

Examiners' Report
June 2015

GCSE Psychology 5PS02 01

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Introduction

General

Most students tackled this paper with no evidence of running out of time; blank spaces within scripts seemed to indicate a lack of knowledge rather than time. Some students, even those who were well-informed, seemed to find some aspects of the paper challenging and appeared to lack confidence in some areas, particularly those requiring application of their knowledge or methodological understanding. That said, many students provided some outstanding answers that demonstrated good structure, clarity and evidence of good revision technique.

It was notable that well-informed students were not following question instructions in some areas. Particularly when asked to provide **one** answer, many students offered all they knew rather than selecting the strongest point to make. Although this rarely hinders their grade performance, it does waste time and it is not good practice for academic writing.

Some students are still struggling with making evaluation specific to the study or theory being assessed. Many are still providing generic evaluation points, notably controls or generalisability for studies, without explicitly relating their methodological understanding to the material. Students also seemed to find comparing a challenge; many offering a range of strengths and weaknesses without comparing directly to one aspect or variable.

The methodology questions demonstrated a lack of psychological imagination at times, particularly at the basic level of extracting the independent and dependent variable from the given scenario, which then affected student performance on subsequent questions. It has always been demanded that students operationalise variables, but this seemed a challenge for many on question 9. Students should be encouraged to visualise the study scenario and/or annotate the material in order to extract relevant information that can help them understand how the study was constructed and identify potential problems with it.

There were a number of students who used material from topic C and E interchangeably for question 3 and the essay. Although some material can be used to explain both criminality and aggression, it should be made relevant to the topic and the examination question being asked. The overlap of material, for example the case of Charles Whitman and Theilgaard's study, seemed to confuse some students and tended to result in poor performance in managing the distinction. It is therefore recommended that students are informed not to use material from topic C in topic E and vice versa.

Administration

The GCSE Psychology paper is marked online. This has implications for how the students approach the examination in terms of writing in the answer space provided and indicating when they have used additional paper or written an answer elsewhere. A simple note to 'see attached sheet' **within** the answer space lines makes it clear to an examiner that they should seek the answer elsewhere. Similarly, if a student wishes to swap an answer, they should make that clear within the answer space lines.

In this paper, there was little evidence of candidates needing additional space than that already provided, with the exception of question 3c where students tended to describe the explanation prior to evaluation, therefore wasting the answer space provided on material irrelevant for the purpose of marking.

If a student wishes to continue writing into the white space below the available answer lines, this should also be made clear to the examiner **within** the answer lines with a simple statement of 'continued below'. It is advised that teachers should check the legibility of their students' handwriting under test conditions prior to the examination. Some students' handwriting is very difficult to read, being very small or messy. Students with small handwriting or those who are quick writers can use a felt handwriting pen, which serves to slow them down and increase size due to the level of absorbency of ink into the paper. If handwriting is particularly poor, teachers should seek to provide an amanuensis.

Question 1 (c)

Most candidates were able to correctly identify gender differences found by the study and access both available marks. Typical answers referred to males being both physically and verbally more aggressive than females, although some candidates used stereotypical assumptions of gender differences and stated that females were more verbally aggressive than males. There was an encouraging number of students able to identify the findings with regards to hostility, anger and gender differences.

females were more verbally aggressive
and males were more physically
aggressive.



ResultsPlus Examiner Comments

This answer achieved one mark for identifying that males were more physically aggressive, but not for females being more verbally aggressive.



ResultsPlus Examiner Tip

It would be advisable to separate the results of this study into both cultural and gender effects.

Ramirez found that men in both cultures
~~at~~ were more physically and verbally aggressive as
well as more hostile than women. However, both men
and women were found to have equal levels of anger.



ResultsPlus Examiner Comments

This is a very clear and accurate answer, accessing both marks available and would have gained more if they had been able to.

Question 1 (d) (e)

d. Most candidates were able to identify that quantitative data was achieved from the study and many offered a definition of this or an elaboration in terms of how the data was gathered through the use of Likert style questions. However, a number of students believed that qualitative data was generated, which afforded them no marks, and often this had a knock-on effect with part e of the question. Some students stated that both qualitative and quantitative data was gathered, thereby hedging their bets. Although the benefit of the doubt was given in this instance, it cannot be guaranteed that such responses will gain credit in the future.

e. A correct response to part d helped candidates flag up a correct strength and many were able to explain this clearly. Typical errors included confusing qualitative and quantitative data. Correct responses tended to focus on ease of analysis, although many failed to follow this up with useful elaboration. Those who focused upon the data being more objective did better and explained why this offered a strength in contrast to qualitative data types.

(d) Describe the type of data that Ramirez et al gathered in their study.

(2)

Ramirez's data was quantitative
meaning they were one word answers

(e) Explain **one** strength of the type of data gathered by Ramirez et al.

(2)

its easy to analyse and gives straight
forward data.



ResultsPlus Examiner Comments

This answer correctly identifies that quantitative data was gathered, but did not receive credit for 'one word answers', as Ramirez did not gather one word answers, and one word answers could still produce a range of data. Part e was typical of a one mark response as there is little development of the strength.



ResultsPlus Examiner Tip

It is common for a 'strength/weakness' exam question to ask for 2 marks. This is because it requires explanation, typically some qualification or justification of the point. Candidates should be encouraged to elaborate on their points. Perhaps during revision, candidates could make bullet point notes and then revisit the points to offer some reason or expansion.

(d) Describe the type of data that Ramirez et al gathered in their study.

(2)

Ramirez et al gathered quantitative data in their study by using a questionnaire.

(e) Explain **one** strength of the type of data gathered by Ramirez et al.

(2)

Due to the fact that it was quantitative data, it means that the experimenters have less of a chance of being subjective as there isn't many possible interpretations that from the data given.



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Examiner Comments

The answer identifies the correct type of data, but does not achieve a second mark.

Part e is an example of how a candidate can elaborate on their point with some qualification/justification of the strength they have written. In this case the answer refers to less chance of subjectivity, and then this is qualified by the explanation that the data is not open to interpretation.



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Examiner Tip

Candidates could use a strategy to help them remember that the points they make need explaining fully. The PEL approach is a common method (Point, explain, link). It is also useful to prepare them for A Level study, where explanation is a requirement.

Question 1 (f)

Many candidates were able to offer a weakness of the study, but often failed to elaborate on this for the second mark. Many focused upon issues of demand characteristics, social desirability or generalisability. It was disappointing to see too many generic evaluation points, particularly at this stage of the course; very few referred to aggression at all in their response, often favouring issues with questionnaires generally rather than the study specifically.

(2)

One weakness of Ramenez et al's study is that the participants were all psychology students and may have guessed the aim of the study



ResultsPlus Examiner Comments

This answer correctly identifies a weakness of the study for 1 mark, but fails to fully explain why this weakness would cause a problem for the research.



ResultsPlus Examiner Tip

Elaboration of a point can be encouraged through the use of terms such as 'therefore' or 'this means that' or 'because'. This will force candidates to qualify or justify the point that they are making. In this case the candidate could have expanded the point by stating 'therefore the students may have said they would be more aggressive or less aggressive based on how they interpreted the study aim, to please the researcher'.

Question 2 (a)

Most candidates were able to address the part of the question referring to censorship, and state that Lloyd would be exposed to media content that would not be desirable. Successful elaboration included the type of inappropriate content, reference to the Watershed and that Lloyd may be exposed to media not suitable for his age. The question also demanded some reference to why Lloyd's parents would have concerns, which in the context of this topic should have related to Social Learning Theory, although some candidates missed this point.

2 Since joining the sixth form at school, Lloyd has been allowed to stay up late at night. His parents are worried that he will be watching inappropriate television programmes.

(a) With reference to censorship, explain why Lloyd's parents have concerns over what Lloyd is watching on television.

(3)

After the 9pm watershed, programmes generally contain content of either a violent or sexual nature. Lloyd's parents may be worried that he will watch an extremely violent programme and then go on to imitate the behaviour. Also, Lloyd may see a programme that contains explicit sexual content - which may be something that he is not yet ready to see. Censorship is used to stop people watching inappropriate content that they are not yet ready for - but after 9pm censorship is not as strict.



ResultsPlus Examiner Comments

This candidate has done well to refer to both aspects of the question and comment both on censorship and why the parents may have concerns. This answer gained one mark for describing the content of media that Lloyd might be exposed to, a further mark for the comment about Lloyd possibly imitating this, and a further mark for suitability for his age.



ResultsPlus Examiner Tip

If an exam question is preceded by a scenario, it is typical for the question to demand that an answer is contextualised within the scenario. Students should be encouraged to engage with it and link back to the scenario in their answer.

2 Since joining the sixth form at school, Lloyd has been allowed to stay up late at night. His parents are worried that he will be watching inappropriate television programmes.

(a) With reference to censorship, explain why Lloyd's parents have concerns over what Lloyd is watching on television.

(3)

They have no control over what he may be watching, so he could be watching explicit content that is not censored. He could also be watching violent shows that can effect the way he acts at other times.



ResultsPlus

Examiner Comments

Although this answer gained one mark for describing what media content Lloyd might be exposed to, the comment relating to 'can effect the way he acts' did not clearly refer to Social Learning Theory as it did not explain how it could have effected the way he acts (through copying, imitation, observational learning).



ResultsPlus

Examiner Tip

Candidates should be encouraged to use key psychological terms to avoid vagueness in their responses.

Question 2 (b)

There were mixed responses here, some correctly identifying that Charlton found little difference in behaviour following the introduction of television, and some describing the findings of Williams' study instead. A number of answers failed to address the demands of the question with regard to how Lloyd's parents could be reassured.

(b) You will have studied the research of Charlton et al (2000). Using the findings of Charlton et al's study, explain how you might reassure Lloyd's parents about the possible effects of him watching television late into the night.

(2)

In Charlton's study the children's behaviour wasn't significantly affected by the programmes they watched on TV so Lloyd's ~~was~~ behaviour may not be affected by him watching TV later.



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Examiner Comments

This answer has correctly addressed both parts of the question and given a concise and accurate response.



ResultsPlus

Examiner Tip

When a question demands more than a straightforward answer, it may serve as a useful exercise for candidates to tick off parts of the question when they have finished.

Question 2 (d)

With information about content analysis as a research method provided in question 2c, many candidates failed to go beyond vague answers referring to categorising some behaviours and watching television. Stronger answers provided a list of appropriate examples of operationalised aggressive behaviours that they could use in a tally chart, detailing the sample of programmes that they would use in the day and evening and how tallying would be conducted. Unfortunately some answers described an experimental method, using friends as participants, and some confused the concept of measuring aggression at two different time intervals. It was however pleasing to see a number of responses that described how interpreter reliability would be achieved.

(d) Describe how Lloyd might have conducted his content analysis.

(3)

Lloyd may have wrote down a list of categories for aggression, eg punching, and tallied each time the events occurred. He might have done this for several programs shown at different times of day and evening.



ResultsPlus Examiner Comments

This is a rather basic account of a content analysis, giving details only about the categories of aggression that could be measured. The response needed to detail a little more about how the tallied event would be achieved (through watching the television programmes). There is no additional credit for detailing day and evening as it is given to them in the question scenario.

Question 2 (f)

Successful answers tended to offer commentary on the measurability of social learning theory in terms of time lapse between attention and reproduction, or offer evidence either for or against social learning theory. There were a disappointing number of answers that identified and evaluated a study rather than social learning theory. Basic answers tended to refer to individual differences/not all children copying. Whilst this is possible, it is technically not a weakness of social learning theory, which does take into account individual differences in terms of motivation and ability to reproduce observed behaviours. It perhaps would be better to describe how despite the degree of exposure to aggression on television, that it is surprising that more children are not aggressive. Some candidates successfully referred to catharsis as a valid argument. It is not acceptable for candidates to evaluate one explanation by solely describing a different one as an alternative. There were many answers which described the biological explanation without explaining first the failings of social learning theory.

(f) Lloyd found that the amount of aggression on television increased during the course of the night. He concluded that children should not be exposed to late night television programmes as they may become more aggressive as a result of what they are watching.

(i) Name **one** theory that can be used to explain Lloyd's conclusion.

(1)

Theory

Social Learning Theory

(ii) Outline **one** weakness of the theory you have named in (f) (i).

(2)

Not all children who watch aggressive behaviour on television turn out to be aggressive. Also, people who have not watched aggression on television can grow up to be aggressive



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Examiner Comments

This answer correctly identified social learning theory as the explanation concerned and offers a basic evaluation regarding causality. The reverse argument is also given for no additional credit.

Question 3 (c)

The vast majority of answers described a biological explanation of aggression before their evaluation, often wasting valuable examination time, and on occasion resulting in less answer space or the inclination to evaluate. Evaluation tended to include case studies such as King and Charles Whitman, some assessing the generalisability of case study evidence. Good answers tended to refer to castration/testosterone studies and assess the credibility of this evidence in terms of scientific status. There were some general attempts to discredit animal studies in terms of generalisability to humans, but few constructed a valid reason why animals would differ from humans in terms of aggression. Successful answers referred to animal instincts and lack of inhibition.

(c) Biological explanations of aggression are understood in terms of the nature side of the nature-nurture debate.

Evaluate the nature argument in the debate on understanding aggression.

(4)

Strengths of the nature debate ^{are} include that studies such as King (1961) and ~~Charles~~ Charles Whitman are evidence that ^{problems} the ~~can~~ ^{can} with the amygdala can cause ^{aggression} ~~agress~~. There has also been tests that show testosterone has a correlation ~~with~~ ^{link} ~~with~~ ^{with} aggression. Weaknesses include that it doesn't take into account any of the social explanations for aggression. It is also unsure whether testosterone causes aggression, or whether aggression causes an increase in testosterone.



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Examiner Comments

This answer gained three marks for the King study, testosterone evidence and the problem of causality.



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Examiner Tip

In order to prepare candidates for further study, they should be encouraged to learn evidence in terms of studies that have been conducted, and to assess the credibility of the evidence presented, in order to formulate a strong answer.

Question 4 (a)

With few exceptions, the majority of candidates successfully wrote an open-ended question.

TOPIC D: Why do we have phobias?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic D.

Annabel knows that some people have phobias of animals. She is using a questionnaire to investigate these phobias.

4 (a) Write **one** open-ended question that Annabel could use in her questionnaire.

(1)

What feelings do you experience when you are near an animal that you have a phobia of?



ResultsPlus
Examiner Comments

This response is an appropriate open-ended question related to phobias.

Question 4 (b)

Most candidates successfully gave an example of a closed question related to animals/phobias. This was often made clearer by writing yes/no answers in the box.

(b) Write **one** closed question that Annabel could use in her questionnaire. **Do not** write a rank-scale question.

(1)

What animal are you most afraid of?



ResultsPlus
Examiner Comments

Unfortunately some candidates gave this type of open question, believing that a single answer could be regarded as closed ended.



ResultsPlus
Examiner Tip

Encourage students to use a question that can be answered with a simple yes or no, and encourage them to write this in their answer.

Question 4 (c)

Very few candidates actually offered a ranked scale question type for this question, instead offering a Likert style question. Although this was accepted here, candidates should really attempt to understand the distinction between Likert and ranked style questions in the future. A small number of candidates offered fixed choice response or failed to relate their question type to animals/phobias at all.

(c) Write **one** rank-scale question that Annabel could use in her questionnaire.

(1)

Rank the following in order of how scary they are. (5=scariest)

Fox

Elephant

Lion

Wolf

Dog



ResultsPlus
Examiner Comments

This is a correct example of a ranked style question related to animals/phobias.



ResultsPlus
Examiner Tip

Candidates should be able to distinguish between ranked and Likert style questions.

Question 4 (d)

Many candidates were able to evaluate the question types with regards to strengths and weaknesses of each but few were able to compare the question types on one variable and link this to usefulness. Those who did tended to refer to ease/difficulty of analysis or subjectivity/objectivity. The demand for a direct comparison stretched the more able candidates.

(d) Compare open-ended and closed questions in terms of their usefulness.

(2)

An open-ended questions gives more detail and information however they can't be compared as easily as closed questions. Also open-ended question give qualitative data which may need to be interpreted so could make the results subjective.



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Examiner Comments

This is a partial response which correctly identifies issues with the question types but does not fully compare the question types on a single variable.



ResultsPlus
Examiner Tip

Comparison questions require both sides of the issue or point to be outlined fully. It is not enough to comment on one issue and then simply say the other question type 'does not'. Candidates should be encouraged to use comparative terminology, such as 'whereas' or 'similarly' to stretch the response fully.

Question 4 (e)

Some candidates described the purpose of standardised instructions rather than applying their knowledge to the context and actually writing standardised instructions that could be used. Although the majority of candidates attempted to write instructions, which often incorporated ethical considerations and procedural instructions, very many failed to inform participants of the nature of the phobia questionnaire.

(e) Before conducting her questionnaire, Annabel thought she should write standardised instructions for her participants.

Write standardised instructions that Annabel could use for her investigation.

(3)

- The questionnaire will be asking about animal phobias.
- Your personal information will not be used in any way.
- You are free to leave whenever you want.
- Sign to provide your consent below.



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Examiner Comments

This is an example of standardised instructions that informed participants of the nature of the questionnaire and referred to ethical issues, but relayed no procedural information, so did not access the final available mark.



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Examiner Tip

Standardised instructions are to inform participants of the nature of the investigation (aim), provide procedural instructions and relay ethical rights to participants. Put simply they should include:

- a) what the study is about,
- b) what participants need to do, and what their rights are.

- (e) Before conducting her questionnaire, Annabel thought she should write standardised instructions for her participants.

Write standardised instructions that Annabel could use for her investigation.

(3)

In this questionnaire you will be asked about your animal fears. You can withdraw at anytime, you will be given privacy to answer the questionnaire and your ~~name~~ personal details will be kept confidential. By signing below you are agreeing to the above. This questionnaire will include open and close questions. On closed questions please chose only one answer and on open questions answer ~~that~~ with detail and ~~that~~ answer truthfully.

(Total for Question 4 = 8 marks)



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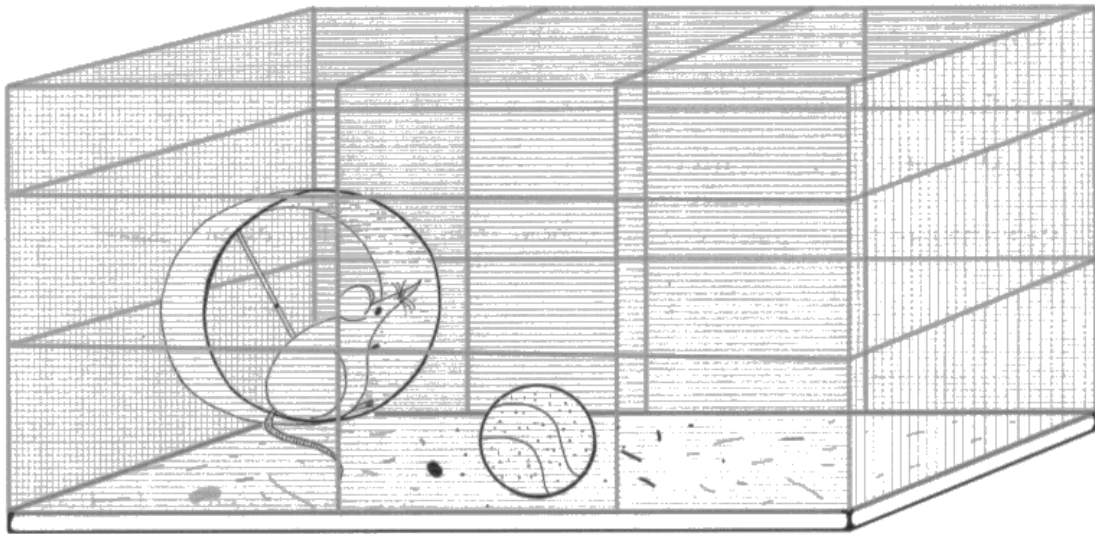
Examiner Comments

This example is a strong answer which contains all of the elements expected of standardised instructions at this level.

Question 5 (a)

Given the level of descriptive detail already given in the question scenario, it was somewhat disappointing to read largely repetitive responses from some candidates who failed to go beyond this detail or relate the process to classical conditioning. However, there were many notable responses that achieved all the available marks using diagrams or with prose specifically linking the scenario to key terminology associated with classical conditioning, although some answers confused the terminology and concepts. There were a significant number of imaginative illustrations.

- 5 A researcher wanted to create phobias of certain objects. The researcher decided that she would use classical conditioning to train a mouse to be fearful of a toy ball placed in the cage with the mouse. Each time the mouse touched the ball, it was given a small electric shock. After a few trials, the mouse avoided the toy ball.



- (a) Using your knowledge of classical conditioning, explain the conditioning process that the mouse went through. You may use a diagram in your answer.

(4)

Initially, the neutral stimulus was the toy ball. The mouse had a neutral response to this. The unconditioned stimulus was the electric shock which gave an unconditioned response of pain. The researcher used classical conditioning by pairing the neutral stimulus and the unconditioned stimulus to reach an unconditioned response. This was done by shocking the mouse when he ~~got~~ ^{touch}ed the ball which made him feel pain. Eventually, the mouse learnt through the repeated pairings and associated the toy ball with the pain. This gave a conditioned stimulus of the toy ball and the conditioned response which was fear of the pain. To avoid getting hurt, the mouse avoided the ball.



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Examiner Comments

This is an example of a very strong answer which has described the full process of classical conditioning and correctly linked terminology to parts of the scenario in full.



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Examiner Tip

When outlining classical conditioning it is useful to describe what is happening as a process beginning with the UCS and CS before conditioning, the NS before conditioning, the process of association during conditioning and the CS and CR after conditioning has taken place. Candidates who followed this formulaic approach tended to perform well on this question.

Candidates also performed well when using diagrams alongside their description.

Question 5 (c)

Most candidates were able to identify an appropriate ethical issue or guideline pertinent to animal research, such as harm or social isolation. Answers related to the given scenario were also creditworthy. A number of candidates wrote about practical issues, generalisability or human ethical guidelines (right to withdraw and consent) for no credit.

(c) State **one** ethical issue associated with conducting psychological research using animals.

(1)

~~the~~ Social Isolation - animals that are social, part of a group being separated from others



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Examiner Comments

This answer gained the mark for correctly identifying an ethical issue or guideline in this case.



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Examiner Tip

When referring to animal ethics, students should be reminded to avoid reference to human ethical guidelines as they are not appropriate in a discussion of animal research.

(c) State **one** ethical issue associated with conducting psychological research using animals.

(1)

animals cannot give consent.



ResultsPlus

Examiner Comments

This is an example of a candidate who attempts to apply a human ethical guideline, in this case consent, to animal research. This type of answer gains no credit.

Question 6 (a)

Many candidates offered a rather vague description of culture as a way of being raised or by giving examples of foods or practises unique to specific cultures. Stronger answers tended to explain how culture was defined by customs and traditions which shape the behaviour of people within a specific group.

- 6 (a) Heinrichs et al (2005) investigated cultural issues in the development of social phobias.

Outline what is meant by the term culture.

(2)

people brought up in different backgrounds, taught to believe different things



ResultsPlus Examiner Comments

This answer gives a rather general outline of what is meant by culture, for one mark.



ResultsPlus Examiner Tip

Candidates should be mindful of the mark allocation for questions. Two or more marks for a particular question tends to demand a little more from an answer.

- 6 (a) Heinrichs et al (2005) investigated cultural issues in the development of social phobias.

Outline what is meant by the term culture.

(2)

Culture is the traditions, clothes, languages and general way of living followed by a country or group of people. You are brought up in a culture and you follow the rules and social norms of that culture.



ResultsPlus Examiner Comments

This answer is well detailed and clearly articulates a very good definition of culture.

Question 6 (b)

This question was generally well answered with most candidates appropriately identifying an individualistic and a collectivistic country categorised by Heinrichs et al. Some candidates chose to write more than one country in the answer space provided, which was problematic if one of those countries was incorrect.

- (b) Heinrichs et al classified the eight different countries that they studied into individualistic or collectivistic cultures. The eight countries that Heinrichs et al studied are listed here:

| | | | |
|-----------------|-------|---------|-----------|
| Japan | USA | Canada | Spain |
| The Netherlands | Korea | Germany | Australia |

Identify **one** country that was classified as an individualistic culture and **one** country that was identified as a collectivistic culture.

Write your answers in the table below.

(2)

| Culture | Country |
|-----------------|---------|
| Individualistic | USA |
| Collectivistic | Japan |



ResultsPlus
Examiner Comments

This answer correctly identifies the appropriate countries.

(b) Heinrichs et al classified the eight different countries that they studied into individualistic or collectivistic cultures. The eight countries that Heinrichs et al studied are listed here:

them.

| | | | |
|-----------------|-------|---------|-----------|
| Japan | USA | Canada | Spain |
| The Netherlands | Korea | Germany | Australia |

Identify **one** country that was classified as an individualistic culture and **one** country that was identified as a collectivistic culture.

Write your answers in the table below.

(2)

| Culture | Country |
|-----------------|---------|
| Individualistic | Spain |
| Collectivistic | USA |



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Examiner Comments

As in this example, some candidates mixed up collectivistic and individualistic countries in the answer space provided.

Question 6 (c) (i)

The majority of candidates referred to a correct behavioural or physiological high anxiety response to the scenario, such as refusing to give the speech or having a panic attack. Very few candidates failed to attempt this question, and few offered an incorrect response. Those who did tended to confuse question parts i and ii.

- (c) Heinrichs et al asked participants a series of questions about how they could behave in various social situations. The participant's response was categorised as either high or low social anxiety.

The following description is an example of a social situation:

'Your work colleague is supposed to give a speech to senior management about the project you have both been working on. On the day of the speech your colleague is ill and asks you to give the speech instead.'

- (i) Suggest **one** high social anxiety response that a participant might give to this social situation.

(1)

Becoming ill and not being able to come into work either.



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Examiner Comments

This is an example of an appropriate 'high anxiety' response to the given scenario.

- (c) Heinrichs et al asked participants a series of questions about how they could behave in various social situations. The participant's response was categorised as either high or low social anxiety.

The following description is an example of a social situation:

'Your work colleague is supposed to give a speech to senior management about the project you have both been working on. On the day of the speech your colleague is ill and asks you to give the speech instead.'

- (i) Suggest **one** high social anxiety response that a participant might give to this social situation.

(1)

refuses to give the speech. alone



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Examiner Comments

This was the most common type of appropriate answer given to this question.

Question 6 (c) (ii)

Many students correctly outlined a behavioural response that a participant may give in this situation, most opting to suggest that the participant would go ahead and give the speech. Only a minority of participants confused question parts i and ii, or gave the same response for both parts.

(ii) Suggest **one** low social anxiety response that a participant might give to this social situation.

(1)

'Yes no problem, & I wanted to do the speech anyway.'



ResultsPlus
Examiner Comments

This was a typical correct response given by the majority of candidates for this question.

Question 6 (d)

To relate the findings to nurture with explanation. Some candidates were confused over whether the findings related to either nature or nurture and some mixed up the findings, suggesting that individualistic countries demonstrated high social anxiety rather than collectivistic countries. A good many candidates attempted to explain these findings by suggesting that cultural practices such as encouraging independence or punishing individualism, worked well when linking the findings to nurture.

(4)

Heinrichs found out that people in places like Japan and Korea have a high social anxiety and ~~places like the USA~~ and these are a collectivist culture and places like the USA and Canada showed low social anxiety ~~be~~ these are individualistic cultures.

Their findings relate to the nurture side ~~because~~ ^{because} they will have learnt to be socially anxious.



ResultsPlus

Examiner Comments

This candidate did well to correctly assign anxiety to each culture and relate this to the nurture debate with some justification. It would have benefitted from further exploration of why collectivistic cultures show high social anxiety and individualistic cultures show low social anxiety, for further credit.



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Examiner Tip

Encourage students to link high and low anxiety to cultural practices in order to achieve full marks.

(d) Describe the findings of Heinrichs et al's study **and** suggest how their findings relate to the nature-nurture debate.

(4)

Heinrich found that collectivist cultures show more social anxiety than individualistic because they are more used to working in a group than being on their own.

This is quite natural because if you're used to growing up and working in a team and always having someone there with you, then you are more likely to fear going into a situation alone.



ResultsPlus

Examiner Comments

This answer correctly identified Heinrich's basic findings and attempts to explain these in a broad sense. However, it does not firmly attribute the findings to nurture or make specific reference to how individualistic and collectivistic cultures develop the level of anxiety found in the study.

Question 7 (a)

The majority of candidates correctly staged the correct order of little Peter's deconditioning.

- 7 (a) Cover-Jones (1924) deconditioned little Peter's phobia of rabbits using a series of stages. Put the following stages into the correct order from the beginning of the therapy sessions.

(2)

| Stage | Place the number 1, 2 or 3 below to indicate which stage came first, second and third. |
|--|--|
| The rabbit was placed in a cage 12 feet (4 metres) away from little Peter | 1 |
| Little Peter let the rabbit nibble at his fingers | 3 |
| Little Peter touched the rabbit whilst the rabbit was held by the experimenter | 2 |



ResultsPlus
Examiner Comments

This candidate correctly ordered the stages of deconditioning.

Question 7 (b)

Although most candidates were able to offer a strength and a weakness of the study, there was a tendency for some to evaluate the therapy rather than the study or merely state that it was effective for a strength. Stronger answers referred to the independent raters for the tolerance trials which avoided researcher bias, and either generalisability, different techniques or times between tolerance trials as a weakness. A few candidates offered these weaknesses without explanation of what the problem would be which resulted in rather descriptive commentary. A handful of candidates evaluated the study of little Albert.

Strength

She let others order the hierarchy of fears so that she could avoid researcher bias (by ordering them herself). This gave the study greater validity and made it more objective.

Weakness

If was a case study of one unique boy (little Peter) therefore the study can not be generalised to the rest of the population.



ResultsPlus Examiner Comments

This response correctly identifies a strength and weakness of the study. The candidate has done well to explain clearly the issues with elaboration of each point to aid understanding.



ResultsPlus Examiner Tip

It is common for students to evaluate the therapy used by Cover-Jones, rather than the study itself. They should be reminded to differentiate between these.

Strength

The phobia was assessed by other people to see if he had become desensitised from his phobia. Therefore, this gets rid of researcher bias and they do not judge Peter's development.

Weakness

It was hard to tell which method actually helped Peter get over his fear of rabbits: classical conditioning or social learning. This made it hard to see which one was actually the most effective.



ResultsPlus Examiner Comments

This response gains credit for the weaknesses but has confused the strength; raters were asked to order the tolerance trials, not assess the progress of little Peter.

Question 9 (a)

Most candidates were able to correctly identify the explanation as being 'social' or 'self-fulfilling prophecy'. The handful of incorrect responses referred to 'nurture' (not being an explanation but a psychological debate).

- 9 Will, a university student, was conducting research into the causes of criminality. He asked a group of school leavers from his local area what they felt their teachers thought would be their future and career opportunities. He tracked the school leavers several years later and documented how they turned out.

Will found that those school leavers who felt that they were labelled as possible criminals by their teachers, were more likely to have been convicted of a criminal offence than those who felt labelled as high achievers.

(a) Which explanation of criminality was Will investigating?

(1)

Nature (social)



ResultsPlus Examiner Comments

It is often the case that two or more answers are given for a question that requires one. In cases where more than one correct response is offered, examination regulation requires that all are seen and credit is given to the best answer. However, when one correct and one incorrect answer is given this rule cannot apply for obvious reasons. In this example, the candidate has first given an incorrect response and then bracketed a correct response. It cannot, therefore, be the case that the first answer is ignored as being the intention of the candidate. Therefore this receives no credit.



ResultsPlus Examiner Tip

Candidates should try to avoid giving more than one response to a question that demands a single answer, as only the first will be accepted.

Question 9 (b)

Although many candidates were able to identify that the independent variable was related to what teachers labelled students as, there was limited operationalisation of this. Some candidates failed to understand the scenario and offered time or location as the manipulated variable. Lack of understanding at this point seemed to predict student performance on subsequent questions in this section.

(b) What was Will's **independent** variable? (1)

How the school leavers turned out
How they were labelled



ResultsPlus Examiner Comments

This example does not operationalise the independent variable fully for credit.



ResultsPlus Examiner Tip

With the IV (and DV), candidates should be prepared to offer a fully operationalised statement. With regards to the IV, both levels should be supplied.

(b) What was Will's **independent** variable? (1)

the different labels: higher achievers, criminals



ResultsPlus Examiner Comments

This answer gained credit for identifying both levels of the IV.



ResultsPlus Examiner Tip

A better/fuller statement of the IV would have been to include that these labels were what the students felt their teachers would predict they became. This could have been a 2 mark question and therefore would have demanded this detail.

In order to prepare candidates fully for these scenario based questions they should be encouraged to develop their psychological imagination. This can be done by highlighting the main/important parts of the scenario. In class, students can practise by representing these types of scenario visually using pictures and diagrams. Such pictures/diagrams can be annotated and labelled using prompts such as 'identify the IV and DV, research design, sampling method', etc.

Question 9 (c)

As with the independent variable, the dependent variable required a degree of operationalisation to gain credit. Often students referred to 'how the students turned out' or 'whether they fulfilled the prophecy' without stating exactly what the measured variable actually was. As this was clearly stated in the scenario, it was a little disappointing that very few candidates were able to pick out this information.

(1)

Whether they had been convicted of a
criminal offence



ResultsPlus

Examiner Comments

This answer correctly managed to select this information from the given scenario, offering an accurate and specific dependent variable achieved by the study.



ResultsPlus

Examiner Tip

When referring to variables (IV and DV), aims and hypotheses, candidates should be prepared to offer full operationalisation.

Question 9 (d)

The majority of candidates appropriately selected an issue with the sample as being limited to a specific set of school leavers, some correctly identifying that this would be a generalisability issue, which gained no further credit as it was the focus of the question. A number of candidates appropriately elaborated that the area from which the sample was achieved could be a particular demographic with some or less susceptible to criminality/high achievement, which demonstrated a good engagement with the question stem. A significant number of candidates speculated beyond the scenario and suggested that the sample size was too small, which did not gain credit as there was no evidence of this to be extracted from the question. A disappointing number of students referred to validity or reliability rather than generalisability.

(d) Explain **one** generalisability issue that Will might have with his research.

(2)

He only did the study on students from his local area, so he can't be sure that the ~~results~~ results would apply to students from other ~~are~~ areas.



ResultsPlus

Examiner Comments

As with many candidates' responses, this answer correctly extracts information from the scenario to suggest that the students are from one area, which could be a problem, but then fails to explain why this may be an issue with generalisability.



ResultsPlus

Examiner Tip

An explain type question requires more than a point being made; it needs to be fully explained. Often students can write short prompts to help stretch their answer, such as 'because', 'this means that', 'this is an issue as...'. This can be generically referred to as 'the because rule'.

Question 9 (e)

There were some useful suggestions concerning how Will may have been subjective in his interpretation of who/what he considered to be high achievers or the understanding of what students thought their teachers' opinions of them were. No credit was given for whether convictions could be interpreted as this would be objective data collection. Some responses did offer confused or unclear suggestions, sometimes unrelated to subjectivity. A minority of responses referred to subjectivity of teachers, which was tentative at best.

(e) Explain why Will's research may be seen as subjective.

(2)

He had to interpret his data since it was qualitative as they had to tell him how they felt. Therefore he may see what he wants to see as the researcher.



ResultsPlus
Examiner Comments

This is a useful example of a response that gains credit, only narrowly avoiding being unclear/vague.



ResultsPlus
Examiner Tip

This answer would have benefited from being firmly related to the scenario by reference to the student's feeling of what teachers felt they would turn out like in the future (rather than how they felt) and how Will may interpret this according to his study aim regarding criminality or high achievement.

Question 9 (f)

Candidates had significant difficulty in maintaining their ethical focus on the scenario in this question, often opting to write about generic ethical problems or speculating beyond the scenario given, for example suggesting that the students had no right to withdraw or that Will was not competent. Some candidates were significantly confused and related their ethical comments to the teachers involved in the study, which was not directly the case. Better answers used the scenario to good effect and suggested that Will had perhaps used slight deception to ensure that prophecies could not be foreseen, or that students may have been adversely affected by the nature of the study. Genuine concerns over privacy and confidentiality were also credited.

(f) Outline **one** ethical issue with Will's research.

(2)

There would have been deception because he couldn't have told the participants the true aim of the study because it would have had an effect on the results.



ResultsPlus

Examiner Comments

This response gained credit for the likelihood of deception being used, but would have benefited from a better/clearer explanation of how this may have affected the results of the study described in the scenario.



ResultsPlus

Examiner Tip

Candidates often successfully manage to make an appropriate point, but have a tendency to offer a generic explanation rather than one focused on the scenario given. They should be encouraged to relate their answer to the scenario.

Question 10 (a)

Although the majority of candidates correctly identified both statements, some students still believe that the purpose of profiling is to harass suspects, which possibly stems from a discussion of the Colin Stagg case. Some candidates failed to read the instruction carefully and only crossed one box.

10 (a) Which **two** of the following statements are appropriate uses for offender profiling?

Mark **two** boxes.

(2)

- A To collect DNA evidence.
- B To tell the police exactly who committed the crime.
- C To suggest possible interviewing strategies.
- D To suggest a certain type of person committed a crime.
- E To harass possible suspects.



ResultsPlus Examiner Comments

Although this response identifies D as a correct statement about profiling, it incorrectly identifies A, which is beyond the remit of profiling.



ResultsPlus Examiner Tip

It is perhaps notable that option D was correctly selected by the majority of candidates, but that option C was the most frequently not selected. This perhaps indicates that students are unaware that profiling can provide information beyond how to 'catch the criminal', such as interview techniques and possible souvenirs taken from the victim.

Question 10 (b)

Many candidates successfully identified an appropriate clue that an offender profiler would be interested in. As profiling is largely based on behavioural clues, as opposed to physical clues that a forensic examiner would be concerned with, some candidates who used examples such as DNA, footprints and hair, missed out on any marks. Successful answers typically referred to the way that the crime was committed, the type of victim, and the location and timing of the criminal offence. A handful of candidates were confused and offered an interpretation of the clue but omitted the clue itself.

(b) Suggest **one** clue about a crime that might be useful to the profiler when constructing an offender profile.

(1)

where the crime was committed (location)



ResultsPlus

Examiner Comments

This gained a mark for behavioural evidence from a scene that could be used successfully by an offender profiler.

(b) Suggest **one** clue about a crime that might be useful to the profiler when constructing an offender profile.

(1)

blood left behind in the
emmescene



ResultsPlus

Examiner Comments

This physical evidence was not credited as is unlikely to be a clue that could be used by an offender profiler.



ResultsPlus

Examiner Tip

Candidates should be reminded to focus on behavioural evidence rather than physical evidence. Often a close examination of the profile of John Duffy can serve as a useful reminder and also provide students with some examples of evidence that can be used and what this evidence type might suggest about the offender concerned.

Question 10 (c)

This question demanded candidates focusing their knowledge of offender profiling on one specific aspect of evaluation. This confused some candidates, who instead offered generic evaluation with limited focus upon whether it was guesswork or not. This led to rather general answers related to helping narrow down a list of suspects and leading police down the wrong path. More successful answers used the cases of Colin Stagg and John Duffy as evidence for offender profiling being/not seeming to be guesswork, and stronger answers referred to the theoretical and scientific underpinnings of offender profiling.

(c) Offender profiles are often said to be 'nothing more than guesswork'.

Using your knowledge of offender profiling, explain whether you think this statement is true.

(3)

I don't think this statement is true because it use information from the previous crimes and criminal consistency to build up a profile. Also some profiles are very accurate and successful for example David Canter's profile of John Duffy. ~~which~~ ^{which} helped ~~also~~ find the criminals and protect civilians. Also patterns are recorded so it is not guesswork.



ResultsPlus
Examiner Comments

This candidate has successfully commented on the statement, arguing that profiling is more than guesswork by referring to its psychological basis and the case of John Duffy.



ResultsPlus
Examiner Tip

Candidates could have argued for or against profiling being guesswork. In this case the candidate has given one side of the argument, and would have benefited from an additional comment for or against the accuracy of profiling. Candidates who gave a mixed side response tended to be able to write more.

It may be useful to encourage candidates to comment upon both the 'effectiveness' and 'appropriateness' of offender profiling and be able to separate their evaluation points under such headings in order to tackle different types of exam questions.

Question 11

Both studies were discussed with equal popularity, although candidates tended to understand more fully the strengths and weaknesses of Sigall and Ostrove compared to Madon. Weaknesses were better tackled compared to strengths, as candidates tended to use Madon's conclusion as a strength of her study. More successful comments related to sample size and generalisability. Weaknesses of Madon's study demonstrated more accuracy and clarity, often commenting on the accuracy of parental predictions or other influences on drinking behaviour (peers). Candidates who selected Sigall and Ostrove's study to evaluate tended to comment on the control group or ranking of the photographs as their strength and realism of using photographs or sentencing as a weakness. Candidates should be warned not to waste time describing the study or to suggest that a strength is that the findings support the theory.

11 During your course you will have learned about the studies of both Sigall and Ostrove (1975) and Madon (2004).

Choose **one** of these studies and explain **one** strength and **one** weakness of the study.

The study I have chosen is:

Sigall and Ostrove (1975)

Madon (2004)

A strength of this study is that the first thing the participants did was rate how attractive Barbara Helms was. This is a strength as many people have different perceptions of attractiveness so it was good that the participants firstly acknowledge whether this version of Barbara Helms was attractive or unattractive.

A weakness of this study is that it does not relate to real life. Usually the juries only decide whether the defendant is guilty or not and it is the judge who decides makes the decision on the length of the sentence that the defendant receives.



ResultsPlus Examiner Comments

Both the strength and the weakness gained maximum available credit in this response. Notably the evaluations are clear and well expressed, an exercise that candidates should be encouraged to practise. Often evaluation points made could be valid, but they can be very poorly expressed, resulting in the point being missed.



ResultsPlus Examiner Tip

Candidates should be encouraged to produce a two mark answer for every evaluation point they communicate. This answer serves as a useful exemplar because the candidate has clearly flagged up the nature of the point by beginning the comment with an indication of what the intended point concerns (a strength/a weakness), and then follows this up with the point and a justification/explanation.

Question 12

Many candidates were able to offer one biological explanation of criminality, typically selecting the XYY chromosome abnormality of general genetics, although a few opted to describe a psychological theory or reworked material from topic C on explanations of aggression (only some of which, being explicitly linked to criminality, were regarded as creditworthy). Understanding that biological explanations offer restricted description, many candidates used research to exemplify the theory. This approach was credited as description if seen as the intention of the candidate. The essay was not considered to be a high level response if it purely described and evaluated a research study such as Thielgaard, without an attempt to offer at least one evaluation point for the biological explanation, rather than just the study.

One biological theory of ~~criminality~~ criminality is that it is caused by genes. It is believed to be passed on in families which have been investigated by family, twin and adoption studies. Christensen carried out a twin study where he looked at over 3000 pairs of twins. ~~and~~ He found that in identical twins if one was a criminal it was more likely that the ~~other~~ ^{other} twin was too than in non-identical twins. Mednick carried out an adoption study which showed that if the ~~biological~~ biological father of a child was a criminal then the child was likely to be one too. These studies both show patterns that support the theory that genes cause criminality however it cannot be certain as no ~~gene~~ ^{specific gene} has been found yet. Also if a gene was found it may be unethical to screen for it in future as if a child has the criminal gene they may be treated differently which isn't fair because it isn't their fault. It could also be used as an excuse. A criminal could blame it on their criminal gene. Thielgaard studied the XYY abnormality as a possible cause for criminality. The XYY males all

led to be more aggressive and have learning difficulties. However only 12 XYY males were studied which makes the results unreliable as the sample group is so small. Also very few murders and violent crimes were committed by XYY males.

~~While~~ Although some studies seem to support the biological theory the genes cause criminality it is difficult to test. Also it ignores the possibility that there are social causes ^{of} ~~for~~ criminality like the Social Learning Theory, upbringing and self-fulfilling prophecy.



ResultsPlus

Examiner Comments

This answer was awarded a high level 4 mark focusing the explanation on genetics from a wider perspective to include twin and adoption studies, and cleverly weaving in the possibility of genetic variation (XYY). The response offers more than one clear evaluation point, but not a range of comments deserving the top level. Apart from paragraphing, the grammar and spelling are good and specialist key terms are used to achieve good quality of written communication (QWC).



ResultsPlus

Examiner Tip

Candidates should be mindful of the essay question at all times as there was a tendency to veer from the point and drift into study evaluation, therefore losing sight of the requirement to evaluate the biological explanation. I would encourage candidates to reread the question after each written paragraph to ensure they are maintaining a clear and logical essay. They may also benefit from sketching a brief plan at the beginning of their essay to ensure that time is not wasted on irrelevant material.

*12 Describe and evaluate one biological explanation of criminality.

One biological theory is that some people have an xyy chromosome abnormality. This abnormality is found in many criminals and explains how many serial offenders had little/no remorse. A strength is that many criminals have this abnormality, showing a link between xyy and criminality. However a weakness of this theory is that multiple serial offenders don't have the abnormality and yet still feel the same way, suggesting it isn't the only factor in criminality. Also some people have this abnormality yet never show an affinity towards crime. (10)



ResultsPlus
Examiner Comments

The description of one biological explanation, in this case XYY chromosome abnormality, is very limited and the link to remorse unsubstantiated. There is, however, an attempt to evaluate the explanation and a successful point is finally reached at the end of the essay. This candidate clearly has some understanding of the relevant theory but fails to use evidence and demonstrates a lack of appropriate structure and specialist terminology.



It is reasonable to assume that 10-12 mark essays of this nature will be allowed two sides in which to write. With this in mind, candidates should be prepared to write one side of description and one side of evaluation to demonstrate the balance required for such an essay. This may serve as a useful guide to help candidates achieve the correct amount of content. It is unlikely that candidates will need any further space unless they have large handwriting.

^{→ gene → xyy}
*12 Describe and evaluate one biological explanation of criminality.

(10)

An explanation, which is biological, for criminality is the 'XYY' Chromosome abnormality. This is an abnormality where some people are thought to have an extra 'Y' Chromosome (men), which can ~~can~~ result in them being more aggressive, resulting in criminality. This is because the extra 'Y' Chromosome is another male Chromosome (as women are XX), which can produce more testosterone, resulting in increased aggression ~~due~~ to hormones (chemicals in the blood released by adrenal glands to activate certain organs and target cells.) It is passed on in genetics in family.

A strength of this theory is that experiments have been conducted which support that the 'XYY' Chromosome exists. For example: - "Teitgaard" did blood samples on many men (30,000) and found that 12 of which had the XYY Chromosome. Although it is rare, it is present in some people. This study also found that those who had this 'criminal gene' had lower IQ's (intelligence levels) than the normal men and were slightly more aggressive - which proves the Chromosome may well cause criminality.

Another strength of this study is that some people in prisons, who have been convicted of crimes, have been ~~been~~ analysed and have the extra 'Y' chromosome and they suit the characteristics of lower IQ's and wider, more defined facial features. (John Duffy - the Railway Rapist was said to have had the 'XYY' chromosome abnormality.)

A weakness of this study ~~is that~~ theory is that, although case studies and experiments have been conducted, there is only 'correlations'. There is no real, valid, reliable data that this abnormality exists.

Another weakness is that if convicted prisoners realised they had the 'criminal gene' they may use it to get a reduced sentence as it is "not their fault", it is merely "their genes" and they cannot help it.

Another weakness is that it would be unethical to test on people without permission, so it is hard to test for and measure.

Another weakness is that there is an alternative theory - the nurture side - "Social Learning Theory". There is evidence that this exists and there is more of it than for the biological side of the argument.

There are, also, many more strengths and weaknesses for this experiment.



ResultsPlus

Examiner Comments

This essay serves as a useful example of how a candidate has considered the nature of the essay content. By underlining specialist terminology and evaluation ideas, they have a visual representation of the overall composition of the essay. It is not to say that we should encourage students to underline their work as a matter of good practice, but it could be used as a useful classroom exemplar where organisation and structure have been considered to achieve, as in this case, a top level mark.

Paper Summary

Based on their performance on this paper, candidates should:

- Revise evaluation that is specific to the study or theory. Generic evaluation tends to show a basic methodological awareness, but rarely achieves full marks if the question demands specific evaluation.
- Bear in mind that comparison questions require a little more thought and selectivity than evaluation questions. Try to compare directly on one variable.
- Avoid using material from one topic to use in a different topic. It only serves to confuse and is often used unproductively.
- Practise visualising methodological scenarios in past papers. This can be done by representing a study pictorially or diagrammatically. Highlight important parts of the study and use this information to annotate your illustration.
- Although it is tempting to describe something before you launch into evaluation, try to avoid this. Perhaps describe it in your mind rather than committing pen to paper right away. This will save valuable time and answer space.
- Read the question instructions carefully. Use a highlighter to identify the question injunction and check off question parts if they are have multiple demands.

Grade Boundaries

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

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

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