

Advanced GCE Psychology

Unit G543: Options in Applied Psychology – High band Candidate style answer

Introduction

OCR has produced these candidate style answers to support teachers in interpreting the assessment criteria for the new GCE specifications and to bridge the gap between new specification release and availability of exemplar candidate work.

This content has been produced by senior OCR Examiner's, with the input of Chairs of Examiner's, to illustrate how the sample assessment questions might be answered and provide some commentary on what factors contribute to an overall grading. The candidate style answers are not written in a way that is intended to replicate student work but to demonstrate what a "good" or "excellent" response might include, supported by examiner commentary and conclusions.

As these responses have not been through full moderation and do not replicate student work, they have not been graded and are instead, banded "medium" or "high" to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

Question 12 (a)	Describe one technique used to increase motivation in sport [10]
<p><i>Candidate style answer</i></p> <p>Based in Behavioural Psychology, notably Operant Conditioning, one technique to increase motivation in sport is the use of Intrinsic and Extrinsic motivation. In Operant Conditioning, when a behaviour is reinforced, it is more likely to occur again. When it is continuously reinforced it is increasingly likely to occur again (although partial reinforcement schedules can further increase this likelihood).</p> <p>Intrinsic motivation is an internal drive leading to an athlete feeling satisfied, competent and self determining according to Deci (1975). As a drive it is never satisfied it motivates the athlete to seek personal constant improvement and so is very persistent. A good coach therefore should always nurture intrinsic motivation.</p> <p>Extrinsic motivation includes rewards</p>	<p><i>Examiner's commentary</i></p> <p>A perspective is identified, the word 'technique' is direct response to the question. Clear, precise, subject terminology. Accurate explanation. Broader detailed knowledge. Not linked to sport at first but clear links made later. Second paragraph introduces practical application to sport and links sport example to psychological theory. "Intrinsic motivation" well defined and referenced. Fluent structure. Direct response to title. Explanation shows knowledge of details of theory and approach (vicarious reinforcement, partial reinforcement) and demonstrates technique, not just theory (specific and immediate praise). Final paragraph pulls it all together in a detailed and practical application and explanation of the technique used by a coach applying intrinsic and extrinsic motivation. This is an upper band response.</p>

such as medals and trophies, and these motivate the athlete who aspires to winning them. Seeing the winners and wanting that winning feeling themselves - this is vicarious reinforcement. When they do win, they will be positively reinforced by the great feelings of public acclaim and receiving the medal for example. They will not win every time, and this partial reinforcement will lead to stronger motivation. The motivation to win due to avoiding the unpleasant feelings of not winning is an example of negative reinforcement. A good coach therefore needs to praise, encourage, as well as giving their charges tangible rewards if they are to increase motivation. Reinforcement as a motivator must be given immediately and in response to a particular behaviour as appropriate to the individual concerned.

A child might have enjoyed watching Wimbledon and wish to start tennis lessons as a result (Vicarious reinforcement). The coach should give low-level praise and encouragement (extrinsic) so as not to impede the child's natural enjoyment and enthusiasm (intrinsic). When the child does something correctly, such as tries a double handed backhand as she has seen on TV, the coach should give specific and immediate praise of a level that makes the child feel good (extrinsic motivation). The coach should then give backhand practice, praising the improving skill and giving the child feelings of success and mastery (intrinsic motivation).

Question 12 (b)	Discuss the problems of motivating the individual in sport [15]
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p>There are a number of problems which can arise when motivating the individual in sport. Individual differences would suggest there is no panacea for all. The nomothetic approach of much of psychology maybe needs supplanting with a more ideographic approach. Application of psychological principles to the sporting context can be questioned in terms of its usefulness, effectiveness or appropriateness.</p> <p>One of the major problems is the issue of validity. Motivation is a social construct so is hard to define in a concrete sense ie it is invisible. Atkinson et al tried to measure it using content analysis. By responding to questions about different pictorial stimuli patterns of language of achievement were identified. Atkinson was confident of the robustness of this identification. However, as a measure, it throws up a number of questions. Should the DV be given by the number of references to achievement / motivation or the number of different references? Should some achievement images be weighted more heavily than others? The response to these determine how the measure employed defines motivation.</p> <p>Similarly, Gill and Deeter employ a measure for motivation.</p> <p>They engaged much pre testing of the dimension of competitiveness especially and found they consistently differentiated sports orientated and non-sports orientated students. This lends support to the construct validity of the measure. Further, favourable comparison to findings using other measures pointed to the concurrent validity being strong.</p> <p>Being a psychometric test, the SOQ is arguably more objective than the content analysis technique of Atkinson</p>	<p>Marks would be awarded for the points within the issues identified and made, not just for the number of issues themselves. Whereas this answer does not have enough breadth to gain a perfect mark, the answer shows convincing insight and development of the higher order skills of analysis, evaluation and application. The above would be considered to be a strong response.</p> <p>Good structure – sets out main points. Well expressed with good terminology and synoptic awareness. There is an awareness of psychological issues and points arising from them (ie application in terms of usefulness, effectiveness or appropriateness.</p> <p>There is an understanding and explanation that 'motivation' is hard to define, which is directly relevant to the question of validity. The candidate is aware of the details of research used (e.g content analysis) and positive claims from the researcher are questioned by candidate. Specific and detailed evaluation points made.</p> <p>The measure proposed by Gill and Deeter is directly and appropriately compared to Atkinson et al and this comparison is debated, not merely presented.</p> <p>In the final paragraph – the candidates develops the discussion, going beyond 'the reliability is good' or 'the reliability is bad' conclusion and relates to broader issue, demonstrating synopticity.</p>

and therefore more reliable. However, being a self report, it allows for inaccuracy, social desirability and demand characteristics which may reduce its reliability.