



Examiners' Report

June 2025

GCSE Psychology 1PS0 02

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Introduction

The summer 2025 examination series was a successful one. Candidates produced some outstanding work, and improvements were seen across most sections.

The examination structure provided a range of question types over the compulsory research methods and mathematics section, and five optional sections from which centres selected any two of the five available. Many candidates demonstrated good psychological knowledge and understanding in this examination.

Significant improvements were seen in the calculations and understanding of mathematical skills. Most candidates were able to respond to all questions, and most were able to access the majority of marks available in this section.

The standard of responses for more theoretical knowledge of research methods was mixed; for example, the question that asked candidates to show their understanding of opportunity sampling. Although many candidate responses showed excellent understanding of sampling methods, there were some that confused opportunity sampling with volunteer and stratified sampling.

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 the specific topic area, but at times this knowledge was not applied to the scenario, and therefore no credit could be given.

However, it has to be noted that there were significant improvements across most topic areas on the four-mark questions, with far fewer generic responses, which was pleasing to see. Application to the scenario for essays was slightly more consistent than for shorter questions. However, some candidates only copied the content of the scenario, rather than using it to answer the question given.

Candidate responses to the essays were mixed in terms of performance but there was some improvement from previous series. In relation to Assessment Objective (AO) skills, the AO1 skill of demonstrating understanding showed an improvement across most 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.

The criminal option extended response Question 12 on token economy was consistently the strongest essay on the paper. Many candidates demonstrated excellent understanding of both the practical and theoretical elements of token economies, which was applied to the scenario well. Assessment was slightly weaker but it was a substantial improvement on previous series.

Some candidates bullet-pointed lists of content in extended essays. This may indicate that examination timing skills would benefit from practise. Candidates should be reminded to write in essay format.

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.

Answers written on other parts of the question paper will not be seen.

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 1(b)

This 2-mark question required candidates to describe one participant variable that Thomas may have considered when conducting his investigation.

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

The question required:

- knowledge of participant variables, such as a characteristic of the individual that may affect results (AO1)
- application of that knowledge to the scenario (AO2).

Most candidate responses were able to achieve at least one mark on this question.

Where performance was limited, it was due to:

- candidate responses not showing knowledge of participant variables
- candidate responses only re-wording the term, ie that participant variables were extraneous variables about the participant
- generic responses, which would not link a specified variable to the scenario.

(b) Describe **one** participant variable that Thomas may have considered when conducting his investigation.

(2)

Some participants could be better at answering
general knowledge questions so it could make
them more likely to obey, decreasing the validity
of Thomas' results



This response achieves 0 marks.

Being able to answer the questions is not really linked to being more obedient. In fact, if you answer the questions more quickly then it may make you less likely to obey because you finish early and want to talk more.

(b) Describe **one** participant variable that Thomas may have considered when conducting his investigation.

(2)

A participant variable is ~~as~~ an extraneous variable that affects the findings of a study based on the person's or participant's mood, ability or personality. A participant variable that Thomas may have considered would be the participants' knowledge and abilities in terms of general knowledge.



This response achieves 1 mark.

- 1xAO1 mark for knowledge of participant variables

However, this response is not linked to the scenario in terms of obedience (general knowledge really is not relevant) so cannot be credited.

Question 1(c)

This 2-mark question asked candidates to calculate the mean for a set of data given.

This question comprised 2xAO2 marks.

The definitive answer for this question was 55%.

It is worth noting that as long as candidate responses had the correct answer no working out was needed to receive 2 marks.

However, it is **always** worth candidates showing working out on a 2-mark calculation question. If their final answer is wrong then responses could receive 1 mark for working out the total number of participants (60).

Most candidate responses achieved the two marks for this question. Where performance was limited it was due to candidates only using a subset of participants (usually 33) rather than the total number.

The results of Thomas' investigation are shown in **Table 1**.

	Obeyed instruction (remained silent)	Disobeyed instruction (did not remain silent)
Condition A: Man wearing uniform	22	8
Condition B: Man wearing jeans and t-shirt	11	19

Table 1

- (c) Calculate the percentage of participants who **obeyed** the instruction, out of all the participants in the investigation.

(2)

$$\frac{33}{60} = \frac{55}{100}$$

Handwritten notes: x 1.6 above the fraction, x 1.6 below the fraction, and a bracket under the 33 and 60.

Percentage 33



This response achieves 1 mark for:

- the correct number of participants (60)

The final answer is wrong so only one mark for the working out is given.



Always show the working out on a calculation question.

The results of Thomas' investigation are shown in **Table 1**.

	Obeyed instruction (remained silent)	Disobeyed instruction (did not remain silent)
Condition A: Man wearing uniform	22	8
Condition B: Man wearing jeans and t-shirt	11	19

Table 1

- (c) Calculate the percentage of participants who **obeyed** the instruction, out of all the participants in the investigation.

(2)

$$\begin{array}{r} 33 \\ \hline 60 \end{array} \quad \frac{11}{20} \\ = 0.55 \quad 55\%$$

Percentage 55%



This response achieves 2 marks for the correct answer (55%).

Question 1(d)

This 2-mark question asked candidates to calculate the ratio of participants who disobeyed out of the total number of participants.

This question comprised 2xAO2 marks.

The definitive answer for this question was 9:20.

If candidates' responses showed the correct answer, then they automatically achieved 2 marks.

If the final answer was incorrect, the response could receive 1 mark for calculating the total number of participants who disobeyed (27).

The vast majority of responses achieved the two marks available for this question.

Where performance was limited, it was due to candidate responses not simplifying their ratio, or getting the ratio the wrong way round, ie 20:9, which meant they did not receive any marks.

- (d) Calculate the ratio of participants who **disobeyed** the instruction, to all participants taking part in the investigation.

(2)

$$8 + 19 = 27$$

$$27 : 33$$

$$9 : 11$$

Ratio 9 : 11



This response receives 1 mark for the total number of participants (27).

The answer is incorrect, therefore only 1 mark.

- (d) Calculate the ratio of participants who **disobeyed** the instruction, to all participants taking part in the investigation.

(2)

27 : 60

9 : 20

Ratio



This response receives 2 marks for the correct answer (9:20).

Question 1(e)

This 1-mark question asked candidates to give one way the findings from the study support the given conclusion.

This question comprised of 1xAO2 mark.

To achieve the mark available for the question, candidate responses needed to produce some actual data that supported the conclusion given.

Any results that show the correct direction can achieve the marks. This could be something as simple as twice as many, or actual numbers.

- (e) Thomas concludes that the clothes worn by an authority figure influence levels of obedience.

Give **one** way Thomas' results could support this conclusion.

(1)

~~The man who wore uniform received 10 more~~
~~obedience~~ 22 participants obeyed to the man
wearing uniform



This response receives 0 marks.

There is no comparison between the two conditions in this response, which is needed for the mark.

- (e) Thomas concludes that the clothes worn by an authority figure influence levels of obedience.

Give **one** way Thomas' results could support this conclusion.

(1)

~~33 participants obeyed~~ 22 participants obeyed to instructions when uniform was worn whereas when wearing jeans t-shirt only 11 obeyed.



This response receives 1 mark.

This response uses data from both conditions and the data is accurate, therefore one mark is given.



When justifying a conclusion, make sure that you use data from both conditions.

Question 2(a)

This 2-mark question required candidates to describe how Jenna could use an opportunity sampling technique to gather participants for her investigation.

This question was comprised of 1xAO1 and 1xAO2 mark, therefore, a link to the scenario was needed for candidate responses to receive both marks.

Answers needed to demonstrate:

- knowledge of opportunity sampling, such as it being when participants are gathered and who is available at the time
- application of this knowledge to the scenario.

Most candidate responses were able to achieve at least one mark for this question; usually for their knowledge of opportunity sampling.

Where performance was limited, it was due to the vagueness of the second part of the candidate's response. It was not enough to just state that she could go to her university and pick who was available; this is only repeating the first part of the response.

Candidate responses needed, therefore, to specify an area within the university or where she could stand, to receive the second mark.

2 Jenna investigated whether stress affected performance on a memory test.

She recruited 10 participants from her university. Participants were asked to remember a list of 20 words. Fifteen minutes later, they were asked to write down as many words as they could remember. The same participants were tested twice:

- Test 1: one week before their examinations began.
- Test 2: one week after their examinations had finished.

(a) Describe how Jenna could use an opportunity sampling method to gather the participants for her investigation.

She could find people available at her university at the time. This opportunity sampling is gathering a group of people who are present at the scene of the study. (2)



This response receives 1xAO1 mark for:

- a group of people who were present at the scene of the study

There is no second mark: saying 'at university' is too vague. The response needed something more specific eg outside a classroom/in the canteen.

2 Jenna investigated whether stress affected performance on a memory test.

She recruited 10 participants from her university. Participants were asked to remember a list of 20 words. Fifteen minutes later, they were asked to write down as many words as they could remember. The same participants were tested twice:

- Test 1: one week before their examinations began.
 - Test 2: one week after their examinations had finished.
- (a) Describe how Jenna could use an opportunity sampling method to gather the participants for her investigation.

(2)

Jenna could have entered a random class in her university and selected the first ten ~~10~~ people she ~~shes~~ sees in the classroom. Opportunity as they all happened to be there



This response receives 2 marks:

- 1xAO1 mark for opportunity sampling being those who "happened to be there"
- 1xAO2 mark for entering class and selecting the first ten people in the classroom.

Question 2(b)

This 1-mark question required candidates to state which experimental research design Jenna used in her investigation.

This question was comprised of 1xAO2 mark.

The definitive answer for this question is 'repeated measures'.

Most candidate responses achieved the mark available for this question.

(b) State which experimental research design Jenna used in her investigation.

(1)

involunteer sample
not a volunteer laboratory experiment.



This response receives 0 marks because this is not the correct research design.



Candidates need to ensure that they understand the different terminology used in research methods.

(b) State which experimental research design Jenna used in her investigation.

(1)

Repeated measures design



This response receives 1 mark for:

- the correct research design (repeated measures)

Question 2(c)

This 1-mark question required candidates to calculate a mean score for a set of data.

This question was comprised of 1xAO2 mark.

The definitive answer for this question is 6.

The vast majority of candidate responses received the mark available for this question.

Jenna recorded the total number of correct words remembered by participants both before and after their examinations. Her results are shown in **Table 2**.

Participant	Total number of correct words remembered one week before examinations began (out of 20)	Total number of correct words remembered one week after examinations finished (out of 20)
A	5	8
B	6	7
C	7	9
D	4	8
E	5	7
F	3	7
G	9	9
H	10	11
I	6	6
J	5	8

Table 2

- (c) Calculate the mean score for the total number of correct words remembered one week **before** the participants' examinations began.

$$\frac{5+6+7+4+5+3+9+10+6+5}{10}$$

$$= 6$$

Mean 6



This response receives 1 mark for the correct answer.

Question 2(d)

This 2-mark question required candidates to calculate a median from a given set of data.

This question was comprised of 2xAO2 marks.

The definitive answer for this question is 8.

If candidate responses obtain the correct answer, then they receive 2 marks automatically. If the final answer is incorrect, responses can obtain one mark for the correct data being put in numerical order.

- (d) Calculate the median score for the total number of correct words remembered one week **after** the participants' examinations finished.

(2)

6, 7, 7, 7, 8, 8, 8, 9, 9, 11
8.5

Median 8.5



This response receives 1 mark.

The order of the data is correct.

However, 8.5 is not the correct answer, therefore only one mark is given.

- (d) Calculate the median score for the total number of correct words remembered one week **after** the participants' examinations finished.

(2)

6, 7, 7, 7, 8, 8, 8, 9, 9, 11

$$\frac{8+8}{2} = 8$$

Median 8



This response receives 2 marks for the correct answer (8).

Question 3(a)

This 1-mark question required candidates to calculate the range from a given set of data.

This question was comprised of 1xAO2 mark.

The definitive answer for this question was 21.

The vast majority of responses achieved the mark available for this question.

- 3** Davina investigated the relationship between the time spent on psychology homework and end of topic test scores.

Davina asked her students to write down the average time (in minutes) they spent on their homework each week and she also recorded their end of topic test scores (out of 30 marks).

Davina's results are shown in **Table 3**.

Participant	Average time spent on homework (in minutes)	End of topic test scores (out of 30 marks)
A	50	17
B	25	10
C	30	15
D	20	10
E	55	25
F	15	9
G	80	30
H	50	19
I	60	27
J	20	14

Table 3

- (a) Calculate the range for the **end of topic test scores**.

(1)

Range 21



This response receives 1 mark for the correct answer (21).

Question 3(b)

This 2-mark question required candidates to calculate a fraction using a given set of data.

This question was comprised of 2xAO2 marks.

The definitive answer for this question is $\frac{1}{2}$. If candidate responses calculated the right answer, then they received 2 marks automatically.

If the final answer is incorrect, such as if the response does not give the answer in its lowest common denominator form (eg as $\frac{5}{10}$), then 1 mark would be given.

- (b) Calculate how many students spent **more than** 30 minutes on their homework as a fraction of all students.

You must give your answer in the lowest form.

(2)

$\frac{6}{10}$ spent more than 30 mins.
 $\frac{6}{10} \rightarrow \frac{3}{5}$

Fraction $\frac{3}{5}$



This response receives 0 marks.

The answer is incorrect.

The number of students who spent more than 30 minutes is not correct

(the correct number is 5) therefore 0 marks are given.

- (b) Calculate how many students spent **more than** 30 minutes on their homework as a fraction of all students.

You must give your answer in the lowest form.

(2)

5 / 10 1 / 2

Fraction 1 / 2



This response achieves 2 marks for the correct answer (1/2).

Question 3(c)

This 3-mark question required candidates to complete the scatter diagram for participants C and E.

This question was comprised of 3xAO2 marks.

To achieve the three marks, candidate responses needed to plot the data correctly and also give an appropriate axis scale and label.

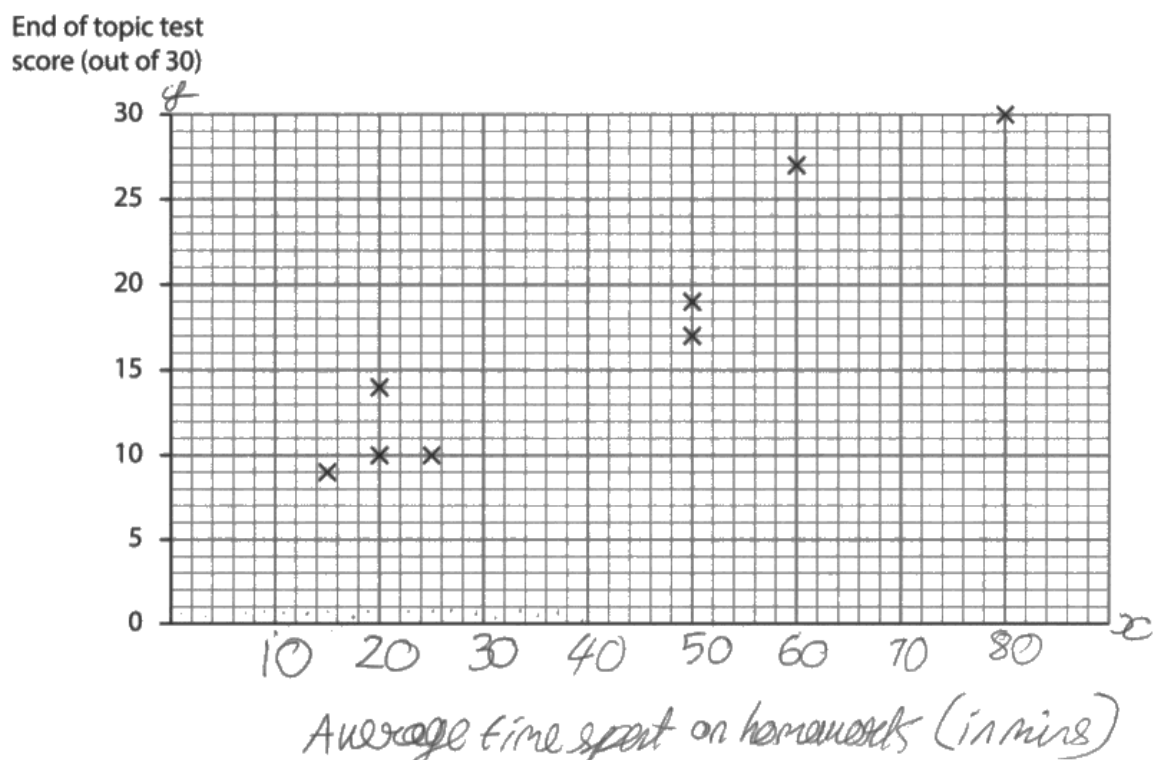
The vast majority of candidate responses received the three marks available for this question.

Where candidate responses did not receive all the marks, it was usually due to a mistake in plotting the data.

- (c) Complete the scatter diagram for participants C and E using the data in **Table 3**, including the label and scale for the x-axis.

(3)

A scatter diagram to show the relationship between average time spent on homework and end of topic test score





This response receives 1 mark for:

- the axis label and scale.

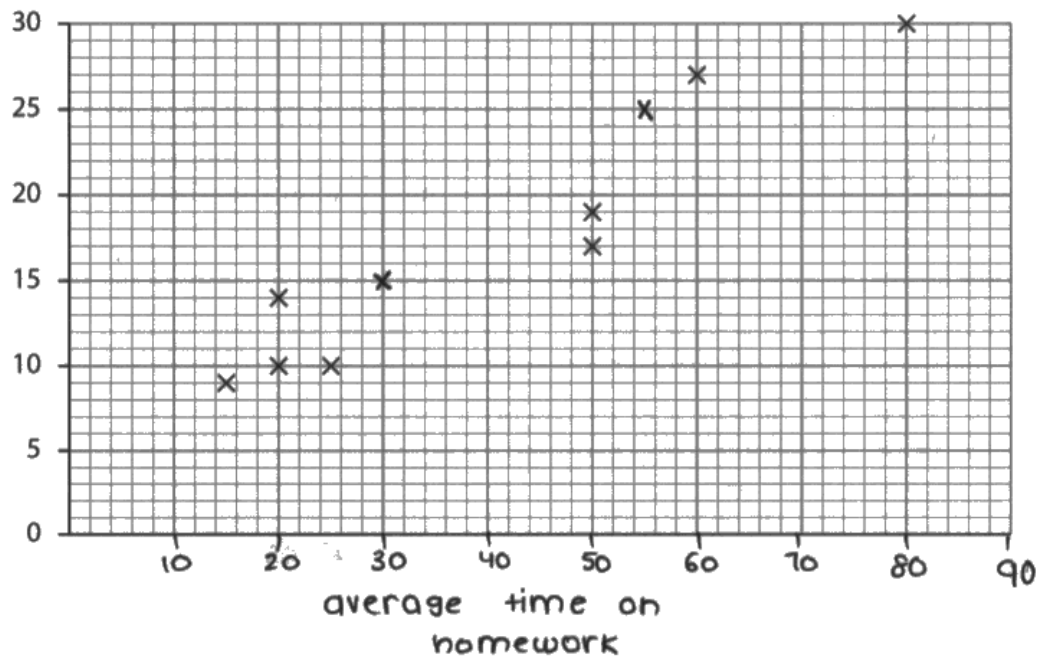
There is no other creditworthy material in this response because the plotted points are incorrect.

- (c) Complete the scatter diagram for participants C and E using the data in **Table 3**, including the label and scale for the x-axis.

(3)

A scatter diagram to show the relationship between average time spent on homework and end of topic test score

End of topic test
score (out of 30)



This response receives 3 marks for correct:

- scale and label on x axis (1)
- data points plotted on the scatter diagram (2).

Question 4(a)

This 1-mark question required candidates to calculate the mode for a given set of data.

This question was comprised of 1xAO2 mark.

The definitive answer for this question was 7.

The vast majority of candidate responses achieved the 1 mark available for this question.

4 A school is implementing a ban on unhealthy food.

Davide is interested to see whether young people would change their attitude towards eating unhealthy food due to the ban. 10 participants aged 11 to 16 years old from the school were asked to rate whether you should eat unhealthy food, using a scale of 1 to 10, with 1 being 'should never eat it' and 10 being 'should eat it every day'.

Davide tested the participants two months before the ban and again two months after the ban was put in place.

The results of Davide's study are shown in **Table 4**.

Participant	Attitude towards eating unhealthy food before the ban (1–10)	Attitude towards eating unhealthy food after the ban (1–10)
A	8	6
B	7	6
C	7	4
D	4	1
E	8	5
F	9	5
G	7	5
H	6	4
I	7	3
J	10	7

Table 4

(a) Calculate the mode for attitude towards eating unhealthy food **before** the ban.

(1)

7 → 4

↑

Mode 7



This response receives 1 mark for the correct answer (7).

Question 4(b)

This 2-mark question required candidates to explain one conclusion that Davide could make about attitudes towards eating unhealthy food.

This question was comprised of 2xAO3 marks.

To receive the two marks available, candidate responses needed to:

- identify an appropriate conclusion, ie unhealthy foods ban leads to more negative attitudes/means that students do not want to eat unhealthy foods as much
- use some data/results to support that conclusion.

There are a number of things to note for this question:

- Candidate responses only using data without a conclusion receive 0 marks
- Actual numbers do not need to be used in the results part of their response, but it does need to show the correct direction of the data related to their conclusion.

(b) Explain **one** conclusion that Davide could make about attitudes towards eating unhealthy food after the ban was put in place from the results in **Table 4**.

(2)

Davide can conclude that ~~before~~^{after} the ban, students' attitudes towards unhealthy food changed significantly, showing that they had mostly neutral or negative attitudes towards over consumption of unhealthy food. This is shown by how before the ban, most responses were 7 and above, with only one saying 6, while after, many said 5 and below, with only 3 saying 6 and 7.



This response receives 2 marks for:

- an appropriate conclusion (attitudes became negative/neutral) (1)
- the justification of that conclusion through appropriate analysis of the data (1).



Candidates need to ensure that an explicit conclusion is given for this type of question.

Reference to the data only will not be credited.

Question 4(c)

This 2-mark question required candidates to define what is meant by qualitative data, using an example in their answer.

This question was comprised of 2xAO1 marks.

Candidate performance on this question was pleasing, with the vast majority of candidate responses receiving at least 1 mark and many receiving both marks.

Creditworthy responses for the definition included:

- descriptive data
- non-numerical data
- words
- in-depth data
- data that gave deeper insight.

In terms of the example, open questions, or examples of open questions, were the most common answer.

A minority of candidate responses mistakenly mentioned quantitative data.

(c) Davide decides to conduct further research gathering qualitative data.

Define what is meant by 'qualitative data'. Use an example in your answer.

(2)

qualitative data is asking more open ended questions,
getting responses of more detail and is more subjective
rather than quantitative data (numbers etc.)
David could ask each of their participants in an interview
on why they lowered their rating.



This response achieves 2 marks:

- 1xAO1 mark for the idea of more detailed data
- 1xAO1 mark for the example of open-ended questions.

Question 5

This 12-mark extended-response research methods question required candidates to evaluate the use of unstructured interviews to investigate human behaviour.

This question was comprised of 4xAO1, 4xAO2 and 4xAO3 marks.

There was a full range of responses to this question. Where candidate responses achieved the higher bands, they had a good understanding of unstructured interviews and could apply and evaluate these effectively.

At the lower end of the mark range, there were some limited answers, which made two or three fairly generic points about interviews in general. They 'lifted' parts of the scenario into their responses, without linking them to any of their AO1 methodological points. AO3 at this level was often generic or not present.

Overall, the AO1 understanding of unstructured interviews was mixed. At the lower mark range, responses would suggest that unstructured interviews did not have a pre-planned set of questions, and helped achieve in-depth data. At the higher end of the mark range, responses would say the above and then go on to discuss the conversation, 'go-with-the-flow' nature of unstructured interviews and how questions would be tailored to the situation at the time, and the responses given.

The AO2 application was often the strongest part of the response. It drew from the scenario well to apply a candidate's understanding and subsequent evaluations. Responses at the lower end of the mark range would 'lift' significant parts of the scenario without any links to the research methodology. Responses at the higher end of the mark range would use the scenario to highlight the methodological AO1 and AO3 points that they had made.

The AO3 evaluation was, at times, generic. Responses at the lower end of the mark range would make brief statements about the problems of using qualitative data, such as it being harder to analyse, and that there may be bias. At the higher end of the mark range, responses would detail all of the above, then discuss the issues with smaller samples. These included the increased understanding and greater flexibility of open questions, that in this case, the interviews were over a period of time, and face-to-face, and the problems that this would bring.

*5 Schaffer and Emerson (1964) conducted interviews with the mothers of 37 infants. The interviews took place at four-weekly intervals, in their family home, over a period of 12 months.

The interviews were unstructured and used open-ended questions to gather information about an infant's reaction to physical contact with their mother. The behaviours the researchers focused on included:

- how the infant reacted when cuddled on their mother's knee
- whether the infant tried to get physical contact
- whether the infant avoided physical contact
- the mother's reaction to the infant's contact behaviours.

Mothers were encouraged to give full descriptions of their infant's behaviours. Often mothers would provide demonstrations of the behaviours that they had highlighted previously, without being asked.

Schaffer and Emerson (1964) found two groups of infants, which they named 'Cuddlers' and 'Non-cuddlers', with typical responses including 'loves being handled' or 'restless until put back in cot'.

Evaluate the use of unstructured interviews to investigate human behaviour.

(12)

an interview is a self report technique used to gather data from participants say on the data being collected. Schaffer & Emerson (1964) conducted interviews for their participants to gather information. This data tends to be more descriptive and accurate in terms of non-statistical data since it's coming directly from the source.

an unstructured interview is when the interviewer improvises all questions and comes up with them spontaneously. The questions at the interview were unstructured and used open ended questions to gather information about an infant's reaction to physical contact with mother.

not sure about A03.

qualitative data is when the data collected from the participants is self reported depicted in pictures, ideas, and descriptions. Mothers were encouraged to give full descriptions of their infant's behaviors. One weakness of this may be that it's not always accurate since it's not statistical information.

repeated measures investigation is when the same participants are used for multiple conditions of the experiment. The interviews took place at four weekly intervals, in their family home, over a period of time.

one weakness of this is that demand characteristics may show because questions are repeated so often with the same families.



This response achieves Level 2, 4 marks.

AO1: Some basic knowledge about unstructured interviews ie more descriptive, self-report method, improvising questions, often uses open-ended questions. All correct but brief, with little detail. Level 2.

AO2 : Some links to the scenario present with Schaffer using open questions, parents giving descriptive answers. Full descriptions (repeated measures was not credited because there were no conditions in the primary study). Level 2.

AO3: This is the weakest element of the response. Demand characteristics is linked to repeated measures, which is incorrect. Brief point about accuracy of descriptive data (although it is not the actual data, more the interpretation of it). Level 1.

The briefer AO3 keeps this response at the bottom of Level 2.

Level 2

Total: 4 marks

- *5 Schaffer and Emerson (1964) conducted interviews with the mothers of 37 infants. The interviews took place at four-weekly intervals, in their family home, over a period of 12 months.

The interviews were unstructured and used open-ended questions to gather information about an infant's reaction to physical contact with their mother. The behaviours the researchers focused on included:

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Schaffer and Emerson (1964) found two groups of infants, which they named 'Cuddlers' and 'Non-cuddlers', with typical responses including 'loves being handled' or 'restless until put back in cot'.

Evaluate the use of unstructured interviews to investigate human behaviour.

(12)

Unstructured interviews are interviews without a set of predetermined questions. Schaffer and Emerson encouraged the mothers to describe the behaviour of their infants, like a free flowing conversation. Unstructured interviews are great to investigate human behaviour as they can gather more in-depth information about human behaviour.

Interviews are face-to-face where the interviewer asks questions to the interviewee about a certain behaviour. The interviews took place every 4 weeks in the homes of the mothers so the answers may

be more natural as they are more comfortable at home. A weakness of unstructured interviews is that ~~investigator~~ interviewer effects can occur, which is when the interviewer's characteristics and the way that they act influence how the interviewee responds.

Open-ended questions are those without a set of responses to choose from and can be elaborated upon. Schaffer and Emerson ask open-ended questions to the mothers to see if their infants enjoyed physical touch, and separated into 'Cuddlers' and 'Non-cuddlers'. An advantage of using open-ended questions is that the data collected is more in-depth and provide more insight into human behaviour. A disadvantage of open-ended questions is that the responses can be interpreted subjectively so interviewers require more training.

Qualitative data is collecting information in the form of observations, descriptions, images and words. Schaffer and Emerson collected data on how the infant reacted when cuddled.

on their mother's knee which can be quite subjective to interpret. A strength of qualitative data is that it often provides new research into areas of psychology. A weakness, however, would be researcher bias, when the researcher interprets the outcome of a study in their own way - subjective.

Unstructured interviews can be extremely time-consuming to conduct and are also unreliable as they cannot be replicated.

Though, they can provide information that is not superficial and actually insightful.

Structured interviews may not provide insight into the infants' tendencies or preferences for physical touch, which may ^{not} stimulate research into new areas of psychology.

Overall, unstructured interviews are great to assess human behaviour as rich, detailed qualitative data is collected. However, more training is needed for interviewers to interpret results and ask relevant questions.



This response achieves Level 4.

AO1: Accurate detail about unstructured interview ie no predetermined questions, conversational, in-depth, interviews are face-to-face, use of open-ended questions. Level 4.

AO2: Is consistent through the response; interview time period and where they were taking place linked to AO1, how open-ended questions were used is discussed. Level 3.

AO3: Strong. Problems of analysis for qualitative, time-consuming to conduct, that preferable to structured, which may not give insight, subjective interpretation, possible researcher bias, more natural as at home. Level 4.

This is a solid Level 4 response but not quite enough for full marks due to the slightly weaker AO2.

Level 4

Total: 11 marks

Question 7

This 1-mark question required candidates to state what is meant by restorative justice.

This question was comprised of 1xAO1 mark.

To receive the mark available candidates needed to make two things clear:

- The offender and the victim are brought together
- There is a purpose to the meeting.

Therefore, only saying that the offender and victim meet is not enough for a mark. If the response said they need to discuss the impact of the crime/help the victim find closure, then this was creditworthy.

Candidate performance on this question was pleasing, with the majority of candidate receiving the mark available. Where candidate responses did not receive the mark it was due to the response not stating the purpose of the meeting.

7 State what is meant by 'restorative justice':

restorative justice is when criminals
get taught good behaviour to change the
anti social behaviour in them



This response receives 0 marks because this is not restorative justice.

7 State what is meant by 'restorative justice'.

restorative justice is when the victim and criminal meet and share feelings.



This response receives 1 mark for an appropriate definition of restorative justice (share feelings was the minimum).



Candidates need to ensure they understand key terms named in the specification.

Question 8

This 2-mark question required candidates to describe how community sentencing can be used for criminal behaviour.

This question was comprised of 2xAO1 marks.

To receive the two marks for this question candidates needed to:

- show knowledge of community service
- give further detail about community service, which could include examples of the types of community service that are available.

Creditworthy responses included:

- doing unpaid work in the community for set hours
- a non-custodial sentence, which allows criminals to repair damage in the community
- where a criminal can 'give back' to the community – this could include litter-picking/graffiti cleaning
- that it is used for minor/less serious offences.

Candidate performance in this question was pleasing, with the vast majority of candidates able to access at least one mark, and the majority able to receive both marks.

Where candidates did not achieve marks, it was either due to:

- tautological responses that only reworded the term

Or:

- a misunderstanding of community service, with a minority suggesting that it is where the community decides how to punish the offender, which is incorrect.

8 Describe how community sentencing can be used for criminal behaviour.

community sentencing is a way of ~~was~~ type of punishment that allows the offender to 'pay back to the community' with acts of service towards the neighbourhood like picking up trash etc. It acts as a negative reinforcement as they the offenders avoided prison, and was given a second chance, so it encourages pro social behaviour to be repeated



This response receives 2 x AO1 marks for:

- 'paying back the community' and not going to prison (1)
- the example of litter-picking in the neighbourhood (1).

Question 9

This 2-mark question required candidates to explain how negative punishment could be used to stop Tamara from driving over the speed limit in the future.

This question was comprised of 1xAO1 and 1xAO2 mark, therefore some link to the scenario was needed for the response to receive both marks.

For two marks, therefore, candidates needed to:

- show understanding of negative punishment
- apply that understanding to the scenario/question.

Candidate performance on this question was pleasing. The vast majority of candidate responses received at least one mark, with many then going on to receive the second.

To receive the knowledge (AO1) mark, candidates needed to say that negative punishment is where something pleasant/desirable/good is taken away to reduce a behaviour.

Then the AO2 can go on to suggest that Tamara's driving licence/car could be taken away for a period of time. If responses also suggested that her freedom was taken away by being given a custodial sentence, then this was also creditworthy.

Where candidate responses did not achieve marks it was due to responses confusing negative punishment with negative reinforcement or positive punishment. These were the minority of responses, however.

- 9 The police caught Tamara driving over the legal speed limit. She was required to attend a course about the dangers of driving over the speed limit as a punishment for her offence. A month after the course, she was caught driving over the speed limit again when she was nearly involved in a road traffic accident.

Explain how negative punishment could be used to stop Tamara from driving over the speed limit in the future.

Negative Punishment can stop Tamara from reoffending as when she attended the course her anti social behaviour may off still be hardwired in her brain but if she does negative punishment it can hopefully ~~make~~ make her realise her behaviour is wrong

(Total for Question 9 = 2 marks)



This response receives 0 marks.

It not accurate in terms of negative punishment.

- 9 The police caught Tamara driving over the legal speed limit. She was required to attend a course about the dangers of driving over the speed limit as a punishment for her offence. A month after the course, she was caught driving over the speed limit again when she was nearly involved in a road traffic accident.

Explain how negative punishment could be used to stop Tamara from driving over the speed limit in the future.

Negative punishment is the removal of something pleasant so a behaviour is not repeated. In this way, the licence could be revoked for sometime so the next time she drives she won't go over the speed limit or the licence will get taken.



This response receives 2 marks.

- 1xAO1 mark for appropriate understanding of negative punishment (removal of something pleasant)
- 1xAO2 mark linking this to the scenario (licence revoked for a period of time).

Question 10

This 2-mark question required candidates to explain one reason why Jamal may have continued to misbehave in school, using personality to justify (Ref Eysenck: Psychoticism, Extraversion and Neuroticism (PEN)).

This question was comprised of 1xAO2 and 1xAO3 mark, therefore some link to the scenario was needed for any marks to be given.

To receive the two marks candidate responses needed to:

- give a reason for continued misbehaviour related to the scenario
- explain how personality (Eysenck's theory) can justify this reason.

Creditworthy responses for AO2 included:

- Jamal has a predisposition for engaging in aggressive/risk-taking behaviour
- Jamal is displaying high psychoticism/neuroticism/extroversion, which is why he is getting into fights.

Creditworthy responses for AO3 would then be that Eysenck suggested that those with:

- high psychoticism would have a lack of empathy so would be more likely to get into fights/not care about his parents or the boy
- high extroversion need more stimuli so may engage more in risk-taking behaviours such as fights
- a high PEN score may lack empathy/have unstable personality, so may be more likely to engage in anti-social behaviour.

Candidate performance on this question was as expected. Most candidate responses were able to receive at least one mark by suggesting a reason for Jamal's behaviour. However, a minority of these responses then went on to receive the second mark.

The most common error was repeating the AO2 point given for the AO3 justification, which cannot be credited. Where candidates did not receive any marks it was invariably due to the responses being generic.

10 Jamal's parents attended a meeting about his misbehaviour in school. His teacher informed Jamal's parents that he never follows any of the school rules and is always getting into fights.

Jamal promised his parents that he would behave, but a day after the meeting he punched a younger boy. Jamal was excluded from school.

Explain **one** reason why Jamal may have continued to misbehave in school.

You must use personality (Eysenck, 1964) to justify your answer.

Eysenck's personality questionnaire says that if an individual has a high PEN score (high ~~pe~~ psychotism, extroversion and neuroticism) they're more likely to commit criminal/aggressive behaviour. Jamal may have a high PEN score resulting in misbehaviour in school.



This response receives 1 mark.

There is very little of this response applied to Jamal, except the high PEN and misbehaviour in school.

It cannot receive 2 marks because there is not enough detail in the application (AO2 part).

Because the AO3 is good and accurate and there is a link to the scenario, the response receives 1 mark for linked theory.



Candidates need to ensure that they apply their knowledge explicitly to the scenario given.

10 Jamal's parents attended a meeting about his misbehaviour in school. His teacher informed Jamal's parents that he never follows any of the school rules and is always getting into fights.

Jamal promised his parents that he would behave, but a day after the meeting he punched a younger boy. Jamal was excluded from school.

Explain **one** reason why Jamal may have continued to misbehave in school.

You must use personality (Eysenck, 1964) to justify your answer.

personality Eysenck states that certain characteristics are more prone to criminality, he found that high PEN score is more like for criminal behaviour. Jamal may have high PEN score, as he seeks external cue to boost his biological arousal level, he has lack of empathy, hence, gets into fights with younger children.



This response receives 2 marks.

- 1xAO2 mark for Jamal needing to raise his arousal level, and that he lacks empathy so gets into fights
- 1xAO3 mark for the link to Eysenck ie high PEN linked to criminal behaviour.

Question 11

This 4-mark question required candidates to explain two ways Charlton et al (2000) could account for the behaviour of Simone and Paul.

This question was comprised of 2xAO2 and 2xAO3 marks. Some link to the scenario was needed in each point to receive **any** marks.

To receive the 2 marks for each point, candidate responses needed to give a:

- reason for Simone and Paul's behaviour (related to Charlton et al's study)
- justification of this reason using Charlton et al's findings (AO3).

Creditworthy responses for AO2 could include:

- that Simone lived in a small village where everyone knows everyone
- that Paul, being a boy, is more likely to engage in anti-social behaviour.

There were some creative responses in terms of Paul's behaviour in that some suggested that because he got into trouble at college, people would not know him as much there, and therefore he could act aggressively. This was indeed creditworthy if explained well.

For AO3, creditworthy responses could then include that:

- Charlton et al (2000) found that behaviour did not change due to the high level of supervision within the tight-knit community
- boys, unrelated to the television, are four times more likely to engage in anti-social behaviour.

Candidate responses to this question were mixed, with many finding the question challenging. Many candidate responses were able to receive at least some of the marks, which was usually for Simone's behaviour, but often responses did not receive more than 1 or 2 marks.

- 11 Simone has lived in a small village all her life. Her parents always know what she is doing as 'everyone seems to know everyone'.

A cinema has recently opened in the village. Simone and her friend, Paul, enjoy going to watch action films. Their parents are concerned that any violence in the films will affect their behaviour.

Simone's parents do not notice any changes in her behaviour. Paul, however, has recently been in trouble at college, for the first time.

Explain **two** ways that Charlton et al. (2000) could account for the behaviour of Simone and Paul.

- 1 Charlton et al's study was based on St Helena which is a very close knit community and found that introduction to TV didn't seem to change children's behaviour. Therefore as she is in a tight knit community also Charlton's study could explain why Simone's behaviour hasn't seemed to have changed.



This response receives 2 marks.

First point:

- 1xAO3 mark for the fact that Charlton et al (2000) saw no change in behaviour due to close-knit community
- 1xAO2 mark for saying that Simone is in a tight-knit community so can explain why her behaviour has not changed.

- 11 Simone has lived in a small village all her life. Her parents always know what she is doing as 'everyone seems to know everyone'.

A cinema has recently opened in the village. Simone and her friend, Paul, enjoy going to watch action films. Their parents are concerned that any violence in the films will affect their behaviour.

Simone's parents do not notice any changes in her behaviour. Paul, however, has recently been in trouble at college, for the first time.

Explain **two** ways that Charlton et al. (2000) could account for the behaviour of Simone and Paul.

- 1 Charlton et al found that watching violent TV did not lead to any anti-social behaviour in the children of St. Helena since it was a tightly-knit community. Since Simone lives in a small town with similar circumstances to St. Helena, she is likely to not have imitated the behaviour ^{shown} at the cinema.
- 2 Charlton et al found that boys committed 4 times more anti-social acts than girls. Since Paul is a boy this may explain why he has been getting into trouble at school.



This response receives 4 marks.

First point:

- 1xAO2 mark for Simone living in small town similar to Charlton et al
- 1xAO3 point for Charlton et al finding no change in behaviour due to tight-knit community.

Second point

- 1xAO2 mark for Paul being a male so more likely to show anti-social behaviour
- 1xAO3 mark for Charlton et al seeing four times more anti-social behaviour for boys.

Question 12

This 9-mark levels-based essay required candidates to assess whether a token economy programme could help improve the behaviour of the prisoners.

This question was comprised of 3xAO1, 3xAO2 and 2xAO3 marks.

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

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

To achieve the higher mark range candidate responses needed to:

AO1: Give accurate information about token economies, such as primary and secondary reinforcers, operant conditioning and rather than, positive reinforcement. Some may talk about secondary reinforcers not having any biological need, but that primary reinforcers do, ie food.

AO2: Link back to the scenario, such as the tokens being able to be achieved for not getting into fights and rather than that these are secondary reinforcers with the primary reinforcers being the goods available in the shop. Candidate responses may go on to highlight the fact that there is not anything in the shop they want, which they would then link to their AO3 assessment. In addition, the idea of bias with prison guards was also discussed.

AO3: Link assessment to strengths and weaknesses of the token economy programme. Stronger responses linked these to the specific circumstances of Bailsford Prison such as guards having favourites and the shop not selling goods the prisoners want, that 10 tokens far be too much. Evidence from studies such as Hobbs and Holt may also be used here.

- *12 Ballsford Prison houses prisoners who have committed serious offences. The prison guards have noticed a significant increase in fights and assaults amongst prisoners. The managers discuss implementing a token economy programme.

Behaviours such as 'being polite to others' and 'not getting into a fight for a week' will be rewarded with a token. These can then be exchanged for items from the prison shop once 10 tokens have been acquired.

When informed about the programme, prisoners complain that guards have their favourite prisoners, and the prison shop does not sell anything they want to buy.

Assess whether a token economy programme could help improve the behaviour of the prisoners.

(9)

A token economy programme is designed to reduce anti-social behaviour and increase prosocial behaviour ^{in prisons}. Prosocial behaviour is rewarded and reinforced with tokens which are secondary reinforcers as tokens can be exchanged for privileges such as TV time, telephone calls and etc. This requires commitment from prison staff as the token should be given immediately after the prosocial behaviour is performed.

Strengths and benefits with using the token economy programme are that it reduces ~~reduces~~ violence within prisons and encourages prisoners to behave in a prosocial manner.

However, disadvantages and weaknesses with using the token economy programme are

that it doesn't reduce ~~red~~ recidivism as tokens are not rewarded in real-life when prosocial behaviour is performed resulting in the behaviour being confined in the prison. The ~~scope~~ not selling anything prisoners wanting to buy results in prisoners not genuinely valuing the tokens and does not improve their behaviour making the token economy programme ineffective. When guards do not reward prisoners, nor reward particular prisoners due to favouritism, it decreases the effectiveness of the programme.



This response achieves Level 2, 4 marks.

AO1: Some accurate but brief information about token economies ie reinforcing pro-social behaviour, secondary reinforcers, exchange for goods, tokens need to be immediate. Level 2.

AO2: Very brief application to the scenario ie prison shop does not have anything they want. Level 1.

AO3: Some assessment ie only relevant in prison not real life, not effective due to no goods desired, favouritism means not effective. Level 2.

Holistically this is a Level 2 response but at the bottom end due to the weaker AO2.

Level 2

Total: 4 marks

- *12 Bailsford Prison houses prisoners who have committed serious offences. The prison guards have noticed a significant increase in fights and assaults amongst prisoners. The managers discuss implementing a token economy programme.
- Behaviours such as 'being polite to others' and 'not getting into a fight for a week' will be rewarded with a token. These can then be exchanged for items from the prison shop once 10 tokens have been acquired.
 - When informed about the programme, prisoners complain that guards have their favourite prisoners, and the prison shop does not sell anything they want to buy.
 - Assess whether a token economy programme could help improve the behaviour of the prisoners.

(9)

Token economy programmes are useful in positively rewarding prisoners for behaviours, and in encouraging them to repeat such behaviours, although some difficulties arise when considering how such programmes can be individualised.

Token economy programmes have prisoners trade in secondary reinforcers (tokens) for certain items or privileges. In Bailsford prison, the tokens can be exchanged for items in a 'prison shop' after ten have been acquired for avoiding fights or being polite. A strength of token economy programmes is that they are based on positive reinforcement, which B.F. Skinner supported with his rats experiments, wherein a rat received food if it pressed a button. However, the psychology of rats and humans differs greatly, so these results may

not be generalisable to human prisoners. In addition, some prisoners in Bailford may be too impatient to wait for 10 tokens before they exchange something so the programme may not function as an incentive for them — the rewards must be immediate and not test the patience of the prisoners.

Token economy programmes trade in tokens for things known as primary reinforcers, where the object satisfies a biological need. In Bailford, the tokens are tradeable for items in the "prison shop". However, a weakness of this is that many prisoners complained that the shop didn't sell anything they wanted — shops can struggle to cater to individual needs, as shown here, and for many people do not serve as a motivator to improve behaviour. Perhaps the token economy could give prisoners certain privileges, such as more break-time or extra food, which most prisoners would see themselves as benefiting from.

In conclusion token economy programmes can be effective only if there work as positive reinforcers of good behaviour — if they offer rewards that prisoners

would be likely to pursue them they
can easily reduce anti-social behaviour.
On the other hand they can be too
slow for some and many prisoners
may want rewards sooner than they
are given them.



Level 3, 7 marks

AO1: Accurate and at times detailed knowledge about tokens as secondary reinforcers, exchanged for items of value (primary reinforcers), based on positive reinforcement. Level 3, bottom.

AO2: Numerous elements of the scenario used ie prison shop, politeness, avoiding fights. Level 3, bottom.

AO3: 10 tokens may be too many, shop does not sell anything of value so not effective, privileges may be more effective, use of Skinner. Level 3, bottom.

This is a Level 3 response but at the bottom because all elements are seen as Level 3, bottom.

Level 3

Total: 7 marks

Question 14

This 1-mark question required candidates to state what is meant by free will.

The question was comprised of 1xAO1 mark.

A creditworthy response for this question would be:

- where people can make their own decisions/choices about their behaviour.

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

Where candidate responses did not achieve the mark, it was due to the response suggesting that "people can do whatever they want" which is not creditworthy.

14 State what is meant by 'free will'.

being able to do what you want



This response receives 0 marks

Unfortunately, this response is not correct. Free will is about the ability to make your own choices, not that you can do what you want.



Candidates need to ensure that they understand the key words for each section.

14 State what is meant by 'free will'.

the ability to be able to make your own decisions and choices.



This response receives 1 mark for the correct definition of free will.

Question 15

This 2-mark question required candidates to describe how conditional positive regard may affect an individual's self-esteem.

This question was comprised of 2xAO2 marks.

For 2 marks, candidate responses needed to:

- show their knowledge of conditional positive regard
- say how it affects self-esteem (and why).

Creditworthy responses for the knowledge (AO1) mark would include:

- Only show love/affection if they complete certain tasks/meet certain expectations.

For how it affects self-esteem (AO3) creditworthy responses would include:

- because the person would always be worried that they will not meet the expectations, thereby lowering self-esteem
- constantly feeling that they are not good enough, thereby lowering their self-worth.

15 Describe how conditional positive regard may affect an individual's self-esteem.

Conditional positive regard is when you love someone only with certain conditions attached. This could affect someone's self-esteem as they would ~~only~~ be loved only if they reached the certain conditions.



This response receives 1 mark for:

- loving someone only with certain conditions attached

There is no second mark because the response repeats the first sentence.

15 Describe how conditional positive regard may affect an individual's self-esteem.

Conditional positive regard means that an individual will only be shown attention or loved to if they act in a certain, desirable way. If an individual does not meet these standards, they may not have feel worthy of being loved and have a low self-esteem.

(Total for Question 15 = 2 marks)



This response receives 2 marks.

- 1xAO1 mark for showing love and attention only if act in a desirable way
- 1x AO1 mark for not feeling worthy as not met standards and have low self esteem.

This is a good response.

Question 16

This 2-mark question required candidates to explain, using Maslow's hierarchy of needs, why Raymond's performance at work may have declined.

This question was comprised of 1xAO1 and 1xAO2 mark.

To achieve the two marks for this question candidate responses needed to:

- show their understanding of the hierarchy of needs (AO1)
- apply that knowledge to the scenario (AO2).

For the AO1 mark creditworthy responses would include:

- people cannot move up the hierarchy and fulfil their potential unless basic needs are met
- that the bottom level of the hierarchy are deficiency needs and if these needs are not met then people will not perform to their potential.

For the AO2 mark creditworthy responses would include:

- a discussion about the broken heating, which means it is cold and he cannot sleep, so those basic needs are not met, which will affect performance.

Candidate performance on this question was mixed. Many candidates were able to achieve at least one mark for their knowledge of the hierarchy of needs, but often would then only repeat their knowledge point when trying to relate to the scenario. Therefore, often they would only achieve one mark.

16 Raymond's manager noticed that his performance at work had declined in recent weeks. She overheard Raymond say to his colleagues that his house was really cold as his heating had broken and he could not afford to get it fixed. This meant that he was finding it difficult to sleep.

Explain, using Maslow's (1943) hierarchy of needs, why Raymond's performance at work may have declined.

Michael's security need is his home. Due to the lack of heating in his home it has now caused an effect on his performance.



This response receives 0 marks.

There is very little psychological knowledge about Maslow's theory/hierarchy of needs in this response and therefore it does not receive any marks.



Candidates need to ensure that they use psychological terminology when answering questions.

16 Raymond's manager noticed that his performance at work had declined in recent weeks. She overheard Raymond say to his colleagues that his house was really cold as his heating had broken and he could not afford to get it fixed. This meant that he was finding it difficult to sleep.

Explain, using Maslow's (1943) hierarchy of needs, why Raymond's performance at work may have declined.

In Maslow's hierarchy sleep is a biological need therefore because he cannot sleep he can't concentrate and his performance has declined



This response receives 1 mark.

- 1xAO2 mark for biological need to sleep not met, so cannot concentrate.

There is no explicit knowledge about Maslow in this response, therefore it cannot receive the AO1 mark.

16 Raymond's manager noticed that his performance at work had declined in recent weeks. She overheard Raymond say to his colleagues that his house was really cold as his heating had broken and he could not afford to get it fixed. This meant that he was finding it difficult to sleep.

Explain, using Maslow's (1943) hierarchy of needs, why Raymond's performance at work may have declined.

Maslow's ~~hierarchy~~ hierarchy of needs states that ~~physiological~~ ^{and basic needs} physiological needs must be met before we can reach our full potential. This means Raymond needs to get good sleep which is a biological need ~~otherwise~~ otherwise it will affect his performance at work negatively.



This response receives 2 marks.

- 1xAO1 knowledge mark for the idea that physiological needs need to be met before someone can reach full potential
- 1xAO2 mark for the application that sleep is a biological need which is not met, so will affect performance negatively.

Question 17

This 2-mark question required candidates to explain one reason why Talia may no longer feel good enough to become a doctor (using incongruence (Rogers)).

This question was comprised of 1xAO2 and 1xAO3 mark, therefore some application to the scenario was needed for any marks to be given.

To receive 2 marks, candidate responses needed to:

- show some knowledge about incongruence as a concept
- explain how this applied to the scenario.

Creditworthy responses, in terms of knowledge of incongruence, included:

- the idea of the ideal self and real self not matching
- that perceived and actual self is not matched (leading to low self worth).

Links to the scenario can be credited from the idea:

- that she will need to communicate as a doctor but she is finding it difficult to talk
- her reality at placement does not match her desire to be a doctor.

Candidate performance on this question was pleasing. Most candidate response could achieve at least one mark for the the AO2 link to the scenario, but then would not link this to incongruence. Where candidate responses did not achieve any marks it was usually due to generic responses, or a misunderstanding about what is meant by incongruence.

17 Talia has always wanted to become a doctor. She wants to help people improve their health and quality of life. Talia is currently in her second year of a course in medicine but is struggling.

Her work in hospital has been difficult as she finds it hard to talk to patients and other members of staff. Talia is no longer sure about her future and feels like she is not good enough to become a doctor.

Explain **one** reason why Talia may no longer feel good enough to become a doctor.

You must use incongruence (Rogers, 1959) to justify your answer.

Rogers suggests that ~~be~~ incongruence is when self image and self concept are not aligning. This means that ~~get~~ ~~long~~ self actualisation is harder to achieve.



This response receives 0 marks.

The part about Rogers is not 100% correct, there is no link to the scenario, therefore it could not achieve any marks even if correct knowledge were shown.

17 Talia has always wanted to become a doctor. She wants to help people improve their health and quality of life. Talia is currently in her second year of a course in medicine but is struggling.

Her work in hospital has been difficult as she finds it hard to talk to patients and other members of staff. Talia is no longer sure about her future and feels like she is not good enough to become a doctor.

Explain **one** reason why Talia may no longer feel good enough to become a doctor.

You must use incongruence (Rogers, 1959) to justify your answer.

To be in congruence one's ideal self, self image and self esteem must ^{be} equal. Incongruence often leads to issues with motivation and general mood. Talia's self ideal self is a helpful doctor. However, because she has been struggling at school her self image has moved to that of an incompetent doctor. Thus she is incongruent and de-motivated.



This response receives 2 marks for:

- AO3: Justification that to have congruence the ideal self and self-image need to be equal (they have shown their knowledge of incongruence by stating what is needed for congruence) (1)
- AO2: Application that Talia's ideal self of being a good doctor does not match and her struggling, which means she feels 'incompetent' (1).

Question 18

This 4-mark question required candidates to explain two ways external influences on the self could account for Daniel's continued low scores in mathematics.

This question was comprised of 2xAO2 and 2xAO3 marks.

The two creditworthy responses in terms of external influences of the self were:

- reaction/perception of others.
- comparison to others better than you.

In terms of a link to the scenario creditworthy responses would include:

- Daniel has been criticised by his teacher (the other), who says he does not work hard enough, leading to a lack of self-belief leading to poor performance
- Daniel compares himself to Zoe (who is better than him at mathematics), which means he does not think he is good enough, leading to poor performance.

Candidate performance on this question was mixed. Many candidate responses were able to achieve at least some marks, usually for the AO2 links to the scenario. However, fewer of these candidate responses went on specifically to talk about external influences. Consequently, the most common mark for this question was 2 marks.

18 Daniel is worried about his mathematics test. He enjoys mathematics but is getting low scores in his homework. He does not understand why, as he feels he is working hard.

Daniel speaks to his teacher, who criticises his work, suggesting that he does not work hard enough outside of school. Daniel believes that he will never be good enough at mathematics, especially as his twin sister, Zoe, always gets high scores.

Even after speaking to his teacher, Daniel's scores on his mathematics test and homework remain low.

Explain **two** ways external influences on the self could account for Daniel's continued low scores in mathematics.

1 Self esteem, Daniel's self esteem is likely very low. After seeing his scores and his confidence to keep trying is lowering. His teachers words probably made him feel even more hopeless as he feels that as much as he practices it won't change anything. His sister's Zoe's grades probably trigger comparison. This makes Daniel's self esteem low and he feels hopeless for the test even before starting.

2 ~~personality~~ These external influences are probably also lowering his motivation. If Daniel isn't motivated he will probably not study as well as he could be. This causes him to set himself up for failure and struggle even more in his math test and homework.



This response receives 2 marks.

First point

- 1xAO2 mark for the idea in the first point about Zoe's grades triggering comparison lowering self esteem
- 1xAO3 for the comparison of others and the link to self-esteem and performance.

No marks are given for the 2nd point about motivation because it is not related to external influence.

18 Daniel is worried about his mathematics test. He enjoys mathematics but is getting low scores in his homework. He does not understand why, as he feels he is working hard.

Daniel speaks to his teacher, who criticises his work, suggesting that he does not work hard enough outside of school. Daniel believes that he will never be good enough at mathematics, especially as his twin sister, Zoe, always gets high scores.

Even after speaking to his teacher, Daniel's scores on his mathematics test and homework remain low.

Explain **two** ways external influences on the self could account for Daniel's continued low scores in mathematics.

1 One external influence is perception of others. Daniel's teacher criticises his work and believes he won't be good enough. We base our worth on other people's view on us so since Daniel's teacher criticises him he feels bad about himself and believes he won't be good enough.

2 Another external influence is self-efficacy. Daniel doesn't have a high self-confidence and him always comparing less than Zoe has made him doubt his ability. Self-efficacy is believing how much we can do and achieve.



This response receives 3 marks.

First point

- 1xAO3 mark for the external influence being perception of others
- 1xAO2 mark for link to the criticism Daniel received from his teacher.

Second point

- 1xAO2 point for the always looking at Zoe and this is lowering his self-confidence and belief in his ability.

There is no AO3 mark because there is no explicit knowledge about the external influence of comparison of others better than oneself.

Question 19

This 9-mark extended-response question required candidates to assess how well Van Houtte & Jarvis can explain Sammie's behaviour.

This question comprised 3xAO1, 3xAO2 and 3xAO3 marks.

The full range of marks was seen on this question, although the majority of responses achieved around 4 to 6 marks.

To achieve the higher range of marks candidates needed to show:

- AO1: Knowledge of the methodology of Van Houtte and Jarvis such as the procedure, the methodology, the results and link to concepts such as unconditional positive regard
- AO2: The procedure and concepts linked to Sammie, her self-esteem and autonomy. How the rabbit helped with that, and how it improved her life, such as going to her friends to play
- AO3: Assessment could include the differences between the scenario and the study, ie rabbit vs cats and dogs, similarities in terms of age and groups. This was often the strongest part of the response.

*19 Sammie is 10 years old and in the fifth grade at school. Her mother, Joanna, notices that she has few friends at school and always says that the girls in her class are more intelligent than her. Sammie does not like being away from her mother for long.

Joanna is worried because Sammie is starting a new school in September. She does not think Sammie will cope. Joanna reads an article about the benefits of owning a pet, so buys Sammie a rabbit.

After a few months looking after her rabbit, Sammie seems more self-confident. She recently went to play at a friend's house for the very first time.

Assess how well Van Houtte and Jarvis (1995) can explain Sammie's behaviour.

(9)

Van Houtte and Jarvis conducted a study to determine if pets have a positive effect on a ^{child's} ~~person's~~ self esteem and confidence or not. He studied two groups of participants, one with children that have pets and the other with children that do not have pets. He found that children that had pets ~~were~~ had higher self esteem and confidence compared to children without pets.

This can explain Sammie's increase in confidence after owning a pet. She has realised her self-worth and boosted her self-esteem. This led to her having more confidence. This also explains why she has wanted to go play at her friend's house and also why she does not care if the other children are smarter than her.

One strength of using Van Houtte and Jarvis to explain Sammie's behaviour is that they used a large sample size ~~with~~ with a range of age ranges. This means their findings can be generalisable for other children like Sammie. However, they only classed pet owners as those with pet dogs and cats, ignoring other type of pet owners. This means the results can be applicable for cat and dog owners only, and perhaps not Sammie and her bunny.

In conclusion, Van Houtte and Jarvis may have findings that represent Sammie's change in behaviour, but their results cannot be applied for bunny owners such as Sammie as they only studied cats and dog owners.



This response achieves Level 2, 4 marks

AO1: Some basic information about the study including the groups studied, and basic findings. Top Level 1.

AO2: Some basic links to Sammie's pet ownership and self-esteem. Bottom Level 2.

AO3: Use of strengths of the study to suggest it could be applicable to Sammie, the problem of it being a rabbit and not a cat or dog, with a conclusion given. Level 2.

The slightly stronger AO3 can put this response in Level 2 but at the bottom.

Level 2

Total: 4 marks

- *19 Sammie is 10 years old and in the fifth grade at school. Her mother, Joanna, notices that she has few friends at school and always says that the girls in her class are more intelligent than her. Sammie does not like being away from her mother for long.

Joanna is worried because Sammie is starting a new school in September. She does not think Sammie will cope. Joanna reads an article about the benefits of owning a pet, so buys Sammie a rabbit.

After a few months looking after her rabbit, Sammie seems more self-confident. She recently went to play at a friend's house for the very first time.

Assess how well Van Houtte and Jarvis (1995) can explain Sammie's behaviour.

(9)

Van Houtte and Jarvis investigated the effects of pet ownership on 8-11 year olds sense of autonomy, self-esteem, self-concept and ~~and~~ attachment.

Sammie seems to have poor attachment skills, shown by not liking being away from her mother for long.

Van Houtte and Jarvis concluded that pet-ownership and non-pet owners had very similar levels of attachment to pets, ~~show~~ so there was no relationship between pet ownership and attachment, so this may not apply to Sammie as her mother is not a pet, and attachment doesn't relate to pet ownership anyway.

Sammie also seems to have low self-esteem ^{esteem} as she sees herself as less smart than her peers. Van Houtte found that pet ownership increased self-esteem, ~~however~~ however not in the same age as Sammie. But this may still account for Sammie's increase in self confidence as Van's sample was ~~also~~ the same age group as her.

Van Houtte's major weakness is the fact that 'pets' were only considered as cats or dogs and since Sammie's condition improved since owning a rabbit, this ~~doe~~ isn't representative of Sammie.

Van's study showed improvement in autonomy of those owning pets, however, this was only seen in regards to how children ~~was~~ perceived parent's individuality, and not as a measure of autonomy as a whole. This may be accountable for Sammie's sense of autonomy though, as she appears to detach from her mother and go outside to play by herself.

❶ An advantage of Van's study is the usage of interviews to do matched pairs design. Matched pairs design is the grouping of participants to either one condition on the basis of similar characteristics. Houtte categorized the children as pet owners and non-pet owners and considered further classification in regards to financial status, self esteem, family etc. This increases the ~~an~~ external validity of the study by a lot as the large sample of 130 similarly aged children as Sammie were representative of all kinds of backgrounds.



This response achieves Level 3, 7 marks.

AO1: Some accurate knowledge of Van Houtte and Jarvis. The part about attachment is accurate in terms of the study, as is the part about low self-esteem related to pet ownership. Top Level 2.

AO2: The discussion of Sammie and her attachment shows a very good attempt to link the AO1 and AO2. There is also some other good application, which is related back to the AO1. Level 2.

AO3: Some nice assessment. The AO3 points about similarities are all linked back to their AO1/2, which is good to see. There are points on self-esteem/autonomy etc, the differences in type of pets, also some generic strengths and weaknesses of the study, which can gain basic credit. All-in-all, one of the better responses for AO3. Level 3.

The stronger AO3 assessment enables this response to reach Level 3 but at the bottom.

Level 3

Total: 7 marks

Question 21

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

This question was comprised of 1xAO1 mark.

A creditworthy response could include:

- where one object is blocking another so the object blocked is seen as further away.

21 State what is meant by 'superimposition'.

When an object overlaps another one —
causing individuals to perceive it as "closer"
distance-wise.



This response receives 1 mark.

This response does have the idea of one object blocking another and references this object as being seen as closer, which is acceptable.

Question 22

This 2-mark question required candidates to describe how visual constancies allow people to perceive objects as the same colour, even in different levels of light.

This question was comprised of 2xAO1 marks.

To achieve two marks candidate responses needed to:

- show knowledge of visual constancies in general (such as the ability to perceive colour as constant even when the retinal image changes)
- give some detail about how this actually happens (such as the brain discounting the level of light/seeing an apple as red is the same in dark or bright light, due to brain discounting level of light).

Candidate performance on this question was mixed. Although candidate responses showed some knowledge of visual constancies, few were able to express this in enough detail to achieve more than one mark.

Many responses did not achieve any marks due to misunderstanding what the concept means. Consequently, the most common mark for this question was 1 maximum.

22 Describe how visual constancies allow people to perceive objects as the same colour even in different levels of light.

Visual constancy is an understanding that the object remains the same, despite changes in appearance. This is because certain schemas are created, allowing to perceive objects as the same colour even in different lights.



This response receives 1xAO1 mark for the knowledge of visual constancy ie remains the same despite changes in appearance.

There is no second mark for the idea of schemas.

Although some studies that say that familiarity and past experiences play a part in visual constancies (including colour) and indeed this could be credited if explained well, the word 'schema' alone is not enough.



Candidates need to ensure that they explain concepts well enough to be able to achieve the marks.

22 Describe how visual constancies allow people to perceive objects as the same colour even in different levels of light.

Visual constancies allow people to perceive object as the same colour as we already have past knowledge of what the colour looks like, by using prior knowledge we know for example that the colour of our car is the same even if it's a dark car park as we already know the colour of our car.



This response receives 2 marks.

Although colour constancy is far more about the brain/visual system being able to compensate for different lighting, there are studies that show familiarity aids colour constancy and makes it more accurate. Therefore, the idea of past experiences/familiarity is credit-worthy.

Marks are given for:

- 1xAO1 mark for the knowledge of constancies as being able to see the same colour due to past knowledge and experiences
- 1AxO1 mark for the example of a person knowing their car is a certain colour even in a dark car park, due to knowing the colour of their car.

Candidates need to ensure that they explain concepts well enough to be able to achieve the marks.

Question 23

This 2-mark question required candidates to explain, using texture gradient, why Jimmy knows that the people in the painting are closer than the building.

This question was comprised of 1xAO1 and 1xAO2 marks.

To receive the two marks on this question candidates needed to:

- show knowledge of the concept of texture gradient (AO1)
- apply this knowledge to the scenario/picture (AO2).

Candidate performance on this question was mixed. Candidate responses engaged with the picture well, and were able to use it to show their knowledge of texture gradient. Where candidate responses did have the knowledge of texture gradient the likelihood was that they would receive 1 or 2 marks.

Where candidate responses did not receive marks, it was usually due to a misunderstanding of the term, with many suggesting size was the factor, rather than the texture/clearer nature of certain objects.

- 23 Jimmy was shown a painting of people wearing formal clothes, walking along a street with square stones. The painting is shown in **Figure 2**.



(Source: © Paris Street in Rainy Weather (Rue de Paris, temps de pluie)
by Gustave Caillebotte – CBW / Alamy Stock Photo)

Figure 2

A building can be seen in the painting, but it looks blurred and the path around it looks smooth. Jimmy knows that the people in the painting are closer than the building.

Explain, using texture gradient, why Jimmy knows that the people in the painting are closer than the building.

because when something is closer it appears larger, however as the object moves towards the horizon it appears smaller. The people in the painting are rather large, indicating they are close. The building, however, seems rather small, indicating it is further away.



This response receives 0 marks.

This response has confused texture gradient with relative size and therefore, cannot receive any marks.



Candidates need to ensure they they understand the difference between all of the different depth cues.

- 23 Jimmy was shown a painting of people wearing formal clothes, walking along a street with square stones. The painting is shown in **Figure 2**.



(Source: © Paris Street in Rainy Weather (Rue de Paris, temps de pluie) by Gustave Caillebotte – CBW / Alamy Stock Photo)

Figure 2

A building can be seen in the painting, but it looks blurred and the path around it looks smooth. Jimmy knows that the people in the painting are closer than the building.

Explain, using texture gradient, why Jimmy knows that the people in the painting are closer than the building.

texture gradient is when an object is further away the ~~data~~ object becomes less detailed and more detailed & less blurred when closer. Therefore, Jimmy knows the people are closer than the building as he can see the detail of formal clothes, compared to the ^{blurred} path ~~around~~ building.



This response receives 2 marks.

- 1xAO1 mark for the knowledge that texture gradient is when an object becomes less detailed it is perceived as further away
- 1xAO2 mark for application to the scenario that people are closer because details of formal clothes are visible, compared with the building (blurred).

Question 24

This 2-mark question required candidates to explain one reason why Group 1 identified more food-related images than Group 2 (using influences on perceptual set to justify this).

To receive the two marks, candidate responses needed to:

- give a reason for the results in the scenario, which is related to perceptual set (AO2)
- justify the reason given using perceptual set as a concept (AO3).

Candidate responses to this question were mixed. Some showed knowledge of perceptual set but often found it difficult to give enough detail to achieve any, or at most, one mark.

The other common error on responses was generic responses, which could not receive any credit because at least one link was needed.

Creditworthy responses for AO2 could include:

- that Group 1 was hungry because they had not had breakfast, unlike Group 2. They would have seen images more because they wanted to eat
- food has become a desired object for Group 1 because they had not eaten, unlike Group 2.

The AO3 knowledge of perceptual set could then come from responses that said:

- hunger is a physiological motivator that changes perception
- motivation is an influence on perceptual set and group 1 were motivated to eat food.

24 A group of students were recruited for an experiment. They were instructed not to eat prior to arrival at a laboratory at 9:00 am. After arrival they were split into two groups:

- Group 1 remained in the laboratory before testing at 9:30 am.
- Group 2 were told to eat breakfast before testing at 10:00 am.

During the test, each group were briefly shown 20 images and asked to identify what they saw. Group 1 identified more food-related images than Group 2. No images of food were actually shown.

Explain **one** reason why Group 1 identified more food-related images than Group 2.

You must use influences on perceptual set to justify your answer.

Because group 1 ~~had~~ hadn't ate anything yet and group 2 had.



This response receives 0 marks.

This response repeats the scenario and does not show any psychological knowledge, and therefore cannot be credited.

24 A group of students were recruited for an experiment. They were instructed not to eat prior to arrival at a laboratory at 9:00 am. After arrival they were split into two groups:

- Group 1 remained in the laboratory before testing at 9:30 am.
- Group 2 were told to eat breakfast before testing at 10:00 am.

During the test, each group were briefly shown 20 images and asked to identify what they saw. Group 1 identified more food-related images than Group 2. No images of food were actually shown.

Explain **one** reason why Group 1 identified more food-related images than Group 2.

You must use influences on perceptual set to justify your answer.

As was outlined in McGinley's study on the influence of motivation on perceptual set, people who are more hungry tend to perceive food better than those who are not. This justifies why participants from the 1st group identified more food-related items than group 2 due to the hunger.



This response receives 2 marks.

- 1xAO2 mark for the people being hungry meaning that they will identify more food-related items
- 1xAO3 mark for motivation being the primary reason due to hunger.

Question 25

This 4-mark question required candidates to explain one strength and one weakness of using Gregory's theory of perception to explain the behaviour in the scenario.

This question was comprised of 2xAO2 and 2xAO3 marks.

To receive the 2 marks for each point for this question candidate responses needed to:

- identify a reason why Gregory can explain/cannot explain why Rhonda cannot see the images at the same time
- justify why this is a strength/weakness in relation to Gregory's theory.

Candidate performance on this question was below expectation, with responses finding this question a challenge to receive marks. Most candidate responses showed a lack of knowledge of Gregory's theory, and even when knowledge was evident, responses would then forget to link to the scenario. The weakness provided more of a challenge than the strength, with very few candidate responses receiving any marks.

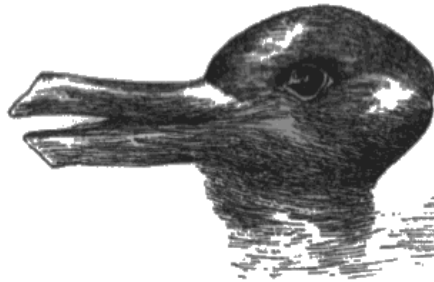
To receive marks for the strengths candidate responses could:

- AO2: Talk about the idea that the duck and rabbit were both reasonable explanations of what the image portrays
- AO3: Talk about Gregory's idea of perceptual hypotheses/prior knowledge, which leads to the brain flipping between the two images.

To receive marks for the weakness candidate responses could:

- AO2: Talk about the fact that illusions such as this are artificial and with more context Rhonda may have seen both at the same time/that which image she sees depends on where her attention is, in relation to the image, not hypotheses
- AO3: That the real world according to Gibson, provides enough information to suggest the hypothesis testing is not real/research showing that babies as young as eight months old can perceive objects without prior knowledge, showing this is not the reason for Rhonda only seeing one or the other.

- 25 Rhonda is studying perception in her psychology class. Her teacher is discussing visual illusions and shows the class the picture below. She asks the class to discuss what they see in the picture, shown in **Figure 3**.



(Source: © Alpha Stock / Alamy Stock Photo)

Figure 3

Rhonda says that she sees a rabbit and points to the ears, but afterwards sees a duck and can no longer see any ears. She says that the image is constantly changing between the rabbit and the duck, but she cannot see both at the same time.

Explain **one** strength and **one** weakness of using Gregory's constructivist theory of perception (1970) to account for Rhonda seeing two different images but not at the same time.

Strength

Gregory's theory states that we form multiple perceptual hypotheses to understand how to perceive something. Rhonda may have a perceptual hypothesis that the image is a rabbit & one when the image is a duck, leading her to switch between hypotheses as she perceives both images.

Weakness

However Gregory's theory ignores how perception can be inborn as Cohen et al found that 9 month old infants focused more on faces than anything else. So Rhonda may be inborn with a view focus on animals leading her to see both the human & the rabbit.



This response receives 4 marks.

Strength

- 1xAO3 mark for the idea of perceptual hypothesis
- 1xAO2 mark for the application to the scenario and switching between the rabbit and duck.

Weakness

- 1xAO3 mark for idea of accurate and relevant research
- 1xAO2 mark for the idea of the innate ability to see both the rabbit and duck.

Question 26

This 9-mark extended response question required candidates to assess how well Carmichael, Hogan and Walter (1932) can account for the results of Jesse's study.

This question was comprised of 3xAO, 3xAO2, and 3xAO3, marks.

The full range of marks was seen on this question, however most candidate responses received half-marks or fewer.

To achieve the higher levels candidate responses needed to:

- AO1: Provide accurate information about the study in terms of procedure, results and conclusion. This would include the numerical data within the results
- AO2: Include application to the scenario such as Jesse replicating the procedure, the images that he showed the participants, the results he gained. Often, this element of the response was intertwined within the similarities and differences discussed for AO3 and indeed stronger responses would do this well
- AO3: Look for assessment in terms of similarities and differences of Jesse's study back to the original ie numbers in the sample, number of images, results, only males etc. A judgement about whether Jesse's study could be applied back to the Carmichael, Hogan and Walter (1932) may be present in stronger responses.

- *26 Jesse tested whether verbal cues would affect perception of visual images. He chose six ambiguous images which included two circles, a rectangle and a triangle, as shown in **Figure 4**.

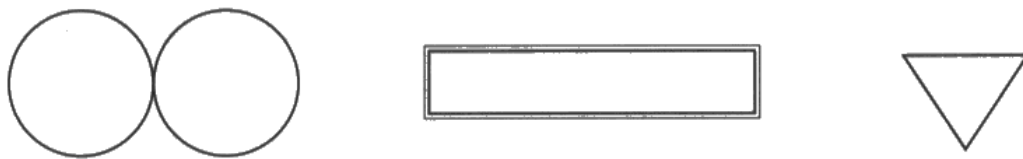


Figure 4

20 male participants were split into two groups and shown the ambiguous images electronically on a screen. Group 1 were provided with descriptions such as 'ice cream cone' before being shown the triangle. Group 2 were not given any descriptions. Jesse asked participants to redraw the images seen.

Jesse found that Group 1 drawings were more similar to the descriptions given, for example, an ice cream cone. Group 2 drawings were more similar to the original drawings, for example, the triangle.

Assess how well Carmichael, Hogan and Walter (1932) can account for the results of Jesse's study.

(9)

The Carmichael et al. (1932) study did a study on how the brain changes the objects we reproduce later on. They used 12 different shapes which the participants would have to redraw later on.

The findings and conclusion of the study could account for this experiment. In Carmichael et al.'s study, the conclusion was that verbal cues do affect the reproduction of the drawings, as if they had an explanation of the figure, they would draw it more like what they heard. Group 1 drew similarly to the description,

which could be applied to their findings and conclusion.

Jesse's sample is only male which could affect the findings of the study.

Carmichael et al.'s sample was bigger and more diverse unlike this one. This only male sample could affect the reliability of the study.



This response achieves Level 1, 3 marks.

AO1 and AO2 are very basic in terms of knowledge and application, so, Level 1.

AO3, top Level 1/bottom Level 2 with some basic assessment about the similarities between the studies.

The AO3 allows the response to stay at the top of Level 1.

Level 1

Total: 3 marks

*26 Jesse tested whether verbal cues would affect perception of visual images. He chose six ambiguous images which included two circles, a rectangle and a triangle, as shown in Figure 4.

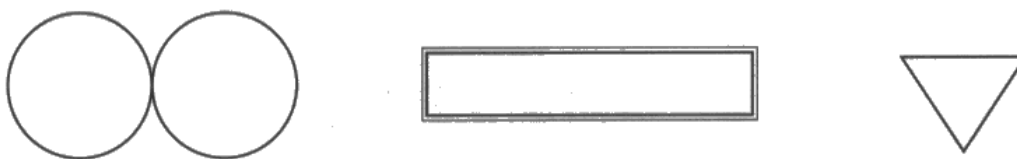


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Jesse found that Group 1 drawings were more similar to the descriptions given, for example, an ice cream cone. Group 2 drawings were more similar to the original drawings, for example, the triangle.

Assess how well Carmichael, Hogan and Walter (1932) can account for the results of Jesse's study.

(9)

Carmichael, Hogan and Jesse~~se~~ gave participants a set of 12 ~~and~~ images with different labels per group of participants. ~~He~~ They found that participants were more likely to distort their images based on the label given. This supports the theory of ~~perception~~ ^{alternative labels} perception being top-down. Participants were split into 3 groups: list of labels (1), list of ^{alternative labels} labels (2) and a control group with no labels (control, 3).

Since in Jesse's study Group 1 (who was given labels) ~~replicated~~ the images / shapes more similarly to the label given as compared to the control group, mirroring Carmichael's study. Additionally, the procedure done was very similar (if not the same) as Carmichael's procedure, which increases the ~~validity~~ ^{validity} of applying Carmichael's results. Furthermore, participants in Carmichael were all male as well.

However, since Jesse's experiment consisted of only 20 male participants (as compared to Carmichael's 109 male participants), results of Jesse's study might be less generalisable and less applicable. Additionally, Carmichael's study consisted of 12 ambiguous images, Jesse's only contained 6. This means that Jesse's study might be more valid as it is fully focused on perception and ~~that~~ it is less influenced by quality of memory than Carmichael's. However, in Carmichael's study, participants were able to go back to the list of objects if they had forgotten ~~one~~ one, reducing the likely effect of memory on results. Furthermore, the ~~large~~ use of more images in Carmichael's study increases the reliability of the study, as results / distortion for each image can be compared with more images than with Jesse.



This response achieves Level 2, 6 marks.

AO1: There is some really concise but accurate knowledge about the study ie number of images, results. Top Level 2.

AO2: There is some decent application to the scenario in this response but not consistent enough for Level 3. Top Level 2.

AO3: Is probably the strongest part of the response with general strengths and weaknesses, combined with more specific similarities/differences between the studies, ie number of images, how many times viewed etc. Bottom Level 3.

Because the AO1 and AO2 are Level 2, it remains in Level 2 but at the top.

Level 2

Total: 6 marks

Question 28

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

This response comprised 1xAO1 mark.

A creditworthy response for this question would be:

- the mind protecting the individual by changing the content of their dream to something less disturbing.

Also accepted would be the:

- changing of the symbolic nature of the dream through condensation/displacement
- process of revealing the latent content of the dream through analysis of the symbols in the manifest content.

Candidate performance on this question was below what was expected, with many responses being vague or incorrect. The most common error was that candidates would say "it is the content of your dream" or "it's the manifest and latent content in a dream", which is not specific enough to achieve the mark.

28 State what is meant by 'dreamwork'.

Dreamwork is what you see
when you dream.



This response receives 0 marks.

There is no creditworthy information within this response.

28 State what is meant by 'dreamwork'.

dreamwork is the process of your
brain hiding the latent content of
your dream behind the manifest
content

(Total for Question 28 = 1 mark)



This response receives 1 mark: an appropriate definition of dreamwork as the hiding of latent content behind manifest content (the idea of protection from real meaning).

Question 29

This 2-mark question required candidates to describe why the sleep-cycle could be classed as an ultradian rhythm.

This question was comprised of 2xAO1 marks.

To receive the two marks for this question candidate responses needed to:

- show understanding of what an ultradian rhythm is (a cycle that is repeated more than once in a 24-hour period)
- apply this to the sleep cycle (that it comprises five, 90-minute cycles).

Candidate performance on this question was pleasing. The vast majority of candidate responses received at least one mark for their understanding of ultradian rhythms.

Fewer candidate responses received the second mark for the reason that the responses went on to describe the sleep-wake cycle, and not the sleep cycle.

The important part of an ultradian rhythm is that it occurs more than once in a 24-hour period. Candidate responses received the knowledge mark for saying only less than 24 hours. However, if they did go on to say that it is an 8-hour period, then they would not receive the mark because that is talking about the sleep part of the sleep-wake cycle and therefore that is not repeated within the 24-hour period.

Where candidate responses did not achieve any marks it was due to the responses confusing ultradian and circadian rhythms.

29 Describe how the sleep cycle can be classed as an ultradian rhythm.

An ultradian rhythm is a rhythm that occurs in a period of less than 24 hours. Humans don't sleep for 24 hours.



This response receives 1 mark.

- 1xAO1 mark for the idea of ultradian rhythm being a period of less than 24 hours.

No second mark is given because it is not enough to say people do not sleep for 24 hours. More specific information ie 90 mins, occurs several times a night, is needed.

29 Describe how the sleep cycle can be classed as an ultradian rhythm.

An ultradian rhythm is a body rhythm that lasts for less than 24 hours. The sleep cycle lasts 90 minutes compared to the human 24 hour sleep-wake cycle, hence why it is classed as ultradian.



This response receives 2 marks:

- 1xAO1 mark for bodily rhythm lasting less than 24 hours
- 1xAO1 mark for the fact that the sleep cycle is 90 minutes long.

Question 30

This 2-mark question required candidates to explain, using one sleep disorder, why Dennis is constantly tired and making errors at work.

This question was comprised of 1xAO1 and 1xAO2 mark.

To receive the two marks candidate responses needed to:

- identify an appropriate sleep disorder (insomnia) and show knowledge of its symptoms
- link that knowledge back to Dennis' symptoms and work performance.

Creditworthy AO1 marks would be that insomnia is characterised by:

- inability to fall asleep at night
- inability to stay asleep at night
- inability to go back to sleep once the person has woken up
- these situations would lead to tiredness and lack of concentration during the day.

Creditworthy AO2 application would then be:

- Dennis waking up after only an hour and then finding it difficult to sleep, leading to tiredness and poor performance during the day
- the inability to stay asleep and waking up after an hour, meaning he cannot concentrate during the day at work.

Candidate performance on this question was pleasing. The vast majority of candidate responses were able to identify insomnia as the disorder Dennis is suffering from, and give relevant symptoms. Where candidates did not go on to receive the second mark it was due to not linking it back to the question in terms of tiredness/work performance. Some would only repeat the symptoms identified. This was the minority, however.

A small number of candidate responses suggested that Dennis was suffering from narcolepsy or sleep apnoea, which were not creditworthy.

30 Dennis always feels tired. He visits his doctor to discuss his symptoms. Dennis tells the doctor that he goes to bed early and falls asleep quickly. However, he wakes up an hour later and cannot get back to sleep.

He struggles to concentrate at work as he is so tired and has started to make a number of errors. His doctor suggests that he may have a sleep disorder.

Explain, using **one** sleep disorder, why Dennis is constantly tired and making errors at work.

Insomnia is a sleeping disorder which causes difficulty in falling asleep, reduces ability to focus, and. Dennis may have insomnia because he constantly feels tired but still isn't able to sleep, moreover he is not able to sleep for long periods of time. This lack of sleep causes him to lose focus and make numerous errors.



This response receives 2 marks:

- 1xAO1 mark for the knowledge that insomnia is having difficulty falling asleep
- 1xAO2 mark for Dennis being tired but not able to sleep, not sleeping for long periods of time meaning he was losing focus at work.

Question 31

This 2-mark question required candidate to explain one reason for Belinda's brain wave activity and muscle movement, using activation synthesis theory to justify their answer.

This question comprised 1xAO2 and 1xAO3 mark.

To receive the two marks for this question responses needed to:

- identify a reason for the activity the machine registered (AO2)
- justify that reason through the use of activation synthesis theory (AO3).

Candidate performance on this question was mixed. Although many candidate responses showed accurate knowledge of the theory, often the links back to the scenario were not present and therefore the response could not receive any marks.

Creditworthy responses for AO2 would include:

- that Belinda is dreaming and in Rapid Eye Movement (REM) sleep so it is due to the random firing of neurons
- that activation synthesis theory would suggest that dreaming occurs during REM sleep and is due to random activation/brain activity during REM sleep.

The above points do overlap somewhat and usually responses would intertwine the two and be able to receive the two marks. As long as the response had both the elements needed, ie REM sleep and random activation of neurons and was linked to the scenario in some way, then 2 marks would be given.

31 Belinda attends a sleep clinic. The clinician attaches electrodes to her head and arms which will measure brain wave activity and muscle movement during sleep. Whilst Belinda is asleep, high levels of brain wave activity are recorded but at the same time there is little or no muscle movement.

Explain **one** reason for the levels of brain wave activity and muscle movement recorded whilst Belinda was asleep.

You must use Activation Synthesis Theory (Hobson and McCarley, 1977) to justify your answer.

Activation synthesis is where dreams do not have meaning as they are just the random firing of neurons when the brain tries to make sense of. Belinda's levels of brain activity and muscle movement may be monitored as high levels of brain activity suggest neurons are being fired and low muscle activity suggests she is in REM sleep (movement inhibition) where dreams occur.



This response receives 2 marks:

- 1xAO3 mark for knowledge of the theory ie random firing of neurons which brain makes sense of
- 1xAO2 mark for application ie REM sleep Belinda is in, which is where dream recall occurs (and has the above characteristics).

Question 32

This 4-mark question required candidates to explain two ways circadian rhythms can account for the issues Deandre is having when working night shifts.

This question was comprised of 2xAO2 and 2xAO3 marks.

To receive the marks creditworthy AO2 points include that Deandre is:

- tired because he is working in the hospital at a time his cortisol production is low
- trying to sleep at home after his night shift at a time when the light is telling him to be awake (which is why he keeps waking up)
- tired when he goes to work his night shift because he is going in the dark, increasing his production of melatonin.

AO3 points would then need some reference to the circadian rhythms such as:

- the idea of trying to work at a time when body functions such as alertness are low, which would enable better sleep
- that there will be disruption of the circadian rhythm because it is no longer in line with the *exogenous zeitgeber* of light
- that the production of melatonin will reduce alertness and temperature, getting him ready to go to sleep.

Candidate performance on this question was mixed. Many candidate responses were able to receive some marks, but very few were able to give enough detail to receive three or four.

Some candidate responses showed knowledge of circadian rhythms but then did not link this knowledge back to the scenario and consequently achieved 0 marks.

32 Deandre is a nurse at a local hospital. He has started working a week of day shifts followed by a week of night shifts but is having issues adjusting to his new work schedule. Deandre feels really tired during his first night shift and struggles to remain alert throughout the night.

When Deandre gets home after his night shift, he tries to fall asleep but wakes up every 30 minutes. Deandre only feels tired when he is due to go back to work that night. Deandre worries that his lack of sleep will affect his performance at work.

Explain **two** ways circadian rhythms can account for the issues Deandre is having when working night shifts.

1. Deandre is not used to this new sleep cycle. It is also night meaning his body is releasing melatonin which induces tiredness to help fall asleep when surroundings are dark.

This response receives 1 mark for the:

- AO2 implication that he may be releasing melatonin which, induces tiredness.

There is just enough for the AO2 mark here (tiredness) but not enough information about melatonin for the AO3 mark.

The response would need to say where it is produced (such as in the darkness/pineal gland).

32 Deandre is a nurse at a local hospital. He has started working a week of day shifts followed by a week of night shifts but is having issues adjusting to his new work schedule. Deandre feels really tired during his first night shift and struggles to remain alert throughout the night.

When Deandre gets home after his night shift, he tries to fall asleep but wakes up every 30 minutes. Deandre only feels tired when he is due to go back to work that night. Deandre worries that his lack of sleep will affect his performance at work.

Explain **two** ways circadian rhythms can account for the issues Deandre is having when working night shifts.

1. Exogenous Zietgebers ~~to~~ act as external factors on the body ~~to~~ the sleep-wake cycle. An ex- Light is an exogenous Zietgeber and may cause him to feel alert whilst darkness will make him tired. And since he works night shifts he will be sleeping early.
2. Endogenous Pacemakers are internal factors in the sleep-wake cycle, Melatonin is an endogenous Zietgeber, when the eye detects ^{darkness} ~~light~~ pineal releases melatonin which makes ^{us} ~~Deandre~~ tired. So Deandre will feel more tired when it's dark but less melatonin will be released when light so he will feel less tired.

(Total for Question 32 = 4 marks)



This response receives 4 marks.

First point

- 1xAO2 mark for the role of light in keeping Deandre alert and darkness feeling more tired
- 1xAO3 mark is given for the idea of light/*zeitgebers* but this is only just enough for the mark in this response.

Second point

- 1xAO3 mark for the role of endogenous pacemakers such as melatonin in the sleep wake-cycle
- 1xAO2 mark for the application that he will feel more tired when it is dark than when it is light (feeling tired is enough for a link).

Total: 4 marks

Question 33

This 9-mark extended response question required candidates to assess how well the case study of Little Hans (Freud 1909) can account for Joel's phobia of police officers.

This question was comprised of 3xAO1, 3xAO2 and 3xAO3 marks.

Candidate performance on this question was mixed. Many candidate responses showed accurate knowledge and understanding of Little Hans, and were able to link certain parts of it to Joel. Many candidate responses achieved lower marks due to concentrating too much on Hans' dreams and Freud's interpretation of them, alongside generic evaluation, rather than linking this to Joel. Consequently, these responses achieved a good AO1 knowledge mark but lower AO2 and AO3 marks, meaning 4 or 5 marks were common.

To achieve the higher mark bands candidate responses needed to give:

- AO1: Knowledge of the Little Hans case study to include different phobias/dreams/the analysis of them/theory such as Oedipus complex
- AO2: Application to Joel such as Joel's fear of policemen representing his father due to glasses, taking his mother away could represent Oedipus complex, in the shop alone being afraid of losing his mother
- AO3: Assessment to include that case studies are unique and may not represent Joel, phobia could be due to the event where a criminal knocked glasses off, similar to Hans as he saw horse fall down in the street.

***33** Joel is five years old and suffers with anxiety. He has recently developed a phobia of police officers.

Joel has a recurring dream of being in a shop alone. He is searching for his mother, but he cannot find her. Joel then sees many police officers, all wearing glasses, coming towards him in the shop and he runs away. Joel sees his mother getting into a car with a police officer.

Joel's father remembers an incident where Joel witnessed a police officer chase a criminal. The criminal ran past, knocking his father's glasses off. The police officer caught the criminal and drove them away in a police car.

Assess how well the case study of 'Little Hans' (Freud; 1909) can account for Joel's phobia of police officers.

(9)

The Little Hans case study found that his dreams reflected his love for his mother, and his fear of his father and his guilt for wanting his mother. Little Hans had three dreams: the early dream, his phobia of horses and a giraffe dream.

Joel's dream could mean that he fears his father will take his mother away from him because he sees officers wearing his father's glasses and his mother being in a car with a policeman. This is because of when he saw a ~~very~~ police chase and seeing a criminal being driven away by a police car.

This case study may be useful for Joel's fear because Freud was able to prove that all

young children experience the Oedipus complex and ^{then} explains behaviour towards the opposite sex parent. However, this is also a weakness because Freud was trying to prove his theory on dreaming which may make his findings ~~biased~~ biased. Also, as it is a case study, it lacks generalisability because the results were unique to Little Hans. Also, Freud collected detailed qualitative data which makes it useful to account for Joel's behaviour. However, Hans' father knew about Freud's theory and may have only given records that he thought would help Freud, leading to bias.



This response achieved Level 2, 4 marks.

AO1: Accurate but basic knowledge of the Little Hans case study ie fear of father, dreams. Top Level 1.

AO2: Some application to the scenario in relation to Joel's dream about policeman and Hans' dreams about horses but still fairly brief. Bottom Level 2.

AO3: Strongest part of the response with comments about generalisability, the unique nature of the case study, the biased nature of Freud's study. Solid Level 2.

The weaker AO1 keeps the response at bottom Level 2.

Level 2

Total: 4 marks

***33** Joel is five years old and suffers with anxiety. He has recently developed a phobia of police officers.

Joel has a recurring dream of being in a shop alone. He is searching for his mother, but he cannot find her. Joel then sees many police officers, all wearing glasses, coming towards him in the shop and he runs away. Joel sees his mother getting into a car with a police officer.

Joel's father remembers an incident where Joel witnessed a police officer chase a criminal. The criminal ran past, knocking his father's glasses off. The police officer caught the criminal and drove them away in a police car.

Assess how well the case study of 'Little Hans' (Freud, 1909) can account for Joel's phobia of police officers.

a case study (9)

Freud's 1909 study of Little Hans was used as a way to gather evidence to support his claim that children go through psychosexual development and the 'phallic stage' between the ages of 3-5 years old. The 'phallic stage' is categorised as a child's desire for the parental figure of the opposite sex and their additional hatred for the partner as a result of jealousy and 'taking' of this figure from them. Otherwise described as the Oedipus complex.

association with
Joel's ~~fear of his father~~ ^{fear of his father} supposedly as a response to his fear of police officers is consistent with the results Freud found for Hans's fear of horses and their relation to his father. The connection between Joel's father's glasses and the police officers may be consistent with Hans' father's mustache and the connection of the horse's mouth ~~to~~ black bite. Therefore this connection may yield the same explanation as what was

found for Little Hans. This was that Hans' fear of horses was a result of their connection to his father and the hatred and jealousy he had for him as a response from the Oedipus complex and desire for his mother. This explanation can be transferred to the Joel situation as his connection between the police officers and his father's grosser is the reason for his fear of officers as a result.

Additionally, Hans' Joel's dream is also consistent with an explanation for Little Hans' early years dream that had a similar explanation making a correlation between the taking away of his supposedly desirable mother by a figure that is not in some way connected to his father. This is similar for Joel as his mother was taken in his dream by officers that had a connection with his father as previously explained.

However, despite the similarities and consistent explanations between the two situations, Freud's study is not so reliable for valid reasoning. This is because of Hans' father's involvement in data collection at the time and its relation to his own already known belief in Freud's theory, causing bias. As well as more likely and appropriate explanations

for the child's fears being ^{traumatic} an incident ~~see~~ occurring
near to his home that could have resulted in a
justified fear of the animals. This is consistent
with Joel's witnessing of a criminal ~~an~~ chase
that could have resulted in justified anxiety
around police.



This response achieves Level 3, 8 marks.

AO1: Accurate and at times thorough knowledge of Little Hans ie psychosexual stages, fear of horses and father, oedipus complex. Low Level 3.

AO2: Application of AO1 knowledge is present and consistent and at times linked to Little Hans. Solid Level 3.

AO3: Assessment present with links to similarities and differences between the two case studies, the possible bias of the Little Hans case study, differing explanations (which is a similarity as well). Solid Level 3.

This is a solid Level 3 response but not quite full marks due to slightly weaker AO1.

Level 3

Total: 8 marks

Question 35

This 1-mark question required candidates to state what is meant by representational thinking.

This question was comprised of 1xAO1 mark.

A creditworthy response for this question included:

- the use of symbols/words/imagery to represent an object.

Candidate performance on this question was below what was expected, with many finding this question a challenge. Often there were some elements of knowledge about the term, and an acknowledgement about symbols as part of language. More often than not, responses were confused and only reworded the term.

35 State what is meant by 'representational thinking'.

thinking using symbols to represent and symbolise
real life things and items



This response receives 1 mark for the idea of using symbols to represent real things/items.

Question 36

This 2-mark question required candidates to describe how non-verbal communication can be a product of evolution.

This question was comprised of 2xAO1 marks.

To receive the two marks candidate responses needed to:

- say something accurate about evolutionary theory (either in general or linked to non-verbal communication)
- provide some detail/examples about how this is relevant to non-verbal communication.

Candidate performance on this question was mixed. A number of candidate responses showed accurate knowledge about evolutionary theory such as:

- survival of the fittest
- passing down of the strongest genes to the next generation
- ensuring that reproduction can take place to ensure gene pool survives.

Many responses also gave some very good examples related to non-verbal communication eg:

- baring of teeth to show anger/deter predators
- wide eyes showing fear
- wrinkling the nose can prevent inhaling toxic substances.

A knowledge point plus an example linked to non-verbal communication could achieve the two marks.

The most common error was not linking the response to non-verbal communication at all, which meant a maximum of one mark, or a lack of understanding about evolutionary theory in general.

36 Describe how non-verbal communication can be a product of evolution.

non verbal communication was an important aspect in survival
in the past as not to alert predators, throughout evolution
non verbal communication developed as a result, gaining
semantic meaning



This response receives 1 mark.

- 1xAO1 mark for non-verbal communication being used to aid survival.

No further detail because slightly repetitive, so only 1 mark.

Question 37

This 2-mark question required candidates to explain, using body language, why Jamie believed that his mother was annoyed after her telephone call.

This question was comprised of 1xAO1 and 1xAO2 marks.

To receive the two marks on this question candidate responses needed to:

- show knowledge and understanding of body language in general (AO1)
- apply this knowledge to the scenario (AO2).

Candidate performance on this question was mixed. Many responses engaged with the scenario very well but the most common error was that there was very little psychological knowledge in many of the responses. This meant that many of them were 'common sense' and received either 0 or 1 mark.

To achieve the AO1 mark candidate could refer to:

- body language as the use of gestures/postures/mannerisms and not words, to communicate with others non-verbally.

The AO2 point could then be:

- the negative/defensive/closed body language/posture shown by his mother, such as pointing/hands on head, which showed her annoyance.

The important note for this question is that body language is not about 'not speaking' but the use of different parts of the body to communicate emotions/feelings etc. In addition, when looking at the AO2 mark there needed to be something other than what the candidates have been told in the scenario, therefore using pointing/hands on head was not enough. The response needed the idea of negative/defensive or closed body posture/mannerisms.

37 Jamie is sitting in his parents' garden. He can see through the kitchen window that his mother is on the telephone. After she finishes her telephone call, she places her hands on her head. She then points at his father and crosses her arms in front of her body.

Jamie sees this and wonders why his mother is annoyed.

Explain, using body language, why Jamie believed that his mother was annoyed after her telephone call.

He believed she was annoyed due to her placing her hand on her head and crossing her arms showing she is angry.



This response receives 0 marks.

This response is only repeating the scenario, without any knowledge of body language, therefore no marks are given.

- 37 Jamie is sitting in his parents' garden. He can see through the kitchen window that his mother is on the telephone. After she finishes her telephone call, she places her hands on her head. She then points at his father and crosses her arms in front of her body.

Jamie sees this and wonders why his mother is annoyed.

Explain, using body language, why Jamie believed that his mother was annoyed after her telephone call.

Body language is when we change our body to mimic our emotions. A closed off body language may suggest that the person is ~~not~~ uncomfortable or does not trust anyone around them. Jamie's mum ^{points her finger} ~~crossed her arms~~, which showed that she was blaming Jamie's father for something. The crossed arms further reinforcing this. (Total for Question 37 = 2 marks)



This response receives 2 marks:

- 1xAO1 mark for the knowledge of body language ie the use of the body to show emotion; closed-off body language may suggest the person is uncomfortable
- 1xAO2 mark for application to the scenario ie the mum pointing her fingers, which shows she was warning Jamie's father, the crossed arms further reinforce this.

This is a good response.

Question 38

This 2-mark question required candidates to explain one reason why Itsuki and Callum had different opinions about whether Emma was happy (using Yuki et al 2007 to justify).

This question was comprised of 1xAO2 and 1xAO3 mark.

To achieve the two marks candidates needed to:

- provide some reason for their difference of opinion related to the scenario (AO2)
- justify this reason using the study by Yuki et al (2007) (AO3).

The AO2 point could then be:

- Itsuki was focussed on the eyes whereas Callum was focussed on Emmas mouth, which did not smile.

The AO3 justification would then be:

- the fact that Yuki et al (2007) found that different cultures observe emotions differently ie western cultures focus on the mouth whereas Japanese cultures focus on the eyes.

Candidate performance on this question was mixed. Many candidate responses showed accurate knowledge of Yuki et al (2007) but then did not apply that knowledge to the scenario, which meant that many candidate responses did not receive the marks for their accurate knowledge.

38 Callum and Emma spend the evening with their friend, Itsuki. Itsuki recently arrived back at university in England after spending the summer at home in Japan.

Callum noticed that Emma did not smile very much during the evening. He wondered whether she was upset. Itsuki tells Callum not to worry, as Emma seemed happy to him.

Explain **one** reason why Itsuki and Callum may have had different opinions about whether Emma was happy during their evening together.

You must use Yuki et al. (2007) to justify your answer.

In Yuki et al (2007) it was observed that Japanese people communicate with their eyes and Americans with their mouths which would therefore lead to Itsuki and Callum to think differently because of their backgrounds so it is unsurprising they thought differently.



This response receive 0 marks.

Although the knowledge of Yuki is correct for AO3, there is no explicit link to the scenario except for the names, which is not enough, therefore no marks are given.



Candidates must link their response to the scenario on this style of 'justify' question.

38 Callum and Emma spend the evening with their friend, Itsuki. Itsuki recently arrived back at university in England after spending the summer at home in Japan.

Callum noticed that Emma did not smile very much during the evening. He wondered whether she was upset. Itsuki tells Callum not to worry, as Emma seemed happy to him.

Explain **one** reason why Itsuki and Callum may have had different opinions about whether Emma was happy during their evening together.

You must use Yuki et al. (2007) to justify your answer.

Yuki et al suggested that people from the East and people from West have different understandings of human's emotions. Japanese people, like Itsuki, tend to get person's emotions through their eyes, not focusing on their mouth, while Callum, who is from England tends to otherwise judge about person's feelings through their mouth expressions. That's why Emma seemed upset to him, but not to Itsuki.



This response receives 2 marks.

- 1xAO3 mark for accurate knowledge of the Yuki et al study
- 1xAO2 mark for linking this knowledge explicitly to the scenario.

Question 39

This 4-mark question required candidates to explain two ways Vygotsky's explanation of language and thought can account for Frances and Tamina's actions.

This question was comprised of 2xAO2 and 2xAO3 marks.

Candidate responses for this question were below what was expected, with many finding this question a challenge. Many showed limited knowledge of theory and consequently did not receive any marks.

The minority of responses that did show knowledge of the theory often did not apply this to the scenario. The other common error was responses that would use the scenario well in relation to theory but not provide enough detail to achieve more than 1 or 2 marks.

Creditworthy AO2 responses would include:

- Frances did not want her food but did not have the language to say so therefore she shakes her head/knocks spoon to the floor to express her thoughts
- Tamina does have language but does not use it to communicate with others/to express meaning.

These would link to the AO3 theory, for instance:

- pre-linguistic thought – language and thought are separate and so words are not used for thoughts, only gestures
- pre-intellectual language – can say simple words related to certain objects but do not use them to communicate with others/the idea of egocentric speech, which is used for self-direction (talking to themselves), rather than communication with others

39 Frances is seven months old. She is sitting in her high chair at the table. Her mother is feeding her food using a spoon. Frances shuts her mouth, shakes her head and knocks the spoon out of her mother's hand on to the floor.

At the same time her sister, Tamina, who is 18 months old, is given a cup of milk by her father. She takes the cup and gets up from the table. As Tamina is walking away from the table, she says 'cup' and then looks at the spoon and says 'spoon'.

Explain **two** ways Vygotsky's explanation of language and thought (1981) can account for Frances' and Tamina's actions.

1 Pre-intellectual language is when infants use words and external speech without underlying the meaning. As a result, Tamina ~~may have~~ is saying 'cup' and 'spoon' without knowing the meaning and is just repeating words.

2 Pre-~~linguistic~~ ~~linguistic~~ thought is when ~~ed thought~~ children think without using words / symbols ~~to~~ externally. As a result, Frances is showing that she doesn't want to eat (thought) without words / external language such as 'no'.



This response receives 4 marks.

First point

- 1xAO3 mark for knowledge of pre-intellectual language
- 1xAO2 mark for application to the scenario ie cup and spoon.

Second point

- 1xAO3 mark for knowledge of pre-linguistic thought
- 1xAO2 mark for application to the scenario ie does not want to eat but cannot show this through words.

This is a good response, which is concise and clear.

Question 40

This 9-mark extended open-response question required candidates to assess how well linguistic relativism can account for Tyler's lack of understanding about what time to arrange the meeting for.

This question was comprised of 3xAO1, 3xAO2, and 3xAO3 marks.

Candidate responses to this question were below expectation. Responses often showed some understanding of linguistic relativism although it is clear that candidates still find this term challenging.

Some candidate responses could apply this knowledge to the scenario briefly but lacked the overall knowledge to do so in any depth. The strongest part was often the AO3 assessment, with a number of studies from both sides of the argument (relativism and determinism) seen.

To achieve the higher mark bands candidate responses needed to show:

- AO1: Accurate knowledge of linguistic relativism such as language affects how we see the world (most common), that this is known as weak wharf because although it affects our view there is some understanding there, makes recall of certain bits of information harder/easier, that the alternative is linguistic determinism. This is linked to generational differences. Descriptions of studies not linked back to the question could also be AO1
- AO2: Application that could include time being affected by language such as vertical vs horizontal. This is why misunderstanding occurs when talking about one period of time above or below another. That there was some understanding from Zhang, which is why he was able to make a suggestion about the meeting
- AO3: Assessment that could include the studies by Boroditsky, Schooler and Schooler, the Inuit people and snow. People who speak dual languages go against the theory because they still understand no matter what language they use, books can be translated into different languages without losing understanding. Those who have had strokes/do not have language still understand. That the alternative is linguistic determinism and evidence for this.

***40** Tyler is a lecturer at Dunarvon University. He is hoping to arrange a meeting with Zhang, a newly appointed lecturer who has recently arrived in the country.

Tyler emails Zhang suggesting a meeting at three in the afternoon. He tells Zhang that he is happy to move the meeting forwards or backwards if this time is not convenient. Zhang replies that he would like the meeting to be moved above three in the afternoon if possible. Tyler is confused about what time Zhang wants the meeting to take place.

Assess how well linguistic relativism can account for Tyler's lack of understanding about what time to arrange the meeting for.

(9)

Linguistic relativism is that we view the world through our language. According to ~~Whorf's~~ ~~theory~~, Whorf's theory, it is weak linguistic relativism.

However in linguistic relativism, we can still see others point of view, we are not limited to only our language.

Brodsky can account for Tyler's misunderstanding, as in the eastern world they see time as vertical, this may be why Zhang says above three in the afternoon.

Tyler may not understand, as according to Brodsky, we Western people see time vertically.

This shows linguistic relativism.

that language shapes our perception and understanding of the world.

It shows that language can cause misunderstandings and confusion, ~~as~~ as Tyler is confused, as language has shaped how he thinks about time.



This response achieves Level 2, 4 marks.

AO1: Some accurate knowledge of linguistic relativism – seeing the world through language, although other points can be seen. Time vertical/horizontal. Level 2.

AO2: Some references to the scenario ie linking issues with time to the scenario, how misunderstandings can occur. Level 2.

AO3: Some minor elements of assessment where the candidate has linked concepts to the scenario and a weak judgement. Top Level 1.

The stronger AO1 and AO2 place this into Level 2 but at the bottom.

Level 2

Total: 4 marks

*40 Tyler is a lecturer at Dunarvon University. He is hoping to arrange a meeting with Zhang, a newly appointed lecturer who has recently arrived in the country.

Tyler emails Zhang suggesting a meeting at three in the afternoon. He tells Zhang that he is happy to move the meeting forwards or backwards if this time is not convenient. Zhang replies that he would like the meeting to be moved above three in the afternoon if possible. Tyler is confused about what time Zhang wants the meeting to take place.

Assess how well linguistic relativism can account for Tyler's lack of understanding about what time to arrange the meeting for.

(9)

Linguistic relativism is the theory that language impacts how we see and interpret the world and cultural differences are therefore present. For example, Mandarin speakers view days ~~as~~ time vertically whereas most European countries view time horizontally. Therefore Tyler is confused as he doesn't know what above 3 means. Does it mean before three or after 3?

The Sapir-Whorf theory was proposed to explain linguistic differences. For example, Hopi people did not have names for numbers above 3 - any number above 3 was called 'lots' or 'more' so they couldn't distinguish between 16 and 17.

~~In some cultures~~

Another theory is part of the theory is colour recognition which is generalisable across all cultures. For example, someone who hasn't been raised to know all the colours may describe turquoise as blue and only know the shades 'light'/'dark'.

Another prob is that Inuits people had various names to describe snow whereas most countries merely have a handful, if even that.



This response achieves Level 2, 5 marks.

AO1: Some accurate knowledge about linguistic relativism ie language impacts how we see the world, the idea of Mandarin speakers. Top Level 2.

AO2: Applications to the scenario were present and fairly sustained. Level 2.

AO3: Research evidence is used but only partially-linked to the question. Bottom Level 2.

The weaker AO3 brings this response down from the top of Level 2.

Level 2

Total: 5 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 stimulus beyond a 'name'
- AO3 justification of points should be relevant to the AO2 point they have made for shorter questions, rather than a generic statement about a theory/concept or study
- For extended open responses, candidates should ensure that their AO3 evaluation/assessment points are not only generic strengths and weaknesses. Although this may achieve some basic credit it will not be enough for the higher mark bands. AO3 points should always be relevant to the AO1 and AO2 points made
- Candidates need to ensure that they answer the question on the paper. There were occasions where candidate responses wrote down all that they knew about a topic area, without linking it back to the question. This was unfortunate because many such responses showed excellent knowledge and understanding
- Whilst candidates can achieve AO2 and AO3 in short answer questions by writing their responses either way around, it was often seen that when starting with AO3 the AO2 was, if present, subsequently very brief. 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 4-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 to write on additional paper and never in blank spaces or elsewhere in booklets. Answers written anywhere else will not be seen. There are always enough lines for the length of answer required
- It may benefit candidates to practise key terminology and definitions of concepts for the lower tariff AO1 questions. Often, lack of understanding of key concepts and terms meant that candidates lost a significant number of marks

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