Examiners' Report
June 2022

GCSE Psychology 1PS0 01

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Introduction

The summer 2022 examination was the first full exam series since 2019 and was taken by candidates affected by the pandemic. As such, advance information was provided to help candidates to focus their revision time and offered them details of the focus of the content in the 1PS0/01 examination. The performance of the candidates is summarised below, with advice on how to improve in future series.

Candidates in this series generally performed well on the short, factual knowledge and understanding based questions. Questions 1 and 11 were indicative of this, where candidates were mostly able recall accurate information from content requested from the specification. It is likely that the advance information helped candidates to prepare better for these questions.

Questions that required AO1 knowledge and understanding and AO2 application were not quite as well answered as the generic responses, but generally candidates still found the questions accessible. On some questions it was the knowledge and understanding where candidates did well, perhaps aided by the advance information which gave the focus for all the questions. Questions 3 and 8a were indicative of this. On other questions, it was the application where candidates performed better and either did not or could not include the AO1 content adequately. Questions 19a and 26 were indicative of this.

Questions that required strengths and/or weaknesses showed a mixed performance. There were two questions where candidates found these really accessible, but the rest they found difficulty with in general. The advance information may again have influenced candidate performance as they were given the focus of these questions, but the application skills are also necessary on these questions, as well as suitable elaboration which candidates have typically found difficulty with on this paper to date. Candidate performance was higher on questions 13b and 24a than questions 4b, 8b, and 18b, which performed far more as they have in past series'.

Questions that required a conclusion were as accessible as usual to candidates, which a varied performance which has tended to convey that if candidates have developed the necessary skills to respond to the questions, using the unseen stimulus material appropriately, they perform well on these across the paper. Questions 10 and 20 were indicative of this.

The questions where an improvement was required were less well responded to on this paper. Advance information cannot really help with this question type and it showed that skills, such as this, is something that could be focused on by centres to improve in future series. Questions 9b and 24b were indicative of this.

Typically, candidates have generally found difficulty with the first essay, but in this series the performance was of a higher standard than previous series. This is likely due to the advance information as it was evident that candidates were more prepared for this content to be assessed in an extended manner, with a lot of similar content presented by candidates. Whilst this was an improvement than in previous series, there is still a lot that can be improved going forward. The second essay was synoptic and performed very similarly to previous series with a full range of responses, but most candidates find this difficult due to the skills required in selecting relevant and appropriate material from the course, but it does give them an opportunity to stretch and challenge.

The remainder of this Examiner Report will focus on each individual question which can be used to help prepare candidates for future 1PS0/01 examinations.

Question 1

Question 1 required candidates to provide a suitable definition of morality for one mark and give an appropriate example for one mark.

The best responses gave both an appropriate definition and example, with weaker responses only giving a definition or not giving an appropriate definition or example.

Two marks was the most frequent mark, with one mark second most frequent, for this question, so overall candidates performed well.

1   Define the term 'morality'. Use an example in your response.

Morality - The ~~undes~~ understanding of whats right + wrong on a sociatle base. ~~an~~ For example, stealing a car is wrong.

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This response was awarded 2 marks. One mark for an accurate definition and one for a suitable example.

Question 3

Question 3 required candidates to provide suitable understanding of the role of the medulla for one mark (AO1) and give appropriate exemplification of the role of the medulla to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of the role of the medulla and suitable exemplification, with weaker responses only giving exemplification or understanding of the role of the medulla or neither.

The most usual mark for candidates was one for this question, usually for the AO1 only.

3 Finlay is a boy who was born with a healthy brain. He likes to dance and run around. His mother has two other children who like to chase Finlay. When he was 18 months old, Finlay fell out of his cot bed in his bedroom and banged his head. He was taken to hospital where they discovered that he had damaged his medulla.

Explain **one** way that Finlay could be affected by the damage to his medulla.
→ breathing et c.
You should refer to the role of the medulla in your answer.

medulla contras involuntary responses such as breathing and heart rate. This could affect Finlay by stopping him from dancing and running around a lot more, Due to the medulla being damaged.

ResultsPlus
Examiner Comments

This response was awarded 2 marks. One mark for accurate understanding of the role of the medulla, and one for exemplification of how the role of the medulla can be used to explain the scenario.

Question 4 (a)

Question 4a required candidates to provide suitable understanding of Piaget's Theory of Cognitive Development for one mark (AO1). A second mark was available for appropriate exemplification of the theory to the scenario for one mark (AO2).

The best responses gave both understanding from the theory and then applied this appropriately to the scenario. Weaker responses gave understanding of the theory or exemplification only. The weakest responses used an inappropriate part of the theory for the scenario in an irrelevant way.

4 Georgia is four months old and from England. Her father is playing with her one day with her favourite toy duck, Mrs Duckie. Georgia's father is 'quacking' and she is laughing. She reaches for the toy duck but her father hides the toy duck behind the sofa. Georgia sits still and begins to cry.

(a) Explain what Georgia's reaction to her father hiding the toy duck shows regarding her cognitive development.

You should refer to Piaget's Theory of Cognitive Development in your answer.

(2)

Piaget suggested that everyone goes through stages of development. The first stage of development being the sensorimotor stage which happens at age 0-2. He said this is the age kids develop object permanance so they understand the object exists even though they can't see it anymore. However, Georgia hasn't got to that stage yet and doesn't understand that.

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Examiner Comments

This response was awarded 1 mark. One mark for accurate understanding of Piaget's Theory of Cognitive Development. More is needed for the exemplification to the scenario (the name alone is not enough).

Question 4 (b)

Q4b required candidates to identify a strength and weakness of using Piaget's Theory of Cognitive Development to account for the scenario for two marks (AO2). Then they had to justify the strength and weakness fully, for a further two marks (AO3).

The best responses gave a strength and weakness of using the theory to account for the scenario and fully justified their ideas. Weaker responses identified the strength or weakness but did not justify them or gave generic statements.

Candidates generally found this question difficult, with many generic responses, which are not creditworthy. Very few candidates were able to achieve full marks, so this is a focus for improvement on future series'.

> (b) Explain **one** strength and **one** weakness of using Piaget's Theory of Cognitive Development to account for Georgia's behaviour after her father hides the toy duck.
>
> (4)
>
> Strength
>
> it can be used to help teacher's know when to introduce a certain skill to children
>
> Weakness
>
> Piaget's theory of cognitive development doesn't take into account factors like how some children may develop differently then others so it lacks real life application and is not generalisable you can't apply it to all children and so ~~Georgia's~~ it can't account for Georgia's behaviour as she may develop differently than the theory suggest
>
> **(Total for Question 4 = 6 marks)**

Question 5 (a)

Q5a required candidates to give an appropriate conclusion that could be made from the data provided in Table 1 for one mark, with a further mark awarded for justification of the conclusion through analysis/interpretation.

The best responses gave a clear conclusion regarding social learning to improve social development and then supported this with relevant evidence from the table. Weaker responses tended to either give a conclusion only. Some responses only repeated information from the table with no conclusion, which should be avoided in future series'.

There was a mixed performance on this question with candidates' marks spread across the full mark range. Where they obtained no marks, this was because they did not give an appropriate conclusion, therefore this is a focus for future series'.

(a) Explain **one** conclusion you could make from **Table 1** regarding social learning to improve social development.

(2)

Pupil E scored 9/10 on ability to share and take turns, and James' pupils all scored higher than the other teacher's class This suggests that social learning can be used to help the social development of children as James was their role model and the children copied and learned to what he did.

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Examiner Comments

This response was awarded 2 marks. One mark for identification of an appropriate conclusion (towards the end), and one for justification through analysis/interpretation (towards the start).

Question 5 (b)

Q5b required candidates to identify a relevant improvement for the investigation, for one mark, with a further mark for justification of the improvement provided.

The best responses gave a relevant improvement, usually focussed on the teacher(s), and then support this with justification. Weaker responses gave an improvement only or suggested an inappropriate improvement for the investigation.

Candidates generally found it difficult to suggest an appropriate improvement to the investigation, with many focussing only on the sample size, which does not necessarily make the study more representative alone. Questions like these are a focus for future series'.

(b) Explain **one** improvement that James could have made to his investigation.

(2)

James could have tested both groups before being taught sharing and after, to show james group being better at sharing was not a coincidence/ based on the child just being better at sharing.

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This response was awarded 2 marks. One mark for identification of a relevant improvement, and one for justification of the improvement.

Question 7

Q7 required candidates to describe the difference between attention and rehearsal for two marks.

The best responses gave an explicit difference between the terms, using connectives such as 'whereas' or 'however'. Weaker responses gave two separate definitions (this was an implicit comparison, obtaining one mark), or gave incorrect or tautological definitions.

Candidates' marks were split across the mark range fairly evenly, with the most common mark one out of two.

7 Describe the difference between 'attention' and 'rehearsal' as part of the
   memory process.

Attention is when you are aware of your surroundings and are focusing on what information is being input whereas rehearsal is repeating information so it is able to encode from your short-term memory to your long-term memory.

This response was awarded 2 marks. Two marks for an accurate, appropriate comparison, using connectives.

Question 8 (a)

Q8a required candidates to provide suitable understanding of Multi-store Model of Memory for one mark (AO1) and give appropriate exemplification of the theory to the scenario for one mark (AO2).

The best responses showed clear understanding of the theory, focussing on either the short-term or long-term stores most frequently, then applied this in a relevant way to the scenario given. Weaker responses showed understanding of the theory or applied the theory to the scenario only.

Performance was mixed on this question, with candidates who did gain credit fairly evenly split between one and two marks.

(a) Pablo concluded that his findings supported the Multi-Store Model of Memory.

Explain **one** reason why Pablo concluded this.

You should refer to the Multi-Store Model of Memory in your answer.

(2)

The multi store model of memory show how data is stored as a memory in the different stages. The volunteers were likely to focus on memorising the first few words g and moving them into the long term memory however they recent that the middle words were not being given attention and the last few words were most recent and still in the working memory. Then participants were asked to recall

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Examiner Comments

This response was awarded 2 marks. One mark for the understanding of the Multi-store Model of Memory (at the beginning and throughout the response regarding the short term and long term stores), and one for exemplification of how the Multi-store Model of Memory can be used to explain the scenario.

Question 8 (b)

Q8b required candidates to identify a strength and weakness of Pablo's investigation for two marks (AO2) and then fully justify the strength and weakness for a further two marks (AO3).

The best responses identified a relevant strength and weakness and fully justified them. Weaker responses tended to identify the strength/weakness only or give generic statements.

Candidates found it difficult to reach the higher marks on this question, with them not generally elaborating their strength or weakness sufficiently: this should be a focus in future series' for centres.

(b) Explain **one** strength and **one** weakness of Pablo's investigation.

(4)

Strength

Ecologically valid as he gave the volunteers a suitable task to test memory with.

Weakness

List of words is of varying difficulty as ~~w~~ short words like 'train' are easier to remember than long words like 'landscape'. This may cause some words to be more memorable than others decreasing validity.

(Total for Question 8 = 6 marks)

Question 9 (a)

Question 9a required candidates to show understanding of the capacity of the short-term memory for one mark (AO1) and then exemplify this to the scenario involving Nishka for one mark (AO2).

The best responses showed understanding of the capacity of short-term memory and then applied this to the scenario in a relevant way. Weaker responses gave understanding of the capacity of short-term memory only.

Candidates found this question very accessible, in general, with the most usual mark being two out of a possible two. Where candidates scored one, it was usually for the AO1 mark only.

(a) Explain, using your knowledge of the capacity of short-term memory, what Nishka is likely to find.

(2)

The short term memory has a capacity of 5-9 items so it is likely that all participants in Trial 1 and 2 will continue to the next trial but may have difficulty in remembering numbers in trials 4 and 5 and so may not continue to next trial. It is most likely participants will not exceed past trial 6 as this includes 9 numbers which is the maximum capacity of the STM store.

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Examiner Comments

This response was awarded 2 marks. One mark for understanding of the capacity of short-term memory, and one for exemplification of this to the scenario.

Question 9 (b)

Question 9b required candidates to identify an improvement for Nishka's study, for one mark, and then fully justify the improvement, for one mark.

The best responses offered a relevant improvement and then provided full justification for how this could improve her study. Weaker responses identified an improvement only or suggested inappropriate improvements.

Candidates found it difficult on this question to suggest an appropriate improvement and then elaborate on it for the two available marks, with most not gaining any credit.

(b) Explain **one** improvement Nishka could make to her study.

(2)

Nishka could make her study more applicable to real life, by instead of having the participants write down the numbers they could remember, she could have them write down grocery items which they can remember, as this is how the brain people would normally use their brain to remember things in their daily life.

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Examiner Comments

This response was awarded 2 marks. One mark for identification of an appropriate improvement, and one for justification of the improvement.

Question 10

Q10 required candidates to give a conclusion, using the information provided and then justify the conclusion using data from Table 2.

The best responses gave a conclusion and supporting evidence, whereas weaker responses gave a conclusion only.

Candidates generally either did very well on this question or did not understand it, with the most usual marks being zero or two.

Explain **one** conclusion that could be made from **Table 2** regarding how humans process information.

A conclusion that can be made is that humans process information actively, this is shown when 98% of the participants could read the paragraph with jumbled words.

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This response was awarded 2 marks. One mark for identification of an appropriate conclusion, and one for justification of the improvement through analysis/interpretation.

Question 11

Q11 required candidates to state two symptoms of unipolar depression for two marks.

The best responses stated two symptoms correctly. Weaker responses gave one symptom only.

Candidates did extremely well on this question, with the vast majority obtaining full marks.

11 State **two** symptoms of unipolar depression according to the International Classification of Diseases (ICD).

1 Struggling to do everyday achievements, work, stco. School etc.

2 Thoughts of suicide and Self harm.

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Examiner Comments

This response was awarded 2 marks. Two marks for accurate statement of each symptom.

Question 12

Q12 required candidates to describe one way mental health problems affect society, for two marks.

The best responses suggested a relevant way that mental health problems affect society and then developed this fully. Weaker responses briefly described one way, but provided no development beyond their initial idea.

There was a fairly good split across the mark range for this question, with the most frequent marks being one and two. Candidates who were able to elaborate appropriately, were rewarded for doing so.

12 Describe **one** way that mental health problems affect society.

If the more people require more and days off of work drug treatment. It will cost the NHS more as they will also need more doctors appointment as well. This will put a strain on the NHS and may lead to taxes increasing.

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This response was awarded 2 marks. Two marks for a description of how mental health problems affect society.

Question 13 (a)

Q13a required candidates to show understanding of how drugs can be used for addiction, for one mark (AO1) and apply this in a relevant and appropriate way to the scenario for one mark (AO2).

The best responses showed understanding of how drugs could be used for addiction and then exemplified this to the scenario. Weaker responses either focussed on how drugs could be used for addiction or applied the use of drugs to the scenario only.

The most frequent mark on this question was one, with this generally for the application only, of the use of drug treatment.

(a) Explain **one** way drugs could be used as a treatment for Claire's addiction.

(2)

Drugs can be used to treat her addiction because she could take SSRIs. These boost serotonin intake as it prevents it being lost in reuptake at the neurotransmitters. If her serotonin is boosted up she'll feel happier and this may help calm her nerves so she doesn't feel the need to take recreational drugs.

> **ResultsPlus**
> **Examiner Comments**
>
> This response was awarded 2 marks. One mark for accurate understanding of drugs for addiction, and one for exemplification to the scenario.

Question 13 (b)

Question 13b required candidates to identify two weaknesses of using drugs for Claire's addiction for two marks (AO2), and then justify these for a further two marks (AO3).

The best responses gave two relevant weaknesses of using drugs for Claire's addiction and then justified these fully. Weaker responses tended to identify the weaknesses only or gave generic statements.

This question showed effective discrimination between candidates, with performance across the full mark range, which was encouraging, given past performance on similar questions. The advance information may have helped candidates.

(b) Explain **two** weaknesses of using drugs as a treatment for Claire's addiction.

(4)

1. One weacness is that there could be ethical concerns surrounding the idea of treating a drug addiction with drug medication. This is because it could mean that Claire's addiction become worse as she may also become addicted to the medication as well as the drug she's already addicted to.

2. Another weakness is that drug therapy will not treal or discover the underlying cause of Claires addiction. Drug therapy will not be able to help the reasons for Claires addiction so even if she becomes clean, she may relapse as the cause is not tackled.

(Total for Question 13 = 6 marks)

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This response was awarded 4 marks. Two marks are given for the first weakness, for identification of a relevant weakness in context with appropriate justification. Two marks for the second weakness, for identification of a relevant weakness in context with appropriate justification.

Question 14 (a)

Q14a required candidates to give a conclusion in relation to the data in Table 3 for the first mark, and then justify their conclusion using data from the table for the second mark.

The best responses identified a relevant conclusion, most frequently focussed on how convinced they were of CBT helping with their depression, then fully justified this using data.

Weaker responses gave a conclusion only, or did not give a relevant conclusion and only repeated information from the table.

Candidates' marks were fairly evenly split across the mark range for this question, with those who only gave a conclusion receiving fewer marks than those who could also support this with appropriate evidence.

(a) Explain **one** conclusion that can be made from the data in **Table 3**.

(2)

Having Somebody to relate to makes it more convincing that CBT works compared to looking at facts. There was a difference by 2.2 that they found it more convincing.

This response was awarded 2 marks. One mark for an appropriate conclusion, and one for justification through analysis/interpretation.

Question 14 (b)

Q14b required candidates to identify a relevant improvement for Josh's investigation for the first mark, and then justify their improvement for a second mark.

The best responses suggested an appropriate improvement and then fully justified this. Weaker responses gave an improvement only or suggested an inappropriate improvement.

This was another improvement question with which candidates generally found difficulty, but performance on this was the best across the paper with many able to suggest an appropriate improvement, but unable to elaborate appropriately.

(b) Explain **one** improvement that Jonah could have made to his investigation.

(2)

Jonah could have asked the participants to complete the question before reading the articles as well, as a control to compare if the articles caused those answers or if it was based on previous knowledge and experience. This would have made the cause and effect more clear.

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This response was awarded 2 marks. One mark for identification of a relevant improvement (control group), and one for justification of the improvement identified.

Question 15

Q15 required candidates to show understanding of Caspi et al. (2003) for one mark (AO1), and apply this in a relevant way to the scenario for one mark (AO2).

The best responses demonstrated an accurate understanding from Caspi's study, focussing on the short version of the gene combined with stressful life events, and then applied this in a relevant way to the scenario given. Weaker responses gave incomplete or vague information from Caspi's study and/or applied the study to the scenario only.

There was a mixed performance on this question, with candidates' marks split fairly evenly across the full mark range.

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15 Bob has two children. One of his children has been diagnosed with cancer twice but recovered both times. His father, who suffered from depression, has recently died and Bob also lost his job in the recruitment industry.

Explain how likely Bob is to develop depression.

You should refer to Caspi et al. (2003) in your answer.

caspi et al stated that people who excperienced a stressful life event and had a short version of S-HTT gene were more likely to develop depression, so as Bob has experienced a stressful life event and has relatives who've had depression than it likely he will.

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This response was awarded 2 marks. One mark for Caspi's findings, and one for exemplification of how Caspi et al. (2003) can be used to explain the scenario.

Question 16

Q16 required candidates to state two processes that occur in synaptic functioning for two marks.

The best responses gave two processes from synaptic functioning, whereas weaker responses gave one process or gave inaccurate information.

Candidate responses to this question were mixed, with many gaining at least one of the two marks, and a larger proportion gaining two marks. Some found it difficult to access this question though, therefore this could be a focus for centres supporting candidates for future series'.

16 State **two** processes that occur in synaptic functioning.

1. Neurotransmitter are released from the terminal buttons and diffuse across the synaptic gap.

2. Neurotransmitters bind to the on the dendrites of receptors of the post synaptic neuron

> **ResultsPlus**
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> This response was awarded 2 marks. One mark for accurate statement of each process.
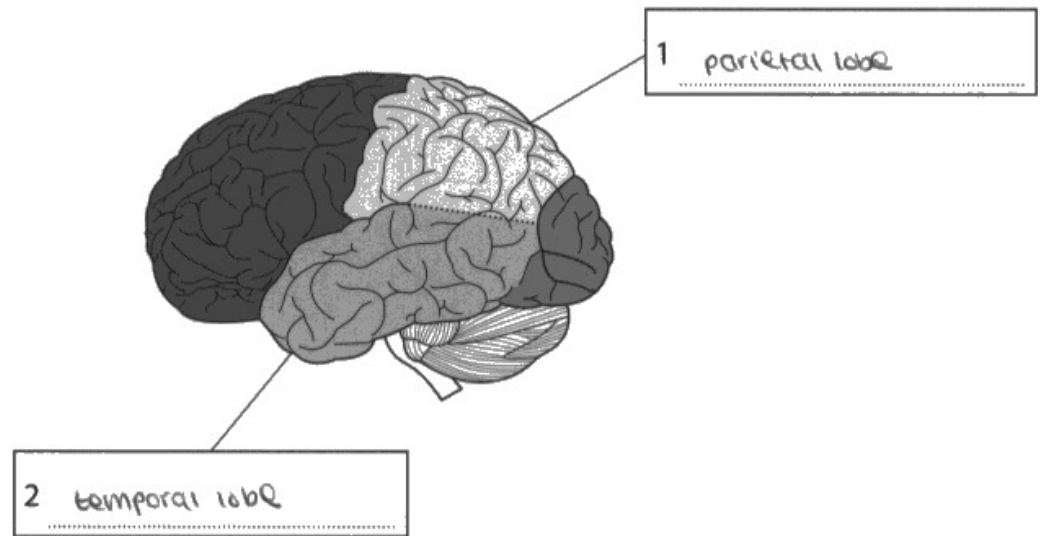
Question 17

Q17 required candidates to complete the boxes with the correct areas of the brain.

The best responses gave the two areas of the brain accurately. Weaker responses gave one area accurately or gave both inaccurately.

The most usual mark was two for this question, but some candidates, similar to Q16, found it difficult to access this question; again could be a focus for future series'.

17 **Figure 4** shows an image of a human brain.

Complete the boxes provided with the areas of the brain.

1 parietal lobe

2 temporal lobe

Figure 4

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This response was awarded 2 marks. One mark for accurate completion of each box.

Question 18 (a)

Question 18a required candidates to show understanding of Sperry (1968) for one mark (AO1), and exemplify this to the scenario involving Hina for one mark (AO2).

The best responses showed relevant understanding of Sperry's research and then applied this to the scenario in an appropriate way.

Weaker responses either showed understanding of Sperry's research or applied it to the scenario involving Hina. The weakest responses only gave an inaccurate guess regarding Hina.

The full mark range was fairly evenly split for this question, with those gaining one mark generally for the application only.

(a) Explain what Hina is likely to say.

You should refer to Sperry (1968) in your answer.

(2)

According to Sperry's study on patients who had their corpus callosum removed, because the left hemisphere is in charge of language awareness, and the right hemisphere is in control of spatial awareness, participants who picked objects using their left hand couldn't say what object they picked due to the lateralisation of the brain. One In Hina's situation, she probably won't be able to say the object she picked up because the information travels to the right hemisphere (as she picked the object with her left hand).

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This response was awarded 2 marks. One mark for accurate understanding of Sperry (1968), and one mark for exemplification to the scenario.

Question 18 (b)

Q18b required candidates to identify two weaknesses of using Sperry (1968) for what Hina was likely to say in the scenario, for two marks (AO2), and then fully justify the weaknesses for two further marks (AO3).

The best responses provided two accurate weaknesses and then fully justified them in relation to the scenario. Weaker responses tended to identify the weaknesses only, gave generic information, or gave inaccurate information regarding Sperry's research and tried to apply this to the scenario.

As with questions like this in previous series', candidates found difficulty with the demands of this question in general, with many generic responses. Evaluative skills in relation to an unseen stimulus should be a focus for centres supporting candidates for future series'.

(b) Explain **two** weaknesses of using Sperry (1968) to account for what Hina is likely to say.

(4)

1. Sperry ~~looked at a~~ looked at split brain patients which isn't very common therefore he had a small sample of split brain pations meaning his findings arn't genrolisable to all split brain pationts.

2. Sperry dosen't account for the external factors that may impact the study for example Hina being in front of a auddiance and a big crowd were as his study was done with very few people meaning the situations they are in is very different

> **ResultsPlus**
> **Examiner Comments**
>
> This response was awarded 1 mark. The strength was generic so received no credit. The weakness was awarded one mark for identification of a weakness in context. More was needed for the justification mark.

Question 19 (a)

Question 19a required candidates to show understanding of research evidence regarding sex differences in lateralisation for one mark (AO1), and exemplify this to the scenario for one mark (AO2).

The best responses gave specific research evidence and showed good understanding, most commonly focussing on sex differences in lateralisation, and then applied this to the scenario in a relevant and appropriate way. Weaker responses applied research to the scenario only or gave unsubstantiated guesses of what would happen in the scenario.

The most frequent mark for this question was one, generally for the application only.

(a) Explain **one** likely outcome of the map reading task.

You should refer to research evidence regarding sex differences in your answer.

(2)

Men are thought to be more right hemisphered dominant better at spacial awareness tasks whereas women better at left hemisphere tasks like of language processing. Therefore the male is more likely to get to the coffee shop the quickest as its a spacial task.

This response was awarded 1 mark. One mark for exemplification to the scenario.

Question 19 (b)

Q19b required candidates to identify a relevant improvement for Josh's investigation for the first mark, and then justify how this would improve his study for the second available mark.

The best responses gave a suitable improvement and then went on to explain fully how this would improve his study into sex differences in spatial ability. Weaker responses either identified a relevant improvement only, or suggested an inappropriate improvement for his investigation.

There were many candidates who were able to obtain a mark for an improvement, usually focussed on the single male and female participant, but very few were able to elaborate in order to receive full marks.

(b) Explain **one** improvement that could have been made to Josh's investigation.

(2)

One improvement is he could've done it on More than one member of each sex as the ones selected May either be better than average at Map reading or worse therefore More should be done to find an average for each sex.

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This response was awarded 2 marks. One mark for identification of a relevant improvement for the investigation, and one for justification of the improvement.

Question 20

Question 20 required candidates to give a conclusion for the first mark, and then justify the conclusion given through analysis/interpretation from the graph.

The best responses gave an appropriate conclusion and supported this with relevant evidence from the graph. Weaker responses either gave a conclusion only or only stated information shown in the graph, with no conclusion present.

The most frequent mark was two for this question, achieved by those candidates able to give a conclusion and support it appropriately, using the evidence.

Explain **one** conclusion that can be made from **Figure 5** using a concept of neurological damage.

Eder has found that brain damaged paitents can only recognise the objects (kettle, football) however cannot recognise their mother. This means that Eder's paitents have ~~prosoporosia~~ prosopagnosia.

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This response was awarded 2 marks. One mark for an appropriate conclusion (at the end), and one for justification through analysis/interpretation (at the beginning).

Question 21

Q21 required candidates to define the term for one mark.

The best responses gave an appropriate conclusion, frequently using an example in addition. Weaker responses tended to give vague statements, with little relevance to the question asked.

The majority of candidates were able to gain one mark for giving an appropriate definition for this question.

21 Define the term 'society'.

society is the place in which people co-exist where not norms dictate behaviour.

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This response was awarded 1 mark. One mark for an accurate definition of the term 'society'.

Question 22

Q22 required candidates to describe the difference between obedience and conformity for two marks.

The best responses gave explicit difference between the terms, using connectives such as 'whereas' or 'however'. Weaker responses gave two separate definitions (this was an implicit comparison, gaining one mark), or gave incorrect or tautological definitions.

The majority of candidates obtained at least one mark, with the most frequent mark being two.

22 Describe the difference between 'obedience' and 'conformity'.

obedience is following orders of an leginate authority where as conformity is where you copy the behaviours of others because of the need to fit in or in a case where you don't know how to behave.

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Examiner Comments

This response was awarded 2 marks. Two marks for description of the difference between the terms using connectives.

Question 24 (a)

Q24a required candidates to identify two findings that Adam may discover regarding the participants' reaction to the authority figure, for two marks (AO2), and then justify this, using research evidence for a further two marks (AO3).

The best responses gave two clear findings that were appropriately applied to the scenario and then fully justified these, using relevant research evidence, most commonly Milgram's research into obedience to authority.

Weaker responses generally gave two findings only or gave inappropriate suggestions for the scenario.

Candidates tended to respond well, in general, to this question, achieving a spread of marks across the full range. Usually, candidates obtained two marks, generally one mark for each finding or two marks for one finding, using appropriate research evidence.

(a) Explain **two** findings that Adam may discover regarding the participants' reaction to the 'firefighters'.

You should use research evidence about factors affecting obedience to justify your answer.

(4)

1 There is evidence ~~that when~~ from milgrams shock experiment study, that when an authority figure is wearing authoritive clothes, ~~the~~ people are more likely to obey, ~~milgram~~ especially if they are in the same room as the authority figure. Milgrams study showed this due to more people shocking with the authority figure there. therefore when the firefighter is there with them, the people will lay down. *more likely*

2 In milgrams study when the authority figure was not in the room, people were less likely to shock the participant as there ~~a~~ is no authoritive uniform in sight. therefore people who do not have the firefighter in the room will be less likely to obey and lay down on the floor next to the window.

This response was awarded 4 marks. Two marks for the first finding for identification of the finding (at the end) and justification of the finding through research evidence (at the beginning), and two marks for the second finding for identification of the finding (at the end) and justification of the finding through research evidence (at the beginning).

Question 24 (b)

Q24b required candidates to identify two improvements that Adam could make to his study for two marks, and then justify how these would improve his study for a further two marks.

The best responses gave two relevant, suitable improvements for his study and then fully justified how these would have improved his research into the influence of authority figures.

Weaker responses only focussed on identifying the improvements only, or gave inappropriate suggestions for how he could improve his study.

Candidates found it difficult to suggest two relevant improvements and elaborate on them appropriately, with very few obtaining three or four marks. The vast majority of candidates obtained marks at the lower end of the mark range for this question.

(b) Explain **two** improvements that could be made to Adam's study.

(4)

1. Adam could redo the study with a woman dressed as a firefighter. Participants may be following the orders because it is a male, not just a fighter fighter, so using a female as well would increase validity as extraneous variables will be decreased.

2. Adams study lacks ~~ecological validity~~ mundane realism and ecological validity as it is not an everyday situation. Adam could improve this by producing his study in a more realistic environment, such as a workplace, and getting the firefighter to ask participants to leave the room because there is a safety issue. This would increase the validity.

ResultsPlus Examiner Comments

This response was awarded 4 marks. Two marks for the first improvement for identification of the improvement and justification, and two marks for the second improvement for identification of the improvement and justification.

Question 25

Q25 required candidates to show understanding of how personality affects conformity to majority influence, for one mark (AO1), and exemplify this to the scenario for one mark (AO2).

The best responses gave accurate, clear understanding of how personality factors affect conformity, most commonly locus of control, and went on to apply this to the scenario in a relevant and appropriate way.

Weaker responses focussed on application only, or gave inappropriate suggestions for the scenario.

Candidates generally found it difficult to suggest how personality affects conformity to majority influence appropriately. This factor affecting conformity should be a focus for centres helping to support candidates in future series'.

25 Sergio and his five friends go to their favourite local French restaurant. Sergio orders snails for everyone to eat whilst at the restaurant. All of his friends eat the snails, except his friend Leonard who does not eat one of the snails despite being encouraged by the rest of the group.

Explain **one** possible reason for the friends eating the snails and Leonard not eating the snails.

You should refer to how personality affects conformity to majority influence in your answer.

> Leonard may not eat the snail because he has an internal locus of control where he believes he has full control over his behaviour and so will not conform to his friends but his friends may have external locus of control and so have no control over their own behaviour.

ResultsPlus Examiner Comments

This response was awarded 2 marks. One mark for understanding of how personality affects conformity to majority influence and one mark for exemplification of this to the scenario.

Question 26

Q26 required candidates to show understanding of Haney et al. (1973) for one mark (AO1), and apply their understanding of the study to the scenario for one mark (AO2).

The best responses gave clear, accurate understanding of the study, usually focussing on deindividuation most commonly, and then exemplified this to the scenario regarding the office staff.

Weaker responses tended to focus on the application of the study only, or gave inappropriate suggestions regarding what Casey is likely to find regarding the sales calls by the staff members.

Performance was evenly split between the available marks for this question, with the majority gaining at least one mark, which was generally for the application to the scenario. Those candidates who obtained two marks were also able to show an understanding of the study.

26 Casey is investigating the influence of wearing a uniform on participant behaviour.

She goes to a local business sales office where every staff member is wearing a smart suit. Casey asks the staff to make a phone call to a customer and records them.

Later that week, Casey asks the same staff members to come to the office wearing casual clothes. She asks them to make another phone call to a customer and records them.

Casey listens to both sets of recordings of the sales calls from the workers.

Explain what Casey is likely to find regarding the sales calls by the staff members when wearing smart suits and when wearing casual clothes.

You should refer to Haney, Banks, and Zimbardo (1973) in your answer.

Casey is more likely to find that when wearing suits the workers are more likely to be professional that in casual clothes. This can be seen in Haney, Banks and Zimbardo (1973) as when they gave the guards and prisoners uniform their behaviour changed, guards became agressive and prisoners became depressed and anxious.

(Total for Question 26 = 2 marks)

TOTAL FOR SECTION E = 16 MARKS

ResultsPlus
Examiner Comments

This response was awarded 2 marks. One mark for understanding of Haney et al. (1973) (at the end), and one mark for exemplification to the scenario (at the beginning).

Question 27

Q27 required candidates to assess how psychological understanding of the brain has changed over time, with reference to the scenario involving soldiers and case studies of brain-damaged patients.

This was an extended open response question, with the 'Assess' taxonomy which targets AO1, AO2 and AO3 content.

- AO1 was looking for knowledge and understanding of how psychological understanding of the brain has changed over time
- AO2 was for application to the scenario
- AO3 was analysis and evaluation of how psychological understanding of the brain has changed over time, leading to judgements/conclusions of how useful they would be for the scenario given about soldiers and case studies of brain-damaged patients.

Assessment of this question was through a levels-based mark scheme where a 'best-fit' approach was used; deciding which level most closely describes the quality of the answer.

Each AO was judged separately and where the components met the requirement for the level fully (and perhaps has elements of the level above), then marks were awarded at the top of the level. Where the components met the level but barely, marks are awarded at the bottom end of the level. When a response was imbalanced (ie one or more AOs were stronger than another) a compromise was found. Consideration was also given regarding this question requiring balance between the AOs (AO1 3, AO2 3, AO3 3).

Candidates appeared more prepared than usual for this question, perhaps due to the advance information. However, the question still differentiated appropriately because the quality of candidate responses varied considerably.

The best responses tended to focus on research from their course, such as Phineas Gage and Sperry, and some used case studies beyond the specification which was acceptable, such as H.M. The best responses balanced the AOs effectively, with weaker responses lacking in the amount of content, which hindered depth and also lacked AO3 material, in particular.

Whilst the level of performance for this question was better than in previous series', candidates still found it difficult to reach the higher marks in the range. Most marks were spread between 1-6 when candidates attempted the essay, with only the minority in the top band. This was largely due to a lack of AO3 material and balance in the essays, which can be a focus for centres to help support candidates with for future series'.

Assess how psychological understanding of the brain has changed over time.

(9)

When psychology was first invented in Germany the way psychologists could study the brain was limited to ~~what~~ after people had died. This meant that they could not help individuals. But ~~#~~ they could fully analyse the dead brain tissue to look at its physical structure.

As psychology developed into the 1900s (1909) new technology was invented such as the EEG. For this patients would have pads placed on their scalp to analyse the brain activity in areas of the brain. This would have been helpful in the second world war to brain damaged soldiers. The EEG could show which parts of the brain were not working. This could be paired with their symptoms to find out what different parts of the brain controls. A weakness of this is that it is not ~~too~~ specific and for ~~exam~~ viside problems to the brain would not have been noticed.

After the 1920s about new imaging technology such as MRI's and PET scans to show ~~a~~ detailled pictures of

patients brains and its activity. This allows doctors to assess all the issues with patients brains and hopeful help cure them. MRI's and PET scans would have been useful after the war to diagnose brain damage. Although this could be a reductionist way of identifying problems with their brain because they were only looking at real images Soldiers went through lots of trauma so might have psychological problems. ~~that~~ This requires different treatments.

Before the technology soldiers would not have had many treatment options because doctors could not see the issue.

The development of technology helped to find out functions of specific parts of the brain using brain damaged people. Although the cost of ~~these~~ this technology would be very expensive and might expose people to harmful wavelengths. The development of technology ~~helped~~ helps psychologists treat brain damage.

This response was awarded: Level 2 – 5 marks.

The AO1 demonstrates mostly accurate understanding of some relevant psychological ideas (level 2), AO2 applies understanding to elements in the context of the question, with some logical links and connections made (level 2), and AO3 deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally (level 2).

Question 28

Q28 was a synoptic essay that required candidates to assess the band's behaviour, using two areas of psychology that they had studied. This was an extended open response question with the 'Assess' taxonomy which targets AO1, AO2 and AO3 content.

- AO1 was looking for knowledge and understanding of psychological content
- AO2 was for application to the scenario
- AO3 was analysis and evaluation of the psychological content, leading to judgements/conclusions of how useful it would be for the scenario given about the band's behaviour.

Each AO was judged separately and where the components met the requirement for the level fully (and perhaps has elements of the level above), then marks were awarded at the top of the level. Where the components met the level but barely, marks are awarded at the bottom end of the level. When a response was imbalanced (ie one or more AOs were stronger than another) a compromise was found. Consideration was also given regarding this question requiring balance between the AOs (AO1 3, AO2 3, AO3 3).

Candidates found this essay more accessible because they could choose what to offer and then apply it to the scenario. The most popular areas used were social (topic 5) and memory (topic 2) but other areas were used accurately and appropriately in addition.

The best responses attempted to give some AO3 material, as well as offering some understanding (AO1), and then applied this to the scenario involving the band (AO2). Weaker responses only focussed on a single topic (usually social influence) and made little or no attempt to develop their ideas beyond simplistic statements, with no AO3 offered.

Candidates performed similarly to previous series', with the majority in marks between 1-6 when they attempted the essay, with only a minority in the top band. In similarity with Q27, this was due to a lack of AO3 material and imbalance: candidates focussed largely on AO1 and AO2 material, with varying degrees of success.

Assess the band's behaviour using (two) areas of psychology that you have studied.

(9)

The bands behavour can be assed use using social infuence
and memory. Social inflece can be used to explain behanvor
through concept of confurmity. this is when one changes
their behavor inorder to fit in with others. Another concept that
can be used is deindividvation which is when people change
their behavur when with a group. This can be see in Zimberdos
Haney, Banks and Zimbredos prison experiment when 'Guards'
became violent and crvel when part of a peeer group that all
wore the same uniform.

Memory can be used to assess through the AStn Atkinson
and Shiffrins Mulhstre model as they state state the short term
memory has a capacity of 5 to 9 items, they also state that
displacement occus when reheasal is not done to mantain
information in the short term memory (STM) and is therefor
lost (displaced).

Conformity can be seen in the bands behavour when Lorenzo maks the skull T-shirt that the other members are wearing. ~~This is the~~ We see Lorenzo is wearing the shirt inorder to not feel left out by the grup and ~~x~~ therefor complys with their uniform despite haveing no money. We see deindividuation in the band as well as ~~once~~ when they have their uniform (t-shirt) on they begin to swear and shout when they usually wouldn't. This because they are in a ~~crowd~~ group and do not feel as much they will face reprocumon for their actions. This is similar to the ~~p~~ guards who all wore uniform in Zimbardo's prison experiment.

The capacity of the STM
~~Memory~~ can be seen ~~ax~~ in Lorenzos mistaks as he forgets ~~words~~ lyrics and notes from his song as he must play many instruments that add up to 6 whicn may be above his capacity ~~on~~ for STM as ~~it~~ It is between 5 and 9 items. We also see that since he frequently changes instuments he does not use one for any long period of time and Herefor does not 'rehearse' his notes ~~or~~ or lyrics enough whch maks him forget them. Specifically he displaces them. This is seen in Peterson and Peterson study when participants who could not rehearse /repeat their mgrams struggled to ~~retain~~ retain information and ~~forget~~ only recalled 10% of trigrams after 18 seconds.

Using Haney, Banks and Zimbrado to e assess the bands behavur is good as ne study had High control and occured in a replica prson whch increased he ~~valid~~ ecological validity of he study. Ulhmately using Zimbrao is good as it is both relavont and valid. But it can be unetfene as it was an unethical study whch cared parcepnt harm and also the parscipants vere aware of ne studies' ~~a~~ aim and therefn could ~~be~~ have ~~cared~~ demand charactenstics which would not be ne genure behavour of pevple. Ultimately making it unrealiable, unvalid and unethical.

Using ne MSM (multi store model) is good as it has scientfic evidence from petermen and Petron which increases its validary. Usiys Petrosar and Petenm is also effecte as ne study had high levels of contron which creats rehability and validny. It is had to use ~~Petern~~ Petenon and Petron as it used Thigrams that did not reflect real life runny tars and cansed lack of real nerid applicatin. ~~as well as lack of com statt v~~

This response was awarded: Level 3 – 7 marks.

The AO1 just about demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas (bottom level 3), AO2 Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout (level 3), and the AO3 just about deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout (bottom level 3).

Paper Summary

Based on their performance on this paper, candidates should:

- Continue to prepare appropriately for the knowledge and understanding based questions, although in future series the advance information may not help support them with targeted revision.
- Make sure they consider both understanding and application when there is a stimulus for the questions that require AO1 and AO2 material.
- Elaborate fully for strengths and weaknesses and ensure that these are not generic and relate explicitly to the unseen stimulus material provided.
- Use a conclusion in the first instance and then support this with appropriate evidence from the unseen stimulus when being asked for a conclusion in relation to a source.
- Consider appropriate improvements for investigations that are fully elaborated with the reason why their suggestion would improve the study in a relevant way.
- Prepare appropriately for extended responses and ensure they include enough AO3 material and provide a balance between the AOs within their response.

Grade boundaries

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

https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html