions included further research, interventions to support families, using family background to help diagnosis.

Question 4 (c)

**(c)** To what extent can these findings be considered reliable? **[8]**

Generally, candidates identified one or two features which may have related to reliability. But these could have, and often were, referred to as influencing validity. Identifying these gained basic credit, but more successful responses addressed the "to what extent" in the question, making a point about why it could be considered reliable, e.g., the sample size impacted on reliability, and elaborating why. This was then either reinforced by another point or countered with a reason the data wouldn't be considered reliable. Points for consideration included, qualitative data, objectivity/subjectivity, diagnostic tools, sample size, research method, replicability. Any appropriate feature was credited. No reference to the Gotttesman study beyond the data table was required for full marks.

Section B overview

In part a of each question, candidates could usually describe the key research in great detail, gaining full AO1 marks. However, the application of the study to the broader 'what it tells us' part of the question, tended to be brief, or went beyond the study to other research. It would be a good idea to consider this application technique in preparation for future assessments.

Assessment for learning
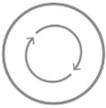
What does research tell us?

Research gives us findings in the forms of data, both qualitative and quantitative. These are generally facts, for example Guilty ratings were higher for defendants with a Birmingham accent.

Then come conclusions, which are assumptions about behaviour based on the findings. This could be the assumption that people perceive a person from Birmingham more likely to be a criminal. They could equally be that people don't understand the Birmingham accent so make a judgement that if they can't understand someone that they are hiding something. Or it could be that a Birmingham accent is associated with working class and therefore someone who is working class is more likely to be a criminal. All, some or none of these could be correct. Researchers will generally choose the one that fits with their hypothesis.

Finally, we can apply these findings and conclusions to everyday life. So, if there are prejudices against that accent, applying it to the courtroom will indicate cognitive bias is likely in the courtroom. This could influence both judge and jury. Also prejudice against race, class or area, may be a factor in judge and jury decisions. People with such features may not get a fair trial, certain defendants may be more likely to be found guilty due to these cognitive biases. (No reference to the study needed).

In part b of each question, candidates offered some relevant points, some relevant evidence but little in the way of commentary (more often repetition of the point). Confusion over reductionism/holism and ethnocentrism, kept these responses in lower bands more often than the sample bias and individual/situational questions. Sometimes evidence was sparse or used ineffectively or the response was descriptive rather than evaluative, a "this is/this isn't" response.

For part c of each question, a general point of application is that it must relate specifically to the scenario; candidates made errors in terms of client and witnesses in the crime option. It must also be practical, appropriate, and relevant.

Question 5 (a)*

OPTION 1

Child psychology

5   (a)* Explain what the key research by Johnson and Young (2002) tells us about the use of language, voice-overs and spoken lines in television adverts aimed at children.   **[10]**

Most candidates could describe the correct key research in sufficient detail. The full AO1 marks were easily credited. However, the full 5 AO2 application marks were often not given. Candidates need to go beyond the findings of the study, to how this applies to the real world. However, for application marks in this part of the question we are looking for how this relates to the setting, rather than practical applications. In this question the candidate could consider how gender stereotyping is reinforced in adverts, and why. Candidates could refer to how this research supports or limits previous research, but no detailed description of previous research is required. This should be application not evaluation and clearly linked to the key research.

Question 5 (b)*

(b)* Discuss the reductionism/holism debate in relation to research into the impact of advertising on children.   **[15]**

Candidates often misunderstood this debate and referenced the number of adverts being analysed as indicating a holistic or reductionist approach, or the number of participants being reductionist. There was also confusion with population validity, ethnocentrism and research methods. More successful responses showed an understanding that the 'reduction' in reductionism is the explanation for behaviour. Therefore, in research carried out in this area, reducing the explanation for the impact of advertising on children to one factor. Candidates could use Johnson and Young to exemplify the reductionist and/or the holistic side of the debate. The injunction to discuss indicates there should be some analytical comment, for example comparisons or commentary. Candidates who used Johnson and Young to illustrate both sides of the debate often incorporated this kind of comparison/discussion. Analytical comment could include consequences or impact on psychology or defending the indefensible. Although Bandura et al's study was often described in great detail it was unfortunately, rarely made relevant.

Question 5 (c)*

(c)* The Government is keen to limit the negative effects of advertising which is aimed at children.

Outline at least one strategy a psychologist might suggest for how the Government could reduce the impact of advertising aimed at children. **[10]**

Many suggestions of strategies were covered, most appropriate and relevant. However, some were totally impractical, for example legislating that children would have to be supervised by an adult when watching television. Successful responses would often consider education of the parents. The requirement for one strategy implies that full credit can be given for one detailed and justified strategy, and so candidates needed to choose their strategy wisely if they used this approach. Banning adverts, didn't really have the scope for much detail, but introducing Media Literacy did, with some good, detailed explanations. Candidates do not have to consider both strategies in the same depth, but they do need to have some level of detail, covering what, how, when why and possible where. Lengthy descriptions of research are unlikely to be creditworthy. The use of studies, including a summary 'in their study X found….' is enough rationale.

Question 6 (a)*

OPTION 2

Criminal psychology

6 **(a)*** Describe the key research by Dixon et al. (2002) and explain what it contributes to our understanding of the psychology of the courtroom. **[10]**

Candidates were well prepared for this question, with details of the study included in their responses. Some candidates in this part of the question wrote slightly less detailed descriptions of the study than required but then wrote about it in their section b, so obviously knew the study. This meant their marks for section a were less than they could have been (marks cannot be transferred between sections). A clear summary of the key points of the research is needed. There was sometimes confusion about the attractiveness of the Birmingham accent and attractiveness of defendants with the application referring to the latter. Better responses addressed the application requirement by referring to cognitive bias, social effects such as prejudice, the courtroom and how we can understand better what goes on in a courtroom as a result of the findings of this study.

Question 6 (b)*

(b)* Discuss whether research into psychology and the courtroom is ethnocentric. **[15]**

Ethnocentrism bias was very often misunderstood. Having defined it, the majority of the candidates then covered population validity, ecological validity, generalisability, racism or design limitations. Ethnicity implies a race or culture rather than age, gender, education groups. Ethnocentrism is not just lack of generalisability but an assumption that the beliefs, traditions and processes of a researcher's own culture are the correct or superior ones. In terms of research into the psychology of the courtroom, candidates could be expected to consider: the beliefs or traditions of countries in which research is carried out, the beliefs or traditions of a culture (individualist vs collectivist, Western vs Eastern) or the judicial processes within a country/culture. Many considered the implied racism of black or white participants' views on black or white defendants, or the limitations of using two ethnicities in photographs. Using more diversity in materials doesn't reduce the ethnocentrism of research. The assumption of superiority of the participants remains the same. Successful responses could acknowledge the ethnocentrism of research, for example into attractiveness, and would then comment on the universality of attractiveness and how this might differ between cultures, but the principle of attractiveness influencing the judicial process would remain. Some responses focused on studies including, Levine, Milgram, Lee, Chaney which, whilst they are related to the evaluation aspect of the question, didn't relate to the research into the courtroom requirement in the question.

Question 6 (c)*

(c)* Sam works as a barrister. The client they are defending has been accused of causing criminal damage to property. Sam has a number of witnesses who can all testify that the client is innocent. Sam wants to know how to get the jury to believe the witnesses.

Outline at least one strategy a psychologist might suggest for how Sam could get the jury to believe the witnesses. **[10]**

This scenario created the most incorrect references to the scenario. Many candidates confused the witnesses with the defendant or Sam and this led to the suggestions being awarded the lower marks as they were not applied to the scenario. Some suggestions were not within the remit of Sam and so again gained lower or no marks. For example, Sam couldn't put on training courses for the judge or remove members of the jury if they didn't match the defendant. Likewise, knowingly providing inadmissible evidence to sway the jury could possibly be seen as contempt of court and no psychologist would realistically advise this. Some less practical but more achievable suggestions such as screens and a voice changer were credited, although unlikely. Better responses suggested and justified, image management, including confidence and attractiveness; or suggested presentation of evidence in story order. Rationale from psychological research was generally appropriate both in amount of detail and relevance to the suggestion.

Question 7 (a)*

OPTION 3

Environmental psychology

7   (a)* Explain what the key research by Czeisler et al. (1982) tells us about biological rhythms. **[10]**

The key research by Czeisler et al's was often only briefly described, with stages of the study being missed out. This made it more difficult for the application marks to be gained. If, for example, the findings of the study, after the second questionnaire and the 9 month follow up, were not detailed, candidates often couldn't explain what this tells us about biological rhythms. Most candidates, however, knew at least some of the relevant parts of the research. The application of the study to the understanding of biological rhythms could be linked clearly to the findings. The first set of findings refers to how the body doesn't like the changes to the circadian rhythm, and the second questionnaire refers what the body prefers, i.e., what makes a person feel better if they have to work differing shifts. Better responses provided apocopate explanations for some of the findings such as why we might prefer phase delay.

Question 7 (b)*

(b)* Discuss sampling bias in research into biological rhythms.   **[15]**

The research in this topic lends itself readily to answering a question on sampling bias, and most candidates could do this, identifying types of bias: gender, age, occupation, and location. This was then exemplified with research, but the commentary or analysis was missing in many responses. One obvious point which could be made is the universality of biological rhythms within a discussion of why sample bias might then not be an issue. Most candidates could identify the lack of generalisability but this tended to be offered repeatedly at the end of each point raised. To gain higher marks candidates need to engage with the lack of generalisability and its impact, consequences, defence, and comparability. Responses that lacked any evaluation, and so were purely describing research that has an identifiable sample bias, were generally capped at Level 2.

Question 7 (c)*

(c)* Azmi works as a member of cabin crew for an international airline that flies across different time zones. Azmi is scheduled to work a series of shifts that will mean having to stay awake when they would normally be asleep.

Outline at least one strategy for how Azmi can try to reduce the effects of shift work or jet lag upon them.   **[10]**

Amzi worked as cabin crew and this should have guided candidates to appropriate suggestions. Many candidates recognised this with reference to travelling to time zones which changed circadian rhythms in a phase delay direction. Candidates generally made one or two suggestions but these lacked specific details. Rationale could include actions of melatonin or research into the effects of melatonin. Overall, this question was answered better than the question c on the other options.

Question 8 (a)*

OPTION 4

Sport and exercise psychology

8   (a)* Use the key research by Fazey and Hardy (1988) to explain how a catastrophic drop-off in sporting performance can occur. **[10]**

This question specifies the application of the key research to explaining the catastrophic drop off seen in sporting performances. Candidates were required to outline the key research, which may have included Fazey and Hardy's 'evaluation of the Inverted U' and highlighting the differences. Or they could have included an explanation showing differences between anxiety and arousal identified by Fazey and Hardy. The application could be hypothetical or directly linked to a sporting scenario. Good responses could sustain their explanation through the stages a competitive sports person may go through before a catastrophic drop in their performance, referencing both anxiety and arousal. This question clearly identifies the two different aspects of the requirements of part a questions in this section.

Question 8 (b)*

(b)* Discuss the individual/situational explanations debate in relation to arousal and anxiety in sport. **[15]**

Evaluation in this question was again the missing factor in many, if not most, of the responses. Candidates clearly understood the situation and individual explanations of behaviour. This was applied to research from a variety of areas of the specification, which was acceptable. However, there had to be specific links to the arousal and anxiety aspect of the question. Again, a frequent issue was the lack of analysis, interpretation or evaluation required in the mark scheme. Many responses offered appropriate description linked to both individual and situation but they often lacked the high level of analytical skills required for Levels 3 and 4. It was noticeable that some candidates only considered either situational or individual and made no reference to the other. This of course, limited the marks which could be awarded.

Question 8 (c)*

(c)* Taylor is the manager of a boxing club. Some members of the club are not performing as well in the boxing ring as Taylor believes they could. Taylor is concerned that the problem is being caused by their levels of arousal and anxiety.

Outline at least one technique a psychologist might suggest to Taylor for managing arousal and anxiety among the members of the boxing club. **[10]**

Suggestions for Taylor could come from many areas of the specification but candidates tended to focus on biofeedback, CBT and pre performance rituals. These were all valid suggestions and lent themselves to good application to scenario. They had to be referenced to the scenario of boxing and not just by including the word 'boxers'. Irrational thoughts identified in CBT needed to be about their sporting performance. They also had to be implementable as stopping for biofeedback between rounds just isn't possible.

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