

Delegate Booklet

Course Title:

**Pearson Edexcel A Level Psychology:
Improving practice**

Course Code:

9PS0-2002





Course Title:

Pearson Edexcel Psychology: Improving practice

Course Code:

9PS0-2002

Aims and Objectives

- **Consider teaching strategies for more challenging areas of the specification content such as the key question and issues and debates**
- **Discuss how skills for mathematics and experimental design can be assessed and how they can be taught.**
- **Look at how question papers and mark schemes are constructed, to help student interpret questions more accurately**
- **Address common issues and FAQs**

This event can count as 2 hours of CPD.



Agenda

Time	Item
16:00	Welcome & Introductions
16.04	Section one: Teaching strategies for more challenging areas of the specification
16:40	Section two: Mathematical skills and Methods
17.00	Break
17.10	Section three: the construction of question papers and mark schemes
17.50	Section four: Address common issues and frequently asked questions
18.00	Finish



Teaching challenging areas of the specification.

Key questions. An example of an answer



5 Cognitive psychology has been used to explain key questions of relevance to today's society.

Discuss the key question for society you have studied using concepts, theories and/or research from cognitive psychology.

(8)

Key question

IS Eye Witness Testimony too Unreliable to trust?

Eyewitness testimony refers to the speech given to a jury by ~~the witness~~ a witness of a criminal act. It is regarded as evidence ~~against the~~ for the crime, it is very important that it is accurate because it influences the guilty or not guilty verdict made by the jury.

Furthermore, accuracy of eyewitness testimony is important to society because if it is inaccurate then there will be



continually cut 'in society committing more crimes and putting people at risk. Also if the wrong person is convicted then this will be very negative for them and more money will have to be spent of funding appeals.

Moreover, Bartlett's theory of reconstructive memory states that memory is an active process and not passively stored like a tape recorder or video. Therefore when we recall memories they are reconstructed using or schemas, which are stored parcels of knowledge about a specific event or object. Bartlett's theory would suggest that eye witness testimony is unreliable because when we recall information we use schemas to aid us, which



does not give us an accurate representation of the memory itself as it is reconstructed.

In addition to this Loftus and Palmer conducted a laboratory study which concluded that misleading information in the form of leading questions affects memory recall. They asked participants to estimate speeds of a car from watching a video of a car crash, but the verbs used to describe the speed of the car was changed. Verbs used were "collided, bumped, hit, smacked and ~~crash~~ crash". The participants who were given the verb smacked were more likely to say they saw smashed glass even though there was none. This study suggests that memory can be changed, if leading questions are asked to an eyewitness making it unreliable.

In conclusion, eyewitness testimony has many weaknesses to it such as how we use schemas to aid our recall leading to inaccurate recall. However, the evidence from Loftus and Palmer can be counter argued with Loftus and Cusack's finding, where they discovered that real life situations lead to accuracy in recall, ~~even~~ even when given a leading question.

Source:

https://qualifications.pearson.com/content/dam/secure/silver/all-uk-and-international/a-level/psychology/2015/exam-materials/9PS0_01_psf_20190815.pdf



Key Question: Mark scheme



Question Number	Indicative content	Mark
5	<p style="text-align: center;">AO1 (4 marks), AO2 (4 marks)</p> <p>For example: Key question: How reliable is eyewitness testimony?</p> <p>AO1</p> <ul style="list-style-type: none">• Unreliable eyewitness testimony can mean innocent individuals go to prison.• The Innocence Project (2015) identified that 72% of wrongful convictions were partly or wholly due to eyewitness misidentification showing it is a key issue for society.• Society will lose trust in the criminal justice system if innocent people are consistently being sent to jail so crimes may go unreported through fear of this continuing to happen.• Ronald Cotton was misidentified by Jennifer Thomson-Cannino and spent more than 10 years in prison for rape which could have been avoided with reliable eyewitness procedures. <p>AO2</p> <ul style="list-style-type: none">• Reconstructive memory theory would propose that reconstructive errors are made by eyewitnesses due to them filling in the gaps of the recall with information from their schemas.• If an eyewitness does not pay attention to a crime and later rehearse the events their testimony may be inaccurate according to multi store model.• Misinformation could be given to witnesses in the form of leading questions and could mean they incorporate errors in their recall of a crime, leading to inaccurate testimony.• Peterson and Peterson (1959) showed rehearsal was important in retaining trigrams so if eyewitnesses rehearsed events repeatedly they may be able to give a more accurate version of events. <p>Look for other reasonable marking points.</p>	(8)



Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
Level 0	0	No rewardable material
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Source:

https://qualifications.pearson.com/content/dam/secure/silver/all-uk-and-international/a-level/psychology/2015/exam-materials/9PS0_01_rms_20190822.pdf



The construction of question papers and mark schemes

Examples of types of questions.

Stimulus response question.

Jodi attended a number of birthday parties when she was younger. At all of the parties there was a clown who burst a balloon which scared Jodi. Jodi is now fearful of clowns.

Using your knowledge of classical conditioning, explain how Jodi developed a fear of clowns. (4)

Short answer question.

1. Describe the process of synaptic transmission. (3)
2. Sherif et al. (1954/1961) conducted the robbers Cave Experiment. Explain one strength of Sherif et al. (1954/1961). (2)

Extended open response question.

When commuting to college Sam notices that whichever form of public transport he uses strangers rarely communicate with each other. He notices that people tend to sit alone where possible and avoid eye contact with other commuters whilst listening to music or reading a newspaper. One morning there is an incident on the bus when he is going to college. Following the event, Sam notices everyone is communicating and making eye contact. Later, when Sam discussed this change in behaviour with his friend, she agreed that communication is a learned behaviour and that people are not born to communicate.

Evaluate the extent to which human behaviour such as communication can be explained by learning theories.

You must make reference to the context in your answer. (12)



Is anything wrong with these questions?

- 1) Outline the procedure of Rosenhan (1973) On being sane in insane places. (4)

- 2) Describe and evaluate social identity theory (12)

- 3) Assess the use of brain scanning techniques within biological psychology (6)

- 4) Compare classical conditioning and operant conditioning (1).

- 5) Explain individual differences in memory (8)



Marking exercise: Example 1

(c) Explain **one** strength and **one** weakness of a cross-sectional study.

(4)

Strength

One strength of cross sectional studies is they allow for large amounts of data to be collected in a short amount of time. They are faster than longitudinal studies which can take many years.

Weakness

It can be difficult to control individual differences

Question Number	Indicative Content	Mark
3 (c)	<p>AO1 (2 mark), AO3 (2 marks)</p> <p>One mark for identification of each strength/weakness up to a maximum of two marks (AO1) One mark for justification of each strength/weakness up to a maximum of two marks (AO3)</p> <p>For example</p> <ul style="list-style-type: none"> • Cross-sectional studies are quicker to conduct than longitudinal studies (1) because they use a variety of participants at one point in time rather than waiting to follow them through their life (1). • One weakness is that the participants are different so they suffer from participant variables (1) which means the conclusions made could be due to individual differences between participants (1). <p>Look for other reasonable marking points.</p>	(4)

Mark given =

Source:

https://qualifications.pearson.com/content/dam/pdf/A-Level/Psychology/2015/Exam-materials/9PS0_02_rms_20180815.pdf

Pearson Edexcel International A Level: Welcome to Pearson (Module 1) – Delegate booklet



Marking exercise: Example 1

(c) Explain **one** strength and **one** weakness of a cross-sectional study.

(4)

Strength

It is not time consuming as the study occurs on that day and researchers and participants are only required at that specific time. This makes it easier for researchers to conduct and it also makes it easier to replicate in order to test for reliability and consistency of results as any other researcher need only one day to conduct and repeat the study.

Weakness

A weakness of cross-sectional studies is that it does not show development of behavior over time and hence is extremely vulnerable to extraneous variables affecting results. For example, the data gathered from a cross sectional study will be prone to anomalies skewing results as research is dependent on that one day's results. For example, if researcher was studying levels of energy on a very hot day, the heat would act as a confounding variable which would negatively skew results.

Total for Question 3 = 9 marks)

Mark given =



Blank page for notes