



Examiners' Report **June 2024**

GCSE Psychology 1PS0 02

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Introduction

The summer 2024 examination series was a successful one. Candidates produced some outstanding work across all sections of the paper. This series maintained the improvement seen in the 2306 series, and clear improvements were seen in especially the four-mark questions in each optional section. Centres have clearly taken account of the feedback given from the 2306 series.

The examination structure provides a range of question types over the compulsory research methods and mathematics section, and five optional sections from which centres select any two of the five available. Sleep, dreaming and criminal still remain the most popular options chosen by centres.

Many candidates demonstrated good psychological knowledge and understanding in this examination. In terms of the research methods section, strengths were seen in the calculations and understanding of mathematical skills. The research methods extended response (Question (Q) 06) was consistently the strongest essay on the paper, with many candidates demonstrating excellent understanding of observations, which was applied to the scenario well. Evaluation was slightly weaker: however, it was a substantial improvement once again on previous series' and more responses were able to access the higher mark bands, which was pleasing to see.

In terms of the optional sections, the standard of responses for shorter questions, which required candidates to apply their responses to a scenario, was mixed. Many candidates were able to show good understanding of a specific topic area, but at times this knowledge was not applied to the scenario, and therefore no credit could be given. In previous series', this was far more apparent in the four-mark questions on each optional section, but for this series that was not the case. Significant improvements in responses were seen across all the optional sections. Candidate responses were, in the main, applied to the scenario given and consequently far more responses were able to access at least some of the marks.

Application to the scenario for essays was slightly more consistent than in previous series': however, it is worth highlighting that candidates should not just 'lift' information from the scenario, as often this led to the question not being answered fully.

Candidate responses to the essays were mixed in terms of performance but there was still some improvement from previous series. In relation to Assessment Objective (AO) skills, the AO1 skill of demonstrating understanding showed improvement across some of the options. However, at times, it was clear that candidates were still finding it difficult to demonstrate appropriate AO3 assessment and evaluation in their responses. AO2 was consistently good across the options but, again, candidates should be careful not simply to copy sections of the stimulus material.

Centres should remind candidates that if they require additional space for their answer, this must be on additional paper and not in white spaces or on other pages in the exam booklet. Some candidates bullet-pointed lists of content in extended essays: this may indicate that exam timing skills would benefit from practice. Candidates should be reminded to write in essay format.

Most importantly, the fact that significant improvements were seen across the vast majority of the paper is a credit to the hard work of candidates, and the dedication of their teachers.

The remainder of this Examiner Report will focus on each individual question and specific examples. The aim is to highlight areas of good practice and some common errors, which can be used to help prepare candidates for future 1PS0/02 examinations.

Question 2 (a)

This 2-mark question required candidates to give one open and one closed question that Jason could use.

This question comprised 2 AO2 marks.

Most candidate responses were able to achieve the two marks available for this question.

Where performance was limited it was mainly due to responses that were not related to the topic area, such as asking how old the participant was and also those that were clearly wrong in terms of open and closed question ie they have used 'describe' for a closed question.

Although closed questions can be credited without the answer options, it is best practice for candidates to do this.

This will make the closed question clear and explicit.

- 2** Jason is planning to use a questionnaire to investigate whether there is a difference in the use of social media by people of different ages.
- (a) Give one open-ended question and one closed-ended question that Jason could use in his questionnaire.

Open-ended question

~~what social media apps do you use?~~
Why do you like Facebook?

Closed-ended question

Do you use Instagram?



This response achieves marks for:

- a closed question that is relevant to the topic area (1)
- an open question relevant to the topic area (1)

Note: at this level candidate responses do not need to have the options in order to achieve the mark for a closed question, although it is best practice for them to do so.

Total: 2 marks

2 Jason is planning to use a questionnaire to investigate whether there is a difference in the use of social media by people of different ages.

(a) Give **one** open-ended question and **one** closed-ended question that Jason could use in his questionnaire.

(2)

Open-ended question

~~how much do you use social media~~
~~in a day?~~ do you like social
media?

Closed-ended question

why do you use social media?



This response achieves a mark for:

- an appropriate open question linked to the topic area (1)

This response does not achieve any marks for their closed question due to the use of the word "why", which makes this a clear open question and so not creditworthy.

Total: 1 mark

Question 2 (b)

This 2-mark question required candidates to describe how Jason could use a stratified sampling technique to gather participants.

This question comprised 1xAO1 and 1xAO2 mark. A link back to the scenario needs to be made for the candidate's response to achieve both marks.

Examiners were looking for:

- 1) Knowledge of stratified sampling, such as dividing their target population into strata/subcategories/different groups
- 2) Application of this to the scenario, such as dividing them by age and then picking a representative number from each group

The above is an example of proportionate stratified sampling, however candidate responses could still gain credit for disproportionate stratified sampling.

For example:

- "Divide your target population into subgroups such as age and pick participants from each group (1)
- so he will divide his target population into age groups and pick the same amount randomly from each one" (1)

Candidate responses for this question were mixed. Most candidate responses had an idea of dividing their target population into groups and so could access at least one mark.

Where candidate responses were limited, it was due either to generic answers, which could only achieve 1 mark, or a lack of understanding about stratified sampling in general, with some discussion of opportunity/random sampling.

(b) Describe how Jason could use a stratified sampling technique to gather his participants.

(2)

PEOPLE of different ages groups could tell Jason how they use ^{social} media + media for example ages 10, to 16, 24, 32 and so on this would make it generalisable he could create focus groups to gather participants



This candidate response does not achieve any marks.

There is no understanding of stratified sampling shown in this response, and the application to the scenario is not related to the correct sampling method.

Total: 0 marks

(b) Describe how Jason could use a stratified sampling technique to gather his participants.

(2)

Jason should identify subgroups within his target population, then gather a representative sample that is proportionate to the subgroups identified.



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Examiner Comments

This candidate response achieves a mark for:

- accurate knowledge of stratified sampling ie the identification of subgroups within larger population etc (1)

However, it is not applied to the scenario so only receives 1 mark.

Total: 1 mark



ResultsPlus
Examiner Tip

Apply your response to the scenario if one is given and you are asked to do so.

Question 2 (c)

This 1-mark question required candidates to define what is meant by qualitative data.

This question comprised 1xAO1 mark.

Most candidate responses gained the one mark available for this question.

Creditworthy responses included:

- words
- descriptive data
- detailed/rich/in depth data
- data that gives greater insight
- use of diaries/pictures/quotes from someone

Where performance was limited it was due to responses confusing qualitative and quantitative data. Such responses were in the minority, however.

(c) Jason will gather qualitative data from his questionnaire.

Define what is meant by 'qualitative data'.

(1)

Qualitative data can be known as
the quality of the data but we
do not have various enough
answers.

(Total for Question 2 = 5 marks)



This candidate response did not achieve any marks.

"quality of the data" is too vague and in reality only shortens 'qualitative'. The rest of the response is slightly confused.

Total: 0 marks

(c) Jason will gather qualitative data from his questionnaire.

Define what is meant by 'qualitative data'.

(1)

Data that has detail in it and uses words.



This candidate response achieves a mark for:

- defining qualitative data accurately (detailed use of words) (1)

Total: 1 mark

Question 3 (a)

This 1-mark question required candidates to calculate the range using given data.

This comprised 1xAO2 mark.

The only correct response for this question is 47.

The vast majority of candidate responses gave the correct answer for this question.

- 3** Savannah is investigating whether there is a relationship between listening to music and happiness. She asked participants to record the number of hours they spent listening to music in a week. They also scored their level of happiness on a scale of 1 (being very unhappy) to 10 (being very happy).

Savannah sampled a total of 180 participants aged between 18 years old and 65 years old. A third of her sample were aged between 18 years old and 25 years old.

- (a) Calculate the range for the age of all participants.

Range 21



ResultsPlus
Examiner Comments

This response did not achieve any marks because 21 is not the correct answer.

Total: 0 marks

For one mark calculation question the 'working out' is not needed as long as the correct answer is given.

- 3** Savannah is investigating whether there is a relationship between listening to music and happiness. She asked participants to record the number of hours they spent listening to music in a week. They also scored their level of happiness on a scale of 1 (being very unhappy) to 10 (being very happy).

Savannah sampled a total of 180 participants aged between 18 years old and 65 years old. A third of her sample were aged between 18 years old and 25 years old.

- (a) Calculate the range for the age of all participants.

$$65 - 18 = 47$$

Range 47



ResultsPlus
Examiner Comments

This candidate response achieves a mark for:

- the correct calculation of 47 as the range (1)

Total: 1 mark

Question 3 (b)

This 2-mark question (AO2) required candidates to calculate a ratio using data given in the scenario.

The answer for this question is definitive at 2:1 and this will automatically achieve the two marks, whether working out is present or not.

A few issues to note:

- The answer 1:2 is not acceptable and will receive 0 marks
- If candidate responses reach the wrong answer then working out will be reviewed to see if 1 mark may be given
- The one mark could be given if candidates show that they have clearly worked out the remaining participants correctly (120) OR if they have placed the 120 on the **right hand side** of their unsimplified ration ie 60:120

Most candidate responses were able to achieve the two marks available for this question.

Where performance was limited it was due to placing the 120 on the wrong side of the ratio, or misunderstanding how a ratio is calculated.

(b) Calculate the ratio of participants aged between 18 years old and 25 years old to the remaining participants in the sample used by Savannah.

(2)

$$\frac{180}{3} = 60 \text{ (18-25 years old)}$$

$$180:60 = \cancel{180}3:1$$

$$\div 60 \quad \div 60$$

Ratio ~~180~~ 3:1



ResultsPlus
Examiner Comments

This candidate response achieves 0 marks.

The calculation of the ratio is incorrect, and the calculation of the remaining participants is also incorrect, therefore this response cannot receive a mark for the working out.

Total: 0 marks

(b) Calculate the ratio of participants aged between 18 years old and 25 years old to the remaining participants in the sample used by Savannah.

$$\frac{1}{3} \text{ of } 180 \rightarrow 60$$

$$180 - 60 = 120$$

(2)

~~$$60:180$$~~

$$60:120$$

Ratio 60:120



This response achieves a mark for:

- the unsimplified ratio (60:120) (1)

It is clear the candidate knows that the 120 is the remaining participants.

This result has not been written in its simplest form (1:2) therefore it does not receive the full two marks.

Total: 1 mark

Although candidates will achieve the two marks for a correct answer without showing their working, it is best practice to show this just in case a miscalculation has been made working out the final answer.

(b) Calculate the ratio of participants aged between 18 years old and 25 years old to the remaining participants in the sample used by Savannah.

(2)

$$\begin{array}{l} 180 \\ 120 \\ 60 : 120 \\ 1 : 2 \end{array}$$

Ratio 1:2



This response achieves marks for:

- the correct answer of 1: 2 (2)

Total: 2 marks



Always show your working.

Question 3 (c)

This question required candidates to explain one conclusion that Savannah can make from her findings.

This question comprised 2xAO3 marks.

To achieve both marks for this question candidate responses needed to:

- suggest a valid conclusion from the data
- justify this conclusion using the data

Candidate performance on this question was mixed.

Many candidate responses were able to suggest a valid conclusion and therefore achieve at least one mark.

Where performance was limited it was either due to candidate responses not justifying using data, OR only giving results rather than a conclusion.

- (c) Savannah found that those listening to less than one hour of music in a week scored themselves at 2 or below on the happiness scale. Happiness scores increased for those who listened to more music, with those who listened to over 12 hours of music in a week usually scoring 9 or above.

Explain **one** conclusion that Savannah could make from her findings about the relationship between music and happiness.

listening to music makes you happy



This response receives 0 marks.

The research did not find that listening to music in general makes people happy: it has to be that the MORE music they listen to, the happier they are.

This is a general statement, not a conclusion, therefore it cannot be credited.

Total: 0 marks

- (c) Savannah found that those listening to less than one hour of music in a week scored themselves at 2 or below on the happiness scale. Happiness scores increased for those who listened to more music, with those who listened to over 12 hours of music in a week usually scoring 9 or above.

Explain **one** conclusion that Savannah could make from her findings about the relationship between music and happiness.

(2)

Savannah can state as a conclusion that the more of music you listen to on an average, the ~~more~~ happier you will be.



This candidate response achieves a mark for:

- an accurate conclusion (1)

However there is no justification of this conclusion through use of the data therefore it cannot receive the second mark.

Total: 1 mark

- (c) Savannah found that those listening to less than one hour of music in a week scored themselves at 2 or below on the happiness scale. Happiness scores increased for those who listened to more music, with those who listened to over 12 hours of music in a week usually scoring 9 or above.

Explain **one** conclusion that Savannah could make from her findings about the relationship between music and happiness.

or listening for less than a hour (2)

~~A~~ Not listening to music decreases your happiness because the findings show that those who listened to less than one hour of music in a week scored themselves 2 or below on the happiness scale.



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Examiner Comments

This candidate response achieves AO3 marks for:

- the idea of listening or not listening to music will decrease your happiness because happiness gets less the less music you listen to (1)
- the justification through the use of data ie less than 1 hour scores 2 or below on the happiness scale (1)

Total: 2 marks



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Examiner Tip

Make sure that you write a conclusion FROM the results rather than just repeating the results themselves.

Question 4 (a)

This 1-mark (AO2) question required candidates to calculate a percentage with the data given.

The definitive answer for this question is 75%: no other answer is credit-worthy.

The vast majority of candidate responses were able to access the mark available for this question.

- (a) Calculate the percentage of students who recalled **more than five typical objects**, out of all the students in the investigation.

(1)

$$10 + 8 + 9 = 27$$

$$100 - 27 = 73$$

$$\frac{27}{100}$$

Percentage 73%



ResultsPlus
Examiner Comments

This response achieves 0 marks because this is an incorrect answer.

Total: 0 marks

(a) Calculate the percentage of students who recalled **more than five typical objects**, out of all the students in the investigation.

(1)

Percentage 75%



ResultsPlus
Examiner Comments

This responses achieves a mark for:

- 75% being the correct percentage (1)

Total: 1 mark

Question 4 (b)

This 1-mark (AO2) question required candidates to calculate a fraction using the data given.

The definitive answer for this question was $\frac{1}{2}$: no other response, including $\frac{2}{4}$, is credit-worthy.

Most candidate responses achieved the mark for this question.

Where performance was limited it was due to candidate responses not simplifying the fraction from $\frac{2}{4}$.

(b) Calculate how many students recalled **less than five unusual objects** as a fraction of all students.

(1)

$$\frac{3}{10} + \frac{2}{10} = \frac{5}{20} \del{\frac{5}{20}}$$

$$\frac{5}{20} = \frac{1}{4}$$

Fraction $\frac{1}{4}$



ResultsPlus
Examiner Comments

This response achieves 0 marks because this is an incorrect fraction.

Total: 0 marks

(b) Calculate how many students recalled **less than five unusual objects** as a fraction of all students.

(1)

$$\frac{2}{4}$$

Fraction $\frac{1}{2}$



This response achieves a mark for:

- the correct fraction (1)

Total: 1 mark

(b) Calculate how many students recalled **less than five unusual objects** as a fraction of all students.

(1)

Fraction $\frac{1}{2}$ / $\frac{2}{4}$



This response achieves a mark for:

- the correct fraction, which is first on the answer line so it can be credited as the correct response (1)

Total: 1 mark

Question 4 (c)

This 3-mark (AO2) question asked candidates to complete the bar chart to include labels and scale.

To achieve three marks candidate responses needed to:

- Correct plots for students A and C for 2 marks (1 mark each)
- Appropriate scale **and** label for the y axis

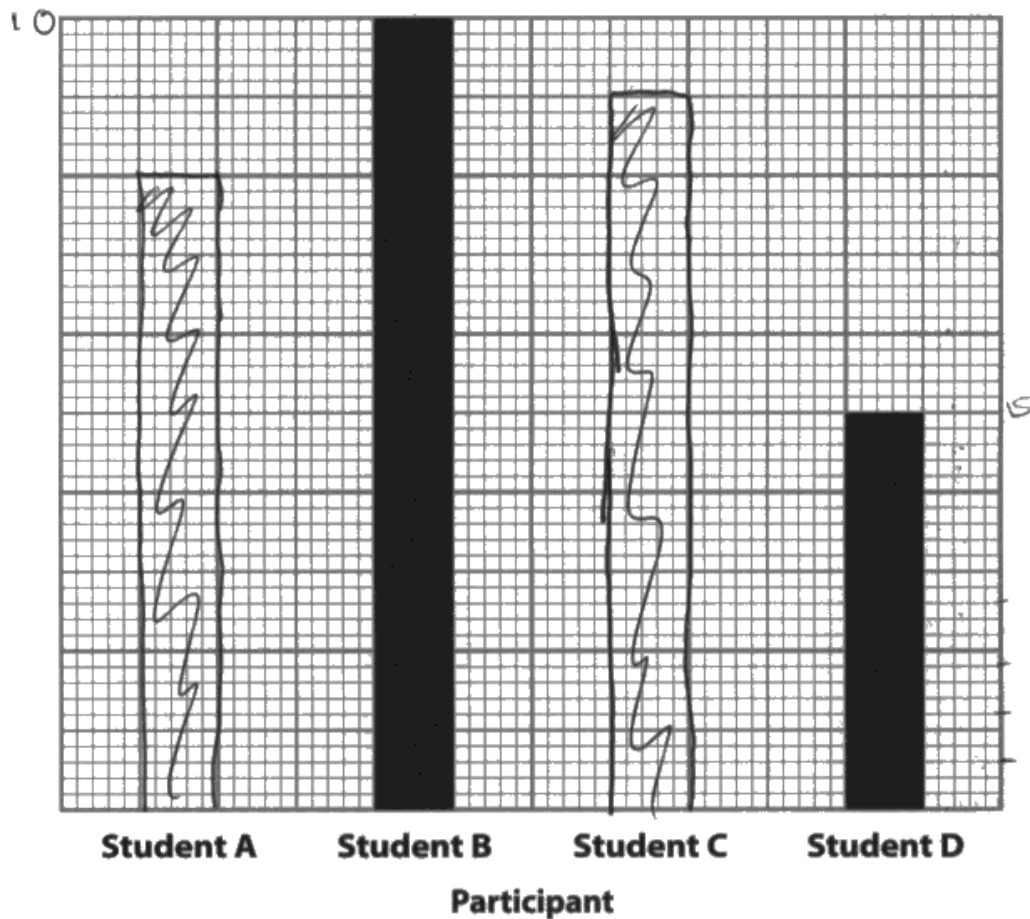
If the y axis did not have a scale the bars could still be credited as long as it was clear that they were in correct proportion to the other bars.

Most candidate responses were able to access the three marks available for this question.

Where performance was limited it was, in the main, due to candidate responses only providing a scale for the y axis and not a label.

(c) Complete the bar chart using the data in **Table 1**, including the label and scale for the y-axis.

A bar chart to show the number of typical objects recalled by the students



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This candidate response achieves marks for:

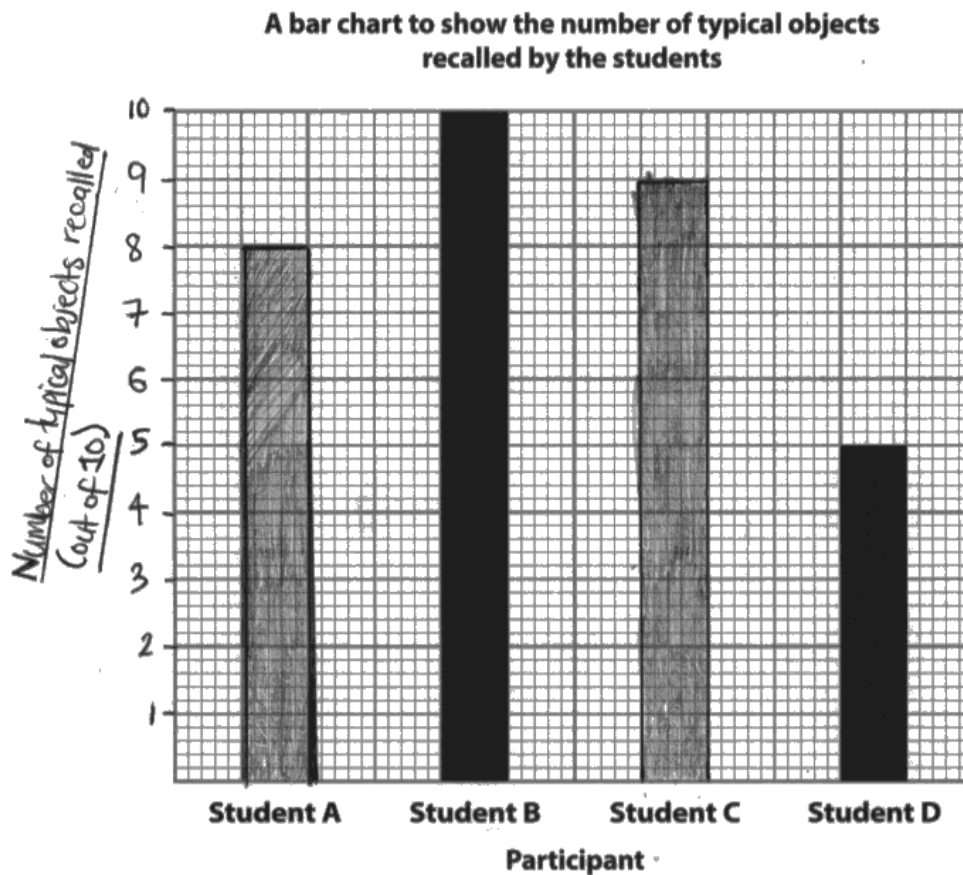
- the correct plotting of participants A and C (2)

The response does not receive the third mark because both the label and scale are required on the Y axis.

Total: 2 marks

(c) Complete the bar chart using the data in **Table 1**, including the label and scale for the y-axis.

(3)



This candidate response receives marks for the correct:

- plotting of participants A and C (2)
- label and scale for the Y axis (1)

Total: 3 marks

Question 4 (d)

This 1-mark (AO2) question required candidates to give one way Pedro's findings could support his conclusion.

Creditworthy responses included that all students:

- had higher scores when recalling typical (usual) objects than atypical (unusual) objects
- had lower scores when recalling atypical (unusual) objects than typical (usual) objects
- remembered more typical objects than atypical objects

Most candidate responses were able to access the mark available for this question.

Where performance was limited it was due to responses not making a comparison between the two types of objects ie they would only state "students remembered more typical objects", which was not enough.

(d) Pedro concludes that schemas influence memory accuracy.

Give **one** way Pedro's findings could support this conclusion.

More people recalled the typical objects.



This candidate achieves 0 marks.

To achieve the mark there needs to be a comparative statement between typical and atypical objects. This response does not do this, unfortunately, so it is not creditworthy.

Total: 0 marks

(d) Pedro concludes that schemas influence memory accuracy.

Give **one** way Pedro's findings could support this conclusion.

(1)

typical objects were recalled more than
unusual objects ~~for~~ which shows how schema
remembers information that it's used to than new ~~information~~ ^{information}

(Total for Question 4 = 6 marks)



This response achieves a mark for:

- the idea that typical objects were recalled more than unusual objects (1)

Note: although this response does not say ALL this is still creditworthy.

Total: 1 mark

Question 5 (a)

This 1-mark (AO1) question required candidates to define what is meant by a case study.

Most candidate responses were able to access the mark available for this question.

Where performance was limited, it was due to responses that were too vague, for example:

- "An in-depth investigation" alone, because this could apply to a number of different methodologies
- 'Use as number of different methods' because this can link to triangulation

Neither of the above is creditworthy.

5 Rocio conducted a case study on her patient who had an addiction to alcohol. She worked with the patient for six months to help treat their addiction.

(a) Define what is meant by a 'case study'.

(1)

Case Study is something you learn from



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Examiner Comments

This response achieves 0 marks.

Although, of course, we can learn something from a case study, this is true of all other research methods.

Total: 0 marks

5 Rocio conducted a case study on her patient who had an addiction to alcohol. She worked with the patient for six months to help treat their addiction.

(a) Define what is meant by a 'case study'.

(1)

A case study ~~is~~ is an investigation or study into 1 person or a group of people.



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This candidate response achieves a mark for:

- the idea that a case study is an investigation of a single person or group (1)

This was the minimum accepted, for the mark.

Total: 1 mark

5 Rocio conducted a case study on her patient who had an addiction to alcohol. She worked with the patient for six months to help treat their addiction.

(a) Define what is meant by a 'case study'.

(1)

a unique study investigating one person and getting lots of detailed and in-depth information about them



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Examiner Comments

This candidate response achieves a mark for:

- the accurate knowledge that a case study is on one person and had lots of detail (1)

This is more than enough for the mark.

Total: 1 mark

Question 5 (b)

This 2-mark (1xAO1 and 1xAO2) question asked candidates to describe, using an example from Rocio's case study, what is meant by quantitative data.

To achieve two marks candidates needed to give an:

- accurate description of quantitative data ie numerical/statistical
- example FROM the scenario ie alcohol consumption in units/in July participants drank 140 units of alcohol

Most candidates responses were able to access both marks for this question.

Where performance was limited, it was due to candidate responses confusing qualitative and quantitative data, or not giving a relevant example.

- (b) Rocio recorded the conversations with the patient as part of her case study. She also monitored the alcohol consumption of the patient in units of alcohol (one unit of alcohol = 10 ml).

Her results are shown in **Table 2**.

Month	Total alcohol consumption in units
March	298
April	221
May	181
June	140
July	99
August	59

Table 2

Describe, using an example from Rocio's case study, what is meant by 'quantitative data'.

(2)

Quantitative data is numerical data, such as Rocio's case study stating his results in numbers.



This candidate response achieves a mark for:

- the basic description of quantitative data (1)

No second mark is given because this repeats the first sentence with only the addition of Rocio— an example is needed, ie units.

Total: 1 mark

- (b) Rocio recorded the conversations with the patient as part of her case study. She also monitored the alcohol consumption of the patient in units of alcohol (one unit of alcohol = 10 ml).

Her results are shown in **Table 2**.

Month	Total alcohol consumption in units
March	298
April	221
May	181
June	140
July	99
August	59

Table 2

Describe, using an example from Rocio's case study, what is meant by 'quantitative data'.

(2)
Quantitative data is data with statistics and numbers. For example, Rocio's case study is quantitative data as she measures the total alcohol consumption in units (e.g. 298 units in March).



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Examiner Comments

This candidate response achieves marks for:

- AO1 mark for the accurate description of quantitative data (statistics/numbers) (1)
- AO2 mark for the relevant example from the scenario — total alcohol consumption in units (1)

Total: 2 marks

Question 5 (c)

This 1-mark (AO2) question required candidates to estimate units of alcohol from the given data.

The definitive answer for this question is 240.

To note for Q05c:

- 239 is the WRONG answer. This is the calculated value, not the estimated value
- Candidates needed to round the figures up at the start of the calculation and not the end
- So... 298 and 59 (the figures they need to use) are rounded up to 300 and 60, which leads to the answer of 240

Most candidate responses accessed the 1 mark available for this question.

Where performance was limited, it was almost invariably due to candidate responses giving the calculated, not the estimated, value.

(c) Estimate the number of units of alcohol that the patient has reduced their consumption by between March and August. (1)

Estimation 239



This response does not achieve any marks.

239 is a calculated, not an estimated, value so is not credit-worthy.

Total: 0 marks

(c) Estimate the number of units of alcohol that the patient has reduced their consumption by between March and August.

$$\begin{array}{r} 298 - 59 \approx \\ 300 - 60 = 240 \end{array}$$

(1)

Estimation 240



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This candidate response achieves a mark for:

- 1 AO2 mark for the correct estimation of 240 (1)

Note: The working out here is a perfect illustration of how the estimation is worked out ie the rounding up does not come with the final answer but with the initial figures that are used. Therefore, the 298 and the 59 are rounded to 300 and 60.

Total: 1 mark



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Examiner Tip

Candidates should know the process of an estimation and how it is different from a calculation.

Question 5 (d)

This 1-mark (AO2) question required candidates to calculate the mode from a given dataset.

The definitive answer for this question was 79

The vast majority of all candidate responses were able to access the mark available for this question.

- (d) For the months of March and April, Rocio recorded the patient's alcohol consumption each week. Her results are shown in **Table 3**.

Week	Total alcohol consumption in units
March Week 1	79
March Week 2	77
March Week 3	72
March Week 4	70
April Week 1	79
April Week 2	63
April Week 3	45
April Week 4	34

Table 3

Calculate the mode for the units of alcohol consumed by the patient using **Table 3**.

(1)

34 45 63 70 72 77 79 79

Mode 45

$$79 - 34 = 45$$



This candidate response achieves 0 marks because 45 is the incorrect answer, and the candidate has actually worked out the range.

Total: 0 marks

- (d) For the months of March and April, Rocio recorded the patient's alcohol consumption each week. Her results are shown in **Table 3**.

Week	Total alcohol consumption in units
March Week 1	79
March Week 2	77
March Week 3	72
March Week 4	70
April Week 1	79
April Week 2	63
April Week 3	45
April Week 4	34

Table 3

Calculate the mode for the units of alcohol consumed by the patient using **Table 3**.

(1)

Mode 79



This candidate response achieves a mark for:

- the correct calculation of the mode (79) (1)

Total: 1 mark

Question 5 (e)

This 2-mark (AO2) question required candidates to find the median score for a given data set.

The definitive answer for this question was 71 and if this answer was given it was awarded 2 marks whether working was shown or not.

If the candidate's final answer was incorrect then one mark could be given for the numbers in the dataset being placed in the right order.

Most candidate responses achieved at least 1 mark for this question.

Where performance was limited, it was due to a miscalculation of the final median score, data being placed in the wrong order, or data being omitted.

Although it is not necessary for candidate responses to show their working out in order to achieve 2 marks, it is still best practice in case of a miscalculation.

(e) Calculate the median score for the units of alcohol consumed by the patient using **Table 3.** (2)

Median 70



This candidate response achieves 0 marks.

The final answer is incorrect and because there is no working out, or correct order of numbers, no marks can be credited.

Total: 0 marks

Question 5 (f)

This 1-mark (AO2) question required candidates to give units of alcohol to two decimal places.

The definitive answer for this question is 12.82.

Most candidates achieved the mark for this question.

Where performance was limited it was due to responses giving answers that were to more/less than 2 decimal places.

(f) On one day in March, the patient drank a total of 12.81924 units of alcohol.

Give the units of alcohol to **two** decimal places.

12.82

12.82



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Examiner Comments

This response achieves a mark for:

- giving the figure correctly to two decimal places (1)

Total: 1 mark

(f) On one day in March, the patient drank a total of 12.81924 units of alcohol.
Give the units of alcohol to **two** decimal places.

.....12.8.....



This response achieves 0 marks

This response is to 1 decimal place and not 2 decimal places, therefore is incorrect.

Total: 0 marks

Question 6

Q06 was a twelve-mark methods essay.

This question required candidates to evaluate the use of observations to investigate human behaviour.

There was a range of answers to this question. Where candidates achieved well, they had a good understanding of observations and could apply and evaluate these effectively. However, towards the lower end of the range, there were some limited answers, which made two or three generic points about observations in a list-like manner and tended to copy large amounts from the scenario.

Overall, the AO1 understanding of observation was mixed. At the lower mark range, there tended to be a brief mention of the different types of observation and basic definitions. At the higher end of the mark range, candidate responses discussed how the different types can be used. There will be a focus on the type of observation that is the focus of the scenario. Some may discuss why they will be used ie for sensitive topic areas.

AO2 was the strongest area, with most responses drawing from the stimulus material to apply their understanding and subsequent evaluations. At the lower end of the range, however, responses would only reword the scenario, without linking it to the AO1/3 points made. At the higher end of the mark range, candidates discussed the scenario in more depth, using it to show their methodological understanding.

The AO3 was, at times, generic. Responses at the lower end of the range made statements about concepts without links to the method. For example, they may have cited ecological validity/reliability/validity but did not really link it to the method or scenario very well. At the higher end of the range, there would be a number of evaluation points that were linked clearly to the scenario and explained. There would be points for both sides of the argument.

Evaluate the use of an observation to investigate human behaviour.

(12)

AO 1	AO 2	AO 3
Define covert observation	link to how confed watched interactions as a patient	<u>Strength</u> → reliable <u>Weakness</u> → no consent
Define participant observation	link to how confed joined in with patient activities	<u>Strength</u> → reliable, better results = experience conditions
used 8 confeds	link to how they all went into different wards	<u>Strength</u> → reliable = generalisable
define deception	link to how confeds acted as if they are mentally ill.	<u>Weakness</u> → deceiving the staff = patients - ethical issue

Covert observations are where participants in a study aren't aware that they're being watched. This links to how the confederates didn't tell the

Staff or patients that they're being watched and made themselves inconspicuous so people wouldn't notice the observation. A strength of this is that it creates reliability as people demand characteristics don't ~~interfere~~ ^{interfere} with the results. However, a weakness of this would be that no one can give their consent to being observed.

Participant observations are where the researcher joins in with the participants to experience what they're studying. This links to how the confederates joined in with the patient activities. A strength of this would be that it makes the results more reliable as the confederates can watch and experience the treatment of the hospital.

All 8 confederates went into separate psychiatric wards. A strength of this is that it creates reliable results as all areas of the hospital are being observed and it makes the results more generalisable because all the psychiatric wards are studied.

Deception is where participants aren't aware of what they're being tested on/for. This links to how the confederates acted as if they had mental problems for the study. A weakness of this is that deception is an ethical

issue, especially if participants aren't debriefed afterwards.



This candidate response achieves marks for:

AO1 Bottom Level 2: shows basic knowledge of different types of observation but these are not discussed in any depth

AO2 Bottom Level 2: Application to the scenario is accurate but superficial, and does not often go far beyond brief statements and names

AO3 Mid-Level 1: Evaluation is basic and superficial, with brief reference to deception

Holistically, this is a Level 1 response, but at the top end due to AO1/2 being at bottom Level 2.

Level 1

Total: 4 marks

Evaluate the use of an observation to investigate human behaviour.

(12)

Observation is the ~~the~~ research method of ~~observing and looking~~ / ~~identi~~ looking and identifying behaviour then and recording them. There is overt and covert observation.

Overt observation is when participants are aware they are being observed whereas covert is where they are unaware of the fact they are being observed. Participant observation is when the researchers join the participants in the observation and non-participant observation is where they are only observing the participants and the participants only.

Rosenhan ~~used~~ conducted a participant observation as they took part in activities on the ward in order to fit in with the actual patient routines. The fact that none of the staff nor patients were aware they were being observed ~~to~~ means that they also conducted a ~~not~~ covert observation. They observed the patients and how they interacted with the ~~to~~ staff as well as making detailed notes in diaries of the events they observed. They also recorded how little time the nurses and doctors spent on interacting with them too. This means that they used both qualitative and quantitative data.

Qualitative data means detailed information was collected, increasing the ~~external~~ internal validity of study. They also used quantitative ~~as~~ which is numerical data so it can be easily ~~any~~ analysed. Using both data increases the ~~clear~~ detail and quality to study.

Furthermore, the fact they used ~~a~~ a covert observation violates ethics as there was no informed consent of the participants as well as the right to withdraw and ~~a~~ a debrief, disclosing all information to do with the study. However, it says 'patients in the ward did find it suspicious meaning demand characteristics could form as the patients could alter their behaviour to try and align with the aims of the study, reducing the validity and reliability. However it was in a natural environment ~~not~~ not in an artificial setting so this increases ecological validity.



This candidate response achieves marks for:

AO1 Level 3: Knowledge and understanding is accurate with knowledge of covert, overt participant, non-participant, although it is slightly list-like so although accurate and, at times, thorough, it is not comprehensive. For Level 4 there could be a little more detail about the different types and what they entail

AO2 bottom Level 3: There is relevant application to context with good use of the Rosenhan study, and accurate application of the different types of observation

AO3 bottom Level 3: Evaluation is slightly weaker but there are still good elements of evaluation, such as demand characteristics, high validity, ethical issues

Holistically, this is a Level 3 essay but at the bottom end due to AO2/3 being at the bottom end.

Level 3

Total: 7 marks

Evaluate the use of an observation to investigate human behaviour.

(12)

An observation is looking closely at a person's behaviour. An observation can either be overt or covert.

An overt observation is when someone knows they're being observed.

A covert observation is when the participant doesn't know they're being observed.

This observation was covert as none of the staff or patients were aware that they were being watched. It's also a participant observation as the researchers are involved and interacting with the participants. A covert observation has strengths such as no demand characteristics as the participants

don't know they're being watched. However, it creates ethical issues as the participant(s) can't consent if they don't know they're being watched - the staff + patients didn't give consent so must be debriefed + eval

An overt observation has the strength that it's ethical as the participants know they're being watched. However, there may be demand characteristics as they want to conform to what they think the aims of the study are.

A participant observation has the strength that the participants can be closely observed as it may be impractical to constantly observe the mental hospital. However, there may be researcher effects and bias as the researcher is involved and may unconsciously manipulate the people's behaviour, like telling the ^{patients} ~~staff~~ to talk more about to the ^{staff} ~~patients~~. Non-participant observations can avoid this bias but wouldn't be practical in this situation as the researcher can't be constantly observing the staff's behaviour. However, it would mean that bias isn't present as the

researcher physically wouldn't be able to manipulate the situation. An example of a covert observation is Charlton et al as the children didn't know their behaviour was being observed, it's also a non-participant observation as the researchers didn't get involved.

An example of participant observation, alongside this study, is Asch as confederates tried to manipulate the behaviour of the participants.

An observation can allow for the collection of detailed qualitative and quantitative data. For example, the confederates can collect number of interactions (quantitative) and what they talked about or misunderstandings (qualitative) this will give the researcher detailed knowledge of what goes on in the hospital. Additionally, the confederates also made an effort to fit in avoiding any demand characteristics as the staff don't know who they

actually one. However, the patients were suspicious so this may affect reliability & validity as they may show demand characteristics as they've figured out the ~~and~~ aims of the study. For example, they may talk to the nurses/doctors more.



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This response achieves marks for:

AO1 Level 4: Knowledge and understanding is excellent with overt/covert, participant/non-participant discussed in depth. Study knowledge of Charlton and Asch is also AO1 because it is showing their understanding of the different elements of observation

AO2 Level 4: Application to context is excellent throughout. There are constant references to Rosenhan's study, identifying it as a covert participant observation and why this is the case, including references to other studies, type of data etc

AO3 Level 4: The evaluation is excellent with a number of different evaluation issues discussed, such as demand characteristics, ethics, validity, researcher bias

This is an excellent response across all AOs and is a definite Level 4 essay.

Level 4

Total: 12 marks

Question 8

This 1-mark question required candidates to state what is meant by positive punishment.

This question comprised 1xAO1 mark.

A credit-worthy response for this question would be:

- A negative consequence being given/added for undesirable/poor behaviour

Many candidates were able to access the mark available for this question.

Where performance was limited, it was due to candidate responses confusing positive punishment with negative punishment, and positive reinforcement.

8 State what is meant by 'positive punishment'.

positive punishment is when the person being
praised get given something for doing good

(Total for Question 8 = 1 mark)



This response achieves 0 marks.

This is a definition of positive reinforcement and not positive punishment.

Total: 0 marks

8 State what is meant by 'positive punishment'.

negative = +negative
positive = + positive

positive punishment Adding a negative consequence to
to clear unwanted behaviour so that they are less likely
to repeat the behaviours.

(Total for Question 8 = 1 mark)



This response achieves a mark for:

1xAO1 mark for the accurate meaning of positive punishment (1)

Total: 1 mark



Be aware of the difference between positive and negative reinforcement/punishment.

Question 9

This 2-mark question required candidates to describe how a prison sentence could reduce recidivism.

This question comprised 2xAO1 marks.

To achieve both marks for this question, responses needed:

1) Knowledge of prison sentences. This could include:

- It is a custodial sentence where the offender is away from society
- It is a negative punishment because a person's freedom is taken away
- It is a positive punishment as a negative consequence ie, going to prison is given to the offender
- It is a restriction on freedom for a certain period of time

2) What this prison sentence will do in relation to recidivism. This could include:

- Prisoners understanding the consequences of their actions and do not want to go back to prison
- Responses using operant conditioning correctly ie positive punishments reducing the likelihood of an undesirable behaviour happening again

Candidate responses to this question were mixed. Many candidates could achieve at least one mark by talking about positive/negative punishment, but not much more.

Where performance was limited, it was due mainly to responses focusing on recidivism itself rather than the prison sentence, or responses being too vague and confused in terms of operant conditioning, to achieve the marks.

9 Describe how a prison sentence could reduce recidivism.

a prison sentence could reduce recidivism as the offender now understands and has faced the consequences of their actions and what will happen if they reoffend.

(Total for Question 9 = 2 marks)



This response achieves a mark for:

- 1xAO1 mark for the consequences of actions being understood, therefore reducing recidivism (1)

No understanding is shown of what is meant by a prison sentence, therefore only one mark is given.

Total: 1 mark

9 Describe how a prison sentence could reduce recidivism.

A prison sentence is a form of positive punishment in which the punishment is doing time in prison. It prevents recidivism, reduces recidivism by showing the consequence of the criminal behavior, preventing them from ~~not~~ doing the crime.

(Total for Question 9 = 2 marks)



This response achieves marks for:

- 1 AO1 mark for prison being positive punishment because the person is given time in prison (1)
- 1 AO1 mark for suggesting that the consequences would then reduce/prevent a crime being committed (which is correct because positive punishment reduces unwanted behaviour) (1)

Total: 2 marks

Question 10

This question required candidates to explain how the positive behaviour can help Rabia improve her behaviour.

This question comprised 1xAO1 and 1xAO2 mark, therefore at least one link to the scenario was needed in the response.

To access both marks candidate responses needed to:

- AO1 Show knowledge of modelling ie the observation and imitation of role models
- AO2 Application of how Rabia will learn positive behaviour ie by observing her new friends' polite behaviour and imitating it, and not getting into trouble

Candidate performance on this question was mixed. Responses did show understanding of modelling and could access the first mark. However, the second mark was difficult to achieve.

Where performance was limited it was very much due to generic responses, and the fact many responses forgot to say that for modelling to occur, a person's behaviour needs to be observed.

In terms of application:

- Some candidates only said observation and imitation, along with Rabia's name. This would be AO1.
- Many only used positive behaviour to contextualise but this is not enough, because it is in the question.
- Using the idea of polite behaviour was appropriate for context.
- Different group of friends was appropriate for context.
- If candidates discussed bad/negative/troublesome behaviour, then that was acceptable.

10 Rabia has been getting in trouble for vandalism with some of her friends. Her dad has said that she cannot go out with those friends anymore.

Rabia has been told she should go out with a different group of friends who behave more positively in the community, such as being polite around others.

Explain how the modelling of positive behaviour could help Rabia improve her behaviour.

Rabia's new friends won't like her if she starts acting up as they behave so Rabia will want to fit in and will start acting like them.

(Total for Question 10 = 2 marks)



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This response achieved 0 marks

This response is far more about conformity (fitting in) than modelling, therefore is not creditworthy.

Total: 0 marks

10 Rabia has been getting in trouble for vandalism with some of her friends. Her dad has said that she cannot go out with those friends anymore.

Rabia has been told she should go out with a different group of friends who behave more positively in the community, such as being polite around others.

Explain how the modelling of positive behaviour could help Rabia improve her behaviour.

Rabia may see her new group of friends as role models and try her best to fit in with them. Rabia will observe their positive behaviour and then imitate it so that she fits in.

(Total for Question 10 = 2 marks)



This response achieves a mark for:

- 1xAO2 mark for for the application to context of observing her new group of friends' positive behaviour and imitating it (1)

This does not achieve the AO1 mark because there is no explicit knowledge of the process of modelling.

Total: 1 mark



Candidate need to ensure that they show explicit knowledge about the concept highlighted, in order to achieve the AO1 mark for this type of question.

10 Rabia has been getting in trouble for vandalism with some of her friends. Her dad has said that she cannot go out with those friends anymore.

Rabia has been told she should go out with a different group of friends who behave more positively in the community, such as being polite around others.

Explain how the modelling of positive behaviour could help Rabia improve her behaviour.

Social learning theory states that people observe a role models behaviour and imitate it. If Rabia hangs out with a group of friends who behave more positively in the community she will observe that behaviour and behave positively too.

(Total for Question 10 = 2 marks)



This response achieves marks for:

- 1xAO1 mark for the observation and imitation of a role model (1)
- 1xAO2 mark for applying this to context (positively in the community is the link here) accurately (1)

Total: 2 marks

Question 11

This 2-mark question required candidates to Explain, using Charlton et al (2000) why Jack does not copy behaviour.

This question comprised 1xAO2 and 1xAO3 therefore some link to the scenario needs to be present for any marks to be awarded.

1) A **reason** related to Charlton et al (2000) why Jack does not copy the behaviour could be:

- Because he lives in a close-knit community where his parents will know/replicate the aggression in the movies
- That there is a close-knit relationship between his parents and neighbours so he will not be aggressive (minimum acceptable response is the idea of all being close so will know everything)
- Because his neighbours praise him, so he knows they are keeping an eye on his behaviour
- Because his neighbours may tell his parents if he does something wrong because they are watching his behaviour

Information from Charlton's study to **justify** their answer. This could be:

- Charlton did not find any increase in negative behaviour due to the close-knit community on Saint Helena
- Charlton did not find.... due to the surveillance and vigilance of the community in Saint Helena

11 Jack enjoys watching action movies and playing fighting games on his games console. His parents had been worried about whether Jack would copy this aggressive behaviour, but their neighbours are always commenting on how respectful, polite and well-mannered Jack is.

Explain **one** reason why Jack does not copy the aggressive behaviour.

You must use Charlton et al. (2000) to justify your answer.

Charlton proved that the influence of tvs and games does not change any antisocial behaviour it only decreases prosocial behaviour slightly.



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This response could not achieve any marks (even if it had been correct — which it is not) because there is no reference to the scenario.

Total: 0 marks



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Remember this is an AO2 and AO3 type question: there are no marks unless there is something from the context in the answer.

11 Jack enjoys watching action movies and playing fighting games on his games console. His parents had been worried about whether Jack would copy this aggressive behaviour, but their neighbours are always commenting on how respectful, polite and well-mannered Jack is.

Explain **one** reason why Jack does not copy the aggressive behaviour.

You must use Charlton et al. (2000) to justify your answer.

In Charlton et al's study, the aggression ^{within} of children didn't increase as the island had a high level of adult supervision. So Jack may not exert aggressive behaviour despite seeing it on his games as he has an adult present watching over him.

(Total for Question 11 = 2 marks)



This response achieves a mark for:

- 1 (linked) AO3 mark for the information given about Charlton's study about adult supervision, linked to the scenario ie the video games, to credit the mark (1)

For the AO2 mark the response would need something more about the parents/neighbours/ their reaction or being watched by them, as a separate point.

Total: 1 mark

11 Jack enjoys watching action movies and playing fighting games on his games console. His parents had been worried about whether Jack would copy this aggressive behaviour, but their neighbours are always commenting on how respectful, polite and well-mannered Jack is.

Explain **one** reason why Jack does not copy the aggressive behaviour.

You must use Charlton et al. (2000) to justify your answer.

Charlton et al. (2000) found that children didn't imitate the aggressive behaviour on TV, because they said the 'close-knit' community meant their parents would know. Jack doesn't copy the antisocial behaviour because he knows his neighbours are watching.



This response achieves marks for:

- 1xAO3 mark for the accurate information about Charlton's study, which is relevant to the scenario (1)
- 1xAO2 mark for the idea about Jack not copying because his neighbours are watching — which links to the information from Charlton given (1)

Total: 2 marks

Question 12

This 4-mark question required candidates to explain two ways Bandura Ross and Ross could account for Kevin and Chloe's behaviour.

This question comprised 2xAO2 and 2xAO3 marks, therefore a link to the scenario needs to be made in each point for ANY credit to be given.

To achieve the two marks for each point candidate responses needed to give:

- a reason for Kevin and Chloe's behaviour (related to Bandura's study) (AO2)
- a justification of this reason related to Bandura Ross and Ross's findings (AO3)

Creditworthy responses for AO2 include:

- the two girls may not have been role models for Chloe/Kevin
- that Kevin would not copy because they were not the same sex as him
- the girls showed more verbal than physical aggression, therefore Chloe would not fight
- that Kevin would not see himself as having similar characteristics to the two girls

Candidate responses on this question were pleasing. Many were able to access a significant proportion of the marks and their understanding of Bandura's study was clear.

Where performance was limited, it was mainly due to generic responses, or not giving enough detail from the Bandura study to achieve the full four marks.

12 Kevin and Chloe saw a fight take place in the park. Two girls nearby had started to fight with each other, and they were both physically and verbally aggressive.

A week later, one of the girls from the fight started to become aggressive with Kevin and Chloe. She said that watching her fighting had been none of their business. She then challenged them both to a fight. Kevin and Chloe said 'no' and walked away from the girl.

Explain **two** ways the findings from Bandura, Ross, and Ross (1961) could account for Kevin's and Chloe's behaviour.

1. Violence and bad behaviour will get punished so they won't be influenced to do it. This could be because they are scared of the girl in the fight or scared of getting into trouble.
2. They don't see the girls as role models so they don't want to copy her and fight. This results in them not being influenced to show aggression.



This response achieves nothing for the first answer because it does not relate to Bandura's study.

This response achieves a mark for:

2nd point

- 1 very basic AO2 mark for the contextualised point of the girls not being role models so will not copy and fight (girls and fight are acceptable as links) (1)

Total: 1 mark

12 Kevin and Chloe saw a fight take place in the park. Two girls nearby had started to fight with each other, and they were both physically and verbally aggressive.

A week later, one of the girls from the fight started to become aggressive with Kevin and Chloe. She said that watching her fighting had been none of their business. She then challenged them both to a fight. Kevin and Chloe said 'no' and walked away from the girl.

Explain **two** ways the findings from Bandura, Ross, and Ross (1961) could account for Kevin's and Chloe's behaviour.

- 1 Bandura, Ross and Ross found that girls were more prone to being verbally violent than boys, therefore Chloe may disagree and not fight as she is a girl and didn't want to be physical as Bandura Ross and Ross found girls weren't very prone to mimic physical aggression.
- 2 Bandura, Ross and Ross also found that children are more likely to mimic the same sex models so Kevin wouldn't be physically aggressive as he is more likely to mimic aggression from two boys not two girls.



This response achieves marks for:

1st point

- 1xAO3 mark for correct information from Bandura's study (girls more likely to be verbally aggressive than boys) (1)
- 1xAO2 mark for application to the scenario that Chloe would not want to be physical and fight because she is a girl (1)

2nd point

- 1xAO3 mark for imitation of same sex role models (1)
- 1xAO2 mark for Kevin not being physically aggressive because he would mimic two boys **not** two girls (last two words contextualised the response so enables this candidate response to receive both marks) (1)

This is a nice response.

Total: 4 marks

Question 13

Q12 is a nine-mark essay.

This question required candidates to assess how well personality types (Eysenck, 1964) can explain Bailey's behaviour.

The full range of responses was seen for this question, although few were in the higher mark range, which is to be expected.

Some candidates presented strong responses here, demonstrating excellent skills across AO1 and AO2, with some good AO3 content.

To achieve the higher mark range candidate responses needed to:

AO1: Give **accurate** information from Eysenck's theory; especially in terms of Psychoticism/ Extraversion/Neuroticism, and what scores on these mean for criminal behaviour. Some may talk about how this is measured.

AO2: Links back to context such as Bailey's behaviour and whether this links or not to the idea of a PEN personality. They can discuss the aggressive nature to the police (neuroticism), how he wanted a laugh with his friends (extraversion), and the lack of care about going to prison (psychoticism) and what these findings mean for his behaviour.

AO3: Examiners are looking for assessment. This could be linked to measurement ie through self-reports and the issues with validity of the measurement. Research could also be used to support or refute the theory, discussions about which element is most important in criminality, and also alternative explanations such as Social Learning Theory (SLT) because his father is already in prison.

Where performance was limited, it was due to a lack of knowledge about Eysenck's theory and a limited attempt to assess whether or not this theory could explain behaviour.

***13** Bailey was arrested for stealing a car and driving it at high speed on a motorway. He showed no remorse for his behaviour and became aggressive when the police arrested him, saying they were spoiling his fun. Bailey has already been in prison for burglary and selling drugs.

Bailey's solicitor asked why he had stolen the car. Bailey said he had just been bored and wanted a laugh with his friends. The solicitor told Bailey that he may face a custodial sentence for his actions. Bailey said he did not care and that it would give him extra time to see his dad, who was already in prison for assault.

Assess how well personality types (Eysenck, 1964) can explain Bailey's behaviour.

(9)

Psychotism is ~~with~~ a personality type where one feels a lack of remorse and finds it hard to care about things. Bailey doesn't care about his custodial sentence and shows no remorse for his behaviour. One strength of Eysenck's personality tests is that a high Psychotism and neuroticism score are more common in criminals.

Personality types are a biological explanation for criminality and as Bailey's dad has already been in prison and Bailey has also already been to prison. This could show his genetic predisposition to crime. One strength of Eysenck's personality tests is they are applicable so can be used to monitor those who have a pre-disposed personality to commit crime.

Extraversion is when someone is outgoing and loud and is a trait Eysenck claimed related to criminal behaviour. Bailey wants a laugh with his friends which shows he is extraverted. A weakness of Eysenck's personality types is that a high extraversion score on personality tests does not correlate to criminal behaviour.

Nesrotism is when one acts with uncalled for aggression. ~~But~~ Bailey became aggressive when the police arrested him so may have a neurotic personality. ~~As~~ as well as this his father is in prison. Bailey may have learnt his behaviour from observing and modelling his behaviour of his father. One weakness of Freud's personality types is it doesn't take into account learned behaviour like ⁱⁿ social learning theory observational learning.



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This response achieves marks for:

- AO1 Bottom Level 2: knowledge is accurate but superficial with the three elements briefly discussed
- AO2 Bottom Level 2: application is present but basic
- AO3 Bottom Level 1: assessment is barely present with one mention of learned behaviour

This is kept at the top of Level 1 due to the weak AO3.

Level 1

Total: 3 marks

*13 Bailey was arrested for stealing a car and driving it at high speed on a motorway. He showed no remorse for his behaviour and became aggressive when the police arrested him, saying they were spoiling his fun. Bailey has already been in prison for burglary and selling drugs.

extraversion
Bailey's solicitor asked why he had stolen the car. Bailey said he had just been bored and wanted a laugh with his friends. The solicitor told Bailey that he may face a custodial sentence for his actions. Bailey said he did not care and that it would give him extra time to see his dad, who was already in prison for assault.

Assess how well personality types (Eysenck, 1964) can explain Bailey's behaviour.

(9)

Eysenck developed the PEN Personality as an explanation for criminal behaviour.

The P in PEN stands for psychotocism. This is when someone lacks empathy for others. It is clear that Bailey has high levels of psychotocism as he showed no remorse for his behaviour. In Eysenck's ~~EPQ~~ EPQ quiz he suggests that high levels of psychotocism will lead to criminal behaviours, especially those that may affect others due to their lack of remorse.

The E in PEN stands for extraversion. Having high levels of extraversion means your nervous systems arousal levels are low so you seek external stimuli to raise them. This is evident in Bailey as he stole a car and drove it at high speeds as he was seeking thrill. He then got mad when arrested as the police were spoiling his fun. Eysenck suggests that having high levels of extraversion will lead someone to become a criminal as they can't get thrill from basic activities like some would.

so they do more risky activities with larger stakes which is evident in Bailey's behaviour.

The N in PEN stands for Neuroticism. This is ~~often~~ having high levels of this means the person is impulsive and quick to react whilst low levels means they are calm and collected. It is hard to tell if Bailey has high or low levels of Neuroticism but we can assume that they are high as he quickly became aggravated when arrested, showing his impulsiveness. Eysenck suggests that high levels of neuroticism will result in ~~an~~ explosive criminal behaviour as they won't be ~~able~~ able to control themselves in stressful situations.



This response achieves marks for:

- AO1 knowledge and AO2 application both top Level 2: This is nicely interwoven. Accurate knowledge is clearly linked to Bailey throughout the response.
- AO3 top Level 1: Unfortunately, this is barely present. There are some judgements within the paragraphs about how the different elements apply to Bailey and possible criminal behaviour, but these are fairly superficial.

The weaker AO3 brings this response down to the middle of Level 2

Level 2

Total: 5 marks

Eysenck's biological explanation is a questionnaire that he made to find people's PEN score, this is psychoticism (how unempathetic someone is), extroversion (how outgoing and lively someone is) and neuroticism (which is how mentally stable / anxious someone is). Eysenck concluded that someone with high psychoticism, high extroversion, and high neuroticism is likely to be a criminal.

Bailey shows that he is psychotic as he shows a lack of empathy, having shown no remorse for his behaviour and even becoming aggressive, showing he has high psychoticism. A strength of Eysenck's study is that there is supporting evidence from a different study that showed that juvenile offenders were more likely to be psychotic, just like Bailey.

Bailey also shows high neuroticism, he shows instability by becoming aggressive, which also aligns with the 'criminal personality'. Another strength of Eysenck's study is that if a criminal personality is truly or 'fixed' and unchangeable as Eysenck suggests, prisons wouldn't have to waste resources trying to rehabilitate someone who has a high PEN score. However, a weakness is the labelling theory, if someone is told they have a criminal personality, they may live up to that label, if someone had told Bailey that he was likely to be a criminal because his father was, he may have simply lived up to it which can also be an alternate explanation.

Bailey shows high extroversion as he claims he was bored and just wanted a laugh with his friends. According to Eysenck, people who have high extroversion have understimulated nervous systems which is why they act out, just like Bailey did to ~~compensate~~ compensate for his lack of stimulation. However another weakness of Eysenck's study is that it was based on self-report questionnaires so criminals may have over or understated their personality because of social desirability so it is not entirely

On the other hand, his behaviour may also be caused by modelling his father's behaviour as stated in social learning theory, people are more likely to imitate the behaviour of those similar to them, Bailey may be using his father as a role model which is why he acts as if he doesn't care and actually wants to go to prison to reunite with his dad.



This response achieves marks for:

- AO1 Level 3: knowledge is accurate and thorough, with good understanding shown of PEN and its relationship to criminality
- AO2 Level 3: application is excellent, with knowledge intrinsically linked with the knowledge shown for AO1. This is a higher-level skill and is worth Level 3
- AO3 top Level 2: assessment is good in this response, although slightly weaker than the other two elements. An alternative approach is given (modelling) and judgements are made throughout the response about how the elements apply to Bailey

This is a Level 3 response although at the bottom end due to the slightly weaker AO3.

Level 3

Total: 7 marks

Question 15

This 1-mark question required candidates to state what is meant by positive punishment.

This question comprised 1xAO1 mark.

A creditworthy response for this question would be:

- a mismatch between the ideal self and real/actual self

Many candidates were able to access the mark available for this question.

Where performance was limited, it was due to candidate responses confusing terminology and discussing congruence/self-actualisation.

not self perception

15 State what is meant by 'incongruence'.

Unrealistic self perception.

(Total for Question 15 = 1 mark)

- cardinal traits often incongruence



ResultsPlus
Examiner Comments

This response achieves 0 marks because it is an incorrect definition of incongruence.

Total: 0 marks

15 State what is meant by 'incongruence'.

When self- actual self and ideal self are different and self-actualisation is difficult.

(Total for Question 15 = 1 mark)



This response achieves a mark for:

- 1xAO1 mark for the perfect definition of what is meant by incongruence (1)

Total: 1 mark

15 State what is meant by 'incongruence'.

When your ideal-self and your self-image are not the same

(Total for Question 15 = 1 mark)



This response achieves a mark for:

- 1xAO1 mark for an accurate definition of incongruence using the idea of self-image (1)

Total: 1 mark

Question 16

This 2-mark question required candidates to describe how cardinal traits can influence personality.

This question comprised 2xAO1 marks.

To achieve both marks for this question, responses needed:

1) Knowledge of what cardinal traits are such as a:

- rare trait that dominates personality
- trait that has the most powerful effect on personality

2) What this means in terms of influence on personality. This could include:

- an example: such as a person being kind, shaping what they do throughout their life (because this elaborates on the idea of dominance)
- without an example: it shapes behaviour, attitude and how other people see the person

Candidate performance on this question was pleasing, with most responses able to access at least one mark.

Where performance was limited, it was due to candidate responses not expanding enough on their original point to enable them to access the second mark.

16 Describe how cardinal traits could influence personality.

Cardinal traits are ~~rare~~ traits that are rarely present and govern a person's personality strongly. an example of a Cardinal trait is honesty.

(Total for Question 16 = 2 marks)



This response achieves a mark for:

- 1xAO1 mark for cardinal traits being rare traits which govern personality strongly (1)

No marks are given for only naming honesty — the response needs to say something such as "honesty could be the trait that a person is known for by others" or "honesty could be a cardinal trait that influences how someone lives their life completely", to achieve the second mark.

Total: 1 mark

16 Describe how cardinal traits could influence personality.

Cardinal traits are strong traits that govern us and are big parts of our personality like extreme altruism. These ~~may~~ influences our personality because they take a big part on who we are and how others perceive us.

(Total for Question 16 = 2 marks)



ResultsPlus
Examiner Comments

This response achieves marks for:

- 1xAO1 mark for the idea that cardinal traits are a big part of personality (1)
- 1xAO1 mark for linking this to extreme altruism and how this is a big part of who a person is and how others see them (1)

This is a really nice response.

Total: 2 marks

Question 17

This 2-mark question required candidates to explain how unconditional positive regard may help improve the way Maisy views herself.

This question comprised 1xAO1 and 1xAO2 mark.

For candidates to achieve both marks they needed:

- AO1 knowledge of unconditional positive regard ie that a person is loved unconditionally without any requirements
- AO2 application to the scenario ie Maisy being happier because she knows that her teacher will respect her even if her exam grades are poor/she does not judge her success on tests/examination results

Candidate performance on this question was pleasing. Many candidate responses were able to access at least one mark on this question.

Where performance was limited, in the main it was due to candidate responses confusing unconditional and conditional positive regard.

17 Maisy struggles with examination revision. She feels that no matter how hard she tries, her marks on tests do not improve. Maisy believes she is wasting her time in college and she will not achieve anything.

The teacher tells Maisy she should be proud of how hard she tries and not just focus on her test results. He told Maisy the most important thing is enjoying the subject and being herself.

Explain how unconditional positive regard may help improve the way that Maisy views herself.

If could make ~~Maisy~~ Maisy feel better about the work shes putting in even if the results dont show much shes trying she'd be supported no matter her grade so she can be better and show people shes better.

(Total for Question 17 = 2 marks)



ResultsPlus
Examiner Comments

This response achieved a mark for:

- 1xAO2 mark for application to context, that Maisie will feel better about the work even if her results are not good, because she would be supported anyway (1)

Total: 1 mark



ResultsPlus
Examiner Tip

Candidates need to ensure that they show explicit knowledge of the concept highlighted as well as applying it to the scenario.

17 Maisy struggles with examination revision. She feels that no matter how hard she tries, her marks on tests do not improve. Maisy believes she is wasting her time in college and she will not achieve anything.

The teacher tells Maisy she should be proud of how hard she tries and not just focus on her test results. He told Maisy the most important thing is enjoying the subject and being herself.

Explain how unconditional positive regard may help improve the way that Maisy views herself.

Unconditional positive regard is when someone is loved without any standards that need to be upheld or behaviour that need to be acted upon - this may help Maisy feel that her exam results aren't everything and help her feel more optimistic about test because unconditional positive regard will be love that is not based on any mistakes.

(Total for Question 17 = 2 marks)



This response achieves marks for:

- 1xAO1 mark for the accurate knowledge of unconditional positive regard (love without conditions/standards) (1)
- 1xAO2 mark for application to context ie Maisy will feel her exam results are not everything and make her feel more optimistic (1)

Total: 2 marks

Question 18

This 2-mark question required candidates to explain one reason why a personality factor assessment may be inaccurate.

This question comprised 1xAO2 and 1xAO3 mark, therefore some application to the scenario is needed for **any** marks for be awarded.

For two marks candidate responses needed:

- a reason why the assessment may be incorrect (AO2) such as:
 - the idea that due to Cattell being a self-report it can be subject to social desirability bias/exaggeration/falsification
- application to the scenario (AO3) such as:
 - Patrick will want to prove his boss wrong, so may lie about his personality on the self-report
 - Patrick will want to be seen as relaxed and caring, so the reports will be subject to social desirability bias

Candidate performance on this question was mixed. Many responses knew the reasons why this type of assessment may be incorrect. However, they did not link it back to the scenario. This was unfortunate because many showed excellent knowledge.

18 Patrick was in a performance review at work with his boss. His boss commented that he was tense, too sensitive and impersonal to others.

Patrick did not agree with his boss's comments, so he used Cattell's (1946) 16PF personality factor assessment to measure his personality. The results suggested Patrick was relaxed, tough and caring.

Explain **one** reason why using a personality factor assessment may have measured Patrick's personality incorrectly.

You must use Cattell (1946) to justify your answer.

He may have been giving answers that could give better results.



This response cannot gain any credit because there is no application to the scenario.

Total: 0 marks

18 Patrick was in a performance review at work with his boss. His boss commented that he was tense, too sensitive and impersonal to others.

Patrick did not agree with his boss's comments, so he used Cattell's (1946) 16PF personality factor assessment to measure his personality. The results suggested Patrick was relaxed, tough and caring.

Explain **one** reason why using a personality factor assessment may have measured Patrick's personality incorrectly.

You must use Cattell (1946) to justify your answer.

Patrick may have chosen the answers that made him seem more caring and opposed to what his boss said. He may have chosen the options that made him look "better" than if he had answered correctly.

(Total for Question 18 = 2 marks)



This response achieves a mark for:

- 1xAO2 mark for applying their response nicely to the scenario, suggesting Patrick will choose answers to make himself seem caring and make him look better (1)

The AO3 mark cannot be awarded, which is unfortunate. Had this response discussed social desirability/falsification in relation to self-report then it could have received the second mark.

Total: 1 mark

18 Patrick was in a performance review at work with his boss. His boss commented that he was tense, too sensitive and impersonal to others.

- self
report
= biased

Patrick did not agree with his boss's comments, so he used Cattell's (1946) 16PF personality factor assessment to measure his personality. The results suggested Patrick was relaxed, tough and caring.

Explain **one** reason why using a personality factor assessment may have measured Patrick's personality incorrectly.

You must use Cattell (1946) to justify your answer.

A personality factor assessment weakness seen in Cattell (1946) was that self reports were often unrealistic as they held biased opinions towards ones self. This means that Patrick could have lied about the results to prove his boss wrong.

(Total for Question 18 = 2 marks)



This response achieves marks for:

- 1xAO3 mark for the idea that self-reports can lead to biased opinions towards the self (this is social desirability) (1)
- 1xAO2 mark for Patrick lying about his results to prove his boss wrong (with his boss being the link to the scenario here) (1)

Total: 2 marks

Question 19

This 4-mark question required candidates to explain two ways the findings from Van Houtte and Jarvis (1995) could account for Mable's and Kelsey's behaviour.

This question comprised 2xAO2 and 2xAO3 marks.

Examiners were looking for:

- 1) a reason for Mable and Kelsey's behaviour (AO2) such as:
 - Mable is autonomous due to the fact that she owns a pet
 - Kelsey lacks self-confidence/self-esteem due to not owning a pet
 - Mable has to take responsibility for her pet, so she becomes more confident/autonomous
- 2) a justification of this reason related to Van Houtte and Jarvis study such as:
 - owning a pet raises self/confidence and self-esteem
 - owning a pet raises autonomy
 - fifth and sixth grade non-pet owners reported lower self-esteem compared to those that did own pets

Candidate performance on this question was mixed. Many candidate responses were able to access some marks from using the scenario well, to link to the study.

Where performance was limited, it was due to candidate responses not giving enough information from the study to achieve the second mark for each point.

19 Mable and Kelsey are 11 years old. Mable has a pet dog she likes to play with. She is responsible for feeding her dog. At school, Mable is confident and happy to work in groups and on her own.

Kelsey is less confident at school and worries about whether he is liked. He does not want to work alone as he prefers reassurance from working with other children. Kelsey would like a pet, but he is not allowed.

Explain **two** ways the findings from Van Houtte and Jarvis (1995) could account for Mable's and Kelsey's behaviour.

1 Mable is confident and happy as it is shown having pet has the most positive effect on 11yr olds / adolescents improving confidence ~~and~~ and self-esteem

2 Kelsey would like a pet because children with or without pets are shown to equally like pets by Van Houtte and Jarvis.



This response achieves a mark for:

1st point

1 AO2 mark for the idea that owning pets makes Mable more confident and improving self esteem (1)

2nd point

The second point does not have anything creditworthy so no marks are given.

Total: 1 mark

19 Mable and Kelsey are 11 years old. Mable has a pet dog she likes to play with. She is responsible for feeding her dog. At school, Mable is confident and happy to work in groups and on her own.

Kelsey is less confident at school and worries about whether he is liked. He does not want to work alone as he prefers reassurance from working with other children. Kelsey would like a pet, but he is not allowed.

Explain **two** ways the findings from Van Houtte and Jarvis (1995) could account for Mable's and Kelsey's behaviour.

- 1 Van Houtte and Jarvis (1995) found out that having pets ~~made~~ improved autonomy hence Mable is confident to work in both groups and on her own whereas Kelsey ~~does~~ ^{has} not ~~have~~ a developed autonomy making him prefer reassurance from other children.
- 2 He found out that owning a pet improved the self-esteem of a child hence Mable is more confident and responsible whereas Kelsey who does not own a pet lacks self-esteem causing him to have a low confidence and worry about whether he is liked by others or not.



This response achieves marks for:

1st point

- 1xAO3 mark for the correct information from the study (autonomy and pets) (1)
- 1xAO2 mark for linking this nicely to Mable and Kelsey ie not developing autonomy leading him to need reassurance (1)

2nd point

- 1xAO3 mark for the correct information from the study (high self-esteem owning a pet) (1)
- 1xAO2 mark for linking nicely to Maisie and Kelsey, again discussing the lack of confidence and worried about being liked (1)

This is a really nice response.

Total: 4 marks

Question 20

Q20 is a 9-mark essay

This question required candidates to assess how well a belief in free will (Baumeister 2008) can explain George's behaviour.

To achieve the higher mark range candidate responses needed:

- AO1: Reference to free will, which suggests people are in control of their own behaviour; or determinism where people believe in fate and that they are not in control, but behaviour is determined by some external forces.
- AO2: Ability to link George's behaviour to both concepts. The idea that George blames his teacher, which is determinism, Suzie does lots of revision so that is free will. Better responses will also discuss the fact that George believes Suzie's success is determined because she is clever and not due to hard work.
- AO3: Candidate responses have difficulty with this element of the essay. They could refer to Baumeister et al. (2006), Vohrs and Schooler (2008), how well do these factors actually apply to George? Could it be something else?

Candidate responses to this question were below expectation, with most responses seen at Level 1 and lower Level 2.

Where performance was limited, it was very much due to very weak or non-existent AO3, and only superficial knowledge of free will and determinism.

***20** George's class have a mock examination in two weeks. He has done no revision for this and believes it is too late for any revision to make a difference. Instead of trying to complete some revision, George blames the teacher for not helping him enough.

Suzie has completed lots of revision, and she offers to help George so that he can pass his mock examination. George is rude to Suzie and calls her a 'teacher's pet'. He says she will only do well because she is clever, and there is no point in revision as he does not care about the mock examination anyway.

Assess how well a belief in free will (Baumeister, 2008) can explain George's behaviour.

(9)

Free will refers to the ability to control our behaviours. Baumeister suggests that people are responsible for their own actions as they control their own actions. Therefore George is deterministic this is because he blames the teacher for his own failure showcasing his lack of free will and how deterministic he is.

Furthermore, George. A belief in free will leads to an increase in prosocial behaviour however George's prosocial behaviour does not seem to be increasing. Further supporting the claim that he is deterministic. Therefore because he believes that he cannot control his actions and his behaviour is innate in him he does not feel the need to exhibit prosocial behaviour.

Furthermore, Baumeister believed that a belief in

Freewill increases guilt. This can also explain Georges behaviour as he does not feel any guilt after calling Juane a "teachers pet" despite her going out of her way to help ~~her~~ George improve his academic skills

However it cannot fully explain as it fails to take all factors into consideration such as George may be acting this way because he is Impulsive.



ResultsPlus
Examiner Comments

This response achieves marks for:

- AO1 bottom Level 2: Some basic knowledge of free will and determinism
- AO2 bottom Level 2: The scenario is used within the essay but only superficially at times, and there are some irrelevancies
- AO3 bottom Level 1: Assessment is not really present, only a very brief comment about impulsivity

This remains a Level 1 response but at the top, due the weak AO3.

Level 1

Total: 3 marks

*20 George's class have a mock examination in two weeks. He has done no revision for this and believes it is too late for any revision to make a difference. Instead of trying to complete some revision, George blames the teacher for not helping him enough.

Suzie has completed lots of revision, and she offers to help George so that he can pass his mock examination. George is rude to Suzie and calls her a 'teacher's pet'. He says she will only do well because she is clever, and there is no point in revision as he does not care about the mock examination anyway.

Assess how well a belief in free will (Baumeister, 2008) can explain George's behaviour.

(9)

Free will is believing that people always have control over what actions and behaviours they want to display. Being determined ~~reg. to~~ means believing that behaviours are just a result of the nature we are born with and external experiences that we have been through. It's believing that our behaviours are already "pre-set". Believing in free will leads to improved prosocial behaviour, because people who feel they have control over their own behaviours are more likely to hold themselves accountable for actions, so they are more likely to help others. And also, a study by Vohs and Schooler found that increasing the belief in free will reduced immoral behaviour, such as cheating in an arithmetic exam.

George probably believes in determinism, so he has done no revision and feels like it's not his fault he will do well in his exams, he ~~believes~~ might believe that his best doing well is pre-determined for him, due to his experiences (for example with his teacher). Suzie is likely to believe in free will, so she shows prosocial behaviour when she tries to help George. Additionally, George thinks Suzie will do well only because

she is clear, not because she studied hard, which strengthens the theory that George believes in determinism. George believes he is a loner, so will try to change that, like he thinks Suzie is a loner. Sweet; the

~~Baumeister believes that Baumeister also states that a belief in free will~~

Baumeister's theory on free will is a benefit, in that it explains free will as everyday behaviour, not in a philosophical way, so it is good in explaining George's behaviour. This theory is used for explaining everyday behaviour. Also, but, what Baumeister explains is free will could just be randomness. So ~~the~~ George could be not raising his hand just randomly, so he doesn't do it after invited it was just his reaction time, so that's a weakness. Baumeister states that free will should be studied more, because it affects how we view people in society. So there is still a full understanding on free will, this decreases the validity of his theory.



This response achieves marks for:

- AO1 top Level 2: Some accurate and thorough knowledge of free will and determinism
- AO2 top Level 2: Good use of the scenario looking at George and determinism, and the idea that his success/failure is pre-determined, and Suzie's success is fixed
- AO3 Level 2: slightly weaker. There is a brief mention of Vohs and Schooler, and some judgements are made about how the concepts apply to George, but the last paragraph does not really add anything to the response, which is a shame because the AO1/2 are very strong

This is Level 2 response but at the top due to the strong AO1/2.

Level 2

Total: 6 marks

Question 22

The 1-mark question required candidates to state what is meant by a visual illusion.

The question comprised 1xAO1.

To achieve the mark on this question candidate responses needed to state:

- that the brain/mind is tricked into seeing movement/colour/shapes that are not there
- the idea of distorted perception

Candidate response on this question was mixed. Some were able to give an accurate definition but many were unable to do this.

Where performance was limited it was due to vague statements about illusions such as:

- seeing things that are not there (this could be a variety of things not only illusions)

Alternatively, candidate responses only gave examples of illusions such as Muller-Lyer, alone, rather than the reason it is an illusion.

22 State what is meant by a 'visual illusion'.

A visual illusion is a fake scenario that one can see.

(Total for Question 22 = 1 mark)



This response achieves 0 marks.

"fake scenario" almost has the idea of "being tricked" but it is too vague to be credited.

Total: 0 marks

22 State what is meant by a 'visual illusion'.

When you think you see something that isn't there

(Total for Question 22 = 1 mark)



This response achieves 0 marks for an incorrect definition of visual illusion.

Total: 0 marks

22 State what is meant by a 'visual illusion'.

A visual illusion is when ~~an~~ ^{something} tricks our mind into seeing it as something else. Like a still image moving.

(Total for Question 22 = 1 mark)



This response achieves a mark for:

- 1xAO1 mark for the idea of 'tricking the mind' and seeing something moving in a still image (1)

Total: 1 mark

Question 23

This 2-mark question required candidates to describe how emotion can influence perception.

This question comprised 2xAO1 marks. To achieve the two marks candidate responses needed to:

- discuss the idea of emotion affecting individuals' perception of the world around them (the idea of subjective experience). This could include perceptual set ie
 - our perception of situations/objects/people being influenced by factors such as emotional state
 - that we ignore certain elements of the world around us due to our expectations at the time

A response like this was acceptable.

Most responses used some form of contextualisation to receive their second mark, although some used two of the points above such as:

- "Emotional state affects how you perceive a situation or object (1) we may ignore certain elements of the situation and concentrate on those that fit our expectations/emotions at the time (1) OR
- "Emotion can cause a person to perceive the environment differently to others (1). For example, if you are frightened after watching a horror movie then you may think the doll in your bedroom is going to come and get you"

Candidate responses on this question were mixed. Most candidate responses were able to access the first mark on this question but then found it difficult to access the second, mainly due to not elaborating their responses in enough detail.

23 Describe how emotion could influence perception.

Facial expressions and body language could effect how you percept things.
Emotion can change the way you veiw things at that time.

(Total for Question 23 = 2 marks)



ResultsPlus
Examiner Comments

This response achieves no marks.

Facial expressions/body language are not creditworthy in relation to perception/emotion.

Total: 0 marks

23 Describe how emotion could influence perception.

Emotions such as anger influence our perceptions of situations such that our brain twists ~~what's happening~~ what you're perceiving to rationalise and make sense of what you're seeing.

(Total for Question 23 = 2 marks)



This response achieves a mark for:

- 1xAO1 mark for the idea that the brain 'twists' what you are perceiving to make sense of it. This is the idea that perception is a subjective experience based on emotions (1)

The identification of anger is not enough for the second mark: the response would need to expand on this point to say **how** anger could influence perception.

Total: 1 mark

23 Describe how emotion could influence perception.

Emotion is part of perceptual set, which causes us to perceive something in a certain way based on how we feel. For example, if you were happy or excited to see someone, if asked to draw them you may draw them bigger as you perceive them more importantly in your mind.

(Total for Question 23 = 2 marks)



This response achieves marks for:

- 1xAO1 mark for the idea of emotion and perceptual set and how it means perception is based upon how we feel (subjective experience) (1)
- A further AO1 mark for the example of being happy means people will draw them bigger as they perceive them as 'more important' in their mind (1)

This is a nice response.

Total: 2 marks

Question 24

This 2-mark question required candidates to explain how linear perspective could help Hakim draw his landscape picture.

This question comprised 1xAO1 and 1xAO2 mark.

To achieve the two marks candidate responses needed two elements:

- Knowledge of what linear perspective is, such as the idea that (parallel) lines seem to meet to a single point to give the perception of depth
- How that can be applied to the drawing. This is as simple as that he can draw his roads to meet in the distance and the buildings by the side of the roads

As with other questions of this type, candidates need to have one point, which is explicit knowledge of linear perspective.

Candidate responses to this question were, in the main, excellent. Knowledge of linear perspective was good, and they could apply this to the scenario well.

Where performance was limited, it was due to a lack of elaboration on their knowledge points.

24 Hakim is taking art lessons and the class is learning how to draw landscapes. The teacher is demonstrating how to use linear perspective to outline the main landscape features. The teacher then explains to Hakim how he can use linear perspective for features such as the buildings and roads, before adding finer details to the drawing.

Explain how linear perspective could help Hakim draw his landscape picture.

Linear perspective is when 2 lines converge over time in the distance to show depth. This could help Hakim show depth in his picture and help other perceive depth.

(Total for Question 24 = 2 marks)



ResultsPlus
Examiner Comments

This response achieves a mark for:

- 1xAO1 mark for the understanding of linear perspective (1)

There is no AO2 application mark, however, because this response does not put the above knowledge into context (Hakim is not enough).

Total: 1 mark



ResultsPlus
Examiner Tip

Remember: if there is a scenario available for a question, it will have to be used in some way, to receive all of the marks.

24 Hakim is taking art lessons and the class is learning how to draw landscapes. The teacher is demonstrating how to use linear perspective to outline the main landscape features. The teacher then explains to Hakim how he can use linear perspective for features such as the buildings and roads, before adding finer details to the drawing.

Explain how linear perspective could help Hakim draw his landscape picture.

Linear perspective is when ~~to~~ we perceive ^{two parallel} ~~to~~ lines getting closer as it is further away. Hakim may use linear perspective so he can add depth to his landscape. The buildings would be bigger closer to him and the road too. However when it is further the road lines will converge and the buildings will get smaller.

(Total for Question 24 = 2 marks)



This candidate response achieves marks for:

- 1xAO1 mark for the correct understanding of linear perspective (parallel lines converging) (1)
- A further AO2 mark for placing this into the context of roads and buildings (1)

This is a nice response.

Total: 2 marks

Question 25

This 2-mark question required candidates to explain one reason, using Haver and Levin (2001) and why Colin found it difficult to estimate the correct size of the window.

This question comprised 1xAO2 and 1xAO3 mark.

To achieve the two marks responses needed to say:

1) Why Colin found it difficult, such as:

- windows being variables sizes
- that they are token variant objects of varying size

2) How Haber and Levin would support this such as:

- that they found size estimation less accurate if the object they were measuring could be a variety of sizes
- that unfamiliar objects are harder to estimate

Candidate performance on this question was as expected. Many candidate responses were able to access at least one of the two marks.

Where performance was limited, it was due to candidate responses confusing token variant and token invariant, and there were also some generic responses.

25 Colin was shopping for new curtains for his living room window. He found some curtains that he liked, but there were lots of different sizes to select from.

Colin estimated how big the window was and bought curtains he believed would fit. When he returned home, the window was larger than he thought, so the curtains were too small.

Explain **one** reason why Colin found it difficult to estimate the correct size of the window.

You must use Haber and Levin (2001) to justify your answer.

Colin found it difficult to estimate the correct size of the window because he perceived them differently to the curtains. Colin did not see his window size and could only try remember from memory so his window looked a different size in his head.

(Total for Question 25 = 2 marks)



This candidate response achieves no marks.

This response has no relationship to Haber and Levin's study therefore cannot receive any credit. Remember: there needs to be something about standard or variable size for it to be related to the study.

Total: 0 marks



Remember that if a study is named within the question then the AO2 response needs to be about something that could be related to the study (token variant/invariant in this case).

25 Colin was shopping for new curtains for his living room window. He found some curtains that he liked, but there were lots of different sizes to select from.

Colin estimated how big the window was and bought curtains he believed would fit. When he returned home, the window was larger than he thought, so the curtains were too small.

Explain **one** reason why Colin found it difficult to estimate the correct size of the window.

You must use Haber and Levin (2001) to justify your answer.

Haber and Levin (2001) showed that objects with bigger variants, for example windows, vary in size, making it harder to remember size, as you can't correlate it to other memories. In this case Colin couldn't remember the window size, and says this supports the reason for that as it was a token variant object. (Meaning that object comes in many shapes and sizes)

(Total for Question 25 = 2 marks)



This candidate response achieves marks for:

- 1xAO3 mark for knowledge of the study ie that objects with bigger variants vary in size, making it hard to estimate size (1)
- 1xAO2 mark for application to the scenario ie that windows are a token variant object, which is why Colin could not remember the size (1)

This is a nice response.

Total: 2 marks

Question 26

This 4-mark question required candidates to explain two ways the findings from Carmichael, Hogan and Walter (1932) can account for the drawings.

This question comprised 2xAO2 and 2xAO3 marks.

To achieve the four marks on this question candidate responses needed to say:

For Helga:

- a) That she has been 'primed' to draw canoes rather than boats by the warden putting a label on the picture of boats and saying what to draw (AO2)
- b) Because Haber and Levin found that with ambiguous figures, the group that was given a word/label alongside the picture was more likely to draw the 'primed' picture than the original picture (AO3)

For Lena:

- a) That she was not given a verbal label for the boats on the nature reserve, therefore she drew them exactly as she saw them (AO2)
- b) Because Haber and Levin found that when there was not a verbal label given, participants were more likely to draw the original drawing than any other drawing (AO3)

Candidate performance on this question was mixed. Many candidate responses were able to achieve some marks on this question, but it was rare to see candidate responses achieve full marks.

Where performance was limited, it was due to a lack of knowledge of the named study, which leads to candidate responses not being accurate re the findings of the study.

26 Helga and Lena were asked by their manager to draw a map of the nature reserve where they worked. As Helga was drawing her map, the nature reserve warden commented that she should make sure the river showed some canoes that could be hired.

Helga and Lena finished drawing their maps. The manager commented that the boats on the lake on Helga's map looked like canoes on a river, but on Lena's map they looked just like the boats on the lake at the nature reserve.

Explain **two** ways the findings from Carmichael, Hogan, and Walter (1932) could account for Helga's and Lena's drawings.

- 1 ~~These~~ Helga could have a personal schema due to spending more times with the canoes like Carmichael, Hogan and Walter found.



This candidate response achieves no marks.

Personal schemas are not related to the study, therefore cannot be credited.

Total: 0 marks

26 Helga and Lena were asked by their manager to draw a map of the nature reserve where they worked. As Helga was drawing her map, the nature reserve warden commented that she should make sure the river showed some canoes that could be hired.

Helga and Lena finished drawing their maps. The manager commented that the boats on the lake on Helga's map looked like canoes on a river, but on Lena's map they looked just like the boats on the lake at the nature reserve.

Explain **two** ways the findings from Carmichael, Hogan, and Walter (1932) could account for Helga's and Lena's drawings.

depend
on
priming

1 They found priming impacted how they perceived what the river contained. If the manager told Helga include canoes they would look like that.

2 If Lena was not told, they looked like normal boats as he didn't specify canoes to her and so she goes with her own schema of what she is expectant of. Carmichael stated that priming told beforehand



This candidate response achieves marks for:

First point

1xAO2 mark for the contextualised point about Helga including canoes because she was told to include them (1)

Second point

1xAO2 mark for contextualised point in terms of not being told anything, then the drawings will be like normal boats (1)

There is no specific information related to the study in either point, so the AO3 marks cannot be credited.

Total: 2 marks

26 Helga and Lena were asked by their manager to draw a map of the nature reserve where they worked. As Helga was drawing her map, the nature reserve warden commented that she should make sure the river showed some canoes that could be hired.

Helga and Lena finished drawing their maps. The manager commented that the boats on the lake on Helga's map looked like canoes on a river, but on Lena's map they looked just like the boats on the lake at the nature reserve.

Explain **two** ways the findings from Carmichael, Hogan, and Walter (1932) could account for Helga's and Lena's drawings.

1. Carmichael, Hogan, and Walter found that ~~with~~ we change our perception to fit the description being made about them. Helga had the warden comment a lake instead of a river which explains why she drew a river instead of a lake to fit the description.

2. On the other hand, Carmichael, Hogan, and Walter found that with no specific description being added the drawing/perception were 45% accurate. This is evident in Lena's drawing as she didn't change anything and matched the drawing of the lake and the boats.

(Total for Question 26 = 4 marks)



This candidate response achieves marks for:

Point 1

- 1xAO3 mark because the information from the study is accurate, in terms of the descriptions given affecting perception (1)
- 1xAO2 mark for the application to the scenario, with Helga being told by the warden about a lake therefore her picture is like a lake (1)

Point 2

- 1xAO3 mark because the information about the study is accurate, in terms of no descriptions means the drawings were more accurate (1)
- 1xAO2 marks for the application, suggesting that Lena's drawing did not change anything (due to lack of verbal label) and drawing the boats (1)

A nice response.

Total: 4 marks

Question 27

Q27 is a 9-mark essay

This question required candidates to assess how well the constructivist theory of perception (Gregory, 1970) can explain Shamila's perception.

Candidate performance on this essay was below expectations. There were very few responses that achieved the higher band, low marks mainly due to weak AO3, but also due to some errors describing theory, with some describing Gibson's theory instead.

To achieve the higher bands marks candidates needed to:

- AO1
Talk about previous knowledge, perceptual hypothesis and 'filling in the gaps' based on those prior experiences
- AO2
This tended to be rather 'lifted' off the scenario, but many gave points about her previous experience of being robbed, which has meant that she perceives anyone with hoods as dangerous due to her previous experiences (and the schema she has built up)
- AO3
Include research. Explanations of Illusions, alternative explanation ie, Gibson's theory

There were many Level 1 and Level 2 responses, unfortunately, for this essay.

*27 Shamila was walking home from work when a person stole her bag. They were wearing a dark coat with the hood up. Shamila was frightened by the theft, and for several weeks she got a taxi home instead of walking. One day, Shamila decided to try walking home and asked a friend to walk with her.

After walking home, Shamila told her friend there had been six people who had stared at her bag, one of whom was planning to steal her bag because they had their hood up. Her friend said that she had not seen anyone staring at them and had not noticed a person with their hood up.

Assess how well the constructivist theory of perception (Gregory, 1970) can explain Shamila's perception.

(9)

Gregory's (1970) Constructivist Theory of perception is based on factors such as top-down processing, perceptual hypothesis, prior knowledge. Top-down processing is when a person receives ^{sensory} information through their eyes and processes it while drawing on past knowledge to form a perception. A perceptual hypothesis is when ~~your~~ some information is left out due to our eyes closing and the blank is filled with what our brain perceives to be there based on previous knowledge. Prior knowledge refers to our schemas and drawing upon them to help perceive something as correlations can be found.

Shamila perceiving the six people as thieves was due to her past experience of getting robbed. Due to her schema of the robber having his hood up while robbing her she also perceived another man with his hood up to be a robber, even if he had no intention of robbing her.



This response achieves marks for:

- AO1 Level 2: Some accurate knowledge about top-down processing, prior knowledge and perceptual hypothesis
- AO2 Bottom Level 2: Application to context is accurate but brief
- AO3 Level 0 Assessment is not present in the response

This is a Level 1 answer due to the absence of AO3 but at the top, due to stronger AO1.

Level 1

Total: 3 marks

*27 Shamila was walking home from work when a person stole her bag. They were wearing a dark coat with the hood up. Shamila was frightened by the theft, and for several weeks she got a taxi home instead of walking. One day, Shamila decided to try walking home and asked a friend to walk with her.

After walking home, Shamila told her friend there had been six people who had stared at her bag, one of whom was planning to steal her bag because they had their hood up. Her friend said that she had not seen anyone staring at them and had not noticed a person with their hood up.

Assess how well the constructivist theory of perception (Gregory, 1970) can explain Shamila's perception.

(9)

Gregory's theory of perception states that information is perceived based on prior experience. Moreover, as Shamila had a previous experience with a stolen bag she assumed someone wanted to steal her bag as she walked with her friend.

Gregory's theory states that individuals use top-down processing. This means information is seen through eyes and made sense off prior information being processed in brain. Likewise, as Shamila walked home she ~~imagined~~ thought people stared at her bag, ~~but~~ as she was placed in the same situation walking at night when her purse was stolen.

Gregory's theory mentions that our brain makes a perceptual hypothesis

~~which~~ which is a guess of what is seen
then infers. Inference is done when
conclusion is made with all information
available. Shamita imagined someone with
a hood to fill in the gaps of what
she saw, ~~Even~~ even though someone wasn't
actually present.

Gregory's theory has research evidence which
improves its reliability. "Haen and Levin" study
also found previous knowledge helps in
perception of situation. However Gregory's
theory overstates the role of previous knowledge
and does not take into ~~account~~ account
visual information just perceived through
sense organs. Additionally, the studies done
regarding Gregory's theory were done in
controlled lab setting, this reduces ecological
validity of study. As they did not take
place in mundane, natural familiar
environments.



This response achieves marks for:

- AO1 top Level 2: Good knowledge of the theory with discussion of top-down processing/past experiences/perceptual hypothesis
- AO2 bottom Level 3: Application is sustained, with the knowledge placed into context very nicely, showing clearly the candidate's understanding of the theory
- AO3 Level 2: Assessment is weaker. There are some judgements made about the different elements of theory, and good use of research evidence but it is fairly superficial at times

This is a Level 2 response, and the stronger AO2 keeps it at the top of the level.

Level 2

Total: 6 marks

Question 29

The 1-mark question required candidates to state what is meant by a sleep disorder.

The question comprised 1xAO1 mark.

As candidates learn about insomnia and narcolepsy, anything that referenced either was credited.

For example:

- "When you wake up from sleep and then cannot get back to sleep again" **or**
- "It is when you fall asleep at the wrong times of day suddenly" **or**
- "This is when there is disruption to your sleep wake cycle that affects sleep"

Candidate performance on this question was good, with most responses accessing the one mark available.

Where performance was limited, it was due to vague responses, which did not reference anything that could be construed as an issue with sleep, such as:

- "its how you sleep" or "it's what time you fall asleep".

29 State what is meant by a 'sleep disorder'.

is the ~~way~~ way you sleep

(Total for Question 29 = 1 mark)



ResultsPlus
Examiner Comments

This candidate response achieves 0 marks.

"Is the way you sleep" does not suggest a sleep disorder and therefore cannot be credited.

Total: 0 marks

29 State what is meant by a 'sleep disorder'.

When someone has trouble sleeping, whether they
can't fall asleep, or fall asleep too much.

(Total for Question 29 = 1 mark)



This candidate response achieves a mark for:

- AO1 mark for an accurate description of the meaning of a sleep disorder (1)

Total: 1 mark

Question 30

This 2-mark question required candidates to describe how the pineal gland and melatonin influence a person's sleep.

This question comprised 2xAO1 marks.

To achieve both marks on this question candidate responses needed to reference **both** melatonin and the pineal gland such as:

- Role of the pineal gland is to activate/deactivate based upon the levels of light (1)
Melatonin helps regulate your circadian rhythms and sleep (1)
- Pineal gland receives information from the SCN about the levels of light, which then leads to the release of melatonin (1) which is a hormone that is released when the environment becomes dark and makes you sleepy (1)

Unfortunately, many responses would simply suggest that the role of the pineal gland is to release melatonin and the role of melatonin is to make you more sleepy and make it more likely you will sleep.

These responses are **not** wrong and therefore were credited.

Performance on this question was good, with most candidates able to achieve at least one mark.

Where candidates did not get two marks it was due to responses only talking about **either** the pineal gland **or** melatonin.

30 Describe how the pineal gland and melatonin influence a person's sleep.

Melatonin is a sleep hormone that is produced when triggered by darkness which causes a person to feel sleepy.



This response achieves a mark for:

- 1xAO1 mark for an accurate role of melatonin (triggered by darkness and makes person feel sleepy (1)

There is no mention of the pineal gland, however, and so the second mark cannot be given.

Total: 1 mark



Remember: where a question asks to use two concepts within the response, if only one is mentioned, candidates cannot achieve both marks.

30 Describe how the pineal gland and melatonin influence a person's sleep.

When light is not present, melatonin's production in the pineal gland is stimulated by the SCN. When the level of melatonin increases, we feel sleepy and tired.



ResultsPlus
Examiner Comments

This response achieves marks for:

- 1xAO1 mark for the activation of the pineal gland by the SCN when light is not present (1)
- 1 further AO1 mark for melatonin being produced, which increases sleepiness (1)

Total: 2 marks

Question 31

This 2-mark question required candidates to explain how turning the light off an hour before bedtime will help Tallulah get to sleep on time.

This question comprised 1xAO1 and 1xAO2 marks, so some link to the scenario is needed for the second mark.

For candidate responses to achieve the two marks they needed to show:

1. Their understanding of the role of light in the sleep/wake cycle such as:
 - An external zeitgeber related to the sleep/wake cycle
 - That when light is reduced then melatonin will be produced by the pineal gland
2. What does this mean in relation to the scenario?
 - Turning the light off creates darkness so she will begin to prepare to go to sleep at the right time
 - Turning the light off will mean that melatonin is produced at an earlier time so she will feel drowsy and tired

In terms of a link to the scenario: turning the lights off was accepted because it is prominent within the scenario.

Candidate performance on this question was good. Many candidates discussed melatonin, which was absolutely acceptable because it is totally correct for this question, as well as the previous one.

Where candidate performance was limited, it was due to generic responses, or general confusion about what the demands of the question were.

31 Tallulah plays rugby every Sunday. She trains very hard because she wants to earn a place in her national team. Tallulah wants to be well rested for her rugby matches, but she often struggles to go to sleep at the time she wants to.

Her rugby coach suggests that Tallulah should turn the lights off an hour before her bedtime to help with her sleep pattern.

Explain how turning the lights off an hour before her bedtime could help Tallulah get to sleep on time.

it makes her brain
rest and think its
time to sleep. like a
sunset.



This response achieves 0 marks.

This response makes no link to the role of light, or how this will affect Tallulah, therefore no marks are given.

Total: 0 marks

31 Tallulah plays rugby every Sunday. She trains very hard because she wants to earn a place in her national team. Tallulah wants to be well rested for her rugby matches, but she often struggles to go to sleep at the time she wants to.

Her rugby coach suggests that Tallulah should turn the lights off an hour before her bedtime to help with her sleep pattern.

Explain how turning the lights off an hour before her bedtime could help Tallulah get to sleep on time.

Because tallulahs body will see the dark and naturally become more tired as her bodys circadian rhythms will assume that because its dark its nighttime so time to sleep.

(Total for Question 31 = 2 marks)



This response achieves a mark for:

- 1xAO1 mark for the idea that the body will become naturally tired due to the darkness, and therefore sleep (1)

There is no link to the scenario, however, so only one mark is given.

Total: 1 mark

31 Tallulah plays rugby every Sunday. She trains very hard because she wants to earn a place in her national team. Tallulah wants to be well rested for her rugby matches, but she often struggles to go to sleep at the time she wants to.

Her rugby coach suggests that Tallulah should turn the lights off an hour before her bedtime to help with her sleep pattern.

Explain how turning the lights off an hour before her bedtime could help Tallulah get to sleep on time.

Since light is a zeitgeber (external influence on our sleep/wake cycle), turning the light off an hour before her bedtime will make Tallulah's brain think it is time for bed so it will begin the process of going to sleep so that Tallulah falls asleep on time.

(Total for Question 31 = 2 marks)



This candidate response achieved marks for:

- 1 AO1 mark for the knowledge that light is a zeitgeber, which influences sleep
- 1 AO2 mark for turning the lights off, making her brain think it is time for bed, which will start the process of sleeping

Total: 2 marks

Question 32

This 2-mark question required candidates to explain, using Activation Synthesis Theory (AST), why Archie may have had his dream.

This question comprised 1xAO2 and 1xAO3 mark, so some reference to the scenario was needed for **any** marks to be given.

To achieve the two marks candidate responses needed to:

1. Give a reason why Archie had his dream such as:
 - That Archie's neurons fired and random thoughts about his Grandma etc are given meaning and form a dream
 - When neurons fired randomly, memories about going to his Grandma's with his best friend and eating pizza are formed into a dream
2. Say how AST can justify their reason, such as:
 - AST says that neurons are fired randomly during REM sleep, which the brain then tries to make some meaning of, which forms a dream

Candidate performance on this question was mixed. Although it was very clear that candidates knew AST very well, many responses did not apply their knowledge to the context and subsequently did not receive marks.

32 Archie dreamt that he was running through a forest with his best friend and his grandma. As they came towards the end of the forest there was a large office building in front of them with a gorilla sitting in the doorway eating a pizza. The gorilla waved at Archie, who then fell through a hole that appeared in the floor. He then woke up.

Explain **one** reason why Archie may have had this dream.

You must use Activation Synthesis Theory to justify your answer.

Activation synthesis refers to neurons in the body that send random messages to the brain which may be why Archie's dream was so weird and random.



This response achieves no marks.

Although there is some accurate information about AST in this response, there is no application to the context, so it cannot receive any marks.

Total: 0 marks

32 Archie dreamt that he was running through a forest with his best friend and his grandma. As they came towards the end of the forest there was a large office building in front of them with a gorilla sitting in the doorway eating a pizza. The gorilla waved at Archie, who then fell through a hole that appeared in the floor. He then woke up.

Explain **one** reason why Archie may have had this dream.

You must use Activation Synthesis Theory to justify your answer.

Activation Synthesis Theory is ~~when~~ the belief that dreams are just randomly ~~fired~~ ^{memories} ~~randomly~~ that are fired into the ~~the~~ synapse. This means that Archie's dream was random memories that have been formed into a story e.g. he went to the zoo, saw his grandma and ate some pizza.



ResultsPlus
Examiner Comments

This candidate response achieves marks for:

- 1xAO3 mark for knowledge of AST (random firing into the synapse) (1)
- 1xAO2 mark for application to Archie ie random memories formed into a story (saw Grandma and ate pizza) (1)

This is a nice response.

Total: 2 marks

Question 33

Q33 required candidates to explain two ways the findings from Siffre (1975) could account for Leonardo's behaviour.

This question comprised 2xAO2 and 2xAO3 marks, therefore some application to the scenario was needed in each point for **any** marks to be awarded.

To achieve all 4 marks candidate responses, for each point, needed to suggest:

1. What can account for Leonardo's behaviour (related to Siffre)? Responses such as:
 - Lack of sunlight means that there are no external cues to regulate his sleep/wake cycle
 - Leonardo is struggling with dexterity/coordination/poor eyesight, which meant he found it difficult to sew the buttons on his shirt
 - Leonardo may be suffering from low mood due to lack of light, which means that he does not have the motivation needed to complete his tasks
2. How can the findings of Siffre justify this? Responses such as:
 - Siffre found that the sleep/wake cycle varied between 18-52 hours due to lack of light
 - Siffre found that isolation from external cues led to the deterioration of coordination for physical tasks
 - Siffre found that the isolation and lack of light caused him to have low mood and feel lonely
 - Siffre's eyesight/STM worsened over time due to the lack of natural light

Candidate responses to this question were, in the main, good. Most candidates showed good knowledge of the Siffre study and were able to access at least some of the marks.

Where performance was limited, it was due to responses not being applied to context and therefore not achieving any marks.

33 Leonardo is training to be an astronaut. As part of his training, he spends four months in isolation in a purpose-built soundproof laboratory where there is no natural light. Leonardo is observed during these four months completing tasks to test his memory processing and dexterity.

During his time in the laboratory, Leonardo begins to lose track of the days and struggles to know when to sleep. He finds it increasingly difficult to complete tasks, such as finishing a crossword puzzle and sewing buttons onto a shirt.

Explain **two** ways the findings from Siffre (1975) could account for Leonardo's behaviour.

- 1 Leonardo's behaviour could be because of not having access to external ^{cues} factors like light (which tells the body when to sleep and when to wake up) and due to ~~re~~ being in isolation with no natural light this messes up Leonardo's circadian rhythms and will make it harder for him to fall asleep which is what Siffre went through due to not external cues or things like a clock.



ResultsPlus
Examiner Comments

The candidate response achieves a mark for:

- 1xAO2 mark for Leonardo being in isolation and not having access to external cues such as natural light, so harder to fall asleep (1)

The link to Siffre was not explicit enough: 'cues and things like a clock' is not explicitly about his findings and so cannot be credited.

Total: 1 mark

33 Leonardo is training to be an astronaut. As part of his training, he spends four months in isolation in a purpose-built soundproof laboratory where there is no natural light. Leonardo is observed during these four months completing tasks to test his memory processing and dexterity.

During his time in the laboratory, Leonardo begins to lose track of the days and struggles to know when to sleep. He finds it increasingly difficult to complete tasks, such as finishing a crossword puzzle and sewing buttons onto a shirt.

Explain **two** ways the findings from Siffre (1975) could account for Leonardo's behaviour.

1 Siffre ~~he~~ found that he had lost track of the sleep/wake cycle due to no environmental cues and it varied from 18 - 52 hours. This explains why Leonardo has lost track of the days as there are no environmental cues for him to guide his sleep/wake cycle ~~and~~ such as natural light.

2 Siffre found that living in ^{isolation} ~~isolation~~ led to him feeling depressed and suicidal which explains why Leonardo ^{who also lives in an isolated environment} finds it difficult to complete tasks as ~~not~~ feeling losing motivation and not feeling like doing anything ^{all} ~~all~~ symptoms of depression.



This candidate response achieves marks for:

1st point

- 1xAO3 mark for knowledge that Siffre lost track of sleep/wake cycle due to no environmental cues so was 18-52 hours (1)
- 1xAO2 mark for application that Leonardo was losing track of days, as there were no environmental cues to guide his sleep such as natural light (lost track of days is the link here to the scenario) (1)

2nd point

- 1xAO3 mark for the knowledge that Siffre began to have a low emotional state (depression) (1)
- 1xAO2 marks for this explaining why Leonardo was not completing tasks because he may have had a low motivation and not feel like completing the tasks (1)

This is a really well-thought out response and well worth the 4 marks.

Total: 4 marks

Question 34

Q34 is a 9-mark essay.

This question required candidates to assess how well Freudian theory of dreaming can explain Aisha's dream.

To achieve the higher marks bands for this question candidate responses should include:

AO1: Knowledge about manifest/latent content/anxieties/hidden desires/dreamwork such as displacement/secondary elaboration/condensation.

AO2: Application to the scenario and the anxieties/symbolism represented in the scenario. This is the strongest point of this essay and could include:

- the unicorn really being her date coming to take her away
- the unicorn represents her date's car
- the lack of a mouth relates to her anxieties about not being able to talk to him or answer her father back
- the cluster of dads being her repressed memories of her dad always criticising her, or
- her anxiety about getting approval from her date (another male)
- some have even talked about the fact she felt lost in her current situation and her date is coming to make her feel happier!!

There are really no wrong answers, but Examiners were looking for some link to Freudian theory about desires/repression/anxieties etc.

AO3 is weaker. Little Hans is the most common feature of the AO3 linking to anxieties and stress. Differences between Hans and the scenario, lack of scientific credibility, alternatives such as activation synthesis can be used here (which is more scientific).

Candidate performance on this question was mixed. Application to the scenario was by far the strongest element for this question. Unfortunately, many candidates then forgot to show knowledge about the theory itself, often only briefly mentioning manifest and latent content.

In addition, some candidate responses were based purely around the little Hans case study rather than the theory itself, limiting the responses to Level 1 or Level 2 at most.

*34 Aisha has arranged to meet up with a man she met at work. She is nervous that they may not have anything to talk about when they meet. Aisha also worries that he might not be as nice away from work as he is when they chat at work.

The night before her meeting, Aisha dreamt she was in a restaurant surrounded by 30 males who all looked like her dad. They made negative comments about her outfit and hairstyle. Aisha could not reply because her mouth had vanished. Aisha dreamt she ran from the restaurant but could not find her way home until a man on a unicorn rescued her.

Fear or non fear of dad.

Assess how well Freudian theory of dreaming (Freud, 1900) can explain Aisha's dream.

(9)

In Freudian theory of dreaming he states your dreams have manifest content which is the story you tell people about your dream. And latent content are underlying meaning of your dream. Also Freud states different objects you dream states your fears can be determined from your dreams.

Aisha here is saying the manifest content of her dream it may or not happened like this and that ~~of means~~ it does mean something different ^{as her} latent content, which is the true meaning, which in the Freudian theory he believed different objects symbolised different things so Aisha may have not understood the dream but it does have a symbolic meaning. Lastly, Aisha is nervous about the meet up. Freud finds your phobias can be explained through your dreams.

A strength to using Freud's theory of dreaming ~~to~~ to explain Aisha's dream is it takes into account the manifest and latent contents of the dream. As this can show us what Aisha thinks it's about but we can depict the true meaning of it, using Freud's theory. Therefore this helps us to explain Aisha's dream as we can find the true meaning.

~~However Freud never studied these facts, well not atleast on adults.~~

→ However, ~~Freud~~ These are ~~Freud's~~ Freud's thoughts and not actually true or studied yet. Therefore it can't take into account the meaning of Aisha's dream as we don't know if it ~~100% true~~ ^{is} reliable. Therefore this ~~time~~ ~~to~~ can't help us explain Aisha's dream as we can't rely on it.



This candidate response achieves marks for:

- AO1 top Level 1: basic knowledge and understanding of Freudian theory ie manifest and latent content/anxieties
- AO2 top Level 1: basic application to scenario such as worried and anxious about meeting up
- AO3 Level 1: very basic assessment

This is a Level 1 essay but at the top due to stronger AO1/2.

Level 1

Total: 3 marks

*34 Aisha has arranged to meet up with a man she met at work. She is nervous that they may not have anything to talk about when they meet. Aisha also worries that he might not be as nice away from work as he is when they chat at work.

The night before her meeting, Aisha ^{7:20, 1st cry.} dreamt she was in a restaurant surrounded by 30 males who all looked like her dad. They made negative comments about her outfit and hairstyle. Aisha could not reply because her mouth had vanished. Aisha dreamt she ran from the restaurant but could not find her way home until a man on a unicorn rescued her.

Assess how well Freudian theory of dreaming (Freud, 1900) can explain Aisha's dream.

(9)

~~Freudians~~ The Freudian theory of dreaming suggests there is ~~latent~~ ~~can~~ manifest content to a dream (what the dream shows) and latent content (deeper meaning).

Aisha's manifest content seems strange, but at a deeper level we could find the latent content to be ~~se~~ that she is nervous about her date, and her ~~nerve~~ nerves come up in the form of this weird dream.

Freud's theory also shows describes Condensation (two meanings to a dream than one), Secondary elaboration, and Displacement (the real meaning is small and appears insignificant). ~~thing~~ When we look closer at her dream, we may find that instead of the main parts of the story giving meaning, it is actually something small like what restaurant they are at. And there may be more than one meaning to this. Perhaps the negative comments reflect Aisha's worries that he ~~can't~~ be nice, and the fact ~~she~~ her mouth has ~~disappeared~~ ^{Vanished} ~~is~~ ~~not~~ ~~related~~ ~~to~~ ~~her~~ ~~dream~~.

her nervousness that they won't have anything to talk about.

A strength of using Freudian theory to explain her dream is that a dream can be interpreted in many ways, meaning her dream reflects her nervousness and worries. We'd have to analyse her dream in order to find any real meaning, but Freud's theory suggests dreams come from thoughts and feelings from earlier in the day, so it's reasonable to see her earlier fears to show up in the dream as said earlier.

However, a weakness is that dreams are hard to interpret, meaning her dream may just be random thoughts put together, as Hobson and McCarley's Activation Synthesis theory suggests.

Overall, ^{the} Freudian theory of dreaming can explain her dream through using latent content, manifest content, as condensation, displacement, and secondary elaboration, but without her knowledge of herself, the dream would be hard to interpret because of many meanings. For example a ~~her~~ person may think one thing means something, but to Arsha it means another because it is so very significant to her life. An Activation Synthesis theory may also be an explanation, however Freudian theory explains it the best because ~~thoughts~~

thoughts from her life and awake state
can be seen to ~~pop~~ appear in her dream. It
explains her dream well.



This candidate response achieved marks for:

- AO1 Level 2: Knowledge and understanding of manifest and latent content, condensation, secondary elaboration, displacement, however these are brief
- AO2 top Level 2: Application to context with Aisha being nervous about her date, worries about her date not being nice, mouth representing worries about not being able to talk to her date
- AO3 top Level 1: Mention of other theories but little else

This is a Level 2 essay but in the middle due to the stronger AO2 but weaker AO3.

Level 2

Total: 5 marks

*34 Aisha has arranged to meet up with a man she met at work. She is nervous that they may not have anything to talk about when they meet. Aisha also worries that he might not be as nice away from work as he is when they chat at work.

The night before her meeting, Aisha dreamt she was in a restaurant surrounded by 30 males who all looked like her dad. They made negative comments about her outfit and hairstyle. Aisha could not reply because her mouth had vanished. Aisha dreamt she ran from the restaurant but could not find her way home until a man on a unicorn rescued her.

Assess how well Freudian theory of dreaming (Freud, 1900) can explain Aisha's dream.

(9)

Freud's theory of dreaming thought that we had unconscious thoughts and desires called the id, our ideals and morals called the superego, and the reasoning between the id and superego, called the ego. He believed that all our mental problems and anxieties could be removed if our id was interpreted and removed. He thought we could do this by a psychoanalyst interpreting our dreams as in our dreams is when the defenses to the id were lowered. There were 2 parts to dreams, the manifest content and the latent content. The manifest content was everything the dreamer recounts having experienced in their dream. The latent content is everything that the dreamer wants and is the underlying meaning behind the dream. ~~Everything~~ ~~that~~ Our thoughts turning into our dreams is referred to as dreamwork.

Aisha's dream can be explained by Freud's theory. As the manifest content is what Aisha experienced in the dream like the many men that looked like her dad or her mouth vanishing.

Her dream may have latent content which is the underlying meaning. For example, the many men that looked like her dad could be that her dad criticised her a lot which is the latent content of her dream.

Her dreaming that her mouth had vanished could represent that she feels that she has no voice.

Aisha's dream may have condensation where many ideas were added together to make one whole idea. For example, the manifest content of Aisha finding a man on a unicorn could show that Aisha feels safe with the man and that the unicorn is her car.

Freud's theory of dreaming was showcased in the case study Little Hans where Freud psychoanalysed a little boy and determined that he had an Oedipus complex.

Aisha's dream can be explained by Freud's theory as Little Hans' dream also showed latent content. Little Hans wanted to get rid of his father and marry his mother according to Freud.

Aisha's dream can also be explained by Freud's theory as Freud gathered lots of qualitative, detailed analysis from his research with Little Hans. There were lots of recordings of dreams, what his parents had told him and more.

However, Aisha's dream may not be able to be explained by Freud's theory as Freud's theory was supported by Little Hans which was a case study so the results and conclusions are not generalisable.

Freud's theory of dreaming is also individual to every person as the dream must be interpreted by a psychoanalyst in relation to the person's experiences and relationships.

Therefore, Freud's theory cannot fully explain Aisha's dream.
(Total for Question 34 = 9 marks)



This candidate response achieves marks for:

- AO1 Level 3: Some accurate and thorough knowledge about Freud's theory, such as wishes and desires, manifest and latent content, dreamwork done by a psychoanalyst
- AO2 Level 3: Fear of dad being critical, man on unicorn as her feeling safe and the unicorn being his car
- AO3 top Level 2: Some assessment present with the use of Little Hans, the issues with generalising to Aisha, cannot fully explain, Lev

Stronger AO1/2 places this into Level 3 and in the middle.

Level 3

Total: 8 marks

Question 36

This 1-mark question required candidates to state what is meant by pre-linguistic thought.

This question comprised 1xAO1 mark.

To achieve the mark, available candidate responses, at a minimum, needed to say that it is thought before language.

The most 'complex' definition would be: Where the individual uses symbols other than language to express their thoughts.

Candidate performance on this was mainly good. Most candidate responses were able to write the minimum required to achieve the mark.

Where performance was limited, it was due to a lack of understanding about the term.

36 State what is meant by 'pre-linguistic thought'.

Something you thought and
then said it.

(Total for Question 36 = 1 mark)



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Examiner Comments

This response achieves no marks.

This is not the meaning of pre-linguistic thought.

Total: 0 marks

36 State what is meant by 'pre-linguistic thought'.

Pre-linguistic thought is when a child tries to interact with others through ~~eyes~~ actions rather than words.

(Total for Question 36 = 1 mark)



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Examiner Comments

This candidate response achieves a mark for:

- 1xAO1 mark for a perfectly adequate meaning of pre-linguistic thought (1)

Total: 1 mark

Question 37

This 2-mark question required candidates to describe how linguistic relativism could influence our understanding of the world.

This question comprised 2xAO2 marks.

Creditworthy responses for this question included:

- Linguistic relativism is the idea that language has an influence on how we see the world
- Examples such as mandarin speakers understanding of time/the fact that some speakers have multiple words for snow, whereas we have one, having numerous words for colours etc

Candidate responses for this question were, in the main, as expected, with many showing good understanding of the concept.

Where performance was limited, it was either due to a misunderstanding between linguistic relativism and determinism **or** lack of two unique description points.

37 Describe how linguistic relativism could influence our understanding of the world.

linguistic relativism could influence our understanding of the world by ~~for~~ allowing us to understand one and another just by facial expressions.

(Total for Question 37 = 2 marks)



ResultsPlus
Examiner Comments

This response achieves no marks.

Facial expressions are not creditworthy in relation to linguistic relativism.

Total: 0 marks

37 Describe how linguistic relativism could influence our understanding of the world.

Linguistic relativism is the idea that our view of the world is affected by our language. For example, ~~Boroditsky~~ Boroditsky found that Mandarin & English speakers thought about the concept of time differently because they spoke about it differently.

(Total for Question 37 = 2 marks)



This response achieves marks for:

- 1xAO1 mark for the idea that our view of the world is affected by language (1)
- A further AO1 mark for the example that Mandarin and English language speakers have different views about the concept of time, due to their language (1)

Total: 2 marks

Question 38

This 2-mark question required candidates to explain how proxemics may have influenced Mark's behaviour.

This question comprised 1xAO1 and 1xAO2 mark therefore some link to the scenario is needed within the response to achieve both marks.

What candidates needed for both marks was:

1. Understanding of what is meant by the concept of proxemics, such as:
 - Proxemics is the physical distance between two people that is comfortable and based on their relationship
2. How proxemics can explain the scenario such as:
 - At the start of the evening, they were strangers so there was further physical distance between them, but as they got to know each other that distance became closer.

Candidate performance on this question was as expected. Many responses were engaging with the scenario really well and producing some thoughtful answers.

Where performance was limited it was due to responses not showing their knowledge about the concept of proxemics.

38 Mark attended a welcome evening on his first day at his new university. He had never met any of the other students before and wanted to get to know the people he would be studying with.

At the start of the evening, Mark felt nervous about being there and stood at quite a distance from the others. By the end of the evening, he felt comfortable standing close to several other students while they all chatted.

Explain how proxemics may have influenced Mark's behaviour.

They could have been nice
they could have smiled at him
he could have just become more
comfortable the more he was there.

(Total for Question 38 = 2 marks)



ResultsPlus
Examiner Comments

This candidate response achieved no marks.

This response shows no accurate knowledge of the concept of proxemics therefore is not creditworthy.

Total: 0 marks

38 Mark attended a welcome evening on his first day at his new university. He had never met any of the other students before and wanted to get to know the people he would be studying with.

At the start of the evening, Mark felt nervous about being there and stood at quite a distance from the others. By the end of the evening, he felt comfortable standing close to several other students while they all chatted.

Explain how proxemics may have influenced Mark's behaviour.

Proxemics are the personal boundaries set by a person in order for them to feel comfortable, depending on the relationship with the person. Mark stood at a distance towards the beginning, because he did not know anybody, however towards the end he had talked and became more familiar with people and therefore felt comfortable to stand closer.

(Total for Question 38 = 2 marks)



This candidate response achieved marks for:

- 1xAO1 mark for the correct knowledge of proxemics (the personal boundaries set by a person in order for them to feel comfortable — and based upon relationship with person) (1)
- 1xAO2 mark for application to Mark: that he did not know anyone so stood at a distance, but towards the end he was more familiar so will stand closer (1)

Total: 2 marks

Question 39

This 2-mark question required candidates to explain, using Aitchison (1983), why Betty would not understand Harry's plans for the walk.

This question comprised 1xAO2 and 1xAO3 mark therefore some link to the scenario is needed for candidate responses to access **any** marks.

To access both marks candidates needed to:

1. Give a reason why Betty will not understand, such as:
 - the idea that animals cannot use displacement so Betty will not understand when they talk about when the rain stops, as this is in the future
2. Justification through the use of Aitchison such as:
 - humans have the ability to understand abstract information, or information about the future, known as displacement, whereas animals do not have this information

Candidate performance on this question was mixed. There were some very creative responses to this question, which meant that many candidates accessed at least 1 mark.

Where performance was limited it was due to a lack of knowledge about the different human and animal characteristics in language, and generic answers.

39 Harry was planning to take his dog, Betty, for a walk, but it was raining. He told Betty that they would go for a walk in the woods when the rain stopped. Harry said they could look for a big stick for her to play with, and maybe they would see some squirrels. Betty wagged her tail while Harry spoke to her.

Explain **one** reason why Betty would not understand Harry's plan for the walk.

You must use Aitchison (1983) to justify your answer.

Betty can't understand Harry's plan for the walk because dogs can't think abstractly about things that are going to happen or things that have happened.



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Examiner Comments

This candidate response achieves a mark for:

- 1xAO2 mark for the idea that Betty cannot understand, due to not being able to think abstractly about past and future (1)

There is no second mark because some understanding of Aitchison in terms of displacement is needed.

Total: 1 mark

39 Harry was planning to take his dog, Betty, for a walk, but it was raining. He told Betty that they would go for a walk in the woods when the rain stopped. Harry said they could look for a big stick for her to play with, and maybe they would see some squirrels. Betty wagged her tail while Harry spoke to her.

Explain **one** reason why Betty would not understand Harry's plan for the walk.

You must use Aitchison (1983) to justify your answer.

Aitchison defined displacement as the ability to talk about things that are not present in our field of view, this is an ability only humans show. Harry has the ability of displacement and so talked about a stick he couldn't see, but Betty does not have this ability and so does not understand his plan and only shook her tail

(Total for Question 39 = 2 marks)



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Examiner Comments

This response achieves marks for:

- 1xAO3 mark for the knowledge of displacement because of the ability to talk about things that are not present in a field of view (1)
- 1xAO2 mark for application to Harry, with Betty not having the ability to talk about things that they could not see (and only shaking her tail) (1)

Total: 2 marks

Question 40

This 4-mark question required candidates to explain two ways the findings from Yuki et al (2007) could account for Dolly's results.

This question comprised 2xAO2 and 2xAO3 marks, which means application to context needs to be in each point to access **any** marks.

To achieve the 2 marks candidate responses needed to:

1. Give a reason why Dolly got the results she did (linked to Yuki) such as:
 - For Western students: they look mainly at happiness through the mouth, so Dolly got similar results due to both the mouths being neutral
 - For Eastern students: they look mainly at the eyes to judge happiness, so they had higher scores for the eyes that are happier than the neutral eyes
2. Give a justification of this reason through the use of Yuki et al study such as:
 - Yuki found that American participants emphasise the mouth as the major cue for happiness when judging the emoticon
 - Japanese participants focus on the eyes as the major cue for happiness when judging the emoticon

Candidates engaged with this question well, and many were able to access at least some of the marks.

Where performance was limited, it was, in the main, due to a lack of depth about the Yuki et al study, or generic responses.

Explain **two** ways the findings from Yuki et al. (2007) could account for Dolly's results.

1. Different cultures have different emotions to what they view as happy or sad.

2. People from western countries use different emoticons to eastern countries due to social background.



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Examiner Comments

This candidate response did not achieve any marks.

There is no application to the scenario, so it is not creditworthy.

Total: 0 marks



ResultsPlus
Examiner Tip

Candidates need to ensure that they have knowledge of all named studies within the specification.

Explain **two** ways the findings from Yuki et al. (2007) could account for Dolly's results.

1. The students from western countries scored the emoticons 4 and 5. Due to the fact that they represent emotions by the mouth, so because the mouth is neutral they didn't think it was happy or sad.

2. Students from Eastern countries scored the emoticon A higher than the other, because they represent emotions from the eyes so emoticon A has up turned eyes representing happy and emoticon B representing sad due to the two black dots.



This candidate response achieves marks for:

1st point

- 1xAO2 mark for the idea that Western countries scored the emoticons similarly due to the mouths being neutral (1)

2nd point

- 1xAO2 mark for Eastern students scored A higher than B because it represents emotions from the eyes (1)

There is no information from the Yuki et al study so no AO3 marks can be awarded.

Total: 2 marks

Explain **two** ways the findings from Yuki et al. (2007) could account for Dolly's results.

1 Yuki et al found that Western people pay more attention to the mouth while reading the emotion, which explains why there is no significant difference in results in Dolly's experiment.

2 Yuki et al concluded that Eastern people just understand emotions from eyes, which explains why Eastern people gave significantly higher result to emoticon A in Dolly's experiment.



This candidate response achieves marks for:

1st point

- 1xAO3 mark for the correct information from Yuki et al study (Western people pay more attention to mouth) (1)
- 1xAO2 mark for application to the scenario (linked because they have analysed correctly the data given) (1)

2nd point

- 1xAO3 mark for the correct information from Yuki et al study (Eastern people pay more attention to the eyes) (1)
- 1xAO2 mark for application to the scenario (as above, they have analysed the data, which is application) (1).

Total: 4 marks

Question 41

Q41 was a 9-mark essay.

This question required candidates to assess how well linguistic determinism can explain difficulties in learning a second language.

To achieve the higher mark bands candidate responses needed:

- AO1: That language determines our view of the world. The language we use affects our understanding, so if we do not have a word for a particular concept or object then we cannot really understand it very well. Therefore, culture does influence language, and how that person views the world.
- AO2: Moki has only one word for rain so does not know all the other words, therefore his understanding is limited to one word (he will not know the meaning of the word 'showers' or 'downpour' for example – it is just rain), as shown in the scenario because he had difficulty with the concepts.
- AO3: Use of research such as Dani tribe, Boroditsky, amongst others. Contrast with linguistic relativism and the idea that Moki actually understood, and in other studies understanding evolved quickly, therefore relativism would be better.

Candidate performance on this question was mixed. Level 3 responses were rare, and this was mainly due to some confusion between linguistic relativism and determinism, and also a lot of description of studies without linking back to the question.

Assess how well linguistic determinism can explain Moki's difficulty learning a second language.

(9)

Linguistic determinism is the belief that the language we speak determines the way in which we perceive the world.

Linguistic relativism is the belief that the language we speak can affect how we see the world, but not determine it completely.

Moki may be struggling with the task of learning language because ^{he is not a} language has one word for rain compared to English having many. This is similar to some Inuit people who have over 50 words for snow, which English speakers may have problems learning.

Boroditsky et al found that Mandarin and English native speakers showed different perceptions of time due to their language, this experiment showed that language can definitely affect perception - supporting Moki's struggle.

Linguistic determinism is an explanation of Moki's problems with learning.

however, the ^{Hopi} ~~Chopi~~ tribe had ~~not~~ only language for ^{warm} ~~cool~~ and cool colours, but could learn the individual words for colours such as ~~green~~ orange easily after being told, ~~the meaning~~ ~~that~~ ~~language~~ ~~is~~ ~~not~~ ~~the~~ ~~only~~ ~~factor~~ ~~determining~~ linguistic determinism. ~~It~~ might not be a valid explanation for Maki's behaviour, as language doesn't prevent people from perceiving the world in different ways.



This response achieves marks for:

- AO1 bottom Level 2: some accurate information about linguistic determinism but still fairly basic
- AO2 bottom Level 2: some brief AO2 but superficial. Top Level 1/bottom Level 2
- AO3 Level 2: good use of research with Boroditsky but fairly descriptive, rather than evaluative, with a judgement made at the end

A Level 2 response but at the bottom, due to weaker AO1/2.

Level 2

Total: 4 marks

Assess how well linguistic determinism can explain Moki's difficulty learning a second language.

(9)

Linguistic determinism is the belief that language shapes how you perceive/view the world.

Linguistic relativism ~~states~~ states that the language we speak ~~is~~ slightly influences how we perceive & view the world.

A language is a ~~set~~ way of communicating thoughts & ideas so others can understand.

Linguistic determinism can explain why Moki finds it difficult to understand the other English words for rain. However, if he was showing linguistic determinism, he wouldn't be able to recognize the difference ~~in~~ in rain between the picture/ video. However, Moki can see a difference between the different types of rain suggesting that Moki is, in fact, showing linguistic relativism. We can tell this as he begins to understand the differences

so clearly ~~doesn't~~ does have a concept of different types of rain. He is also showing language as he can communicate that the rain is different via language ^{English}.

However, Boroditsky did show that language ~~can~~ can influence how Mandarin speakers & English speakers view time.

For example, a Mandarin speaker thinks of time as vertical whereas English thinks of it as horizontal. However, Boroditsky found that if paired, both speakers could become quicker at the other way of viewing time.

A study also found that as Russian has two different words for blue as ~~was~~ one means light & one means dark, they were ~~the~~ quicker than English speakers at recognising the colours.

Another study done on the Dani tribe found that they didn't have a concept of time, ^{as their language didn't have a word} however, this was disproved as they ~~just~~ just had to use convoluted language to explain it. All of these studies show linguistic relativism as people can learn concepts!

express them mean it they're not in
their language. If linguistic determinism
existed they couldn't express the concept
~~at~~ at all with any language, this
is why many linguists & psychologists
~~also~~ reject determinism in favour
of relativism.



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Examiner Comments

This response achieves marks for:

- AO1 Level 2: some accurate knowledge of linguistic determinism shown, that language aids understanding
- AO2 bottom Level 3: some good use of the scenario in terms of the words for rain, and intertwined AO3 judgements so bottom Level 3
- AO3 Level 3: some relevant AO3 in relation to Modi having some understanding, so relativism would be more appropriate, Boroditsky, Dani tribe, and some judgement made

This is a Level 3 response but at the bottom end, due to weaker AO1.

Level 3

Total: 7 marks

Paper Summary

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

- Candidates should practise their AO2 skills for the shorter questions, in order to give more developed responses that respond directly to the question posed, with links to the scenario beyond a 'name'
- Candidates should be aware that only repeating the information given in the question will not count as AO2 context. Candidates should aim to use something explicit from the scenario itself
- AO3 justification of points should be relevant to the AO1/AO2 point they have made, rather than a generic statement about a theory/concept or study
- In terms of four-mark AO2/AO3 questions, it was often seen that when starting with AO3 the AO2 was, if present, subsequently very brief, ie "this will explain Leonardo's behaviour". Often this meant that candidate responses achieved no marks because there was often nothing related to the scenario to place their answer in context. In questions where AO3 justification of a point is required, the AO2 must be present for the award of the AO3 justification mark. It may benefit candidates to practise ensuring they have given sufficient depth in both parts of questions such as these
- For four-mark strength and weakness questions, candidates need to ensure that they do not only 'describe' because this is not creditworthy. It may benefit candidates to practise ensuring that they have the skills needed for these questions
- Candidates should be reminded that sufficient space is provided in the answer booklet and is an indication of the length of answer required. If absolutely necessary, they must use additional paper booklets and **not** write in blank spaces or elsewhere in their answer booklets
- The research methods section should show accurate and thorough understanding of research methodology, for higher marks within the AO1 levels-based mark bands
- It may benefit candidates to practise key terminology and definitions of concepts for the lower tariff AO1 questions, because there was a number of occasions, both on the research methodology and optional sections, that a lack of understanding meant that no marks were given

Grade boundaries

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