

Examiners' Report January 2013

GCSE Psychology 5PS01 01

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Introduction

This was the last of the January sittings for Unit 1. For many candidates sitting this paper in January it has been an opportunity to test their understanding at a stage part of the way through the course. Despite this relative inexperience, the majority of answers demonstrate a sound grasp of the basic principles of psychology and many go much further, indicating that candidates have already built up a solid understanding of the material covered so far. This was evident in the current paper, with candidates performing well on almost all of the questions. Only in one area did many candidates struggle to gain marks: question 12b, asking for an application of knowledge. At GCSE application is often tested with multiple choice and stimulus-based questions, in which the task of application is partly given to the candidate. Here, however, with an open question, the candidates had to work out an application for themselves. This was a challenge for the majority. Nevertheless, there were some very good answers. On other longer-answer questions, such as 12a, 23b and 25b there were many excellent answers. Note also that, even on longer answer questions, there are no marks for quality of written communication in Unit 1.

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates."

Question 10(b) and (c)

This pair of questions test candidates' understanding of a key aspect of experiments: being able to identify the independent and dependent variables. A common mistake was to say 'the pictures' for part (b) and 'the participants' for part (c), neither of which earned marks. Another, less common, mistake was to give the meaning of the terms independent and dependent variable rather than identifying what they were in Neil's experiment as the question asked.

The following was a typical answer, displaying some knowledge of experiments and variables, but which was not clear enough in how these were operationalised to gain full marks for both the independent variable (IV) and the dependent variable (DV).

(b) What is Neil's independent variable? (1)

The picture that the participant sees

(c) What is Neil's dependent variable? (1)

How well the participant recalls the picture.



ResultsPlus examiner comment

Part (b) is not precise enough to earn the mark. 'The picture' doesn't tell us enough to understand the IV. If it had said 'the *type* of picture', this would have been just sufficient to earn the mark.

Part (c) earns 1 mark for identifying 'recall' as the DV.



ResultsPlus examiner tip

Candidates should practise identifying the IV and DV in studies, e.g. in the ones they learn about, or they could make them up and test a partner.

Question 10(d)

Candidates need to be able to identify, explain and suggest controls. Here, their understanding was tested by asking for suggestions for controls in an experiment and explaining one of them. The explanation had to justify the control in this experiment, rather than saying why controls are important in general. This meant that answers which simply suggested that the idea would improve reliability (or validity) were unlikely to gain marks in (d)(ii).

(d) Neil needs to use controls in his experiment.

Do **not** use ethics in your answers.

(i) State **two** ways in which Neil could use controls in his experiment.

(2)

Control 1

The period of time the participants see the image for.

Control 2

The size of the image/picture they see.

(ii) Choose **one** of the controls you stated in (d)(i) and explain why it is important in Neil's study.

(2)

It is important to control the period of time the participants see the image for as it may affect their recall of the image.



ResultsPlus

examiner comment

Part (i) of this answer gained full marks and was a typical answer. Part (ii) earned 1 of the 2 marks, again offering typical response as a justification (and making a common omission). The candidate needed to go on to provide more information, e.g. saying *how* recall could be affected by seeing the image for a longer time (e.g. it could lead to better recall) to earn the second mark.



ResultsPlus

examiner tip

When the question refers to the stem (e.g. in this case Neil's experiment), candidates should try to refer to it directly in their answer too.

Question 10(e)(i)

To earn both marks here, the candidate needed to include a statement relating to both 'knowing what is involved' (being informed) and 'agreeing' (giving consent). However, it was essential that they did so without recourse to the words 'informed' and 'consent'. If the answer included these words it was not automatically given zero marks – as often there was sufficient indication of understanding even when those words were ignored.

There were many different ways to say 'informed', such as 'being fully aware' and 'say what they are going to do'. A range of expressions were also used for 'consent', such as 'allow it', 'say it's okay' or 'confirm they want to'.

(e) Neil needs to follow ethical guidelines in his experiment.

(i) What do psychologists mean by the ethical guideline of 'informed consent'?

(2)

Informed consent is when the ~~new~~ psychologist ensures the participant knows what the experiment will involve and agrees to take part in it.



ResultsPlus

examiner comment

This was a typical 2-mark answer, which concisely explains both aspects of this ethical guideline.



ResultsPlus

examiner tip

When candidates are answering questions about ethical guidelines, they should make sure they have read the question carefully and have chosen to describe what the guideline means, why it is important or given an example, whichever has been asked.

(e) Neil needs to follow ethical guidelines in his experiment.

(i) What do psychologists mean by the ethical guideline of 'informed consent'?

This means that the participants must be informed of exactly what the study is about, and then they can give their consent, if they want to participate or not. (2)



ResultsPlus
examiner comment

This answer earns a mark for 'what the study is about' and 'if they want to participate or not' – note that the use of 'informed' and 'consent' has been ignored.



ResultsPlus
examiner tip

When they give a definition candidates should try not to include the word they are trying to explain.

Question 10(e)(ii)

As with part (i), it was important to use words other than the 'right to withdraw'. Candidates seemed to understand this well, and were inventive in their choices here using such explanations as: 'let them...drop out / quit / walk out / abandon it / pull out / opt out / excuse themselves'. Others contextualised their answer saying 'Neil should...give them the option to stop / to not do it / to not feel obliged to stay'. All of these suggestions were appropriate as they could convey the correct meaning.

(ii) What should Neil do so that his experiment follows the ethical guideline of the 'right to withdraw'?

He should at any time allow people to leave at any time. The right to leave. he could say this at the beginning. (1)

(Total for Question 10 = 10 marks)



ResultsPlus
examiner comment

The first two lines of this answer are sufficient for the mark. Note, however, that the next part ('The right to leave') on its own, would not have been enough. The comment at the end is also correct and useful as it relates directly to what Neil should do and, if this had been a 2-mark question, this would have been good elaboration.

(ii) What should Neil do so that his experiment follows the ethical guideline of the 'right to withdraw'?

Tell the participants before the experiment that they can leave it at anytime. (1)
And if they wish to leave let them leave with no questions asked and not use any of the information the participant may have given.

(Total for Question 10 = 10 marks)



ResultsPlus
examiner comment

This answer gave more information than was necessary and had earned the mark by the end of the second line (although the remainder of the answer is also correct).

Question 11

This question gave candidates the opportunity to evaluate Gregory's theory in a structured way. However, each strength or weakness earned 2 marks so needed to be given in detail. It was pleasing to see so many candidates were able to do this.

11 Gregory's theory of illusions says that we interpret two-dimensional images (pictures) as if they were three-dimensional. For example, he suggests that we perceive the two parts of the Müller-Lyer illusion as if they represented the inside and outside corners of a room. This theory has strengths and weaknesses.

(a) Describe **one** strength of Gregory's theory.

(2)

Gregory's theory is good at explaining distortions. It explains the ponzo illusion by using the linear perspective depth cue.

(b) Describe **one** weakness of Gregory's theory.

(2)

It cannot explain the version of the Muller-Lyer illusion that uses circles rather than fins.

(Total for Question 11 = 4 marks)



ResultsPlus
examiner comment

In part (a) the candidate gives a good, concise answer identifying an example of a specific illusion which Gregory's theory can explain and how it does so, which earns 2 marks.

In part (b) the candidate again identifies an appropriate weakness, but this is not elaborated so it only earns 1 mark. The candidate needed to go on to explain why the Muller-Lyer illusion with circles rather than angled fins should not work according to Gregory's theory (i.e. because they cannot provide depth cues).

11 Gregory's theory of illusions says that we interpret two-dimensional images (pictures) as if they were three-dimensional. For example, he suggests that we perceive the two parts of the Müller-Lyer illusion as if they represented the inside and outside corners of a room. This theory has strengths and weaknesses.

(a) Describe **one** strength of Gregory's theory.

He uses depth cues to explain illusions which makes his finding valid and true. ⁽²⁾
~~example~~

(b) Describe **one** weakness of Gregory's theory.

one weakness is that Gregory's theory can't explain the Müller-Lyer with circles. ⁽²⁾

(Total for Question 11 = 4 marks)



ResultsPlus
examiner comment

Part (a) of this candidate's answer contains information which appears to be relevant but it is only a description of Gregory's theory, not an evaluation. Adding the comment about it being 'valid and true' is not sufficient alone. The candidate does, however, earn a mark in part (b).



ResultsPlus
examiner tip

To give good answers to questions asking candidates to evaluate theory, they should aim to learn at least two strengths and at least two weaknesses. However, they should make sure they understand each evaluation point well so that they can describe it in detail.

Question 12

This question asked for both description of the study (in part (a)) and application of it (in part (b)). Candidates demonstrated good knowledge of studies, although many found focusing on the results/conclusion difficult and gave unnecessary details about the aim and/or procedure. The vast majority of candidates heeded the instruction to choose a study other than Carmichael et al., selecting from a wide range including Bartlett, Palmer, Brewer & Treyns and Allport & Postman.

When a question about a study asks for a description of just some specific details – such as the aims, procedure, findings or conclusions – it is important that candidates try to focus their answers on those details.

12 You have learned about **two** studies that aimed to investigate the effect of schemas on **eyewitness memory**.

(a) Describe the findings (results and/or conclusions) of **one** study about eyewitness memory you have learned.

Do not use Carmichael, Hogan and Walter's (1932) study.

(4)

Study Bartlett

~~Aim:~~ Bartlett's study found that the story had become shorter, simpler and more stereotyped. Also he found that information is added on, and names and numbers are lost. The main thing that Bartlett found was that memory is reconstructive. Bartlett's conclusion was that unfamiliar material changes when it is recalled, it becomes more shorter and stereotyped. This then goes to show that if an unfamiliar crime/event takes place it will be less likely to be recalled accurately. And someone can then give a false/in-accurate eyewitness. Bartlett's findings clearly showed how information changes.

(b) Eyewitness memory is important for individuals and society as a whole.

Explain why the findings (results and/or conclusions) of the study you described in (a) are important.

(3)
The findings of Bartlett are very important for a variety of reasons. This is because if an unfamiliar crime takes place, it is very likely that our memory will be reconstructed, this is due to perceptual set. This means that we would be likely to change and add many things that we believe would suit that situation. This is due to our previous experiences ^{and} expectations.



ResultsPlus examiner comment

In part (a) the candidate provides a good description of the findings. The first two marks are for the list of changes 'shorter, simpler and more stereotyped'. The illustration that 'information is added on, and names and numbers are lost' could alternatively have earned a mark, but is a repetition of the information already awarded. The third mark is for the comment that Bartlett demonstrated that memory is reconstructive. The final mark is for the elaboration that unfamiliar information changes when it is recalled (there is then a repetition of part of the list which has already been credited). The remainder of the answer is material which would have earned credit in part (b) but is irrelevant here.

In part (b) the candidate earns 2 marks, the first for identifying that reconstruction is more likely if a crime is unfamiliar and the second for the elaboration that (due to perceptual set) we would add or change things so that our memory fitted the situation. A further mark could easily have been gained here by giving an example of something an eyewitness could forget because they didn't expect to see it.



ResultsPlus examiner tip

To help candidates to learn specific details of studies, they could lay their notes out carefully with headings for the aims, procedure, findings, conclusions or, alternatively, colour code them. For example, they could go through their note highlighting the aims in orange (think **A**ims: **A**mber light), the **P**rocedure in **P**ink, the **R**esults in **R**ed and the conclusions in any other colour!

Question 17

This question allowed candidates to offer a range of ideas; some good points mentioned included the idea that people might not tell the investigator all of their dream content because it was distressing (so the reported content is incomplete) and the idea that lucid dreams cannot be interpreted (as they are controlled by the dreamer). One common mistake was for candidates to simply describe the process of dreamwork. As the question was to explain why dreamwork is difficult to investigate, such answers did not earn credit.

17 Freud studied the process of dreamwork but it is very difficult to investigate.

Explain why dreamwork is difficult to investigate.

Dreamwork is difficult to investigate because the dreamer unconsciously condenses, displaces and ~~manipulates~~ secondary elaborates dreams. This means the unconscious desires/ideas are hid behind other events or replaced entirely. Secondary elaboration means dreams are changed by the dreamer to make more sense. Depending on when the dreamer wakes up eg in or out of REM sleep it can be harder to initially recall the dream. These reasons mean dreamwork is difficult to investigate. Lastly, every person will have different symbols for different things in their dreams.

(Total for Question 17 = 4 marks)



ResultsPlus
examiner comment

This answer contained some creditworthy material at the end. The two sentences about the relative difficulty of dream recall when the dreamer wakes up in or out of REM earns 1 mark (as recalling a dream experienced during a REM phase is more difficult later, e.g. in REM, than if one wakes immediately). A second mark is earned for the final point about different people having different symbols for the same things (the point being that this makes interpretation less reliable).



ResultsPlus
examiner tip

Where a question has several marks available, candidates can often earn marks for giving detail about an idea as well as for several different points.

17 Freud studied the process of dreamwork but it is very difficult to investigate.

Explain why dreamwork is difficult to investigate.

Dreamwork is subjective - different people can come to different conclusions based on the same dream. This prevents a definitive conclusion being drawn.

Another issue is that it relies on the participant's memory of the dream. If a participant can only remember parts of it or (as proven by Carmichael, Bartlett and Palmer) the memory is ~~distorted~~ ^{distorted} during reconstruction, this could dramatically alter the conclusions.

Also, a participant may think that aspects of their dream are too personal and want to keep them private.

This prevents dream analysis as the analyst cannot force them to say due to the 'privacy' ethical guideline.

(Total for Question 17 = 4 marks)



ResultsPlus
examiner comment

This is a full mark answer, making three separate points, one with elaboration. The first mark is earned for the first sentence explaining subjectivity. The second mark is for the comment about reconstruction, which has made good use of knowledge from elsewhere on the specification. The third mark is for the idea that 'personal' aspects of dream content may be kept 'private' and the fourth mark is for elaboration of this.



ResultsPlus
examiner tip

Each point made needs to be clear; for example, a mark would rarely be given for just stating a relevant term – see how this candidate explains subjectivity.

Question 21

This was a band-marked question. Full marks could be earned either for making an elaborated, implicit statement or for making an unelaborated explicit comparison. A great many candidates were able to give good answers about the relative objectivity versus subjectivity of the two theories; for example, explaining that 'The evidence for Hobson & McCarley's theory is objective because it is based on scientific evidence but Freud's was subjective because it was based on interpretation'. Such answers gained 2 marks.

21 Hobson and McCarley (1977) explained dreams in a different way from Freud. They said that dreams resulted from random memories triggered during sleep that are joined together into a story.

Outline **one** way in which Hobson and McCarley's theory is **better** than Freud's.

Hobson and MacCarley thought about the biological side of dreams. They used EEG machines and tested on animals (cats), so they had scientific evidence for why we dream.

(Total for Question 21 = 2 marks)



ResultsPlus
examiner comment

This candidate makes an elaborated point about why Hobson & McCarley's theory is better, identifying their use of scientific evidence (at the end) and elaborating this point with ideas about using EEG (and testing animals – although this alone would have been insufficient).



ResultsPlus
examiner tip

Candidates must remember that, when explaining why something is better than something else, it is often easiest to think about some aspect, such as objectivity, and say why one is 'better' and why the other is 'worse'.

Question 23(a)

Candidates came up with a vast range of possible questions and made well justified comments about how they could be useful. Their understanding of factors affecting sleep, and sleep disorders, was impressive. Many answers, however, were effectively based on simple concepts, such as asking 'Do you fall asleep in the day time?' in part (i) and going on to draw conclusions about narcolepsy in part (ii). The range of possible factors affecting sleep included stress, work, diet, activity/exercise levels, alcohol, coffee and shift work. A few candidates offered methodological justifications for their question in part (ii), which was also creditworthy.

Note that part (i) asked for a question and, although credit was still given if the question mark was missing, the answer did have to be phrased as a question to the patient. This is important as the specification states that candidates should understand qualitative and quantitative data and case studies, and can design a study, so being able to ask questions is a key requirement.

As this candidate below has left some of their answer to be read, the crossed out part is ignored (if, however, all of it had been crossed out and not replaced, an attempt would have been made to mark it).

23 Pedro works at a sleep disorders clinic. He has diagnosed a patient's problem by measuring how restless she is during the night and by asking her questions about her lifestyle.

(a) (i) Suggest **one** question Pedro might ask his patient.

(1)

her diet ~~and exercise plan.~~

(ii) Explain how the question you have suggested in (a)(i) might be helpful to Pedro or his patient.

(1)

not eating proper diets or eating at the right time
can effect when your body wants to sleep



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Part (i): The answer here is not written as a question, so does not earn credit. However, the idea is considered when marking part (ii).

Part (ii): This is a good answer, earning the mark.



ResultsPlus
examiner tip

Candidates should remember that, where question parts are linked, it is always worth answering every part, even if they are not very confident about some of their answers. Each part can earn some marks independently of the others.

23 Pedro works at a sleep disorders clinic. He has diagnosed a patient's problem by measuring how restless she is during the night and by asking her questions about her lifestyle.

(a) (i) Suggest **one** question Pedro might ask his patient.

(1)

~~What do you do in your spare time?~~

What do you do in your spare time?

(ii) Explain how the question you have suggested in (a)(i) might be helpful to Pedro or his patient.

(1)

~~her mind could be still active or she could have work and lots of things on her mind then would refer her to treatments~~

her mind could be still active or she could have work and lots of things on her mind then would refer her to ~~the~~ treatments



ResultsPlus
examiner comment

Part (i): This is an appropriate question, earning 1 mark.

Part (ii): This justification is only loosely linked to the question given, but it is sufficient to earn the mark (for the idea that if she did a lot in her spare time, or worked in her spare time, she could have things on her mind which made her restless).



ResultsPlus
examiner tip

When a question asks a candidate to 'suggest', it is looking for their own ideas. Candidates should remember to use their knowledge of psychology to make up a suggestion.

Question 23(b)

Most candidates offered a description of one of the treatments suggested in the question, with very few mistakenly describing a diagnostic technique or measure, such as EEG. Marks could be gained for both describing how the treatment is conducted and how it helps the patient. Candidates could discuss just one or both aspects for full marks.

This candidate makes an unusual choice of behavioural therapy, but does apply it effectively to the treatment of insomnia.

(b) Treatments used in sleep disorders clinics include medication, cognitive behavioural therapy (CBT), acupuncture, hypnotherapy and relaxation training.

Describe **one** treatment that might be used in a sleep disorders clinic.

You may describe one of the treatments listed above or a different treatment.

(4)

One treatment that maybe used in a sleep disorder clinic is behavioural therapy, this can really help the clinic patient calm down when it's time to sleep. The patient can follow what the therapist said and it could make a change the patient could stop reacting angry or aggressive when there not able to sleep.

(Total for Question 23 = 6 marks)



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The first mark is awarded for the idea that behavioural therapy can help to calm a patient to enable them to fall asleep more easily. The second mark is awarded for the idea that this therapy could also help to stop the patient becoming angry when they cannot sleep (thus helping them during the night too). There is a very brief reference to the process of therapy 'the patient can follow what the therapist said and it could make a change', but this is not sufficient for a mark about how the therapy is conducted.

Question 24(a)

The majority of candidates gave clear answers here, as per the mark scheme. Where they named a specific degree or masters level subject this always earned a mark. However, mentioning chartered status did not, as this is not a qualification.

24 Psychoanalysts can help people with mental health problems. Anyone can claim to be a psychoanalyst but to be a member of a group such as the International Association of Psychoanalysts, they must gain accredited status. This means that they have to have the right qualifications and experience.

(a) State **one** qualification an accredited psychoanalyst is likely to have.

(1)

To have patients when they are treating somebody.



ResultsPlus
examiner comment

This candidate chose to describe the skills an individual might need as a psychoanalyst, rather than the qualifications they must have. Their answer therefore scored no marks.



ResultsPlus
examiner tip

Candidates should learn the difference between *skills* (characteristics or abilities someone has as a person), *qualifications* (their formal academic achievements, i.e. things they have 'passed') and their *experience* (how they have learned about the way psychoanalysts work by practising).

24 Psychoanalysts can help people with mental health problems. Anyone can claim to be a psychoanalyst but to be a member of a group such as the International Association of Psychoanalysts, they must gain accredited status. This means that they have to have the right qualifications and experience.

(a) State **one** qualification an accredited psychoanalyst is likely to have.

(1)

5 years in a training Clinice



ResultsPlus

examiner comment

This would have been almost correct as an answer about practical experience, but is not relevant here in a question about qualifications, so it scores no marks.

Question 24(b)

The most common response here was the need to have psychoanalysis, although a range of other appropriate answers were given.

This was a typical good answer.

(b) What might a psychoanalyst do during their training for accredited status in order to gain practical experience?

(1)

A psychoanalyst might also go through psychoanalysis as well so they can sort any personal issues before working with other patients.

(Total for Question 24 = 2 marks)



ResultsPlus
examiner comment

The mark was earned for the first line of the answer. The remainder was correct and would have been good elaboration if this had been a 2-mark question.



ResultsPlus
examiner tip

Candidates must remember that when a trainee psychoanalyst has therapy, this is to solve their own psychological issues rather than to 'find out what it is like to be a patient'.

This was a typical incorrect answer.

(b) What might a psychoanalyst do during their training for accredited status in order to gain practical experience?

(1)

~~The psychoanalyst would undergo~~
The psychoanalyst might have to work with a patient
in the NHS.

(Total for Question 24 = 2 marks)



ResultsPlus
examiner comment

A trainee psychoanalyst would indeed work with a patient, but more details were needed to earn the mark. For example, in place of 'in the NHS' the candidate could have said 'for 50 minutes per day', or 'for 4-5 days a week for 2 years'.

Question 25(a)

This question asked about the case study as a research method (not as a therapy) so responses about little Hans were unlikely to earn credit. Occasionally candidates used the term 'experiment' to mean 'study' or 'investigation'; if the rest of the answer made sense this was overlooked.

25 Freud's study of little Hans was a case study.

(a) What is the 'case study' research method?

(2)
When the psychologist does an experiment
on just one person therefore is more
detailed.



ResultsPlus
examiner comment

The 2 marks are gained here for the ideas of doing it 'on just one person' and 'more detailed'. It is just sufficient for 2 marks.



ResultsPlus
examiner tip

Candidates should learn the difference between *studies* – particular investigations that have been done on participants and *research methods* – the general ways in which those studies are done.

25 Freud's study of little Hans was a case study.

(a) What is the 'case study' research method?

(2)
The research method Freud used to study Little Hans case study was letters. Little Hans dad will write letters to Freud and Freud would use them as a research method that helped him make the case study.



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Mentioning the little Hans study was not sufficient to indicate that case studies in general use just one person and study them in detail, so this response did not score any marks.

Question 25(b)

As this question asked for strengths, at least two had to be described for full marks. However, the candidates could give two strengths with at least one elaborated, or three or more strengths to gain full marks.

(b) The case study is a research method used in psychology.

Evaluate this research method in terms of its **strengths**.

(3)

-it is more detailed therefore you gain more findings.
→ Can ask more personal questions
= Can get to know the client well
- gain trust between the client and psychologist.

(Total for Question 25 = 5 marks)

TOTAL FOR TOPIC B = 30 MARKS

TOTAL FOR PAPER = 60 MARKS



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This answer offers one strength about the level of detail in a case study and then a second about being able to ask more personal questions because the psychologist gets to know the client well. This second point is in almost enough detail to earn 2 marks in its own right so this is a good 2-mark answer.

Paper summary

Based on their performance on this paper, candidates should:

- when answering questions about ethical guidelines, remember to read the question carefully and choose to describe what the guideline means, why it is important or given an example – whichever has been asked
- when answering questions on evaluating a theory, aim to learn at least two strengths and at least two weaknesses
- where question parts are linked, always attempt to answer every part, even if they are not very confident about some of their answers; each part can earn some marks independently of the others
- learn the difference between skills (characteristics or abilities a person has), qualifications (formal academic achievements) and experience with regard to becoming a psychoanalyst
- learn the difference between studies (particular investigations that have been done on participants) and research methods (the general ways in which those studies are done)
- practise identifying the independent and dependent variables in experiments.

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