

# Delegate Booklet

## Course Title: GCSE Psychology

## Course Code: 1PS0-23IO2

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GCSE psychology  
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# About this event

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Course Title: GCSE Psychology

Course Code: 1PS0-23IO2

Course description:

To look at content, assessment and marking of GCSE Psychology paper 1 and paper 2. To remind delegates of resources to support their teaching.

In this training, delegates will: -

- understand the Assessment Objectives for the qualification
- understand the question types for the qualification
- understand the mark schemes for the qualification
- practise using the mark schemes using exemplar student work
- learn about the support provided by Pearson around assessment and exemplars.

# Agenda

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Time	Item
10 mins	Introduction and content (this can be reduced if necessary by not completing activity 1)
50 mins	Session 1: Paper 1 assessment and marking (more time here as paper is weighted more heavily)
BREAK	
40 mins	Session 2: Paper 2 assessment and marking
10 mins	Resources and any questions



## Activity 1 – The language of assessment

The following command words are used within GCSE Psychology, but how well do you know them?

Place the correct number in the definition box (We have done the easy one for you)

Command Word	Definition
Assess	
Calculate	
Compare	
Complete	
Define	Definition 2.
Describe	
Draw	
Evaluate	
Explain	
Give, state, name	
Identify	

### Definitions

1. Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information.
2. Provide a definition of something
3. Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.
4. Usually requires some key information to be selected from a given stimulus/resource.
5. To fill in/write all the details asked for.
6. 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.
7. Looking for the similarities and differences of two (or more) things.
8. 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.
9. Consider all factors/events that apply and identify the most important/ relevant. Make a judgement on the importance of something and conclude where needed.
10. Produce an output, either by freehand or using a ruler

11. An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification. This can include mathematical explanation

## Scenario Based questions (AO1/2)

### Question 18

Amy is a psychologist investigating split brain patients who have a severed corpus callosum. Amy shows the patients a video of various dogs doing silly things, such as falling into swimming pools or dancing. The video is only presented to the right hemisphere of each patient, using specialist apparatus.

Describe what Amy is likely to find regarding the patients' reaction to the video.

You should refer to Sperry (1968) in your answer.

Question number	Answer	Mark
18	<p><b>One</b> mark for accurate understanding of Sperry (1968).  <b>One</b> mark for exemplification of how Sperry (1968) can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Sperry (1968) presented a picture of a nude to the right hemisphere of split brain patients who giggled or blushed but could not report seeing anything (1), so Amy is likely to find that her patients laugh in response to seeing the dogs doing silly things in the video but will not report seeing the video (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

That whilst the patients could show physical reactions to the images/videos, they would be unlikely to explain what is going on. This may not be the most suitable example but during Sperry's study, he showed the patients a nude picture to the right hemisphere, whilst the participants blushed, they couldn't verbally say what they were looking at.

(Total for Question 18 = 2 marks)

## Question 21a

**21** Eniola was in assembly at school. She was talking with her friend and they were playing on their mobile phones whilst the head teacher was speaking.

A new teacher to the school signalled from across the hall to Eniola and her friend to stop talking and playing on their mobile phones. Eniola stopped talking and playing on her mobile phone, but her friend carried on talking and playing on her mobile phone.

(a) Explain how personality could account for Eniola following the teacher's instruction.

(2)

Question number	Answer	Mark
21(a)	<p><b>One</b> mark for accurate understanding of the personality.  <b>One</b> mark for exemplification of how personality can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>An authoritarian personality is when an individual has respect for authority and a strong belief in justice, so tend to be more obedient (1). Eniola may have an authoritarian personality and respects the teacher as she is an authority figure so could explain why she decided to stop playing on her mobile phone (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

TEACHER'S INSTRUCTION:

(2)

Eniola has an Authoritarian Personality  
 She is more likely to be obedient to  
 an Authority figure than others.

(2) Q21a

Ehiolu might have an authoritarian personality which means she will obey the teachers instruction because ~~se~~ she believes that the teacher has ~~power~~ power and she should obey.

## Activity 2 – Marking AO1/2 questions

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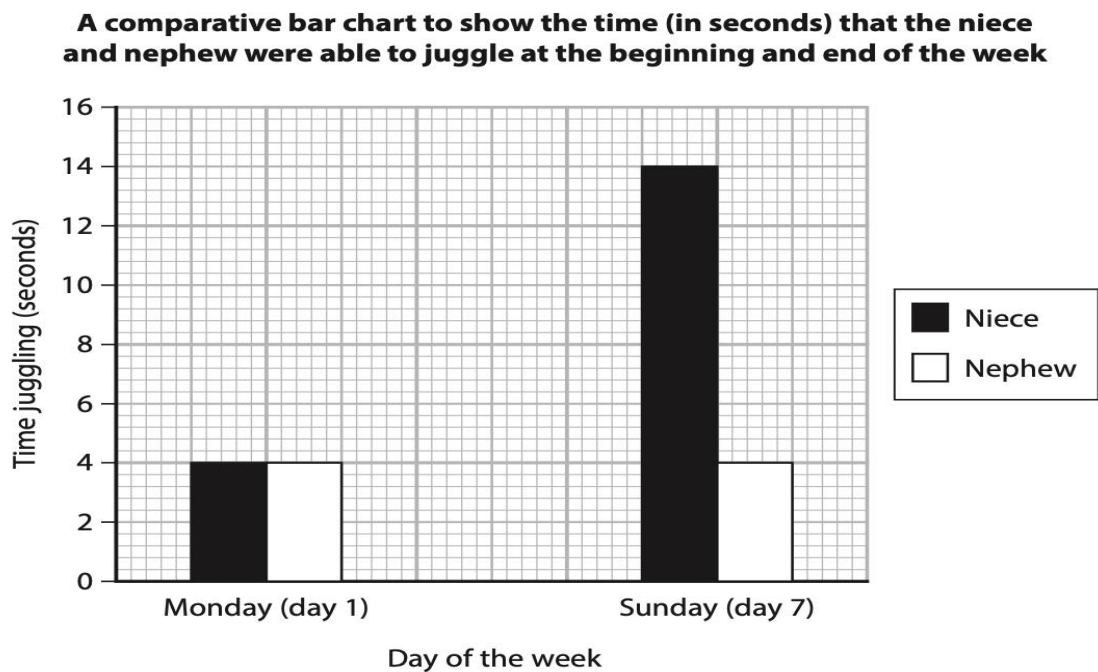
### Four-mark AO2/3 Questions

**4** Sergio wanted to see the influence of practice and effort on learning a new skill.

Sergio decided to show his niece and nephew how to juggle one weekend. He asked his niece to practise juggling every day for a week and when she sent him videos of her practising juggling, he sent her supportive messages and praised her effort. Sergio did not ask his nephew to practise juggling and did not send him any supportive messages.

Sergio was sent videos of his niece and nephew juggling at the beginning and the end of the week. He timed how long they could juggle for without dropping the juggling balls.

His results are shown in **Figure 2**.



**Figure 2**



Question number	Answer	Mark
4(b)	<p><b>One</b> mark for identification of each weakness (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification which must be linked to the weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Weakness one</p> <ul style="list-style-type: none"> <li>Sergio only used his own niece and nephew so the investigation lacks generalisability as they may not reflect others when juggling (1) as his niece may have been naturally gifted at juggling and her improvement may not have been shown by other individuals within the same time period (1).</li> </ul> <p>Weakness two</p> <ul style="list-style-type: none"> <li>Sergio did not specify exactly how long his niece should practise for or check that his nephew did not practise juggling (1) so the lack of controls used in his investigation means that it is difficult to infer cause and effect as the practice and praise may not have actually caused his niece's improvement (1).</li> </ul> <p>Accept any other appropriate response.</p>	(4)

1 It may not have been representative as his niece and nephew may have been different ages as well as different genders. This makes his investigation less generalisable therefore we could not apply his findings to other children as they may have been in different ages etc.

2 Another weakness is that he timed himself how long they could juggle for without dropping the balls. Therefore, his findings may have been subjective as he did it himself.

Mark given:

## 12 Maddie has been diagnosed with depression.

She has stopped going to work as she constantly feels intense sadness and cannot find the motivation to speak to anyone.

Her mum tries to encourage and reassure her, but Maddie says there is no point as she will always be a failure. Maddie says work is pointless as she claims her recent performance review was worse than she expected. She also thinks she will never get a promotion or a partner.

(b) Explain **one** strength and **one** weakness of using cognitive theory to account for Maddie's depression.

(4)

### Response 1

A strength is that it is able to account for Maddie's negative process had triggered the development of depression. The cognitive theory also includes Ellis' ABC model which shows how irrational thinking leads to negative emotional consequences, making them more prone to depression.

#### Weakness

A weakness is that it Maddie's cause for depression could have been genetic, which ~~was~~ was further triggered and encouraged by stressful life events such as her recent performance review. Caspi et al. (2003) also suggests that people with the short version of the 5-HTT gene is triggered by a stressful life event, leading to depression.

### Response 2

#### Strength

The cognitive theory ~~has~~ has the strength of CBT being effective which is demonstrated by Beltman et al where depressed patients with CBT improved more than those on the waiting list. Therefore, this suggests that Maddie's depression can be 'dealt with' and reduced <sup>through CBT</sup> which is a strength of using the cognitive explanation.

#### Weakness

~~The cognitive~~ It is difficult to assess whether irrational thoughts are a cause or a symptom of depression which is a weakness. For instance, Maddie could have become depressed due to a faulty gene and this led to her irrational and negative thoughts such as 'she will always be a failure'.

Question number	Answer	Mark
12(b)	<p><b>One</b> mark for identification of the strength / weakness (maximum <b>two</b> marks).  <b>One</b> mark for justification, which must be linked to the strength / weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p><b>Strength</b></p> <ul style="list-style-type: none"> <li>Cognitive theory has received support from studies, such as Evans et al. (2005), which have found women with the most negative self-beliefs were more likely to later become depressed so this could have happened to Maddie with her negative beliefs of her not getting a future promotion (1), as women with the highest negative self-schema scores were more likely to become depressed so can support Maddie becoming depressed as a result of her negative schema (1).</li> </ul> <p><b>Weakness</b></p> <ul style="list-style-type: none"> <li>Cognitive theory does not take biological factors into account, such as genes or imbalanced neurotransmitters so may not fully explain why Maddie thinks work is pointless and is depressed (1) because biological factors, such as gene linked to depression, could have made Maddie more vulnerable to developing depression rather than cognitive theory because there does not appear to have been any significant negative events to activate negativity in Maddie (1).</li> </ul>	(4)

## Activity 3: Marking exercise: AO2/3 questions

Read through the following response.

- Suggest what the final mark would be
- Highlight where the AO2/3 marks would be given (if applicable)

### Strength

Ellis's ABC model clearly states role of environmental factors in causing depression. Maddie's bad work review and her negative thoughts clearly have a cause in her developing depression.

### Weakness

Cognitive theory ignores the role of genes or other internal factors, which could cause depression. Maddie could have inherited a short version of the 5-HTT gene, causing her to be more likely to develop depression.

Mark given

Reasons why

Actual mark given



# Extended open response question: paper 1

**\*22** Major atrocities can reveal the most aggressive side of human behaviour.

Death and destruction during war and the purposeful killing of other humans have been studied in psychology to try to discover the potential causes of these acts.

Unearthing the causes of such acts may enable them to be prevented in the future.

Stanley Milgram conducted a series of experiments to study obedience to authority. Other researchers in psychology have investigated crowd behaviour, conformity, and the bystander effect. Research, such as this, has enabled psychologists to understand ways to prevent blind obedience, and the social and cultural issues in psychology.

Assess social and cultural issues in psychology.

(9)

## AO1

- Obedience involves following a direct order from a legitimate authority figure in a given situation.
- Compliance is when an individual goes along with a group majority even when they privately disagree with them.
- Bystander intervention is when someone chooses to help a person in need or not.

## AO2

- Blind obedience to authority figures could lead to unlawful killing and harming of other groups, and could explain why Nazis killed so many people during World War II.
- Normative social influence may explain why people in groups may purposefully kill other humans in other groups as they do not want to be rejected by the group and potentially harmed by them either.
- People from individualistic cultures may be less inclined to help others in need during conflict as they are encouraged to be more independent and stand out from the crowd, whereas people from collectivist cultures may see themselves as more similar, so may be more inclined to help.

## AO3

- Milgram's obedience research shows that when a legitimate authority is wearing a uniform obedience is higher at 65% to 450V compared to just 20% obedience to 450V when they were wearing ordinary clothes, so could contribute to our understanding of social and cultural issues in obedience.
- Milgram's research took place in laboratories under carefully controlled conditions so it could be questioned how much his findings could represent real life situations so lack validity to societal and cultural issues.
- Piliavin (1969) found people were more likely to help others of the same race as them, such as 68% of white victims being helped by white helpers, compared to 50% of black victims, so could help support the idea that people are more willing to help others similar to them and help explain social and cultural issues such as unlawful killing of people who are different to them.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1)</li> <li>• Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2)</li> <li>• 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)</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)</li> <li>• 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)</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)</li> <li>• 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)</li> </ul>

Social issues are problems faced by a group of people. Conformity is when someone follows the beliefs of the group to be able to fit in. This is found in war situations such as the Nazis where millions of Jews ~~to~~ were killed by regular people due to instructions from authority figures. This is called blind obedience where people follow instructions set out by authority figures regardless with no question. This can bring out the most aggressive side ~~of~~ <sup>of</sup> human. An example of this is Zimbardo where participants conformed to their roles e.g. prisoners and guards. The prisoners were stripped of their names and clothes and any individuality and were given numbers to be referred to and plain clothes. Guards were given a uniform ~~that~~ and a sash that caused them to become an authority figure. It was quickly found that the guards became ~~not~~ more ~~ag~~ ~~ge~~ aggressive as they conformed more to ~~their~~ their roles. They began to exhibit violence (verbal and physical) onto the prisoners. A strength of this study is that it was ~~conducted in a~~ ~~Stanford~~ The participants (prisoners) were led to believe that they were truly ~~a~~ prisoners. This allowed for a more natural result and more reliable data. However this does cause the results to lack ecological validity as participants were deceived and may have long term

psychological problems consequently.

Bystander effect is when a person fails to help another person in need due to personal or situational factors. During war, officers may not have been given much choice but to follow the orders of the authority figure otherwise consequences would have to be faced. For example, Piliavin studied the bystander effect in New York on a subway between 11am and 3pm where almost 4,500 passengers (both male and female) would enter. The study showed that people of the same race were more likely to help each other and more participants helped the victim with the cane than the ~~one~~ one who was portrayed to be drunk. A strength of this experiment was that it was a field experiment and therefore had high mundane realism. Participants acted how they usually would (lack of demand characteristics).

On the other hand ~~there~~ a weakness would be the inability to debrief participants after the ~~the~~ experiment as there were many participants.

In conclusion, social and cultural issues are hugely significant in the progression of psychology. The more we educate ourselves about things such as blind obedience and bystander effect the more we are able to prevent them from happening.



Mark awarded:

Reasons:

## Question 23: Synoptic essay

- 3 Lukas really enjoys musicals, but his friends that he spends most of his time with do not enjoy musicals. There is a musical production being put on by Lukas's school in a few weeks' time, and Lukas has auditioned and got a part, but has not told his friends.

During break time at school, all of Lukas's friends laugh and make fun of other students who are involved in the musical. Lukas sometimes joins in and makes fun of them too, because he is embarrassed to tell his friends he is involved in the musical.

When Lukas is with the musical cast and crew, he really enjoys reading his lines with the other people involved in the musical. Lukas works very hard to learn his lines by repeating them a lot and practising them with the other cast members. Lukas also constantly practises his dance moves for the musical, in private away from his friends.

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

(9)

### AO1

- Multi store model of memory suggests to remember information rehearsal is important in keeping the information.
- Conformity to majority influence is when someone changes their behaviour to follow what most people in a group are doing.
- The left hemisphere is specialised in language processing whilst the right hemisphere is more specialised in spatial tasks.

### AO2

- Lukas repeats his lines a lot so he is using rehearsal to try to retain the information for when he has to use them in the musical.
- Lukas is joining in with the majority of his friends in mocking the other cast members at lunch as he does not want to feel left out by his friends.
- By practising his lines, Lukas will be using his left hemisphere and when he speaks and sings them he will be using Broca's area, but his dance moves will be more focused on using his right hemisphere.

### AO3

- Peterson and Peterson (1959) found that almost 90% of information was lost when rehearsal was prevented for 18 seconds so supports rehearsal as an important factor in memory, so could explain why Lukas is repeating his lines.
- Asch (1951) used a line study to support conformity to majority influence with 74% conforming at least once to an obvious incorrect answer, so can account for Lukas mocking the other cast members with his friends.
- Research investigating the role of the hemispheres frequently uses brain-damaged patients and takes place in laboratories in strictly controlled conditions with standardised procedures so may lack ecological validity, so could be limited in explaining brain function in the real world such as Lukas practising dance moves and learning lines for a musical.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1)</li> <li>Attempts to apply understanding to elements in the context of the question, with flawed or simplistic links and connections made. (AO2)</li> <li>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)</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1)</li> <li>Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)</li> <li>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)</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1)</li> <li>Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)</li> <li>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)</li> </ul>

Conformity is when an individual takes part in a behavior ~~of~~ or belief due to a real or imagined pressure. ~~Compliance~~ Identification is where an individual privately disagrees with a behaviour but publicly agrees because they value and identify with the group. ~~The results~~ Asch found that people are more likely to conform if they agree with the majority. The multistore model of memory states that paying attention to information stores it in your short term memory and then rehearsing the information stores it in your long term memory.

Lukas sometimes joins in when his friends make fun of people who are in the musical. He is joining in because he values the group and ~~they are all doing~~ the majority are making ~~too~~ fun of them.

Lukas repeats his lines a lot and practices them with others. He is verbally rehearsing the information so that it gets stored in his long term memory.

One strength of Asch's study is that it has good internal validity since it is in a controlled environment. A weakness of Asch's study is that it ~~lacks~~ is not true to life as people would not have to match the same length line in

real life. A strength of the multi-store model of memory is that it has research evidence since the case of HM proved the role of the STM and LTM. A weakness of the multistore model is that it is oversimplistic. Elvie Wearing was able to make LTM's without having a working STM.

✱

In conclusion, Lukas behaviour can be explained with social influence (conformity) and memory (multi-store model). This is because he makes fun of people in the musical with his friends but enjoys being in the musical, showing conformity. He is also able to learn and remember his lines, showing the role of the multi store model of memory.

✱ Lukas is in a naturalistic environment at his school and in rehearsal. Lukas performing in a musical is true to life. Lukas pays attention to his lines and then rehearses them, storing it in his LTM. Lukas repeats his lines, potentially skipping the role of the STM and storing it straight into his LTM.

Mark given

Reasons



## Activity 4: Identifying assessment objectives

The following response achieved level 2 and 6 marks

Can you highlight within the response the AO1, AO2 and AO3 content?

From what you have highlighted, which AO (s) would need to be improved for this candidate to get into level 3 for a minimum 7 marks.

Rehearsal is shown to help transfer memory information from the short term memory to the long term memory and can later help with retrieval. Lukas practices his dances moves and rehearses lines to help retain his knowledge of his lines and transfer them to his LTM so he can ~~use~~ retrieve them during performance. The multistore memory model shows this and explains why rehearsal moves information to ~~the~~ LTM through a rehearsal loop however this may be considered reductionist and doesn't account for someone's personal ability to recall information.

Antisocial behaviour is behaviour that is seen as destructive or unpleasant, it can also occur due to deindividuation, which is when someone loses their sense of identity and morals in a group. Lukas' behaviour can be explained when he joins in to laugh at people who are participating in the musical as he was deindividuated whilst his friends are with him because he ~~don't~~ doesn't want to feel left out. ~~Z~~ Haney, Banks and Zimbardo proved that deindividuation can occur in prisons as participants who played the role of guards deindividuated when they wore uniforms and began acting aggressively towards inmates.

Normative influence also explains that we conform to the majority in order to be liked by a group and fit in. Lucas may have experienced normative influence because he was scared to tell them about being involved in the musical as he didn't want to be disliked by his group due to his normative influence. During Asch's line study, normative influence occurred when participants said the wrong answer on the line test even when they knew it was wrong so that they could fit in and be liked by the others in order to not stand out.

Where would candidates need to improve?



### Session 3:

Examples of calculation questions.

The results of Gary's experiment are shown in **Table 1**.

	Number of children who said the top row contained less buttons than the bottom row	Number of children who said the top row contained the same number of buttons as the bottom row	Number of children who said the top row contained more buttons than the bottom row
Boys	5	13	32
Girls	1	25	24

**Table 1**

- (c) Calculate the percentage of girls who said that the top row contained the **same** number of buttons as the bottom row, out of all the children in the experiment.

(2)

Percentage .....

- (d) Calculate the range for the number of children who said the top row contained **more** buttons than the bottom row.

(1)

- (e) Calculate the ratio for the number of children who said that the top row contained **more** buttons than the bottom row, to all children taking part in the experiment. (2)

## Paper 2: Research methods - AO1/2 questions

- 2 Kamira is investigating morality. She wants to find out how likely people are to return lost items. Kamira conducted an observation for her investigation.

Kamira went to a large shopping centre and positioned herself in the food court where people often sit to eat and have been known to leave personal items behind when leaving.

When someone had left an item behind, Kamira observed the behaviour of all passers-by who saw the item. She recorded whether they:

- looked at the item, but then ignored it
- picked up the item and gave it to a member of staff
- walked away with the item.

- (a) Describe why Kamira may have used an observation research method for her investigation.

Question number	Answer	(2) Mark
2(a)	<p><b>One</b> mark for understanding of observation research method. <b>One</b> mark for application to the scenario.</p> <ul style="list-style-type: none"> <li>• An observation research method can allow a researcher to record naturally occurring behaviour in a situation (1) so Kamira will be able to record how the different people actually respond to someone else's property that has been lost in a realistic way (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Kamira may have used an observation research method because she gets to observe people in a natural environment making the people being observed act as they usually do. This makes her investigation more reliable, valid, and trustworthy.

Mark given:

Kamira's observation research method is covert, meaning that participants are unaware of being observed. This is because if people were aware of being observed, they would most likely display demand characteristics and pick up the item to give it to a member of staff to be deemed socially desirable. Therefore Kamira used an observation research method

Mark given:

## Research Methods: Extended open response question.

- \*5** Godden and Baddeley (1975) conducted a field experiment to test memory. They used lists of words that were learned and then recalled in either the same or different environments to learning.

They used scuba divers as participants who learned and recalled the words either underwater or on dry land. These environments were familiar to the divers.

The scuba divers were allocated into the following different conditions:

- Words learned underwater, recalled underwater.
- Words learned underwater, recalled on dry land.
- Words learned on dry land, recalled on dry land.
- Words learned on dry land, recalled underwater.

The word lists were prerecorded and presented to the scuba divers twice when they were in their learning environment. The words were read at two-second intervals in the recording.

Godden and Baddeley (1975) found that more words were recalled when the divers were in the same environment in which they had learned the words, compared to when learning and recall took place in different environments.

Evaluate the use of field experiments to investigate human behaviour.

(12)

### AO1

- Field experiments take place in a realistic environment that participants would be familiar with.
- Researchers will manipulate the independent variable (IV) and conditions that the participants experience.
- There is a dependent variable that is measured by the researcher to test the impact of the IV.
- The researchers are not always able to control extraneous variables, such as situational variables.

### AO2

- Scuba divers would be familiar with being underwater from their experiences as divers.
- The independent variable was the manipulation of the environment of underwater or dry land when recalling words.
- The number of words recalled by the scuba divers was measured by Godden and Baddeley (1975).
- Distractions underwater or on land could not be controlled in the field experiment to prevent them impacting on memory.

### AO3

- There is higher ecological validity in the findings of a field experiment as the environment is not artificial to the participants so reflects more realistic use of memory.
- By manipulating the IV, field experiments enable researchers to test specific variables, to establish cause and effect conclusions about recall.
- Learning and recalling word lists would not be a normal task for scuba divers which reduces the validity of the findings about memory recall as the task is artificial.
- Extraneous variables can reduce the accuracy of the results as there may be influences other than the IV of the environmental context on the number of words recalled.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and understanding of psychological processes and procedures, may not always be relevant (AO1).</li> <li>• Little or no application of psychological processes and procedures to the context (AO2).</li> <li>• Limited attempt to evaluate psychological processes and procedures. Little or no connections between the elements in the question, with unsupported, generic judgements. Limited conclusion that is not fully justified (AO3).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of relevant psychological processes and procedures (AO1).</li> <li>• Some application of psychological processes and procedures to the context but may be limited or lack relevance (AO2).</li> <li>• Some attempt to evaluate psychological processes and procedures but may draw on limited evidence. Mostly logical chains of reasoning, leading to judgements. Basic conclusion reached but may be superficial (AO3).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant psychological processes and procedures (AO1).</li> <li>• Relevant and accurate application of psychological processes and procedures to the context (AO2).</li> <li>• Sustained and accurate evaluation of psychological processes and procedures, supported with accurate evidence. Sustained and logical chains of reasoning, leading to relevant judgements with justified conclusion (AO3).</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive and accurate knowledge and understanding of relevant psychological processes and procedures throughout (AO1).</li> <li>• Sustained relevant and accurate application of psychological processes and procedures to the context (AO2).</li> <li>• Comprehensive evaluation of psychological processes and procedures supported with accurate and thorough use of evidence. Sustained and logical chains of reasoning, leading to fully supported judgements with well-justified conclusion (AO3).</li> </ul>



(12)

A field experiment is an experiment design conducted in a naturalistic environment with the experimenter ~~changing the~~ manipulating the independent variable. Here, the independent variable was the environments used (on dry land or on water). This has many advantages.

For one, the independent variable and dependent variable can show a visible cause and effect.

For example, since there ~~was~~ were different locations used, we can understand that moving from one location to another for learning and recalling can reduce the ability to remember

things, shown by how the divers could ~~be~~ remember the word lists better when asked to learn and recall in the same environment. This is similar to Piliavin's <sup>subway experiments</sup> ~~experiment~~ where the victim's race being changed allowed the finding that people of same race have a tendency to help each other.

Also, Another advantage is that it takes place in a naturalistic environment. This adds validity to the experiment as scuba divers may deal with struggles in remembering instructions given on dry land when in the water. This adds ecological validity, making the results more ~~useful~~ useful for other ~~scuba~~ scuba divers. They may understand that they should be given instructions underwater to improve their memory. However, this result may not be generalisable to ~~non-scuba~~ non-scuba divers or even divers that aren't familiar with the same environments as the ~~participants~~ participants were.

However, there have been measures to control extraneous variables, which are variables that could potentially affect the

dependent variable (ability to remember the word lists). For example, the intervals between the ~~tests~~ reading of the words was kept as at 2 seconds. This improves the reliability of the study. ~~other~~

Also, the use of many different trials with different environment combinations improves the reliability and accuracy of the experiment since the relationships between the environments and memory can be clearly identified. However, since the scuba divers knew they were part of the experiment, their behaviour may have been unnatural and they may have shown demand characteristics (acting to satisfy the ~~given~~ aims of an experiment).

therefore, Goden and Baddely ~~et al~~ could have tried to have a covert investigation which would reduce the demand characteristics of the ~~scuba~~ divers. They could test different areas of water as well.

In conclusion, there are many benefits

and drawbacks of field experiments, but overall, it was the best choice to be able to investigate the memory. Although word lists may be less ecologically valid, the results are still applicable to real life scuba divers to improve memory.

Mark given

Reasons why

## Activity 5: Marking activity. Research methods question 5.

Read through the following response. Highlight the AO1/2/3 and decide on a final mark

A weakness of using field experiments is that you have to ~~do it in~~ ~~an~~ create an artificial situation and you directly manipulate variables. This is a weakness because it decreases the validity of the study as the participants may not act as they usually do, since the environment is not the same. This links to Godden and Baddeley because they conducted the experiment in underwater and on dry land and ~~therefore~~ the variable was manipulated.

Another weakness of field experiments is demand characteristics. Demand characteristics is when a participant acts the way they

think the experimenter wants them to because they have realised the aim of the study. This is a weakness because it reduces the validity of the findings and also means that it cannot be representative of the target population. This links to Godden and Baddeley ~~who~~ because the ~~participants~~ scuba divers knew they were in the study and may have ~~also~~ discovered the aim so they ~~recall~~ purposely recalled more words in the environment they had learnt the words.

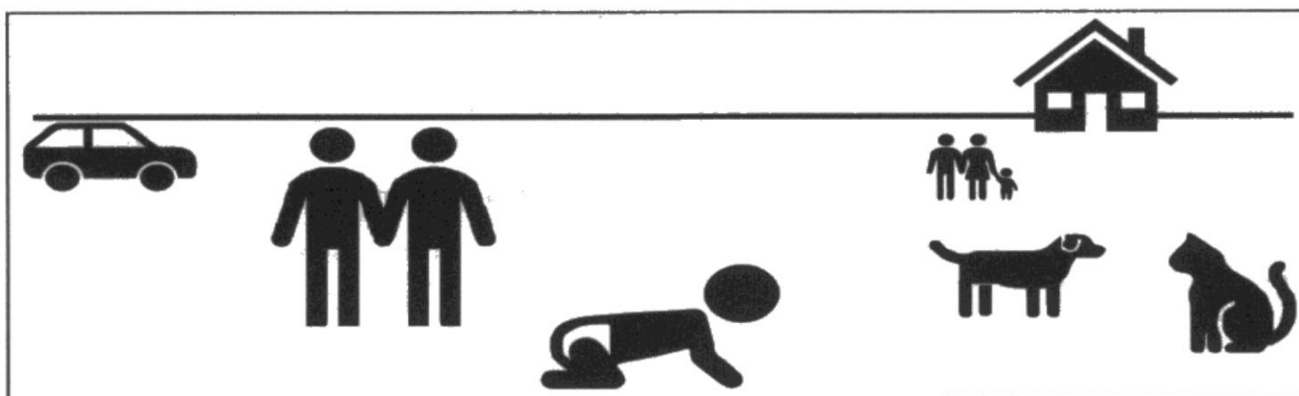
A strength of field experiments is that it was conducted in a familiar setting. This is a strength because it means the behavior is more natural. <sup>increased validity</sup> This links to Godden and Baddeley because they conducted ~~it~~ in a underwater setting that scuba divers are familiar with. This increases the validity of findings, because the scuba divers act as they usually do.

Marks given

Actual mark

Optional sections: AO1/2 questions. Topic area: Perception. Question 23

**23** Anaya is asked to identify which objects in **Figure 3** are closest to the viewer and which are furthest away from the viewer. She correctly identifies that the house and car are further away than the baby and the cat.



**Figure 3**

Explain, using height in the plane, why Anaya can correctly identify which objects in **Figure 3** are closest and furthest away.

Question number	Answer	Mark
<b>23</b>	<p><b>One</b> mark for accurate understanding of height in the plane.  <b>One</b> mark for exemplification of how height in the plane can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Height in the plane is a depth cue where the perceived distance of an object from a horizon line gives the perception of depth (1) so Anaya is able to identify that the objects that are nearest to the horizon line, such as the house, would be considered as furthest from her viewing position (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Example response



as the house ~~is~~ ~~is~~ appears  
higher up to her than the ~~the~~  
other ~~the~~ figures, this tells  
her that it must be further  
away than the other ones.

Marks awarded

Height in the plane is where a object at a distance appear to  
be higher up in the visual plane rather than the objects  
closest to us. Anaya <sup>intercepts</sup> ~~percepts~~ the sensory information that  
the houses and car is ~~is~~ seen to be <sup>is</sup> higher up in the  
visual plane rather than the closest objects such as the baby  
dog, cat.

Marks awarded.



## AO2/AO3 question GCSE paper 2: Criminal option

- 11** Calvin caused a road traffic accident nine months ago by driving dangerously over the speed limit. The court banned him from driving for 12 months and removed his driving licence.

Calvin has now caused a second road traffic accident by driving while above the legal alcohol limit and without a licence. He has been sentenced to six months' imprisonment.

Explain **one** strength and **one** weakness of prison as a punishment for Calvin's behaviour.

11	One mark for identification of strength/weakness (maximum two marks).	(4)
	<p>One mark for justification, which must be linked to the strength/weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>Calvin will be prevented from driving dangerously during his six months in prison as he is physically removed from society and has no access to cars to drive (1) which is a strong punishment that may result in Calvin understanding the severity of his behaviour to prevent him repeating his actions once he is released from his custodial sentence (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>A six-month custodial sentence for Calvin's driving offences is only a retributive punishment that may not deal with why Calvin was driving under the influence of alcohol (1). This means Calvin could reoffend when he is released from prison as the triggers or issues underlying his behaviour may not have been resolved through imprisonment (1).</li> </ul> <p>Accept any other appropriate response.</p>	

Strength

He may hate conditions and life in prison enough to make him want to stay or leaving his level of reoffending.

Weakness

However he may find a role model in prison then he aspires to be like him means he may commit another crime past his role model tells him to do.

Question 11

Strength

One strength of prisons is that it keeps criminals away from society. This means that Calvin is off the road and can't cause any more road accidents making the public more safe.

Weakness

One weakness of prisons is that they have a high reoffending rate. This means that Calvin is likely to still drive recklessly making the punishment not very effective.

## Activity 6: ranking the responses

- Below there are three responses to the four-mark question we have just gone through.
- Read through the mark scheme and try and work out which order they would come in in terms of marks from top to bottom.
- Why have you placed them in the order you have?

### Response 1

Strength  
It's better for Calvin as the old punishment was not undesirable enough for Calvin and prison can act as a negative reinforcer and according to operant conditioning theory people learn from consequences of actions and this consequence of prison is enough for Calvin to learn and not repeat the behaviour.

Weakness  
- Calvin may learn even more bad behaviour from his inmates  
- Calvin's reputation would be destroyed and because of his criminal behaviour earlier he will not get a job easily and so to financially help himself he may turn to even bigger crimes.

### Response 2

He will have time to consider what he has done and may be able to receive therapy if he has become an alcoholic. Limiting his likelihood of reoffending.

#### Weakness

Studies have shown that after being released from prison most reoffend within a year making the overall impact on crime unlikely to be significant from the sentence alone.

Response 3

#### Strength

Prisoners are deprived of freedom which is negative reinforcement, so they're less likely to repeat the behaviour in the future that they were accused of.

#### Weakness

\* Criminals can make connections with other criminals, so they can learn new skills for a crime after they're released from prison.

Order:

Actual order (if different from above)

## Extended open response: Question 33 Sleep and Dreaming.

**33** Artez is a paramedic who works night shifts. He is worried about his sleep pattern because he can feel tired at work. Artez asks a colleague how they manage their sleep pattern when working nights. She tells Artez that it may be easier if he tries to carry on sleeping in the day and staying awake at night when he is not working.

The colleague also suggests the use of bright lighting when Artez wakes up, and extra thick curtains for sleeping in the daytime. She recommends that Artez should have a big breakfast as soon as he can when he wakes up, and make sure he has a light meal when he finishes work, and then leave a couple of hours before going to bed.

Assess how well the use of external influences could help Artez with his sleep. **(9)**

**AO1**

- External influences on sleep are exogenous pacemakers that can help regulate the internal body clock, such as light or social cues.
- Light is a zeitgeber that helps trigger the suprachiasmatic nucleus (SCN) to send messages to the pineal gland.
- Mealtimes and activities are social cues that can also help regulate biological rhythms.

**AO2**

- Artez may be feeling tired at work because it is dark, and his body clock would be expecting to sleep during the night-time due to there being no natural light.
- The use of bright lighting when Artez wakes up would help trigger the SCN to send a message to the pineal gland to stop secreting melatonin so Artez would feel more awake.
- Artez may feel less tired if he has large breakfast when he wakes as his body will be metabolising energy from the food at the right times for his 24-hour cycle.

**AO3**

- Evidence from Siffre (1975) suggests that zeitgebers have an influential role as exogenous pacemakers in setting the internal body clock for the sleep-wake cycle, so his colleagues' advice should help Artez with his sleeping.
- Skene and Arendt (2007) showed that blind people with some light perception have normal circadian rhythms but those without light perception show abnormal circadian rhythms, so the bright light may help Artez wake up.
- Mealtimes and activities may be less successful than light as they do not directly trigger the SCN to message the pineal gland, therefore this advice may not help Artez with his sleep-wake cycle or resolve his tiredness at work.



(7)

External influences (exogenous) can be Zeitgebers. Zeitgebers include things such as light, ~~for~~ and food. Light is detected by the SCN (suprachiasmatic nucleus). The SCN is like an internal body clock, which helps maintain rhythms such as circadian rhythms. An example of a circadian rhythm would be the sleep-wake cycle. An example of an ultradian rhythm would be the sleep cycle. A circadian rhythm is around a day and an ultradian is less than 24 hours. External influences can help trigger glands to secrete hormones that help with sleep. For example, the pineal gland secretes melatonin when it is dark. This helps with the body calming down and prepares the body for sleep.

Studies have looked into the influence of

external Zeitgebers. For example, Siffre who spent around 6 months in a cave. The cave had no natural light, meaning an artificial light was used. The light was only ever turned off when he said he was tired, as he had no external influences that alerted his body on time changes. This resulted in his body having very varied sleep-wake cycles. For example, sometimes they were very long and sometimes they were very short. This is evidence that external influences affect sleep. Artez could use his thick curtains to block out the light, and trick his body into thinking it is night, and use his lamp for daytime. This will cause his SCN to detect these changes and his body will secrete hormones to help him sleep. A weakness of using this study, is that it only used one participant, therefore the results may not be generalisable to Artez, due to individual differences.

There was also a study on <sup>hamsters</sup> ~~rats~~ in which the SCN was removed meaning they could not detect the external influences.

This resulted in a disruption to the sleep-wake cycle or no sleep-wake cycle at all. This shows the importance of detecting these influences on sleep. This explains why Arter needs these artificial influences. A weakness is that this may not be generalisable to Arter as they used hamsters and not people.

In conclusion, I think external influences are very beneficial on sleep and are necessary in maintaining a cycle.

Mark achieved

## Activity 7: Marking Activity. Extended open response

Have a look at the response below. Using the mark scheme, decide on a mark. Highlight where AO1/2 and 3 occur. . We will discuss this as a group.

External influences affecting sleep include zeitgebers such as light. ~~A decrease~~ <sup>A decrease</sup> in light causes the suprachiasmatic nucleus in our brain to produce signal the Pineal gland to produce melatonin, a hormone that makes us feel sleepy. Another external influence includes meal times, which can tell the body what time it is.

Artez's colleague's offer advice to Artez to use bright light when Artez ~~sleep~~ wakes up to work his night shifts. This will help Artez as he will produce less melatonin when his retinas in his eyes sense bright light, causing the SCN to not signal the Pineal gland. Another advice given is to use thick curtains in the daytime so light is blocked, increasing darkness of Artez's room, so he will have an increase in melatonin making it easier for him to sleep in daytime, causing him



to feel less tired at work.  
Having big meals ~~at~~ when Artez wakes up at night time can signal the body that it is ~~not~~ daytime rather than night. Again this causes Artez to feel more awake at work.

External influences can be useful to explain ~~so~~ how Artez can feel less tired and help him sleep at daytime as they provide control over the individual

Mark given:

## Answers to Activity 1

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.

[illegible]





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