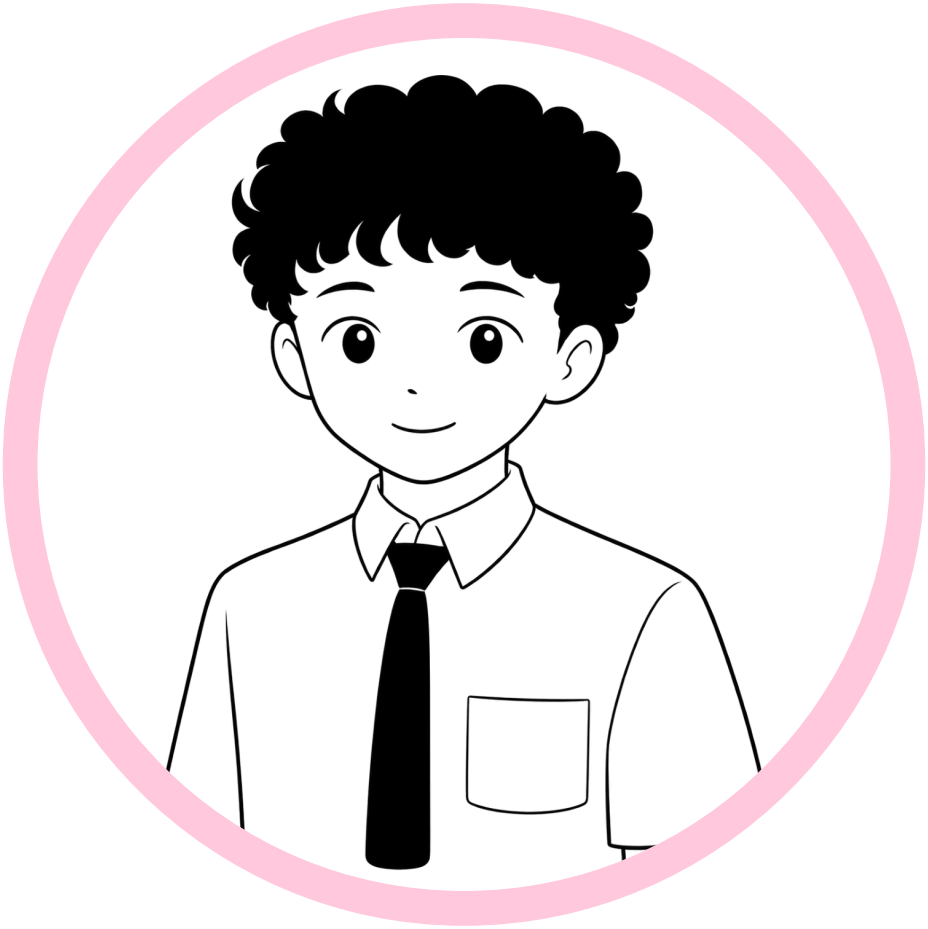
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.10 GAMBLING ADDICTION: EXPLANATIONS

SCORE	PERCENTAGE
/66	%

STEMUP

These questions belong to AQA, not to us.

The examination questions, mark schemes and examiner reports in this pack were written and published by AQA. They are past assessment materials, reproduced here so that students can revise from them.

What we do not own

STEMUP is not affiliated with AQA and does not own, and makes no claim to own, any of the question, mark scheme or examiner report material in this pack. AQA has not endorsed, approved or been involved in the production of it. AQA and the qualification titles used here belong to their respective owners and appear for identification only.

Where to find the originals

AQA publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at aqa.org.uk before you revise, because content and wording can change between series.

If you hold the rights to any material in this pack and would like it amended or removed, contact admin@stemup.co.uk and we will act on it.

Q1.

[AO1 = 6 AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of cognitive theory as an explanation for gambling addiction is accurate and generally well detailed. Evaluation is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9 – 12	Knowledge of cognitive theory as an explanation for gambling addiction is evident but there are occasional inaccuracies/omissions. Evaluation is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5 – 8	Limited knowledge of cognitive theory as an explanation for gambling addiction is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge of cognitive theory as an explanation for gambling addiction is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

- gambling addiction occurs as a result of cognitive distortions/faulty thought processes
- problem gamblers focus on positive outcomes (wins) as opposed to negative outcomes (losses) – expectancy theory
- gambler's fallacy – irrational beliefs about future probability based on past frequency
- Langer's illusion of control (1975)
- types of cognitive distortion (Wagenaar 1988): availability, confirmation bias, concrete information bias, hindsight bias, flexible attribution, illusion of control
- self-efficacy – beliefs about control or lack of control over one's own behaviour.

Possible evaluation:

- use of evidence to support/contradict faulty thinking in problem gamblers, eg Joukhador et al 2003 – difference in cognitive style between problem gamblers and social gamblers; Griffiths 1994 – irrational verbalisations in problem gamblers
- research issues – study of cognitive biases requires introspection, self-reflection, self-awareness – problems of validity and falsification
- difficulty of establishing cause and effect – cognitive biases may be a result of

STEMUP.CO.UK

gambling addiction rather than a cause
- mediating personal variables, eg Role of self-efficacy in relapse – people with high self-efficacy believe they can abstain and so are better able to
- implications – for treatment of gambling addiction using CBT; of psychological research into gambling for the economy
- relative influence of other factors, eg social explanations for problem gambling
- broader issues, eg nature versus nurture.

Credit other relevant material.

Q2.

[AO1 = 6 AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of explanations for gambling addiction is accurate and generally well detailed. Discussion is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of explanations for gambling addiction is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of explanation(s) is present. Focus is mainly on description. Any discussion is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of explanation(s) is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- learning theory – operant conditioning, reward and to partial reinforcement schedules,
- cognitive theory – cognitive biases, irrational thinking, overestimates of the chances of winning and underestimates of the odds against, and hindsight bias (post hoc rationalisations), cognitions and behaviour of gamblers while actually gambling, eg irrational verbalisations (‘the machine hates me’).
- classical conditioning, eg association and environmental cues
- genetic factors
- role for modelling and SLT.

Credit other relevant psychological explanations.

STEMUP.CO.UK

Q3.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO2 / AO3 = 10

AO2 / AO3 credit is awarded for an application of knowledge of addictive behaviour to the scenario. The scenario provides a number of 'clues' as to the source of Sam's addiction. These include vulnerability factors (e.g. age personality and peer influence) and approaches (e.g. learning theories). Material from both sub–sections of the specification can gain credit. The marks awarded will depend on how effectively knowledge is applied.

- Boredom of work and excitement of the betting shop atmosphere may be linked to personality factors such as sensation seeking.
- Peer influence – is important in many addictions notably smoking (Bricker et al) and drug use. Credit if linked to gambling.
- Observational learning from peers.
- Positive reinforcement from winning money.

Candidates who select relevant explanations, but do not apply these to the scenario, should be awarded a maximum of 4 marks.

AO2 / AO3 Mark bands **Application**
9 – 10 marks Effective Explanation / application demonstrate sound analysis and understanding. Application of knowledge is well focused and effective. Ideas are well structured and expressed clearly and fluently.
6 – 8 marks Reasonable Explanation / application demonstrate reasonable analysis and understanding. Application of knowledge is generally focused. Most ideas are appropriately structured and expressed clearly.
3 – 5 marks Basic Explanation / application demonstrate basic analysis and superficial understanding. Application is sometimes focused. Expression of ideas lacks clarity.
1 – 2 marks Rudimentary

Explanation / application are rudimentary demonstrating very limited understanding. The answer is weak, muddled and may be mainly largely irrelevant. Deficiency in expression of ideas results in confusion and ambiguity.
0 marks No creditworthy material is presented.

Q4.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

AO1 credit is awarded for an outline of the learning explanation of the maintenance of gambling. Maintenance of gambling can be explained by operant conditioning (positive reinforcement of winning or excitement of betting) or classical conditioning (association of gambling related stimuli such as lottery tickets / betting shop with excitement). SLT can gain credit provided it is shaped to reinforcement of gambling. Partial reinforcement schedules can also obtain credit.

AO1 Mark bands
4 marks Sound Knowledge and understanding are accurate and well detailed. Organisation and structure of the answer are coherent.
3 marks Reasonable Knowledge and understanding are generally accurate and reasonably detailed. Organisation and structure of the answer are reasonably coherent.
2 marks Basic Knowledge and understanding are basic / relatively superficial. Organisation and structure of the answer are basic.
1 mark Rudimentary Knowledge and understanding are rudimentary and may be very brief, muddled and / or inaccurate. Lacks organisation and structure.
0 marks No creditworthy material.

STEMUP.CO.UK

Q5.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Credit is awarded for the outline of the cognitive explanation of problem gambling. Candidates can refer to any or all of the stages of addiction. The cognitive model in general emphasises the importance of cognitive bias, coping, expectancy and self-efficacy in addiction.

Likely material includes:

- Cognitive bias - Expectancy plays an important role in the initiation of gambling. The benefits of winning money are seen as very high in gamblers who tend overestimate the likelihood of winning.
- Gamblers often place a higher priority on present excitement than on future consequences (cognitive myopia).
- Gamblers who find themselves in financial difficulties may gamble more often in an attempt to increase their negative mood creating a vicious cycle (Beck).
- Gambling may help people to cope by reducing negative mood states (such as boredom) and increasing positive moods (excitement).

STEMUP.CO.UK

AO3

Credit is awarded for an evaluation of the cognitive explanation of problem gambling. Candidates may use research studies which support the claims made by the cognitive explanation. For example:

- There is strong evidence that gambling is used to improve moods.
- Studies have shown that gamblers engage in irrational self-talk and cognitive bias when gambling (Sharpe 1995), Griffiths (1994).
- Delfabbro and Winefield 1999 found that 75% of thoughts / self-talk during gambling are irrational – effectively gamblers tell themselves they are going to win!

Candidates may also discuss the difficulties with gathering cognitive evidence and establishing cause and effect in studies of gambling. It is particularly difficult to separate the effects of learning / association from cognitive factors. Candidates who present alternative explanations (eg biological model) can receive credit provided the material is used effectively to comment on the limitations of cognitive explanations.

Q6.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 4

Candidates are required to outline the learning model of addiction. They are not asked to do this in the context of either gambling or smoking but it is perfectly acceptable for candidates to take this approach. Similarly, they are not required to consider all aspects of addictive behaviour ie initiation, maintenance and relapse so answers which consider all, two or one of these are equally acceptable. There is, of course, a depth-breadth trade-off. The learning model incorporates classical and operant conditioning as well as social learning.
Candidates might also legitimately describe cue-reactivity theory.
Candidates who outline learning mechanisms (eg classical conditioning) without application to addiction can achieve a maximum of 1 mark.
Evaluation is not required here and is not credit-worthy.

AO1 mark bands
4 marks

STEMUP.CO.UK

Outline is reasonably thorough, accurate and coherent.
3 – 2 marks Outline is limited, generally accurate and reasonably coherent.
1 mark Outline is weak and muddled or very limited.
0 marks No creditworthy material.

Q1.

This was a straightforward question that elicited many good responses. The mark scheme was inclusive of any content relevant to cognition, such as expectancy theory, cognitive biases, and self-efficacy. In the event, cognitive biases formed the basis of most answers and such answers tended to score well. Students often went for depth, with a few well-chosen cognitive biases plus illustrative examples. Other students covered a greater number in less depth. The latter approach sometimes resulted in a list-like answer without sufficient explanation. Discussion often made good use of research by Griffiths and the potential practical applications to come out of cognitive explanations for gambling.

Q3.

This option was attempted by around 50% of students.

This question required students to apply their knowledge of addiction to a scenario. Many schools and colleges seemed to have prepared students well for this type of question. Successful students focused their responses on the factors clearly named in the stem and wrote informed answers about the importance of peers in initiating gambling, along with relevant research on age and stress. It was pleasing to see students making use of Social Identity Theory in their responses. Others responded appropriately to the behavioural cues in the stem referring to role models and reinforcement of various kinds. Some students confused classical and operant conditioning and social learning in application questions.

Less successful students still tend to write all they know regardless of the relevance to the question. Many attempted to use material on genetics or faulty cognitions which were not included in the stem. There were detailed accounts of Griffith's research with fruit machine players which had minimal relevance to the scenario. Students still need to be reminded that application questions require them to select material that is relevant to the information given in the stem.

Weaker responses identified the cues in the stem but had very little by way of psychological knowledge to bring to the response, with weak references to boredom, stress relief and peer pressure. These questions test the students' ability to apply their knowledge and students presenting such answers received very basic marks indeed. The best responses were clearly focused and used relevant knowledge precisely and accurately!

Q4.

This question required students to outline how the learning approach explains the maintenance of gambling. There was a range of potential material for candidates to use here, including rewards (operant conditioning) classical conditioning, cues and social learning. Many students found it challenging to keep the focus on learning and gambling and maintenance and became sidetracked into initiation. Others lost focus on the learning elements and wandered into cognitive explanations (expectancy) and biological rewards. Students who answered this question well, structured their description around the different kinds of learning and shaped the response clearly to gambling rather than addiction in general. Some students continue to confuse classical and operant conditioning and social learning.

Q5.

This question required students to outline and evaluate the cognitive explanation of problem gambling. There was a range of potential material for students to utilise here, notably cognitive biases, expectancy, cognitive myopia and belief in high self efficacy. Some students used Aaron Beck's idea of a 'vicious cycle' but failed to emphasis the cognitive elements of this explanation sufficiently. Others described rational choice theory but found they somewhat confused when attempting to apply this framework to problem gambling.

Students who did best structured their description around the stages of gambling addiction (initiation, maintenance and relapse) presenting explanations followed by research evidence to integrate AO1 and AO2 / AO3. Many students summarised relevant studies (eg Griffiths of examination of self talk in slot machine gamblers) but quite a lot were unable to draw out the implications of these findings for cognitive explanations. Stronger students did this well and were also able to draw on cognitive treatments for problem gambling appropriately. Those who could combine explanations (for example on personality factors such as impulsivity) to demonstrate why some people may become addicted were most successful.

Q6.

Most candidates appeared to understand some principles of the learning model. However, many answers described the processes of classical / operant conditioning and social learning without explaining or illustrating these within the context of addiction. Weaker candidates often illustrated the principles with reference to Pavlov's dogs or Bandura's Bobo doll which received minimal credit if there was no attempt to apply this to addiction. Candidates who did best structured their description around one of the examples on the specification – smoking or gambling, which helped them to demonstrate their understanding of the learning model. Reference to all stages of addiction (initiation, maintenance and relapse) was not required for higher marks.

STEMUP.CO.UK