



Examiners' Report

June 2018

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. The final question required an extended response requiring candidates to address a theme that occurs in both social and cognitive psychology. Many candidates demonstrated good psychological knowledge and understanding and it was clear that they had a very good working knowledge of the topic areas.

There were very few unanswered questions and many of the questions were attempted in some detail, which benefitted the candidates.

Candidates showed particular strengths in using Milgram's (1963) theory to explain a scenario, which was pleasing to see. There was also a continued strength in the mathematical skills of candidates.

An area where improvement is required is dealing with strengths and weaknesses of studies. Many candidates provided generic responses, which were not creditworthy. Features of the particular study in question should be identified and then explained as to why it is a strength or a weakness.

Where researchers have published multiple studies, it is also important that candidates use the correct features of the particular study in the question so that it can relate specifically to that study.

Candidate responses to the key question were limited. Candidates seemed unclear on the requirements of the taxonomy 'to what extent'. Many candidates described the key questions from both social and cognitive psychology but did not explain how these were relevant in today's society.

Centres are directed to the support materials available online, which explore the various question types for key questions in the examination and the taxonomy for each question type.

The remainder of this Examiners' Report focusses on each individual question and gives specific examples. This aims to highlight areas of good practice and illustrate some common errors, and thereby be used to help prepare candidates for future 8PS0/01 examinations.

Candidates should be reminded to write only within the spaces provided and not around, above and below or use arrows and asterisks to indicate that there is additional information elsewhere. Additional paper should be used whenever extra writing space is required.

Question 1 (a)

This is an AO1 question and candidates were required to state an aim of the Sherif et al (1954/1961) study.

Most candidates were able to state an aim, drawing on accurate terminology from the study, referring to hostile groups, and superordinate goals.

Some candidates made errors, the most common suggesting a subordinate, rather than superordinate, goal. Other candidates focussed on prejudice, rather than realistic conflict theory.

Where there are multiple aims in a study, candidates need to focus on one that they can state accurately.

1 When studying social psychology you will have learned about Sherif et al's (1954/1961) study.

(a) State **one** aim of the study by Sherif et al. (1954/1961).

(1)

To investigate if conflict can be created between two groups through competition and if it can be reduced by working towards a superordinate goal.



ResultsPlus
Examiner Comments

This candidate states an aim clearly, using appropriate terminology from the study.

1 mark



ResultsPlus
Examiner Tip

Focus on one aim – state it accurately

Question 1 (b)

Many candidates were able to identify the strength and gain one mark. However, many responses were generic and did not refer to specific details of Sherif's study and did not gain further marks.

Some candidates did not explain why it was a strength. Responses that linked validity to a natural setting for the boys, or by carrying out natural activities, would merit two marks if there was a link to the study in an explicit way.

(b) Explain **one** strength of the study by Sherif et al. (1954/1961) in terms of validity.

(2)

sherif et al. (1954/1961) conducted a field experiment in the natural setting of the ~~22~~ 11 year ~~old~~ boys summer camp. This adds ecological validity to the findings as participants are in their natural ~~inf~~ environment so observations done about behaviour are valid.



The response identifies ecological validity because it is a field experiment.

The validity is then justified using facts from the study, 11 year-old boys in a summer camp, so the environment and behaviour is natural to real life.

2 marks



Use accurate information from the study to justify strengths and weaknesses

(b) Explain **one** strength of the study by Sherif et al. (1954/1961) in terms of validity.

(2)

The study was very controlled and therefore was high in internal validity.



ResultsPlus
Examiner Comments

A strength has been identified but this is not supported with details from the study.

1 mark

Question 1 (c)

This is an AO1 and AO3 question, where candidates were required to identify a weakness in terms of ethical issues and then justify the weakness using examples from Sherif's study.

Overall, candidates were unable to achieve the full two marks on this question. They did not apply accurate information from the study to justify the AO1 identification mark.

The most common response was to suggest that there was no informed consent. This was incorrect because the boys' parents gave presumptive consent for them to participate in the field experiment.

(c) Explain **one** weakness of the study by Sherif et al. (1954/1961) in terms of ethical issues.

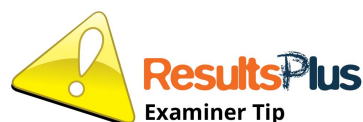
(2)

Although the parents knew that ~~this~~ the comp was a psychological experiment and therefore were able to give consent for their children, the kids did not ~~hear~~ This meant that the children could not give their consent to take part in the study.



The identification point is incorrect, as is the justification.

0 marks



Use accurate information from the study to justify strengths and weaknesses

(c) Explain **one** weakness of the study by Sherif et al. (1954/1961) in terms of ethical issues.

(2)

One weakness is that participants were not adequately protected from harm. Researchers only intervened when the two groups were ready to fight each other and did not stop name calling between the groups, which could have caused psychological harm.



ResultsPlus
Examiner Comments

Protection from harm is identified correctly as an ethical issue.

This is then justified by good application in suggesting that fighting and name-calling may cause psychological harm.

2 marks

Question 2 (a)

This is an AO2 question and so the features chosen from an appropriate area of Social Psychology had to be applied to the scenario, suggesting what could have led Anja to obey her manager. Many candidates applied their understanding of Social Psychology well to this question.

The most common responses focused on features from Milgram's works of Agency Theory and his variation studies. Candidates were able to suggest that Anja obeyed due to following the instructions of an authority figure and that the proximity of the authority figure led her to obey.

Candidates should ensure that they have included elements from the scenario in their responses and then linked them appropriately with the feature they are identifying.

Use of a name from the scenario is not enough to gain a mark because the response should demonstrate an understanding through direct application of theory to the scenario.

The most common error was to use Social Learning Theory as an explanation of obedience.

- 2** Anja is a waitress in a café. She is instructed by the café manager to clean the seating area before customers arrive. Anja follows the instructions and cleans the seating area.

- (a) Identify **two** features of this situation that could have led to Anja obeying the manager and cleaning the seating area.

(2)

The manager is seen as an authority figure as the manager is in a higher position compared to Anja as well as proximity the manager instructed Anja to clean up one on one increasing the chances of her obeying the manager and cleaning.



ResultsPlus
Examiner Comments

The candidate has chosen two features and applied them well to the scenario.

The two features are identified and then linked to the scenario by suggesting that the:

- manager is in a higher position than Anja
- instruction was one-to-one

2 marks

Question 2 (b)

Some candidates were able to apply the scenario and decide whether Anja's gender did, or did not, affect her obedience. Candidates who suggested that there would be no difference were able to offer supporting evidence, often citing Milgram or Burger.

If candidates chose to suggest that gender would make a difference, few applied appropriate research and theories to justify whether Anja's gender would have been a factor in her obeying her café manager.

The most common response was to suggest that females would obey male managers or that it was traditional for women to obey males. These are generic responses that have not been applied to the scenario and in many cases could not be supported by appropriate research or theories, to achieve the AO3 mark.

(b) Psychologists have investigated the role of gender in obedience.

Explain whether Anja's gender may have affected her obedience in cleaning the seating area.

(2)

Due to her gender Anja may have been taught to be more submissive to males, making her obey the command.



This is the candidate's opinion and is not supported by evidence or facts.

0 marks

(b) Psychologists have investigated the role of gender in obedience.

Explain whether Anja's gender may have affected her obedience in cleaning the seating area.

(2)

Burger's replication of Milgram's experiment #5 tested the differences in obedience and very little difference was found between men and women in obedience. This suggests that Anja's gender wouldn't effect her obedience in cleaning the seating area



ResultsPlus
Examiner Comments

This candidate states accurately the AO3 point by using research to explain why gender does not affect levels of obedience.

This is then applied to the scenario in suggesting, therefore, that gender would not affect Anja.

This is a well-structured response.

2 marks

Question 3 (a)

The question required the candidates to calculate the mean from the presented data. The majority of candidates answered this question well, and, therefore, achieved good marks.

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 mathematical questions.

(a) Calculate the mean for the authoritarian personality scores.

(1)

SPACE FOR CALCULATIONS

$$\frac{76}{8} = 9.5$$

Mean: 9.5



ResultsPlus
Examiner Comments

The candidate achieves the mark for calculating the mean score from the data presented.

They also show their workings, which, whilst not required on this occasion, is good practice.

1 mark



ResultsPlus
Examiner Tip

Show your workings in mathematical questions

Question 3 (b)

The question required candidates to calculate the mode/modal score from the presented data. The majority of candidates answered correctly.

Again, 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.

(b) Calculate the mode for the obedience scores.

(1)

SPACE FOR CALCULATIONS

Mode: 17.



ResultsPlus
Examiner Comments

The candidate achieves the mark for calculating the modal score from the data presented.

They also show their workings, which, whilst not required on this occasion, is good practice.

1 mark

Question 3 (c)

This question required the candidates to calculate the standard deviation to two decimal places for the data shown in the table and to show their workings in the process.

Three marks were available. There was one mark for the calculation of the sum of squared values, one for dividing the sum of squared values (n-1), and one for calculating the square root to two decimal places. Three marks were awarded for a correct standard deviation, even if the two processes were not included.

Overall, the majority of candidates were able to achieve one mark for calculating the sum of squared values. Many candidates were also able to calculate the standard deviation correctly and achieve the full three marks.

| Participant | Obedience score (out of 20) | $(x - \bar{x})$ | $(x - \bar{x})^2$ |
|----------------------------------|-----------------------------|-----------------|-------------------|
| A | 7 | -5.29 | 27.98 |
| B | 17 | 4.71 | 22.18 |
| C | 9 | -3.29 | 10.82 |
| D | 17 | 4.71 | 22.18 |
| E | 13 | 0.71 | 0.50 |
| F | 8 | -4.29 | 18.40 |
| G | 15 | 2.71 | 7.34 |
| Total | 86 | Total | 109.4 |
| Mean \bar{x} | 12.29 | | |

Table 2

- (c) Rajmund decided to use the standard deviation as a measure of dispersion for his data. Calculate the standard deviation for the obedience scores shown in **Table 2**.

You must show your working and give your answer to **two** decimal places.

(3)

SPACE FOR CALCULATIONS

$$27.98 + 22.18 + 10.82 + 22.18 + 0.50 + 18.40 + 7.34 = 109.4$$

$$\sqrt{\frac{\sum (x - \bar{x})^2}{n-1}} = \sqrt{\frac{109.4}{7-1}} = \sqrt{18.23333333}$$

Standard Deviation = 4.27



Full marks were awarded because the standard deviation was presented correctly, to two decimal places.

The candidate also includes the workings.

3 marks



Show your workings when requested because marks are available for correct calculations, even if the final sum is incorrect

Question 4

The quality of the responses was mixed for both the strength and weakness. Candidates that achieved full marks were able to identify salient points of the study, for example the reduction in the maximum voltage. This was then justified by explaining that it was more ethical, because participants were protected from psychological harm.

The most common response was that applying electric shocks lacked mundane realism, but many students did not go on to justify this. Many candidates achieved two marks for identifying a strength or weakness, but many gave only a generic strength or weakness.

In order for candidates to access the full range of marks, they needed to ensure that each identification point was relevant to the study in question and was justified by an example from the study that was not generic.

4 In social psychology you will have learned about one of the following contemporary studies:

- Burger (2009)
- Reicher and Haslam (2006)
- Cohrs et al. (2012)

Explain **one** strength and **one** weakness of one study from the list.

Name of study

Burger (2009)

Strength

The study has improved ethics. Burger used screening procedures like the Beck anxiety index to screen out vulnerable participants, he also reduced the highest shock level from 450v in Milgram to 150v. This shows that Burger improved Milgram ethics to the best it could be without compromising the experiment (which informed consent may have done) and yet still got similar results as Milgram.

A weakness was the validity. The study lacked ecological validity because it took place in a controlled laboratory setting with artificial tasks like giving a shock if word pairs are wrong. This means the study can't be applied to real life as it lacks mundane realism.



Both the strength and weakness are identified and are relevant to the study.

The justification points are accurate and apply well to the identification point.

4 marks



Exemplification and justification must use facts from the study

Generic responses will not achieve full marks

4 In social psychology you will have learned about one of the following contemporary studies:

- Burger (2009)
- Reicher and Haslam (2006)
- Cohrs et al. (2012)

Explain **one** strength and **one** weakness of one study from the list.

Name of study

Burger (2009)

Strength

One strength of the study was it was high in reliability. As it was an artificial setting, therefore had control over extraneous variables and had standardised procedures. This means that any researcher could repeat the study to check if you get the same answers.

Weakness

A weakness of the study was generalisability. Burger used 70 participants, 49 females & 21 males, all from USA, from the age group of 20-81 years. This is not representative of the entire population.



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Examiner Comments

Reliability is chosen as the strength identification point.

One mark is given because the candidate identifies reliability of a study can be linked to replicability. Further, the candidate justifies the point made.

The weakness identifies generalisability as an issue, which is then supported with accurate data from the study.

3 marks

Question 5 (a)

This is an AO2 question, where the candidates were required to write an open question in relation to the Social Psychology investigation practical that they would have carried out.

Many candidates achieved the one mark often by making a statement and then adding an explanation as to why, at the end. The common error was to provide a closed question or Likert scale question, which was incorrect because it was qualitative data that was being gathered.

In a number of responses, the questions were ambiguous and did not relate solely to a social psychology investigation practical eg 'Why don't you like...'and did not gain any marks.

5 In your studies of social psychology you will have conducted a practical investigation using a questionnaire.

(a) **State one** question you used in your questionnaire to gather qualitative data.

(1)

Do you consider the school environment to be safe for students and teachers?



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Examiner Comments

Although this response does not state yes/no, it is a closed question because the participant is not given the option of explaining their answer.

0 marks

5 In your studies of social psychology you will have conducted a practical investigation using a questionnaire.

(a) State **one** question you used in your questionnaire to gather qualitative data.

(1)

"What would you do if a ticket officer asked to give up your train seat to someone else?"



It was clear from the response that this question related to Social Psychology and it was an open question.

1 mark



Use open questions to gather qualitative data.

Question 5 (b)

Many candidates achieved one mark in respect of this response. They were able to explain that they had used thematic analysis to analyse the data in their social psychology practical investigation.

A further mark was awarded for tallying or examples of themes. Common errors suggest that candidates had not interpreted the question correctly and provided analysis of quantitative data.

For an AO2 two-mark question, ensure there are two points that can be applied to a scenario, or, in this case, a practical investigation.

(b) Describe how you analysed the qualitative data you gathered in your practical investigation for social psychology.

(2)

We used analysed it by using thematic analysis in

which we picked out themes and condensed it

e.g. 'Women were found to give money back more than men'



ResultsPlus
Examiner Comments

Thematic analysis is identified and an example of a theme is given.

2 marks



ResultsPlus
Examiner Tip

A two-mark question will need a two-point answer

Question 6

This is an evaluate AO1/AO3 question that required candidates to evaluate social identity theory as an explanation of prejudice. In this respect, there should be an equal emphasis between the knowledge/understanding of the theory and evaluations/conclusions as to how this explains prejudice.

Many candidates gave a balanced response, describing the key features of social identity theory and then applied supporting/refuting research to the points. Few candidates reached Level 4 because whilst the key features were described, these were not thorough, and judgements were not made as to how the research/application points explained prejudice. It is not enough to state a researcher's name and then not apply the findings of the research to support/refute social identity theory.

Some candidates did not have a working knowledge of social identity theory, writing a response that only featured realistic conflict theory.

Social identity theory was proposed by Sheffer, it says that when you identify yourself as an ingroup there is less conflict. ~~There~~ If there was more people coming together and working together ingroup hostility ~~&~~ would be increased and outgroup conflict would be decreased. Allport says there would be less people stereotyping if there was more people coming together. Social identity theory suggests that there needs to be no other resources such as food or money/education to form the conflict. This is much appreciated however this is much appreciated by RCT. Social identity theory ignores the rational side of human nature, where as RCT doesn't. Sheffer suggested that for example in his study boys needed a superordinate goal to start working together whilst ~~the~~ social identity theory has no explanation for this.



This candidate provides a response that displays no rewardable material.

Whilst the response does read quite well, they do not describe or evaluate social identity theory, only realistic conflict theory, which is not creditworthy.

0 marks

6 Evaluate social identity theory as an explanation of prejudice.

☺ Tajfel ☺ Football

☺ Aronson + Oskowin

☺ cultures (8)

☺ social norms ☺ other theories

In ~~social~~ Social categorisation, ^{is where} people consider ~~peop~~ others and themselves as members of particular groups. They consider themselves as the in-group and others as the out-group. A strength of the theory includes that there is supporting evidence from Tajfel. Tajfel showed that a group of school boys ~~go~~ in teams gave the highest number of points to members in their own group, therefore supporting the social identity theory.

Social identification is where people actively adopt the identity of the group and consider themselves as belonging to it. A weakness of this theory includes that it does not consider social norms. In society, there are norms and if people do not follow these norms then they are most likely to be prejudiced against, therefore social identity theory ~~is~~ is not a complete explanation of prejudice.

Social comparison is where people ~~and~~ actively ridicule the out-group in order to boost self-esteem. They favour themselves and the in-group.

Another strength of this theory includes that it has more supporting evidence from Aronson and Osherow. ~~The~~ Children at school were told that 'blue-eyed' people were better, which lead to prejudice against people with brown eyes. Therefore supporting the idea of group identity and prejudice.

In social identity, the out-group is seen as inferior and are stereotyped to be not as good as the 'in-group', resulting in actions going against their own moral codes. Another weakness of the theory is that some cultures are more likely to form ^{strong} in-group identification - for example collectivist cultures. Therefore this theory does not acknowledge individual differences and is not a complete explanation of prejudice.

In conclusion, there are practical applications in society of the social identity theory. It can be used to explain football hooliganism in that in-groups and out-groups are formed, leading to prejudice. However, there are other theories of prejudice for example the realistic conflict theory, making it a less powerful explanation of prejudice.



This candidate provides a Level 4 response.

The knowledge and understanding of the theory are accurate and thorough because each feature is supported with research to explain the stage and then how this research explained prejudice.

There is a balanced conclusion, which is detailed and provides a balanced decision.

This particular response provides judgements and decisions throughout the essay, which are supported by the conclusion at the end.

To reach the top of Level 4, each of the features could have been more detailed in terms of description.

7 marks

Level 4



Provide a balanced response, with an equal emphasis on knowledge and understanding, and evaluation

Question 7 (a)

This response was answered well by many candidates. They demonstrated a good working knowledge of episodic memory, being able to state that it relates to experiences and events personal to the individual.

Candidates who achieved the full two marks often gave an example that linked to specific events in someone's life, such as a birthday or family event.

- 7 Tulving (1972) proposed that long-term memory is comprised of episodic and semantic memory.

(a) Describe episodic memory as it is used by Tulving (1972).

(2)

Episodic memory is memory of specific events in your life such as, getting married, learning to ride a bike and christmas day.



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Examiner Comments

This response is succinct and expressed simply, but describes episodic memory correctly and gives a plausible example.

2 marks



ResultsPlus
Examiner Tip

Read the question thoroughly: some candidates did not describe episodic memory and were unable to achieve any marks

Question 7 (b)

This was an AO1 question that required candidates to identify a strength of Tulving's explanation of long-term memory.

Many candidates did not answer this well. Some candidates only described the explanation and did not suggest why it was a strength.

Alternatively, candidates tried to use case studies, but only mentioned the name, eg HM. This was not further developed with an explanation of the case study's findings, and why it supported the explanation of long-term memory.

If candidates are using evidence of case studies or alternative techniques such as brain scanning, to justify a strength, they must give specific details of the research and say why it supports that strength.

(b) Explain **one** strength of Tulving's (1972) explanation of long-term memory.

(2)

Tulving suggest that episodic and semantic memory are two seperate stores and work independently of one another. Supporting evidence for this can be patient ~~KF~~ KF (had an motorcycle accident). KF could recall semantic ~~facts~~ memory such as facts, but he could recall episodic memory such as his birthday. This supports Tulving's

(Total for Question 7 = 4 marks)

idea that the two memory stores are separate.



ResultsPlus
Examiner Comments

This is a good response. The candidate identifies that Tulving's explanation suggests there are two separate stores, which is a detailed explanation of long-term memory.

They go on to support this statement with a detailed justification, using the findings from the case study of KF.

2 marks

Question 8 (a)

This was an AO2 question in which candidates needed to apply their knowledge of reconstructive memory to the scenario. They were required to explain why participants in George's study may have had an inaccurate recall of a fairy story.

Most candidates were able to achieve one out of a possible two marks by suggesting that prior schemas of fairy tales would have affected their understanding.

A number of candidates were also able to use and apply key features, such as confabulation, to the scenario and gained full marks.

Some candidates described reconstructive memory generically, limiting their marks on this question.

8 George tested the accuracy of memory using a fairy tale story about a princess.

He recruited 27 participants from a local university campus. They read the story once and then recalled the story 10 days later.

George found that participant recall of the fairy tale story was often inaccurate.

(a) Using your knowledge of reconstructive memory, describe why participants in George's study may have inaccurate recall of the fairy tale story.

(2)

reconstructive memory suggest during processing bits of information is lost and these gaps are filled with schemas. The participants may have inaccurately recalled the story because bits of information about it was lost and they used their schemas of fairy tales to fill the memory.



The first point is generic and does not gain a mark: it is simply a description of reconstructive memory.

The second point is correct and applied to the scenario.

1 mark



Relate each marking point to the scenario

Use of a name, eg George, is not enough for the response to be considered as applied

Question 8 (b)

The majority of candidates answered this question accurately: they were required to calculate the range from the data used in the scenario.

A common error was made in calculating the modal score itself, as opposed to the range.

(b) Calculate the range for the number of recall errors made by female participants.

(1)

SPACE FOR CALCULATIONS



Range: 9



This is a correct calculation from the data in the scenario.

1 mark

Question 8 (c)

Overall, candidates answered this question well, and made accurate calculations of the ratio.

Many candidates wrote this in its simplest form, although this was not required on this occasion to achieve the mark. When errors were made, it was in respect of the requirement of the question: the ratio requested was for male to female and not for female to male, which was given by some candidates.

(c) Calculate the ratio of male to female participants in George's study.

(1)

18 : 9

SPACE FOR CALCULATIONS

Ratio: 18:9 (2:1)



ResultsPlus
Examiner Comments

The candidate includes their workings to show the calculation in its simplest form.

1 mark



ResultsPlus
Examiner Tip

Provide the ratio in respect of the correct relationship: here, the number of males to female participants

Question 8 (d)

Some candidates answered this question well, being able to identify an improvement that George could make. Then, they justified why this would be an improvement. For example, being more representative of a wider population makes it more generalisable.

Many candidates suggested increasing the sample size, but did not justify why this was an improvement and therefore did not achieve a mark.

A common error was to suggest a different practical method. This was inaccurate, because it was not suggesting how George could improve his actual study.

(d) Explain **one** improvement that could be made to George's study.

(2)

Use a ~~sample~~ more generalisable sample by not only choosing participants from the local university campus, but also from the park or supermarket as well to get a more representative sample of different ages.



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Examiner Comments

The candidate identifies an improvement and explains how this can be achieved, eg improving generalisability therefore making it more representative.

They also say how this can be achieved - by including a broader spectrum of participants.

2 marks



ResultsPlus
Examiner Tip

Any suggestions for improvements to studies must:

- be relevant to the scenario
- suggest an outcome

Question 8 (e)

Candidates were required to identify a conclusion George could make about his study, using the data from the table. Some candidates were able to identify a conclusion and then support this with data from the table.

In order to gain a mark for use of the data, it was necessary to say **what** the data showed, rather than repeating it. For example, males made **more** errors at a mean average of 7.26 as opposed to females at 4.33. This should then lead to a conclusion, for example, therefore males had a worse recall for stories than females.

The mean number of errors in recall by males and females are shown in **Table 4**.

| Mean number of errors in recall for male participants | Mean number of errors in recall for female participants |
|---|---|
| 7.26 | 4.33 |

Table 4

(e) Explain **one** conclusion that George could make from the data in **Table 4**.

(2)

George could conclude that females have a better memory than males as they have a lower mean number of errors 4.33 than the male participants 7.26.



This candidate uses the data from the table and analyses it, stating that females have a lower mean average than males.

They use this data to conclude that it meant that females had a better memory of stories than males.

2 marks

Question 9 (a)

Overall, candidate performance on this question was very good. Most candidates were able to define objectivity and demonstrated their knowledge and understanding.

Most candidates were able to give the simple definition that it was 'not biased' and were able to gain the one mark. When there were errors, candidates suggested that the use of quantitative research showed objectivity, but this needed to be qualified to show that it was not subject to researcher bias, to achieve the mark.

- 9 You have been asked to design a field experiment to investigate whether poor working memory in children affects their writing speed. Your psychology teacher has asked you to make sure you are objective in your research.

(a) Define what is meant by 'objectivity'.

(1)

being unbiased and towards participants
and remaining impartial during the
experiment



There are two clear points that demonstrate an understanding of objectivity.

1 mark

Question 9 (b)

A02 responses should be related to the scenario and in this case, it should have been a field experiment to test writing speed.

Most candidates were aware that they needed to devise a procedure that could be used in a field experiment for this response. Most candidates were able to describe an appropriate sample and were able to describe a correct ethical guideline that should be applied.

Some candidates described a task in which it was clear that they were testing the writing speed of participants and were able to identify correctly an independent and dependent variable.

Some candidates did not make the connection in their procedure that the task should have been to measure writing speed. The proposed procedures often suggested tasks that measured interference or phonological processing, which were not related to writing speeds.

Candidates should be reminded that in a question that requires a procedure to be described, it must be relevant to the scenario in order to gain marks.

(b) Describe the procedure you could use in your field experiment.

(4)

I can gather a sample of 20 children using stratified sampling; 10 with poor working memory, and 10 with a proper working memory. Then ~~I can~~ ^{clear} instructions will be recited out to all the ~~students~~ ^{children} at once. They will be asked to copy 3 sentences from a card placed on each one's desk, and ~~the~~ ~~Each student~~ A timer stopwatch will start as soon as they begin writing, then the finishing time of each student will be recorded.



This candidate achieves full marks.

A sample is clearly identified and qualified.

The procedure has three detailed points:

- read out instructions
- ask students to copy three sentences
- time the start and finish time with a stopwatch

Partial replication of the proposed experiment would be possible with the level of detail provided in the candidate's response.

4 marks



Ensure that the procedure is appropriate to the scenario

(b) Describe the procedure you could use in your field experiment.

(4)

~~We can use a matche~~ first I would take 20 children through random sampling. I would obtain presympthe consent from their parents. Then I would test these children using a dual task paradigm ~~test test~~ to determine how well they can write numbers while also reading a small paragraph. Next they would be told to sing a song while ~~test~~ listening



ResultsPlus
Examiner Comments

One mark is given for the sample and one for the ethical guidelines.

The remainder of the response does not relate to a procedure that could test writing speed.

2 marks

Question 10 (a)

This is an AO1 knowledge and understanding and AO3 justification question that required the candidates to give a strength of Baddeley's 1966b study. Candidates sometimes gave responses that were generic and did not identify a strength that was accurate for that particular study.

A common error was to suggest that it was replicable because it was a laboratory study. This did not demonstrate knowledge and understanding of the study in question and did not gain marks.

Responses that identified correctly a procedure from this particular study, such as the three-second delay between each slide, often went on to suggest that this was a standardised procedure that could be replicated and was therefore reliable. Such responses achieved the full two marks.

10 In cognitive psychology you will have learned about Baddeley's (1966b) study.

(a) Explain **one** strength of Baddeley's (1966b) study.

(2)

One strength of Baddeley's study is that it was reliable. It was a lab experiment and had controls over extraneous variables and had standardised procedures. Which means that any research can repeat the study to find if the results are valid.



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Examiner Comments

This is a generic response and does not identify a strength of Baddeley's (1966b) study.
0 marks



ResultsPlus
Examiner Tip

Generic responses in respect of strengths of studies will gain zero marks

For two marks:

- provide accurate details of the study
- justify them to explain why they are a strength

10 In cognitive psychology you will have learned about Baddeley's (1966b) study.

(a) Explain **one** strength of Baddeley's (1966b) study.

(2)

He used a standardised procedure with 3 seconds between each word. This allows the study to be easily replicated to gain similar results on subsequent occasions. This increases reliability.



ResultsPlus
Examiner Comments

This candidate has identified correctly a part of the procedure in respect of the 1966b study by Baddeley.

They have then explained how this makes it reliable, by being replicable.

2 marks

Question 10 (b)

This is an AO1 knowledge and understanding and AO3 justification question that required the candidates to give a weakness of Baddeley's 1966b study. Candidates sometimes gave responses that were generic and did not identify a weakness that was accurate for that particular study.

A common error was to suggest that it was an artificial environment: this did not demonstrate knowledge and understanding of the study in question and did not gain marks.

Responses that identified correctly a procedure from this particular study, such as that remembering word lists was not an everyday task and therefore the task lacks mundane realism, achieved the full two marks.

(b) Explain **one** weakness of Baddeley's (1966b) study.

(2)

~~Lacks ec~~ Lacks ecological validity as it was carried out in a controlled environment (laboratory) so the results may not be able to be applied to a real life setting.



ResultsPlus
Examiner Comments

This is a generic response. The response should have been justified, with accurate details from the study to gain the second mark.

0 marks

(b) Explain **one** weakness of Baddeley's (1966b) study.

(2)

A weakness is that it has low ecological validity because it is very unusual having to recall a particular word list ~~and then~~, which creates an artificial environment. As memory is so complex it is difficult to say that this is a reflection of how memory works in real life.



ResultsPlus
Examiner Comments

The candidate identifies ecological validity as a weakness and then explains that remembering a word list is not an everyday task.

2 marks

Question 11

This question was an extended open response which targeted a balance between AO1 and AO3 skills and was assessed using the levels mark bands for 'evaluate'.

Some candidates provided accurate knowledge of the model. They described the three linear processes and detailed how the sensory register, short-term and long-term memory worked, according to this model.

Many candidates identified the three memory types, but did not go on to describe them or how they functioned. For example, rehearsal is required for a memory to move from short-term memory to long-term memory. As a result of the limited description, knowledge could not be considered accurate or thorough, making it difficult to achieve the higher mark bands.

Many candidates gave detailed evaluations, citing and applying supporting evidence well. The more competent responses were able to form a conclusion for the evaluative points made. As a result, such responses were able to explain human memory to the level required by the question.

Some candidates were able to apply this detailed evaluation to a description that was also accurate and thorough. This enabled them to access the higher mark bands.

In an 'evaluate' question, it is important to achieve a balance between the descriptive requirement and evaluative requirement of the question. This, together with providing a balanced conclusion, is needed, if candidates are to access the higher mark bands.

11 Evaluate Atkinson and Shiffrin's (1968) multi-store model of memory as an explanation of human memory.

(8)

The multi-store model states that memory has three stores: sensory ~~memory~~ register, short term memory, and long term memory ~~and this~~. This is a really simplified model and explanation of the memory, so it does not explain the ~~simp~~ complexity of the memory storage system in the brain. However, the multi-store model has real life application as it can help describe how ~~the~~ learning takes place by rehearsal in the short term memory, to move on to the long term memory and become stored there. Also, the multi-store model describes the way memory works rather than explain how the memory works, so it is more descriptive than explanatory of how memory works. It ^{also} ~~explains~~ shows that what parts of the brain are responsible for what store and what part memory encoding is located to from evidence from ^{PET} VScans ~~when~~ when carrying out memory tasks which adds reliability to finds as uses neurophysiological evidence.



This response achieves the top of Level 1.

The description of the multi-store model is isolated and whilst the evaluative points are more detailed, this restricts the response to the lower mark boundaries because it is unbalanced.

2 marks

Level 1



There needs to be a balance between knowledge and understanding, and evaluation, in order to reach the higher mark bands

11 Evaluate Atkinson and Shiffrin's (1968) multi-store model of memory as an explanation of human memory.

(8)

Atkinson and Shiffrin viewed memory as three single unitary stores. They stated that our senses pick up a stimulus and transfer it to the sensory ~~memory~~ memory. By paying attention to it it goes to the ~~short term~~ Short Term Memory (STM) where it is held for up to 18-30 seconds, ~~By it can hold up~~ as Peterson and Peterson concluded from their experiments. It can hold up to 7 ± 2 bits of information, according to Miller's experiment. By rehearsal it can then pass to the Long Term Memory (LTM) where it can be stored for potentially forever. Case studies, such as HM and CW provide evidence for the existence of ~~two~~ separate stores between STM and LTM. Henry Molaison following severe epilepsy had his hippocampus removed. This led to his STM being fairly intact, but had a gross LTM impairment. He could remember facts but couldn't remember past events in his life. Olive Weaving following encephalitis had a LTM impairment with his STM intact. He couldn't recall past information but could still remember stuff like playing the piano or conducting an orchestra, as he was a maestro. These two case studies provide supporting evidence for different stores for STM and LTM. ~~Also, ~~using~~ ~~various~~~~

The multi-store model of memory states that the only way of encoding something to the LTM is by rehearsal from the STM, but this doesn't explain how we ~~remember~~ can remember

past events in our life, meaning that rehearsal isn't the only way of encoding information in the LTM. Also, ~~this~~ this is supporting evidence that LTM is not a single unitary store as it doesn't explain how episodic memory is formed, but only semantic and only by the process of rehearsal.

In case of a tragic event occurring in your life, you can clearly remember it, ~~so~~ without rehearsing it.

Contradicting evidence from Baddeley and Hitch's working model of memory, claiming that STM is not passive as stated by Atkinson and Shiffrin, but instead is ~~a~~ working ~~and~~ and also not unitary, is supported by dual task experiments, where participants could easily ~~do~~ perform a visual and a speaking task together, but not two visual or spatial tasks. This means that STM is not a single unitary store and is not passive.

However, ~~primary~~ Primacy - Recency effect by Glanzer and Cunitz has supporting evidence for the multi-store model.

The words recalled at the very end are still in your STM so you can remember them for up to 30 seconds and the words recalled at the start had time to move to the LTM, while the words in the middle were lost and couldn't be recalled.



This response is developed enough to reach the top of Level 3.

It demonstrates accurate knowledge and understanding. Each point is then supported by a piece of evidence.

The results of the evidence are used to conclude how that particular point has explained human behaviour.

The response would have benefitted from a final conclusion, where some of the threads could have been explained further.

6 marks

Level 3

Question 12

This was a 'to what extent' AO1/AO3 question. It required the candidates to form a judgement/conclusion following a balanced and reasoned argument from information in respect of the key questions, from social and cognitive psychology.

Candidates were required to review a key question from both social and cognitive psychology, explain what the key questions were and then make a judgement as to how both issues were relevant to society today.

Overall, many candidates did not answer the 'to what extent' injunction and concentrated on linking key issues to theories. They showed little judgement or competing arguments. Many of the conclusions were generic. They did not draw together the information that had been given in respect of the key issues, or explain what the implications were for wider society.

The most common key issues for the social approach were crowd behaviour and cults. These were generally linked accurately with agency theory/realistic conflict theory and social identity theory. However, the judgements and conclusions as to how these theories could be used to change or reduce behavioural issues, were often extremely limited. Sometimes, only one sentence was given linking a theory to the issue.

Dementia was by far the most common issue discussed in the cognitive approach. Candidates demonstrated a good understanding of dementia, writing about therapies/strategies, for example putting up notes and reminders. These points, however, were often not linked, or there was a very weak judgement as to how these were linked to cognitive psychology.

12 To what extent is social and cognitive psychology useful in explaining key questions relevant to today's society?

(12)

Cognitive psychology may be able to explain or understand the reasons of why dyslexia occurs. Dyslexia is ~~an~~ a developmental disorder that affects oral ~~reading~~ and learning and writing material. Dyslexia ~~is~~ is affected by a poor working memory model as those with dyslexia have a difficulty in distinguishing between similar sounding words. Baddeley and Hitch ~~1974~~ 1974 suggested that the short term memory includes a working memory model that consists of 4 ~~to~~ systems: Central executive, Phonological loop and visuo-spatial loop. He found that phonological loop includes phonological system [~~holding onto sounds~~] (holding onto sounds we hear) and articulatory (our inner voice). Those with dyslexia tend to have a problem with their phonological ~~loop~~ loop, ~~which~~ which is why they are unable to differentiate similar sounding words. Moreover they have a hard time in remembering long words when compared to short ones (word length effect), which ~~also~~ shows that their STM may have a more limited capacity than normal. Dunning 2012 found that ^{dyslexic} kids who did a computer programme on speech and sound had improved in their oral and speech understanding. This means that giving phonological awareness and attention would ~~be~~ help dyslexic students improve. This can be applied to ~~the~~ teachers with dyslexic students to help them by breaking down tasks and allowing them to focus on one then doing the other. Moreover, they can use phonological awareness and portray replacing the letters of similar sounding words such as 'cat' to 'hat'.

~~Not the working memory model~~ Yet dyslexia may be due to other causes than working memory model problems.

Football hooliganism and crowd riots and behaviour can be explained by social identity theory, where ~~groups~~ ^{fans of} football teams are able to identify ~~with~~ another football team and thus would ~~be able to~~ ^{cause} prejudice and end into hostility. This can be proven by Lalonde (1972) who had found that a hockey team accused another of cheating even as it did not, this is ingroup favouritism. Moreover Crocker & Whelan found that with a loyal group, self esteem rises. The person no longer identifies as themselves but as a part of a group, and thus responsibility is no longer ~~theirs~~ their own causing hostility and riots, (deindividuation) which is found in social impact theory.

Realistic conflict theory can explain how ^{fans} football teams have riots and anger and that is due to the competition over the same resource, which is to win. Sherif ~~was~~ (1961) had found that ~~that~~ 11 year old boys in teams Ratters & Eagles were in conflict and broke out into fights due to the competitions set. This can be applied to Stuttgart 2006 where the English fans and German fans attacked each other due to their teams having a match. Riots over political issues are caused by ~~the~~ fighting for a resource. ~~conflict~~

These ~~social~~ social theories can help reduce crowd behaviour or football hooliganism by superordinate goals (used by Sheriff) ~~that~~ these goals are used to help both groups work together to gain a

resource / mutual resource. However, this may not be able to be applied in football matches as the teams are competing in order to win and don't have the chance share it.



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Examiner Comments

The knowledge and understanding for both social and cognitive psychology are accurate but could be developed further.

The candidate could have given more information about how a person functions with dyslexia.

For crowd behaviour/football hooliganism, examples and descriptions of the behaviours would have moved it toward being considered thorough.

The AO3 use of supporting/refuting evidence follows the description and this shows coherent chains of reasoning.

The evaluative points are finished by a judgement as to the extent to which this is relevant to society but, again, in order to move towards the top of Level 3, more detail is required.

7 marks

Level 3



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Examiner Tip

Understand the requirements of the command words (taxonomy)

Make a judgement/conclusion as to how the research findings and key issues, are relevant to society

12 To what extent is social and cognitive psychology useful in explaining key questions relevant to today's society?

(12)

Social psychology can help us understand why terrorists commit violent acts against another human being?

We can use different theories and studies to understand their reason and how to prevent it in some cases.

Terrorists are in an agentic state as they obey their leader who acts as an authority figure. Terrorists when bombing could be using cars and walls to act as a buffer. Terrorists identify themselves as an in-group to the rest of the world who are out-group.

The strong message of the attack, the number of the attacks and how soon they were caused which would make politicians and government more likely to obey.

This shows that social psychology explains different reasons for such violent acts which with further research can be prevented.

In cognitive psychology, we can understand why eyewitness testimony is unreliable?

By using MSM we can see that the witness could have not rehearsed the information properly giving inaccurate evidence. The WMM says that we are unable to use the same sense for two different things, so if the criminals were in two different places the eye witness would have been unable to recall. The episodic/semantic memory says that you can better recall if you are in the same environment as you learned but eye witness are usually questioned in a different place.



ResultsPlus
Examiner Comments

This candidate achieves Level 2.

The knowledge and understanding for Social Psychology is isolated. They attempt to explain terrorist acts using both agency and social identity theory, but these are very basic descriptions.

There is an attempt at a judgement, but this is not fully explained.

There is a very brief attempt to use the working memory model to explain issues with eye witness testimony but this not developed.

3 marks

Paper Summary

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

- To 'what extent' questions should provide balanced and reasoned arguments/descriptions, which are then justified and appropriate conclusions made
- Strengths and weaknesses of studies should give specific details of the study in question and justify why that is a particular strength and weakness for that study. Generic points should not be given
- Where a scenario is given, responses should apply to the scenario: just giving a name is not sufficient to demonstrate application
- Candidates should ensure that responses in respect of improvements are relevant to the actual scenario and not change the study
- When describing a practical investigation, it should be clear that it is either in respect of the Social or the Cognitive psychological approach
- When writing a procedure, candidates should give sufficient detail to allow replication. Areas of design, participants, materials and the actual procedure should be linked clearly to the scenario.

Grade Boundaries

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

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