

Examiners' Report  
June 2016

GCSE Psychology 5PS02 01

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## Introduction

Candidates found this paper accessible with only a few questions where it suggested they were struggling to reach the higher marks in the range. The majority of questions enabled candidates to be split evenly and therefore enabled the higher candidates to stretch their knowledge and understanding.

Responses to the extended response question were encouraging and forced candidates to show a greater balance to their answer as it was split for them. Candidates should be mindful that balance is critical to any extended essay-type questions and that those that focus on both aspects of the response evenly will gain the higher marks in the range offered.

Candidates should once again be reminded to give specific detail where possible for their responses. This is very important as it allows the candidate to demonstrate their knowledge and understanding of a psychological concept or study effectively. Generic, vague statements may sometimes gain credit but those with specific detail will always be rewarded more credit.

Questions on this examination frequently use stimulus material or scenarios appropriate to the section. Candidates should be mindful of this, particularly if they are cued to this in a question. They should contextualise their response so that it is applied appropriately to the stimulus or scenario provided. Candidates who do contextualise their responses, in general, will be able to be awarded greater credit than those who do not.

Typically this examination has several small questions, some of which require elaboration to enable full marks to be awarded. Where candidates are asked to provide 'one' of something for more than a single mark they need to elaborate appropriately to be able to access full marks. It would be far better, in general, to offer a single strength, when asked for 'one strength', then elaborate it fully, rather than give two or three strengths that are not elaborated.

## Question 1 (a)

Candidates were split very evenly on Q1a with the full range of marks being awarded. The best responses gave an accurate, relevant way for the sample to be generalisable and elaborated appropriately. Weaker responses either gave a brief way to ensure generalisability or offered an inappropriate suggestion. Candidates are reminded to fully elaborate when asked for 'one way' for two marks to be eligible for gaining full credit.

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**TOPIC C: Do TV and video games affect young people's behaviour?**

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

- 1 Crystal decided to conduct a content analysis to investigate how much aggression was depicted in comic books and magazines. She decided to analyse comic magazines for children aged 7–15 years, which contained superheroes and villains.



- (a) Explain **one** way that Crystal could have made sure that her sample of comic magazines was generalisable.

(2)

She could ~~g~~ use <sup>comics</sup> a wide range of magazines based upon this theme (comic books) in order to gather information ~~g~~ which included a <sup>vast</sup> range of aggression within the content analysis. This could be done by gathering comics from different authors / publishers.



**ResultsPlus**  
Examiner Comments

This response achieved the full 2 marks. The first for the idea of using a range of magazines and the second mark for suitable elaboration.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

**TOPIC C: Do TV and video games affect young people's behaviour?**

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

- 1 Crystal decided to conduct a content analysis to investigate how much aggression was depicted in comic books and magazines. She decided to analyse comic magazines for children aged 7–15 years, which contained superheroes and villains.



- (a) Explain **one** way that Crystal could have made sure that her sample of comic magazines was generalisable.

(2)  
She could get magazines which are also suited to girls as they all are ~~boys~~ magazines and comics that are aimed at boys. This way, she will also be able to conclude if boys magazines have more aggression than girls.



**ResultsPlus**  
Examiner Comments

This response achieved the full 2 marks. The first for the idea of using girls' and boys' magazines and the second for suitable elaboration.

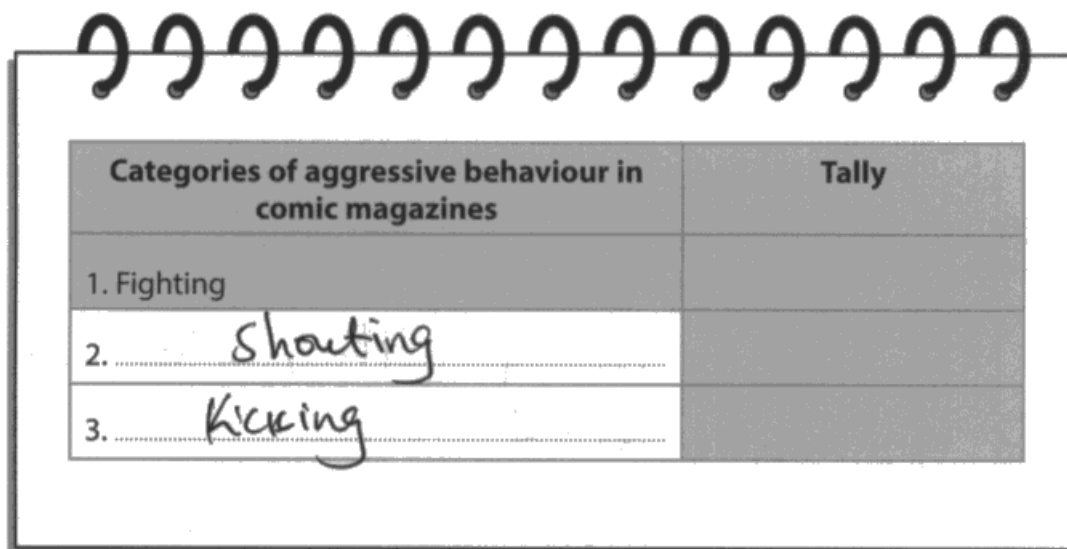
### Question 1 (b)

The majority of candidates for Q1b offered at least one relevant suggestion with the best responses offering two. A common response from candidates was 'swearing' or similar alternative which would not be appropriate in a comic magazine for the age group specified. Candidates need to read the scenario and context carefully and then offer appropriate suggestions based on the stimulus material provided. The most common responses included 'kicking', 'punching', 'shouting', with a wide variety of suitable alternatives being suggested.

(b) Crystal is recording her data in the coding sheet below. She wants three categories of aggressive behaviour. She identifies 'fighting' as the first category of aggressive behaviour.

Suggest **two** further categories of aggressive behaviour in the coding sheet below.

(2)



| Categories of aggressive behaviour in comic magazines | Tally |
|---|-------|
| 1. Fighting   |       |
| 2. Shouting   |       |
| 3. Kicking  |       |



**ResultsPlus**  
Examiner Comments

This response achieved the full 2 marks. One mark for shouting and one for kicking.

- (b) Crystal is recording her data in the coding sheet below. She wants three categories of aggressive behaviour. She identifies 'fighting' as the first category of aggressive behaviour.

Suggest **two** further categories of aggressive behaviour in the coding sheet below.

(2)

| Categories of aggressive behaviour in comic magazines | Tally |
|---|-------|
| 1. Fighting   |       |
| 2. Swearing   |       |
| 3. punching   |       |



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One mark for punching. Swearing is not something that would appear in a children's comic magazine so was not accepted.

### Question 1 (d)

Candidates were split across the mark range for Q1d with a varied quality of responses. The best responses gave either one fully elaborated way to improve the reliability or alternatively gave two brief suggestions for the two available marks. Weaker responses tended to offer inappropriate suggestions and sometimes gave muddled, inaccurate responses. Reliability is about consistency and candidates need to be reminded about the definition of this term to strengthen their understanding of its meaning.

(d) Suggest how Crystal might improve the reliability of her content analysis.

(2)

She could ~~good~~ ask others to analyse the same content and then compare results. This would give her a second opinion on her work which would be validated.



**ResultsPlus**

**Examiner Comments**

This response achieved 2 marks. The first mark was for the idea of asking others to perform the analysis and comparing. The second for elaboration in terms of validating the original analysis.



(d) Suggest how Crystal might improve the reliability of her content analysis.

(2)

Use objective things to measure for example, how many times a punch was thrown or how many swear words said so they can be measured accurately & <sup>are</sup> not open to interpretation. Would be measured the same by everyone.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. One mark for the idea of objectivity which was contextualised and the second mark for elaboration in terms of not being open to interpretation and how this would be measured accurately.

## Question 1 (f)

Candidate performance on Q1f was very evenly split. The better responses offered a suitable suggestion for measuring the DV whereas the weaker responses either gave an inappropriate suggestion or did not link their response to aggression. Those that gained credit varied a lot with observations, tallying, questionnaires all being common suggestions. The question here clearly indicated that it was aggressive behaviour being measured so candidates need to be mindful to read the question carefully to enable them to put their response into the appropriate context where necessary.

(f) Suggest how Crystal could measure the dependent variable (DV) of the children's aggressive behaviour after reading the material.

(1)

by recording the number of aggressive acts the children commit afterwards, for example shouting. Asking their parents to monitor them.

(Total for Question 1 = 9 marks)



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. The mark was awarded for recording the number of aggressive acts which was applied to aggression.

(f) Suggest how Crystal could measure the dependent variable (DV) of the children's aggressive behaviour after reading the material.

(1)

She could watch the participants in an isolated area and watch their characteristics change.

(Total for Question 1 = 9 marks)



**ResultsPlus**  
Examiner Comments

This response achieved 0 marks. The statement needed to be clearer and linked to aggression for credit.

## Question 2 (b)

For Q2b the majority of candidates gained credit for giving an accurate reason for deception in the study but did not elaborate appropriately. Therefore it was only the very best responses that achieved full marks for fully explaining the reason for deception in the context of the study. Candidates need to consider their response carefully and always elaborate in terms of the context. Generic or brief responses are unlikely to gain full credit for questions in this examination.

(b) Why was it necessary for Anderson and Dill to deceive their participants?

(2)

If the participants ~~feat~~ knew what it was really about they may have been tried to give the researchers the results they were looking for e.g. blaring the horns for a long time (response bias)



### ResultsPlus Examiner Comments

This response achieved 2 marks. One for social desirability (if I knew what it was about may have acted in line with expectations) and a second for appropriate elaboration in terms of the study.

(b) Why was it necessary for Anderson and Dill to deceive their participants?

(2)

If they told the participants that the study was about ~~aggression~~ aggression they may have acted differently because of social desirability



### ResultsPlus Examiner Comments

This response achieved 1 mark. One for the idea of social desirability accurately explained. To achieve the second mark elaboration was needed to say how they would act differently in Anderson and Dill's study.

## Question 2 (c)

Candidates tended to either offer a full response or an inaccurate response for Q2c. If they knew the way that the researchers measured the aggression they tended to generally gain both marks with just a minority gaining a single mark. The best responses mentioned both duration and volume of the blast of noise, although this was not necessary to gain full marks on this question.

- (c) Anderson and Dill's participants played 15 minutes of either a violent or a non-violent game, and were then asked to complete a reaction time test against an opponent.

Describe how Anderson and Dill measured aggression during the reaction time test.

(2)

they measured the volume duration  
and if the loud noise was  
played at all.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. Two marks for the volume/duration of the loud noise.

- (c) Anderson and Dill's participants played 15 minutes of either a violent or a non-violent game, and were then asked to complete a reaction time test against an opponent.

Describe how Anderson and Dill measured aggression during the reaction time test.

(2)

How the participant acted when they were  
blasting their opponents with sound and if they  
felt comfortable or uncomfortable



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One for blasting their opponent with sound, but needed something about either volume or length of blast for the second mark.

## Question 2 (d)

For Q2d candidates generally either gave findings or conclusions, with a minority giving both. The question clearly asked candidates for the conclusion(s) of the study so any findings were not creditworthy. The best responses gave two clear, concise conclusions whereas weaker responses only gave one very brief conclusion or just findings only. Candidates need to be reminded to read the question carefully and only give what is being asked for, rather than everything they can think of.

(d) Describe the conclusion(s) of Anderson and Dill's study.

(2)

Anderson and Dill concluded that playing more violent video games like Wolfenstein does make people more aggressive so it's good to have an age limit on video games. Also, that women gave harsher punishments. (Total for Question 2 = 7 marks)



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. One for the first conclusion about violent video games making people more aggression, and the second mark for women giving harsher punishments.

(d) Describe the conclusion(s) of Anderson and Dill's study.

(2)

They found the ~~peo~~ participants playing the non violent either pressed the button for a short time or not at all, while the participants playing the violent game pressed the button for much longer.

(Total for Question 2 = 7 marks)



**ResultsPlus**  
Examiner Comments

This response achieved 0 marks. The candidate has given findings rather than conclusion(s) so does not gain credit.



**ResultsPlus**  
Examiner Tip

Candidates are encouraged to read the question carefully and only give what is required. Here the question clearly asks for the conclusion(s) so any findings did not gain credit.

### Question 3 (a)

Candidate responses for Q3a went across the full range and as such the credit awarded did so too. Performance on this extended open response question was slightly higher than 10 mark responses in previous examinations possibly because it was split between the two theories/explanations for the boys' behaviour. This split did clearly show candidates that both sides of the debate were required and the best responses gave strong responses to both the biological and social learning explanations. As with all extended writing balance is critical to being awarded the higher levels. The best responses incorporated references to the boys' behaviour throughout both explanations and weaved in accurate, detailed knowledge of the biological and social learning theories. Weaker responses either gave an imbalanced response with only one side focused on, or gave brief/limited ideas for each 'expert'.

- 3 Matthew was given a detention for starting a fight at school. His brother, Jacob, was also known for causing fights and being aggressive.

The boys' parents were concerned about this aggressive behaviour and asked for advice from two experts. One expert believed that the boys' behaviour had a biological basis. The other expert believed that the boys' behaviour could be explained by Social Learning Theory.

\*(a) Using your knowledge of causes of aggression, describe how each expert might explain the boys' aggressive behaviour.

(10)

Expert 1 (Biological basis)

Aggression is usually passed down through the genes, through testosterone and ~~sinally abnormal~~ <sup>amygdalus</sup> ~~Preperence~~. Firstly the XYY gene may be passed down through the family and due to this both boys have higher levels of aggression, secondly both boys may have ~~sig~~ increased levels of testosterone and therefore ~~both~~ <sup>also</sup> have an increase in aggression. ~~Thirdly through preperence~~ ~~where there are~~ ~~more~~ ~~aggression~~ ~~may be~~ ~~Thirdly~~ they may have abnormal amygdalus as due to the Charles Whitman case where he killed ~~multiple~~ multiple people including his family because of a tumor pressing against his amygdala.

## Expert 2 (Social Learning Theory)

Aggression may be common through modelling, vicarious reinforcement and issues with friends and family or also being introduced to it at a young age. Firstly modelling plays a very big part in aggression as children would easily pick up aggression from the people around them and how they act and even the TV just by copying what they see and therefore get used to doing it over time. They could also learn to do it through vicarious reinforcement see people react from aggression. They are aggressive because of the way they are brought up.



**ResultsPlus**

**Examiner Comments**

This response achieved Level 3.

The first part regarding the biological basis has a range of different biological reasons why the boys may have been aggressive with genes, testosterone, and the amygdala. The second part regarding the social learning theory has no reference to the boys and is fairly basic as an explanation of aggressive behaviour. This part of the essay limited this to a Level 3 response, and needed greater application to the boys' and depth for a higher level overall.



**ResultsPlus**

**Examiner Tip**

This essay shows the importance of balance as one side of the essay limits the mark the whole response can achieve. Candidates are strongly encouraged to balance their extended writing regarding what they have been asked to do in the question.



- 3 Matthew was given a detention for starting a fight at school. His brother, Jacob, was also known for causing fights and being aggressive.

The boys' parents were concerned about this aggressive behaviour and asked for advice from two experts. One expert believed that the boys' behaviour had a biological basis. The other expert believed that the boys' behaviour could be explained by Social Learning Theory.

\*(a) Using your knowledge of causes of aggression, describe how each expert might explain the boys' aggressive behaviour.

(10)

Expert 1 (Biological basis)

Testosterone can be incredibly high in some boys/men, therefore causing heightened levels of aggression. As the boy is likely going through puberty, testosterone levels are rising, making anger hard to manage. Another possible explanation is the XYY chromosome, a gene related to aggression and criminality. This gene can cause slow learning, which further ties in with aggressive behaviour. He may also have an issue with his limbic system, which is responsible for survival emotional responses.

## Expert 2 (Social Learning Theory)

As Matthews brother is also known for aggression, this could explain his behaviour. Jacob is most likely one of his rolemodels, meaning that he immitates alot of the behaviour he witnesses. He may also be immitating his brothers behaviours due to vicarious reinforcement. If he has witnessed his brother get away with bad behaviour, he is likely to carry it out as he believes he won't get punished. The modeling of his Brother may lead to similar behaviour trates.



### ResultsPlus Examiner Comments

This response achieved Level 4.

As with the previous response the first part (biological basis) has a range of biological reasons for the boys' aggressive behaviour and is applied to them. The second part (SLT) is better this time as there is clear application to the boys in the scenario and uses the theory appropriately. Both of the parts of the essay were considered good, with the biological slightly stronger, but overall was awarded Level 4. Greater depth in both parts of the essay and better quality of written communication and this could have achieved Level 5.



### ResultsPlus Examiner Tip

This essay has greater balance than the first as both parts have been given almost equal attention.

### Question 3 (b)

It was surprising that the majority of candidates only suggested one suitable qualification for Q3b. The best responses gave two clear qualifications required to be an Educational Psychologist whereas the weaker responses tended to focus on experience or insufficient qualifications (e.g. A levels or GCSEs). Whilst it may be advantageous to have experience of an educational setting or school this is not a required qualification and candidates should be reminded of this. The most common qualifications credited were a degree in psychology, doctorate in educational psychology, chartered status.

- (b) Educational psychologists are often brought in to help children with anger management problems.

State **two** qualifications that are required to be an educational psychologist.

(2)

A psychology degree recognised by the British Psychological Society and experience of teaching at a school.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One mark for the psychology degree, but experience of teaching at a school is not a required qualification to be an educational psychologist.

- (b) Educational psychologists are often brought in to help children with anger management problems.

State **two** qualifications that are required to be an educational psychologist.

(2)

They need a degree in psychology and previous work experience in with children in an education system



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One mark for a degree in psychology. Work experience with children in an education system is not required so does not gain credit.

### Question 3 (c)

Candidate performance on Q3c was varied with the best responses giving a very good suggestion for the Educational Psychologist to help the child. Some candidates gave two or three strategies or techniques so the best was credited, but it would have been better for the candidate to focus on **one**, as the question requested, to ensure they were awarded full credit. Candidates came up with a variety of suggested strategies or techniques with the most common being treatment (e.g. CBT), assessment, and advice/support. Weaker responses tended to give inappropriate suggestions or wrote very brief, inaccurate statements.

(c) Describe **one** strategy or technique that an educational psychologist might use to help a child with anger management problems.

(2)

An educational psychologist could use CBT which is Cognitive behavioural therapy. This is where you help the child with anger management problems to see what behavior is right and wrong and help them understand how to act in certain situations. It would help the child release aggressive behaviour and come to terms with their feelings. An education psychologist would have many sessions with the child over a long period of time to gradually help with the child's behaviour.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks, and could have achieved more. The first mark is for the idea of identifying what is right or wrong in context. The second mark for elaboration in terms of helping them understand how to act in certain situations (again in context). The final part could have also gained credit regarding the sessions to gradually help with their behaviour which is appropriate for CBT.

(c) Describe **one** strategy or technique that an educational psychologist might use to help a child with anger management problems.

(2)

An educational psychologist may help a child with anger management through replacing negative thoughts with positive ones to make <sup>me child</sup> the child less angry. ~~he~~ could watch ~~a child~~ another child be rewarded for not being angry in a situation (vicarious reinforcement).



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One mark for the idea of replacing negative with positive thoughts. For the second mark the response needed more elaboration in terms of something such as role play or coping strategies.

## Question 4 (a)

The vast majority of candidates were able to suggest a relevant, suitable open ended question for Q4a. The best responses gave a clear, accurate suggestion which was contextualised to flying. Weaker responses gave a closed ended question or did not contextualise their response appropriately (e.g. to snakes rather than flying).

### TOPIC D: Why do we have phobias?

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

4 Questionnaires are used to gather information about people's phobias.

(a) Write **one** open-ended question to investigate a phobia of flying.

Why are you scared of flying? <sup>(1)</sup>



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One mark for an appropriate open-ended question and this is also applied to flying as required.

### TOPIC D: Why do we have phobias?

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

4 Questionnaires are used to gather information about people's phobias.

(a) Write **one** open-ended question to investigate a phobia of flying.

(1)

DO YOU LIKE FLYING?



**ResultsPlus**  
Examiner Comments

This response achieved 0 marks. This is a closed question so does not meet the requirements of the question.



**ResultsPlus**  
Examiner Tip

Candidates need to be mindful of the difference between an open and closed question. Just because there are no predetermined responses to choose from, a question can still be closed - such as this one.

## Question 4 (b)

As with Q4a, the vast majority of candidates were able to suggest a suitable ranked scale question for Q4b. The best responses either gave multiple responses which could be ranked or gave a likert type scale and were contextualised in terms of a phobia of heights. Weaker responses either gave a closed question which was not ranked style or did not contextualise the response appropriately (e.g. to snakes/spiders).

(b) Write **one** ranked style question to investigate a phobia of heights.

(1)

on a scale of 1-10, 1 being the ~~to~~ most feared,  
now would you rate your fear of snakes?



**ResultsPlus**  
Examiner Comments

This response achieved 0 marks. Whilst the question is a ranked style question, it is not an appropriate question to investigate a phobia of heights.

(b) Write **one** ranked style question to investigate a phobia of heights.

(1)

Put these situations in order of most to least fearful:  
\* looking at an image of a tall building \* standing  
on the roof of a building \* look out the window of a tall  
building



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. It is a ranked style question which also is appropriately applied to a phobia of heights.

## Question 4 (c)

For Q4c the majority of candidates were able to give an accurate disadvantage of a questionnaire. However, it was only the best responses that fully elaborated this disadvantage in terms of investigating phobias. The weakest responses tended to give a brief, inaccurate disadvantage. Candidates are reminded to always contextualise their response if there is one present in the question, as there was here.

(c) Explain **one** disadvantage of using questionnaires to investigate phobias.

(2)

they may give social bias results, this means that is not the actual truth, they did that answer to fit in with their friends.



### ResultsPlus Examiner Comments

This response achieved 1 mark. One mark for the idea of social desirability/bias. To gain the second mark the response would have needed appropriate elaboration in terms of investigating phobias.



### ResultsPlus Examiner Tip

Candidates are encouraged to read the question carefully and apply their ideas to any scenario explicitly referenced in the question. Here it is 'to investigate phobias' and thus the candidate is required to contextualise their response in terms of this scenario/stimulus to access the full 2 marks available.

(c) Explain **one** disadvantage of using questionnaires to investigate phobias.

(2)

One disadvantages of ~~the~~<sup>questionnaires</sup> is that people may lie on about what they put on their sheet. This then makes your results less reliable, as people may not be telling the truth on how they feel about questionnaires, as ~~they~~ for example on male, wouldn't want people knowing he is scared of mice.

(Total for Question 4 = 4 marks)



### ResultsPlus Examiner Comments

This response achieved 2 marks. The first mark is for stating that people may lie on a questionnaire. The second mark is for appropriate elaboration which is linked to investigating phobias.



## Question 5 (a)

Candidates performance on Q5a was across the range of marks, with only the very best responses achieving full marks. The best responses gave two or three clear practical reasons for using animals in laboratory experiments. Each reason could be awarded up to two marks so well explained, accurate ideas achieved two marks each. The most common responses included the similarities between humans and animals, animals being less complex, and cost issues. Weaker responses tended to give inaccurate, brief statements about animals or gave ethical issues, which were not creditable here.

### 5 Animals are used in laboratory experiments.

(a) Explain **two or more** reasons why it is practical to use animals in laboratory experiments. **Do not** use ethical reasons in your answer.

(3)

because animals are very similar to humans  
allowing them to have some of our traits there-  
fore we know that the experiment will be  
reliable. Also it is easier to use animals such as  
rats as they do not need consent.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One for the idea of being similar to humans. The elaboration here needs to be accurate to gain a second mark for this initial reason. The second reason is not an appropriate practical reason so gains no further credit.

5 Animals are used in laboratory experiments.

(a) Explain **two or more** reasons why it is practical to use animals in laboratory experiments. **Do not** use ethical reasons in your answer.

(3)

Animals are very similar to humans,  
they can be used to test drugs and the  
researchers would ~~be careful~~ <sup>know that</sup> similar side effects  
may apply to humans. It is highly ~~unwise~~ <sup>unwise</sup> to  
use humans in ~~some~~ <sup>some</sup> certain experiments, so animals  
are the ~~next~~ <sup>next</sup> best thing.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. One mark for the idea of being similar to humans and the second is an elaboration mark regarding the similar side effects which is accurately and appropriately explained. A second reason was needed to achieve any further credit as requested in the question.



**ResultsPlus**  
Examiner Tip

Where candidates are asked for 'two or more reasons' they are encouraged to give 'at least two reasons' if possible as each reason could be worth a single mark or could be elaborated. To access all available marks candidates must follow the instructions in the question(s) carefully.

## Question 5 (b)

Candidates struggled with Q5b, with only the best responses gaining full marks. A large proportion of candidates gained credit for either the social isolation or the choice of species, but there was a large proportion who did not gain credit here. The best responses highlighted that a social animal may become distressed when kept alone and then also outlined that the researcher must be justified when using endangered species as they are close to extinction. It was a very common error for candidates to give an incorrect, categorical statement regarding the use of endangered species. Choice of species is affected by the researcher, who can use their professional judgement and knowledge of a species to judge the level of discomfort and suffering, and thus choose a species that may experience less distress or at the very least they are required to minimise pain and suffering. Candidates found it very difficult to express this latter point and unfortunately gave inaccurate, categorical statements once again which led to little or no credit.

(b) Below are **two** important considerations when using animals in laboratory experiments. Explain why each of these considerations raises **ethical issues**.

(2)

Social isolation

ITS NOT FAIR TO KEEP THEM ALL  
LOCKED UP WITH NO ROOM TO  
MOVE.

Choice of species

ITS NOT FAIR TO KEEP  
DIFFERENT SPECIES LOCKED  
AWAY TOGETHER.



**ResultsPlus**  
Examiner Comments

This response achieved 0 marks. The suggestions for both social isolation and choice of species are not accurate or appropriate.

(b) Below are **two** important considerations when using animals in laboratory experiments. Explain why each of these considerations raises **ethical issues**.

(2)

Social isolation

if a social creature is used, i.e. wolves, being isolated from their group would put them under distress

Choice of species

they cannot be endangered, as if it dies, due to the test, it would not be good, and would impact nature terribly.



**ResultsPlus**  
Examiner Comments

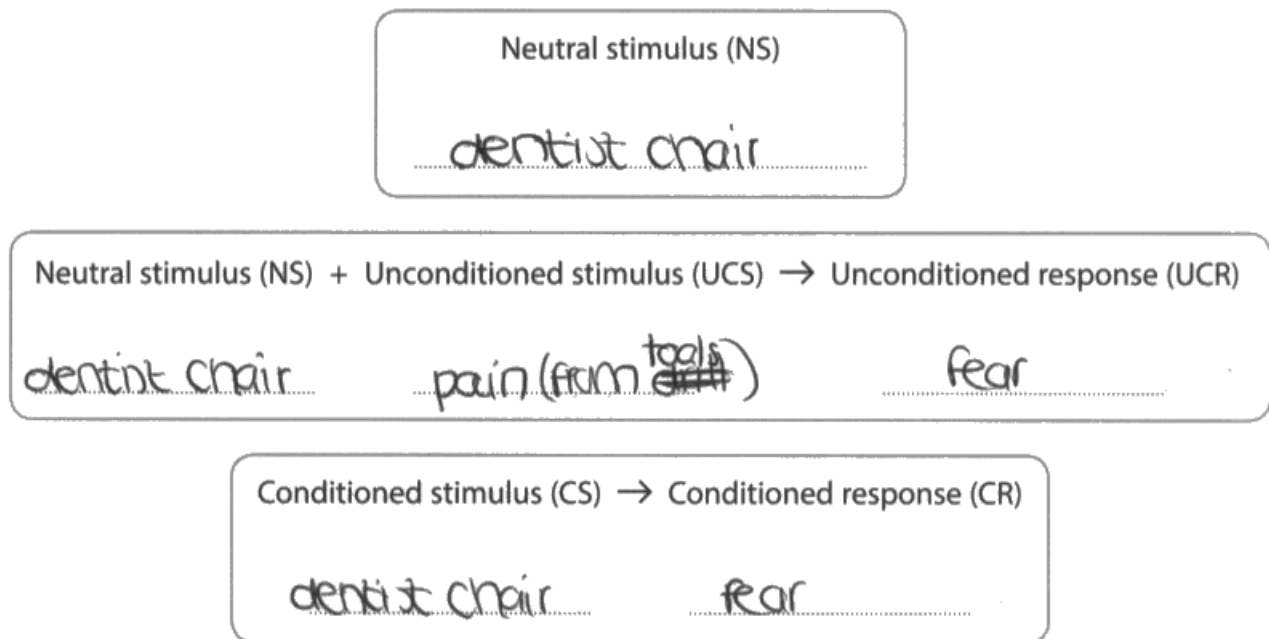
This response achieved 1 mark. It gained one mark for the social isolation explanation which was appropriate and accurate. However, endangered species can be used in animal experiments so it gains no further credit. This was a common mistake by candidates and it should be reinforced to them that endangered species can be used if it benefits their survival/can be appropriately justified by the researcher so candidates need to be less categorical with their statements here.

## Question 7

Candidates performed well on Q7 with the majority of candidates offering most if not all appropriate suggestions for the parts of the diagram. The best responses kept things simple with dentist as the NS/CS, pain as the UCS, and fear as the UCR/CR. Where candidates deviated some had some very good alternative suggestions, although others were not appropriate. The weaker responses tended to use different suggestions for the NS/CS and the UCR/CR when they should be the same.

7 Below is a diagram of the classical conditioning process.

Complete this diagram to show how we might learn a phobia of going to the dentist.

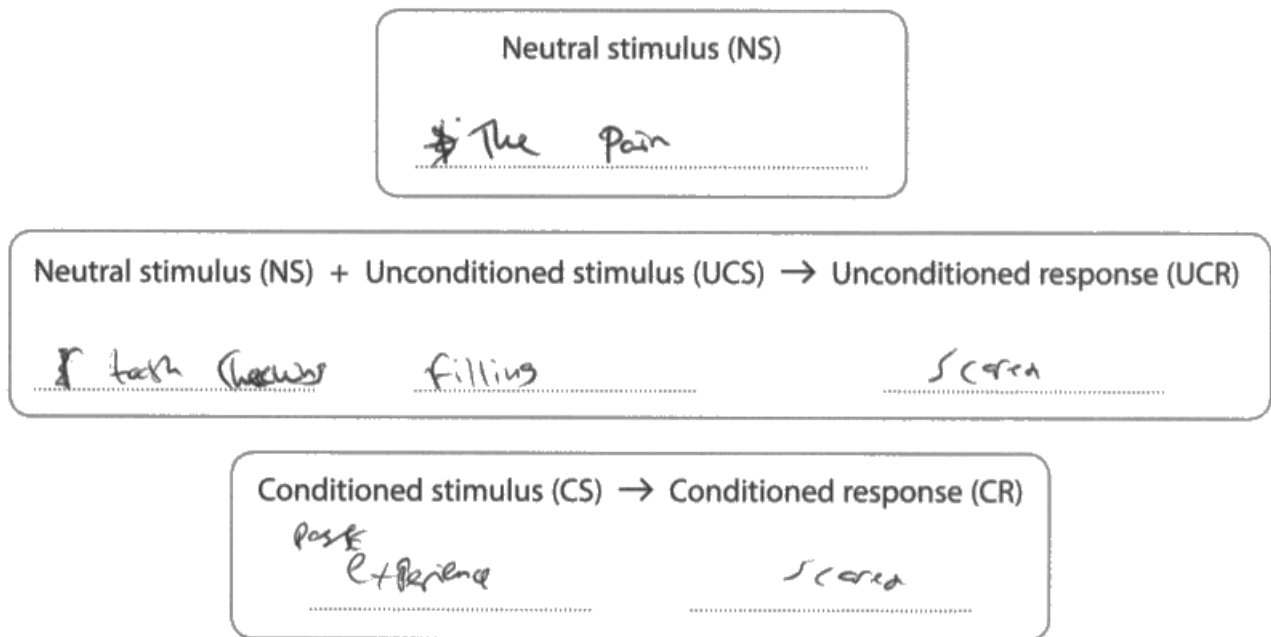


**ResultsPlus**  
Examiner Comments

This response achieved 4 marks. One for the NS, one for the UCS, one for the CS, one for the UCR/CR all accurately expressed.

7 Below is a diagram of the classical conditioning process.

Complete this diagram to show how we might learn a phobia of going to the dentist.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One for scared as the UCR/CR. The NS or UCS are not creditable so no further marks were awarded.



**ResultsPlus**  
Examiner Tip

With classical conditioning the NS and CS are the same (the NS becomes the CS) and the UCR and CR are the same. Candidates can use this rule to improve their understanding of the theory and for future assessment.

## Question 8 (a)

Candidates performed well on Q8a with the majority offering two relevant, appropriate suggestions for the hierarchy of fears. The key thing that weaker responses did not take into account was that the two suggestions they had to make must be more extreme than imagining a toothache, at the bottom of the hierarchy, and less extreme than sitting in the dentist's chair, at the top. Therefore candidates who suggested things such as 'having a tooth out', 'having the dentist's tools inside mouth' did not gain credit as this was more extreme than sitting in the dentist's chair. The best responses suggested two relevant, appropriate scenarios, with the most common being 'having a toothache', 'going to the dentist surgery', 'booking an appointment at the dentist', 'sitting in the dentist waiting room'. There was a vast array of different, equally acceptable suggestions which gained credit here.

- 8 Portia was scared of going to the dentist. The phobia had become so distressing that Portia's parents decided to take her to a therapist who used systematic desensitisation. As part of the treatment, the therapist asked Portia to write a hierarchy of fears that could be used in the course of her treatment.

- (a) Suggest **two** more steps in the hierarchy of fears below that could be used to treat Portia.

Write your answers in the box below.

(2)

### Hierarchy of fears

|                                     |
|-------------------------------------|
| 1. Sitting in the dentist's chair   |
| 2. Listening to the dentist's drill |
| 3. having the drill in her mouth    |
| 4. Imagining having a toothache     |



**ResultsPlus**

**Examiner Comments**

This response achieved 1 mark. One mark for listening to the dentist's drill. However, having the drill in her mouth is more extreme than sitting in the dentist's chair so was not creditable. Suggestions here needed to be more extreme than imagining having a toothache and less than sitting in the chair to fit in with the hierarchy of fears as appropriate.

8 Portia was scared of going to the dentist. The phobia had become so distressing that Portia's parents decided to take her to a therapist who used systematic desensitisation. As part of the treatment, the therapist asked Portia to write a hierarchy of fears that could be used in the course of her treatment.

(a) Suggest **two** more steps in the hierarchy of fears below that could be used to treat Portia.

Write your answers in the box below.

(2)

### Hierarchy of fears

|   |
|---|
| 1. Sitting in the dentist's chair               |
| 2. <i>Sitting in the dentist's waiting room</i> |
| 3. <i>Having a toothache</i>                    |
| 4. Imagining having a toothache                 |



### ResultsPlus Examiner Comments

This response achieved 2 marks. One for having a toothache and one for sitting in the dentist's waiting room. These are appropriate and relevant suggestions and therefore the candidate gained full marks.



### Question 8 (b)

Candidates had a varied performance on Q8b with only the best responses achieving full marks. The best responses went through a process, briefly outlining how the therapist could have helped Portia in three stages. They began with it being a gradual exposure from bottom to top, moved on to teaching relaxation techniques, with a suitable example, then stated that Portia must be comfortable and ready to continue at each stage. Weaker responses became extended with the actual fears at each stage and sometimes spent a large amount of their time explaining the fears in the hierarchy from the previous question, rather than actually answering this question in a focussed, direct manner.

(b) Explain how Portia's therapist might use this hierarchy to help her overcome her phobia.

(3)

The therapist will start from the bottom of the hierarchy and eventually get to the top. ~~He will~~ intervene after every stage when Portia is ready she moves onto the next stage. Portia is also taught relaxation techniques.



#### ResultsPlus Examiner Comments

This response achieved 2 marks. One mark for start from bottom to top of hierarchy and then a second mark for only moving on to next stage when Portia is ready. Note that there needs to be more for relaxation techniques in terms of being paired with hierarchy or elaborated in terms of counting to ten, for example.

(b) Explain how Portia's therapist might use this hierarchy to help her overcome her phobia.

(3)

Portia will first be introduced to the lowest thing on the hierarchy of fears (imagining a toothache). Once she is comfortable with this she will move onto the second from bottom on the hierarchy until she becomes comfortable with this as well. Gradually, Portia will be introduced to the things going up the hierarchy until eventually she reaches the dentist's chair, and she will become comfortable with this once she is introduced to it. This will desensitise her of her fear of visiting the dentist.



**ResultsPlus**  
Examiner Comments

This response achieved 3 marks. One mark for going from the bottom to the top of the hierarchy, one for gradually being introduced to things going up the hierarchy, and the final mark for being comfortable with moving up the hierarchy and eventually will desensitise fear of dentist. This is a good example of how a candidate could suggest the hierarchy was used with Portia.

## Question 8 (c)

Q8c separated candidates effectively with the best responses scoring the higher marks and the weakest scoring the lower marks. The best responses directly compared the two methods/techniques with 3-4 explicit reasons why systematic desensitisation would have been better for Portia. Weaker responses tended to simply describe both methods with no focus on the question or any form of comparison between the two methods/techniques. The most common idea was about systematic desensitisation being more ethical, with right to withdraw very common too. Candidates are urged to read the question carefully and consider their response carefully before launching into AO1 description - this was an AO2 question and as such candidates needed to present a different type of information to gain credit.

- (c) Portia's parents chose systematic desensitisation rather than flooding therapy to treat Portia's phobia.

Explain why systematic desensitisation was a better treatment for Portia than flooding therapy.

(4)

Systematic desensitisation is a slower paced treatment that allows the patient to move on when ready. Flooding however is quick and extreme. It also uses a hierarchy of fear to allow stages of progress whereas flooding is exposure to the phobia. With systematic desensitisation, you can withdraw if you're too overwhelmed whereas flooding doesn't offer that option. Psychologically, it is safer as it doesn't cause distress as much as flooding does. It withholds more ethical guidelines as well.



### ResultsPlus Examiner Comments

This response achieved 3 marks. One mark for a comparison with slower versus quick and extreme. A second mark was awarded for the differences in right to withdraw, and a third mark for a basic ethical difference between the procedures at the end.



### ResultsPlus Examiner Tip

Notice that this response directly compares the procedures and so is able to access a majority of marks. Questions such as this require some comparison between the two topics of interest, and where comparisons are needed these should be explicit and direct.

(c) Portia's parents chose systematic desensitisation rather than flooding therapy to treat Portia's phobia.

Explain why systematic desensitisation was a better treatment for Portia than flooding therapy.

(4)

Systematic desensitisation gives Portia the option of withdrawing and leaving when she wants to. However, flooding forces Portia to face her fears with no other option other than to stay until the session is over. Therefore systematic desensitisation is less stressful and psychologically damaging than flooding.



**ResultsPlus**

**Examiner Comments**

This response achieved 2 marks. One mark for the idea of being able to withdraw from systematic desensitisation directly compared to flooding. A second mark was awarded for the last sentence which was considered a basic ethical comparison between the procedures.

## Question 9 (a)

Candidates performed well on Q9a with the majority describing at least one feature of the questionnaire used in the named study. The best responses gave a number of features which tended to include the likert scale, number of animals, question topics and as such could have gained more than the two marks on offer. The weaker responses either gave a single detail of the questionnaire or could not remember so guessed incorrectly.

- 9 Bennett-Levy and Marteau (1984) conducted an investigation into how certain animals are perceived. They gave one questionnaire to one group of participants and a different questionnaire to another group of participants.

(a) Describe **one** of the questionnaires used in this study.

(2)

I + was a ranked-scale questionnaire about people's feelings towards certain animals.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One mark for ranked scale questionnaire about feelings towards animals.

- 9 Bennett-Levy and Marteau (1984) conducted an investigation into how certain animals are perceived. They gave one questionnaire to one group of participants and a different questionnaire to another group of participants.

(a) Describe **one** of the questionnaires used in this study.

(2)

One of the questionnaires used in this study was to investigate how participants viewed 29 animals. They measured how ugly, slimy, speedy and fast moving animals were seen as by participants by using likert-style questions.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. One mark for 29 animals, and a second mark for ugly, slimy, speedy, fast. This could have got 3rd mark for likert-scale used, but had already received maximum credit.

### Question 9 (b)

For Q9b there were a vast array of possible correct answers and as such candidates performed very well, with the majority being able to recall at least one result from the study. The best responses gave at least two relevant, accurate findings from the study with the weaker responses only giving one or as with Q9a guessing incorrectly.

(b) Describe **two** findings of this study.

(2)

Animals which are speedy, sudden and slimy are more likely to be feared because we are ~~more~~ biologically prepared to be afraid of them



**ResultsPlus**

**Examiner Comments**

This response achieved 1 mark. One mark was given for animals which are speedy, sudden, slimy and more feared. Note that the point about biological preparedness needed more to gain credit. For example, they concluded that we have evolved a way of judging animals that are perceived to be dangerous, that is we are prepared to fear certain animals.

(b) Describe **two** findings of this study.

(2)

They found that the most feared animals are the ones that are least like us and although both men and women were equally scared, the men were more likely to approach the feared animal.



**ResultsPlus**

**Examiner Comments**

This response achieved 2 marks. One mark for most feared least like us, and a second mark for the subsequent finding for men more likely to approach the feared animal.

### Question 9 (c)

Candidates struggled with Q9c and it was only the very best responses that were able to achieve full marks. The majority struggled to explain why the researchers used two different groups of participants correctly with a variety of inaccurate suggestions. The best responses contextualised their response within the confounds of the study in the question and used precise, technical language to explain accurately why they had used different participants for each questionnaire. Candidates sometimes did give a generic explanation of why and therefore gained some credit, but the contextualisation of their ideas was required for full marks.

(c) Bennett-Levy and Marteau used two different groups of participants. Each group saw only one of the questionnaires.

Explain why the researchers chose to use two different groups of participants.

(2)

-It meant it was harder for them to guess why  
it was reducing desirability bias. ~~and also it means~~  
~~reducing~~



**ResultsPlus**

**Examiner Comments**

This response achieved 1 mark. One for reducing social desirability bias explained. To gain the second mark some elaboration in terms of the study in the question would have been required.

- (c) Bennett-Levy and Marteau used two different groups of participants. Each group saw only one of the questionnaires.

Explain why the researchers chose to use two different groups of participants.

(2)

so they did not know what was on the other questionnaire and could not guess the aim which avoided social desirability bias & demand characteristics.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. Two marks for an appropriate, elaborated reason which is applied to the study (the other questionnaire).

### Question 9 (d)

Candidates did fairly well on the whole on Q9d with a varied performance. The best responses compared the questionnaire and laboratory experiments methods directly in terms of an ethical reason why the questionnaire might be better to investigate phobias. As with Q9c, the best responses were contextualised in terms of the question - here regarding the investigation of phobias. Weaker responses offered a generic, yet accurate suggestion so did gain some credit, but the weakest either gave an inaccurate suggestion or did not compare the methods in any way.

- (d) Explain **one** ethical reason why a questionnaire is more suitable than a laboratory experiment to test phobias.

(2)

Participants could have psychological harm by being in a laboratory experiment than a questionnaire.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One mark was for greater psychological harm in a laboratory experiment versus a questionnaire. To gain the second mark the response needed some elaboration which would have been applied to phobias.



(d) Explain **one** ethical reason why a questionnaire is more suitable than a laboratory experiment to test phobias.

(2)

In a lab, the participants may be confronted with the animals which may cause distress. Whereas the questionnaire was less stressful as participants weren't confronted with anything which may have caused fear.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. Two marks were awarded for an elaborated comparison with confrontation and distress, which is also applied to phobias effectively.

## Question 10 (a) (b) (c)

Q10abc separated candidates effectively with the full mark range being awarded to candidates who were spread across the mark bands covering 9 marks for the whole question. Candidates tended to perform very well on part (a) but very poorly on part (c) so over the whole question candidate performance was spread.

Part (a) had a variety of brief accurate responses and the majority of candidates offered at least two relevant, accurate suggestions.

Part (b) required candidates to describe how one of their chosen social factors could lead to criminality. The best responses built their response effectively, giving three accurate, appropriate ideas which were part of a step by step process. Common social factors included family size, income/socio-economic status, divorce, maternal deprivation, and self-fulfilling prophecy.

Part (c) required some evaluation of the chosen social factor. Responses were generally descriptive and where there was evaluative material it was very generic and lacking the required specific detail for credit. Candidates are reminded that evaluation focuses on strengths/weaknesses of an idea and that if they are using research evidence findings and how it supports the idea needs to be explained. Alternative reasons for criminality were creditworthy but must be suggested by the candidate - it is not adequate to say there are other possible reasons without actually suggesting any suitable, relevant examples to support this claim.

### TOPIC E: Are criminals born or made?

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

10 Psychologists have identified a number of social factors related to the family that have been associated with criminality.

(a) State **three** of these factors.

(3)

1. ~~Inclusion~~ Divorce
2. ~~Love without~~ Family size
3. ~~Love without~~ maternal deprivation

(b) Arthur had been arrested several times for violent behaviour and stealing.

Using **one** of the social factors related to the family that you identified in (a), explain the cause of Arthur's criminal behaviour.

(3)

Arthur may have a large family size of six or seven, which means he may receive less attention from his parents, which results Arthur to doing crime to get his parents attention.

Also a large family size ~~may~~ may mean low income, which means he may not have received educational support, causing him to result to crime.

(c) Evaluate the social explanation of criminality you have used in (b).

(3)

The study by Farrington supports this social explanation of criminality.

However, there are other ~~the~~ social explanations of criminality.

Also some people may have a genetic disorder, which can make them result to crime.



**ResultsPlus**  
Examiner Comments

This response achieved 3 marks for part (a). One was given for each relevant social factor. This response achieved 3 marks for part (b). One mark for large family size (6 or 7) leads to lack of attention, a second for Arthur turning to crime to get parents attention, and a final mark for low income so resorts to crime. This response achieved 1 mark for part (c). None was given for Farrington as this needs to be more specific. One mark was given for the other factor - genetic disorder could make them resort to crime. No other rewardable credit.

## TOPIC E: Are criminals born or made?

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

10 Psychologists have identified a number of social factors related to the family that have been associated with criminality.

(a) State **three** of these factors.

(3)

1. Maternal deprivation

2. Child rearing strategies

3. Family size

(b) Arthur had been arrested several times for violent behaviour and stealing.

Using **one** of the social factors related to the family that you identified in (a), explain the cause of Arthur's criminal behaviour.

(3)

Arthur's criminal behaviour may be caused by child rearing strategies. The ~~ex~~ strategy most linked to crime is power assertion where a parent uses excessive force against their child. As this may have happened to Arthur he may find it acceptable to use excessive force on others.

(c) Evaluate the social explanation of criminality you have used in (b).

(3)

One weakness of this explanation is that parents can't solely be blamed for their child's criminal behaviour as there are many contributing factors.

However, a strength is it's a strong explanation as children will learn it's okay to use force against another.



This response achieved 3 marks for part (a). One for each relevant social factor stated. This response achieved 2 marks for part (b). One for the parent using excessive force, and a second mark for Arthur finding it acceptable to use excessive force.

This response achieved 0 marks for part (c). The first point needs to suggest a relevant alternative contributory factor and the second point is not evaluative or creditworthy.

### Question 11 (a)

Candidates overall did very well on Q11a with the vast majority correctly identifying the IV for the study. Those who were able to identify the IV correctly almost always gained full marks as they expressed the two levels of the IV as required. At GCSE, for this specification at present, it is acceptable not to elaborate on the control condition. 'Or not' was credited here when following 'the IV was whether offender profiling was used or not', whereas candidates will have to fully operationalise this condition if they were to progress to A level. The weaker responses either did not give the control condition, no offender profiling, or they gave the DV in general, cases solved.

- 11** A group of psychologists wanted to study whether offender profiling was effective. They looked at 10 criminal cases that used profiling and compared them to 10 criminal cases that did not use profiling. They measured whether profiling was effective by comparing the number of cases solved.

(a) Describe the independent variable (IV) in this study.

(2)

The independent variable is ~~whether~~  
whether the case was solved by  
~~gender~~ offender profiling



#### ResultsPlus Examiner Comments

This response achieved 0 marks. The candidate has suggested that the case being solved was the IV which was actually the DV, so no credit can be awarded.

11 A group of psychologists wanted to study whether offender profiling was effective. They looked at 10 criminal cases that used profiling and compared them to 10 criminal cases that did not use profiling. They measured whether profiling was effective by comparing the number of cases solved.

(a) Describe the independent variable (IV) in this study.

(2)

Comparing cases that used profiles and those who didn't use profiling



### ResultsPlus Examiner Comments

This response achieved 2 marks. Two marks for a fully operationalised IV with both levels.



### ResultsPlus Examiner Tip

When asked to describe an IV in a study make sure that candidates are able to express the levels of the IV - usually at GCSE there are just two levels (an experimental and control group), so attempt to fully describe rather than giving a brief response.

## Question 11 (b)

Candidates struggled with Q11b to be able to suggest a relevant control for the study in the stimulus material. The majority did not cite an appropriate control whereas the best answers suggested a relevant, suitable control and then elaborated appropriately to explain why it was important to control it. The most common appropriate suggestion was the type of crime being studied and then the explanation was generally, if present, regarding some crimes being more suitable for profiling than others with an example. It was common for the weaker responses to give very generic suggestions and/or suggestions which were not relevant to the study in the question, for example, an increase in the sample size.

(b) Suggest **one** factor that should have been controlled in this study and explain why it would have been important to control it.

(2)

The type of case e.g. murder, theft. Because it may heavily depend on the type of case, so in order to make it a fair test this control is needed.



### ResultsPlus Examiner Comments

This response achieved 1 mark. One for the type of case being controlled. To gain the second mark appropriate elaboration in terms of the success level of offender profiling was needed, which could be dependent on the crime.

(b) Suggest **one** factor that should have been controlled in this study and explain why it would have been important to control it.

(2)

Whether the crimes were similar or not. This is because the ~~offender~~ offender profiling could be successful in certain cases but not others.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. One mark for the type of crime being similar. A second mark for elaboration in terms of offender profiling could be more successful with certain cases.

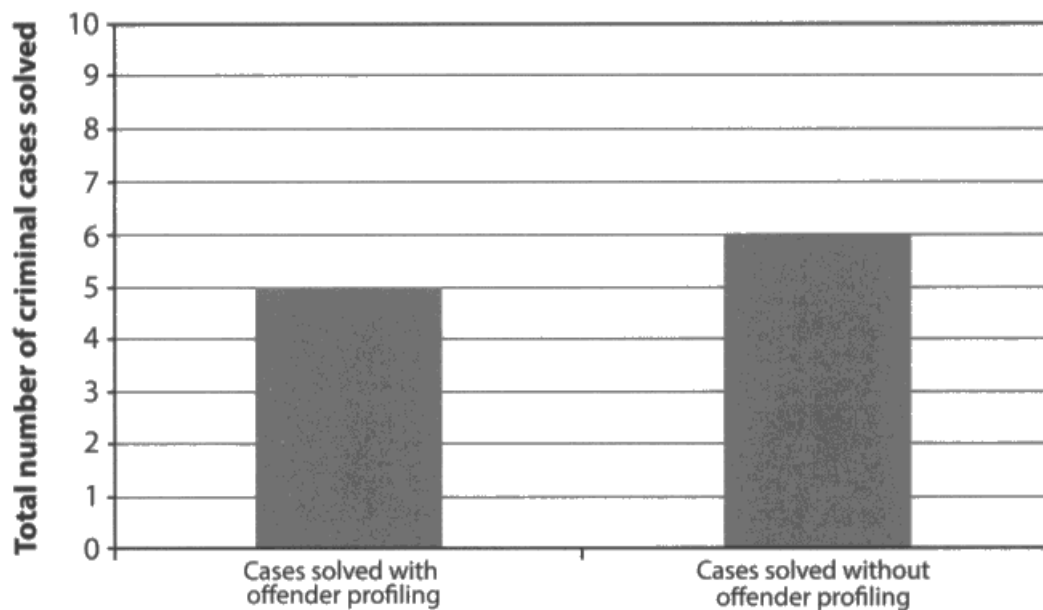


### Question 11 (c)

Candidates struggled with Q11c with the vast majority offering a finding rather than a conclusion from the bar graph. A conclusion is interpretation of findings in response to the aim of a study; however candidates appeared to struggle with this and instead just gave a simple, brief finding which was unfortunately not creditable. Candidates correctly cited that either there was little or no difference in the cases solved or that one more case was solved by not using offender profiling, although they generally then either stopped or gave an inappropriate conclusion. Common examples of inappropriate conclusions included, 'offender profiling is not effective', 'offender profiling is useless', 'offender profiling is a waste of time and money'. The best responses did not give any findings but instead just gave a simple, accurate conclusion as required by the question.

The results of the study are presented in the bar chart below.

**A bar chart to show the number of criminal cases solved with and without the use of offender profiling**



(c) Write a conclusion for this study using the data in the bar chart.

(1)

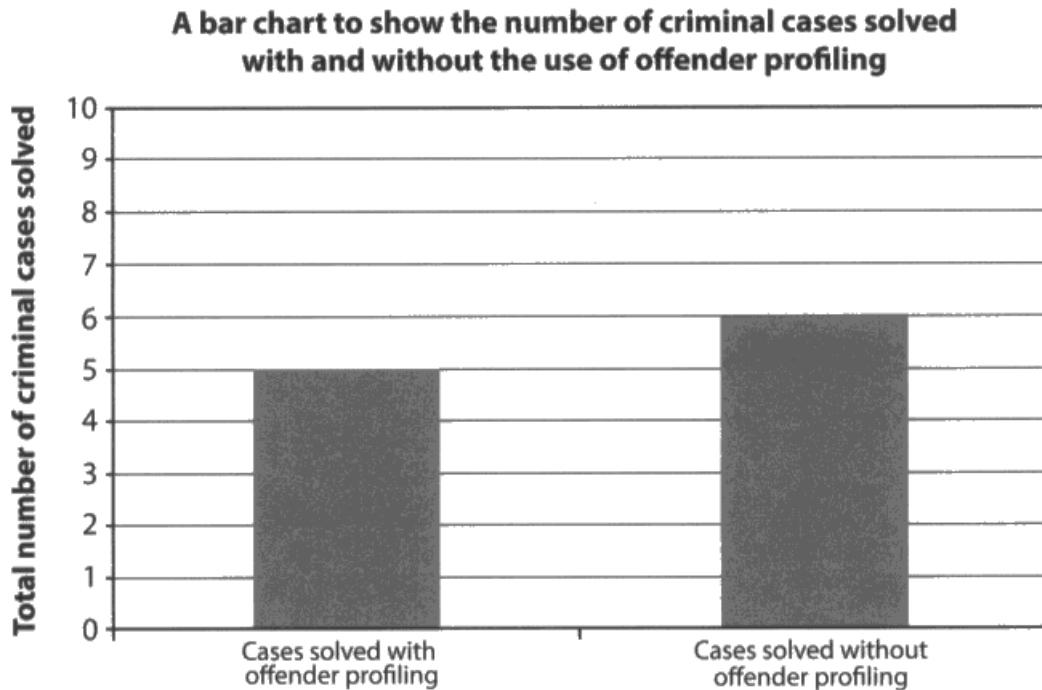
More Cases are Solved Without  
using Offender Profiling.



**ResultsPlus**  
Examiner Comments

This response achieved 0 marks. This was a very common response to this unfortunately as candidates merely stated a finding, but not a conclusion as requested by the question. Findings alone gained no credit, as did incorrect/inappropriate conclusions, for example, offender profiling is a waste of time.

The results of the study are presented in the bar chart below.



(c) Write a conclusion for this study using the data in the bar chart.

(1)

More cases ~~the~~ were solved without offender profiling so offender profiling isn't always known to.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. The conclusion is accurate and there is more than just a basic finding here. Whilst more cases were solved without offender profiling, the difference is by only one case and therefore sweeping conclusions about the effectiveness of offender profiling were not creditworthy, for example, offender profiling is not effective or it is useless.

## Question 11 (d)

Candidates found Q11d challenging with a full range of responses and credit awarded. It was only the best responses that were able to access full credit and they included one practical and one ethical issue elaborated for the four available marks. Candidates frequently cited a relevant practical or ethical issue but did not elaborate appropriately which meant they achieved a single mark for their suggested practical/ethical issue. The weakest responses suggested an irrelevant or inappropriate issue or only attempted one of the issues so little or no credit could be awarded.

The psychologists decided to interview the offenders to gather more information on the causes of their behaviour.

(d) Explain **one** practical and **one** ethical issue associated with research using offenders.

(4)

Practical issue

Offenders might glorify their behaviour or crimes.

Ethical issue

Offenders might not want to be interviewed or questioned.



### ResultsPlus Examiner Comments

This response achieved 1 mark overall. The practical issue is brief yet accurate so scores one mark. Some elaboration was needed here to get the second mark. The ethical issue did not get any credit as offenders are free to withdraw or refuse to be involved with psychological research when in prison or a secure facility.



### ResultsPlus Examiner Tip

If a question is for 4 marks for two issues, as it is here, it is likely that elaboration is going to be required to gain the second mark in each case. Very brief, simplistic responses will likely gain a maximum of 1 for each issue so candidates are encouraged to judge the material required from the marks available.

The psychologists decided to interview the offenders to gather more information on the causes of their behaviour.

(d) Explain **one** practical and **one** ethical issue associated with research using offenders.

(4)

Practical issue

The offenders may lie in order to make themselves look good and get out of prison earlier. This makes the information less valid.

Ethical issue

It is unethical to make the offenders recall their crimes and actions as it may be distressing for them.



**ResultsPlus**  
Examiner Comments

This response achieved 3 marks overall. The practical issue is accurate and elaborated well so gains the 2 marks available. The ethical issue was awarded 1 mark for the idea of distress. To gain the second mark it needed to elaborate further in terms of the impact it could have on the offenders, for example, psychological long term harm.

## Question 12 (b)

For Q12b the majority of candidates were able to describe one relevant finding or conclusion for the study and therefore gaining some credit. However, it was only the best responses that were able to give more than this to achieve full marks whereas the weakest responses did not give an accurate finding or conclusion. The best responses tended to either give two separate findings or one finding and a suitable conclusion. Note that a conclusion needs to be more than just a few words tagged on to the end of a sentence, for example, 'therefore proves SFP is true' and needs to be fully justified for credit.

(b) Describe the findings (results and/or conclusions) of the study by Madon et al.

(2)

Madon found that teenagers with parents who had thought they drink lots of alcohol were more likely to have a higher alcohol consumption, proving the self-fulfilling prophecy.



### ResultsPlus Examiner Comments

This response achieved 1 mark. One mark for the finding which is accurate regarding the parents' predictions being in line with their children's behaviour. The conclusion needed greater elaboration for credit - something about why the finding supports the theory would have gained the second mark here.



### ResultsPlus Examiner Tip

Just adding a couple of words to the end of a sentence does not constitute a conclusion, as the candidate has here. A conclusion must be supported by relevant application to a theory or idea using the evidence provided.

(b) Describe the findings (results and/or conclusions) of the study by Madon et al.

(2)

The results showed that the parents who predicted their child to drink more, did drink more ~~also~~. This could be due to self-fulfilling prophecy. Also, it only took one negative view from a parent to affect the expectation of how much they would drink.



### ResultsPlus Examiner Comments

This response achieved 2 marks. One for the first finding about parents predicting higher drinking, and the second mark was for the finding about one negative view having an effect on the children's behaviour.

## Question 12 (c)

Candidates struggled with Q12c with the majority not offering an accurate, relevant strength of the study. The best responses gave an accurate strength that used specific detail from the study and was elaborated appropriately to enable them to be awarded with full marks. The most common strength by far was the sample size, with few candidates giving alternative strengths. The weaker responses gave generic evaluation which was not elaborated on appropriately with no specific detail from the study. Candidates should be reminded that strengths or weaknesses should use specific detail from the study they are evaluating and explain why it is a strength or weakness for credit. Full elaboration will generally mean their idea will be worth two marks, as it was here.

(c) Explain **one** strength of the study by Madon et al.

(2)

They used a large amount of participants therefore, the results were valid and reliable. The more results you get, the more generalisable it will be.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. One mark for a brief, accurate strength of the study. The candidate needed to elaborate further using specific detail from the study, for example, the sample size, to gain the second mark.

(c) Explain **one** strength of the study by Madon et al.

(2)

One strength is that Madon et al used a large sample size of 115 children aged 12-13, therefore making the results generalisable and reliable.



**ResultsPlus**

**Examiner Comments**

This response achieved 2 marks. This is a good example of an accurate, elaborated strength of the study. The candidate uses specific detail from the study and elaborates appropriately.

### Question 12 (d)

Whilst Q12d required the same skill as Q12c in terms of one evaluation point for two marks, candidates performed far better in general on this question. As with the previous question, the best responses explained an accurate weakness of the study and elaborated appropriately for the second mark. The most common weakness was social desirability which was either explained through the participant wanting to 'look cool' or either that they were ashamed or afraid of what their parents may think of their drinking so they lied on the questionnaire. The weaker responses, as with Q12c, tended to be inaccurate, generic, or both and therefore gained little or no credit.

(d) Explain **one** weakness of the study by Madon et al.

(2)

The results were subjective and were at risk of not being as reliable as they should have been.



**ResultsPlus**

**Examiner Comments**

This response achieved 0 marks. This is an example of a very generic weakness which is not explained or accurate enough to gain credit.



**ResultsPlus**

**Examiner Tip**

Candidates should be mindful that they need to use specific detail from a study and explain fully and accurately for credit.

(d) Explain **one** weakness of the study by Madon et al.

(2)

One weakness of the Madon study was that ~~it was~~  
the self-fulfilling prophecy may not have been the reason  
that the children drank so much. The children could  
have lied about the drinking in order to seem cool  
meaning it wasn't the parents that influenced them.  
This is called 'Social Desirability'.



**ResultsPlus**  
Examiner Comments

This response achieved 2 marks. Two marks were awarded for the accurate, well explained weakness which is clearly specific and appropriate to the Madon et al. study.



**ResultsPlus**  
Examiner Tip

This is a good example of how to write a weakness of a study. The point is clear, well structured and explained accurately with elaboration.



## Question 13

Question 13 separated candidates effectively with a very even spread in terms of performance. The question asked candidates to describe the use of offender profiling in the case of John Duffy and the best responses were able to focus their response on the case details and more so the profile details to gain credit. The best responses gave a range of specific details from both the case and the profile and explained how this helped the police narrow down the suspect pool and catch John Duffy. Common profile details included John's appearance and build, occupation, interests, marital status. The weaker responses tended to give very vague statements about how profiling is used in general and made little or no reference to this particular case study of John Duffy and David Canter's use of profiling in this case.

**13** Describe David Canter's use of offender profiling in the case of John Duffy.

David Carter used offender profiling in the case of John Duffy by finding out why he believes all his attacked he made was there and why he did specific things for example tying them up he believed he was small and weak.



**ResultsPlus**  
Examiner Comments

This response achieved 1 mark. The mark was awarded for the idea of John Duffy tying up his victims as he was small and weak. No further credit was rewardable.

13 Describe David Canter's use of offender profiling in the case of John Duffy.

David Canter successfully found John Duffy -  
The rail way rapist through his use  
of offender profiling. David said that <sup>the rapist</sup>  
(John Duffy) would be small, unattractive,  
work or had previously worked at  
a train station and that the rapist  
lived in London because the attacks  
took place there. David found John Duffy  
who was guilty. John Duffy fitted the  
profile being small (5'4), unattractive.  
Duffy used to <sup>work</sup> at a train station  
and he did live in London.  
Duffy the guilty party perfectly fitted  
David's profile. Offender profiling was successful  
for Duffy but didn't find his accomplice.



**ResultsPlus**  
Examiner Comments

This response achieved 4 marks. The first is for a case detail (max 1) for the idea that the attacks took place in London. The second mark was for the profile detail of John Duffy being small and unattractive which was accurate. The third mark for the working at the train station and living in London, and the final mark for the point about not finding an accomplice.

## Paper Summary

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

- Use specific detail when giving a response where a study is named in a question. Giving generic findings or evaluation will attract little or no credit so candidates need to use specific detail to demonstrate their knowledge and understanding and their critical appraisal of a study.
- Contextualise responses where a scenario or stimulus is given in a question. Generic ideas may gain some credit but those who contextualise their response within the confounds of the question will be rewarded the most.
- Balance extended response questions. Candidates need to make sure they pay equal attention to both sides of an essay question so that there is balance between the different areas being assessed.
- Fully elaborate on ideas when asked to give 'one' strength/weakness/control and so on for more than a single mark. Brief, simple statements may enable some credit to be offered but are unlikely to allow full marks to be awarded so candidates are encouraged to elaborate fully to demonstrate their understanding.
- Questions that name two different methods or techniques will generally require some form of comparison. Naming the methods or techniques in their response will allow candidates to show their understanding of why a method or technique may be better than another or why one is more useful for a particular scenario. Explicit, direct comparisons will enable candidates to pick up the most credit in general for questions such as this.

## **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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