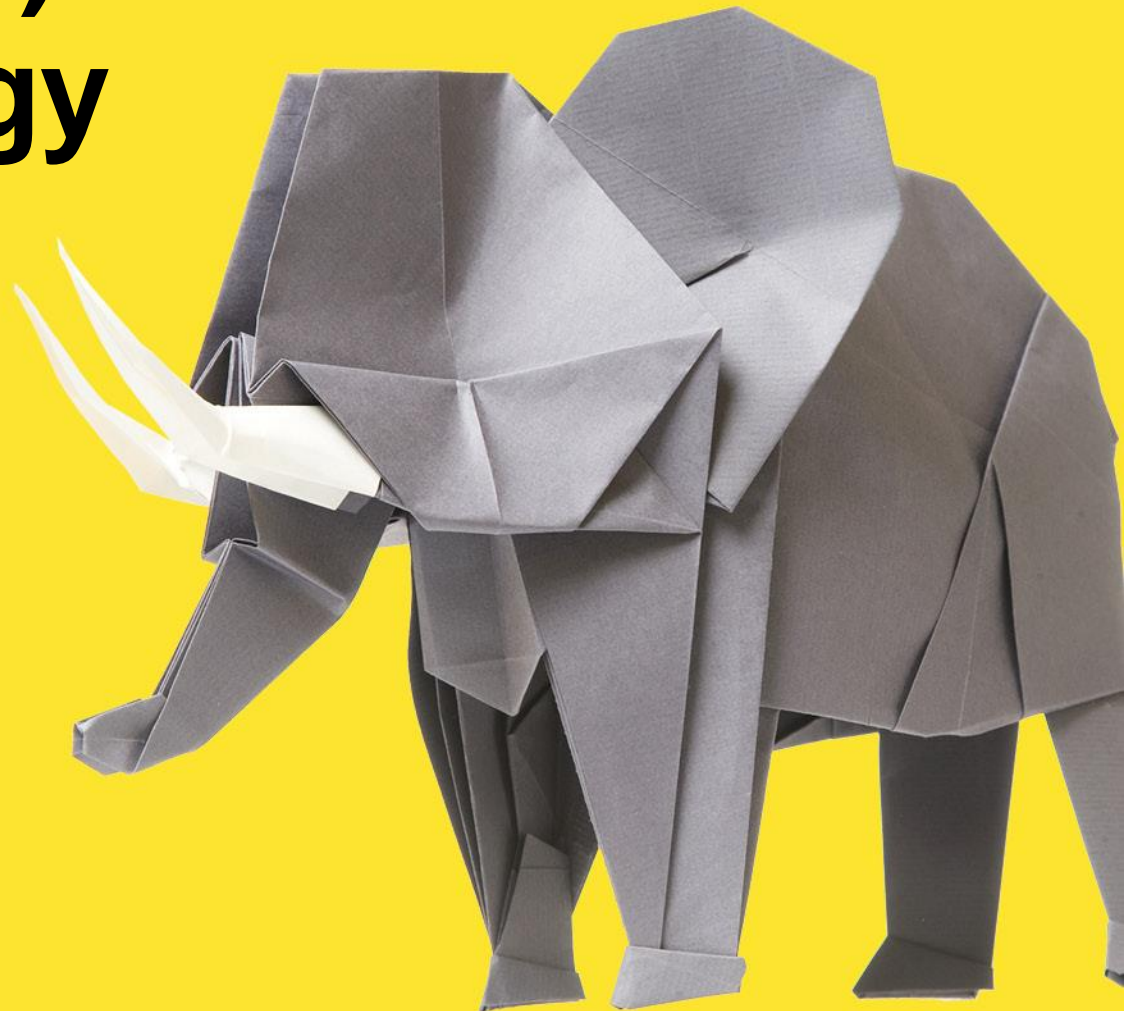


GCSE (9-1) Psychology

1PS0/19P2

Pearson Edexcel
GCSE (9-1)
Psychology:

Marking training for
teachers Part 1

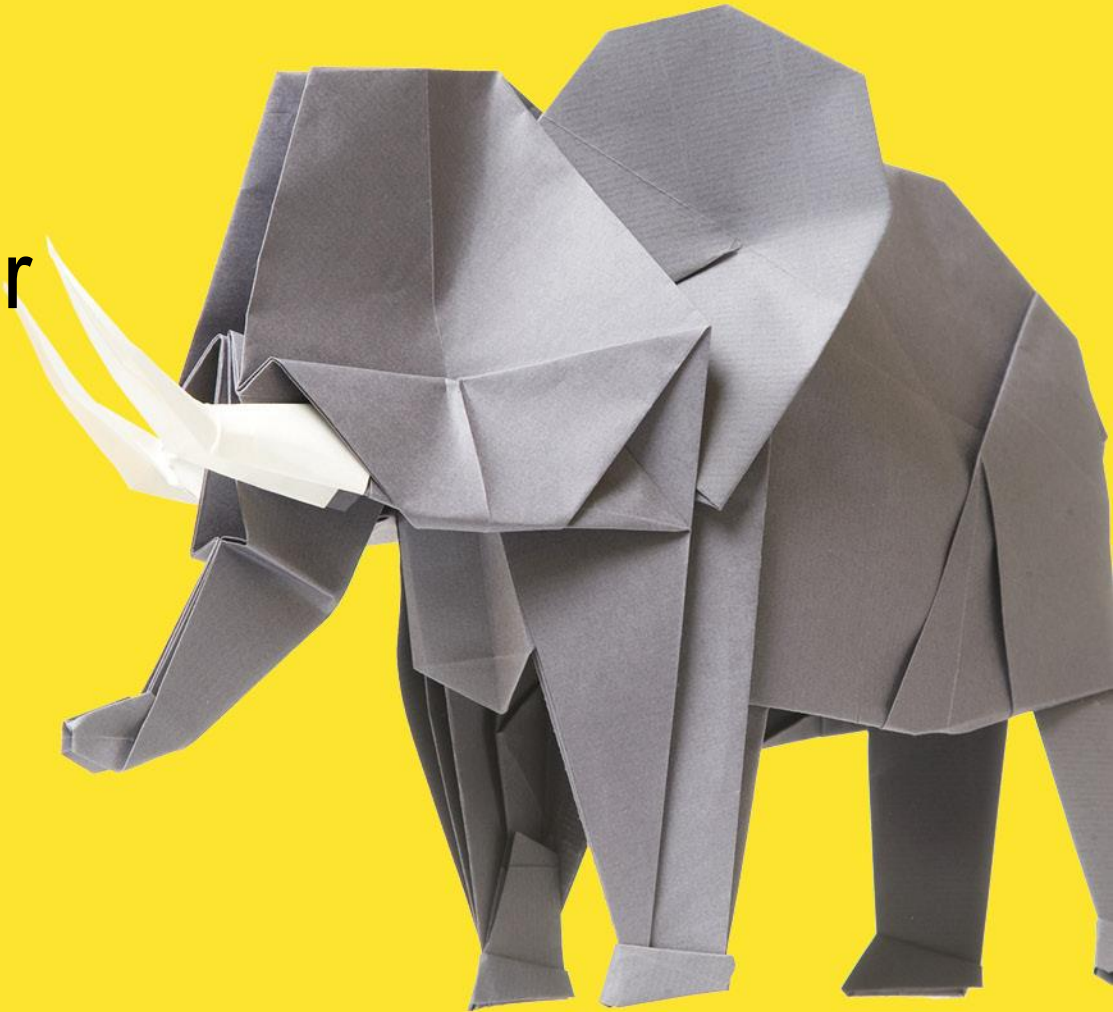




Aims and objectives

- Understand the assessment requirements for GCSE 9-1 Psychology.
- Explore the paper structure and question types.
- Review student responses to questions and understand how to accurately apply the mark schemes.
- Explore strategies to help support teaching and learning.

Assessment requirements including paper structure – 1PS0/01





1PS0/01 paper structure

Paper 1 (*Paper code: 1PS0/01)

Written examination: 1 hour and 45 minutes

55% of the qualification

98 marks

Content overview

These topics are in Section A of the content. This paper may also draw on knowledge and understanding of investigations from Section C.

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

Assessment overview

- This is a written examination in which all questions must be answered.
- The paper consists of six sections. The first five sections each cover one of the topics listed above. These sections will include multiple-choice, short-open and open-response questions.
- The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.



Assessment objectives (AOs)

Assessment Objectives

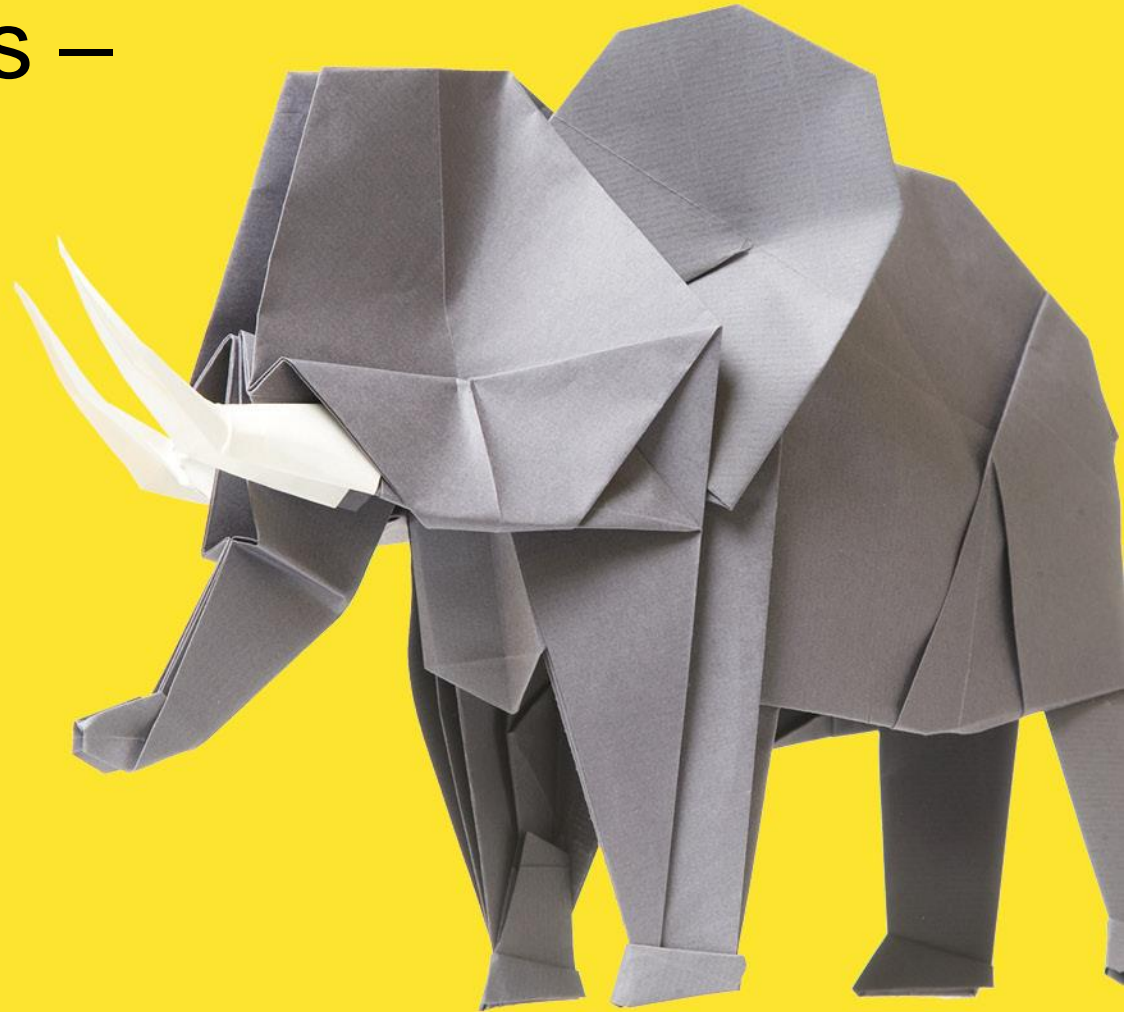
Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of psychological ideas, processes and procedures	35
AO2	Apply knowledge and understanding of psychological ideas, processes and procedures	35
AO3	Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions	30
Total		100%



Command words

Command verb	Definition
Assess	Give careful consideration to all the factors or events that apply, and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Calculate	Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
Compare	Looking for the similarities and differences of two (or more) things. This should not require the drawing of a conclusion. The answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference.
Complete	To fill in/write all the details asked for.
Define	Provide a definition of something.
Describe	To give an account of something. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.
Draw	Produce an output, either by freehand or using a ruler (e.g. graph).
Evaluate	Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.
Explain	An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification. This can include mathematical explanations.
Give, State, Name	Generally involves the recall of one or more pieces of information; when used in relation to a context, it is used to determine a candidate's grasp of the factual information presented.
Identify	Usually requires some key information to be selected from a given stimulus/resource.

Question types – 1PS0/01





AO1 only

Identify the number of 20 x 28cm pictures the participants were shown in Piaget and Inhelder's (1956) Three mountains task.

(1)

- ☐ **A** 8
- ☐ **B** 9
- ☐ **C** 10
- ☐ **D** 11

Name **two** of the measures assessed in the client outcome questionnaire as used in Young (2007).

Measure 1:

Describe the difference between pro-social behaviour and anti-social behaviour.



AO1 and AO2

Mario is a teacher who works at a primary school. His new class of pupils are struggling with their physical development.

- (a) Explain, using Daniel Willingham's learning theory, **one** way Mario could support his pupils' physical development.

(2)

Antoine has suffered a stroke, which has damaged his left hemisphere.

Explain **one** problem Antoine may experience as a result of the damage to his left hemisphere.

You should refer to the role of the left hemisphere in your answer.



AO2 and AO3

Explain **one** strength and **one** weakness of Dekota's study.

(4)

Strength:

Ahmed is male and enjoys competitive activities that use spatial ability, whereas Sadiah is female and enjoys cooperative activities that use language ability.

Explain **one** strength and **one** weakness of lateralisation as an explanation for the sex differences between Ahmed and Sadiah.

Strength:



AO3 conclusion

Explain **two** conclusions Dekota could make from the data in **Table 1**.

(4)

Conclusion one:

Explain **two** conclusions you could make from **Figure 1** about the cognitive development of the children at Danielle's school.

(4)

Conclusion one:



AO3 improvement

Explain **one** improvement that Siobhan could make to her investigation into the future staffing costs for her mental health ward.

(2)

Explain **one** improvement that Michael could make to his study.

(2)



AO1, AO2, AO3 essays

A woman needs money to help her brother but does not have enough to help him. She steals money from her workplace and gives it to her brother.

Three men from England were asked whether the woman's actions were right or wrong and why.

- Man A said the woman was right to steal the money because everyone in the world is equal and so money should be given to those who need it.
- Man B said the woman was wrong to steal the money because she might get in trouble.
- Man C said the woman was right to steal the money because her family might disapprove of her not helping her brother.

Assess how stages of morality can account for the responses given by the men.

(9)

Samantha has just made friends with a group of girls at school. The group always does what one girl, called Molly, asks them to do.

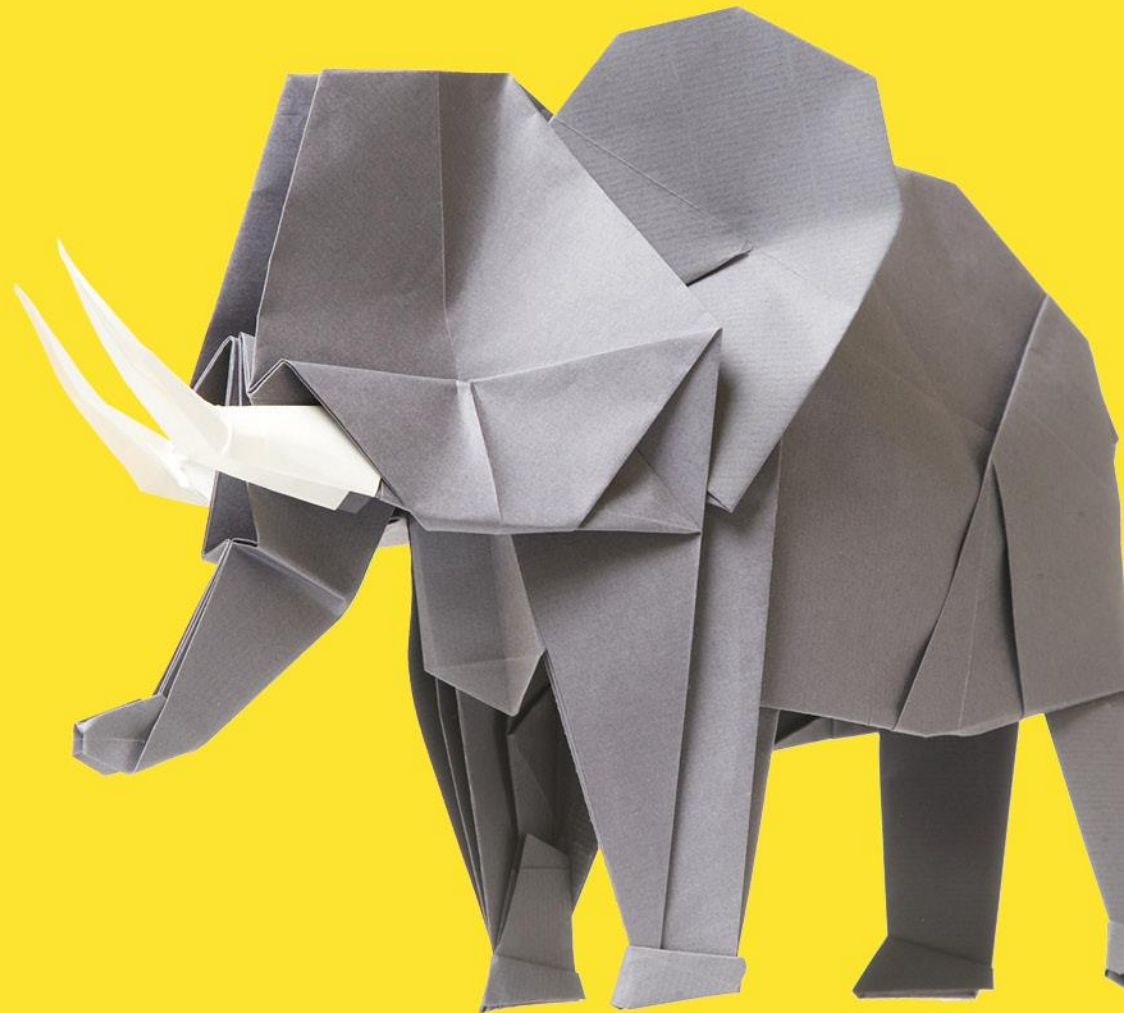
While at school, Samantha was asked by Molly to punch a boy in the face, but she refused. The group of girls are told by Molly to gang up against Samantha during lunchtime in the canteen and she suffers a head injury.

Samantha's teacher asks her what happened during the incident and she cannot remember.

Assess Samantha's behaviour using **two** areas of psychology that you have studied.

(9)

Student responses – 1PS0/01





Q11c – AO1 and AO2

(c) Explain **one** way that drugs could be used as a treatment to help Shaun.

(2)

Question number	Answer	Mark
11(c)	<p>One mark for demonstrating accurate understanding of the use of drugs as a treatment for depression.</p> <p>One mark for exemplification of how drugs could be used as a treatment to help Shaun.</p> <p>For example:</p> <ul style="list-style-type: none">• Antidepressants, such as an SSRI, can work to increase serotonin in the brain (1) so this may improve Shaun's motivation and mood so he is able to get out of bed more easily and go to work (1). <p>Accept any other appropriate response.</p>	(2)



Q11c – student response 1

11 Shaun has been experiencing depression. He has been struggling to get out of bed to go to work and has attempted suicide. Shaun has not been eating properly and has felt tired and lethargic at work.

Shaun's mother has recently been diagnosed with a life-threatening illness, and his father was diagnosed with depression when Shaun was a baby.

(a) State **one** possible cause of Shaun's depression that could be defined as 'nature' in the above scenario.

(1)

Shaun's Father also had depression.

(b) State **one** possible cause of Shaun's depression that could be defined as 'nurture' in the above scenario.

(1)

Shaun's mother has recently been
diagnosed with a life threatening illness.

(c) Explain **one** way that drugs could be used as a treatment to help Shaun.

(2)

Shaun could take SNRI's to help him. For example, SNRI's will stop Shaun's synapses from reabsorbing the serotonin and noradrenaline in his synapses. This will leave Shaun feeling happier for longer and will give him motivation to get out of bed.



Q11c – student response 2

11 Shaun has been experiencing depression. He has been struggling to get out of bed to go to work and has attempted suicide. Shaun has not been eating properly and has felt tired and lethargic at work.

Shaun's mother has recently been diagnosed with a life-threatening illness, and his father was diagnosed with depression when Shaun was a baby.

(a) State **one** possible cause of Shaun's depression that could be defined as 'nature' in the above scenario.

(1)

His father was diagnosed with depression.

(b) State **one** possible cause of Shaun's depression that could be defined as 'nurture' in the above scenario.

(1)

His mother has been diagnosed with a life threatening disease.

(c) Explain **one** way that drugs could be used as a treatment to help Shaun.

(2)

~~Anti-depressants~~ Anti-depressants are or
SSRI, which means it sends more
~~serotonin~~ dopamine through the synapses so
Shaun will feel happier.



Q11c – student response 3

11 Shaun has been experiencing depression. He has been struggling to get out of bed to go to work and has attempted suicide. Shaun has not been eating properly and has felt tired and lethargic at work.

Shaun's mother has recently been diagnosed with a life-threatening illness, and his father was diagnosed with depression when Shaun was a baby.

(a) State **one** possible cause of Shaun's depression that could be defined as 'nature' in the above scenario.

(1)

Genes could have caused Shaun's depression if his father was also diagnosed with it.

(b) State **one** possible cause of Shaun's depression that could be defined as 'nurture' in the above scenario.

(1)

A stressful life experience like his mother being diagnosed with a life threatening illness could have caused it.

(c) Explain **one** way that drugs could be used as a treatment to help Shaun.

(2)

Drugs could be used as a treatment to help Shaun because they would raise his serotonin levels which could help with his depression.



Q11d – AO2 and AO3

(d) Explain **one** strength and **one** weakness of using drugs as a treatment to help Shaun.

(4)

Question number	Answer	Mark
11(d)	<p>One mark for identification of each strength/weakness (maximum two marks).</p> <p>One mark for justification which must be linked to the strength/weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none">• Drug treatments for depression have experimental support and have been shown to help alleviate symptoms compared to a placebo so should help Shaun (1), which was shown by Geddes et al. (2003) who found relapse of 41% for a placebo compared to 18% for those taking antidepressants (1). <p>Weakness</p> <ul style="list-style-type: none">• Antidepressants can be criticised for being a short-term measure so may not help Shaun in the long-term (1) because once he stops taking the antidepressants the symptoms are likely to return so the drugs have not treated his condition (1). <p>Accept any other appropriate response.</p>	(4)



Q11d – student response 1

(d) Explain **one** strength and **one** weakness of using drugs as a treatment to help Shaun.

(4)

Strength:

One strength of drug treatment to help Shaun is they are quick and easy to use as if someone is having suicidal thoughts and attempted suicide they are not going to have the motivation to sit through CBT so they act quick and are easy to take.

Weakness:

one weakness of drug treatment to help Shaun is they are not actually going to help the situation he is in and change things they are just going to change his mood but they can also have side effects and can make people more suicidal and not work, making Shaun worst.

(Total for Question 11 = 8 marks)



Q11d – student response 2

(d) Explain **one** strength and **one** weakness of using drugs as a treatment to help Shaun.

(4)

Strength:

The NHS find them a very effective treatment and have a high success rate especially when paired with another form of ~~bee~~ treatment.

Weakness:

Shaun may become dependent on the drugs.

(Total for Question 11 = 8 marks)



Q11d – student response 3

(d) Explain **one** strength and **one** weakness of using drugs as a treatment to help Shaun.

(4)

Strength:

drugs can be used to help improve Shaun's mood enough to give him motivation ~~for~~ to attend CBT. This means drugs ~~as~~ can make him more likely to show long-term improvement.

Weakness:

Drugs may lead to Shaun becoming dependant on them in order to feel normal. This would ~~not~~ stop Shaun from every ~~travelling~~ improving.

(Total for Question 11 = 8 marks)



Q13a – AO3

(a) Explain **one** conclusion that could be made from the data in **Table 2** in terms of staffing costs for Siobhan over the next five years.

(2)

Question number	Answer	Mark
13(a)	<p>One mark for a conclusion made. One mark for justification of the conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none">• Siobhan will need to plan for increased staffing costs over the next 5 years (1) because as the number of patients has increased by 11, the staffing costs have increased by £220,000 (1). <p>Accept any other appropriate response.</p>	(2)



Q13a – student response 1

13 Siobhan manages a mental health ward and is considering staffing costs for the future. Siobhan has considered the incidence of mental health problems in her ward over the past five years.

Table 2 shows the number of patients admitted to the mental health ward and the staffing costs over the last five years.

Year	Number of patients admitted to the mental health ward	Staffing costs (£)
5 years ago	26	£520,000
4 years ago	30	£600,000
3 years ago	32	£640,000
2 years ago	34	£680,000
1 year ago	35	£700,000
Current year	37	£740,000

Table 2

(a) Explain **one** conclusion that could be made from the data in **Table 2** in terms of staffing costs for Siobhan over the next five years.

(2)

From the information shown on the graph you can predict that the staffing costs will go up by quite a bit but a bit lower of the amount it rose ~~at~~ over the past five years.



Q13a – student response 2

13 Siobhan manages a mental health ward and is considering staffing costs for the future. Siobhan has considered the incidence of mental health problems in her ward over the past five years.

Table 2 shows the number of patients admitted to the mental health ward and the staffing costs over the last five years.

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2 years ago	34	£680,000
1 year ago	35	£700,000
Current year	37	£740,000

Table 2

(a) Explain **one** conclusion that could be made from the data in **Table 2** in terms of staffing costs for Siobhan over the next five years.

(2)

the price of the staffing
cost will progressively go down



Q13a – student response 3

- 13 Siobhan manages a mental health ward and is considering staffing costs for the future. Siobhan has considered the incidence of mental health problems in her ward over the past five years.

Table 2 shows the number of patients admitted to the mental health ward and the staffing costs over the last five years.

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2 years ago	34	£680,000
1 year ago	35	£700,000
Current year	37	£740,000

Table 2

- (a) Explain **one** conclusion that could be made from the data in **Table 2** in terms of staffing costs for Siobhan over the next five years.

(2)

The staffing costs will continue to increase as ~~depress~~ people are more likely to be diagnosed these days. 5 years ago there were only 26 patients admitted costing £520,000 in contrast to the 37 people admitted this year, with an increased price of £740,000.



Q23b – AO3

(b) Explain **one** improvement that Michael could make to his study.

(2)

Question number	Answer	Mark
23(b)	<p>One mark for identification of a relevant improvement. One mark for justification which must be linked to the improvement identified.</p> <p>For example:</p> <ul style="list-style-type: none">• Michael could have conducted the study in different locations than just on a bus (1) which would mean he would have a more representative understanding of male and female obedience than in a single setting (1). <p>Accept any other appropriate response.</p>	(2)



Q23b – student response 1

(b) Explain **one** improvement that Michael could make to his study.

(2)

He can increase the amount of participants in his study which will increase the accuracy of his results and his conclusions

(Total for Question 23 = 4 marks)

TOTAL FOR SECTION E = 16 MARKS



Q23b – student response 2

(b) Explain **one** improvement that Michael could make to his study.

(2)

Michael could have an equal amount of female and male participants so the results would have more population validity.

(Total for Question 23 = 4 marks)

TOTAL FOR SECTION E = 16 MARKS



Q23b – student response 3

(b) Explain **one** improvement that Michael could make to his study.

(2)

Michael could also attempt the study with a female authority figure to ~~see~~ compare who is more likely to obey a female authority figure compared to a male authority figure

(Total for Question 23 = 4 marks)

TOTAL FOR SECTION E = 16 MARKS



Q24 – AO1, AO2, AO3

***24** A woman needs money to help her brother but does not have enough to help him. She steals money from her workplace and gives it to her brother.

Three men from England were asked whether the woman's actions were right or wrong and why.

- Man A said the woman was right to steal the money because everyone in the world is equal and so money should be given to those who need it.
- Man B said the woman was wrong to steal the money because she might get in trouble.
- Man C said the woman was right to steal the money because her family might disapprove of her not helping her brother.

Assess how stages of morality can account for the responses given by the men.

(9)

Question number	Indicative content	Mark
24	<p>AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>Candidates who do not consider the stages of morality (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p>Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p>AO1</p> <ul style="list-style-type: none"> • Post-conventional morality is where an individual has abstract thinking and considers actions as good or bad against a higher level understanding which is beyond societal rules. • Pre-conventional morality focuses on basic rules of reward and punishment, where a bad action would get punished and a good 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1) • Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2) • Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2) • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2) • Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)



Q24 – student response 1

*24 A woman needs money to help her brother but does not have enough to help him. She steals money from her workplace and gives it to her brother.

Three men from England were asked whether the woman's actions were right or wrong and why.

- Man A said the woman was right to steal the money because everyone in the world is equal and so money should be given to those who need it.
- Man B said the woman was wrong to steal the money because she might get in trouble.
- Man C said the woman was right to steal the money because her family might disapprove of her not helping her brother.

Assess how stages of morality can account for the responses given by the men.

(9)

morality is knowing the difference between what's right and wrong behaviour. Kohlberg ~~made up the~~ made up the Heinz dilemma and it was to do with a situation about a husband was deciding whether he should steal the drug ~~or~~ or not to ~~give~~ give it to her wife who needs the drug to stay alive. He came up with 3 groups: Group 1 was the man should steal the drug and accept the consequences, this links to Man C in the scenario as man believed the woman should steal it, so she wasn't disapproved. Group 2 was steal the drug and the man shouldn't go to prison as it is unfair; this links to Man A

as he believes the woman should have the right to steal as everyone needs money. Group 3 was that the man shouldn't steal the drug because it is against the law, this links to Man B as he believes the woman should not have stole the money. Kohlberg then assigned different names for the group. Man C would be seen as conventional, this means that he obeys authority and sees himself as good. Man A would have been seen as post-conventional. This means that he makes ~~his~~ his own ideas about good and bad and believes morals go further than law. Finally, Man B would have been seen as pre-conventional this means that they believe that you should not disobey law ~~as~~ as it can have consequences. This shows that all 3 men have complete different thoughts on morals.



Q24 – student response 2

*24 A woman needs money to help her brother but does not have enough to help him. She steals money from her workplace and gives it to her brother.

Three men from England were asked whether the woman's actions were right or wrong and why. *→ individualistic.*

- Man A said the woman was right to steal the money because everyone in the world is equal and so money should be given to those who need it.
- Man B said the woman was wrong to steal the money because she might get in trouble.
- Man C said the woman was right to steal the money because her family might disapprove of her not helping her brother.

Assess how stages of morality can account for the responses given by the men.

(9)

In morality, there are three stages according to Kohlberg. The first stage is one that mainly characterises up to Age 9 and in this is where they are more about consequences than right from wrong. The second stage is about doing what is ^{morally} right but accepting consequence, most adults are in this stage. And the third which only 10% of adults reach is doing what is morally right, but not having to do the punishment, as, like said, it was morally correct.

In the scenario above the three English men were asked a moral question.

Man A is in stage 3 as he believed that she should steal it as that is what is right for the brother. Man B is looking at the consequences more, he believes that receiving a punishment is more important than doing what is right for the family. ~~Less~~

When looking at the location of where the men are from, England, we know that this is a *individualistic* culture. This means that everyone makes their own path in life and can choose their own way of doing it. This can be referred to as like a capitalist country where your money is your money.



Q24 – student response 3

See resource pack:

- Q24 0461000711740



Q25 – AO1, AO2, AO3

***25** Samantha has just made friends with a group of girls at school. The group always does what one girl, called Molly, asks them to do.

While at school, Samantha was asked by Molly to punch a boy in the face, but she refused. The group of girls are told by Molly to gang up against Samantha during lunchtime in the canteen and she suffers a head injury.

Samantha's teacher asks her what happened during the incident and she cannot remember.

Assess Samantha's behaviour using **two** areas of psychology that you have studied.

(9)

Question number	Indicative content	Mark
25	<p>AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>Candidates who do not consider two areas of psychology (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p>Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p>AO1</p> <ul style="list-style-type: none"> • Obedience is the process of following a direct order from a legitimate authority figure. • The frontal lobe plays an important role in decision-making and the ventromedial pre-frontal cortex (vmPFC) in aggression. • The temporal lobe has a role in memory with the 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1) • Attempts to apply understanding to elements in the context of the question, with flawed or simplistic links and connections made. (AO2) • Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2) • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2) • Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)



Q25 – student response 1

25 Samantha has just made friends with a group of girls at school. The group always does what one girl, called Molly, asks them to do.

While at school, Samantha was asked by Molly to punch a boy in the face, but she refused. The group of girls are told by Molly to gang up against Samantha during lunchtime in the canteen and she suffers a head injury.

Samantha's teacher asks her what happened during the incident and she cannot remember.

Assess Samantha's behaviour using **two** areas of psychology that you have studied.

(9)

Samantha refusing to follow Molly's orders shows she has an internal locus of control and relies on herself to conduct her actions. The other girls in the group may have external locuses of control and need Molly to tell them what to do.

The other girls in the gang show that they conform to Molly as an authority figure because they want to fit in. Samantha shows that she doesn't need this security but instead follows what she thinks is right and ignores any possible consequences.



Q25 – student response 2

25 Samantha has just made friends with a group of girls at school. The group always does what one girl, called Molly, asks them to do.

While at school, Samantha was asked by Molly to punch a boy in the face, but she refused. The group of girls are told by Molly to gang up against Samantha during lunchtime in the canteen and she suffers a head injury.

Samantha's teacher asks her what happened during the incident and she cannot remember.

Assess Samantha's behaviour using **two** areas of psychology that you have studied.

(9)

~~Retrosgrade amnesia is when someone cannot~~
~~recall memories before their incident / injury~~
~~because of a head injury or a brain injury.~~

~~Obedience is when someone follows an order~~

by an authority figure to complete a task.

Someone with an authoritarian personality is more likely to obey an order or rule than someone who doesn't.

~~Samantha~~ when Molly asked Samantha to punch the boy in the face and she refused this shows that Samantha did not obey Molly.

This could be affected by Molly's authority figure being weak or because of her proximity to the boy she was going to have to punch.

This shows that ~~a~~ Samantha doesn't have an authoritarian personality.

Samantha could not remember what ~~happened~~ happened during her incident suggesting that

she has temporary or permanent retrograde amnesia.

symptoms of retrograde amnesia are the inability to recall memories before an injury, ^{and} concussion.

One strength of obedience is Milgram's shock experiment. (scientific evidence)

Milgram found that someone is more likely to obey an order due to certain situational factors - such as proximity to the authority figure, proximity to the 'victim', legitimacy of the authority (where it takes place).

Retrograde amnesia can also be helped by 'scientific evidence'. A man named HM suffered from amnesia and couldn't recall memories.

However one weakness of retrograde amnesia is that it doesn't account for nurture and is only biologically explained.



Q25 – student response 3

*25 Samantha has just made friends with a group of girls at school. The group always does what one girl, called Molly, asks them to do.

~~Amnesia~~
Obedience

While at school, Samantha was asked by Molly to punch a boy in the face, but she refused. The group of girls are told by Molly to gang up against Samantha during lunchtime in the canteen and she suffers a head injury.

Samantha's teacher asks her what happened during the incident and she cannot remember.

Assess Samantha's behaviour using **two** areas of psychology that you have studied.

(9)

Amnesia is a partial loss of long term memory that occurs as a result of ~~brain~~ brain damage or disease. The two types are retrograde amnesia (memory loss of events before brain damage) and anterograde amnesia (memory loss of events after brain damage). Obedience is behaving as instructed, usually in response to the orders of an authority figure.

Amnesia can be used to explain Samantha's behaviour as she ~~was~~ told the teacher that she could not remember what happened during the incident. This implies that she had retrograde amnesia, as she forgot about what happened before she ~~diff~~ suffered the head injury, which must have been what caused her to forget. Obedience can be used to explain Samantha's behaviour as she is new to the friendship group, so does not yet see Molly as an authority figure like the other girls do. This explains why Samantha did not punch the boy in the face

when Molly told her to, however the girls ganged up on Samantha after being instructed to.

~~The or Patient HM's~~ The case study on patient HM can explain help to explain why Samantha may have suffered amnesia, as HM suffered from retrograde amnesia for a short time after his surgery. However, the case study on patient HM was only about one person so the ~~the~~ ~~recent~~ findings may not be generalisable to Samantha's situation.

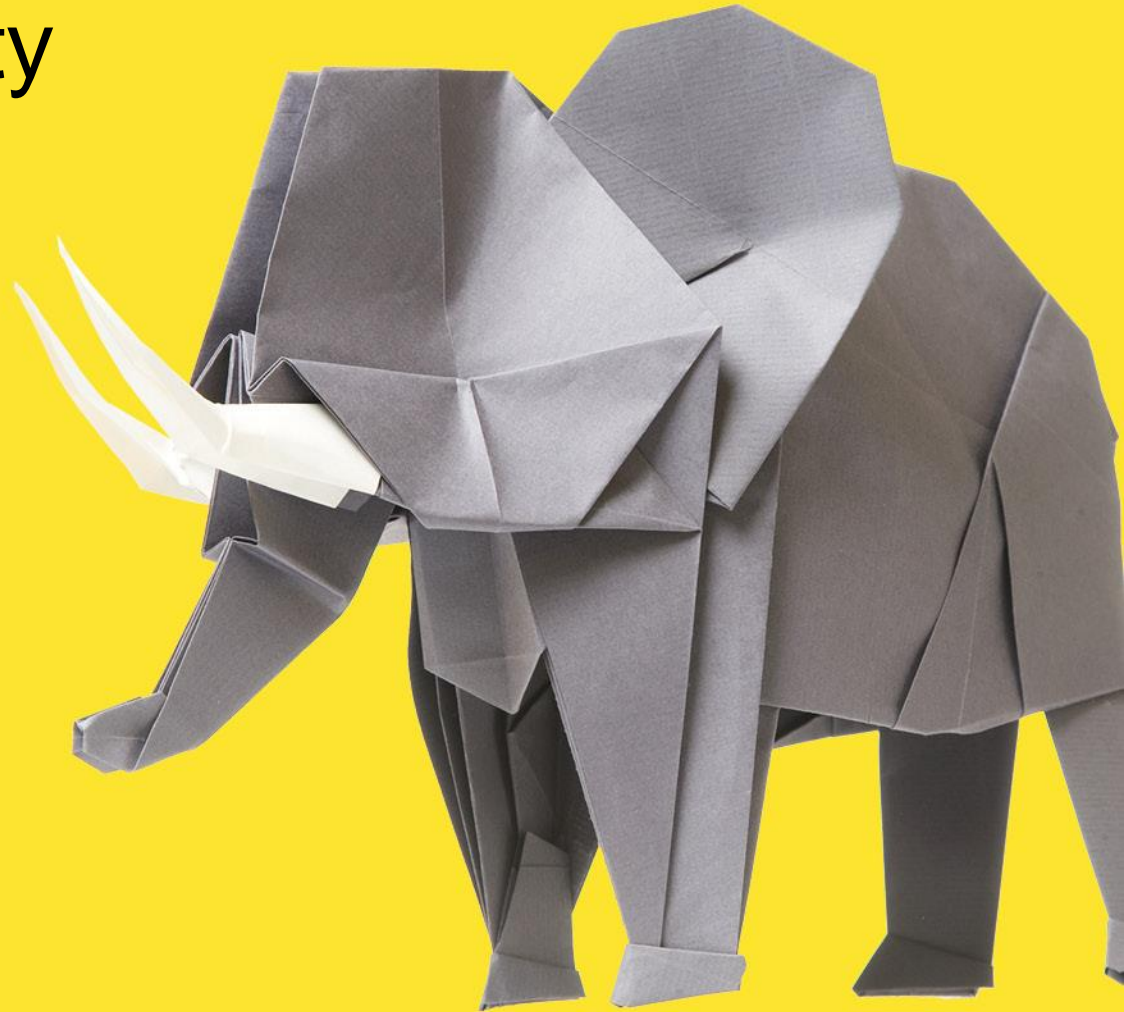
Zimbardo's prison study can ~~be use~~ also be used to explain Samantha's situation, as the ~~guards~~ ~~in the study were~~ ~~abusive~~ prisoners in the study rebelled against the guards on the second day, which is similar to how Samantha refused to do what Molly asked her to. However, this study was ~~not internally valid~~ only used male university students, and as Samantha is neither of those the results may not be representative of ~~her~~ what would happen in situations like Samantha's.

Overall, Samantha's behaviour can be explained by her having amnesia and therefore not remembering what happened, and her not seeing Molly as an authority figure, so she disobeyed her.

* Which is similar to how Samantha could not remember the events leading up to her ~~brain~~ ~~damage~~ head injury.

Marking activity

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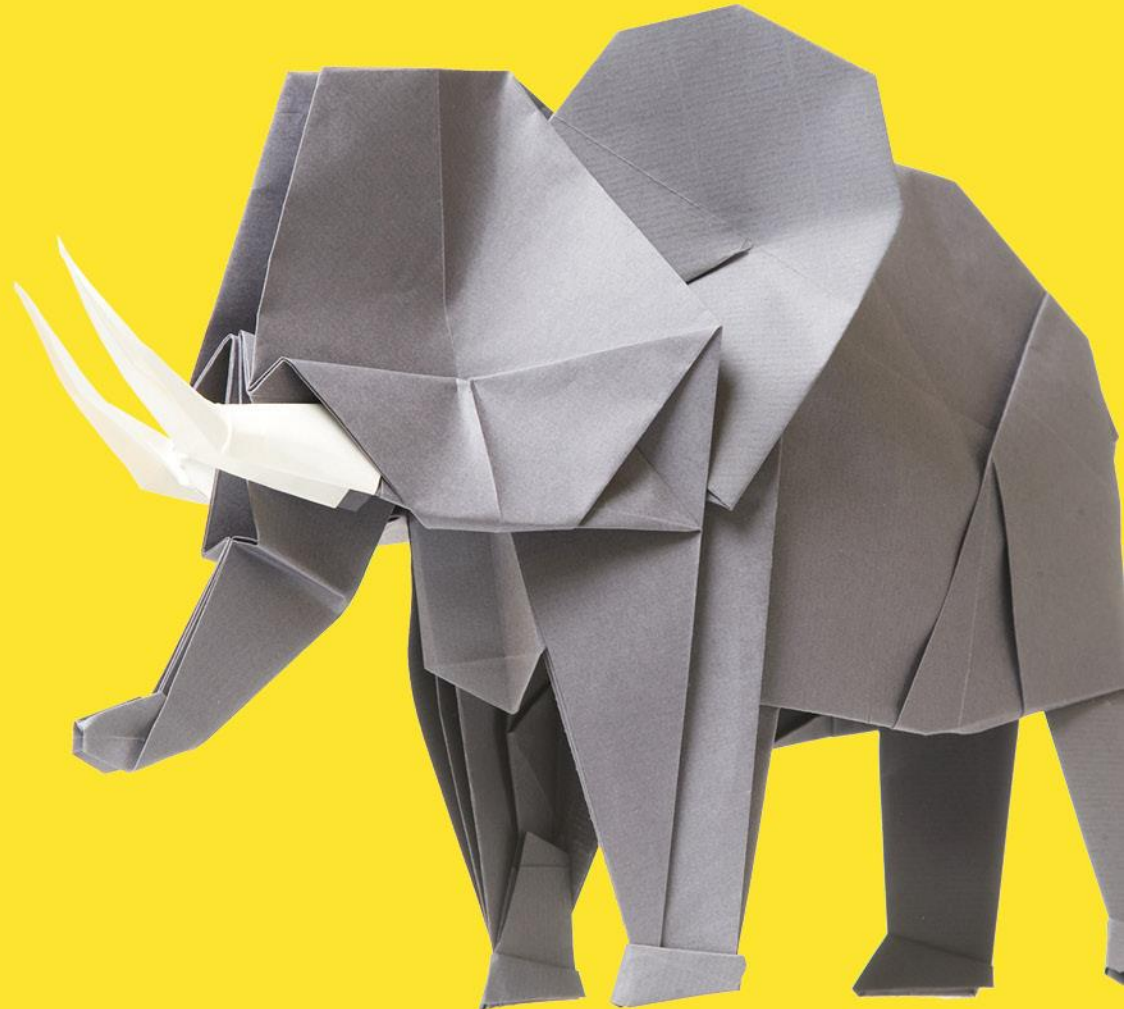
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Question 7

See resource pack:

1. Q7 0461000705248
2. Q7 0461000705255
3. Q7 0461000705330
4. Q7 0461000705252

Summary





Considering delivery strategies and sharing best practice

1. Teaching strategies
2. Resources
3. Technology



Support

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Topic Guide 1

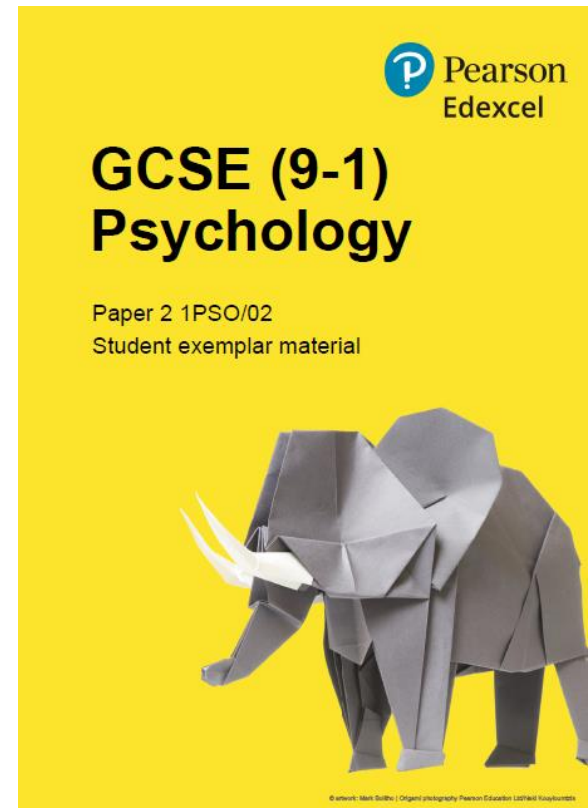
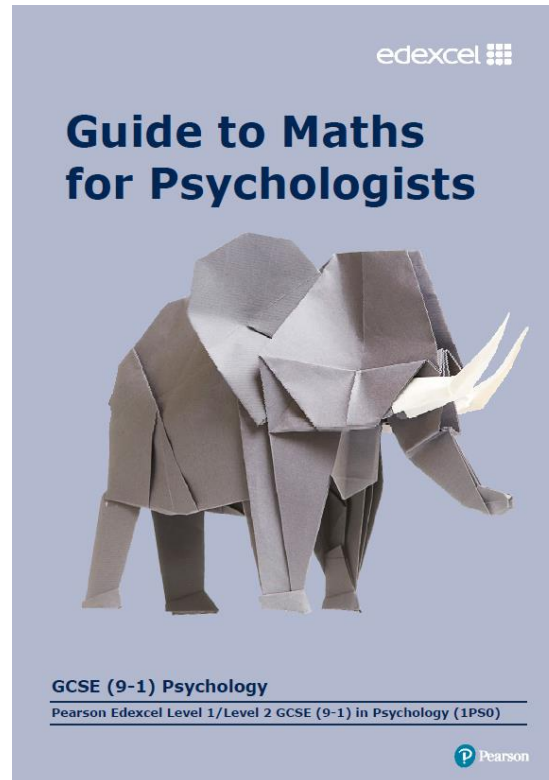
Development – How did you develop?

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