



Examiners' Report June 2024

GCSE Psychology 1PS0 01

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Introduction

The summer 2024 examination was the second full series since 2019 without the support of advance information. The performance of the candidates is summarised below, with advice on how to improve in future series'.

Candidates performed at a similar level, albeit slightly better, to previous series' in terms of the questions focused on knowledge and understanding only. Questions (Q) 01a, 01b, 16, 21 and 22b were indicative of this where candidates were usually able to recall factual information from named areas on the specification. However, candidates need to ensure they are learning named content effectively because there were areas for improvement, such as on Q12a and Q12b.

Candidate performance on questions requiring AO1 and AO2 was very similar to previous series'. On some questions, candidates performed very well, such as Q04a, Q10 or Q13, where they were able to recall and apply their knowledge effectively. However, on other questions they found this difficult, such as Q15a or Q20, where the majority had difficulty in both recalling and applying their knowledge in an effective manner.

Similar to previous series', questions requiring strengths and/or weaknesses had a mixed performance. Some were answered better than others, such as Q04b or Q09b. However, some were generally found difficult by candidates, such as Q23b. Where candidates were able to identify a strength and/or weakness, the majority found difficulty in then elaborating on this appropriately for the higher marks. Again, this remains a focus for centres to help support candidates with, for future series'.

The questions that required a conclusion were at a higher level of performance to previous series', which was pleasing. Whilst some candidates were still recycling the data/information from the source material and offering no conclusion, the majority of candidates showed a greater aptitude in being able to gain marks efficiently on these questions using advice from previous series'. Q11a was particularly well-answered in general.

Questions that focused on improvements again had a broadly similar level of performance to previous series', albeit slightly better this series. Some candidates were able to identify effectively an improvement and justify this fully, whereas others found it difficult to suggest a relevant improvement. General performance on Q11b was better than that of Q5b or Q18b for this skill.

Performance on the essays was at an anticipated level and similar to previous series'. The issues and debates essay (Q26) had a lower performance than that of 2023 due to the focus on a more difficult concept of reductionism. The synoptic essay (Q27) showed a similar level of performance to previous series', with the AO3 and balance being the differentiating elements once again and were more evident in the best responses.

The remainder of this Examiner Report will focus on each individual question, which can be used to help prepare candidates for future 1PS0/01 examinations.

Question 1 (a)

Candidates were required to define accurately the sensorimotor stage for Q01a.

The best responses gave an accurate definition of the stage, with weaker responses defining a different stage or giving an inaccurate definition. The most common focus was the age range of the stage.

1 Define what is meant by the following stages of Piaget's Theory of Cognitive Development.

(a) Sensorimotor stage

(1)

The Sensorimotor stage is the first stage of development in Piaget's theory of cognitive development. It is from birth to 2 years. By 6 months babies develop object permanence meaning they know an object exists even if they can't see it.



ResultsPlus
Examiner Comments

This response is given the mark for knowledge of the sensorimotor stage.

Total: 1 mark

Question 1 (b)

For Q01b, candidates were required to define accurately the concrete operational stage.

Similar to Q01a, the best responses gave an accurate definition of the stage, with weaker responses defining a different stage or giving an inaccurate definition. As with Q01a, the most common focus was the age range of the stage.

(b) Concrete operational stage

(1)

The Concrete operational stage is when children

7-12 become less egocentric and start taking on other views.



ResultsPlus
Examiner Comments

This response is given the mark for knowledge of the concrete operational stage.

Total: 1 mark

Question 3

Q03 required candidates to demonstrate accurate understanding of Piaget's theory (AO1) and exemplify how the theory could be used to explain the scenario (AO2).

The best responses gave both appropriate understanding of Piaget's theory and suitable exemplification. Most candidates focused on schemas, with a small minority focusing on animism.

Weaker responses only gave understanding or exemplification of Piaget's theory or produced responses that were inaccurate.

3 Shannon is 3 years old and is in the park with her mum. She sees a bird flying over them. Her mum says, 'bird' and Shannon repeats this.

The next day, Shannon is in the park with her dad and sees an aeroplane in the sky. She points at the aeroplane and says, 'bird?' to her dad. Her dad smiles and says, 'No, that is an aeroplane.'

Explain why Shannon mistakenly thought the aeroplane was a bird.

You should refer to Piaget's Theory of Cognitive Development in your answer.

(2)

According to Piaget's theory of cognitive development, a schema is a packet of information formed by personal experiences. In Shannon's schema a 'bird' ~~fly~~ flies in the schema which is why she thought the aeroplane was a bird as it was flying in the sky.



This response is given full marks for:

- the understanding of the theory (1)
- application of the theory to the scenario in an appropriate way (1)

Total: 2 marks

Question 4 (a)

For Q04a, candidates were required to demonstrate accurate understanding of Carol Dweck's mindset theory (AO1) and exemplify how the theory could be used to explain the scenario (AO2).

Similar to previous series', candidates found this type of question difficult. The best responses gave both appropriate understanding of a fixed mindset and suitable exemplification to the scenario regarding Sara.

Weaker responses only gave understanding or exemplification of Carol Dweck's mindset theory, usually only stating what a fixed mindset was, without application, or produced responses that were inaccurate.

- 4 Sara is at home with her father. She is trying to read a book given to her by her teacher but is finding a lot of the words difficult to read. Sara stops reading after the first page and says to her father that there is no point continuing as she will never understand the words. → fixed -

Later, Sara is trying to help her father by doing some digging in the garden. Her father had previously told her that she was good at digging. However, when the digging becomes difficult, Sara stops and goes inside the house.

- (a) Explain what Sara choosing to stop reading and digging shows about her mindset.

You should refer to Carol Dweck's mindset theory in your answer.

(2)

When Sara stopped reading and digging it shows now she has a fixed mindset. This means that she believes her abilities are fixed and unchangeable. Dweck's mindset theory found that those with a fixed mindset are more likely to give up more easily. This is because they believe their abilities are fixed, and cannot be improved by effort and determination.



This response is given full marks for:

- the understanding of the theory (1)
- application of the theory to the scenario in an appropriate way (1)

Total: 2 marks

Question 4 (b)

Candidates were required to identify a strength and a weakness of using Carol Dweck's mindset theory to account for Sara's choosing to stop reading and digging (AO2) and then fully justify the strength and weakness (AO3) for Q04b.

The best responses provided an accurate strength and weakness and then justified them fully in relation to the scenario. Weaker responses tended to identify the strength and/or weakness only, gave generic information, or produced responses that were inaccurate and tried to apply this to the scenario.

(b) Explain **one** strength and **one** weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.

Apply's
✓ valid
✓ marks

(4)

Strength

One strength is that ~~Car~~ Dweck's theory is applicable to education in real life so children can be taught to develop a ~~to~~ growth mindset to improve their abilities. This is a strength to account for Sara choosing to stop reading and digging because Sara can develop a growth mindset to continue and improve on reading and digging.

Weakness

A weakness is that some research does not support Dweck's theory such as an article questioning whether believing can increase ability. This is a weakness to account for Sara choosing to stop reading and digging as even if she has a growth mindset, she may not be able to improve her abilities.



ResultsPlus
Examiner Comments

This response is given full marks for a fully-justified strength and weakness applied to the scenario in an appropriate way.

Total: 4 marks



ResultsPlus
Examiner Tip

Avoid generic statements

Fully justify the strengths and weaknesses, as this response has done

Question 5 (a)

For Q05a, candidates were required to give an appropriate conclusion that could be made from the data provided in Table 1, with justification of the conclusion through analysis/interpretation.

The best responses gave a clear conclusion regarding the cognitive development of the children and then supported this with relevant evidence from the table.

Weaker responses tended to give a conclusion only. Some responses only repeated information from the table with no conclusion, which should be avoided in future series'.

(a) Explain **one** conclusion you could make regarding the cognitive development of the children using the data from **Table 1**.

(2)

As children's age increased, their developed decentration, where they can envision ~~and~~ another person's viewpoint. Using the data, we can see the number of pupils who said the triangular building would be at the front (incorrect) decreased from 26 (6 years old) to 3 (10 years old), a decrease of 23.



This response is given full marks for an appropriate conclusion and justification.

Total: 2 marks

Question 5 (b)

Q05b required candidates to identify a relevant improvement for Leanne's investigation, with justification of the improvement provided.

The best responses gave a relevant improvement, usually related to the sample of children used, and then supported this with justification.

Weaker responses gave an improvement only or suggested inappropriate improvements for the investigation. Where candidates do give an appropriate improvement, they need to ensure they are elaborating on their suggested improvement sufficiently to be able to gain full marks.

Some candidates gave weaknesses of the investigation, not related to improvements, which should be avoided in future series'.

(b) Explain **one** improvement that Leanne could have made to her investigation. year olds
(2)

Leanne could have used a task higher in mundane realism, for example using toys which the children recognised instead of buildings, which would increase the ~~ecological~~ ^{internal} validity of the results as the task would have been more reflective of every day life so children would be more likely to understand the task.

(Total for Question 5 = 4 marks)

TOTAL FOR SECTION A = 16 MARKS



This response is given full marks for an appropriate improvement and justification.

Total: 2 marks

Question 8

Candidates were required to describe the sensory register for Q08.

The best responses gave an accurate definition of sensory register in relation to the multi-store model.

Weaker responses defined a part of the theory or gave an inaccurate description, such as stating attention was needed for information to enter sensory memory or that rehearsal was needed for it to be transferred to short-term memory.

8 The 'sensory register' is included in the Multi-store Model of Memory.

Describe the 'sensory register' as part of the Multi-store Model of Memory.

The sensory register is a stage of encoding information into the memory stores. Examples of sensory register is: acoustic, semantic or visual.

The sensory input relies on a level of attention that is paid to it. If little attention is given to the sensory input, then it will not be passed through to the STM.

(Total for Question 8 = 2 marks)



This response is given full marks for an accurate description of the sensory register.

Total: 2 marks

Question 9 (a)

For Q09a, candidates were required to demonstrate accurate understanding of the theory of reconstructive memory (AO1) and exemplify how the theory could be used to explain the scenario (AO2).

The best responses gave both appropriate understanding of reconstructive memory theory and suitable exemplification to the scenario regarding Simon's students.

Weaker responses only gave understanding or exemplification of reconstructive memory theory, or produced responses that were inaccurate.

- 9 Simon is investigating the memory of his students. He shows his students 6 words for 15 seconds as a group. Simon removes the words and asks his students to try and remember them.

After 30 minutes, Simon asks his students to try and recall the words.

Simon's word list is shown in **Figure 1**.

Acid	Unripe	Lemon
Bitter	Sharp	Tart

Figure 1

Simon finds that some of his students recalled the word 'sour' as part of their list of words.

- (a) Explain why some of the students have recalled the word 'sour' when recalling the word list.

You should refer to the Theory of Reconstructive Memory in your answer.

(2)

According to the Theory of Reconstructive Memory, people are able to add pieces of information to their recall of memories to make them more familiar and reasonable. This is called familiarisation. So from this, we can assume that because the 6 words on the list may be ~~not~~ included in their schema of lemons, they may have added the word 'sour' to their recall to make the word list more familiar to their schemas.



This response is given full marks for the understanding of the theory and application of the theory to the scenario in an appropriate way.

Total: 2 marks

Question 9 (b)

Q09b required candidates to identify a strength and a weakness of Simon's investigation (AO2) and then fully justify the strength and weakness (AO3).

The best responses identified a relevant strength and weaknesses and fully justified them. A common example of a strength was standardisation with varied weaknesses offered.

Weaker responses tended to identify the strength or weakness only or give generic statements. Generic statements should be avoided in future series'.

(b) Explain **one** strength and **one** weakness of Simon's investigation.

(4)

Strength

One strength of Simon's investigation is that it is reliable. It could easily be repeated in order to retest the results and it is likely the same results are to be found as there were strict controls in place. For example he ~~wanted to~~ showed the words for ~~seconds~~ ^{seconds}.

Weakness

A weakness of Simon's investigation is that it lacks validity. The students were shown the words in a group and so may have conferred and talked about them to each other which may have impacted the results.



ResultsPlus
Examiner Comments

This response is given full marks for a fully justified strength and weakness, applied to the scenario in an appropriate way.

Total: 4 marks

Question 10

For Q10, candidates were required to demonstrate accurate understanding of the multi-store model of memory (AO1) and exemplify how the theory could be used to explain the scenario (AO2).

The best responses gave both appropriate understanding of the multi-store model of memory, usually focusing on the role of rehearsal for long-term memory, and suitable exemplification to the scenario regarding Jack and his little brother.

Weaker responses only gave understanding or exemplification of the multi-store model of memory or produced responses that were inaccurate.

10 Jack is trying to help his little brother remember the names of football players in their favourite football team.

He reads out three names of players and asks his brother to say them back to him out loud. Jack does this until he has gone through the whole squad of football players.

Over the next week, Jack repeats this process every day with his little brother.

Explain what Jack is likely to find regarding his little brother's memory of the football players.

You should refer to the Multi-store Model of Memory in your answer.

Multi-store Model of Memory suggests that rehearsing ^{and repeating} information makes it go to the long term memory which a duration of a lifetime. Therefore Jack is likely to find that his little brother will remember all of the names as he has been rehearsing and ~~repeating~~ ^{repeating} them every day.



ResultsPlus
Examiner Comments

This response is given full marks for the understanding of the theory and application of the theory to the scenario in an appropriate way.

Total: 2 marks

Question 11 (a)

Candidates were required to give an appropriate conclusion that could be made from the data provided in Table 2 for Q11a, with justification of the conclusion through analysis/interpretation.

The best responses gave a clear conclusion regarding the influence of the new painkiller on memory and then supported this with relevant evidence from the table.

Weaker responses tended to give a conclusion only or some gave an inappropriate conclusion, such as suggesting the new drug was the most effective.

Some responses only repeated information from the table with no conclusion, which should be avoided in future series'.

11 Lydia wants to investigate the effects of a new painkiller on memory. She wants to see if the new painkiller affects people's ability to remember new information. Lydia recruits male participants from her local town for her investigation.

Lydia has two conditions:

- ~~No painkiller~~ – The male participants are shown three pictures. One hour later, the participants have to pick the ~~three pictures from a selection of nine pictures.~~
- Painkiller – The same male participants are given the new painkiller. The participants are shown three new pictures. One hour later, the participants have to pick ~~the three pictures from a selection of nine pictures.~~

Lydia's results are shown in **Table 2**.

Condition	Average number of pictures correctly recognised (out of 3)
No painkiller	2.9
Painkiller	1.1

Table 2

(a) Explain ~~one conclusion that could be made using the data~~ in **Table 2**.

(2)
The painkiller decreases a person's ability to remember new information. For example 1.8 average ~~pictures~~ more pictures were recognised in the ~~no painkiller~~ painkiller condition than the painkiller condition.



ResultsPlus
Examiner Comments

This response is given full marks for an appropriate conclusion and justification.

Total: 2 marks

Question 11 (b)

Q11b required candidates to identify a relevant improvement for Lydia's investigation with justification of the improvement provided.

The best responses gave a relevant improvement, usually related to the use of females as well as males, and then supported this with justification.

Weaker responses gave an improvement only or suggested inappropriate improvements for the investigation. Where candidates do give an appropriate improvement, they need to ensure they are elaborating on their suggested improvement sufficiently to be able to gain full marks.

Some candidates gave weaknesses of the investigation, not related to improvements, which should be avoided in future series'.

(b) Explain **one** improvement Lydia could make to her investigation.

(2)

Lydia should also do the investigation on woman rather than just testing the pain killer on one gender, so that it is generalisable.



This response is given one mark for an appropriate improvement only.

Total: 1 mark



Candidates need to remember to justify fully, why their suggestion would improve the study

Question 12 (a)

For Q12a, candidates were required to describe the sample used in Caspi et al.'s (2003) study.

The best responses fully described the sample, usually regarding the number of participants and the groups into which they were split.

Weaker responses only gave one accurate aspect of the sample, gave inaccurate information which appeared to be a guess, described the sample of a different study, or did not attempt the question.

For future series', centres may wish to support candidates to help them know specific details from the compulsory studies listed on the specification, such as the sample used.

12 (a) Describe the sample used in Caspi et al. (2003).

(2)

The sample used in Caspi et al. was consisted of people with two short alleles of the 5-HTT gene, people with one short and one long allele ~~and~~ and people with two long alleles.



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Examiner Comments

This response is given a mark for knowledge of the sample in the study.

Total: 1 mark

Question 12 (b)

Q12b required candidates to state two accurate findings from Caspi et al.'s (2003) study.

The best responses gave two accurate findings, usually in relation to the likelihood of depression.

Weaker responses gave a single finding, gave findings for a different study, or gave findings that were too vague for credit or were inaccurate.

(b) State **two** findings from Caspi et al. (2003).

1. people who had at least one short version of the gene and went through stressful life events were more likely to become depressed. ⁽²⁾
2. The gene 5-HTT does play a role in serotonin levels.



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Examiner Comments

This response is given a mark for knowledge of a finding from the study.

Total: 1 mark



ResultsPlus
Examiner Tip

Know specific details from named studies on the specification, such as their findings

Question 13

For Q13, candidates were required to demonstrate accurate understanding of the term 'nurture' (AO1) and exemplify how 'nurture' factors could be used to explain the scenario (AO2).

The best responses gave both appropriate understanding of 'nurture' and suitable exemplification to the scenario regarding Dawood.

Weaker responses only gave understanding or exemplification of 'nurture' or produced responses that were inaccurate, such as focusing on 'nature' instead.

13 Dawood and his friends went shopping one weekend in the local shopping centre. He bought a pair of shoes and his friends said his shoes looked amazing.

The next weekend, Dawood bought three more pairs of shoes from the shopping centre when he returned with his friends. His friends all commented again on how nice the shoes were. Over the next week, Dawood found he could not stop thinking about shoes, so he bought 15 more pairs from an online internet shop. Dawood's older brother buys a lot of shoes too and frequently swaps shoes with Dawood.

After buying 800 pairs of shoes over the next six months, Dawood is diagnosed with an addiction to shoes.

Explain **one** way that nurture could be used to explain Dawood's addiction to shoes.

Nurture can be defined as the environmental factors ~~matter~~ such as family members which can influence whether you become addicted. Dawood's older brother also buys shoes a lot and probably ~~has~~ has an addiction to which could influence Dawood to also become addicted.



This response is given full marks for understanding of the term 'nurture' and application of the term to the scenario in an appropriate way.

Total: 2 marks

Question 14

Candidates were required to give two appropriate conclusions that could be made from the data provided in Table 3 for Q14, with justification of the conclusions through analysis/interpretation.

The best responses gave two clear conclusions regarding the effectiveness of the drugs for addiction and then supported this with relevant evidence from the table.

Weaker responses tended to give a conclusion only.

Some responses only repeated information from the table with no conclusion, which should be avoided in future series'.

Explain **two** conclusions that can be made using the data in **Table 3**.

1. One conclusion is that group B had the most significant decline in symptoms, from 9.8 to 6.5. Therefore, the already established drug is the most effective and successful in reducing symptoms.
2. Another conclusion is that the new 'rindo-7' drug is not successful as both the control group and those using the new drug had the same decrease in symptoms (0.3). Therefore, the new drug is not successful in treating addiction.

(Total for Question 14 = 4 marks)



ResultsPlus
Examiner Comments

This response is given full marks for appropriate conclusions and justification of each.

Total: 4 marks

Question 15 (a)

For Q15a, candidates were required to demonstrate accurate understanding of Young's (2007) study (AO1) and exemplify how the study could be used to explain how the clinical psychologist could measure if CBT was helpful in the scenario (AO2).

The best responses gave both appropriate understanding of Young's (2007) study and suitable exemplification to the scenario.

Weaker responses misread the question and tried to apply Young's (2007) study to say whether CBT would be effective, used the wrong study, only gave understanding or exemplification of Young's (2007) study or produced responses that were inaccurate.

In future series', centres may wish to reinforce to candidates to read the question very carefully.

15 Henrietta is a 19-year-old female who has been diagnosed as addicted to gambling. She began gambling when at a casino on holiday but continued to gamble more frequently when she returned home. Henrietta began visiting the casino every weekend, but she now visits every day. She bets large amounts of money and frequently loses, and she now owes a lot of money to her bank.

Henrietta has visited a clinical psychologist who has said they will help her using cognitive behavioural therapy (CBT).

(a) Explain how the clinical psychologist could measure whether cognitive behavioural therapy (CBT) is helpful for Henrietta's addiction.

You should refer to Young (2007) in your answer.

(2)

In Young's study she had a questionnaire given out on the 3rd session, 8th and 12th then 6 months later this helped track the change. The clinical psychologist could do the same.



This response is given a mark for understanding of the study only.

They did not apply this to the scenario fully for the second available mark.

Total: 1 mark

Question 15 (b)

Candidates were required to identify two weaknesses of using Young's (2007) study to account for the effectiveness of CBT for Henrietta's addiction (AO2) and then fully justify the weaknesses (AO3) for Q15b.

Similar to previous series', candidates found this type of question difficult. The best responses provided two accurate weaknesses and then fully justified them in relation to the scenario.

Weaker responses tended to identify the weakness only, gave generic information, or produced responses that were inaccurate and tried to apply this to the scenario.

(b) Explain **two** weaknesses of using Young (2007) to account for the effectiveness of using CBT for Henrietta's gambling addiction.

(4)

1 one weakness is that ~~is~~ it is less applicable as the average age of women used in ~~R~~ Young's study ~~was~~ ^{was} 46 whereas Henrietta is 19 years old.

2 another weakness is that this is a gambling addiction carried out in a casino, whereas the people in Young's study had internet addictions, once again making it less applicable to Henrietta.



ResultsPlus
Examiner Comments

This response is given two marks for two identified weaknesses applied to the scenario in an appropriate way.

Total: 2 marks



ResultsPlus
Examiner Tip

Fully justify weaknesses for full marks, saying why it is a weakness.

Question 16

Q16 required candidates to describe how damage to the pre-frontal cortex could affect an individual.

The best responses gave an accurate description of how damage to the pre-frontal cortex could negatively affect someone, usually focusing on two separate impacts.

Weaker responses gave a brief way damage could affect an individual, offered an inaccurate suggestion or did not attempt the question.

16 Describe how damage to the pre-frontal cortex could affect an individual.

The pre-frontal cortex is involved in rational thinking and decision making. If someone has damage to their pre-frontal cortex, they may be easily irritable and may have difficulty making sensible, calm decisions. A quiet and reserved person, may become temperamental and angry.



This response is given full marks for knowledge of how the damage to the pre-frontal cortex could affect an individual.

Total: 2 marks

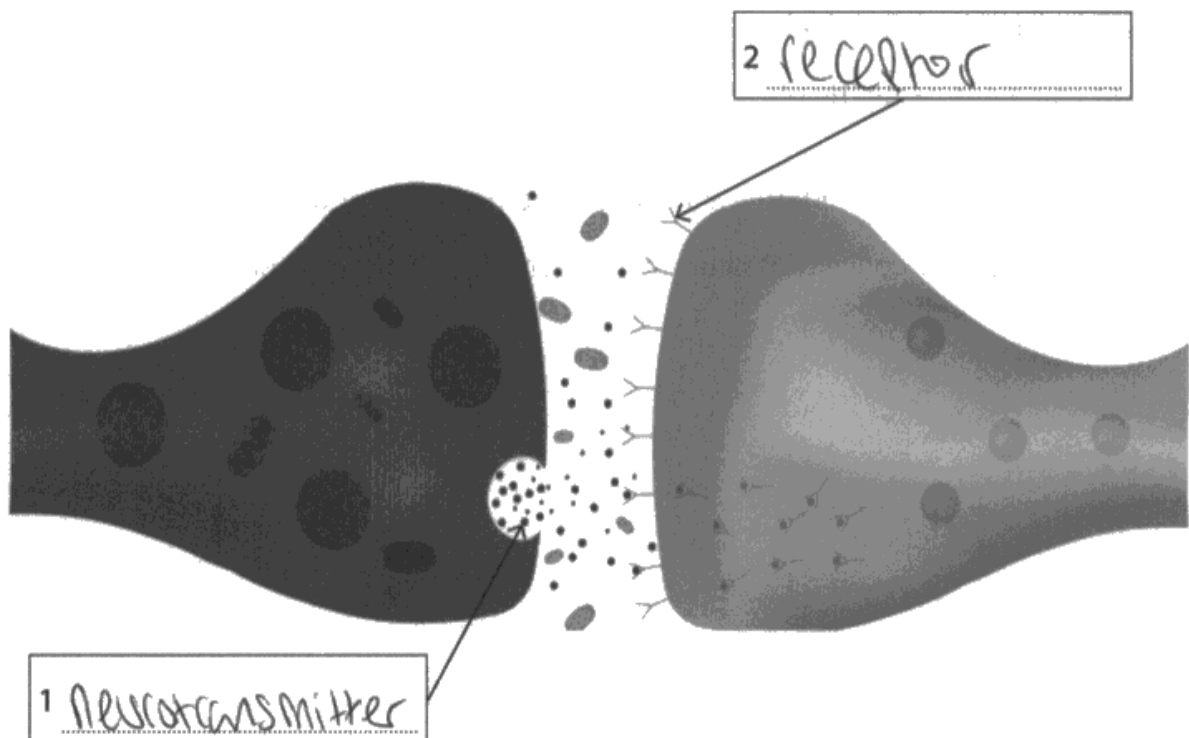
Question 17

For Q17, candidates were required to complete the two boxes with appropriate labels for the parts of a typical synapse indicated.

The best responses gave two correct labels, with weaker responses giving only one accurate label or sometimes neither being accurate.

17 Figure 2 shows a typical synapse.

Complete the boxes provided with the correct labels.



This response is given full marks for accurate completion of the boxes.

Total: 2 marks

Question 18 (a)

For Q18a, candidates were required to demonstrate accurate understanding of visual agnosia (or another relevant concept of neurological damage) (AO1) and exemplify how visual agnosia could be used to explain the scenario regarding Matthew's patient (AO2).

The best responses gave both appropriate understanding of visual agnosia and suitable exemplification to the scenario.

Weaker responses generally applied visual agnosia to the scenario only, gave an accurate definition only, did not show full understanding of the condition, or gave generic or inaccurate information.

18 Matthew has been asked to assess a patient who has had a brain injury.

He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.

The patient could not name the objects but was able to recognise the person in the photograph.

(a) Explain what the results of Matthew's assessment indicated for the patient.

You should refer to a concept of neurological damage in your answer.

(2)

Visual agnosia is the inability to recognize objects even if they can see it. The patient in Matthew's assessment has visual agnosia, as he couldn't recognize the objects he posted, but could recognize the face of a person in the photo.



This response is given full marks for understanding of visual agnosia and application of visual agnosia to the scenario in an appropriate way.

Total: 2 marks

Question 18 (b)

Q18b required candidates to identify a relevant improvement for Matthew's assessment of the patient with justification of the improvement provided.

The best responses gave a relevant improvement, such as using more common, everyday objects or using more faces of people from the person's social media page, and then supported this with justification.

Weaker responses gave an improvement only or suggested inappropriate improvements for the investigation. Some misread the question and gave a general improvement of his investigation and not related to the assessment of the patient.

Where candidates do give an appropriate improvement, they need to ensure they are elaborating on their suggested improvement sufficiently to be able to gain full marks. Some candidates gave weaknesses of the investigation, not related to improvements, which should be avoided in future series'.

(b) Explain **one** improvement that could have been made to Matthew's assessment of the patient.

Matthew should have used more everyday objects rather than a (2)
games console and an anker, as those are less memorable
inherently. He could have had something like a shoe, a
piece of paper and a bed to see if his memory to content's
condition extended to affect everyday life, rather than specific
circumstances, to make it more realistic.



ResultsPlus
Examiner Comments

This response is given full marks for an appropriate improvement and justification.

Total: 2 marks

Question 19 (a)

Candidates were required to give an appropriate conclusion that could be made from the data provided in Table 4 for Q19a, with justification of the conclusion through analysis/interpretation.

The majority focused on the role of either the left or the right hemisphere. The best responses gave a clear conclusion regarding the role of the hemispheres and then supported this with relevant evidence from the table.

Weaker responses tended to give a conclusion only. Some responses only repeated information from the table with no conclusion, which should be avoided in future series'.

(a) Explain **one** conclusion that could be made regarding the role of the hemispheres of the brain using the data in **Table 4**.

(2)

The left hemisphere is in control and better at language and word processing as 92% of participants with damage to their right hemisphere answered task 1 correctly but only 4% of participants with damage to the left hemisphere answered ~~correctly~~ correctly.



ResultsPlus
Examiner Comments

This response is given full marks for an appropriate conclusion and justification.

Total: 2 marks

Question 19 (b)

Q19b required candidates to identify a strength and a weakness of Mikel's investigation (AO2) and then fully justify the strength and weakness (AO3).

The most common strength was standardisation, with varied weaknesses offered. The best responses identified a relevant strength and weakness and fully justified them.

Weaker responses tended to identify the strength or weakness only or give generic statements. Generic statements should be avoided in future series'.

(b) Explain **one** strength and **one** weakness of Mikel's investigation into the role of the hemispheres of the brain.

(4)

Strength

Mikel's investigation is reliable because he used a standardised procedure using the same words in the word category task and same shape in the shape category task. Thus, Mikel's investigation could be replicated to check for consistency of results.

Weakness

Mikel's investigation lacked mundane realism as the word category task and shape category tasks are not reflective of how we use our hemispheres in every day life. Therefore, the results may not be able to be applied to real-life scenarios.

(Total for Question 19 = 6 marks)

when explaining lateralisation of function.



This response is given full marks for a fully-justified strength and weakness, applied to the scenario in an appropriate way.

Total: 4 marks

Question 20

For Q20, candidates were required to demonstrate accurate understanding of the role of the central nervous system (CNS) (AO1) and exemplify how the role of the CNS could be used to explain the scenario regarding Serinda (AO2).

The best responses gave both appropriate understanding of the role of the CNS and suitable exemplification to the scenario. Candidates generally found this difficult, but could usually give some understanding of the role of the CNS. Some did not show full understanding of it, and some gave generic or inaccurate information.

20 Serinda was recently involved in a motorbike accident. A doctor is checking if her central nervous system is functioning as expected. Before the accident, Serinda had no damage to her central nervous system.

The doctor places hot and cold pads on Serinda's arms and legs. Serinda says she cannot feel the hot and cold pads on her legs. The doctor concludes Serinda has damaged her central nervous system.

Explain **one** reason why the doctor concluded this.

You should refer to the role of the central nervous system in your answer.

Her central nervous system controls her ability to feel pain and tell when its happening, so by serinda not being able to feel when hot and cold pads are touching her skin, it shows that her central nervous system is damaged, meaning she cannot feel pain.



This response is given no marks because it did not show understanding of the role of the CNS nor apply this to the scenario in an appropriate way.

Total: 0 marks

Question 21

Candidates were required to define 'anti-social' behaviour and then give a suitable example for Q21.

The best responses gave a clear, accurate definition of anti-social behaviour and then offered an appropriate example.

Weaker responses tended to misunderstand the question and focus on being introvert or wanting to be alone at parties or other social events.

21 Define the term 'anti-social behaviour'. Use an example in your response.

Anti-social refers to behaviours which go against the norms of society - these behaviours could be destructive, offensive, strange etc. An example could be a teenager graffitiing a wall that is privately owned.



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This response is given full marks for an accurate definition and an appropriate example.

Total: 2 marks

Question 22 (b)

For Q22b, candidates were required to state how long the Haney et al. (1973) study was supposed to last before being abandoned.

The best responses gave an accurate statement, with weaker responses giving an inaccurate suggestion, which generally appeared to be a guess.

- (b) State how long the Haney, Banks, and Zimbardo (1973) study was supposed to last for before being abandoned after 6 days.

(1)

The Stanford prison experiment was supposed to go on for 2 weeks but got cut short due to many prisoners having mental crisis's.



This response is given a mark for knowledge of the time for which the study was supposed to last.

Total: 1 mark

Question 23 (a)

Candidates were required to give two appropriate conclusions that could have been made from the data provided in Table 5 for Q23a, with justification of the conclusions through analysis/interpretation.

The best responses gave two clear conclusions regarding obedience to authority and then supported this with relevant evidence from the table.

Weaker responses tended to give conclusion(s) only. Some responses only repeated information from the table with no conclusion(s), which should be avoided in future series'.

23 Hannah was investigating how obedient people would be to an authority figure.

She got permission from a train station to conduct her investigation during a busy rush hour period. Passengers were requested to only leave the train station via one of the exits by an authority figure.

Hannah compared the findings from three variations:

Variation A: the request was given in person or over a loudspeaker.

Variation B: the request was given by a man who wore a uniform or casual clothes.

Variation C: the request was given by a male or female authority figure.

Hannah's results are shown in **Table 5**.

	Variation A: Authority figure presence		Variation B: Clothes worn by authority figure		Variation C: Gender of authority figure	
	In person	Loudspeaker	Uniform	Casual	Male	Female
% obedience	30	10	45	15	30	30

Table 5

(a) Explain **two** conclusions that could be made in terms of obedience to authority using the data in **Table 5**.

(4)

- ~~One conclusion is that~~ The levels of obedience is 20% higher than when the authority figure is in person in comparison to if the authority figure is heard. This shows that proximity has a great effect on obedience, the closer you are to ^{an authority figure.} someone, the more likely you'll obey them.
- Another conclusion is that the gender of the authority figure is irrelevant in obedience. This is because regardless of male or female, the % obedience is 30 per both, in Table 5.



This response is given full marks for appropriate conclusions and justification.

Total: 4 marks

Question 23 (b)

Q23b required candidates to identify a strength and a weakness of Hannah's investigation (AO2) and then fully justify the strength and weakness (AO3).

The best responses identified a relevant strength and weaknesses and fully justified them. The natural environment of the train station was a common strength and the time of day chosen being a weakness.

Weaker responses tended to identify the strength or weakness only or give generic statements. Some also suggested ethics, such as lack of informed consent, but candidates need to be reminded that with it being a public place this would not be creditworthy. Generic statements should be avoided in future series'.

(b) Explain **one** strength and **one** weakness of Hannah's investigation.

(4)

1 one strength is that it was conducted in a train station, which is a natural field experiment. This means there would be no demand characteristics displayed as it was a natural reaction and therefore there is high ecological validity.

2 A weakness is that ~~it was conducted during a busy rush hour period where there would be overcrowding. This is a weakness as many would try and go home so there might be a delay~~ as it was a field experiment, Hannah may have failed to control extraneous variables and therefore lacked control and was not a standardised procedure.

(Total for Question 23 = 8 marks)



This response was given two marks for a fully justified strength applied to the scenario in an appropriate way.

The weakness was generic so did not gain any credit.

Total: 2 marks



Candidates must remember to apply their ideas to the scenario where there is one or their response will be generic and not creditworthy.

Question 24

For Q24, candidates were required to demonstrate accurate understanding of a factor affecting crowd behaviour (AO1) and exemplify how the factor could be used to explain the scenario regarding the protest at the football club (AO2).

The best responses gave both appropriate understanding of a factor affecting crowd behaviour and suitable exemplification to the scenario.

Weaker responses generally applied the factor affecting crowd behaviour to the scenario only, gave a factor affecting crowd behaviour only, or gave generic or inaccurate information.

24 A crowd of fans who support a football club has gathered outside the stadium. The fans are protesting at what they feel is an unfair situation about the ownership of their football club.

The organiser of the crowd is using a loudspeaker to encourage everyone to protest calmly and frequently reminds members of the crowd they are responsible for their own actions. Most of the members of the crowd are silent and are waving signs with messages on them.

Explain **one** reason why the crowd is acting peacefully.

One reason why the crowd is acting peacefully is because the organiser is acting as an authority figure and giving requests for them to protest calmly so the fans are likely to obey.



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This response is given only one mark, for application of a factor affecting crowd behavior to the scenario in an appropriate way.

Total: 1 mark

Question 25

For Q25, candidates were required to demonstrate accurate understanding of Piliavin et al.'s (1969) study (AO1) and exemplify how the study could be used to explain the scenario regarding the purse being stolen at the shopping centre (AO2).

The best responses gave both appropriate understanding of Piliavin et al.'s (1969) study and suitable exemplification to the scenario.

Weaker responses generally applied the study to the scenario only, gave some findings from the study only, or gave generic or inaccurate information.

Some candidates still believe diffusion of responsibility was found in the study, so centres may wish to ensure candidates' understanding of the findings of the study for future series'.

25 Justin is investigating how people respond in the presence of others in crowded situations. He recruits confederates to stand in a queue in a crowded shopping centre, with one real participant in the queue. One of the confederates steals the purse from another confederate's backpack, in full view of the real participant, and then walks off with the purse. The real participant can see that all of the confederates have seen what has happened.

Justin repeated the scenario with the real participant being male or female on many occasions during the course of a day.

Explain what Justin is likely to find regarding the real participant's reaction to the theft of the purse in the crowded shopping centre.

You should refer to Piliavin et al. (1969) in your answer.

Piliavin found that the cost of helping is higher for women so, they are less likely to intervene in a situation so Justin is likely to find that since a robber is depicted to increase the risk and cost of helping, the male participants are more likely to intervene with the 'thief' and stop the confederate stealing the purse more than the female participants.



This response is given full marks for understanding of the study and application of the study to the scenario in an appropriate way.

Total: 2 marks

Question 26

Q26 required candidates to assess reductionism in memory research, with reference to the scenario involving Declan's investigation.

This was an extended open response question with the 'Assess' taxonomy, which targets AO1, AO2 and AO3 content.

AO1 was looking for knowledge and understanding of reductionism or memory research.

AO2 was for application to the scenario/stimulus material.

AO3 was analysis and evaluation of reductionism in memory research, leading to judgements/conclusions of how useful it is for the scenario given about Declan's investigation.

Assessment of this question was through a levels-based mark scheme where a 'best-fit' approach was used; deciding which level most closely described the quality of the answer.

Each AO was judged separately and where the components met the requirement for the level fully (and perhaps had elements of the level above), then marks were awarded at the top of the level. Where the components met the level but barely, marks were awarded at the lower end of the level. When a response was imbalanced (ie one or more AOs were stronger than another) a compromise was found. Consideration was also given regarding this question requiring balance between the AOs (AO1 3 marks, AO2 3 marks, AO3 3 marks).

Candidates found this very slightly more difficult than the equivalent issues and debates essay from 2023, perhaps due to the focus on reductionism, which candidates tend to find a more challenging concept than some others on the specification.

The best responses demonstrated accurate and clear understanding of both reductionism and memory research and considered a balance between the AOs. They made a concerted effort to apply their knowledge and understanding of reductionism to Declan's investigation. They used varied evidence to support and refute their arguments. Common research focused on included Bartlett's war of the ghosts and studies related to the multi-store model, such as Glanzer and Cunitz or Peterson and Peterson. They considered the relative strengths and weaknesses of reductionism and the very best applied this back to Declan's investigation and memory research in general.

Weaker responses attempted to define the concepts 'reductionism' and 'holism' with little or no relation to memory research or Declan's investigation. Some candidates evaluated Declan's investigation and made no reference to reductionism throughout their response.

Similar to previous series', candidates still found it difficult to reach the 7-9 mark range in general for the issues and debates essay. This, again, was largely due to a lack of AO3 and balance in the essays, which remains a focus for centres to help support candidates with for future series'.

***26** Declan is researching human memory. He recruited a selection of volunteers with amnesia and a selection of volunteers without amnesia to participate in an investigation assessing their memory.

The volunteers were asked questions about public events that happened during their lifetime. They were asked to answer 90 questions using a multiple-choice format, where the number of correct responses were recorded.

Later, the volunteers were shown 100 photographs of people and asked to respond 'yes' or 'no' to whether the photograph showed a certain celebrity. For example, 'Is this person Barack Obama?' Half of the time the correct answer was 'yes'. Their score for the test was recorded.

Declan carried out data analysis for the two memory tasks to see whether there was a difference between the memory of those with amnesia compared to those without amnesia.

Assess how far ~~research into memory~~, such as Declan's investigation, could be considered reductionist.

(9)

Reductionism is when a study only tests for one thing. Reductionism doesn't investigate individual personalities, but studies people as equals. One example of a reductionist study was Peterson and Peterson's study on STM and interference. This was considered reductionist as they only studied if STM was affected by interference. ~~Reductionism~~

Declan's investigation could be seen as ~~a~~ reductionist due to the fact that he only assessed memory. He showed everyone the same photos and asked the same questions, without asking for patient history or background.

His study only asked yes or no questions and

multiple choice, meaning participants couldn't elaborate on their answers.

Reductionism can be seen as good as it is mostly more reliable. This because there are less factors and therefore easier to repeat in less time. Reductionist studies give mostly quantitative data.

Another way of studying memory is in a Holistic manner. Holism is when you look at a person's background and them as an individual ~~person~~ rather than part of a group. An example of a holistic study is Bartlett's war of the Ghosts study. This was holistic because he took the time to speak to the participants about ~~the~~^{their} backgrounds before the study.

~~Reasons~~

Declaran's investigation doesn't have any evidence of Holism as there is no evidence that he asked any personal questions about the participants.

Holism is a good way of studying memory as you can get more in-depth knowledge about a person instead of

assuming they are all the same.
Holistic studies give ~~quantitative~~
qualitative data, however, this
can be very time consuming.



This response is given 5 marks.

AO1: Level 2— Demonstrates mostly accurate understanding of some relevant psychological ideas

AO2: Level 2 — Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made

AO3: Level 2 — Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally

Overall, the response is placed in Level 2.

Level 2

Total: 5 marks

Question 27

Q27 was a synoptic essay that required candidates to assess the Chesworth family's behaviour, using two areas of psychology that they had studied. This was an extended open response question with the 'Assess' taxonomy, which targets AO1, AO2 and AO3 content.

AO1 was looking for knowledge and understanding of psychological content.

AO2 was for application to the scenario/stimulus material.

AO3 was analysis and evaluation of the psychological content, leading to judgements/conclusions of how useful it would be for the scenario given about the Chesworth family's behaviour.

Each AO was judged separately and where the components met the requirement for the level fully (and perhaps had elements of the level above), then marks were awarded at the top of the level. Where the components met the level but barely, marks were awarded at the lower end of the level. When a response was imbalanced (ie one or more AOs were stronger than another) a compromise was found. Consideration was also given regarding this question requiring balance between the AOs (AO1 3 marks, AO2 3 marks, AO3 3 marks).

The best responses focused on producing AO1, AO2, and AO3 content to attempt to balance their essay. They included at least two topic areas in their response (the question directed them to a minimum of two areas), which most commonly included development (topic 1) and social influence (topic 5), with memory (topic 2) also frequently included.

There was an effort to include AO3, which typically included research such as Peterson and Peterson, Asch, Haney et al., and Willingham or Dweck. As with previous series', weaker responses tended to focus on a single topic area and give brief, simplistic statements regarding their knowledge of this area and made a limited attempt to apply it to the scenario with no attempt at evaluation or analysis.

Candidates performed extremely similarly to previous series' in general, with stronger AO1 and AO2 and most performing in Levels 1 and 2. Similar to previous series', the quality of the AO1 and AO2, as well as the presence and quality of the AO3, separated the candidates.

Support with balance of essays and the AO3 element remains a focus for centres to help support candidates with, for future series'.

*27 The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.

When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.

Recently, Gerard's father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. This made Gerard very upset, so he played the game repeatedly on his own in private.

The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard's brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.

Assess the Chesworth family's behaviour using **two** areas of psychology that you have studied.

(9)

~~The Chesworths~~

~~Gerard's brother~~

A fixed mindset is a belief that ability is unchangeable and cannot be improved on. A person with a fixed mindset is likely to easily give up on tasks they may find difficult or not even try at all if they don't think they can.

Gerard's brother has a fixed mindset as he had stopped playing the game due to his constant losing. He gives up on the game, telling his family that there is no point playing because he believes his card playing ability is now fixed and cannot be improved.

on.

A growth mindset is the belief that ability can be improved on. A person with a growth mindset is likely to keep at tasks that are initially not able to do, or even try new strategies to help them ~~and~~ become better. A person with a ~~is~~ growth mindset is also open to trying new things. Gerard ~~is~~ has a growth mindset ~~as he~~ because rather than giving up on the game like his brother later did, he kept at it and continued to try ~~hard~~ consistently to improve on his ability despite his anger. This led to him ~~to~~ boosting his ability to play the card ~~or~~ game which is evident as he began to start winning.

Identification is when you ~~take to~~ ~~repeats the~~ conform to the beliefs and ideas of a group, ~~is~~ particularly one that you admire or feel comfortable with. This can be seen in schools, in families, etc. It is a type of conformity when we accept the norms of a particularly ~~type~~ of group to fit in. Gerard identifies with his family as ~~he~~ he joins them in their screaming and shouting while they are at home.

This contrasts his behaviour at school ~~and~~ as he does not identify with the ~~gay~~ groups at school.



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Examiner Comments

AO1: Level 2 — Demonstrates mostly accurate understanding of some relevant psychological ideas.

AO2: Level 2 — Applies understanding to elements in the context of the question, with some logical links and connections made

AO3: Level 1 — Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence.

Overall, this response reaches Level 2.

Level 2

Total: 5 marks

Paper Summary

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

- Be prepared to recall information from named content on the specification, such as studies like Caspi et al. (2003) (Q12), Haney et al. (1973) (Q22a) or Piliavin et al. (1969) (Q25)
- Include both AO1 knowledge and understanding and AO2 application where there is stimulus material/a scenario for questions that require the AO1 and AO2 content. Read these questions very carefully and offer material related to the question asked
- Apply strengths and weaknesses to stimulus material/scenarios and fully elaborate on why it is a strength or weakness for the study given
- Continue to offer a conclusion in the first instance and then support this using appropriate data/information from the source material in the relevant questions requesting conclusions
- Use appropriate improvements that are applied appropriately to the stimulus material/scenario. Ensure full elaboration to say how it would improve the study given
- Avoid pre-learned improvements, because these may not be relevant to the scenario provided
- Balance essays using AO1, AO2 and also AO3 content. Ensure accuracy and include the requisite depth to the arguments to reach the higher mark bands

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

