Examiners' Report
June 2022

GCSE Psychology 1PS0 02

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Introduction

Candidates should be commended on their engagement with the exam paper. Most candidates have worked hard throughout this paper, 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 select any two of the five available. Many candidates demonstrated good psychological knowledge and understanding in this examination. 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 calculations and understanding of mathematical skills. 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. They did not often make links to the stimulus material, to answer the questions posed.

Candidate responses to the essays were mixed. Limitations were seen in the Assessment Objective (AO) skills, with the AO1 skill of demonstrating their understanding, seen in most of the extended written answers across most options. At times, there was also evidence that candidates found it difficult to include in their answers a demonstration of appropriate AO3 assessment and evaluation. AO2 was usually good, but candidates should be careful not simply to copy sections of the stimulus material.

Centres should remind candidates that if they require additional space for their answer, this must be on additional paper and not in white spaces or on other pages in the exam booklet.

Some candidates bullet-pointed lists of content in extended essays: this may indicate that exam timing skills would benefit from practice. Candidates should be reminded to write in essay format.

The remainder of this Examiner Report will focus on each individual question and specific example. The aim is to highlight 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 question required candidates to give two ways that Andrew could have standardised his procedure.

Most candidates were able to achieve two marks here, often for content such as the same:

- trigrams
- time to view them
- time to recall them

Where candidates performed less well, they did not know what standardising a procedure meant and often gave answers about controls, participant variables, sampling or ethics.

(b) Andrew used a standardised procedure when showing the trigrams to his participants.

Give **two** ways that Andrew could have standardised his procedure.

(2)

1 Showed them ~~at the same~~ for the same time interval e.g. 10 seconds each.

2 Showed them at the same location and make sure there is no extraneous variables.

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Examiner Comments

This candidate gives a generic answer.

Total: 0 Marks

(b) Andrew used a standardised procedure when showing the trigrams to his participants.

Give **two** ways that Andrew could have standardised his procedure.

(2)

1 He could have used the same trigrams for each participant

2 He could have shown the trigrams in the same order

Question 1 (c)

This question required candidates to calculate the ratio of males to females.

Most candidates could achieve 2 marks for a simplified ratio, but where candidates performed less well, they often did not simplify and therefore achieved the one mark for calculating five males.

Some gave incorrect answers, and a few left this question blank.

(c) Andrew sampled a total of 20 participants. A quarter of the participants were male.

Calculate the ratio of males to females in the participant sample used by Andrew in his experiment.

(2)

$$\frac{20}{4} = 5 \quad 5 \text{ male}$$

$$5 : 15$$

$$1 : 3$$

Ratio ......1:3.................................

ResultsPlus
Examiner Comments

- Calculation of 5 males (1)
- Simplified ratio (1)

Total: 2 marks

Question 1 (d)

This question required candidates to calculate a percentage.

Most candidates achieved the mark for this question.

Calculate the percentage of participants who recalled between 9 and 12 trigrams correctly, out of all the participants in the experiment.

(2)

$8 + 3 = 11$

$11/20 \quad \times 5 / \times 10$

Percentage _____ 55% _____

> **ResultsPlus**
> **Examiner Comments**
>
> - Calculation of 11 (1)
> - Percentage of 55% (1)
>
> Total: 2 Marks

Question 1 (e)

This question required candidates to explain one conclusion that Andrew could make about short-term memory from the results in Table 1.

Some candidates were able to achieve two marks for an appropriate conclusion, justified by the data from the table.

Many candidates had misunderstood the data and therefore made incorrect conclusions about either the:

- number of trigrams being the number shown to people or
- data being the number of trigrams actually recalled, rather than participants, or
- that the proportion of females remembering more trigrams was higher, when it is, in fact, lower than males

Some rote-learned responses about short-term memory were seen, given answers of 7 +/-2 or 5-9 items, whereas the data in Table 1 does not suggest this.

(e) Explain **one** conclusion that Andrew could make about short-term memory from the results in **Table 1**.

(2)

the capacity of short term memory is around 9 - 12 items, as the 55% of p's recalled this many trigrams.

ResultsPlus
Examiner Comments

- Appropriate conclusion (1)
- Justification using the results (1)

Total: 2 Marks

Question 2 (a)

This question required candidates to calculate a fraction. Most were able to achieve the marks for this question.

(a) Calculate how many patients had difficulties with the right visual field as a fraction of all patients.

(1)

3/5

Fraction ...... 3/5 ......

ResultsPlus
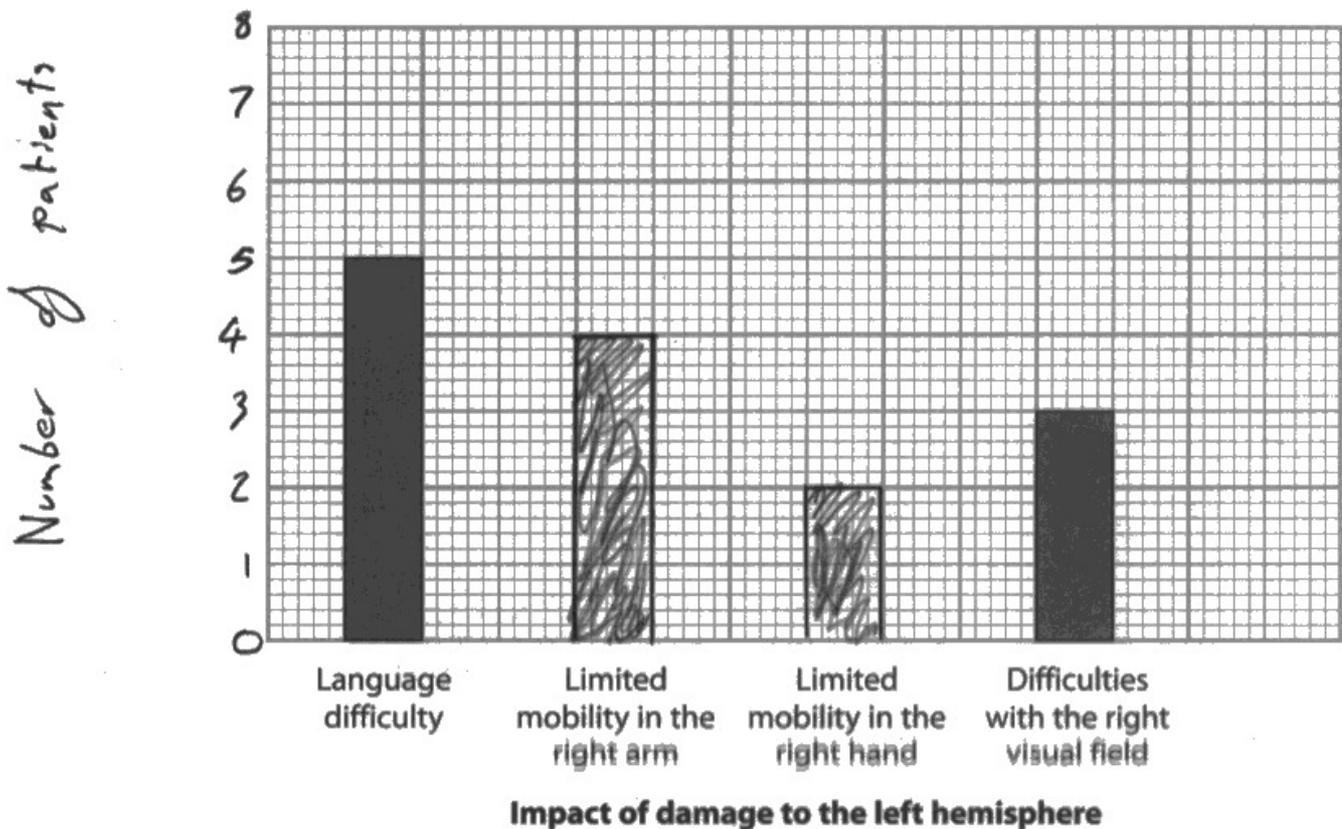**Examiner Comments**

Total: 1 Mark

Question 2 (b)

This question required candidates to complete a bar chart.

Some were able to achieve marks for the bars and the label, some only achieved marks for the bars. Very few achieved no marks here.

(b) Complete the bar chart using the data in **Table 2**, including the label and scale for the y-axis.

(3)

A bar chart to show the number of patients reporting impacts from damage to the left hemisphere of the brain

Impact of damage to the left hemisphere

ResultsPlus
Examiner Comments

- Correct label and scale of the axis (1)
- Each correctly plotted bar (2)

Total: 3 Marks

Question 3 (a)

This question required candidates to define a structured interview.

Many candidates were able to give creditworthy responses here: where errors were seen, they often confused generic interview points about conversations, asking questions in general or having the same location.

3   Juliet investigated whether there was a relationship between the number of hours spent using social media and self-rated body image scores.

Firstly, Juliet interviewed a sample of 17-year-old students using a structured interview method, where she asked them to state the length of time they spent on social media per day.

Juliet then asked the same participants to complete a questionnaire to rate how happy they were with their appearance, with a score of 0 being 'very unhappy' and 10 being 'very happy'.

(a) Define what is meant by a 'structured interview'.

(1)

Structured interview is where questions are pre-set and made beforehand.

ResultsPlus
Examiner Comments
- An accurate definition (1)
Total: 1 Mark

Question 3 (b)

This question required candidates to describe how Juliet could have used a random sampling technique.

There were mixed answers here, with some candidates achieving both the knowledge and application for full marks.

Where candidates missed marks, it was largely the AO2 that was often credited for one mark, with the AO1 missing. Some candidates gave tautological responses, simply stating that random sampling was random.

(b) Describe how Juliet could have used a random sampling technique for her investigation.

(2)

> Random sampling means that participants are chosen at random from a hat meaning everyone has an equal chance of being picked out. Juliet could have done this by putting the participants names into a hat and selecting a sample of them randomly.

ResultsPlus
Examiner Comments

- One AO1 mark is given for the idea that random sampling can be used by putting names into a hat, so everyone has an equal chance of being picked (1)

There is no AO2 here because the candidate has gone on to repeat their point, just adding the name 'Juliet'.

Application for AO2 requires more than adding a name and should link back to the stimulus material.

Total: 1 Mark

Question 3 (c)

This question required candidates to identify the type of data Juliet gathered.

Most candidates achieved the mark, for either quantitative or primary data.

Where candidates performed less well, the responses were usually incorrect statements of qualitative data, subjective data, or secondary data.

(c) Identify the type of data Juliet gathered in her investigation.

(1)

Primary data.

ResultsPlus
Examiner Comments

- Correct identification of primary data (1)

Total: 1 Mark

Question 3 (d)

This question required candidates to calculate the mode.

Most candidates achieved the mark here.

Where there were errors, it was usually the wrong set of data that had been used.

(d) Calculate the mode for body image scores.

(1)

Mode .... 7 ....

ResultsPlus
Examiner Comments

- A correct response (1)

Total: 1 Mark

Question 3 (e)

This question required candidates to give one way that Juliet's findings could support the conclusion stated in the stem of the question.

Most candidates were able to identify the pattern or trend in the overall data to support the conclusion. However, some candidates gave data from a single specific participant, which would not, in isolation, support her conclusion.

(e) Juliet concludes that there is a negative relationship between social media use and body image.

Give **one** way Juliet's findings could support this conclusion.

(1)

Generally, the higher the number of hours spent on social media, the lower the body image score.

ResultsPlus
Examiner Comments

- A correct response (1)

Total: 1 Mark

Question 4 (a)

This question required candidates to describe one reason why Jamie may have used open-ended questions.

Most candidates achieved marks for this question. They were able to show some knowledge of an open-ended question and some appropriate application to the scenario of Jamie's investigation.

Errors were seen in the understanding of open-ended questions where there was confusion with closed-ended questions. AO1 tended to be the area where candidates did not achieve marks, if partial marks were awarded.

4   Jamie investigated whether personality influences obedience to an authority figure. He used a questionnaire with open-ended and closed-ended questions about personality traits and obedient behaviour.

   (a)   Describe **one** reason why Jamie may have used open-ended questions in his investigation.

   (2)

open-ended questions are questions that can have multiple different answers and can be viewed in different ways, Jamie may have used these so he can gain different opinions

ResultsPlus
Examiner Comments

- AO1 mark for the understanding of an open-ended question (1)
Total: 1 Mark

4 Jamie investigated whether personality influences obedience to an authority figure. He used a questionnaire with open-ended and closed-ended questions about personality traits and obedient behaviour.

(a) Describe **one** reason why Jamie may have used open-ended questions in his investigation.

(2)

Open-ended questions can allow the participant to give more details about their personality traits and obedient behaviour which is useful when analysing.

<table>
<tr><td>

⭐ **ResultsPlus**
Examiner Comments

- AO2 mark for application of the response to the scenario (1)

Total: 1 Mark
</td></tr>
</table>

Question 4 (b)

This question required candidates to state one ethical issue that Jamie should have considered.

Some candidates were able to state an ethical issue. There was a range of possible answers that were creditable.

Those used most frequently were:

- a right to withdraw
- confidentiality

However, overall this question was not well-answered, with many of the candidate responses seen not stating an ethical issue. Instead, they gave responses about variables, validity, reliability, sampling or personality and experiences of the participants.

(b) State **one** ethical issue that Jamie should have considered in his investigation.

(1)

Protection of participants

ResultsPlus
Examiner Comments

- A correct response (1)
Total: 1 Mark

Question 4 (c)

This question required candidates to calculate the median score. Most candidates achieved the marks here.

Jamie found that eight of his participants scored highly for authoritarian personality.

The number of obedient acts they had reported for the previous week are shown in **Table 4**.

Participant	Number of reported obedient acts (in a week)	
A	15	~~13~~
B	14	~~14~~
C	18	14
D	16	15
E	18	16
F	14	~~18~~
G	13	~~18~~
H	19	~~19~~

Table 4

(c) Calculate the median score for the number of obedient acts reported by participants in **Table 4**.

(2)

$$\frac{15+16}{2} = 15 \cdot 5$$

Median ...... 15·5 ......

ResultsPlus Examiner Comments

- Rank ordering of the data (1)
- Correct median score (1)

Total: 2 Marks

Question 4 (d)

This question required candidates to calculate the range. Most candidates achieved the mark for this question.

- A correct response (1)

Total: 1 Mark

(d) Calculate the range for the number of obedient acts reported by the participants in **Table 4**.

(1)

$$19 - 13 = 6$$

Range .... 6 ....

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Examiner Comments

One mark

Question 5

Question (Q)5 was a 12-mark methods essay.

This question required candidates to evaluate the use of natural experiments to investigate human behaviour.

There was a range of answers to this question. Where candidates achieved well, they had a good understanding of natural experiments and could apply and evaluate these. However, towards the lower end of the range, there were some limited answers, often confusing a natural experiment with field experiments and/or observations.

Overall, the AO1 understanding of natural experiments was limited. Often, simple statements such as: 'in a natural environment' were made and little else was developed.

AO2 was largely the stronger area, with most candidates drawing from the stimulus material to apply their understanding and subsequent evaluations.

The AO3 was at times generic. Candidates made statements about concepts without links to the method, such as ethics as a strength or weakness, but not saying which, or why, or what, ethical issues may be relevant to a natural experiment.

Where candidates did not achieve marks, they often discussed the role of television in eating disorders and missed the purpose of the question.

*5 Becker et al. (2002) conducted a natural experiment in Fiji to investigate the impact of television on eating behaviours. They assessed attitudes to eating in 1995, just as television was being introduced to the native population. They returned in 1998 to assess eating behaviours after three years of television exposure.

63 girls with a mean age of 17.3 years took part in 1995. A second sample of 65 girls with a mean age of 16.9 years took part in 1998.

To score eating behaviours, the two samples of girls completed a standardised EAT-26 questionnaire. They also answered questions about television viewing. Their weight, height, and body mass index (BMI) were also recorded.

Comparisons between 1995 and 1998 data indicated that, after exposure to western imagery on television, the reports of disordered eating such as self-induced vomiting to lose weight had increased.

Evaluate the use of natural experiments to investigate human behaviour.

(12)

Natural experiments are useful to investigate human behaviour as they are done in natural, uncontrolled environments, meaning the results are more accurate to real life. This make them more reliable as unlike lab experiments that can cause biased results due to the artificial environment, the persons environment is normal so they behave as they would normally. Natural experiments are also free from any bias the experimenter could otherwise have, as they can not controll or manipulate extraneous variables in order to change the outcome. Again, this makes the results reliable and generaluable to real life, where we will be exposed to these variables and give normal human behav

However Natural experiments are also not useful to investigate human behaviour as we have

no control over the extrestraneous variables. This means that we can not analyse the reason for a person's behavior, as it may have been caused by another active factor. This means that the results are not fully reliable and can not be generalised easily. It also makes the results very lack reproduceibility, making them low reliable, as they are done in unique environments that we can not recreate.

Overall Natural experiments are not good for invest investigating human behavior as, although Participants will react more naturally than in a lab experiment, we can not say that one variable deqnitely effects the other as we have no control over other variables that may also effect the int dependant variable

Although rarely seen, the candidate here makes no links to the stimulus material and provides more of a 'rote-learned' answer.

Candidates should be reminded that they should refer back to the stimulus to meet the AO2 criteria and enable them to develop their responses in relation to the scenario study provided.

AO1 strong: Level 2

AO2 no application: Level 0

AO3 strong: Level 2

Total: 5 Marks

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Evaluate the use of natural experiments to investigate human behaviour.

(12)

A natural experiment within psychology is where investigators do not interfere with participants while the study is ongoing. One advantage of natural experiments is that no demand characteristics will be demonstrated from the participants to please the investigators. This means that there would be 100% truth and honesty in the results, with the participants not changing their usual behaviours to align with what they think the investigator will want. This means that natural experiments can provide more reliable results than lab studies would, because the investigators are not present to tempt the participants into displaying demand characteristics which are common in lab studies and can cause the results to be biased and therefore unusable for investigating human behaviour.

Another advantage of natural experiments is the fact that they are often longitudinal studies. A longitudinal

Study happens over an extended period of time, e.g: 1995 - 1998 as in the question, as well as the introduction of violent television to an island's children's study which lasted through to the end of the childrens' school life. Longitudinal natural experiments are advantageous because they ~~are less likely to~~ are able to study human behaviour for a long period of time, and ~~as~~ it can be seen how behaviour changes as more and more time progresses. This makes the results more valid, as they can be ~~applied to a~~ proof that a short-term study was not a fluke or an extraneous variable.

However, one disadvantage of natural experiments is that they are difficult (near impossible) to replicate. Natural studies are generally opportunistic, ~~and~~ meaning that they can't be recreated in a lab or in the open. With Becker et al, it will be highly unlikely for the experimenters to find another island which is not contaminated with western influence, and so the study will likely never be done again. This is a disadvantage, because it means that there is no other study to strengthen the results gained from the experiment, and it can't be applied to everybody, so it will not be *all* human behaviours studied.

Another disadvantage of natural experiments, in particular, ~~is the~~

Becker et al, is the exclusion of other genders and age-ranges in the study. Having only teenage girls take part in the study means that the natural experiment is not applicable to the general population, only to teenage girls from fiji. Other races, genders, and ages may react differently to the natural experiment, so the results cannot be generalised. This is a disadvantage because it means that human behaviours are restricted to whatever demographic the natural experiment is focussed on, and cannot be applied to all humans.

Overall, the use of natural experiments to investigate human behaviour has both advantages and disadvantages depending on the study. The strengths of natural experiments outweigh the weaknesses though, as they provide investigators with an idea of how human behaviours naturally change when not interfered with.

Question 7

This question required candidates to state what is meant by a 'secondary reinforcer'.

Most candidates were able to achieve a mark here. Where marks were not awarded the candidates often referred to examples such as the police or the army being enforcers.

7 State what is meant by a 'secondary reinforcer'.

A secondary reinforcer has no biological value but we learn to associate it with a ~~bi~~ primary reinforcer.

Question 8

This question required candidates to describe how vicarious reinforcement could lead to a person learning criminal behaviour.

Some candidates achieved both marks here.

Many candidates achieved one mark for basic responses, whilst a number of candidates had confused this with direct positive reinforcement and/or negative reinforcement.

8 Describe how vicarious reinforcement could lead to a person learning criminal behaviour.

vicarious reinforcement is where we see our role model get rewarded for a behaviour, so we are more likely to do the behaviour to gain the same reward. If ~~someones~~ your friend ~~steal~~ robs a bank and receives lots of money because of it, you are more likely to rob so you can get money

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Examiner Comments

- AO1 knowledge of vicarious reinforcement (1)
- AO1 second mark showing understanding of how this leads to learning criminal behaviour (1)

Total: 2 Marks

Question 9

This question required candidates to explain how community sentencing could be used with Liam.

This question was usually answered well.

Where candidates did not achieve marks, it was often the omission of AO1 knowledge that this was a criminal sentence or form of punishment. Consequently, candidates then, frequently, only achieved the AO2 mark, for what Liam could do as his community sentence.

9   Liam was found guilty of vandalising a local community centre where he smashed windows and spray-painted graffiti on the walls. He has been given a community sentence.

Explain how community sentencing could be used with Liam.

Community sentencing is when you give back to the community as a punishment for committing a crime. Liam vandalised a community centre, so as his punishment he could scrub off his graffiti and go

ResultsPlus Examiner Comments

- AO1: understanding a community sentence (1)
- AO2: how this could be used with Liam (1)

Total: 2 Marks

Question 10

This question required candidates to explain one reason why Jayne may have started a fight with her sister, using social learning theory to justify their answer.

Candidates' responses to this question were largely generic, which was disappointing.

Some candidates were able to link the concept of social learning theory to the actual behaviour of Jayne in terms of her learned behavioural action of fighting. However, many candidates only used names and gave a generic answer that did not relate to the behaviour of fighting that Jayne had learned from Harriett.

Where candidates did make the AO2 link, they were often able to achieve the AO3 mark. At times, there were examples of candidates simply making the same statement for the AO3 as they had for their AO2 point, without adding or justifying their AO2 reason using the theory.

10 Harriet was excluded from school for starting a fight during which she punched another girl and swore at a teacher. Jayne was watching Harriet. Two days later Jayne started a fight with her sister.

Explain **one** reason why Jayne may have started a fight with her sister.

You must use social learning theory to justify your answer.

According to the social learning theory, people reproduce the behaviour by watching and immitatting others, especially when the role model shares similarity with them. Jayne may have paid attention to the fight, and retained it (readly) causing her to reproduce the same behaviour.

This is a good example of how the AO2 and AO3 points present different elements of the concepts to give:

- the reason for Jayne fighting (attention and retention) and to
- justify this reason with reference to theoretical features of observation, imitation and role model behaviours

Marks are given for:

- AO2 for the process of Jayne paying attention to the fight and reproducing this (1)
- AO3 for justification that this is because behaviour imitation is a result of observing (watching) a role model (1)

Total: 2 Marks

Question 11

This question required candidates to explain one strength and one weakness of using positive punishment with Edward, to improve his behaviour.

Some candidates were able to gain marks for this question, and this was more often for the weakness rather than the strength.

Some good weaknesses were seen. They gave the concept that positive punishment would not address underlying issues such as his personality, or biological factors, that may be causing him to swear at staff, play loud music. Such responses often achieved good marks.

Many generic responses were seen, which had no link to the use of positive punishment for Edward's actual behaviour. Many candidates confused positive punishment with positive reinforcement, thinking Edward was being praised for his anti-social behaviours, thus giving inaccurate answers for the strength, and often the weakness, in these cases.

11 Edward is 14 years old and has started behaving antisocially. He has been playing loud music in the park and swearing at staff in the local shop. Edward has been referred to a young offenders support worker.

The support worker intends to only use positive punishment to help Edward with his behaviour.

Explain **one** strength and **one** weakness of using positive punishment with Edward to improve his behaviour.

Strength

One strength of using positive ~~reinforcement~~ punishment is it discourages ~~antisocial~~ unwanted behaviour. This can be used to therefore stop Edward behaving anti-socially as he will recieve an unpleasant consequence from the support worker.

Weakness

One weakness of using positive punishment is that instead of encouraging good behaviour it only discourages unwanted behaviour. This means although ~~Edward~~ positive punishment may prevent Edwards anti-social behaviour, it will not encourage pro-social behaviour.

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- Strength: AO2 (1)
- Weakness: AO2 (1) AO3 (1)
Total: 3 Marks

Question 12

Q12 is a 9-mark essay.

This question required candidates to assess how well prison could prevent Jeff from re-offending.

Some candidates presented strong responses here, demonstrating good skills across AO1 and AO2 with some good AO3 content.

Where candidates achieved less-well, they had often shown limited AO1 understanding of prison. Sometimes they gave definitions of operant conditioning and its features, rather than with a focus on prison.

In some cases, AO2 was largely unlinked to the question, for example discussing what Jeff had done, and how his family may feel.

For AO3, some candidates achieved well with good understanding about prison recidivism rates and data, and use of social learning theory as a weakness of going to prison.

*12 Jeff is 27 years old and lives with his wife and two children. He has committed a number of criminal offences over the last few years. These have included stealing, assault, driving a stolen vehicle and fraud.

He has struggled to find a job due to his criminal record. His wife has a job in an office, so Jeff looks after the children.

Jeff was recently arrested for a robbery at a petrol station where he stole over £6000 He has been sentenced by the court to serve four years in prison.

Assess how well prison could prevent Jeff from reoffending.

(9)

Prison is the a punishment given to offenders who continue to a number of offences or have cumitted a serious crime. Prison is positive punishment as you receive something unpleasant (prison) for a behaviour. It as also negative punishment as you take something away for a behaviour - which would be their civil liberties and freedom. Prison acts is a negative reinforcement because it acts as a deterrent our people, to come so they would abide to the laws and moral, societal values.

Jeff has comitted a number of criminal offences which means that punishment has not worked out for him. Furthermore, recently he has stolen over £6000 where he has been sentenced to prison for over four years. Prison If this is his first time in going to prison, then it would be good to send him there to prevent reoffending as it will allow him to see the consequences of his actions and what will happen to you if you dont abide to the law. However, if this one he has gone to prison several times,

it is not a suitable punishment for him as he has not stopped reoffending.

A strength for prison is that he he m wont reoffend again because he is locked away. This allows Jeff to think about his actions and what will result of them. However, a weakness is that you receive a criminal record which stops you from working at places which Jeff has received a criminal record however he has struggled to find a job because of this. This means that he will resort to continue acts of antisocial behaviour and criminal offences because he feels that he cannot receive anything anymore. Another weakness is that once the prison sentence has ended, you are more likely to reoffend again. In Jeff's case, he is much more likely to reoffend because he has received criminal records because of previous offences which which means punishment has not worked out for him. Jeff could do restorative justice where he meets up with the person working at the penal system to realise how his actions have severely affected them. He also has a wife and children, so by meeting up with them he could see how his lack of presence has affected them, making him sympathetic and less likely to reoffend.

In conclusion, Prison is not the best form of punishment to stop Jeff from reoffending as he would do restorative

continue to reoffend even after his prison sentence, the early poon this is seen previously as punishment has not curred before, so restorative justice would be the most opticnal reff to realise his mistakes and actions and how he could improve.

Question 14

This question required candidates to state what is meant by 'congruence'.

While some candidates were able to define this term, overall, it was answered poorly, with much confusion between 'congregate' or 'congregation', and also 'compliance'. As a result, many candidates did not achieve marks here.

14 State what is meant by 'congruence'.

When your self-image and ideal-self match meaning you could reach self-actualisation.

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Examiner Comments

- A correct response (1)

Total: 1 Mark

Question 15

This question required candidates to describe how a belief in free-will influences socially-desirable behaviour.

Many candidates seemed to believe that free-will would be allowing people to do as they pleased, which would cause riots and chaos and undesirable behaviour.

Where candidates did achieve marks, they often drew upon the example of cheating and not cheating, to show pro-social behaviour.

15 Describe how a belief in free will influences socially desirable behaviour.

Belief in free will leads to procsocial behaviour as people are aware that they are in control of their actions and choose to act morally which alows them to show socially desireable behaviour.

ResultsPlus
Examiner Comments

- AO1 first mark for awareness of free-will leading to being in control of own actions (1)
- AO1 second mark for influence on socially-desirable behaviour by choosing to act morally (1)

Total: 2 Marks

Question 16

This question required candidates to explain how Karen can use a personality scale to measure her personality.

There was a range of responses by candidates for this question. Although the AO2 was limited at times, there were many candidates who achieved the AO1 for understanding how to measure personality.

16 Beatrice and Karen are talking about different types of personality. Karen believes she is highly organised and in control because of her personality. Beatrice tells Karen that she can measure her personality to find out if this is true.

Explain how Karen can use a personality scale to measure her personality.

Personality scales have items and dimentions which assess each persons personality. Karen could use a personality scale such as Cattell's 16PF test which she answers 16 questions about herself, and then she recieves traits from the continuum of options. By having characteristics such as being neat and tidy, Karen will be able to recieve the results of being organised.

ResultsPlus Examiner Comments

- AO1 one mark for knowing personality scales are a scoring system for different traits (1)
- AO2 application to Karen linked to her neat, tidy, organised characteristics (1)

Total: 2 Marks

Question 17

This question required candidates to explain one reason why Phoebe has yet to reach self-actualisation, using Maslow (1943) to justify their answer.

This was generally well-answered: candidates were able to achieve the AO2 on this question with good use of the scenario.

The AO3 was not always as effective, but where they were able to link to Maslow candidates often gained two marks here, for strong understanding.

17 Phoebe has recently divorced from her husband, but they remain friends. She owns a successful business and is happy with her life, although she would like to give extra time to the charity she works with.

Explain **one** reason why Phoebe has yet to reach self-actualisation.

You must use Maslow (1943) to justify your answer.

Maslows hiercharary of needs show that in order to move to the next stage, the one previas has to be met. Phoebe is yet to reach self-achalisation because she has not yet achieved stage 3(love and belonging needs) due to the recent dicorce from her husband

ResultsPlus Examiner Comments

- AO2 Phoebe cannot self-actualise because she is divorced and not meeting love and belonging (1)
- AO3 Justified with the requirement to progress through each stage sequentially and meet each one (1)

Total: 2 Marks

Question 18

This question required candidates to explain one strength and one weakness of using Cattell's (1946) 16PF personality factor assessment to measure George's personality.

A number of candidates gave generic responses that did not address the scenario of George.

Where candidates achieved marks, they tended to be better able to draw upon a weakness of using Cattell's (1946) 16PF personality factor assessment. There were some good responses seen about George needing self-awareness to agree with the personality assessment outcomes .

18 George has completed Cattell's (1946) 16PF personality factor assessment. The results suggest that George is caring, relaxed, tough, and trusting.

George agreed with some of the results, but he thought that the assessment was not completely correct.

Explain **one** strength and **one** weakness of using Cattell's (1946) 16PF personality factor assessment to measure George's personality.

Strength

One strength of Catell's 16PF personality assessment is that some factors are observable for example in this case George might agree with relaxed as he often feels relaxed and people tell him he is, factors are observable, this is why George agree with some

Weakness

One weakness of Catell's 16PF personality assessment is that it can't predict how people will be in certain situations. George may not always be tough which explains why he thinks the assessment was fully correct.

Strength

- AO2 that George knows about his own actions, such as relaxed, so agrees (1)
- AO3 that some personality traits are empirically observable behaviours (1)

Weakness

- AO2 that George may not feel he is tough all the time, so disagrees (1)
- AO3 that the personality factors cannot predict which traits will apply in all contexts (1)

Total: 4 Marks

Question 19

Q19 was a 9-mark essay.

This question required candidates to assess how well positive regard (Rogers, 1951) can explain the behaviour of Wilbur and Oliver.

Overall, the responses here were limited, with only some candidates able to draw upon Rogers (1951) in their answers.

Where there were good answers, the AO1 was often clear, with some very good AO2 application to the stimulus material seen in these.

AO3 assessment was limited, with few judgements concerning how well this explained their behaviours.

Where candidates did not perform well, there was often confusion with positive reinforcement, process praise and/or fixed and growth mindset, rather than conditional and unconditional positive regard.

*19 Wilbur is a confident and happy teenager who often tries new things. He is keen to take part in activities and continues to try his best even if he is struggling to learn new things. His parents often say they are proud of him for trying his best and that they want him to be happy.

His best friend, Oliver, is not as confident as Wilbur. Oliver does not try many new things, and often gets upset when he cannot do something. Oliver says he is going to be a doctor like his Dad. Oliver's parents say they are proud of his achievements and that they want him to do well.

Assess how well positive regard (Rogers, 1951) can explain the behaviour of Wilbur and Oliver.

(9)

- Conditional positive regard means that there are certain expectations placed upon people, who must work to meet those expectations. Wilbur has met the expectations, and tries his best to meet the expectations -even when he struggles. On the Contrary, Oliver wants to be a docter, but gets upset when he cannot do something. This is contrasting behavior can be explained by Bandura, ross & ross : who found that children are likely to imitate adult role models. Hence Oliver may imitate his dad, who is of same sex- which reinforces his belief that he wants to be a doctor, Since he imitates his dad who is a docter.

↳ Oliver has conditional, while Wilbur has unconditional, which allows him to self-actualize easier

- Oliver may be in a state of incongruence, this is when ideal self does not match with the self image. ~~Oliver's~~ Oliver gets upset when he cannot do something, and does not work as hard as Wilbur to achieve it. Oliver gius up too quickly, which makes him less confident & upset. Vohs and Schooler found a belief in free will is likely to improve behavior, btv Wilbur may believe more in free will than Oliver, which explains why he tries his best to learn- and not cheat.

- Self image is how we see ourselves and value ourselves. Wilbur has achieved congruence, since he works hard to meet his ideal self - which is a person who has learnt everything he wants to - hence ts has a positive self image. Oliver is incongruent and is upset, he does not have confidence in himself - hence has a ~~totv~~ negative self image of himself.

In Conclusion, oliver must change his mindset, and must keep working harder -to meet his conditional regard

AO1 Level 2

AO2 Level 2

AO3 Level 2

Total: 6 Marks

Question 21

This question required candidates to state what is meant by 'stereopsis'.

Candidate responses here were mixed. Where they understood the term the definitions were very good, with clear and accurate points given. However, many candidates defined the term 'stereotype', rather than 'stereopsis'.

21 State what is meant by 'stereopsis'.

Stereopsis is a binocular depth cue. each eye sends a
different image to the brain. The greater the difference
between these images, the closer the image is.

ResultsPlus
Examiner Comments

- A correct response (1)

Total: 1 Mark

Question 22

This question required candidates to describe how texture gradient gives the perception of distance.

There were some strong answers to this question, and candidates showed a good understanding of distance perception.

Where candidates performed less-well, they often confused texture gradient with other concepts in perception, such as linear perspective.

22 Describe how texture gradient gives the perception of distance.

As things get further away, texture on them becomes less clear. This means that things closer are going to have more detail, so if something has more/less detail, texture gradient, helps us determine the depth of something

ResultsPlus
Examiner Comments

- AO1 for the knowledge of what texture gradient is (second part) (1)
- AO1 for the understanding that at a distance further away it would mean less texture/detail (1)

Total: 2 Marks

Question 23

This question required candidates to explain why the objects are programmed to move at different speeds, using optic flow.

Candidates who were able to use optic flow, did so very well for AO1, although they did not always make the AO2 application link.

Some gave responses about the flight simulator game being more realistic and/or more enjoyable, rather than giving responses in relation to perception through optic flow.

23 Malik is using a flight simulator video programme. When he is in the simulator, he can determine the direction and speed of his flight even though he is not physically moving.

The flight instructor says this is because the objects in the flight simulation video have been programmed to move through the visual field at different speeds.

Explain, using optic flow, why the objects are programmed to move at different speeds.

optic flow is when objects closer to us appear to move at faster speeds than objects or further away when you are moving towards or away from them. This is programmed in the simulator to allow the user to judge the distance of the different objects.

ResultsPlus
Examiner Comments

- AO1 understanding of optic flow (1)
- AO2 application to the scenario (1)

Total: 2 Marks

Question 24

This question required candidates to explain one way that emotion could account for Jennifer's perception of the flowers.

Candidates often achieved one mark for the AO2 application link to her perception of the flowers

The AO3 justification with emotion as a perceptual set was not always well-developed. Only some candidates performed well with the justification development.

24 Jennifer entered her home-grown flowers into a local competition. She won first prize in the competition and was really pleased. When she returned home, she described the bright colours of the flowers and how pretty the flowers had been.

Explain **one** way that emotion could account for Jennifer's perception of the flowers.

You must refer to a concept to justify your answer.

Jennifer may be happy she won the local flower competition - this may influence her perceptual set and cause her to interpret the flowers as bright and pretty. They may be more appealing due to her positive mood. A perceptual set is a tendency to interpret visual information in a particular way due to past experience.

(Total for Question 24 = 2 marks)

ResultsPlus
Examiner Comments

- AO2 application of happy and the influence on perception interpretation of the flowers as bright and pretty (1)
- AO3 justification using positive mood with how perceptual sets change visual information due to experiences (1)

Total: 2 Marks

24 Jennifer entered her home-grown flowers into a local competition. She won first prize in the competition and was really pleased. When she returned home, she described the bright colours of the flowers and how pretty the flowers had been.

Explain **one** way that emotion could account for Jennifer's perception of the flowers.

You must refer to a concept to justify your answer.

Emotion is ~~part of the~~ one of the features of a perceptual set, which effect the way we perceive things based on various factors. Emotions as part of a perceptual set refers to the fact that one's feelings can influence the way they perceive the world around them. So as Joy is very happy a that she won the flower show, she may perceive the flowers positively, as them being very beautiful.

ResultsPlus
Examiner Comments

- AO2 for Jayne's emotion of happiness leading her to perceive the flowers positively as beautiful (1)
- AO3 for the justification using perceptual set of emotion (1)

Total: 2 Marks

Question 25

This question required candidates to explain two ways that Gregory's (1970) constructivist theory of perception could demonstrate why Marigold could perceive different images.

Some candidates achieved well here. Such candidates were able to apply their answers to the stimulus material, although the AO3 justification was not always developed.

Where lower performance was seen, it was often as a result of generic answers that did not relate to the stimulus material of Marigold and her perception of images.

25 Marigold was shown a visual illusion and asked to interpret what she perceived. The image she saw is shown in **Figure 1**. Marigold said she could see two different images in the visual illusion.
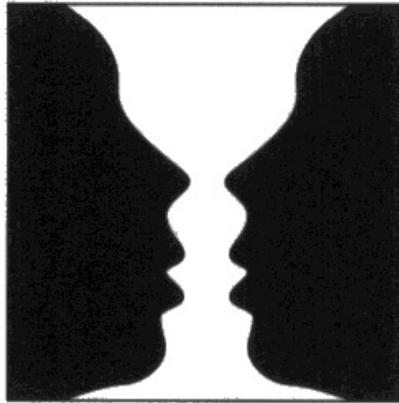

Figure 1

Explain **two** ways that Gregory's (1970) constructivist theory of perception could demonstrate why Marigold could perceive different images.

1   Marigold's past/prior knowledge of people being close to eachother, and just existing in general, could influence her perception of seeing two people in the visual illusion.

2   Similarly, her prior knowledge could make her also figure out a vague silhouette of a cup ~~face~~ - this is called 'top-down' processing. Perhaps Marigold had seen a cup like that in her past, influencing how she was able to see two different images in the illusion.

Two marks

Point 1

- AO2 for of Marigold's prior knowledge about faces and people (1)

Point 2

- AO2 for Marigold having seen a cup in her past experiences, so can see two images (1)

Total: 2 Marks
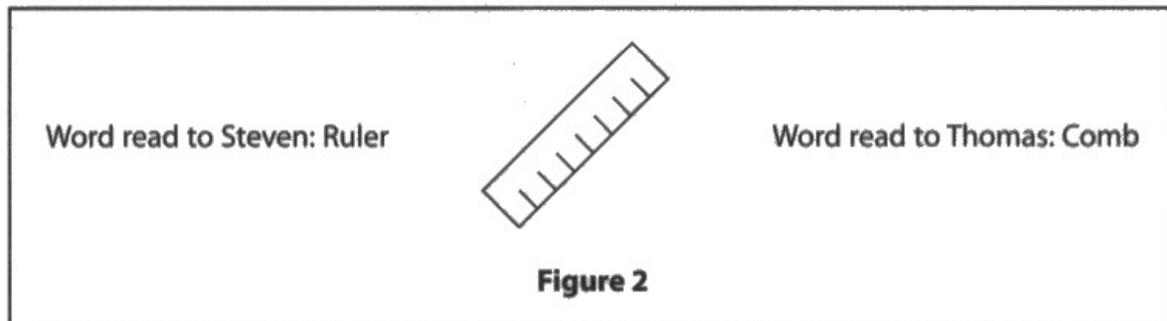
Question 26

9-mark essay

This question required candidates to assess how well Carmichael, Hogan and Walter (1932) can explain why Steven and Thomas produced drawings that were different from the ambiguous figures.

Some candidates demonstrated very good understanding of the study and had attempted to apply this to the scenario for AO2. The skills of assessment were not always evident. Where candidates did attempt this, their responses were generally of a good standard.

Where candidates did not perform well the understanding of the study for AO1 was limited, and therefore the AO2 presented was often under-developed and there was little AO3.

*26 Steven and Thomas were shown images of ⑩ ambiguous figures during a laboratory experiment. At each presentation of the image, a word for the image was read out. Steven and Thomas were read a different word for each image.

An example of an ambiguous figure and the words that were read to Steven and Thomas is shown in **Figure 2**.

Word read to Steven: Ruler   Word read to Thomas: Comb

Figure 2

When they were asked to draw the images, some of the pictures that Steven and Thomas drew looked different to the original images they had been shown.

Assess how well Carmichael, Hogan and Walter (1932) can explain why Steven and Thomas produced drawings that were different to the ambiguous figures.

(9)

In Carmichael Hogan and Walter there were 12 different ambiguous figures from which the participants had to replicate the image in which they were shown. Steven and Thomas both drew images from a list of 10 ambiguous figures. They both used ambiguous figures however Carmichael, Hogan and Walter used 2 more. A ~~strength~~ weakness of using Carmichael Hogan and Walter is that they used 12 different ~~image~~ ~~fig~~ ambiguous figures therefore we cannot be sure that Steven and Thomas will replicate the findings of Carmichael as they had a different number of images to look from / at. ~~to~~ Carmichael Hogan and Walter's ~~~~ aim

new paragraph

was to test whether a stimulus of an ambiguous figure would change the way it is being drawn due to the ~~word~~ word said with it. So Steven and Thomas both had the words read to them (ruler and comb for example), this is the same as Carmichael Hogan and Walter. ~~Stephens~~ A strength of using this study is that they were both presented the stimulus with a word with it meaning they could both be likely to create similar results.

In Carmichael Hogan and Walter there were 95 in a laboratory participants that were both female and male. ~~So~~ Steven and Thomas are two people carrying out this laboratory experiment and are male. Therefore a strength of using Carmichael Hogan and Walter to explain Steven and Thomas is helpful as they were both laboratory experiments ~~but~~ and therefore as they were in the same environment you can expect the findings to be similar to one another. However in Carmichael Hogan and Walter there were males and females in every group along with a control group with the same representative percentages, this may mean that it may not be able to explain Steven and Thomas' drawings.

Therefore in conclusion Carmichael Hogan and

Walter can be used to some extent to explain Steven and Thomas drawing different figures.

Question 28

This question required candidates to state what is meant by the 'latent content' of dreams.

Candidates usually answered this question very well.

Where performance was limited, the candidate was usually unable to demonstrate that they understood that latent content is the hidden/deeper/underlying meaning of a dream.

28 State what is meant by the 'latent content' of dreams.

latent content is the deeper meaning
behind what the dreamer has told

ResultsPlus
Examiner Comments

- A correct response (1)

Total: 1 Mark

Question 29

This question required candidates to describe the effect of light on the sleep-wake cycle.

There were some very strong answers here, about the role of light as a trigger and how this impacts of the sleep-wake cycle.

Where answers were more limited, candidates had often confused how light is involved in the sleep-wake cycle, or stated that the brain can be tricked by lights into thinking it is daytime.

29 Describe the effect of light on the sleep-wake cycle.

when the cells in the retina receive light, the supra-chiasmatic nuclei (SCN) is informed that it's daytime. The SCN then ~~triggers~~ orders the pineal gland to stop secreting melatonin, making the person feel alert and awake. As light is a main zeitgeber affecting the sleep-wake cycle, it's presence is likely to stop someone from feeling sleepy and falling asleep.

(Total for Question 29 = 2 marks)

Question 30

This question required candidates to explain one sleep disorder that can account for the symptoms Duncan is experiencing.

This was largely very well-answered by candidates. They were able to show AO1 understanding of narcolepsy and supplemented this with the AO2 application to Duncan's symptoms.

Where less-effective answers were seen, it was often due to a repetition of AO1 used with the name 'Duncan' for AO2, which limited the AO2 marks awarded.

30 Duncan sometimes falls asleep suddenly during the day when he should be awake. There are times when he can feel very drowsy and needs regular naps to help him manage his drowsiness. Duncan can sometimes lose control of his muscles, which can make him collapse.

Explain **one** sleep disorder that can account for the symptoms Duncan is experiencing.

Narcolepsy is a sleep disorder where a person has no control over the sleep wake cycle. Duncan is experiencing common symptoms of this as he tends to collapse and fall asleep suddenly during the day

Question 31

This question required candidates to explain one reason why Betty's brain activity showed increases while she was asleep, using a theory to justify their answer.

Candidates gave some good responses here, showing good understanding of activation synthesis theory.

Where lower standards of performance were seen, it was often due to the lack of AO2 application to the scenario of Betty.

For a number of candidates, the application to the scenario was not always expressed clearly, with relatively limited links to Betty's brain activity and dreaming/deep sleep/REM. Whilst these achieved marks, it was evident that application skills were a difficulty for a number of candidates, and they may benefit from practising application to secure this skill.

31 Betty used a new sleep monitoring app on her smartwatch to record her sleep cycle. At several different points during the night when Betty was asleep, her app recorded an increase in the activity in her brain and a decrease in her physical movement.

Explain **one** reason why Betty's brain activity showed increases while she was asleep.

You must use a theory to justify your answer.

Betty's brain activity may have showed an increase while she was asleep because she was dreaming. This links to Hobson and McCarley's Activation Synthesis theory when they suggested that the brain is dreaming because it is still active. They proposed that neurones are passing on bursts of energy through neurotransmitters. The brain then sees this as 'nonsense' and tries to make sense of it, leading to dreams.

ResultsPlus
Examiner Comments

The application here is sufficient, although it has not been developed to a strong level and candidates may benefit from practising the skill of application.

- AO2 Betty's brain activity increases because she was dreaming (1)
- AO3 justified with Activation Synthesis Theory (1)

Total: 2 Marks

Question 32

This question required candidates to explain two ways that the case study of 'Little Hans' (Freud, 1909) can support Barbara's belief that the dreams represent Amy's fears.

A significant number of responses from candidates were generic points about Little Hans for this answer, without any AO2 application to Barbara's beliefs.

Some candidates used Freud's theory, instead of the study as directed in the question.

Where AO2 application was attempted, the candidates often tried to determine how or why Amy actually had fears of abandonment or isolation, instead of whether Barbara's belief that Amy's dreams represented or showed possible fears.

32 Barbara is a therapist who analyses people's dreams. Amy goes to see Barbara to help her understand her dreams. Amy dreams that her parents have abandoned her in a shop, which causes her to feel alone and afraid.

Barbara believes that the dreams represent Amy's fear of living independently for the first time, as she has just moved into a new flat away from her family home.

Explain **two** ways that the case study of 'Little Hans' (Freud, 1909) can support Barbara's belief that the dreams represent Amy's fears.

1 The case study of Little Hans shows that dreams have a deeper meaning. In Hans early dream Freud ~~conducted~~ concluded that Hans was affraid that his father would take his mother away. This can be seen here as well as Amy has a dream about being abandonded from her parents which can show that she is afraid and alone. Freud explained that this could also be anxiety.

2

ResultsPlus
Examiner Comments

- AO2 that Amy's dream may show that she may fear being alone (end) as dreams have deeper meaning (start) (1)
- AO3 justified through the study (1)

Total: 2 Marks

Question 33

Q33 was a 9-mark essay.

This question required candidates to assess how well hormones can explain the problems Basil has with sleeping.

Some strong answers for the AO1 content about hormones were evident, with candidates able to draw on understanding of a range of hormones involved in sleep.

There were some instances where candidates found it difficult to apply these ideas to Basil, and the application was more often the limited area in the answers to this question.

Most candidates attempted the AO3 assessment and some good examples of the use of research evidence were seen.

*33 Basil is having problems with sleeping. He is finding it difficult to go to sleep at night and struggling to wake in the morning. Basil visited his doctor who tested the functioning of his pineal gland. The doctor also thought that Basil may have problems with the hormone levels that affect sleep.

AO1 fax
AO2 apply

Basil was given medication that helps regulate sleep hormones. When <u>Basil takes the</u> *AO3 S&W* medication, he finds <u>he can get to sleep better</u> but he still finds it <u>hard to wake up in the morning.</u>

Assess how well hormones can explain the problems <u>Basil has with sleeping.</u>

cortisol   ACTH   melatonin adrenaline!   **(9)**

*

· Hormones are greatly important in regulating our body clock. One example is melatonin, which increase in our bloodstream before we go to bed and ~~decreases~~ decreases just before we wake up. Melatonin makes us feel sleepy. Another example is adrenaline which is ~~att~~ responsible for increasing heart rates as part of our fight or flight response, making it harder for us to fall asleep. Finally, another hormone is ~~cortisol~~ ACTH which releases cortisol out of the pituitary gland while we are stressed. Cortisol increases our alertness, therefore if we are stressed before we sleep, it could be harder for us to wake up. Hormones are endogenous pacemakers *via the SCN*. that help regulate circadian rhythms. They are excreted into the bloodstream by endocrine glands.

If Basil has a problem with his pineal gland, he may not be able to produce enough melatonin at night before he sleeps. The medication given could have been melatonin supplements that he could take before he sleeps to increase melatonin content in the bloodstream and make him feel sleepy. Hence why he finds it easier to get to sleep. However, Basil may have a problem with his body's ability to regulate the amount of

melatonin in his bloodstream, which is why he cannot ~~wave~~ sleve up properly in the morning.

There is ~~much~~ much evidence that support the importance of endogenous pacemakers like the SCN regulating our sleep. For example, animal studies have found that hamsters with their SCNs removed had irregular body clocks and their sleep wake cycles were messed up. However, a weakness to this is that we aren't hamsters so we cannot fully apply this evidence to humans. Another weakness is that external cues (exogenous zeitgeben) like light and social cues may also be inflencing Basil's sleep, if Basil's room is not ~~dark~~ light enough in the morning this may hinder the stopping of production of melatonin in the body. However, Miles et al found that a blind ~~see~~ man had a body clock that regulated as a 28 hour clock, suggesting internal influences (like hormones) are stronger than external influences in sleep.

Overall I believe that hormones are a good way to explain Basil's sleep problems because there is lots of evidence to support it.

Question 35

This question required candidates to state what is meant by 'facial expressions' as a form of non-verbal communication.

This was usually well-answered by most candidates

Where they performed less well, it was often because they simply re-worded the question, or gave vague definitions that related to any number of forms of non-verbal communication or body language.

35 State what is meant by 'facial expressions' as a form of non-verbal communication.

facial mouements that signify a emotion upon ones face.

ResultsPlus
Examiner Comments

- This is a correct response (1)

Total: 1 Mark

Question 36

This question required candidates to describe proxemics when communicating with close friends.

Overall, candidates did not achieve well for this question.

It was evident in a number of answers that candidates did not seem to know about proxemics or personal spaces. They gave answers regarding how they chatted to friends differently from other people, such as how they could use slang with friends but not adults.

36 Describe proxemics when communicating with close friends.

Proxemics is the study of the distances people are comfortable with between themselves and others, depending on their relationship between them. It states that between 0.46 = 1.2 - 3.7 metres is social space so this may be the space between a person and their freinds but if theyre really close they may allow them into their personal space of 0.46 - 1.2 metres.

(Total for Question 36 = 2 marks)

ResultsPlus
Examiner Comments

- AO1 knowledge of proxemics (1)
- AO1 how this is related to communication with close friends (1)

Total: 2 Marks

Question 37

This question required candidates to explain, using linguistic relativism, one reason why Ivan may not know the different shades of blue.

Candidates found this question challenging, and few were able to give AO1 understanding effectively of linguistic relativism in their answers.

Some candidates achieved marks for application to Ivan not having the words for different shades of blue. This was not always evident in answers, with many candidates explaining that Ivan is likely to be colour-blind and cannot see the shades of blue.

37 Ivan is taking art lessons at his local community centre. The instructor suggests that Ivan should use more shades of blue in his painting of the sea and gives Ivan some suggestions, including aqua, turquoise, azure and sky.

Ivan does not know what these colours are as he considers the colour blue to be either light blue or dark blue.

Explain, using linguistic relativism, **one** reason why Ivan may not know the different shades of blue.

Linguistic relativism is the idea their language effects the our view ep the world. Ivan may not knew the different hues as he doesn't have the language to identify them as separate reather then light or dark

ResultsPlus
Examiner Comments

- AO1 understanding of what linguistic relativism is (1)
- AO2 application to Ivan not having the words/language to understand shades of blue (1)

Total: 2 Marks

Question 38

This question required candidates to explain one reason why the two companies discuss their meeting time differently, using an appropriate study as justification for their answer.

The candidate responses to this question were often confused, with a large number of candidates discussing different time zones and/or business operating hours, rather than how the two people spoke about time itself.

There was minimal use of the study by Boroditsky (2001) for the AO3 justification.

38 Ernie is arranging a business meeting with a company in a different country. He suggests they meet on a Tuesday, however the other company say they would prefer to meet on a day behind Tuesday and suggest Monday instead.

Explain **one** reason why the two companies discuss their meeting time differently.

You must use a study to justify your answer.

Boroditsky studied how language affects our view of time by using mandarin vs english speakers. she found that mandarin speakers view time vertically whereas english speakers view time horizontally. This explains why the foreign company thinks of monday as the 'day behind' tusesary.

- AO2 for the application to how the companies discuss time differently (1)
- AO3 supported by Boroditsky's research study using the horizontal and vertical aspect (1)

Total: 2 Marks

Question 39

This question required candidates to explain two reasons for the communication shown by the chimpanzees at the zoo, using Darwin (1872) as justification for their answers.

Some candidates achieved the AO2 mark for application to the animal communication here, which was often good when included.

Where candidates attempted AO3, there were some strong examples seen across answers, but where performance was lowered the use of Darwin (1872) was not always effective.

39 Marshall visited the local zoo and went to see the primates. When he was at the primate enclosure, he saw a baby chimpanzee looking at its mother and pulling at her fur. The mother responded by stroking her baby chimpanzee and then feeding him.

A second chimpanzee began to approach the mother and baby, and the mother bared her teeth and made a screeching noise at the approaching chimpanzee, which turned and went away.

Explain **two** reasons for the communication shown by the chimpanzees at the zoo.

You must use Darwin's (1872) theory of evolution to justify your answer.

1 Darwin's theory suggests that we a evolve by the survival of the fittest. In the case where the mother bared her teeth and made the sound she scared the other monkey away. This facial expression could have evolved through generations since the monkeys who had the ability to show it were more likely to survive since they would scare others and protect themselves. This gene would be passed on ✱ whilst others were less likely to survive.

2 The baby monkey pulled the hair to tell the mother that he is hungry. This gesture could have evolved according to Darwin's theory since the monkeys that could show it were more likely to survive because they wouldn't be hungry and so would not die from hunger. This gene for the gesture was passed on in generations and then also appeared in most of the monkeys.

(Total for Question 39 = 4 marks)

✱ and be a characteristic in most of the monkeys.

Both responses achieved:

- the AO2 application to the chimpanzees (2)
- the AO3 justification through the use of Darwin (1872) (2)

Total: 4 Marks

Question 40

Q40 was a 9-mark essay.

This question required candidates to assess how well Piaget (1950) can explain the language development of Anton.

Candidates often found it difficult to achieve marks on this question.

Many candidates seemed confused regarding Piaget's ideas of language development. They often discussed his developmental stages, with little or no link to language stages. Therefore, they were often limited in demonstrating AO1 content.

Some AO2 was seen in some candidates' responses and where attempted, this was often appropriate – although not always developed.

AO3 assessment was limited in answers to this question. Some basic comparisons were made to alternative explanations, but a number of candidates inaccurately used strengths and weaknesses in Piaget and Inhelder's (1956) study of development.
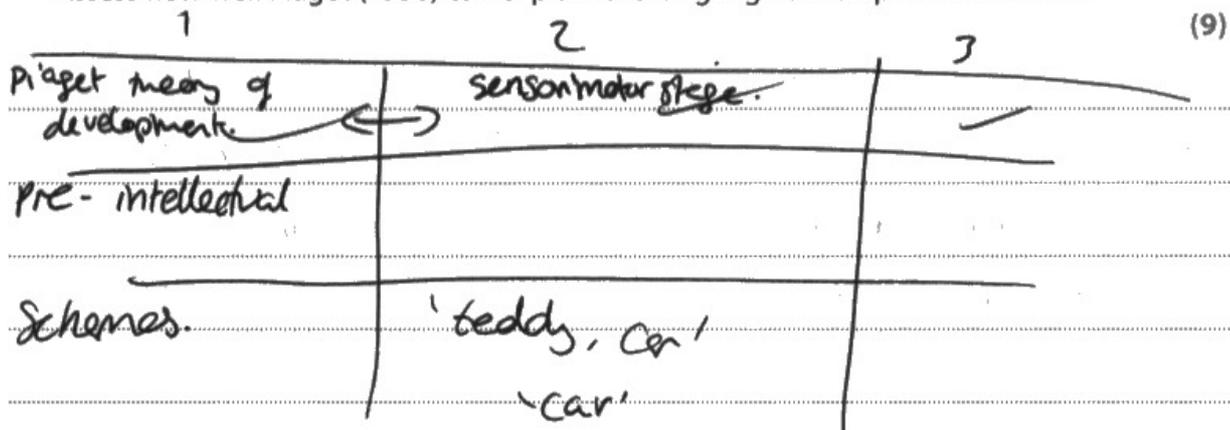
Piaget!

Schemas.

*40 Anton is 18 months old and is learning to talk. He has started to name some objects when he sees them, such as 'teddy' and 'car'. Anton cannot name objects he is unfamiliar with. So, when his mother showed him a kettle, Anton was unable to say what it was. Anton can say the word 'mine' and he uses this word for all objects that he picks up.

When Anton's mum is talking to him, Anton smiles at her and often responds with random words. His mum asked Anton if he wanted custard with his cake, but Anton responded with the word 'car'.

Assess how well Piaget (1950) can explain the language development of Anton.

(9)

1	2	3
Piaget theory of development	sensorimotor stage.	✓
Pre-intellectual		
Schemas.	'teddy', car' / 'car'	

The sensorimotor stage is where children from birth to aged 2 fit under: this is where schemas develop. Piaget's theory of language development suggests that thought comes before language; meaning Anton is able to think but cannot speak properly yet. A strength of Piaget's theory is that it is applicable for schools and nurseries as it gives a reason and an understanding as to why young children cannot properly speak.

Schemes are commonly known as mental shortcuts which gives us quick, available information into our brains when we see familiar objects. Anton is seen to have schemas as he respons

responds to his mum and knows certain objects like 'teddy' and 'car'. Since Anton is in the sensorimotor stage; he is seen to mimic and copy his mother when she says things too.

Pre-intellectual thought is where children have no understanding of the word but still say it. Anton is shown to portray this as he tells his mum 'car' when she asks if he wants custard with his cake.

Paper Summary

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

- Candidates should practise their skills for AO2 marks in the shorter questions, in order to give more developed responses that respond directly to the question posed with links to the stimulus beyond a 'name'
- AO3 justification of points should be relevant to the point they have made, rather than a generalised statement about a theory/concept or study
- While candidates can achieve AO2 and AO3 in short answer questions by writing their responses either way around (AO2 then AO3; or AO3 then AO2), it was often seen that when starting with AO3 the AO2 was, if present, subsequently very brief. In questions where AO3 justification of a point is required, the AO2 must be present for the award of the AO3 justification mark. It may benefit candidates to practise ensuring they have given sufficient depth in both parts of questions such as these (for example Q10, Q11; Q17, Q18; Q24, Q25; Q31, Q32)
- Candidates should be reminded to write on additional paper and not in blank spaces or elsewhere in booklets.
- The research methods should show understanding of the methodology for higher marks within the AO1 levels-based mark bands
- It may benefit candidates to practise key terminology and definitions of concepts for the lower tariff AO1 questions

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