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Examiners' Report
June 2017

GCE Psychology 8PS0 01

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Introduction

The examination structure provided a range of question types over two main sections, social psychology and cognitive psychology, with a final extended response requiring candidates to address a theme that occurs in both social and cognitive psychology. Many candidates demonstrated good psychological knowledge and understanding in this examination, and centres have clearly covered the required content in sufficient depth which has benefitted candidates. Candidates have worked hard throughout this paper, with very few unanswered questions being seen and most candidates making attempts at all questions, which was very positive to see. Centres are requested to remind candidates to write within the spaces provided and, where this is not sufficient, to use additional paper rather than drawing arrows between questions and white space, or using blank pages within the script.

Strengths were seen in the understanding of the research conducted by Milgram (1963), along with mathematical skills, where some candidates have really excelled. There is a general area for improvement in the candidates' skills of application to the scenarios for the AO2 questions, where candidates are often giving generic responses that are not applied to the context. This indicated that some candidates appeared unaware of the differences in the taxonomy of questions, and did not differentiate their responses to answer the question being asked. For example, when explaining weaknesses of reconstructive memory there were often limited exemplifications of how or why their point was a weakness. Centres are directed to the taxonomy command words within the specification that give indications of the expectations for the question types for candidates.

Candidate responses to the key question were often limited, candidates seemed unclear what their key question for society was and struggled to draw on relevant theories/ concepts/research from within cognitive psychology, therefore they often lacked accurate points for this question. Centres are directed to the support materials available online which explore the various question types for key questions in the examination.

The remainder of this Examiners' Report focuses on each individual question and gives specific examples with the aim of highlighting areas of good practice and illustrating some common errors, which can be used to help prepare candidates for future 8PS0/01 examinations.

Question 1 (a)

This is an AO2 question and candidates were required to provide any type of closed question that was relevant in relation to asking a science student for their perception of art students. Most candidates achieved well on this question. Many gave very clear closed questions with closed responses such as 'yes/no' or 'tick box options'; these demonstrated a very good understanding of closed questions.

Answer ALL questions.

SECTION A: SOCIAL PSYCHOLOGY

- 1 Abigail would like to investigate science students' perceptions of art students. She decides that a questionnaire is a suitable research method.

(a) Suggest two closed questions that could be used in the questionnaire.

(2)

Art is an easy subject.

strongly agree agree unsure disagree strongly disagree.

Do you think art students are talented?

yes no unsure.



ResultsPlus
Examiner Comments

This candidate achieved 2 marks for two very clear and well-structured closed questions.



ResultsPlus
Examiner Tip

Giving 'closed' options here demonstrates good knowledge and understanding of the question types.

Question 1 (b)

This is an AO2 question and therefore points made by candidates needed to be applied to the scenario of how Abigail can use an interview with the science students. The question required a candidate to give responses about how Abigail could conduct this interview. Many candidates applied their responses to the context very well; some responses were not applied to the scenario and in these cases the candidates tended to just use the name 'Abigail' followed by a generic response. Some candidates referred to inaccurate types of interview in their answers, for example 'open interview', limiting their marks on this question.

(b) Abigail is also considering using an interview in her study.

Explain how Abigail could use **one** type of interview to investigate science students' perceptions of art students.

(2)

Abigail could use an unstructured interview so that she also has qualitative data to analyse. This is because during an unstructured interview participants are able to express themselves more freely enabling her to gain more truthful data.



ResultsPlus Examiner Comments

This candidate achieves zero marks. The response has no application to the use of an interview with science students about their perceptions of art students. It is also noted that the candidate did not explain how an interview could be used, instead giving a response about what an unstructured interview is.



ResultsPlus Examiner Tip

Candidates should be reminded that the use of a name is not sufficient to be considered application to a scenario.

Question 1 (c)

(c)(i) Candidates were required to complete the totals in the table, including the final total. Overall, this question was well answered and candidates generally achieved the mark here. Where marks were not awarded it tended to be where they had made errors in the calculation of the total.

(c)(ii) Candidates were required to calculate the range in order to answer this question. Overall, this question was answered accurately and candidates achieved well. Where errors were made, it was rarely the calculation, but where candidates had a misconception of what the range was, for example calculating a mean score.

- (c) The data from the closed question responses on Abigail's questionnaires showing negative perceptions of art students by science students is recorded using a tally in **Table 1**.

Participant	Tally	Frequency
A	## ///	8
B	## //	7
C	## ///	8
D	## ////	9
E	////	4
F	## /	6
Total		42

Table 1

- (i) Complete **Table 1** with the frequency data for each participant and the total frequency.

(1)

- (ii) Calculate the range for this data.

(1)

5



ResultsPlus Examiner Comments

The candidate achieves both marks here, one for full completion of the table in (c)(i) and the second for the correct answer in (c)(ii).



ResultsPlus Examiner Tip

There are some mathematical questions where marks for calculation steps could be awarded; it would be good practice for candidates to make sure they show their calculations in maths questions.

Question 1 (d)

This is an AO2 question as it is assessing a maths skill where candidates were required to explain why a standard deviation may be used. As an 'explain' question, the candidate response requires a point that has been exemplified or developed.

Candidates were able to give points that demonstrated knowledge that this is a measure of dispersion from the mean, but they tended not to exemplify or develop this particularly well to say why it would be used. Some candidates gave responses that stated the standard deviation shows the spread of data or dispersion which was not creditable as this is also the same as the range. Where they are asked about a particular mathematical concept, candidates should be specific to the concept they are being asked about to avoid generic responses.

(d) When analysing quantitative data a researcher may calculate the standard deviation of data scores.

Explain why researchers use the standard deviation of data scores.

(2)

Researchers may use standard deviation when looking at the data scores because it will tell you how much on average the score deviates from the mean. This is more accurate than the range (5) found in Abigail's experiment because it tells you precisely how close or far you are from the mean. Also, standard deviation takes into account all the scores instead of just two like in range.



ResultsPlus
Examiner Comments

This candidate achieved 2 marks. They have given an exemplified answer to explain why the standard deviation is used.

(d) When analysing quantitative data a researcher may calculate the standard deviation of data scores.

Explain why researchers use the standard deviation of data scores.

(2)

Standard deviation is used to measure the "spread" of data. Therefore, it is used to find out how varied the results of a study are.



ResultsPlus
Examiner Comments

This candidate achieves zero marks. They do not demonstrate sufficient understanding of why a standard deviation is used. They make reference to the 'spread of data' but this does not distinguish the standard deviation from the range.



ResultsPlus
Examiner Tip

Candidates should be able to explain why psychologists may choose to use any of the different forms of data analysis. When explaining these, the candidates should be specific and give clear, distinguishing features that lead to data analysis choices.

Question 1 (e)

This is an AO1 knowledge and understanding and AO2 application question where candidates were required to apply their responses to the scenario of science students being prejudiced towards art students.

The question required candidates to demonstrate their knowledge of social identity theory and their ability to exemplify their understanding to show how this is applied to the scenario given. Most candidates had a good understanding of the theory for their AO1 marks here. However, some candidates were limited through poor application to the scenario, where they did not give sufficient depth in their exemplification to show how their points were related to the stages that the science students would follow. In addition, some candidates confused the stages of social identification and social categorisation and therefore were limited in the marks awarded due to inaccurate understanding of the theory. A few candidates also confused this with realistic conflict theory. For AO2 application questions, candidates need to draw on their understanding and show this through their links to the scenario. Where they use single phrases, such as just stating 'science students' it is not fully application of the theory to the scenario given.

(e) Abigail concludes that science students have prejudiced beliefs about art students.

With reference to Social Identity Theory, explain why the science students may be prejudiced towards the art students.

(6)

Tajfel stated that prejudice arises between two groups of equal status and that there are three stages to the theory. This theory revolves around the formation of in groups and out groups.

Stage one is categorisation and this is where people choose a group to join e.g. the science students choosing to study science instead of art. This group becomes the in group.

Stage two is identification and this is where people associate themselves with the norms and values of their group e.g. science students wearing labcoats and talking about science.

Stage three is comparison and this is where the

in group will belittle the out group in order to boost their groups confidence, e.g. Science Students saying art students are stupid. This means the Science students will insult ~~the~~ and show prejudice towards the art students as they are the outgroup and this will boost their in group confidence.



ResultsPlus

Examiner Comments

This candidate achieved all 6 marks. They have demonstrated a clear understanding of Social Identity Theory and given good application points to the scenario of science students to exemplify how their knowledge can be used to explain a 'real life' context.

Question 1 (f)

This is an AO1 knowledge and AO3 justification/exemplification question where candidates are expected to identify the aspect of personality and exemplify how this can influence prejudice. Knowledge points about the individual difference could be exemplified through theory or supporting evidence. Most candidates used authoritarian personality, but did not always give sufficient depth or exemplification for all four marks. Where candidates gave two individual differences, some achieved all four marks, although many were unable to exemplify how the individual difference linked to prejudice. Many candidates gave unsupported comments about peer groups, friends, family and different cultures which demonstrated little understanding of individual differences in personality.

(f) Prejudice and discrimination shown by a person towards others can depend on individual differences (personality). *Right wing authoritarianism*

Explain how individual differences (personality) can affect prejudice. *social dominance*
(4)

One way individual differences in terms of personality can affect prejudice is by having a right wing authoritarianism personality. The ^{individual} person believes that they are above the hierarchy and therefore are inferior superior than others. This leads to the individual being prejudiced and discriminating other individuals.

Another way individuals in terms of personality show prejudice is believing that they are socially dominant. The individual has this personality that they are more ~~so~~ dominant in society than other individuals. This leads to the ~~the~~ individual dominating other individuals through prejudice and discrimination.



ResultsPlus Examiner Comments

This candidate achieved all 4 marks.

They structured their response giving two individual differences related to personality. Their first point about right wing authoritarianism shows their understanding of what this is and is exemplified with how this leads to prejudice through social hierarchy. Their second point about social dominance also shows their understanding and is exemplified clearly to show how prejudice is through dominating others.

Question 2 (a)

This is an AO1 knowledge and understanding question that required candidates to give a definition of the sampling method. Some candidates were able to define stratified sampling, although many gave a definition of random sampling in error. Stratified sampling definitions should indicate proportional representativeness of a target population.

- 2 Rashid is conducting research into in-group and out-group prejudice. He has decided to use a stratified sample to select participants from his target population.

(a) Define 'stratified sampling'.

(1)

Stratified sampling is when a sample is selected to be representative of the target population by having the same ratio of certain groups



ResultsPlus
Examiner Comments

This candidate achieved 1 mark for an accurate definition.

Question 2 (b)

This is an AO1 knowledge and understanding and AO3 justification/exemplification question that required candidates to give a strength of the stratified sampling method. This was usually shown through an understanding of population representativeness or proportionality of the target group, but AO3 exemplification of how or why these were strengths was often limited. Candidates sometimes gave responses that were non-specific to stratified sampling, suggesting a limited understanding of this technique.

(b) Explain **one** strength of 'stratified sampling'.

(2)

Stratified sampling gives more generalisable results as it can be fully representative of a target population. It does this by working out how many of each sub category participant should be involved.



ResultsPlus Examiner Comments

This candidate achieved 2 marks. They have shown understanding of a strength of stratified sampling, that it sub-categorises the target population, and exemplified this with reference to generalisability as a result of the representativeness of the technique.

(b) Explain **one** strength of 'stratified sampling'.

(2)

All participants have an equal chance, it's not bias and it will sample different kinds of people. All participants have a ~~right~~ right to withdraw ~~and~~



ResultsPlus Examiner Comments

This candidate achieved zero marks.



ResultsPlus Examiner Tip

Candidates should be directed to the taxonomy skills for question types. Explanations require exemplification or justification, it is not unusual to see responses that give one or more undeveloped point(s) rather than responding to the question of 'explaining' something which requires more depth in a response.

Question 3

As a level based question, candidates must meet both components of the level to be awarded the relevant level mark.

This is an evaluate AO1/AO3 question that requires candidates to demonstrate an equal emphasis between knowledge/understanding and evaluations/conclusions in their answer. Fewer candidates spent time giving excessive knowledge of the research than in previous years and therefore coherent chains of reasoning were more evident. Knowledge of Milgram was very good, although most candidates only discussed one study and did not draw on the variations in their answer. Some candidates gave evaluation points that were generic, rote-learned study evaluation points, which resulted in demonstrating a limited understanding of the research itself. It is not sufficient to state 'low task validity because it is an artificial task so it does not represent real life tasks' for AO3, as there needs to be some embedded AO1 knowledge/understanding extracting the supporting features/context of Milgram's research that is directly relevant for this to be creditable. For example, reference in the above example to the artificiality of punishing a learner using electric shocks as a task.

3 Milgram conducted a number of laboratory experiment studies into obedience.

Evaluate Milgram's research into obedience.

(8)

Milgram conducted many experiments researching into obedience. The original study was in 1965 and variations of that study were conducted in the following years.

Milgram's studies had ~~not~~ very good ^{internal} validity. Milgram used a number of controls and standardised procedures to control extraneous variables with his studies. For example, in all his variations and original study he used the same ^{four} experimenter prods as well as not changing the confederate or experimenter through the individual experiments. By putting controls on such as these he enabled a stricter control of extraneous variables that could lead to affect the results. It also allows a cause and effect link to be established. Milgram also increased his through his variations. In Experiment 10, Milgram changed the setting to a rundown office building. By doing this he controlled an extraneous variable in his original study, where it was conducted in Yale.

University. By doing it in a prestigious university it may have made participant more obedient as it is a trustworthy location. However, Milgram's studies lack ecological validity. The test of giving someone an electric shock for not answering a word pair right is not something you would experience in everyday life, so his studies lack mundane realism. Also, the setting is artificial so people may not act natural, even experiment 10 is artificial as people don't usually work in rundown offices.

The major drawback to Milgram's studies is the ethics of his study. The ethics in all of his studies is not up to the BPS ethical guidelines now in place today. Milgram caused distress to his participants as they did believe they were giving someone an electric shock and hurting them. This is shown in his ~~quantitative~~ qualitative data collected showing his participants to be sweating, twitching and nervous laughter. This lack of ethics not only harms his participants but also means it is not able to be replicated today due to his guidelines now in place. You could argue that it was necessary to make sure there was control of extraneous variables, however Burgess study in 2009 shows that Milgram did not need to go to his lengths he did to get similar results.

In conclusion, even though Milgram's studies ~~are not~~ have high validity ~~and are not~~ that allows a cause and effect link to be established, the ethics mean it can't be replicated today so is only relevant for his studies. However, his studies have

lead onto further research that has indicated that obedience might be a biological factor.



ResultsPlus

Examiner Comments

This candidate achieved Level 4 and was awarded 7 marks.

They have shown accurate and thorough knowledge and understanding and have displayed a developed and logical evaluation with a good attempt at logical reasoning throughout their essay. There is a conclusion presented at the end and there are some intermediate conclusions embedded throughout the essay.

For full marks, this candidate could, perhaps, have drawn further on the variation studies as they did with experiment 10. More clarity in their points at times would have also helped achieve a top mark, for example they were not always clear in their distinctions between ecological and task validity.

3 Milgram conducted a number of laboratory experiment studies into obedience.

Evaluate Milgram's research into obedience.

(8)

Milgram has completed many laboratory experiment studies with obedience to witness how we react when given an order by an authority figure an example of this is his "Electric shock machine study", first study.

He put an advert in his local paper for participants in his study. He accepted 40 male participants from the USA. He would ask for the participant to draw straws to see who would be teacher and learner.

Milgram had confederate with him "Mr Wallace", he would always be the learner. The participant's "teacher" would then ask for the learner to pairing numbers and if he'd get it wrong he would be shocked. However, the learner was never in the chair getting shocked, the teacher walked

him walk into the room but there was a secret door.

The voice the teacher heard was a tape recording with purposely incorrect answers or. The shock machine

went from 30volts to 450 volts. When the teacher got

nervous of Mr Wallace's health the examiner was given prod's to ensure he continued "It is essential you

finish". When the results came back 100% of the

participants got to 300 volts but only 26 out of

40 went to 450 volts.

In his experiment he came across problems. Uninformed consent
The participant's were lied to, He straw pulling out Mr
Wallace, ethic's, participant's were not protected from
psychological harm, And generalisable, because he chose 40
males so it is not generalisable, men don't represent
women neither do they act the same. As well as those
to men from USA are not the representative for the
rest of the world.



ResultsPlus Examiner Comments

This candidate was awarded Level 1 and gained 1 mark. Their response lacks evaluation of Milgram's research, points given at the very end of the essay are simply listed without development and are mostly generic, thus resulting in a limited attempt to address the question.

Question 4 (a)

This is an AO1 knowledge and understanding and AO2 application question that required candidates to use their understanding of schema theory to explain the differences between Liam and Emily's directions. AO1 content was the underpinning knowledge and understanding of schema theory, which was exemplified with the relevant points extracted from the scenario to make the link to the different directions.

Most candidates achieved well here, with many giving good application to Emily and Liam. Where candidates did less well, it was due to limitations in their understanding of schema theory.

SECTION B: COGNITIVE PSYCHOLOGY

- 4 Liam and Emily are both students at the same college. A new student has asked them to direct her to the food hall. Emily explains that it is near the football field, while Liam explains it is near the rugby field. Rugby and football are played on the same field.

(a) Using schema theory, explain why Liam and Emily have given different directions to the food hall.

(4)

Schemas are a mental representation or order of an event or object. Liam and Emily both associate the ~~same~~ same place with different sports. It is possible that Emily plays football for the school, and it is played on that field. This would explain why her schema, mental representation, of reaching the food hall is that she must pass the field where she plays football. Similarly, Liam's schema of the field is rugby, through a possibility of him playing rugby on that field. He knows in his mind that in order to get to the food hall, he must pass his rugby field, and this is what he tells the student. They associate and remember the same place in different ways due to their experiences.



ResultsPlus Examiner Comments

This candidate achieves 4 marks. They have shown AO1 knowledge and understanding in their points about mental representation (at the start) and differences in memory due to experience (embedded throughout then reinforced in the final point). For the AO2, application to Emily and Liam, they have given good applied exemplifications that draw on the scenario information given and connect their understanding to strong exemplification though developed application.

Question 4 (b)

This question is assessing AO1 knowledge and understanding and AO3 exemplification/justification skills and required candidates to give two distinct weaknesses of Bartlett (1932) reconstructive memory. Many candidates did not answer this question well, often giving the AO1 understanding of a weakness without the exemplification or justification of how or why it was a weakness for AO3 marks, or giving only one weakness. Many candidates gave weaknesses of War of the Ghosts rather than reconstructive memory. A few candidates suggested that reconstructive memory does not consider individual differences, whereas it is individual by its nature (autobiographical), and so lost marks here for inaccuracies.

(b) Bartlett (1932) suggested the theory of reconstructive memory to explain how information is stored and recalled.

w → contradictory
w → when schema's used.

Explain **two** weaknesses of Bartlett's (1932) theory of reconstructive memory.

(4)

1 A weakness of Bartlett's theory is that it had contradictory evidence from Wynn and Logie. For example, they used 1st year psychology students and asked them to recall their first day, they found that they did not shorten or modernise it. This is a weakness as Bartlett may be wrong.

2 Another weakness is that we don't know when we use our schemas. For example, did our schemas aid the participants when they were ~~the~~ reading the story, or was it after? This is a weakness as Bartlett does not explain how or when our schemas are used, he just states it without scientific evidence which could be unreliable.

(Total for Question 4 = 8 marks)



ResultsPlus Examiner Comments

This candidate achieves 4 marks.
They have given two good weaknesses and have exemplified each of these to demonstrate why each one is a weakness.



ResultsPlus Examiner Tip

The use of evidence against Bartlett (1932) has been used very well here. Having evidence for and against a theory can really aid candidates in strengths, weaknesses and evaluation points for essay responses.

(b) Bartlett (1932) suggested the theory of reconstructive memory to explain how information is stored and recalled.

Explain **two** weaknesses of Bartlett's (1932) theory of reconstructive memory.

(4)

1 The 'War of the Ghosts' story was confusing and therefore people/ participants could have changed the story because they didn't understand it in the first place not because they didn't remember the story.

2 Supporting research in Bartlett's study was not standardised and controlled as he asked his students during a lesson and did a follow up 2 years later on the street. The lack of standardisation means that the results can't be tested for reliability.



ResultsPlus
Examiner Comments

This candidate has achieved zero marks. Evaluating the study of 'War of the Ghosts' was a common error in this question; it was clear some candidates struggled to differentiate between the theory and the research and subsequently did not achieve high marks.

Question 5

This question is assessing AO2 application of theoretical concepts to a key question for society, where candidates were required to draw from relevant theories/ concepts/research studied in cognitive psychology for their key question.

Candidates approached this question using a range of aspects in cognitive psychology with the most common key questions being related to eye witness testimony, dyslexia and dementia. Some candidates described their key question, for example what dyslexia is, or what a false conviction is rather than the psychological concepts related to their key question. A few candidates described a key question from a different topic area, for example media violence and social learning theory. Centres are directed to the support materials online to help guide students in the requirements of a key question.

5 In cognitive psychology you will have studied a key question of relevance to issues in modern society.

Explain the key question you studied using relevant concepts, theories and/or research drawn from cognitive psychology.

(5)

Key question How can cognitive psychology help us understand those with dyslexia? and how we can help?

Dyslexia is a learning difficulty that affects up to 20% of the population and is more common in males.

Having dyslexia can mean being slow in writing, finding it hard to concentrate and struggling with spellings.

Dyslexia affects the phonological loop making students struggle if the teacher is talking fast without decoding information and expecting the student to write it all down. They get overwhelmed as their phonological loop has a limited capacity so struggles with so much encoding information.

In order to improve the way dyslexics can learn, introducing diagrams, pictures, coloured card and information presented in already coded chunks. The child's working memory will be able to process what is in front of them much easier and quicker. They will also

then be able to move things from their sensory memory, to their short term memory and finally their long term memory allowing them to feel at ease and on top of things.

So overall a little bit more time to digest the information in more visual forms would help those with dyslexia.



ResultsPlus

Examiner Comments

This candidate achieved 4 marks. The response was awarded marks for the points about decoding and also capacity as influences on dyslexia, and furthermore the intervention strategies such as colours, diagrams, pictures which have been explained using chunking linked to working memory, and also the process of transference from the sensory memory through to long-term memory.

5 In cognitive psychology you will have studied a key question of relevance to issues in modern society.

Explain the key question you studied using relevant concepts, theories and/or research drawn from cognitive psychology.

(5)

Key question Are eye-witness testimonies a reliable source of evidence?

From the study of Ronald Cotton it is clear that eye-witness testimonies (EWT) are not a reliable source of evidence.

Ronald Cotton was wrongly accused of rape and was imprisoned for 10 years due to a false EWT. It wasn't until police found DNA from the actual rapist that Ronald Cotton was let out. This research proves that EWT are in fact unreliable.

However, as this ~~is~~ was a unique piece of research we cannot generalise as the evidence lacks validity.



ResultsPlus
Examiner Comments

This candidate achieves zero marks.

The response has not drawn on any relevant concepts, theories and/or research from cognitive psychology to explain the key question of relevance to society. The candidate has described an example of inaccurate eye witness testimony, but there is no further development to achieve marks.

Question 6 (a)

This question is assessing AO1 knowledge and understanding and AO2 application skills where candidates were required to show knowledge of what an IV and DV are, and exemplify these with the IV and DV from the stimulus material. Many candidates achieved well on this question, with good understanding and application shown here. Where they did not achieve well it was usually a result of confusing the IV with the DV.

6 Sarah would like to research whether 15 acoustically similar words will be easier to recall than 15 acoustically dissimilar words. She has asked you to help her conduct the research.

(a) Explain the terms 'independent variable' and 'dependent variable', using Sarah's research as an example.

impact on DV
- changed
Independent variable

(4)

Independent variable is the variable that is changed and controlled by the experimenter to see what effect it has on the dependent variable. In Sarah's example, this is the type of words - acoustically similar or acoustically dissimilar.

Dependent variable - measured

Dependent variable is the variable that is measured by the experimenter and is affected by the independent variable. In Sarah's example, it is the number of words recalled.



ResultsPlus Examiner Comments

This candidate achieves 4 marks. The IV and DV are clearly understood and the examples drawn from Sarah's research are accurate to exemplify their understanding of an IV and DV.

Question 6 (b) (c)

(b) This question is assessing AO2 mathematical skills and candidates were required to draw, give a title and label an appropriate chart, in this case a bar chart.

One mark was awarded for an appropriate title that demonstrated that the chart was to show the mean number of words recalled. A further mark was awarded for the appropriate labelling of each axis and for showing clearly which bar was 'similar' and which was 'dissimilar', and for the numerical plots along with a label that showed what the numerical values represented (the mean number of words recalled). Most candidates achieved well here, with many attaining all three marks. Where candidates did not achieve full marks there were mixed reasons, usually poor labelling of the numerical axis, or drawing the bars as connected as if the data was continuous rather than distinct.

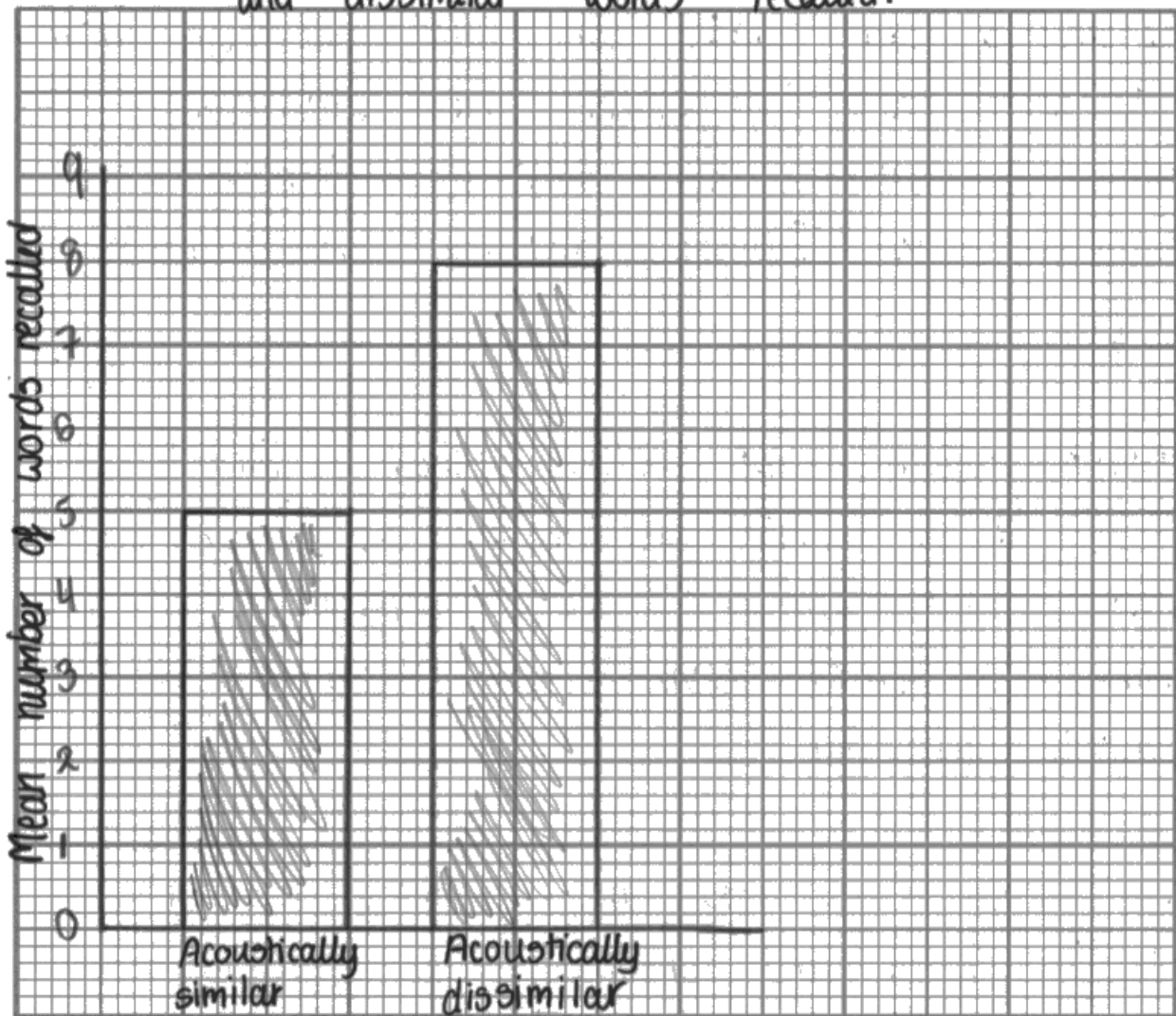
(c) This question is assessing AO3 skills of drawing a conclusion from a set of data provided, where candidates were required to draw on the results provided and interpret these to present a conclusion.

The data indicates that acoustically dissimilar words are easier than acoustically similar words. Candidates struggled with this question, often restating the results that more or less of one set of words had been recalled in the study, rather than interpreting what this meant to give a conclusion.

Draw an appropriate graph to show the mean results of Sarah's experiment.

(3)

Title Graph to show the mean number of acoustically similar and dissimilar words recalled.



(c) State **one** conclusion from Sarah's results.

(1)

Acoustically dissimilar words were easier to record than acoustically similar words



ResultsPlus
Examiner Comments

This candidate achieved all 3 marks for their bar chart and 1 mark for their conclusion about words being 'easier' to recall.

Question 7

As a level based question candidates must meet both components of the level to be awarded a mark in the appropriate level.

This is an evaluate AO1/AO3 question that requires candidates to demonstrate an equal emphasis between knowledge/understanding and evaluation/conclusion in their answer. Candidates were required to evaluate the case study method in cognitive psychology. Some candidates evaluated the case study of HM without addressing the question. Some candidates gave responses that discussed case studies more relevant to biological psychology and went on to describe the method in researching the brain rather than memory or cognitions. A few candidates described several case studies, such as HM and Clive Wearing but did not go on to evaluate the method, often linking the case to supporting a theory rather than addressing the evaluation of this as a research method in cognitive psychology. There were a number of generic responses to this question, where candidates stated the concepts of reliability, validity, generalisability and so on, without linking back to case studies or giving any examples of case studies to support their points. Overall, candidates appeared to struggle with this particular methodology.

- 7 Henry Molaison (HM) was a patient who had a brain injury as a result of a surgical procedure to help him with epileptic seizures. As a result he suffered with severe memory loss.

Evaluate the use of case studies in cognitive research, such as the case of HM.

(8)

Case studies ~~is~~ are studies of one person who is often very unique. For example Henry Molaison who had his hippocampus removed to try and resolve his epilepsy. Which resulted in him being no longer to make any new long term memories due to the hippocampus being responsible for this.

A problem with case studies is ~~because~~ ^{because} people like Henry Molaison are such unique individuals in society and findings from him or other case studies can't be generalised to the wider society which makes case studies to some psychologists not very useful as they can't apply their findings to the population.

However, some psychologists such as ~~the~~ Schmolck who did an ~~experim~~ study on 6 patients with brain damage find case studies useful. Even though they can't be applied to wider society case studies can be useful on finding out more about the brain when it's had damage done as Schmolck found out that short term memory encodes acoustically and long term memory encodes semantically.

However, a weakness to ^{the use of} case studies is always ethics and considering if it's ethical to complete this study on someone who can't really give informed consent. Such as HM who had no rest of his life really as he was used in experiments on a daily basis in hope of finding out more knowledge of the brain.

Overall, case studies can be useful even though they can't be applied to the wider society but ethics have to be weighed up before the study starts.



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Examiner Comments

This candidate achieved Level 2 and was awarded 4 marks.

Their understanding is mostly accurate; however, the points are not thorough or well developed. The evaluative developments for AO3 here are relevant; however, these are also not well developed and tend to be statements that are somewhat superficial rather than a logical evaluation giving chains of reasoning and competing arguments.

Question 8

As a level based question candidates must meet both components of the level to be awarded the level.

This is an evaluate AO1/AO3 question that required candidates to demonstrate an equal emphasis between knowledge/understanding and evaluations/conclusion in their answer. Candidates were required to give an evaluation of the ethical guidance/issues within social and cognitive psychology to demonstrate how well the research in these fields is, or is not, able to meet ethical guidelines. Many candidates gave unbalanced responses that focused on social psychology having poor ethics and cognitive psychology having good ethics; these responses were often supported by Milgram and Baddeley and little else was developed from other research or evidence around ethical issues in either topic area. A few candidates gave responses that only discussed social psychology. There were some candidates who were able to balance their evaluations using a range of evidence and studies from across both topic areas. Across this question, a lack of balance across and within the topic areas often limited candidate achievement.

SECTION C

- 8 The British Psychological Society (BPS) code of ethics and conduct (2009) sets an expected standard for psychological research. In cognitive psychology and social psychology, researchers must follow ethical guidelines.

Evaluate how well research in social psychology and cognitive psychology has met the code of ethics and conduct (2009).

(12)

The BPS set four main principles that are Responsibility, Respect, Competence and Integrity, which psychologists have to consider while carrying out their experiments. Research conducted in social and cognitive failed most of the principles to great extent, although not all of them consist all.

For instance, Milgram's study on obedience breached the guidelines when his participants showed distress, through nervous laughter, sweating and shaking. This breached the guideline regarding responsibility as it is the researcher's responsibility to make sure participants don't suffer from distress or any type of harm during experiments. However, in Milgram's study participants suffered from distress to great extent, thus this is an example of how researchers in social psychology didn't completely meet the code of ethics and conduct of 2009.

However, an example of a research that did meet the guidelines to some extent may include Burger was replicated Milgram's study in a more ethical technique. This is because during his study he consistently reminded participants of their right to withdraw, which meets the principle regarding respect as the researcher here he respect the participant right to withdraw and remind them that they can withdraw if they want. Burger did remind his participants and he also told them they could help as many they got for carrying out the experiment.

A cognitive research that may be considered to have breached the ethical guidelines is Sanchez and Hernandez-Gil's study on digit span to see if digit spans increased with age groups. He used participants from a Spanish school and perhaps didn't receive their informed consent which goes against integrity and right as it is their right to give consent to be part of the study however Sanchez didn't receive informed consent from participants, his study doesn't completely meet the ethical code and conduct as a result.

A cognitive research that met most the ethical codes is Steyvers and Hemmer's study, because the scenes they portrayed to their participants were naturalistic scenes, which it never caused them distress, also due to prior knowledge of the scenes, participants seemed comfortable with the experiment, therefore this suggests that the experiment met the principle regarding responsibility as the researchers were responsible for the participants comfort and didn't need them to perform outside of their comfort zone.

In conclusion, research in both social and cognitive show that they have met the ethical codes and conduct of 2009 to great extent for instance, Burger's consistent reminder of right to withdrawal support how social studies do meet the guidelines and Steyvers and Hemmer provide similar objective. However there are studies that suggest that studies in social and cognitive don't meet ethical codes and conduct like Milgram who breached guidelines.

guidance of responsibility (cultural perceptions discussed) and and senastol and hernandez -
At the time several more cognitive and social studies don't always meet ethical guidelines
provided by BPS



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Examiner Comments

This candidate achieved Level 3 and was awarded 8 marks.
The response is mostly accurate, with some development in the arguments although it is unbalanced at times. The candidate has drawn on some research, although they tended to give evaluations of each and did not fully present an argument as to how well social and cognitive psychology does, and does not, meet ethical requirements.



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Examiner Tip

Whilst the research cited is accurate, further research from social and cognitive psychology could have been used to engage more fully with the overall question, for example Sherif or the case of HM could have been used to show a more developed understanding of ethical practices in both areas.

Paper Summary

Based on the performance on this paper, candidates are offered the following advice:

- Candidates should give balanced responses with informed conclusions or judgements (where appropriate to the taxonomy used) in their extended open responses.
- Candidates should apply their understanding to the behaviour and context in a given scenario, and not just give a name as this is insufficient for application.
- Evaluation points in essays, and strengths and weaknesses of theories (or studies) should be specific not generic points.
- For 'explain' questions, points should be exemplified or justified.
- Use of supporting evidence for evaluations, strengths and weaknesses would aid candidates in exemplifying their points.
- Candidates should consider their key question during revision. Centres are directed to the support materials online for key questions.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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