

Examiners' Report  
June 2012

GCSE Psychology 5PS02 01

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## Introduction

Now a mature specification with past paper history, it was unsurprising but pleasing to see how successfully candidates approached this paper. The paper drew upon a range of knowledge and skills across the specification and candidates on the whole rose to the challenge of the paper. The majority of candidates demonstrated a considered response to the questions and many wrote sensible, appropriate and accurate answers. Stronger answers maintained good focus on the requirements of the question and used elaboration to achieve higher marks; a case of quality rather than quantity showed good understanding. Candidates also demonstrated timeliness with regard to completing the paper and there was evidence of reflection and correction time.

This is a short reflection on the multiple choice questions that are not referred to in the main body of this examiners report:

Question 1(a) did pose an issue in as much as candidates failed to read the first question and offered an aim rather than stating 'aim', however they quickly settled in to answering the initial multiple choice questions with good success. Question 1(g) was unproblematic for over half of candidates; the remaining incorrect responses indicated some confusion between subjectivity and objectivity. Question 3(a) and 3(c) posed no difficulty; however question 3(b) was often identified as 'role model' rather than correctly as 'identification', which has subtle but clear distinction. Interestingly candidates struck through responses when they were spent. This is not advisable as responses may be used more than once. This instruction may be indicated in the paper but it is advisable to instruct candidates not to practise this technique. The majority of candidates were able to correctly identify the collective value of cooperation, and those candidates that did not tended to opt for competition and subsequently may have proceeded with this error. The majority of candidates correctly identified nurture for question 5(d). Question 6(e) showed an issue with consideration of the question and half of the candidates seemed to disregard the focus on the type of question and simply offer objectivity. Candidates are clearly versed in the sort of methodologies used by explanations/approaches by offering chromosome abnormality and twin studies accurately the majority of times. Although around three quarters of candidates successfully identified the issues with research of offenders for question 9(f), the remaining minority tended to select immature responses that would bring into disrepute research in this area. Question 10(b) was answered correctly most of the time.

The remaining short and extended writing questions are dealt with specifically throughout the remainder of this report and particular attention should be paid to examiner commentary and tips.

## Question 1 (a)

The majority of candidates were able to correctly identify that the statement was an aim as opposed to a hypothesis. However, a minority of answers wrote out an appropriate aim, which was already provided, so gained no credit.

Is this the 'aim' or 'hypothesis' of this study? (1)

Whether culture affected how aggressive a person is.



**ResultsPlus**  
Examiner Comments

This candidate misread the question and provided an aim that was already supplied in the stem of the question, so secured no marks.



**ResultsPlus**  
Examiner Tip

Candidates should be reminded to read the question very carefully.



## Question 1 (e)

Overall candidates responded extremely well to this question, with many candidates picking up a minimum of 2 out of the 3 marks allocated for this question. Common responses among candidates detailed information such as 'Japanese were more physically aggressive and the Spanish were more verbally aggressive', enabling them to pick up two marks. Some candidates accessed further marks by referring to the results being either consistent or inconsistent with cultural stereotypes, providing a clear and considered conclusion.

(e) Describe the results and/or conclusions of Ramirez et al. (3)

He found that Spanish participants were more verbally aggressive than ~~Japanese~~ Japanese students. Japanese students were more physically aggressive. Males were ~~more~~ more physically aggressive than females.



### ResultsPlus Examiner Comments

This answer achieved all three available marks by concisely commenting on Spanish people being more verbally aggressive, Japanese more physically aggressive and males being generally more aggressive than females. This was a typical response.



### ResultsPlus Examiner Tip

It is worth considering a more detailed description of findings as more than three marks may be offered in future series, particularly where studies offer rich and detailed findings.

It is also worth encouraging students to write both results and conclusions for this type of question to be sure to secure as many marks as possible.

(e) Describe the results and/or conclusions of Ramirez et al.

(3)

They found that both Spanish and Japanese were more violent when it came to certain types of violence. Spanish participants were more ~~physically~~ verbally violent. Japanese were more ~~verbally~~ physically aggressive.



**ResultsPlus**

**Examiner Comments**

This candidate scored two marks for the basic finding that Spanish were more verbally violent and Japanese more physically aggressive. The initial comment was not specific enough and not linked to culture.

## Question 1 (f)

Overall many candidates responded well to this question. Many candidates were able to provide a simple evaluative point for this study, however many candidates failed to provide a suitable elaboration for the points they discussed in the answers. As a result, this left many candidates picking up 1 mark out of the 2 allocated for this question.

A typical response was to correctly identify that only undergraduate Psychology students took part in the experiment which may result in bias. However many failed to elaborate on their responses i.e. 'they may be more likely to respond in a certain way because they may have understood the nature of the questionnaire.'

(f) Outline **one** possible weakness of Ramirez et al's study.

(2)

One possible weakness about Ramirez et al's study is that they used a questionnaire to gather information about aggression. This might <sup>not</sup> be ~~unre~~ generalisable which means their results may be unreliable.



**ResultsPlus**

**Examiner Comments**

The idea of using a questionnaire is not linked to lack of reliability or unreliability, so no mark was achieved here.

(f) Outline **one** possible weakness of Ramirez et al's study.

(2)

His participants were all psychology students at University. They may have ~~guessed~~ guessed the aim of the study and changed their responses in the questionnaire to please the researcher.



**ResultsPlus**

**Examiner Comments**

This was a typical two mark answer that clearly identified an issue with the methodology of the study and elaborated with sufficient explanation.

## Question 2 (a)

Typically candidates were able to identify appropriate reading material. Popular answers included books, comics, magazines, and even specific reading material such as Harry Potter. Sadly some candidates referred to 'tallies', television and questionnaires, which was not credited as written material relevant for this type of investigation.

(a) Suggest **one** type of reading material Suresh could use to conduct his content analysis.

(1)

~~consideration of television~~ comic books

(b) Suresh decided to make a list of categories of aggressive behaviour. Each time



**ResultsPlus**  
Examiner Comments

Comic books were an accepted source of reading/written material.



**ResultsPlus**  
Examiner Tip

Candidates should maintain focus on the question throughout these parted questions. Some suggested an appropriate reading material here but often went on to explain issues associated with naturalistic observation research. It may be useful to conduct content analysis practical activities to familiarise candidates fully with the procedure and issues.

## Question 2 (b)

Typical answers referred to Suresh being subjective in his interpretation of the chosen category of behaviour. Elaboration of this point often gained further credit by explaining how the category may be subjectively interpreted as aggressive when it may not be, for example, pushing may be a game rather than an act of aggression. Some candidates stumbled at this question and offered suggestions that a behaviour may not be seen in written material (which was not in the spirit of the question) or converted their answer into an issue with naturalistic observation, for example in a playground.

- (b) Suresh decided to make a list of categories of aggressive behaviours. Each time he came across them in the reading material, Suresh used tallying to record the number of aggressive acts.

**Tally chart to show aggressive behaviours**

Categories of aggressive behaviour	Tally to show the number of times behaviour is found in reading material
Pushing	
Shouting	
Bullying	
Kicking	
Pinching	

Pick **one** of the categories of aggressive behaviour on Suresh's chart.

Using your chosen category of behaviour, explain the problems Suresh might have when drawing conclusions.

(2)

Chosen category of behaviour ~~shouting~~ Bullying

The problem with recording bullying is that Suresh may think some actions do classify as bullying when others do not. Also, all of the aggressive behaviours in the categories above may come under the topic of bullying. Finally, by reading a material you cannot physically see if bullying was occurring in comparison to watching TV where it could be more easily identified.



**ResultsPlus**  
Examiner Comments

This answer clearly identifies the issue with using bullying as an aggressive category of behaviour, so secures both available marks.



**ResultsPlus**  
Examiner Tip

Candidates should be encouraged to explain/elaborate on their answers. Throughout this paper, candidates who express their comments clearly with explanation often earn the available marks with little hesitation.

- (b) Suresh decided to make a list of categories of aggressive behaviours. Each time he came across them in the reading material, Suresh used tallying to record the number of aggressive acts.

**Tally chart to show aggressive behaviours**

<b>Categories of aggressive behaviour</b>	<b>Tally to show the number of times behaviour is found in reading material</b>
Pushing	
Shouting	
Bullying	
Kicking	
Pinching	

Pick **one** of the categories of aggressive behaviour on Suresh's chart.

Using your chosen category of behaviour, explain the problems Suresh might have when drawing conclusions.

(2)

Chosen category of behaviour Bullying

When doing a conclusion one problem Suresh might have is that he might find things more or less aggressive to how others may see things.



**ResultsPlus**  
Examiner Comments

This is a typical one mark answer, providing a clear issue without sufficient explanation.

## Question 2 (c)

Candidates were largely successful at offering three specific non-aggressive/neutral behaviours, such as kissing, holding hands, talking etc. However, some candidates lost out while selecting rather vague non-specific comments such as love or achievement. Some offered aggressive behaviours such as poking or bullying.

(c) As a comparison, Suresh also made a list of non-aggressive/neutral behaviours.

State **three** non-aggressive/neutral behaviours that Suresh might come across in his content analysis of reading material.

(3)

1. Laughing / giggling
2. Yawning - tiredness
3. Crying



**ResultsPlus**  
Examiner Comments

This answer gets all three marks for clearly identified, specific, non-aggressive behaviours.

## Question 2 (d)

The majority of candidates were able to correctly state that there was exactly the same amount of aggressive as non-aggressive behaviours found in the reading material. Some were a little confused and referred to 'balancing out' of behaviours or took it too far by offering suggestions about readers/participants not being affected by the material as it was neutral; neither suggestion was credited. In this instance simple was best.

(d) Suresh tallied his results.

Tally of aggressive behaviours	Tally of non-aggressive behaviours

What could Suresh conclude from his results?

(1)  
The amount of aggressive and non-aggressive behaviours which occurred were exactly the same. There were not a greater amount of aggressive acts.

(Total for Question 2 = 7 marks)



**ResultsPlus**

**Examiner Comments**

This conclusion is accurate. It refers directly to the data and is precise.



### Question 3 (d)

Few candidates struggled to offer appropriate characteristics of an effective role model. Typical answers included some desirable traits such as attractiveness, popularity, fame. Other candidates remained true to social learning theory by stating same gender and same age, which earned credit. Reward was not seen as a characteristic of a role model so it did not achieve a mark.

(d) Some people are more likely to be role models than others.

According to social learning theory, state **two** characteristics a person might have to be an effective role model. (2)

1. Being attractive.

2. Gender.



#### ResultsPlus Examiner Comments

This gained one mark for 'attractive' as being a characteristic that may be posed by an effective role model. The word 'gender' on its own did not gain credit as it should have referred to 'the same gender' as the observer.



#### ResultsPlus Examiner Tip

Selecting some popular role models and identifying what characteristics they possess that make them role models, may be a useful class activity. Clearly it would have been very appropriate to refer to social learning theory too; however, this was beyond the remit of this particular question, but worth considering in teaching.

## Question 4 (a)

Overall the majority of candidates were able to answer this question well scoring 2/3 for this item. Many candidates were able to point out that Phillip's aggression could have been the result of high levels of testosterone or damage to the amygdala.

There was some confusion over the findings of XYY research and candidates often inaccurately referred to XYY causing aggression. This is not substantiated by research and so only those who explained the indirect link (intelligence, height and slow learning) earned credit. Sadly some candidates were able to detail factors associated with aggression (testosterone, limbic system) but failed to say how this may have resulted in Philip's aggression; to say Philip had testosterone was not enough, they needed to say that he had higher levels of testosterone.

- 4 Philip was always pushing over other children at school. None of the other children would play with him. His teachers thought his aggression came from his biological make up.

(a) Describe how the biological approach might explain Philip's aggressive behaviour.

(3)

The biological approach would explain this by <sup>saying</sup> genes could of been passed down from his mother / father that could make him aggressive, also Phillip could have a high level of testosterone which can be seen to make males more aggressive.



**ResultsPlus**  
Examiner Comments

This answer achieved two marks for a general genetic link via inheritance and higher levels of testosterone.



**ResultsPlus**  
Examiner Tip

Candidates who used the three factors associated with the biological explanations of aggression; high levels of testosterone, genetic transmission of aggressive genes and damage to limbic system/amygdala, clearly identified three factors. Other credit was given to examples.

## Question 4 (b)

Most candidates answered this question well with many showing a good understanding of social learning theory. Creditable candidate responses ranged from 'Phillip identified with the characters as he sees them as a role model' and 'Phillip sees that characters are being rewarded for their behaviour.'

The weaker candidates provided simple statements regarding the social learning theory such as 'Phillip is copying violent acts'. This meant that candidates lost out on marks as they were simply repeating the stem of the question which had previously been provided.

(b) Phillip's parents thought that Phillip played too many video games. They were worried that Phillip was copying aggressive acts from the video games.

Attention  
Memory  
Reproduction  
Motivation

Using social learning theory, explain how video games might affect Phillip's aggressive behaviour. (2)

Phillip may of played these violent video games and saw the characters being rewarded for the thing they done such as shooting, killing etc. He would then look up to the video game and try to be like his character or try to live as if he was in the video game. He would then copy the things he saw in the violent video games not knowing there is anything wrong with doing so.



**ResultsPlus**

**Examiner Comments**

This answer achieved two marks; one for reward and one for identification (wanting to be like the character). There was no credit for repetition of the question stem.



**ResultsPlus**

**Examiner Tip**

Candidates should learn all aspects of social learning theory to be effective in this sort of question:

attention, retention, reproduction, motivation (role model, vicarious reinforcement, direct reinforcement), identification.

## Question 4 (c)

Many candidates struggled with this question, not because they did not understand it, but because they were unable to use their knowledge effectively, often losing out on marks by failing to offer a reason to support their chosen explanation, instead offering a repeat description of the explanation from previous questions. Stronger answers tended to evaluate their chosen explanation and/or offer evidence. It was disappointing that so few candidates drew upon the nature nurture debate despite being a strong synoptic theme at GCSE.

(c) Philip's teachers and parents have different explanations for his behaviour.

Choose which explanation you think is best and outline **one or more** reasons for your choice.

(2)

Explanation chosen I agree with both views but we cant be too sure that there is a specific reason. In my opinion, I think nurture plays a massive role and the content of the video games were reinforced by Philip. Even if he didn't copy it, he would still learn it through observation.



**ResultsPlus**

**Examiner Comments**

This type of answer was typical of many candidates. This answer does not select a view, which is required of the question, and then simply describes a view rather than offering a reason for choice.



**ResultsPlus**

**Examiner Tip**

Easier marks can be achieved by offering evidence or evaluation of an approach for this sort of question.

(c) Philip's teachers and parents have different explanations for his behaviour.

Choose which explanation you think is best and outline **one or more** reasons for your choice.

(2)

Explanation chosen Biological explanation:

Firstly, because there are many studies which support this explanation; such as animal studies; which have shown castrating an animal lowers its aggression levels. As ~~some~~ animals and humans are similar, we can apply the findings.



**ResultsPlus**  
Examiner Comments

This answer was awarded one mark for the animal castration evidence and a further mark for elaborating on the generalisation of this evidence. The answer is clear, focused and selects a view to reason.



**ResultsPlus**  
Examiner Tip

A theme that runs through GCSE psychology is that it is better to do less well than do a lot not well at all. This example is a good example of an answer done quite well and has achieved the marks available.

### Question 4 (d)

This was a nice question and the response was very positive, with the majority of candidates answering this question correctly.



**ResultsPlus**  
Examiner Comments

Correctly identified approaches, which was typical for this question.

## Question 5 (a)

Candidates generally offered a strong example of social anxiety, such as public speaking or answering a question in class. Providing a strong definition was often hit and miss and a common error was to define social anxiety as a phobia of new people. There was often confusing reference to culture and symptoms (blushing, sweating) and this was not credited as an example of a social phobia as required by the question.

5 During your course you will have studied an investigation by Heinrichs et al (2005). Heinrichs et al were interested in how culture might affect social anxiety.

(a) Describe what is meant by 'social anxiety'. Give an example of social anxiety in your answer.

(2)

Social anxiety is how something, in this case cultures affect behaviour towards phobias socially.



**ResultsPlus**  
Examiner Comments

This answer is too vague for credit and is more about culture than social anxiety. It was quite common for answers to refer to culture, which with reference to expected research was not unexpected, but unfortunately this did not answer the question.

5 During your course you will have studied an investigation by Heinrichs et al (2005). Heinrichs et al were interested in how culture might affect social anxiety.

(a) Describe what is meant by 'social anxiety'. Give an example of social anxiety in your answer.

(2)

Social anxiety is when a person is put in a state of stress. For example if a person was faced with their phobia then they might go into social anxiety, where there body might start to shake, sweat, sweat, get stressed etc.



**ResultsPlus**  
Examiner Comments

This answer is not related to social anxiety and the symptoms are not appropriate as examples of a social phobia.

## Question 5 (c)

Many candidates seemed to have a good understanding of the difference between collectivistic and individualistic cultures with regard to competition, but there was a distinct failure to link any cultural differences to social anxiety with regards to social norms. Many candidates made assertions about the collectivistic cultures being bereft of social skills or not ever interacting with others. Similarly individualistic competitiveness was not appropriately linked to a lack of social anxiety.

(c) Heinrichs et al found that people from collectivistic cultures scored higher on social anxiety than people from individualistic cultures.

According to Heinrichs et al's study, explain why individualistic and collectivistic cultures differ with regard to social anxiety.

People from collectivistic cultures are more social and therefore<sup>(2)</sup> suffer from social anxiety more than people from individualistic cultures as they are more isolated and do not care about how others see them etc.



**ResultsPlus**  
Examiner Comments

Sadly, this level of response was typical of many candidates. There is clear reference to social anxiety, but the assertions made are unfounded.



**ResultsPlus**  
Examiner Tip

It would have been more useful here to refer to Heinrichs et al's own interpretation of their findings to gain accurate information on how culture may affect social anxiety. This would refer to emphasis on cultural norms and sanctions.



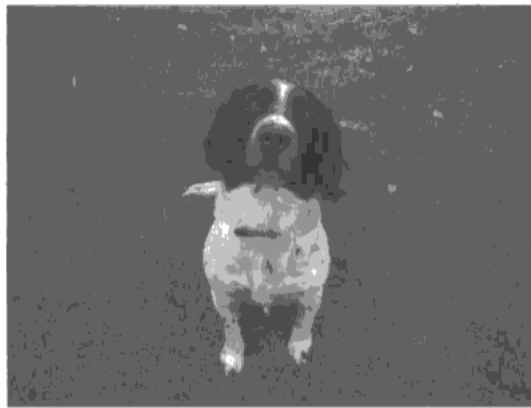
## Question 6 (a)

In response to this question it seems that candidates appear to have a good knowledge of classical conditioning. Many candidates were able to provide detailed descriptions of the process in which they would condition the dog to develop a phobia of the balloon. Many candidates were also able to provide a conditioning diagram to further demonstrate their understanding of this question. Candidates who were able to demonstrate this level of understanding were able to pick up maximum marks for this question.

Less successful answers provided a basic explanation of how they would condition the dog to develop a phobia of a balloon, however their use of terminology was not accurate or the process was incomplete. Sadly some candidates confused their answer with Pavlovian conditioning using food.

Candidates should be encouraged to avoid unethical practise, such as beating animals/ adverse conditions that would not be acceptable by psychology today.

6 Animals can be used to investigate learning.



(a) Using your knowledge of classical conditioning, describe how a researcher might train an animal to develop a phobia of balloons.

A researcher might use <sup>an object that the dog already fears</sup> ~~dog food~~ and a balloon. (3)  
Birds = conditioned response  
Balloon = unconditioned stimulus  
Birds + Balloon = unconditional response  
Balloon + Birds = conditioned stimulus  
Balloon = conditional stimulus response



**ResultsPlus**  
Examiner Comments

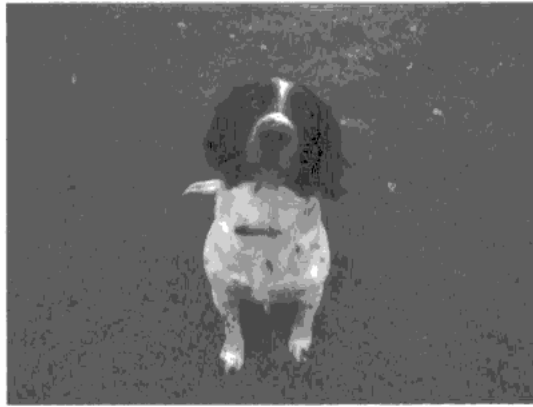
This is a very simplistic and unusual answer that gets one mark for the notion that an object that the dog already fears could be paired with a balloon.



**ResultsPlus**  
Examiner Tip

Stronger answers used the process of classical conditioning to support their application of knowledge.

6 Animals can be used to investigate learning.



(a) Using your knowledge of classical conditioning, describe how a researcher might train an animal to develop a phobia of balloons.

(3)

They will first start with getting an unconditioned stimulus, which is ~~the balloon~~ a loud noise and an unconditioned response which is fear. These are both natural. The balloon can then be associated with the fear stimulus (loud noise) and this equals to fear. Repeating this several times the dog learns to associate fear with just the balloon. The balloon which was a neutral stimulus turns into a conditioned stimulus and this balloon alone cause fear response known as ~~endif~~ conditioned response. The dog may now have a phobia of balloons.



**ResultsPlus**  
Examiner Comments

This is a typical three mark answer that competently uses the process of classical conditioning with accurate reference to appropriate terminology to support the answer.



**ResultsPlus**  
Examiner Tip

Candidates should be prepared to apply their knowledge to novel scenarios as a test of understanding rather than rote learning. Practising these sorts of scenarios is good practise.

## Question 6 (b)

Candidate answers all too often referred to ethical rather than practical reasons for using animals rather than humans. Correct answers referred typically to generalisability from animal studies or the control over the environment. Candidates often confuse practical and ethical issues, so they should be treated as distinct during teaching to avoid possible confusion.

(b) Outline **one** practical reason **for** using animals rather than humans in laboratory experiments.

(2)

Using animals rather than humans in a laboratory for more practical reasons is because an animal cannot refuse to participate in an experiment.



**ResultsPlus**  
Examiner Comments

It was all too frequent that candidates offered ethical rather than practical reasons for using animals.



**ResultsPlus**  
Examiner Tip

Ethical and practical reasons should be treated as distinct, and although it is acknowledged there can be overlap in terms of elaboration, it seems only the strongest of answers were able to express this clearly.

(b) Outline **one** practical reason **for** using animals rather than humans in laboratory experiments.

(2)

~~They are simpler than humans and so are easier to~~

They have very similar DNA to humans and so most experiments are reliable.



**ResultsPlus**  
Examiner Comments

This answer gets one mark for suggesting that animals are similar to humans. The second mark was not given for 'reliability' as it is more an issue of generalisability.

## Question 6 (c)

There were some strong answers with a focus on animal ethical guidelines, such as social isolation, smallest number, harm and pain, adverse conditions, etc and an impressive use of examples to illustrate the point (Curio using two blackbirds for the smallest number, Harlow using an excessive number of rhesus monkeys). Some candidates simply listed the guidelines without sufficient elaboration for separate credit for each point made. However, many candidates simply attempted to apply human ethical guidelines of consent, right to withdraw, unsuccessfully.

(c) Evaluate the use of animals in laboratory experiments in terms of **ethics**.

(3)

There are less guidelines to follow for animals as there are no "right to withdraw" rule for animals because we cannot communicate with them so all experiments are guaranteed to be completed.

However it is best that they are not under psychological harm much like humans but sometimes it is necessary so its not as heavy like human ethical guides.



**ResultsPlus**  
Examiner Comments

This type of answer was all too common and with a focus on human guidelines did not achieve any credit.



**ResultsPlus**  
Examiner Tip

The BPS publishes and upholds animal and human guidelines and candidates should be advised to use the appropriate set of guidelines accordingly.

(c) Evaluate the use of animals in laboratory experiments in terms of **ethics**.

(3)

There are certain ethical guidelines to follow when using animals in experiments. Experimenters should be careful to avoid social isolation, which may distress the animal, and also to choose a species that is comfortable being by itself and also having its environment controlled. They should also use the smallest number of animals possible, so that they don't become distressed.

However, many people disagree with using animals, as they are unable to give consent to say if they are distressed or to withdraw if they feel uncomfortable.



**ResultsPlus**  
Examiner Comments

This answer initially refers to appropriate animal ethical guidelines to gain the available marks. There is sufficient description of the guidelines to avoid being a simple list.

### Question 6 (d) (i)

The majority of candidates were able to accurately state an open ended question and refer to phobias. A few did not make reference to phobias at all.

(d) As there are ethical reasons for avoiding experiments using humans, we often use questionnaires on humans instead.

(i) Write an open-ended question that could be used in a questionnaire on phobias. (1)

What are you afraid of the most?



**ResultsPlus**  
Examiner Comments

This was a typical successfully stated open ended question.



**ResultsPlus**  
Examiner Tip

Often open questions use the terms 'what', 'how', 'why' to ensure open-endedness.

### Question 6 (d) (ii)

The majority of candidates offered really good examples of Likert style questions, using a ranked scale to strengthen their response. A few offered 'yes/no' type questions.

(ii) Write a Likert/ranked style question that could be used in a questionnaire on phobias. (1)

On a scale of 1 to 10 (1 being = Not Scared), how much are  
the afraid of animals bigger than yourself?

Not Scared 1 2 3 4 5 6 7 8 9 10 Extremely



**ResultsPlus**  
Examiner Comments

It was typical of this answer to offer a scale on which to rank a fear/feeling associated with a phobic object. This was pleasing to see.

### Question 6 (d) (iii)

Similar to previous questions, many candidates were able to offer closed ended questions successfully. A few offered open or Likert (clearly ranked) style questions.

(iii) Write a closed question, other than a Likert/ranked style question, that could be used in a questionnaire on phobias.

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

Yes  No



**ResultsPlus**  
Examiner Comments

This was a typical correct response as a closed ended question.



**ResultsPlus**  
Examiner Tip

Placing a 'yes/no' check box strengthened the answer as a convincing closed ended question.

### Question 7 (a)

Many successful answers correctly identified the correct order of digits. Some may have lost marks by offering avoidance as step 3 rather than step 4.

(3)

Sentence order	
2	Maria watches her friend scream and panic when she sees a cat.
1	Maria is not scared of cats.
3	The next time Maria sees a cat she feels scared.
4	Maria avoids cats because she is scared of them.



**ResultsPlus**  
Examiner Comments

The majority of candidates placed the digits in the correct order to illustrate social learning theory as applied to developing a phobia of cats.



## Question 7 (b) (i)

Of all the potential examples of a phobia that cannot be explained by evolutionary preparedness, there was a surprising number of students who incorrectly identified objects that could be explained by the theory or potentially explained by the theory e.g. lightening, spiders, heights, water. There are clearly innumerable examples of modern day objects or harmless objects at the candidates' disposal, so examples such as those listed were not credited. More successful answers included buttons, guns, clowns, rabbits. There were a fairly equal number of objects from modern day (harmful and harmless) as harmless objects from our evolutionary past.

(b) The evolutionary theory of preparedness can explain some phobias but not others.

(i) State **one** phobia that the evolutionary theory of preparedness **cannot** explain.

(1)

phobia of planes



**ResultsPlus**

**Examiner Comments**

Planes are clearly not from our evolutionary past so the fear of planes cannot be explained by evolutionary preparedness. This example gained the mark.

(b) The evolutionary theory of preparedness can explain some phobias but not others.

(i) State **one** phobia that the evolutionary theory of preparedness **cannot** explain.

(1)

Heights



**ResultsPlus**

**Examiner Comments**

It was not uncommon to see a phobia that can be explained by evolutionary preparedness, but it gained no credit here as heights were feared in our evolutionary past so can be explained by the theory.



## Question 7 (b) (ii)

Successful responses explained fully that either the object was not in our evolutionary past so the preparedness to fear it could not have been passed on, or that it was harmless in our past so the preparedness to fear was not passed on. Some lacked the elaboration to gain both marks. Some candidates seemed confused when explaining modern day objects, writing answers that assumed that the objects were in our evolutionary past, but not harmful so not avoided. Such answers lacked understanding of the theory and did not gain credit.

(ii) Outline why the evolutionary theory of preparedness cannot explain the phobia you have stated in (b)(i).

(2)

They are not harmful and also they weren't around hundreds of years ago.



**ResultsPlus**

**Examiner Comments**

This response has clearly identified that buttons did not figure in our evolutionary past, but the elaboration does not sufficiently outline the consequence of that fact with regards to the theory. The answer verges on confused by saying that buttons are 'harmless', which matters not in evolutionary terms as buttons were not a part of our past so the point about harmlessness is irrelevant.



**ResultsPlus**

**Examiner Tip**

Candidates should be able to explain why modern objects cannot be explained by evolutionary preparedness and why harmless past objects cannot be explained. These are two separate explanations.

(ii) Outline why the evolutionary theory of preparedness cannot explain the phobia you have stated in (b)(i).

(2)

In the theory of preparedness, preparedness says that it is easier to be scared of something that our ancestors were scared of like, water, fire, spiders and snakes.



**ResultsPlus**

**Examiner Comments**

This answer does not justify their example at all or refer to modern day objects, so gains no credit.

(ii) Outline why the evolutionary theory of preparedness cannot explain the phobia you have stated in (b)(i).

(2)

Because preparedness is related to  
theories ~~are~~ from evolution, such as  
animals.



**ResultsPlus**

**Examiner Comments**

This answer uses a poor example that cannot be explained and further does not attempt to justify a choice appropriately.

## Question 8 (a)

Candidates seemed to have a very good understanding of how flooding works and they were then able to apply their knowledge back to the question. As a result many candidates were able to score very well for their responses. A majority of candidates were able to pick up between 2 or 3 marks for their responses to this question.

A small proportion of candidates appeared to be unsure about this question despite being told to express knowledge about flooding, these responses detailed information about systematic desensitisation and gradual exposure or conveyed basic knowledge about confronting a fear and realising that it is not scary.

8 Jeremy had a phobia of water and was scared to go swimming with his friends. There was a swimming competition at school and Jeremy wanted to take part. He decided to have therapy to treat his phobia of water.

(a) Describe how flooding therapy could be used to treat Jeremy's phobia of water.

(3)

Flooding involves Jeremy to be in contact with water until he has completely ~~been~~ got over his fear. When Jeremy first enters the water he will be very anxious, your body cannot stay being anxious forever so it will naturally calm down, once this process is over for Jeremy he will associate water with being ~~calm~~ and feeling calm.



**ResultsPlus**  
Examiner Comments

This is a nicely expressed answer that completely outlines how flooding could be used as applied to the scenario. This answer gets all available marks for suggesting a suitable contact with water, the initial anxiety and the eventual relaxation and association made.



**ResultsPlus**  
Examiner Tip

When given a scenario, candidate responses should be applied clearly rather than a description of the therapy without reference. Candidates would do well to practise this skill.

8 Jeremy had a phobia of water and was scared to go swimming with his friends. There was a swimming competition at school and Jeremy wanted to take part. He decided to have therapy to treat his phobia of water.

(a) Describe how flooding therapy could be used to treat Jeremy's phobia of water.

(3)

Flooding therapy could be used to treat this phobia because water is not harmful. It would be a good option to use flooding with Jeremy and bring him to face his fear quickly due to as soon as Jeremy's therapy starts he will begin to realise water can not bring him harm and make him feel more comfortable, if Jeremy's therapy was done gradually his phobia would have taken a long time to defeat.



**ResultsPlus**

**Examiner Comments**

This answer was a little unspecific and gained one mark for the general idea of facing ones fear.

### Question 8 (b) (i)

Many candidates were able to identify an appropriate therapy, systematic desensitisation being the most typical. Candidates were required to name, rather than describe, the therapy. Although spelling of systematic desensitisation was treated sympathetically, some spellings were simply too different from the expected to gain credit.

(b) (i) Name **one** therapy other than flooding that can be used for the treatment of phobias.

(1)

Semetail dissilation



**ResultsPlus**

**Examiner Comments**

The candidate response here was simply too far from the expected spelling to assign credit.

### Question 8 (b) (ii)

Typically systematic desensitisation was compared to flooding and encouragingly candidates focused on ethical issues. Credit was commonly given to a right to withdraw and gradual exposure being less distress and client control. Some candidates simply described the process of gradual exposure without reference to ethical comparison, so did not gain credit for such statements.

(b) (i) Name <b>one</b> therapy other than flooding that can be used for the treatment of phobias.	(1)
Systematic desensitisation	
(ii) Explain why the therapy you have named in (b)(i) might be more ethical than flooding.	(2)
This is more ethical and participants do not lose the right to withdraw. This means they can leave at any-time they wish to do so. Also they will not feel as distressed, they will have a hierarchy of steps and process to go through and will gradually lead them to facing their phobias.	
(Total for Question 8 = 6 marks)	



#### ResultsPlus Examiner Comments

This answer clearly identifies two ethical reasons why systematic desensitisation, in this case, would be better; right to withdraw and gradual so less distress.

## Question 9 (c)

A common candidate response was that 'the independent researcher did not know the aim of the study.' However many candidates lost out on marks as they were not specific enough in their elaborations. Candidates were able to state that the use of an independent researcher would avoid bias but many candidates failed to state that this helped to avoid researcher bias/so the aims were not conveyed via questioning techniques/answers so were not subjectively interpreted according to the aims.

(c) Theilgaard (1984) conducted an investigation to study the personalities of 30,000 male participants. She used an independent researcher to interview the male participants.

Explain why an independent researcher is useful in a study like this one.

(2)

Say for instance if there wasn't an independent researcher, there was one that spoke and asked questions in small clusters of the 30,000 participants, ~~the~~ <sup>their</sup> answers would be influenced by others, it would not be personal and therefore wouldn't be accurate. An independent researcher is very useful as one to one sessions get the most accurate answers.



**ResultsPlus**  
Examiner Comments

This answer is far too vague and unrelated to the question asked to gain credit.

(c) Theilgaard (1984) conducted an investigation to study the personalities of 30,000 male participants. She used an independent researcher to interview the male participants.

Explain why an independent researcher is useful in a study like this one.

(2)

that she used an independent researcher to avoid researcher bias, where the researcher interprets the results in a way to fit the aim. However the researcher didn't know the aim of the study and therefore couldn't cause researcher bias, this is why an independent researcher is useful in a study like this to prevent researcher bias.



**ResultsPlus**  
Examiner Comments

This is an appropriate strength of using an independent researcher, as Theilgaard would have used the social worker, which is well expressed and elaborated. Both marks were achieved by this answer.

## Question 9 (d)

Overall candidates responded very well to this question with many scoring the 2 marks allocated for this item. Some candidates reported that 'the sample of males with XYY/ XYY chromosomes were rare therefore results were difficult to show generalisability with sufficient elaboration for both marks, however many candidates lost out on the elaboration mark. There were a few inappropriate comments referring to lack of generalisability to females, such comments were not creditworthy as females do not possess a Y chromosome.

(d) Theilgaard concluded that males with an XYY genetic pattern were very similar in personality to males with the XXY genetic pattern, so there was no direct link between genetics and criminality.

Outline **one** weakness of Theilgaard's study.

(2)

Although she only studied on 30,000  
she only found 16 people with XYY  
and 12 people with XXY therefore  
it isn't a massive range of people



**ResultsPlus**  
Examiner Comments

It was fairly common for candidates to identify a major weakness of Theilgaard's study as the sample size of XYY participants. This answer does identify this but 'massive range of people' is not sufficient elaboration to explain that the generalisability of the findings are limited.



## Question 9 (e)

Overall candidates were largely able to offer one or more issues associated with research using convicted offenders, typically responses referred to glorifying their crimes, protecting their families, lying to gain early release. Some candidates made the mistake of writing ethical issues when dealing with convicted offenders such as 'right to withdraw' and 'distress'. Often more than two practical issues were mentioned, when the candidate was trying to elaborate on one point. This meant that the answers had to be 'untangled' to gain the best possible credit. Better responses maintained good focus on the issue and elaborated to gain both marks for each problem identified. Successful answers outlined, for example, glorifying their crimes and elaborated to suggest the possible implications for the research.

(e) Some criminal psychologists use convicted offenders for their research.

Outline **two practical** issues/problems that researchers might have when conducting research with convicted offenders as participants.

(4)

1. ~~They might give fake information which will lead to a fake conviction.~~

They may feel distressed when talking about their crime

2. ~~They may be treated with less respect because they are criminals.~~



**ResultsPlus**

**Examiner Comments**

Similar to animal ethics, candidates seem to struggle in distinguishing between practical and ethical issues. This response focuses entirely on ethical issues associated with research of convicted offenders, so gains no marks.



**ResultsPlus**

**Examiner Tip**

As a recurrent issue with research using animals and convicted offenders, candidates should be alerted to the distinction between practical and ethical issues. Merging them should be avoided as it can lead to confusion under examination conditions.

(e) Some criminal psychologists use convicted offenders for their research.

Outline **two practical** issues/problems that researchers might have when conducting research with convicted offenders as participants.

(4)

1. They may show a lot of aggression when taking part ~~in the~~ in the experiment.

2. Personal questions may be asked so they may not answer them.



**ResultsPlus**

**Examiner Comments**

This response implies that there may be a practical issue of danger to the researcher engaged in this sort of research, however this is not made clear and the response should have at least specified which sort of offender or that this may be the case (avoiding categorical statements as not all offenders are a danger). The second comment is too generic and could apply to any research method. There is no real evidence that the candidate has considered linking their response to research using offenders.

## Question 9 (f)

A large majority of candidates were correctly able to identify both answer options. A common mistake was to only check one box.

(f) Which **two** ethical issues would you need to be aware of when conducting research with convicted offenders as participants? (Mark **only two** boxes.)

Convicted offenders: (2)

- A cannot withdraw from the study
- B cannot be debriefed
- C may feel distress when talking about their crimes
- D are unlikely to show regret for their crimes
- E must be treated like any other participant
- F can be treated with less respect as they are criminals



### ResultsPlus Examiner Comments

This response has clearly identified the incorrect options. It was uncommon to not get at least one correct option.



### ResultsPlus Examiner Tip

Giving candidates a variety of multiple choice questions, including ones that require multiple options, single options and duplicate options are useful exam practise and ensure that the candidates read the instructions to these questions carefully.

## Question 10 (a)

The majority of candidates were able to demonstrate some understanding that offender profiling is used to catch criminals or narrow down the list of suspects for police investigations. Some gained an additional mark for suggesting that careful analysis of the crime scene could yield some clues to what the offender is like, such as age or gender. Stronger answers also referred to the type of clues looked for, criminal consistency and the potential to use offender profiling for interview techniques if the offender was caught. There were a few candidates who muddled offender profiling with eyewitness testimony or suggested that the offenders face could be drawn. Some candidates were very confused and wrote comments about an offender being caught and then profiled for later offenders.

10 (a) Describe what is meant by 'offender profiling'.

(3)

Offender profiling is where police are trying to find a criminal and get the major characteristics of the criminal and try and look for someone with those exact characteristics. A weakness of this is that someone may have the characteristics but is innocent of the crime, this could lead to them being treated like a suspect and sometimes being convicted.



**ResultsPlus**  
Examiner Comments

This response is rather weak and gains one mark for a basic understanding of major characteristics helping to look for someone that matches them. There were no marks awarded for evaluation.

10 (a) Describe what is meant by 'offender profiling'.

(3)

Offender profiling is when ~~forensic~~ someone builds a profile about a criminal for example John duffy, by looking at their appearance and previous convictions.



**ResultsPlus**  
Examiner Comments

Sadly some responses, such as this example, were confused as to when offender profiling would be used.

10 (a) Describe what is meant by 'offender profiling'.

(3)

offender profiling is a method used by a forensic psychologist to assist the police.  
it involves looking at psychological clues to ~~see~~ about the criminal to help narrow down build a profile.  
This helps to narrow down the number of ~~with of great~~ suspects, predict <sup>type of</sup> future crimes and victims, ~~see~~ and to suggest useful interviewing techniques ~~not~~ to use on the criminal.



**ResultsPlus**  
Examiner Comments

This is a well detailed response offering a concise and accurate answer accessing the available marks.

## Question 10 (c)

It seems that candidates may have struggled with this question, as many were only able to pick up the identification mark for stating an appropriate treatment, with a second mark being awarded for a brief description of the treatment. However some candidates were able to provide more description thus being able to obtain at least three marks for this item. Successful, specific and common answers were anger management, token economy, cognitive behavioural therapy and personal construct therapy. Drug treatment was not an appropriate treatment as it would not be in Sahar's remit to prescribe medication to offenders.

Weaker candidates failed to provide these treatments, many highlighting more vague treatments such as counselling, or a response which related back to social interaction such as 'talking with the therapist', as a result only picking up one mark.

(c) During her role as a forensic psychologist, Sahar is asked to review the behaviour of prisoners and develop treatment programmes.

Describe **one** way of treating offenders that Sahar might use.

In your answer refer to how Sahar might use this treatment.

(4)

Treatment Interviewing.  
Making the criminals talk about their crime and the effect it may have ~~on~~ on the family, might make them come to their senses. Also talking about their mental state and home/growing up life could be a big influence in treating them this could bring back their home life and make them miss the outside world more, meaning that they would get treated and get any sort of crimes out of their head.



**ResultsPlus**  
Examiner Comments

Unfortunately there was no real therapy/treatment identified in this answer but a generic mark was achieved for the idea that it would involve talking about their crimes.



**ResultsPlus**  
Examiner Tip

Stronger answers identified a specific treatment and detailed the process and aims of the treatment as it relates to prison settings and offenders. Candidates should be prepared with a treatment and discuss this treatment in context.

(c) During her role as a forensic psychologist, Sahar is asked to review the behaviour of prisoners and develop treatment programmes.

Describe **one** way of treating offenders that Sahar might use.

In your answer refer to how Sahar might use this treatment.

(4)

Treatment Anger management.

She might work with a ~~prisoner~~<sup>male</sup> who has a history of violence and domestic abuse and help him manage his anger. She may talk to ~~the~~ him and see where his anger stems from, how to handle his anger calmly and effectively and how he can avoid re-offending. During the treatment she may give him techniques on how to control his anger or how he can vent it out elsewhere, non-aggressively.



**ResultsPlus**

**Examiner Comments**

This response is much more specific in identification and description of a treatment. This response also addresses the issue of how Sahar would use the treatment, which is a necessary requirement of the question. The answer achieved an identification mark, a mark for suggesting that the treatment involves identification of where the answer stems from, and a further mark for giving a technique that could be used. Three marks overall.



## Question 11

It was pleasing to see that the majority of candidates responded well to this question. It appears that this question was well understood by the candidates, many of which scored at least six marks for an outline of the questionnaires used and an idea that the predictions were fulfilled. Weaker responses tended to omit the time frame in which the research was conducted for the procedure and offered limited evaluation. Stronger answers gave good detail of the procedure and some impressively specific results in addition offered very good weaknesses of the study that were very well explained (influence of peers, accurate parental knowledge of children, social desirability, fear of parental response). Candidates seemed to struggle a little with the strengths of the study which tended to limit the answers to level four. Candidates should be reminded of the elements of a research study and draw specifically on their knowledge when asked only for some of these elements. In this case candidates offered aims and conclusions which were not specified in the question.

\*11 As part of your course you will have studied the investigation conducted by Madon et al (2004). Madon et al aimed to investigate the self-fulfilling prophecy and the drinking behaviour of children.

Describe the procedure and results of Madon et al's study **and** evaluate this study in terms of its strengths and weaknesses.

(10)

Madon et al aimed to investigate the self ~~fulfilling~~ fulfilling prophecy and the drinking behaviour in children. Madon ~~had~~ found that self fulfilling prophecy affects drinking behaviour in children. If they are expected to be drunk all the time, messing about drinking ~~by~~ by the public, they will tend to reach up to those expectations. ~~Results~~  
Strengths



**ResultsPlus**

**Examiner Comments**

This answer is very basic and has an aim (which is not credited for this essay question) and a conclusion. Such minimal content only meets level one. With no procedure, very limited findings and no evaluation, this answer gained 1 mark.



**ResultsPlus**

**Examiner Tip**

Candidates should be aware of the different elements to a research study; name, aim procedure/method, results/findings and/or conclusions. These elements may be specified in an examination question.



\*11 As part of your course you will have studied the investigation conducted by Madon et al (2004). Madon et al aimed to investigate the self-fulfilling prophecy and the drinking behaviour of children.

Describe the procedure and results of Madon et al's study **and** evaluate this study in terms of its strengths and weaknesses.

(10)

The aim of Madon's study was to use self-fulfilling prophecy to investigate whether a parent's opinion influenced their child's drinking habits.

Madon asked a large group of 12-13 year olds about their drinking habits, as well as questioning their parents about how much alcohol they suspected that their children were drinking on a regular basis. In a year's time, Madon returned and questioned the same children again about how much they regularly drank.

Madon found that even if only one parent suspected that their child drank a lot, after a year their alcohol consumption had increased. It increased by a greater amount if both of the child's parents suspected them of regularly consuming a lot of alcohol.

Madon concluded, therefore, that parent's opinions can affect their child's behaviour, particularly if their opinion is negative.

One strength of Madon's study is that a

large group of participants were used, therefore making the results of the study generalisable to other teenagers.

However, one weakness of Madon's study is the fact that as only a correlation was found, it cannot be stated for sure that it was the parent's opinion that made the child drink more. It could have been down to peer pressure, or the parent's opinion may have just been accurate.

Another weakness is the fact that ~~the~~ the children, when questioned, may have had a social desirability bias, meaning that they may not have answered truthfully about their child's drinking habits but rather said what they thought would make them look better, and "socially desirable".



### ResultsPlus Examiner Comments

This answer is good. It clearly describes the procedure and findings of the study well, but it is not executed very well. In addition there is superfluous information regarding the aim and conclusion which lacks focus on the requirements of the question. So clearly this is a level three or four description element (which is the same for this essay). The evaluation has one strength, but more weaknesses. The requirement of level five is for both strengths and weaknesses, so with only one strength this cannot be positioned into level five. The evaluation clearly satisfies the level four elements and is written well with good expression and use of psychological terminology. This essay was awarded eight marks at the top of level four.

## **Paper Summary**

Candidates should be applauded for the mature and successful application of knowledge and skills throughout this paper. There was important discrimination achieved by the questions to allow candidates of all ability to contribute and be challenged and awarded by the paper as a whole.

## **Grade Boundaries**

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

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