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GCSE Psychology 1PS0 02

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Introduction

This is the first assessment of the 9-1 GCSE Psychology and candidates should be commended on their engagement with the exam paper. Candidates have worked hard throughout this paper, with most candidates making attempts at all questions, which was very positive to see.

The examination structure provided a range of question types over the compulsory research methods and mathematics section and five optional sections from which centres can select any two of the five available. Many candidates demonstrated good psychological knowledge and understanding in this examination, and centres have covered the content in sufficient depth which has benefitted some candidates. Some candidates responded to all options available on the paper, which would have undoubtedly limited their time available to respond well to the two chosen options they had learned.

Strengths were seen in the understanding of research methodology and mathematical skills in Section A. Most were able to respond to all questions, and most candidates were able to access marks in the mathematical skills.

Application to scenario based questions was mixed, and candidates would benefit from developing this skill for future exams. Whilst application in extended essays was generally good, the application in shorter response questions posed some difficulties for some candidates.

Some candidates were able to meet the demands of question taxonomy, but an area for development AO3 justification which was often not fully developed in the shorter questions.

Candidate responses to the essays were mixed, however, limitation seen in the AO3 skill of evaluation and assessment was seen in all of the extended written answers. At times there was also evidence that candidates struggled to include in their answers a demonstration of AO1 knowledge and understanding. AO2 was usually good, but candidates should be careful to not simply copy sections of the stimulus material.

The remainder of this Examiner Report will focus on each individual question and specific examples with the aim of highlighting areas of good practice and some common errors which can be used to help prepare candidates for future 1PS0/02 examinations.

Question 1 (b)

This was an AO1 question requiring knowledge of what is meant by the ethical term 'right to withdraw'. Most candidates achieved well here, with most candidates gaining marks. Where any errors were seen, it was usually that they had not defined the term, for example "This is when you can withdraw from research" without actually saying what 'withdraw' means.

(b) Matthew made sure that the participants in his interviews had the right to withdraw.

Define what is meant by the 'right to withdraw'.

(1)

The participants had the right to stop and leave the interview at any time.

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Examiner Comments

This candidate achieved 1 mark.

Question 1 (c)

This was an AO2 question requiring candidates to apply their understanding of confidentiality to the interviews being conducted by Matthew. Most candidates were able to give two points about confidentiality, but where marks were lost were generic points that did not link to the scenario of interviewing patients.

(c) Give **two** ways that Matthew could ensure the confidentiality of the patients he interviewed.

(2)

1. make sure all interviews are private with only the interviewer and ~~the patient~~ the ~~person~~ patient present.

2. Don't discuss anything said ~~at~~ in the interview with anyone outside of the interview.

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Examiner Comments

This candidate achieved 2 marks.

Both ways are applied to the context of conducting the interview with the patients.

Question 1 (d) (i)

This was an AO2 mathematical skills question that required candidates to calculate a percentage decrease. Many candidates achieved the full two marks here, demonstrating pleasing mathematical skills. Where they struggled was often with the principle of a percentage decrease.

(d) Participant responses to the question 'How often do you feel tired?' were scored using a scale of 0 to 5, with 0 being 'never feel tired' and 5 being 'always feel tired'.

The results of Matthew's investigation are shown in **Table 1**.

Participant	Score (out of 5) for tiredness before drug treatment	Score (out of 5) for tiredness after drug treatment
A	5	3
B	4	3
C	5	2
D	3	0
E	5	1
F	4	1

Table 1

(i) The score for tiredness of **Participant F** decreased from before drug treatment to after drug treatment.

Calculate the percentage decrease in the score for tiredness of **Participant F**.

(2)

$$\frac{(\text{inital} - \text{final})}{\text{final}} \times 100$$

$$\frac{4-1}{4} = 0.75 \times 100 = 75\%$$

final − initial / initial × 100

Percentage decrease in score for tiredness of **Participant F** 75
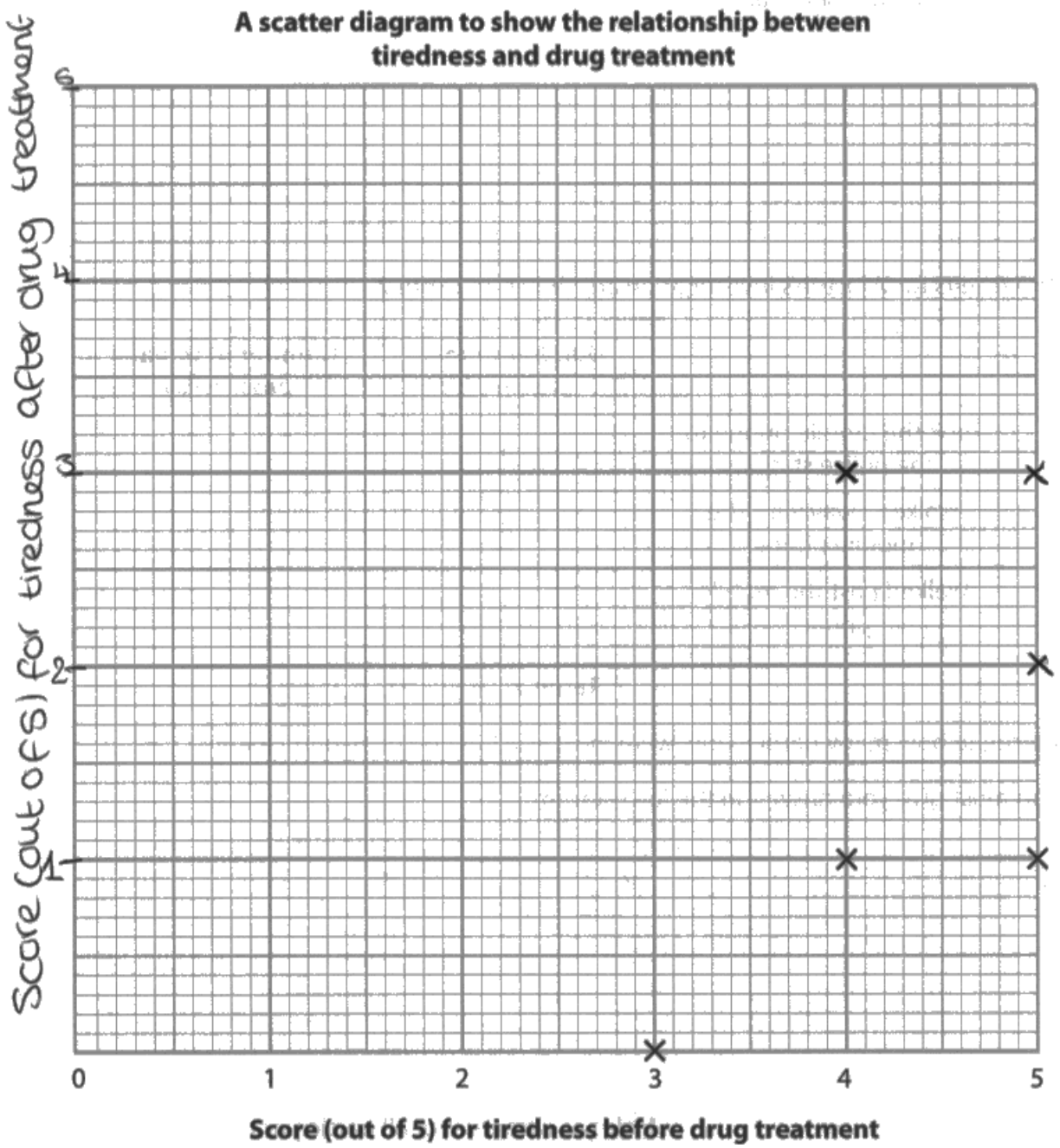
ResultsPlus
Examiner Tip

Candidates should show their workings as these steps may be creditworthy.

Question 1 (d) (ii)

This was an AO2 mathematical skills question that required candidates to plot two data points on the scatter diagram and label the y-axis. Most candidates achieved well with the data plotting achieving two marks, and where errors were seen it was usually the label of the axis.

(ii) Complete the scatter diagram for **Participants A and C**, using the data in **Table 1**, including the label and scale for the y-axis.

(3)

A scatter diagram to show the relationship between tiredness and drug treatment

Score (out of 5) for tiredness before drug treatment

Score (out of 5) for tiredness after drug treatment

This candidate achieved 3 marks.

Both data points are plotted and the axis has been given a correct label.

Question 2 (a)

This was an AO1 question requiring candidates to name the independent variable based on the study they had been given. Many were able to give the correct answer of gender of participants, and where they did not achieve marks it was usually for giving the dependent variable indicating they had muddled the two concepts.

2 Winston investigated gender differences in pro-social and anti-social behaviour. He placed a mobile phone on a seat near the local police station and recorded the responses of male and female passers-by to the mobile phone.

(a) Name the independent variable (IV) for Winston's investigation.

(1)

The gender of the people

ResultsPlus
Examiner Comments

This candidate achieved 1 mark.

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Examiner Tip

Candidates may benefit from identifying the IV and DV in scenarios as many gave the DV for this question.

Question 2 (b)

This was an AO2 mathematical skills question that required candidates to calculate the male participants as a fraction of all participants. The more able candidates achieved well, understanding the process and the data required to base their calculations on. The common errors were seen where candidates calculated their answers using total males (18) and total females (30) rather than total participants (48). Some candidates achieved one mark for the 18 and 48 step, but did not simplify their fraction to 3/8. It would help candidates to remember to simplify in calculations such as this.

(b) The results for Winston's investigation are shown in **Table 2**.

	Number of male passers-by	Number of female passers-by
Took the mobile phone to the police station	3	7
Walked away with the mobile phone	8	8
Walked past the mobile phone	7	15

Table 2

Calculate how many participants were male as a fraction of all participants.

You must give your answer in the lowest form.

$^{18}/_{48}$ $^9/_{24}$ $^3/_8$ (2)

Males as a fraction of all participants .... $^3/_8$ ....

ResultsPlus
Examiner Comments

This candidate achieved 2 marks.

They had calculated 18 and 48 for the first mark, and given the correct fraction for the second mark.

Question 2 (c)

This was an AO2 question that required candidates to use the data to support the conclusion they had been given. This was answered well by many candidates, and where errors were seen they had not developed the data sufficiently to show why 'females are more pro-social than males', for example just giving one element related to females and no indication of comparability to males.

(c) Winston claims that females are more pro-social than males.

Give **one** way that the data in **Table 2** could support Winston's claim.

(1)

More females than males took the mobile
phone to the police station which is a
prosocial act.

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Examiner Comments

This candidate achieved 1 mark.

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Examiner Tip

The data has been interpreted to show 'more' females than males here, but including numerical data in the answer would be good practice for candidates to help them distinguish between giving results and making conclusions.

Question 3 (a)

This was an AO2 mathematical skills question that required candidates to calculate a difference in a set of data. Most candidates achieved well here, and where errors were seen it was often misuse of the data table leading to incorrect calculations.

3   Vanessa investigated age differences in driving speed. She conducted an observation by a road in the local town. Vanessa recorded the speed that young drivers and mature drivers drove their cars in miles per hour (mph).

The number of young drivers and mature drivers who were recorded driving at each speed is shown in **Table 3**.

	1mph to 10mph	11mph to 20mph	21mph to 30mph	31mph to 40mph
Young driver	1	4	9	12
Mature driver	1	5	14	18

Table 3

(a) Calculate the difference between the number of young drivers who were recorded driving at 1mph to 20mph and the number of young drivers who were recorded driving at 21mph to 30mph.

(1)

$$S - 9$$
$$9 - S = 4$$

Difference .... 4 ....

ResultsPlus
Examiner Comments

This candidate achieved 1 mark.

ResultsPlus
Examiner Tip

Candidates should read question instructions carefully to ensure they are using the correct data to make their calculations.

Question 3 (b)

This was an AO2 mathematical skills question that required candidates to give the ratio of young to mature drivers in the investigation. Many were able to identify the number of drivers in each category as 12 and 18 from the data table, however a number of candidates did not simplify this to calculate a ratio. In mathematical questions such as this, answers should be given in simplified form.

(b) Calculate the ratio of young drivers to mature drivers that Vanessa recorded driving at 31mph to 40mph.

(1)

12 : 18
4 : 6
2 : 3

Ratio .... 2 : 3 ....

ResultsPlus
Examiner Comments

This candidate achieved 1 mark.

ResultsPlus
Examiner Tip

When calculating a ratio candidates should give their answers in lowest form.

Question 3 (c)

This was an AO3 question requiring candidates to explain an improvement to the investigation conducted by Vanessa. A number of generic responses were seen here, which limited the marks of some candidates. However, where candidates were able to offer improvements to the investigation they usually accessed the first AO3 mark. Many were unable to access the second AO3 mark as the justification of the improvement was either absent or underdeveloped. Some common errors were seen where candidates gave a weakness of Vanessa's investigation rather than an improvement to her investigation. A number of candidates misunderstood generalisability, suggesting that more in a sample will make the sample more representative rather than how the nature of the sample makes it more representative. Some suggested an equal number of young and mature drivers, despite this not being a controllable aspect of the observation that Vanessa could improve.

(c) Explain **one** improvement that Vanessa could make to her investigation.

(2)

Vanessa's investigation was only based on one road in her local town meaning that it could be unique and can't be generlised so she should look at other areas and other roads so that her observations can be generlised to the target population.

(Total for Question 3 = 4 marks)

ResultsPlus
**Examiner Comments**

This candidate achieved 2 marks.

The first mark for their improvement of using a more representative sample of roads, and the second for the justification that this will improve generalisability.

Question 4

This was an AO2 mathematical skills question that required candidates to name the skew in the histogram shown. Some candidates interpreted the histogram and gave the correct response of 'positive' here, however many muddled their answer and named negative rather than positive. Where there were errors, candidates had given responses such as 'bar chart' or 'correlation'. Candidates should be able to both construct and interpret data charts.

4   **Figure 1** shows a distribution of data presented in a histogram.

A histogram to show the frequency distribution of scores for self-reported time spent (in minutes) per day on social media by 14 year old students

Time spent (in minutes) per day on social media
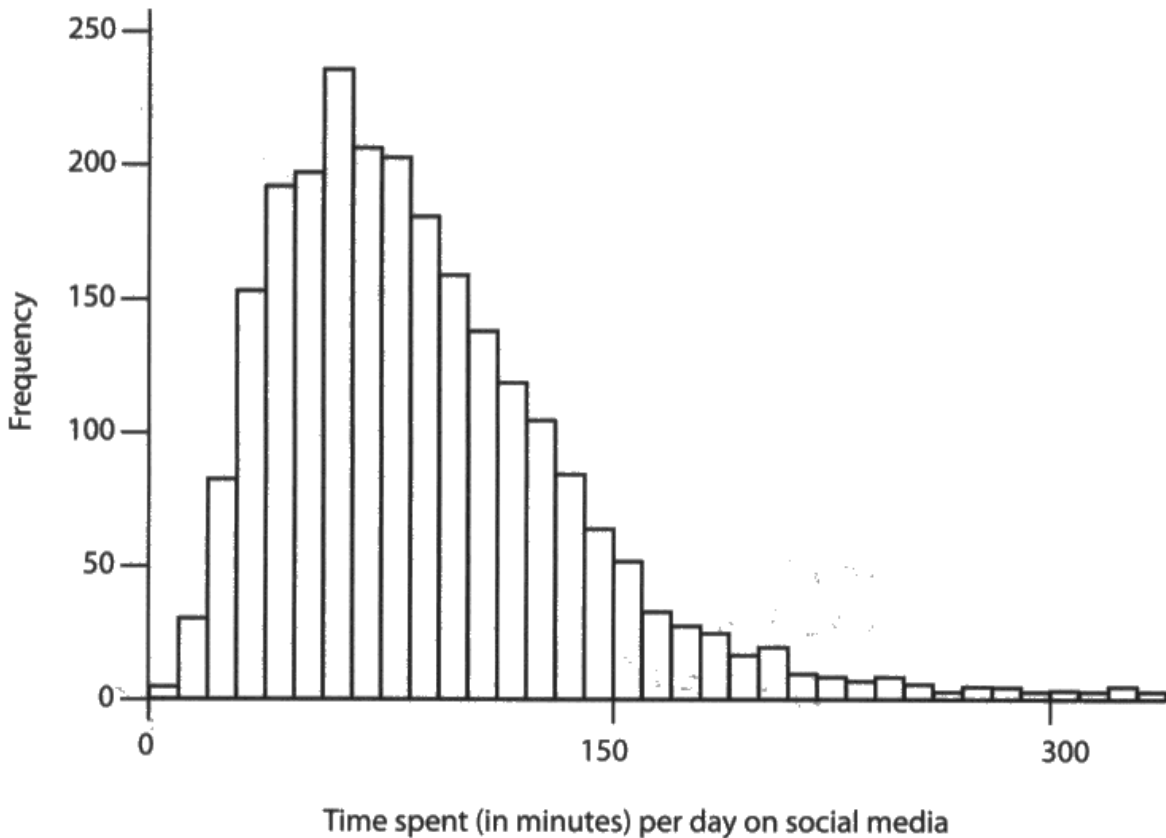
Figure 1

Name the type of skew shown in **Figure 1**.

Positive Skew

Question 5

This was an AO2 mathematical skills question that required candidates to describe how to calculate a median score. Many candidates were able to describe how to rank order numbers to find the middle data point, and some were able to describe the process when the middle data point was between two numbers for the second mark. There was confusion with some candidates describing how to do this on the histogram from Q04, where this was correct they were credited, but this was often incorrectly described. If candidates are required to interpret a data stimulus, they would be directed to the stimulus in the question.

5 Describe how you would find a median score.

The median score is the middle value. In order to find the median, you must order the data in ascending order then find the value that is in the middle. If the middle is inbetween two values which are different, it is half way between these.

ResultsPlus
Examiner Comments

This candidate achieved two marks.

The first for the rank order of data to find the middle number, and the second for the process of finding the middle between two numbers if there is an even set of data.

Question 6 (a)

This was an AO2 mathematical skills question that required candidates to give an answer in standard form. These were generally well answered, with many candidates achieving a mark for their answer, whereas others were unable to use standard form correctly.

6   Kayla investigated whether the use of positive facial expressions (such as smiles) by actors in television advertisements resulted in people being more likely to buy the product being advertised.

First, she analysed two newspaper articles about the use of facial expressions in television advertisements.

Kayla then used an online questionnaire to find out if facial expressions influenced the purchase of a particular brand of cereal. 39,980,000 responses were collected in total.

(a) Give 39,980,000 in standard form.

(1)

39 980 000

3.998×10^7

39,980,000 in standard form ..... 3.998×10^7

Question 6 (b)

This was an AO2 mathematical skills question that required candidates to give an estimation. Responses were generally quite mixed, and while it was evident that some candidates were able to estimate, a number of candidates calculated the actual rather than estimated number.

(b) 10,003,010 responses showed positive facial expressions used by actors in television advertisements did not influence their decision to buy the cereal.

Estimate the number of responses that showed positive facial expressions **did** influence their decision to buy the cereal.

(1)

40 milli
10 milll

Estimation 30,000,000

ResultsPlus
Examiner Comments

This candidate achieved 1 mark.

ResultsPlus
Examiner Tip

When asked for an estimation, candidates should provide an accurate estimation and not calculate the actual number.

Question 6 (c)

This was an AO2 mathematical skills question that required candidates to calculate the number of families from the percentage given. Many responded to this question well and were able to give the correct answer. Where candidates did not achieve marks it was the skill of calculation that they struggled with.

(c) 63% of the total responses to the online questionnaire were completed by families with children.

Calculate the number of families with children who completed the online questionnaire.

$3,998,000 \times 6 = 60\% = 23,988,000$
(10%)
$1\% = 399,800$

$399,800 \times 3 = 3\% = 1,199,400$

(1)

Number of families with children who completed the online questionnaire 25,187,400

Question 6 (d)

This was an AO2 question that required candidates to identify the primary and secondary data in the investigation by Kayla. Many candidates muddled primary and secondary data or used information such as '10,0003,010' indicating a misconception that 'data' had to be numerical, thus did not achieve well on this question. Those who did achieve well had been able to identify the correct type for primary and secondary.

(d) Complete **Table 4** to show which data used by Kayla in her investigation was primary data and which was secondary data.

(2)

Type of data	Example from Kayla's investigation
Primary data	the online questionnaire
Secondary data	the two newspaper articles

Table 4

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This candidate achieved 2 marks.

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Examiner Tip

Candidates confused answers here, giving numerical data rather than research data types.

Question 7

This was a 12-mark extended essay that included AO1, AO2 and AO3 skills. Candidates were required to evaluate the use of the observation method, applying their understanding to the stimulus material given in the question and draw on strengths and weaknesses to make an evaluation. Many candidates were able to draw from the stimulus material in their answers, this was really pleasing to see.

Some candidates were able to give their understanding of an observation research method for AO1 here, and their understanding was generally good, although errors were seen where candidates talked about laboratory experiments and many candidates did not provide any understanding of the methodology required in the question. AO2 skills were generally good, with links to the stimulus being made at various levels across candidate answers.

The AO3 evaluative skills were seen less across candidates, with not as many giving strengths and weaknesses of this methodology. Common links were to ethical issues of covert and overt observation and the demand characteristics of the mother being aware of the observation taking place, but overall little else was seen in terms of evaluations.

7 Ainsworth et al. (1978) investigated the emotional bond of attachment. They conducted structured observations of infant responses to their mother and a stranger.

A room was designed for the infant and mother to use, which contained toys for the infant to play with during the observation.

Each mother was aware that they were taking part in an eight-phase standardised procedure during the observation. The behaviour of the infant was written down during each of these eight phases without the infant knowing.

An example of the type of behaviour recorded was whether the infant was distressed when the mother left the infant alone with a stranger.

Evaluate the use of the observation research method to investigate human behaviour.

(12)

Structured observations often have smaller samples due to the long time needed for the data to be collected. As well as this it is often hard for the data to be generalised when it the sample is the study occurs in a lab which is not realistic. In this case, the room was even though the room was constructed to for the infant to play in tt it was still a lab setting. This means that the data collected may not be generalisable to all mothers and daughters.

Observations are often difficult to replicate as they are sometimes unique to each participant if the procedure is not standardised. In this case there was a detailed & max standardised procedure +so high control. This would mean that the results

~~the stu~~ observation would be easy to replicate and the standardised instructions mean the results were reliable.

~~The mothers~~ ~~Obsen~~ Observations are open ~~object~~ subjective due to observer bias where the researcher records things to prove their hypothesi. In this case ~~their~~ there were no behaviour categories for the researcher to use they just had to record 'the behaviour'. This would mean that the data would be subject to that researcher + so not valid.

~~Obsen~~ Observations that are overt can lead to unnatural behaviour or demand characteristics and once conducted in a lab have high control but lack external validity. In this case the mother knew she was being observed and so they have behaved unnaturally (demand cs). As well as this the setting lacked mundane realism ~~which to~~ and ecological validity which made the results less valid - extraneous which

overt observations are more ethical then covert ones as the person knews they are being observed. The mother knew she was being observed so there was no deception andshe would also give consent for the child to participate. In this study the 'Dependent Variable' was the childs levels of distress which may be unethical

Question 9

This was an AO1 knowledge question that required candidates to state the meaning of 'community sentencing'. Some candidates answered this question well, getting across the concept that it was a punishment for criminal behaviour or demonstrating they knew that it was a form of reprimand for crime. Where candidates made errors it was often through not showing that knowledge by giving more 'generic' answers about helping the community that could be equally about volunteering as they could be about criminal punishment.

9 State what is meant by 'community sentencing'.

Community sentencing - is when an offender serves a sentence in community rather than in prison

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This candidate achieved 1 mark.

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Examiner Tip

Candidates should be careful not to simply repeat the question in short answers, they should add to their response.

In this case the knowledge that this is opposed to a prison sentence is where the candidate achieves the mark, but without that point the candidate would not be able to achieve a mark.

Question 10

This was an AO1 question that required the candidates to describe how the community in St Helena may have influenced the findings of the study. Some candidates were able to access both marks here, but often the answers given were limited as candidates did not appear to know either the nature of the community or the findings from the study, limiting their marks.

10 Describe how the role of the community in St Helena may have influenced the findings of Charlton et al. (2000).

It may have caused a decrease in internal validity. This is because the community was close-knit, therefore causing the children to engage in less antisocial acts because they do not want to be told off, which means that they didn't act as they would normally, decreasing its reliability and internal validity.

ResultsPlus
Examiner Comments

This candidate achieves 2 marks.

They have described the nature of the community and how this may influence the findings.

Question 11

This was an AO2 and AO3 question requiring candidates to explain a strength of anger management for Sadie and justify this strength. Some candidates were able to apply their understanding and provide a strength, often this was not justified for AO3 limiting the marks accessible by candidates. There were a number of candidates who gave generic strengths of anger management and did not apply this understanding to Sadie as directed by the question. Where poor performance was seen, it was often a lack of understanding about anger management and difficulty in accessing AO3 marks.

11 Sadie has been in several fights with strangers and has also assaulted a member of her family. She is required to attend a seven-week anger-management programme.

Explain **one** strength of Sadie attending an anger-management programme.

By learning how to manage her anger it can help Sadie to stay calm in future situations where she would've probably become aggressive without the anger management. Anger management teaches people how to control their anger in a healthier way than fighting people

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This candidate achieved 2 marks.

Question 12

This was an AO1 and AO2 question that required candidates to use understanding of Eysenck (1964) and then apply this to the behaviour of Raj. Many were able to give understanding here, but application to Raj was often limited. A number of candidates gave their understanding and simply repeated the same sentence with the name 'Raj' which is not application to why he may find it difficult to stop getting in trouble.

12 Raj has been getting into trouble with the police since he was 11 years old. He says he does not want to get into trouble, but he feels he cannot stop himself from breaking the rules.

Explain, using personality (Eysenck, 1964), why Raj may find it difficult to stop getting into trouble.

Eysenck's personality theory states that people with high PEN (Psychotic, Neurotic, Extraversion) score have more of a chance of being a criminal. Raj could have a high level of extravertism which means he has a low arousel level — he seeks thrills and risks to heighten his arousal level.

(Total for Question 12 = 2 marks)

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Examiner Comments

This candidate achieved 2 marks.

Question 13

This was an AO2 and AO3 question that required candidates to explain two ways that Siobhan may have learned her behaviour and justify these ways using social learning theory. Some candidates were able to use their understanding to apply to Siobhan here, and then justify this through social learning theory. Most candidates gave an AO2 point for Siobhan, but the justification was limited, with very little other than repetition of the point about Siobhan.

There were some muddled responses seen where candidates had used social psychology theory, such as conformity, or had used operant conditioning, rather than social learning theory as directed. There were a number of candidates who gave generic responses and did not access the marks available on this question.

13 Siobhan recently starting misbehaving in school. She has been excluded three times for her behaviour, including pushing another student over and vandalising the gym.

In a meeting with the head teacher, her mother says Siobhan has a new group of friends in her year group. Some of her new friends have been in trouble with the police and she is worried that the change in Siobhan's behaviour is because of her new friends.

Explain **two** ways that Siobhan may have learned her recent behaviour from her new friends.

You must use social learning theory to justify your answer.

Attention
Intention
memory
motivation
reward

First way:

To Social Learning theory claims to learn something new you have to pay attention to it and as Siobhan has watched her new friends everyday she'd been paying attention and keeping it in her memory

Second way:

To learn you have to be motivated her new Friends could've been encourging her and she could've wanted to be like them so she copied them hoping she'd get a reward,

(Total for Question 13 = 4 marks)

Positive = recieve
negative = take away
    reinforcment = likely to do it again
    punishment = don't do it again

Question 14

This was a 9-mark extended essay that included AO1, AO2 and AO3 skills. Candidates were required to assess how well operant conditioning could explain the behaviour of Maurice, applying their understanding of operant conditioning to the stimulus material given in the question and drawing on the merits or problems of using this theory to explain this behaviour. Many candidates were able to use the scenario, which was pleasing to see, however it was not always developed. The underpinning knowledge and understanding of operant conditioning was not as well expressed, with many candidates not giving a broad range of this theory, some simply giving a basic statement of reinforcement and punishment. There was evident confusion between negative reinforcement and punishments.

The AO3 assessment skills were not seen particularly often, with very little in the way of supporting evidence for the theory as an explanation of behaviour, few judgements about how well operant conditioning does or does not explain the actions of Maurice or human actions overall.

14 Maurice is 34 years old and has been <u>stealing</u> since he was 16 years old. He has stolen high value items such as <u>a television</u>, and <u>low value items such as food</u>. He says that <u>stealing stops him feeling like he cannot give his family the things they deserve.</u>

Maurice has <u>only been caught stealing once</u>, and was given <u>a community sentence</u> of two months. He says it <u>is not worth stopping stealing because he gets lots of nice things that he enjoys</u>. He also says that the consequence of being punished does not worry him.

Assess how well operant conditioning can explain Maurice's stealing.

(9)

Skinner developed theory of operant conditioning which suggests that we learn from the consequences of actions.

He suggested that there is positive reinforcement, which is when we receive something pleasant for a behaviour, so we repeat it again. Maurice said that he wants to continue stealing because he associates it with lots of nice things he gets that he enjoys.

Also Negative reinforcement suggests that when we avoid something unpleasant we want to repeat the behaviour again. Maurice said that he by stealing high value items, he avoids negative the feeling that he that he cannot give his family the things they deserve.

Prison as a way of punishment for criminals relies on principles of operant conditioning theory. Prison is positive punishment which decreses levels of recidivism and is one of the most effective ways of punishment. However, community sentencing does not really lower ees possibility that an offender will commit

crime again.

To conclude, operant conditioning does not take into account biological factors Maybe Maurice's parents were criminals and he therefore inherited the gene.

Does not take into account biological factors maybe parents.

PR- receiving smith. pleasant so we want to do it again

Question 16

This was an AO1 knowledge question that required candidates to state the meaning of 'self-esteem'. Some candidates answered this question well, getting across the concept that it was the value an individual places upon themselves. There were some errors seen in relation to confusion with self-concept, confidence and positive regard.

16 State what is meant by 'self-esteem'.

self esteem is how highly we think
of ourselves and

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This candidate achieved 1 mark.

Question 17

This was an AO1 question that required the candidates to describe one way that personality can be measured. Many candidates were able to give a personality measure, such as Catell's 16PF, but not all candidates showed knowledge that this measured using questions/ was a questionnaire/ categorised personality. Therefore some answers lacked a description of personality measures.

17 Describe **one** way that personality can be measured.

Myers-Briggs personality test measures personalities and categorises them around, introversion or extraversion, intuition or sensing, thinking or feeling and judging or perceiving.

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This candidate achieved 2 marks.

Question 18

This was an AO2 and AO3 question requiring candidates to explain the influence of 'safety' on the higher needs of Katie. Most candidates were able to give the point about safety needs not being satisfied because of her loss of income or risk to her home, however this was not always well justified with a link to Maslow to develop the point about how this influences higher needs. There were a number of candidates who gave generic responses and did not access the marks available on this question.

18 Katie has recently lost her job and is now struggling to pay the rent for her home. She has stopped visiting her family because she is embarrassed about having no money. Katie also does not want to socialise with her friends.

Explain the influence of 'safety' on Katie's higher needs.

You must use a theory to justify your answer.

Maslow's hierachy of needs states that you must can complete one stage in the hierachy to get to the next. Therefore Katie has not completed the 'safety' stage because she lost her job and is not financially secure. Therefore she can't move up a stage.

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Examiner Comments

This candidate achieved 2 marks.

Question 19

This was an AO1 and AO2 question that required candidates to use understanding of an appropriate study and then apply this to the behaviour of the GCSE classes. Most were able to give understanding of a study here, but application to the GCSE classes was often limited or a repeat of the point from the study. A significant number of students gave 'practical' solutions such as 'they should sit the test at the same time' or 'use different tests', which was not the requirement of the question.

19 A teacher has two GCSE Psychology classes who often take the same test at different times.

A parent has told the teacher that the students in both classes often give each other the test questions so that they can cheat when they take the test.

Explain how the teacher could reduce the cheating behaviour of the students.

You should refer to a study in your answer.

> Vohs and Schooler (2008) found that if students were
> discouraged from believing in free will this increased
> cheating (immoral behaviour) and so she must
> encourage her students to believe in their own
> ability to have consequences on themselves, that
> they have free will and to not believe in determinism.

Question 20

This was an AO2 and AO3 question that required candidates to explain two reasons why Sam may have developed a negative self-concept and use theory to justify the reasons. Some candidates were able to use their understanding to apply to Sam here, and then justify this through a relevant theory. Most candidates gave an AO2 point for Sam, but the justification was limited or muddled with some confusion between core concepts here. There were a number of candidates who gave generic responses and did not access the marks available on this question.

20 Sam is worried about joining in sporting activities because he believes he is not very good at these activities. He wants to become better at sport and to join in with his friends when they play games such as football.

Sam is too embarrassed to ask for help because he thinks people will laugh at him. He avoids playing sport with his friends, which makes him feel sad.

Explain **two** reasons why Sam may have developed a negative self-concept about his ability in sporting activities.

You must use a theory to justify your answer.

Reason one:

Argyle (2008) found that the views of others affects self-esteem. Self-esteem is part of what influences an individuals self-concept and so Sam fearing how others will laugh at his lack of ability keeps his self-concept low. because he does not

Reason two:

Rogers (1959) focused on how individuals can be in a state of incongruence, which is influenced by a low self-concept. Sam believes he is not good at sport but wants to be, and so his true-self and ideal self do not match, resulting in his low self-esteem about believing he is not good at sport and low self-concept.

Question 21

This was a 9-mark extended essay that included AO1, AO2 and AO3 skills. Candidates were required to assess how well the findings of Van Houtte and Jarvis (1995) could explain the 'pets at school' service, applying their understanding of the study to the stimulus material given in the question and drawing on the merits or problems of using this study to explain this scenario.

Many candidates were able to give the underpinning knowledge and understanding of the study itself. However, less were able to apply this to the scenario with some simply giving basic statements of 'so it is like the school service'. The AO3 assessment skills were not seen particularly often, with few judgements about how well the findings do or do not explain the stimulus material.

21 A local school has started offering a special 'pets at school' service where people bring pets into school for the children to look after during the day. The children who are chosen to spend time with the pets have previously been identified as having low self-esteem and a negative self-concept.

After six weeks of using the 'pets at school' service, the children reported that they feel more confident in making decisions for themselves. The children also reported that they felt important and useful when looking after the pets.

Assess how well the findings from Van Houtte and Jarvis (1995) can explain the impact of the 'pets at school' service.

(9)

The findings of Van Houtle and Jarvis concluded that children with pets have a higher self-esteem than the children with no pets - which can be seen in the outcome of this school as the children are much more confideneet in what they are saying. Houtle and Jarvis also found that people with pets have a higher self confidence th concept than those who don't and this can also be seen in this school as students claim to feel more important and useful when they are taking care of a pet. The study also found that the allatchment to pets is the same for both owners and non-owners meaning that the children had the same level of allatchment regardless if they have a pet or not.

This study does not seem to focus on autonomy and how it affects the child meaning that we do not know the parental background of the children of their lives currently. Also previously the children had not been asked about the way they value themselves through things such as questionnaires so the children chosen were only presumed to have a low self-image / self-concept. We also don't know specifically what the animals were as Van Houtle and Jarvis mainly dealt with animal pets such as cats and dogs.

Question 23

This was an AO1 knowledge question that required candidates to state the meaning of 'relative size'. Some candidates answered this question well, getting across the concept that the perception of the size of an object can change as it becomes further away or closer. There were some errors seen where candidates muddled their responses, stating that small objects are always further away.

23 State what is meant by 'relative size'.

Two objects of the same size placed at different distances from you would appear to be different sizes. The closer one would seem larger than the further away one.

(Total for Question 23 = 1 mark)

ResultsPlus
Examiner Comments

This candidate achieved 1 mark.

Question 24

This was an AO1 question that required the candidates to describe how expectation can affect perception. Some candidates were able to give understanding that expectation is a pre-conceived idea, but this was not always developed to how it can affect perception. There were a number of candidates who referred to when your expectations are to high you may be likely to be let down, thus not addressing expectation as it would be required in a perception question.

24 Describe how expectation can affect perception.

Expectation can affect perception as what we expect to see in a
situation ~~will~~ could affect how we perceive an ambiguous figure.
An example is if we see an ambiguous figure surrounded by
letters, we may expect the figure to be a letter also as that is
what one would expect to see in the situation of many letters
surrounding.

ResultsPlus
Examiner Comments

This candidate achieved 2 marks.

Question 25

This was an AO2 and AO3 question requiring candidates to explain one reason that can support the claim made by Jacob. Most candidates were able to give the point about Carly having a prior knowledge of speed and/or distance and/or driving cars, however this was not always well justified with many muddling the theories of Gregory and Gibson and giving a confused justification with mixed components of each theory. There were a number of candidates who gave generic responses and did not access the marks available on this question.

> **25** Carly perceived a car to be driving slowly. Jacob claimed this was because Carly has a prior understanding of speed and distance, which helped her determine the speed of the car. Carly did not agree, saying that her judgement of speed was based on optic flow.
>
> Explain **one** reason that supports Jacob's claim.
>
> You must use a theory to justify your answer.

Greggory et als theory supports this claim through top down processing. This believes that you use previous stored information to influence on what you see. Meaning that carly has a prior understanding ^(helps her) which determines the speed of the car.

ResultsPlus
Examiner Comments

This candidate achieves 2 marks.

ResultsPlus
Examiner Tip

Candidates should apply their understanding, such as prior knowledge of the speed of cars, to the scenario and justify this with appropriate theory for AO3.

Question 26

This was an AO1 and AO2 question that required candidates to use understanding of visual constancies to explain how Norman could state the shape of the door correctly. Most were able to give understanding of shape constancies, but application to the scenario of Norman was often limited or a very basic statement of 'so he knew the shape'.

26 Norman was shown ten images of a door that was open at different positions, an example is shown in **Figure 3**. He was asked to state the shape of the door. Norman was able to accurately state that the door was a rectangle shape in all ten images.
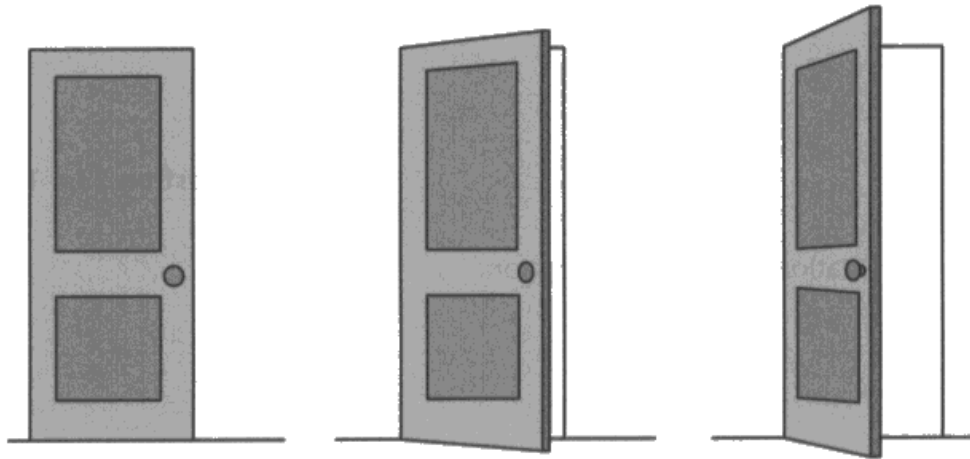
Figure 3

Explain how Norman was able to accurately state the shape of the door in all ten images.

You should refer to visual constancies in your answer.

Norman is able to accurately state the shape of the door in all ten images as he has shape constancies. This means that although Norman percieves the door to be changing shape through its environment, he knows that it has just changed angle and it is still the same shape.

(Total for Question 26 = 2 marks)

ResultsPlus
Examiner Comments

This candidate achieved 2 marks.

Question 27

This was an AO2 and AO3 question that required candidates to explain two ways that Kia could change her procedure from the original study by Carmichael, Hogan and Walter (1932). Some candidates were able to use their understanding to suggest changes around modernisation of the study, such as modern types of image. The justification was limited or muddled with some confusion around the procedural elements of this study that were inappropriate to be changed. There were a number of candidates, for example, suggested using images that were recognisable such as a company logo, as these would no longer be ambiguous figures to test language on perception the change is not appropriate. Generic responses that stated the procedure of the study without links to what Kia could change were not able to access marks.

27 Kia is planning to replicate the study by Carmichael, Hogan and Walter (1932). She wants to see whether the effect of language on visual perception of images is similar for modern day images in 2019 for the general public.

Kia wants to make sure that the procedure of her study follows the original research as closely as she can, however Kia will need to make some changes.

Explain **two** ways Kia could change the procedure for her replication.

First way:

She would have to change some of the images to make it
                                                    ˅ objects
more rellative to 2019, and use images that eeryone would
know what they were. This would brigger their schemas to
recall the images her they think it should look rather than
what the image looks like.

Second way:

You could also do it digitally to two different groups
in two different rooms, making the participants mudl's be on
digital objects. Or you could change how long the image
is up there for — shorter it. People in 2019 are more used to
seeing quick moving objects.

Question 28

This was a 9-mark extended essay that included AO1, AO2, AO3 skills. Candidates were required to assess how well the findings of Haber and Levin (2001) could explain Zara's result in the scenario, applying their understanding of the study to the stimulus material given in the question and drawing on the merits or problems of using this study to explain this scenario.

Many candidates were able to give the underpinning knowledge and understanding of the study itself. Some were able to apply this to the scenario, but often with simplistic giving statements. The AO3 assessment skills were not seen particularly often, with few judgements about how well the findings do or do not explain the stimulus material.

28 Zara was a participant in a study to see whether she could accurately make judgements about the size and distance of objects. She was shown 30 objects of varying sizes placed at different distances from her.

The researchers selected 20 objects they considered to be familiar, for example a coffee machine, and 10 objects they considered to be unfamiliar, for example a scaled down model of a castle.

Zara was not able to accurately judge the size of half of the objects. She was accurate in determining the distance of most of the familiar objects.

Assess how well the findings from Haber and Levin (2001) can explain Zara's inaccuracy of size and distance judgement.

(9)

In Haber and Levin's study they investigated whether size and distance are processed in the same mental parts. They did this by coming up with a list of 50 items, then judging how familiar the objects are and how much they varied in size, ending with 30 out of 50 of the items. They got participants to guess the size of the objects, mainly focusing on the familiar one. Haber found that when guessing the size of an object thats familiar and normally a similar size people are very accurate but for unfamiliar (which they called token invariant objects) there was a bigger difference and less acuracy in guessing the size of the object. This shows that previous knowledge is used when judging the size of an object.

This study by Haber and Levin can

explain Zaras inaccuracy of judging size and distance. They found that people are more accurate when judging size of familiar objects, which Zara was as she was accurately able to judge half of the objects sizes and not so accurately with the other half of the objects that were unfamiliar. This shows that Habers findings are accurate due to Zaras previous knowledge being used in order to identify the 20 familiar objects like the coffee machine which vary very little in size.

However, it can't fully explain Zaras inaccuracy as she was only able to judge the size of the most familiar objects, not all the supposedly familiar objects. Haber and Levin found that the objects they viewed as familiar were more accurately measured in size, but as Zara could accurately measure the sizes of the familiar objects suggest Haber and Levin can't fully explain Zaras inaccuracy of size and distance judgement.

The study that Zara was a participant

in might not have been as accurate too, as the familiar objects might not be familiar to everyone and the list of objects might not have been compared. However, there were a mixture of familiar and unfamiliar objects which might have balanced it out.

Overall, Haber and Levin's study can almost completely explain Zara's inaccuracy due to the objects she couldn't estimate the size of being unfamiliar to her. This meant she couldn't use previous knowledge to judge size and distance.

Question 30

This was an AO1 knowledge question that required candidates to state the meaning of 'ultradian rhythm'. Some candidates answered this question well, getting across the concept that it was a cycle of less than 24 hours. There were some errors seem in relation to the clarity of the cycle, with some candidates stating it was over 24 hours, over a week or a monthly cycle.

30 State what is meant by an 'ultradian rhythm'.

A bodily rhythm lasting less than 24 hours

ResultsPlus
Examiner Comments

This candidate achieved 1 mark.

Question 31

This was an AO1 question that required the candidates to describe how dreamwork is used to uncover latent content. Many candidates were able to give some relevant content about uncovering hidden meaning in a dream, but not all candidates showed knowledge that this was a process of analysis to find real meanings.

31 Describe how dreamwork is used to uncover the latent content of dreams.

Dreamwork states there is manifest content and latent content of dreams. Manifest content is where the dreamer talks about their dream and then latent content is working out what this means.

ResultsPlus
Examiner Comments

This candidate achieved 2 marks.

Question 32

This was an AO2 and AO3 question requiring candidates to explain one strength of the study by Simon. Most candidates were able to give a strength of the study he had conducted although application was poor at times, however this strength was not always well justified with simplistic statements of 'so it is valid' without development. There were a number of candidates who gave generic responses and did not access the marks available on this question.

32 Simon is conducting a study into insomnia. He is using an anonymous questionnaire to ask individuals whether they have experienced insomnia and how the sleep disorder affects their day-to-day lives.

Simon has included open-ended and closed-ended questions and a clear explanation of how his results will be used.

Explain **one** strength of Simon's study.

· The questionaires are anonymous and so the individual may be more comfortable answering the questions. ~~they~~ honestly and so validity increases

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ResultsPlus
Examiner Comments

This candidate achieved 2 marks.

Question 33

This was an AO1 and AO2 that required candidates to use understanding of an appropriate sleep disorder and then apply this to why Karl is feeling tired during the day. Most were able to give understanding of insomnia here, but application to Simon was poor, with a number of responses copying word by word information from the scenario.

33 Karl regularly feels tired during the day. He is often awake for several hours at night when he should be sleeping.

Explain, using **one** sleep disorder, why Karl feels tired during the day.

One reason why karl feels tired may be because he has insomnia. This means that he has difficulty falling asleep during ~~problably~~ the night which means that ~~he~~ he is probably sleep deprived causing his tiredness.

ResultsPlus Examiner Comments

This candidate achieved 2 marks.

ResultsPlus Examiner Tip

Candidates should give their AO1 clearly, for example here that insomnia is difficulty falling asleep, then make the link to their AO2 by developing the point, such as causing Karl to feel tired due to his lack of sleep.

Question 34

This was an AO2 and AO3 question that required candidates to explain two reasons why David's suggestions would help Nick with his sleep and use zeitgebers to justify the reasons. Most candidates were able to use their understanding to apply to how the dark curtains or daylight lamp could help Nick wake up or sleep, but the justification was often limited with only a basic understanding of what zeitgebers do/are being shown. There were a number of candidates who gave generic responses and did not access the marks available on this question.

34 Nick works night shifts. He is struggling to sleep during the day and stay awake at night. His friend David has suggested Nick should buy dark curtains to block light during the day. He also suggested a special daylight lamp to help wake Nick up for work at night.

Explain **two** reasons why David's suggestions may help Nick with his sleep pattern.

You must refer to zeitgebers to justify your answer.

Reason one:

Light and dark are the main zeitgebers for sleep patterns, so as ~~light makes~~ darkness suggests night and increases melatonin levels, so Davids suggestion of dark curtains would help Nicks sleep as ~~he~~ his melatonin would be triggered.

Reason two:

Light ~~signells~~ gives cues to the brain that it's day, and acts as a zeitgeber for waking. ~~as it~~ Using daylight lamps will trick Nichs brain it's day, and help him wake up when he has to.

Question 35

This was a 9-mark extended essay that included AO1, AO2 and AO3 skills. Candidates were required to assess how well the case study of Little Hans could help Sean with his client, applying their understanding of the case study to the stimulus material given in the question and drawing on the merits or problems of using this study to explain this scenario.

Few candidates were able to give underpinning knowledge and understanding of the study itself. However, more were able to apply some elements of this to the scenario with links being made between the boy's dream of bats and Little Hans' dreams. The AO3 assessment skills were not seen particularly often, with few judgements being made.

35 Sean is a therapist who is helping a five-year-old boy who has been dreaming about bats. The boy dreams that he is in a small house looking for his mother when bats fly at him and he must run away. The boy then wakes up feeling scared of bats and worried that his mother has left him. Other than this dream, the boy is a happy child.

Sean uses information from the case study of 'Little Hans' to help the boy.

Assess how well the case study of 'Little Hans' (Freud, 1909) can help Sean explain the experiences of the boy.

(9)

Freud's Dreamwork suggests that dreams have a manifest and latent content. The manifest content is the details that the patient recalls and the latent content is the underlying meaning of the symbols in the dream. He practiced this in his case study of 'Little Hans' and explained his dreams through psychoanalysis. Dreamwork has 3 aspects, condensation, displacement and secondary elaboration, which are explored in the therapy sessions. ~~Condensation~~ Displacement is 4t when a thing that seems unimportant is actually important; ~~displacement~~ condensation is when many things are represented as one; secondary elaboration is when the patients adds details to the manifest content so it makes sense. Sean's patient may need ~~help~~ psychoanalysis to explain his dreams. He shared a similar one to 'Little Hans' when he has the fear of his mother leaving him. This could be showing that the boy is in the phallic stage of development and has an unconscious desire to sexually possess his mother, as this is what Freud found in his case study of Little Hans. The boy also feels scared of bats and

Hans feared horses, showing similarities in their mindsets, possibly due to their shared age. This could suggest that he fears his father (the bats) and wants to have his mother to himself, demonstrating an Oedipus Complex, proposed by Freud.

One strength of the case study of 'Little Hans' is that he shares similar fears and they had the same age, ~~say~~ ~~they~~ making this method better as the study is applicable and generalisable to Sean's patient. The ~~did~~ in-depth, qualitative data that Freud gathered also makes his study very valid as it provided a detailed look into 'Little Hans' ~~by the~~ mind. However, one weakness is that case studies are unique to one person, Hans, and so cannot be generalised to Sean's patient very well. Another issue is that the case study violate 'Little Hans' privacy and ~~could~~ Sean could do the same to his patient. Case studies are also not replicable and so are hard to draw certain conclusions from. Overall, ~~Hans~~ the 'Little Hans' case study is useful for explaining the boy's experiences.

This candidate achieved 8 marks.

AO1 is level 3

AO2 is level 3

AO3 is level 3

Question 37

This was an AO1 knowledge question that required candidates to state the meaning of 'gestures'. Some candidates answered this question well, getting across the concept that it was a form of communication using physical movement. There were some errors seen in relation to confusion with facial expression, and further confusion with gestures being 'something nice that is done for other people'.

37 State what is meant by 'gestures'.

gestures is giving a sign or ~~clue~~ clue rather than saying it verbally. A hand sign would be one, such as waving is a gesture for saying hello.

ResultsPlus
Examiner Comments

This candidate achieved 1 mark.

Question 38

This was an AO1 question that required the candidates to describe one feature of communication used by humans but not naturally by animals. Some candidates were able to respond well here, with concepts such as using language to convey emotion or meaning. Many responses were not able to access marks here, with a large number of candidates giving one word responses such as 'email' or 'texting'.

38 Describe **one** feature of communication that is used only by humans and not naturally by animals.

Speech, humans can verbally talk and communicate to each other whereas animals use hand gestures or body movements to do so.

ResultsPlus
Examiner Comments

This candidate achieved 2 marks.

Question 39

This was an AO2 and AO3 question requiring candidates to explain Monica's stage of language development using Vygotsky (1981). Some candidates were able to suggest the appropriate stage of language development using the scenario information, such as how she babbles, however this was not always justified with a link to Vygotsky to develop the point. There were a number of candidates who gave generic responses that simply defined a language stage and did not access the marks available on this question.

> **39** Monica is a nine-month-old infant. Her grandmother visits the family and says 'hello' to Monica. She babbles at her grandmother in response. Later that day her father says to Monica 'it is time for bed' and she responds with the same babbles.
>
> Explain the stage of language development that Monica is in.
>
> You must use Vygotsky (1981) to justify your answer.

Vygotsky (1981)'s ~~study~~ theory states that there are two main stages ~~for~~ before language and thought processes come together to form language and speech. They are the pre-intellectual and the pre-linguistic stages. Monica is in the pre-linguistic stage, as she understands that speaking is possible, although she cannot do it yet, and attempts to express herself through language, which comes out as babbling.

(Total for Question 39 = 2 marks)

ResultsPlus
Examiner Comments

This candidate achieved 2 marks.

Question 40

This was an AO1 and AO2 question that required candidates to use understanding of an appropriate study and then apply this to Kenji. There were a number of candidates who were able to give understanding from Yuki et al. (2007) and demonstrated that they knew this study well. Where this was the case, they were then showing good application to Kenji. Where marks were unavailable to candidates it was often due to a lack of understanding of the study.

40 Kenji lives in Japan. He receives a message from his friend in America which contains the emoticon symbol of **:)** at the end. Kenji is unsure if this symbol means his friend is happy.

Explain why Kenji may be unsure what the emoticon symbol means.

You should refer to a study in your answer.

According to Yuki et al., Japanese judge emotion more by the eyes than mouth. This emoticon has neutral eyes with a happy mouth. Because the eyes are neutral, Kenji is unsure of the emotion shown.

ResultsPlus
Examiner Comments

This candidate achieved 2 marks.

Question 41

This was an AO2 and AO3 question that required candidates to explain two strengths of using Piaget (1950) to account for the language skills of Olly and justify the strengths. A few candidates were able to use their understanding to apply to Olly here, but this was not always the case. The justification was very limited. There were a number of candidates who gave generic responses and did not access the marks available on this question.

41 Olly is given a new toy to play with. He already has a toy car and a bus, but his new toy is a truck. Olly is able to name his toy car and bus and can point to parts of the truck and name them, such as the wheels. He is not able to name the new toy as a 'truck'.

Explain **two** strengths of using Piaget's (1950) theory of language development to account for Olly's language skills.

Strength one:

Olly cannot attach the truck to its word, because he has no schema for trucks, only cars and buses, because he can identify the ~~cars and~~ parts because they are in his 'cars and buses' schema.

Strength two:

Olly can identify the different parts, because he is able to take them from his 'cars and buses' schema, which includes the parts.

RESULTS **Plus**
Examiner Comments

This candidate achieved 2 marks.

Both points have been applied to the scenario and achieve the AO2 marks.

Neither point has been justified, therefore no AO3 marks have been awarded.

Question 42

This was a 9-mark extended essay that included AO1, AO2 and AO3 skills. Candidates were required to assess how well linguistic relativism could explain Danica's experiences in the village, applying their understanding of the theory to the stimulus material given in the question and drawing on the merits or problems of using this theory to explain this scenario.

Very few candidates were able to give the underpinning knowledge and understanding of the study itself. However, more were able to talk about the scenario although this was not always in relation to language, but often in relation to being isolated and 'behind the western world'. The AO3 assessment skills were not seen particularly often, with few judgements about how well the theory does or does not explain the stimulus material.

42 Danica is travelling around the world. She arrives in a remote village where a small tribal population live. The people in the village are interested in Danica's mobile telephone and her camera.

Danica tries to explain what the mobile telephone and camera do, but the people in the village do not understand what she means by words like 'email' or 'photograph'. One person in the village brings a painting and asks if it is a photograph.

Assess how well linguistic relativism can explain why the people in the village do not understand the words Danica is using.

(9)

The people in the village cannot understand the words as they have never come into contact with them before, this means that when Danica explains what the words mean, they connect them to their existing schemas, e.g when the person from the village brings the painting and asks whether that is a photograph. They brought the painting because they related it to what Danica was describing a photograph to be.

The tribal village people are trying to make sense of what Danica is saying by using linguistic relativism to relate the definitions of the alien words to things they already know.

However, linguistic relativism can only go so far to relating things to objects already existing in their schemas. They will not be able to relate things such as mobile phones, as there is nothing like them that they are already aware of.

No matter how much Danica explains, because the village is isolated, she cannot make a full connection for the tribal people, unless they move

into a city or town with access to these products, the tribe won't be able to make a connection with an existing object. They will have to create a new schema for this obscure technology.

This candidate achieved 3 marks.

AO1 is level 1

AO2 is level 2

AO3 is level 1

Paper Summary

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

- Candidates should practise their skills of justification for AO3 marks in the shorter questions in order to give more developed responses that expand on their initial point and develop their response to achieve a clear justification for what they are saying in their answers.

- Application to the stimulus material should be more than just using a 'name', and does require candidates to utilise what they know to address the question, rather than copying chunks from the question paper as their response.

- Across all essay responses, very little was seen for AO3 skills. For 12-mark methodology questions, candidates should be giving the strengths and weaknesses of the method and making links to whether they are strengths or weaknesses for the stimulus given to achieve the higher level band marks. In 9-mark assess questions, candidates should be making judgements about the relative merits or problems in using the study or theory given in the question and in relation to the stimulus presented to achieve the higher level mark bands.

Grade Boundaries

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

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx