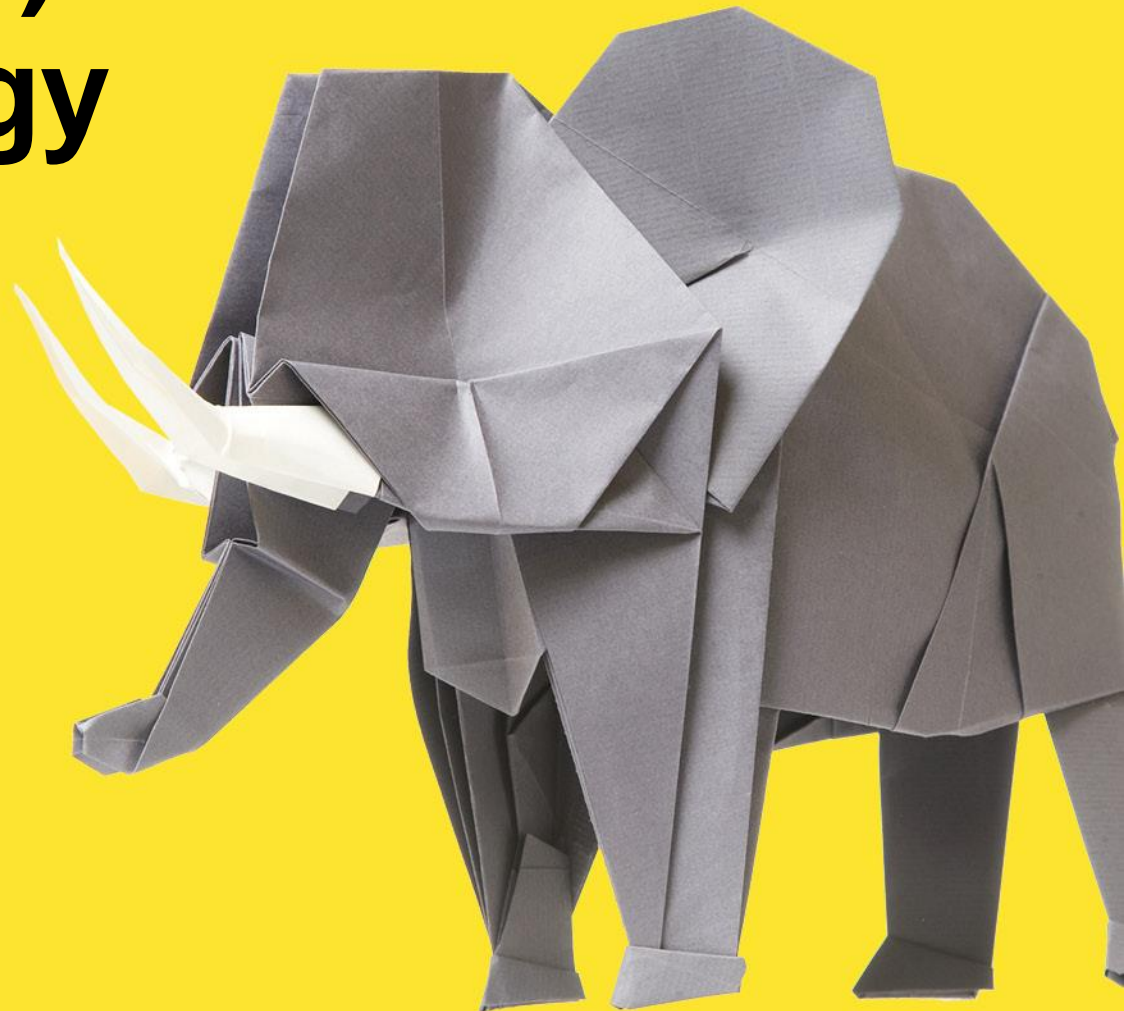


# GCSE (9-1) Psychology

Strategies for  
extended writing  
questions





# Meet the delegates

## Polls

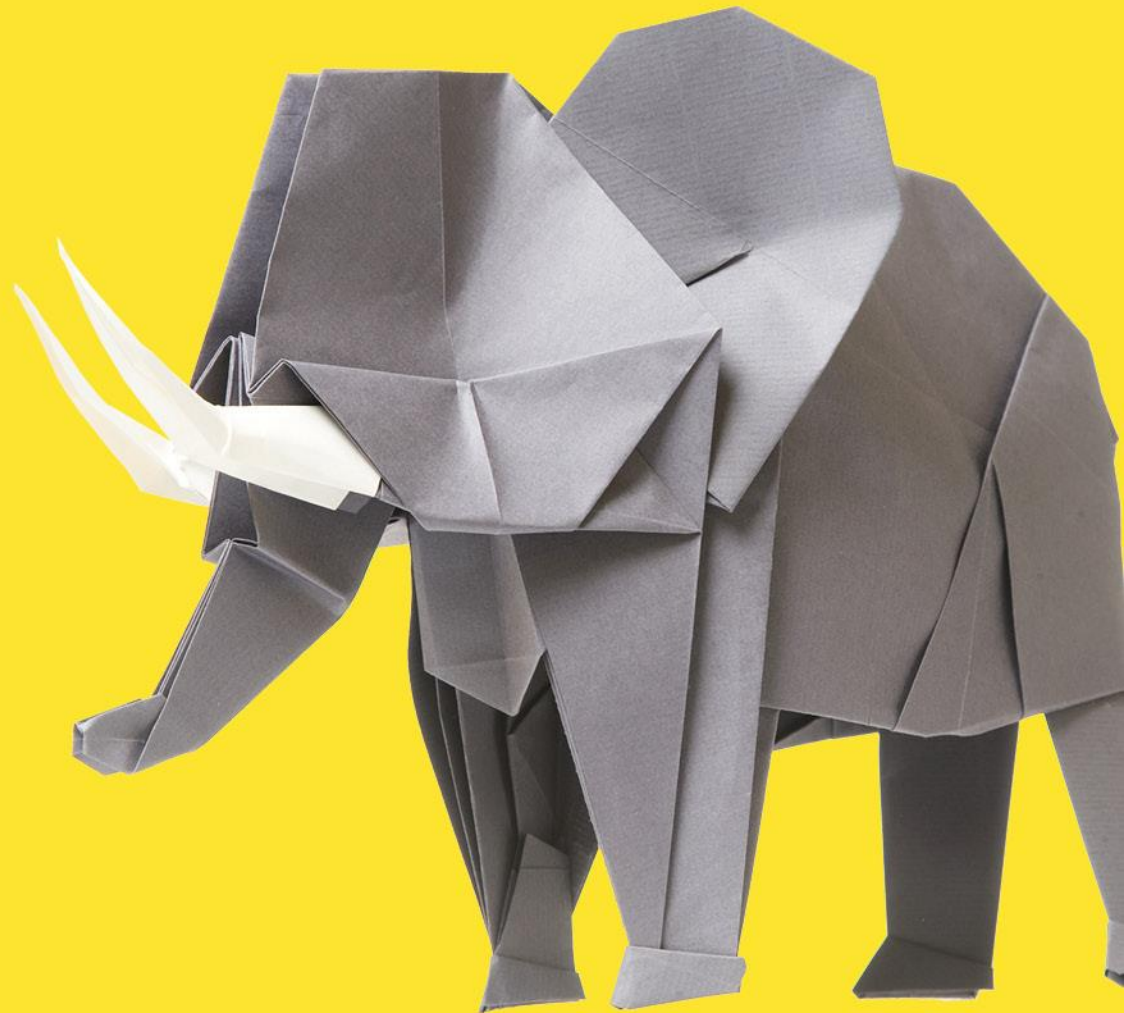
1. How long have you been teaching GCSE Psychology?
  1. A) Not yet started B) In first year C) 2-4 yrs D) 5 yrs or more
2. How many students study GCSE Psychology in each year group in your centre?
  1. A) 1-20 B) 21-40 C) 41-80 D) More than 80
3. Does your centre also offer A Level Psychology?
  1. A) No B) Yes (Edexcel A Level) C) Yes, another board.
4. What is your favourite lesson or topic to teach in the GCSE Psychology course? (answer in chat)
5. What do you hope to get out of today's training? (answer in chat)

# Aims and objectives

Delegates will

- Consider key messages from the 2022 exam series.
- Look at how different command words indicate the type of response required from students
- Consider how mark schemes are applied to student responses
- Consider strategies for students to use when approaching extended-writing questions
- Address common issues and FAQs

# Reports on the 2022 GCSE Psychology exam series





# Paper 1 feedback

- Short AO1 questions generally well answered.
- AO1/AO2 questions more variable:

8 (a) Pablo concluded that his findings supported the Multi-Store Model of Memory.

Explain **one** reason why Pablo concluded this.

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

AO1 knowledge better than AO2 application

(2)

19 Josh is investigating sex differences in spatial ability. He asks one female and one male to carry out a spatial ability map reading task. The participants have to independently navigate their way from a castle to a cake shop using the quickest route possible using a map.

(a) Explain **one** likely outcome of the map reading task.

You should refer to research evidence regarding sex differences in your answer.

AO2 application better than AO1 knowledge

(2)



# Paper 1 feedback

- AO2/AO3 questions on strengths and weaknesses were also variable:

13 (b) Explain **two** weaknesses of using drugs as a treatment for Claire's addiction.

(4)

Candidates in general found this really accessible

4 (b) Explain **one** strength and **one** weakness of using Piaget's Theory of Cognitive Development to account for Georgia's behaviour after her father hides the toy duck.

(4)

However they struggled with the application and evaluation on other examples such as this



# Paper 1 feedback

- Questions requiring a conclusion were generally well answered by those candidates who had apparently developed the skill of responding to unseen material.

Condition	Percentage (%)
Participants who could read the paragraph	98%
Participants who could not read the paragraph	2%

**Table 2**

Explain **one** conclusion that could be made from **Table 2** regarding how humans process information.





# Paper 1 feedback

- Questions requiring improvements were, as usual, challenging for candidates.

**24** Adam is interested in people's reactions to the influence of authority. He asks male and female participants to come to a room individually.

Half of the male and female participants are asked by a man dressed as a firefighter to lie down on the floor next to the window as there is 'a safety issue in the room'. The other half of the male and female participants are asked by a 'firefighter', who is not in the room, over a loudspeaker, to lie down on the floor next to the window as there is 'a safety issue in the room'.

(b) Explain **two** improvements that could be made to Adam's study.

(4)





# Paper 1 feedback

- Performance on the first essay was better than usual, perhaps because of the Advance Information. Most candidates found the skills required for the synoptic essay (selecting relevant and appropriate material) difficult.

Assess how psychological understanding of the brain has changed over time.

(9)

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

(9)



# Paper 2 feedback

- Many candidates demonstrated good psychological knowledge and understanding in this examination.
- Some candidates responded to all options available on the paper, **which would have undoubtedly limited their time available to respond well to the two chosen options they had learned.**
- Strengths were seen in the calculations and understanding of mathematical skills. Most were able to respond to all questions, and most candidates were able to access marks in the mathematical skills.



# Paper 2 feedback

- Application to scenario-based questions was mixed, **and candidates would benefit from developing this skill for future exams.** Whilst application in extended essays was generally good, the application in shorter response questions posed some difficulties for some candidates. **They did not often make links to the stimulus material, to answer the questions posed.**
  - Describe how Juliet could have used a random sampling technique **for her investigation.** (2)
  - Describe one reason why Jamie may have used open-ended questions **in his investigation.** (2)
- Links to context need to be more than 'name dropping'.**

**These two-mark questions have one mark available for application to the context:**

- A random sample is when the participants in a target group all have an equal chance of selection (1), **so Juliet could put the names of the available 17-year-old students into a hat and pick out her participant sample (1).**
- An open-ended question allows respondents to answer freely using their own words and thoughts (1) **so Jamie could gather detailed information about why the participants felt they did or did not obey authority figures (1).**

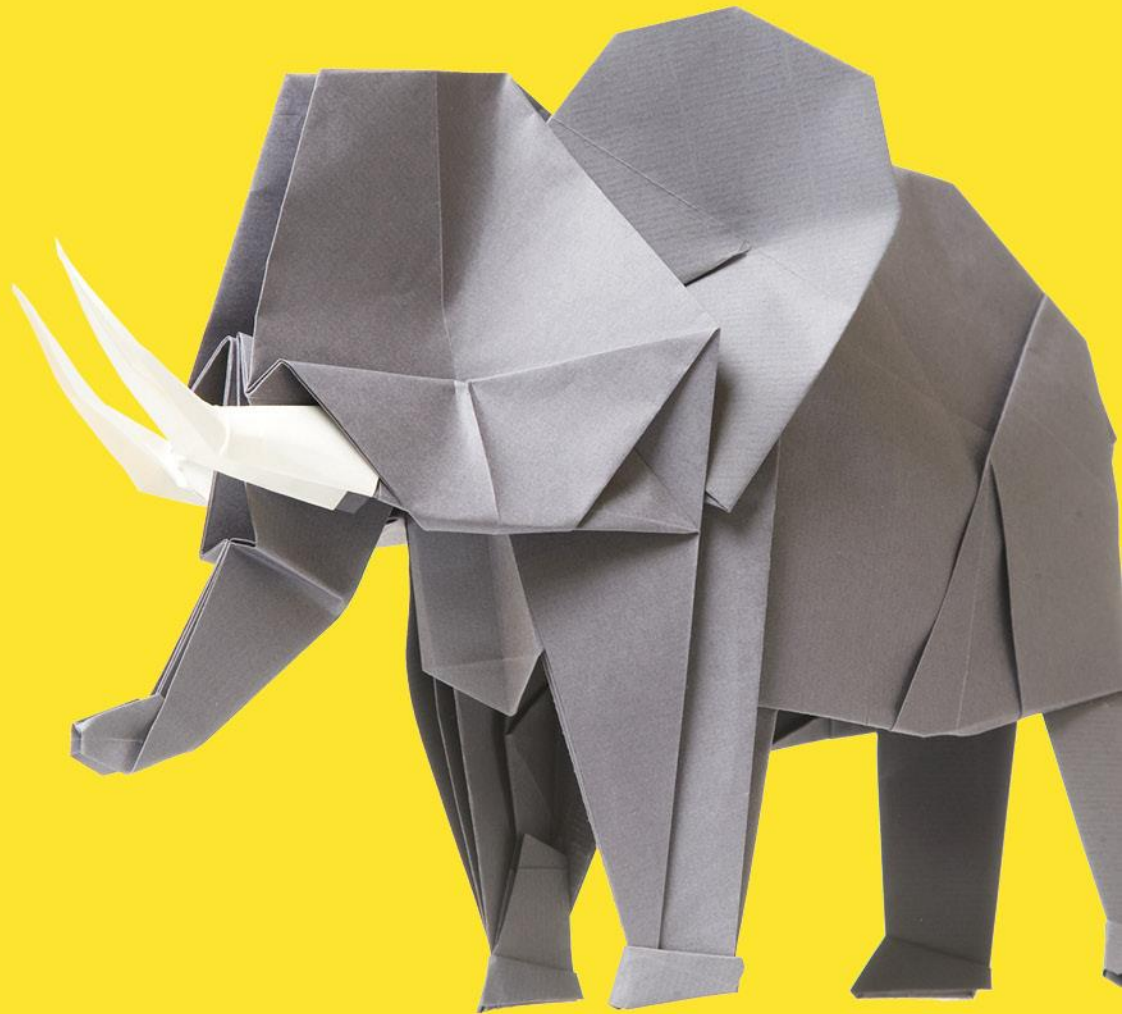


# Paper 2 feedback

## Essay feedback:

- AO1 knowledge and understanding generally evident.
- AO2 application generally good but be careful not to simply copy sections of the stimulus material.
- AO3 assessment and evaluation more difficult. **AO3 should show a range of strengths and weaknesses for the breadth required for the higher mark levels. Often this is a simplistic statement e.g. 'it's not reliable' rather than a developed point about how/why the method may not be considered reliable.**
- Additional space must be on additional paper.
- Write in essay format and practice timing to avoid having to bullet-point.

Look at how  
different  
command  
words indicate  
the type of  
response  
required from  
students





# From the specification

## Appendix 1: Command words used in examination papers

The table below lists the command words used in the external assessments.

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.

Please refer to the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Psychology Sample Assessment Materials (SAMs)* document for the application of these command verbs.



# Command words

Purpose of command words:

- To direct candidates to the required skills to answer the question.
  - For example 'explain' requires 'an explanation that requires a justification/exemplification of a point' whereas 'describe' does not.
- Single command words.
  - Each question will only use one command word so candidates can be clear on the skills required.
- Extended open-response questions have fixed command words.
  - Assess and Evaluate





# Paper 1: core compulsory content

- Two 9-mark extended open-response items.
- One of these will assess debates within psychology, while the other assesses the interrelationship between the core areas of psychology.
- These two questions require students to select and draw on relevant knowledge and understanding and to be able to apply and synthesise this understanding by analysing the scenario.



# Paper 2: research-methods, maths and optional topics

- Section A has one 12-mark extended open-response question.
- Each optional section has one 9-mark extended open-response question; students will complete two option sections.
- All three questions require students to select and draw on relevant knowledge and understanding and then be able to apply and synthesise this knowledge and understanding by analysing the scenario in the question.



# Assess and Evaluate

## 9-mark questions require candidates to **Assess**.

- \*22** Hashim has recently been diagnosed with depression. His family believe that the disorder was caused by biological factors because his uncle and grandfather suffered from depression. Hashim believes that recent life experiences may have caused his disorder as recently his grandmother died and he also says he is struggling at work.

Assess how far nature and nurture would account for Hashim's disorder.

(9)

- \*16** Daniel is 14 years old and sees his 16-year-old-brother, James, in a fight with some other boys in the park.

The teenagers watching cheer and clap as James wins the fight. James is really pleased and his friends and other children tell him they think he did very well to win against the other boy. They all follow James to the shop, praising him about his fight.

The next day, Daniel gets into a fight with a group of boys outside the shop.

Assess whether the findings from Bandura, Ross and Ross (1961) can explain Daniel's anti-social behaviour.

(9)



# Assess and Evaluate

9-mark questions require candidates to **Assess**.

**\*27** After conflicts such as the First or Second World Wars, victims were left with damaged brains. Soldiers who returned home with damaged brains found their level of functioning was impaired. Some also returned home suffering from psychological problems.

Case studies of brain-damaged patients have helped researchers to study the brain and from this they have attempted to propose how the structure and function of the brain affect human behaviour and processing.

Damage to a specific brain area can lead to theories about the function of that region, which may change over time as greater knowledge is amassed through research using improved technology.

Assess how psychological understanding of the brain has changed over time.

(9)



# Assess and Evaluate

## 9-mark questions require candidates to **Assess**.

**\*28** Lorenzo has always liked music and can play a number of instruments. His favourite instrument is the guitar but he can play the piano, drums, clarinet, saxophone and trumpet.

Recently Lorenzo has joined a band. He is one of the guitar players but sometimes plays the piano or drums or sings if others cannot attend rehearsals. He has been making some mistakes with the songs during rehearsals by missing notes or some words from the songs.

For their forthcoming performance at a local pub the lead singer, called Daniel, tells the rest of the band to wear black T-shirts with skulls on them and so they all buy one. Lorenzo does not have enough money to buy a T-shirt, but makes his own so that he does not feel like the odd one out.

During the performance the band members begin to shout and scream and swear a lot when they do not normally act this way.

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

(9)

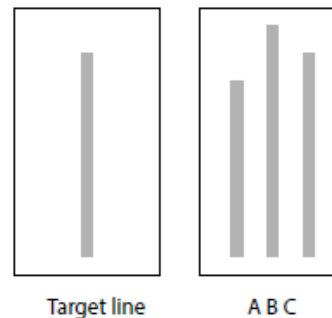


# Assess and Evaluate

12-mark question requires candidates to **Evaluate**.

\*9 Asch (1951) conducted an experiment to investigate whether social pressure from a majority group could affect conformity rates of others.

Asch sampled 50 male students to participate in a 'vision test' using a line judgement task shown in **Figure 4**.



**Figure 4**

Seven confederates to the study had already been told to give the same response, some accurate and some inaccurate.

Asch then put a participant in a room with these seven confederates.

Each person in the room had to say which line (A, B or C) was most like the target line. The accurate answer was always obvious. The participant always gave their response last.

The number of times that each participant conformed to the majority view, when it was incorrect, was recorded by Asch.

Evaluate the use of laboratory experiments to test human behaviour.

(12)



# Assess and Evaluate

## 12-mark question requires candidates to **Evaluate**.

- \*5** Becker et al. (2002) conducted a natural experiment in Fiji to investigate the impact of television on eating behaviours. They assessed attitudes to eating in 1995, just as television was being introduced to the native population. They returned in 1998 to assess eating behaviours after three years of television exposure.

63 girls with a mean age of 17.3 years took part in 1995. A second sample of 65 girls with a mean age of 16.9 years took part in 1998.

To score eating behaviours, the two samples of girls completed a standardised EAT-26 questionnaire. They also answered questions about television viewing. Their weight, height, and body mass index (BMI) were also recorded.

Comparisons between 1995 and 1998 data indicated that, after exposure to western imagery on television, the reports of disordered eating such as self-induced vomiting to lose weight had increased.

Evaluate the use of natural experiments to investigate human behaviour.

(12)





# Assess vs Evaluate

The specification states:

**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.

**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.

- What are the key differences between these command words?

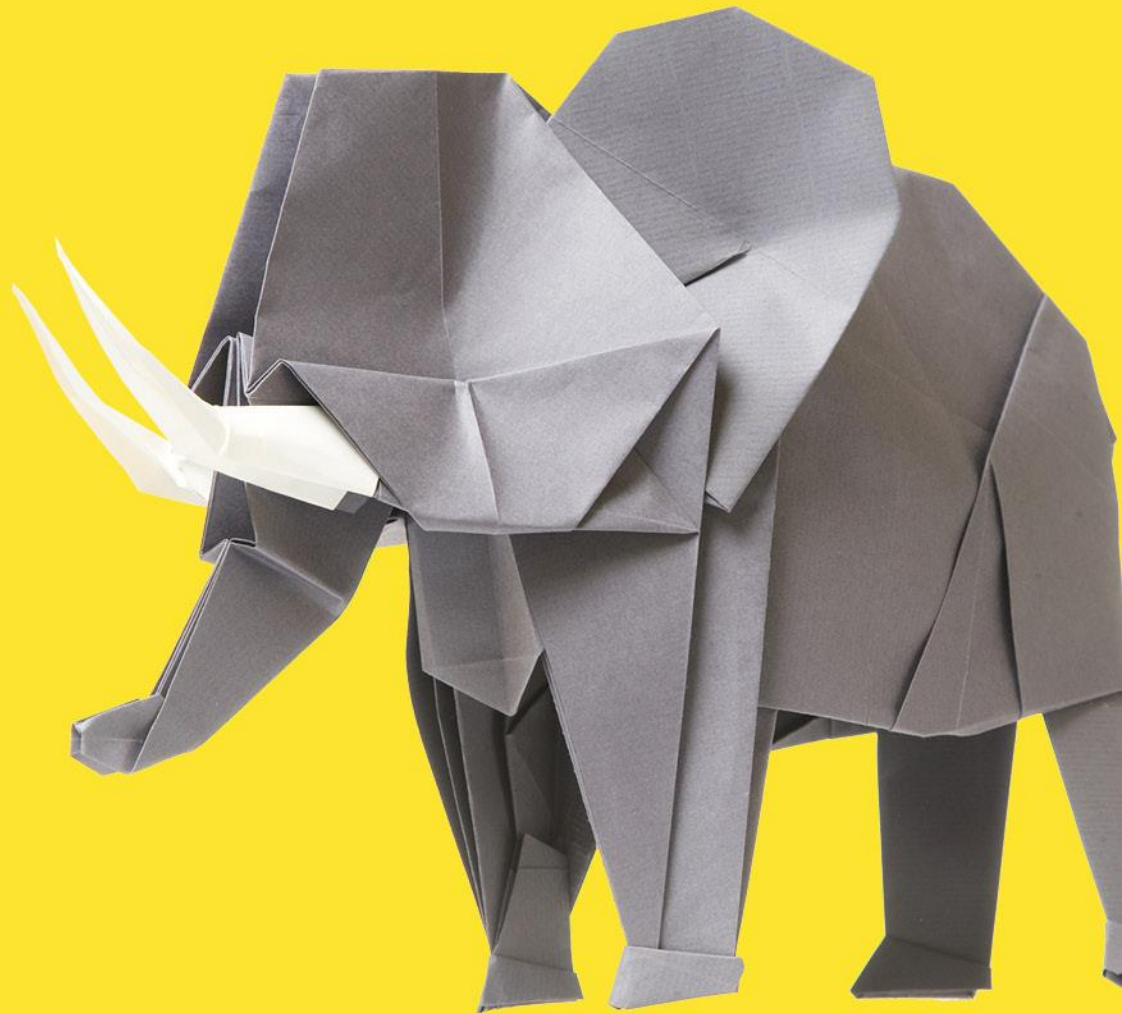


# Assess vs Evaluate

You may have included:

- **Assess** requires candidates to present an argument, make judgments based on evidence, give the for and against in a topic, judge what is important and not important to make a conclusion/judgement.
- **Evaluate** requires candidates to present the strengths and weaknesses, draw a conclusion about how strong/weak the method is, support their decisions about strengths and weaknesses.

Discuss the  
construction of  
mark schemes  
for these  
questions





# Mark schemes

This section will cover:

- AO balance in extended essays
- mark scheme indicative content
- mark scheme construction.



# Assessment objectives

The specification outlines the overall weighting of assessment objectives and the skills required to meet each one.

Students must:		% in GCSE
<b>A01</b>	Demonstrate knowledge and understanding of psychological ideas, processes and procedures	35
<b>A02</b>	Apply knowledge and understanding of psychological ideas, processes and procedures	35
<b>A03</b>	Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions	30
<b>Total</b>		<b>100%</b>



# Which AO?

Match the skill to the assessment objective.

*\*Example content taken from a 12-mark essay mark scheme for a question requiring evaluation of the correlational research method.*

Correlational research was conducted by Gottesman and Shields (1966) to find out if there was a genetic basis to the mental health disorder of schizophrenia.

They used a sample of twins to see whether it was likely that both twins would develop the disorder. The sample included 24 pairs of monozygotic (identical) twins, who share the closest genetic relatedness, and 33 pairs of dizygotic (non-identical) twins.

The findings of the study are shown in **Table 4**.

Twin pair	Both twins diagnosed with schizophrenia
Monozygotic twins	42%
Dizygotic twins	9%

**Table 4**

Gottesman and Shields (1966) concluded that their research showed a correlation between genetic relatedness and the mental health disorder of schizophrenia.

Evaluate the use of the correlation method to research human behaviour.

(12)



# Which AO?

The content given in a response to demonstrate a skill:	Assessment objective:
Correlational research looks at relationships between variables.	
As there is no manipulation of an independent variable so the relationships found in the correlations have good validity in terms of naturally occurring situations.	
Extraneous variables are difficult to control when conducting correlational research.	
The correlational method lacks internal validity as there is poor control over extraneous variables affecting the twins so the data gathered may not actually be testing genetics.	
The twins' experiences and upbringing cannot be excluded as a variable in the development of the mental health disorder/schizophrenia.	





# Which AO?

The content given in a response to demonstrate a skill:	Assessment objective:
Correlational research looks at relationships between variables.	<b>AO1 – shows knowledge and understanding of the method.</b>
As there is no manipulation of an independent variable so the relationships found in the correlations have good validity in terms of naturally occurring situations.	<b>AO3 – a specific strength is given that is clearly linked to the method.</b>
Extraneous variables are difficult to control when conducting correlational research.	<b>AO1 – shows knowledge and understanding of the method.</b>
The correlational method lacks internal validity as there is poor control over extraneous variables affecting the twins so the data gathered may not actually be testing genetics.	<b>AO3 – a specific strength is given that is clearly linked to the method.</b>
The twins' experiences and upbringing cannot be excluded as a variable in the development of the mental health disorder/schizophrenia.	<b>AO2 – drawing from the scenario and making the link between the AO1 and AO3 point above.</b>



# Indicative content

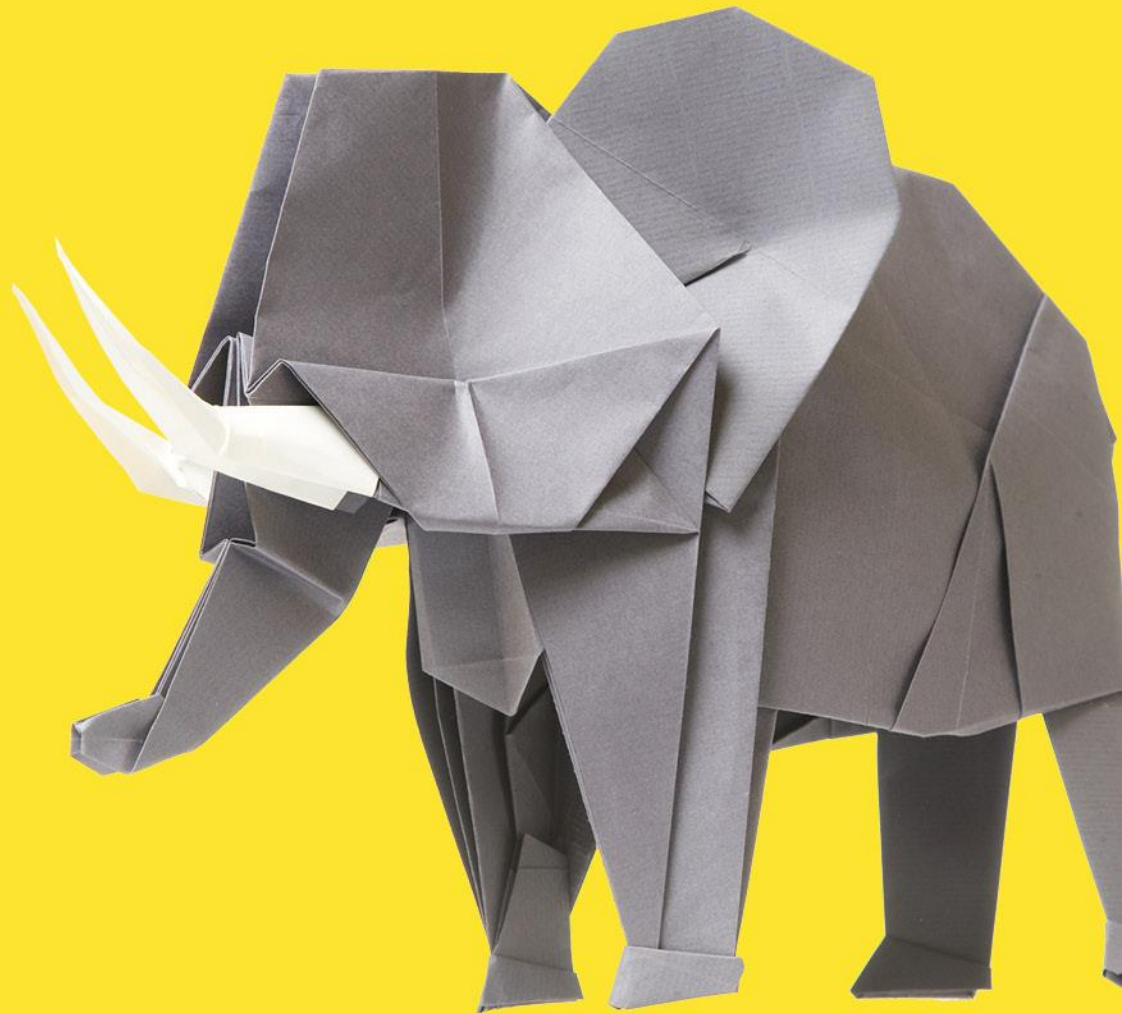
What it **is**...

- Guidance for examiners when marking responses
- Illustrate possible areas of content
- Demonstrate difference between AO skills

What it is **not**...

- Required content
- An exact example of what achieves 'a mark'
- The only possible answer; alternatives would be credited where valid

Consider how  
mark schemes  
are applied to  
student  
responses





# Levels based marking Activity

- The purpose of this task is to exemplify the differences between the levels when applying levels based marking to an extended response.
- The activity is based on candidate responses from the June 2022 exam series.
- Each response is in your delegate pack with the mark scheme (both indicative content and LBMS)



# Paper 1 Q27 – Response A (1)

## SECTION F

Answer all questions. Write your answers in the spaces provided.

\*27 After conflicts such as the First or Second World Wars, victims were left with damaged brains. Soldiers who returned home with damaged brains found their level of functioning was impaired. Some also returned home suffering from psychological problems.

Case studies of brain-damaged patients have helped researchers to study the brain and from this they have attempted to propose how the structure and function of the brain affect human behaviour and processing.

Damage to a specific brain area can lead to theories about the function of that region, which may change over time as greater knowledge is amassed through research using improved technology. → Demasio et al.

Assess how psychological understanding of the brain has changed over time.

(9)

Psychology began in the 1800's when William Wundt opened his <sup>laboratory</sup> brain lab to study behaviours. In the earlier years, brain exams were only possible post-mortem, so psychologists relied on case studies to understand behaviour. A case study is an in-depth study of an individual or event. After the wars, the victims could have been used as case studies by assessing the change in their behaviour and locating the ~~damaging~~ damage in the brain. This way, early psychologists could have gotten some ~~idea~~ <sup>idea</sup> about how brain damage to certain areas affects behaviour and then associated this part of the brain with a role.

In modern ~~times~~ times, psychologists can use technology such as EEG's and MRI scans to get more information about the brain. MRI scans can

create detailed images of the brain to ~~psychologists~~ and EEG's give an idea of which parts of the brain are active when we do certain activities. This can be used to further assign roles to parts of the brain.

Case studies from many years ago can be developed using modern technology. An example of this is The Phineas Gage case study being developed by Demasio et al. Phineas Gage sustained damage to his brain while working and then became aggressive and impulsive. Demasio et al. used 3D scanning technology to identify that the frontal lobe had been damaged. From this ~~we~~ they assumed that the frontal lobe controls impulsive control and aggression.

A strength of <sup>historical</sup> case studies is that they give ~~psychologists an idea of an initial~~ <sup>historical</sup> modern psychologists an initial understanding of the brain. However, historical case studies are not always reliable as the records may not have been kept accurately. Case studies are ~~not~~ also unique to the individual and so are not always generalisable. A strength of





## Paper 1 Q27 – Response A (2)

create detailed images of the brain so ~~psychologists~~ and EEG's give an idea of which parts of the brain are active when we do certain activities. This can be used to further assign roles to parts of the brain.

Case studies from many years ago can be developed using modern technology. An example of this is The Phineas Gage case study being developed by Damasio et al. Phineas Gage sustained damage to his brain while working and then became aggressive and impulsive. Damasio et al. used 3D scanning technology to identify that the frontal lobe had been damaged. From this ~~we~~ they assumed that the frontal lobe controls impulse control and aggression.

A strength of <sup>historical</sup> case studies is that they give ~~psychologists an idea of an initial~~ modern psychologists an initial understanding of the brain. However, historical case studies are not always reliable as the records may not have been kept accurately. Case studies are ~~are~~ also unique to the individual and so are not always generalisable. A strength of

modern brain scanning technology is that they ~~on it~~ can provide qualitative and quantitative data about the brain. Modern brain scans are also more reliable and give live data, increasing validity.

Overall, psychology has changed over time to become more accurate, reliable and valid.

(Total for Question 27 = 9 marks)



# Poll

What mark would you award?

0, 1, 2, 3, 4, 5, 6, 7, 8, 9





# Paper 1 Q27 – Response B

## SECTION F

Answer all questions. Write your answers in the spaces provided.

\*27 After conflicts such as the First or Second World Wars, victims were left with damaged brains. Soldiers who returned home with damaged brains found their level of functioning was impaired. Some also returned home suffering from psychological problems.

Case studies of brain-damaged patients have helped researchers to study the brain and from this they have attempted to propose how the structure and function of the brain affect human behaviour and processing.

Damage to a specific brain area can lead to theories about the function of that region, which may change over time as greater knowledge is amassed through research using improved technology.

Assess how psychological understanding of the brain has changed over time.

(9)

Psychology was born in 1875 when Wundt opened a laboratory <sup>in Germany</sup> to study people's thoughts. From here the main sources for information on the brain included post mortems: studying the brain after death and case studies; studies in detail about one individual/group on something naturally occurring. One of the most profound case studies was on Phineas Gage which led to an understanding of ~~how~~ the frontal lobe's function. One of the first technologies developed to study the brain was an EEG, developed by Hans Berger, electrodes are placed on the scalp in order to pick up activity in regions of the brain ~~the~~ during certain activities. Next came PET scans and MRI's which produced detailed live images of the brain's activity, furthering our understanding of functions in different regions. Currently, scientists are working on microscopes to study the brain at the level of neurons including neurotransmitter receptors.

In the World Wars, victims left with damaged brains could be studied for changes in behaviour and ability, such as increased aggression or trouble speaking. From here psychologists ~~may have been~~ <sup>were</sup> able to equate damage to functions. For example if damage to the front of the brain led to a soldier becoming highly erratic and impulsive, scientists could work out that the front of the brain may be responsible for impulse control and decision making. When improved technology was then developed such as EEG's and PET scans, these ideas may be proved or changed.

Case studies are still an important method for studying the brain especially for scenarios like brain damage in soldiers as it is highly unethical to give someone brain damage in the name of research, so are useful when studying things that couldn't otherwise be studied. They are also focused on real and naturalistic behaviour making them high in validity due to their ability to reflect true life, as that is what is studied. However, new techniques may outstrip old methods in terms of reliability and objective nature. Brain scans produce scientific and ~~not~~ quantitative data, requiring no interpretation thus making it a reliable and objective way of studying the brain. In addition they are able to study the living brain unlike older techniques such as post mortems. However they can lack validity due to the highly controlled environments they are conducted in, causing them to inaccurately represent true life. Overall, a combination of old and new methods is most effective to advance the study of psychology.



# Poll

What mark would you award?

0, 1, 2, 3, 4, 5, 6, 7, 8, 9



# Paper 1 Q28 – Response C

\*28 Lorenzo has always liked music and can play a number of instruments. His favourite instrument is the guitar but he can play the piano, drums, clarinet, saxophone and trumpet.

Recently Lorenzo has joined a band. He is one of the guitar players but sometimes plays the piano or drums or sings if others cannot attend rehearsals. He has been making some mistakes with the songs during rehearsals by missing notes or some words from the songs.

For their forthcoming performance at a local pub the lead singer, called Daniel, tells the rest of the band to wear black T-shirts with skulls on them and so they all buy one. Lorenzo does not have enough money to buy a T-shirt, but makes his own so that he does not feel like the odd one out.

During the performance the band members begin to shout and scream and swear a lot when they do not normally act this way.

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

(9)

Zimbardo's study showed that when the participants were all given a uniform their behaviours changed and they all became deindividuated. The band members all wore the same thing so their senses of their own personal identity became lost and so they did not feel very responsible for their behaviours. Zimbardo's study supports this as it shows that wearing the same uniform causes people to lose sense of their identity and behave much different than their normal selves.

Social Influence  
~~Zimbardo's study~~ suggests that there is a loss of responsibility <sup>when</sup> in a group. Because the band is a group, they do not feel as responsible for their actions as they can not

be identified within the group. This shows that when there is a group of people, they may behave differently because they do not worry about being held accountable for their actions.

Another study shows that some people will conform to fit in. The band mates may have started behaving aggressively because the rest of them were behaving that way and they wanted to fit in. However this doesn't fully explain their change in behaviour all at once as they may not have been trying to conform.



# Poll

What mark would you award?

0, 1, 2, 3, 4, 5, 6, 7, 8, 9



# Paper 1 Q28 – Response D (1)

\*28 Lorenzo has always liked music and can play a number of instruments. His favourite instrument is the guitar but he can play the piano, drums, clarinet, saxophone and trumpet.

Recently Lorenzo has joined a band. He is one of the guitar players but sometimes plays the piano or drums or sings if others cannot attend rehearsals. He has been making some mistakes with the songs during rehearsals by missing notes or some words from the songs.  
↳ *Willingham*

For their forthcoming performance at a local pub the lead singer, called Daniel, tells the rest of the band to wear black T-shirts with skulls on them and so they all buy one. Lorenzo does not have enough money to buy a T-shirt, but makes his own so that he does not feel like the odd one out.  
↳ *Not - conformity*

During the performance the band members begin to shout and scream and swear a lot when they do not normally act this way.  
↳ *deindividuation*

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

(9)

Lorenzo's mistakes may be explained by the lack of rehearsal for the other instruments or of the song lyrics. *Willingham's* learning theory states that in order to learn something, we must rehearse it. For example, playing the correct keys on a piano is an example of a physical skill. *Willingham* states that we need to repeat the movements multiple times so that the action becomes automatic. Since Lorenzo's favourite instrument is guitar, he is likely to not practise piano as much. This means that he is more likely to make mistakes when playing guitar. ~~However, a problem with this explanation is that *Willingham's*~~

A strength of this is that studies have found that the best violinists practice the most. This matters because, Lorenzo is also a musician meaning it is generalisable to him.

The band's behaviour can be explained by social influence. The uncharacteristic shouting and swearing could be attributed to deindividuation as they were all wearing the same shirt. ~~Zimbardo~~ *Zimbardo* et al found that, in the Stanford prison experiment, the guards' and prisoners lost their personal sense of self - especially as the guards became aggressive, becoming deindividuated from their uniforms. A weakness of this explanation is that the band members were not wearing uniform and so, these findings may not be generalisable to them.





## Paper 1 Q28 – Response D (2)

A strength of this is that studies have found that the best violinists practice the most. This matters because, Lorenzo is also a musician meaning it is generalisable to him.

The band's behaviour can be explained by social influence. The uncharacteristic shouting and swearing could be attributed to deindividuation as they were all wearing the same shirt.

Zimbardo et al found that, in the Stanford prison experiment, the guards and prisoners lost their personal sense of self - especially as the guards became aggressive becoming deindividuated from their uniforms. A weakness of this explanation is that the band members were not wearing uniform and so, these findings may not be generalisable to them.

Overall, Wiliam's learning theory may be more applicable to this scenario because the conditions of the Stanford prison experiment were more different to that of Lorenzo.



# Poll

What mark would you award?

0, 1, 2, 3, 4, 5, 6, 7, 8, 9





## Paper 2 Q5 – Response E (1)

\*5 Becker et al. (2002) conducted a natural experiment in Fiji to investigate the impact of television on eating behaviours. They assessed attitudes to eating in 1995, just as television was being introduced to the native population. They returned in 1998 to assess eating behaviours after three years of television exposure.

63 girls with a mean age of 17.3 years took part in 1995. A second sample of 65 girls with a mean age of 16.9 years took part in 1998.

To score eating behaviours, the two samples of girls completed a standardised EAT-26 questionnaire. They also answered questions about television viewing. Their weight, height, and body mass index (BMI) were also recorded.

Comparisons between 1995 and 1998 data indicated that, after exposure to western imagery on television, the reports of disordered eating such as self-induced vomiting to lose weight had increased.

Evaluate the use of natural experiments to investigate human behaviour.

Plan: (12)  
\* Extraneous variables cannot be controlled  
\* environment is real and naturalistic → no demand characteristics  
→ cause and effect cannot be established ↓ validity  
\* findings differ at times - cannot be replicated ↓ reliability

A natural experiment is an experiment where the researcher is not directly manipulating the independent variable but is observing it happen naturally. A naturalistic experiment takes place in a real life setting not a laboratory. Extraneous variables are very hard to eliminate and a naturalistic experiment has low levels of control.

Becker has no control over the environment in Fiji, he cannot eliminate extraneous variables such as attitudes

towards food of the participant.

AO2: This means that Becker is not controlling any variable to do with eating behaviour, he is just observing the impact of television behaviour on eating behaviours. Becker is not able to control the television changes in Fiji, they have evolved over time and the environment in Fiji is real and naturalistic. Becker is not conducting the study in a lab, he is recording attitudes from a real life setting.

AO3: A natural experiment is beneficial because the environment of Fiji is real and naturalistic, it is not manipulated or being tampered with. This means that the 2 sample of girls will behave naturally and will not display demand characteristics. This is because natural and normal behaviour of attitudes towards eating is displayed. They can answer the questionnaire with more honesty and less bias as they know they are not in a controlled / artificial setting. This means that they will behave naturally in which will increase the validity for Becker's study because



## Paper 2 Q5 – Response E (2)

the participants are acting naturally and not in a fake way.

A weakness of naturalistic environment experiments is that cause and effect cannot be established as extraneous variables cannot be controlled. As Fiji's television programmes are a real life setting, Becker cannot control what the girls are watching. This means that there might be other factors which affect eating behaviour but Becker cannot find the true effect because he is not controlling the television programmes. This means that cause and effect cannot be established which means Becker cannot fully understand the cause of television on eating behaviour because there might be other factors in television programmes he cannot control. This limits his findings.

Another weakness of using a natural experiment is that it cannot be replicated, reducing its reliability. The reliability of an experiment is the consistency of an outcome which means that as the environment is naturalistic, this means it is spontaneous. This means that

if another psychologist was to replicate Becker's experiment they would have different findings because the environment is natural and spontaneous. This decreases the reliability of Becker's experiment on seeing the effect of television on eating behaviour because

(Total for Question 5 = 12 marks)

if he was to conduct the same experiment in Fiji, 5 years later he would have different findings. If Becker would conduct this experiment in another country this he would have different findings because countries and cultures differ. A naturalistic environment would lower reliability because there would be different findings each time this experiment is conducted.

TOTAL FOR SECTION A = 37 MARKS



# Poll

What mark would you award?

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12





## Paper 2 Q5 – Response F (1)

\*5 Becker et al. (2002) conducted a natural experiment in Fiji to investigate the impact of television on eating behaviours. They assessed attitudes to eating in 1995, just as television was being introduced to the native population. They returned in 1998 to assess eating behaviours after three years of television exposure.

63 girls with a mean age of 17.3 years took part in 1995. A second sample of 65 girls with a mean age of 16.9 years took part in 1998.

To score eating behaviours, the two samples of girls completed a standardised EAT-26 questionnaire. They also answered questions about television viewing. Their weight, height, and body mass index (BMI) were also recorded.

Comparisons between 1995 and 1998 data indicated that, after exposure to western imagery on television, the reports of disordered eating such as self-induced vomiting to lose weight had increased.

Evaluate the use of natural experiments to investigate human behaviour.

(12)

A natural experiment is where the researcher ~~does not~~ does not control the independent variable ~~have any variables~~ that will affect the aim of the investigation and allows it to be carried out naturally.

\*One strength of a natural experiment is that it has high ecological validity. This is because it is done naturally and any extraneous variables that affect the findings are due to chance.

This means that the experiment can be generalised to other groups, in this scenario it can be applied to other native countries who have introduced western television. Another strength of a natural experiment is that it is easy for the experimenter to set up as they do not need to create an artificial environment for the

experiment to take place ~~in~~ in. This means it is not as time consuming and makes it quicker for the experiment to start. To add, there will be no demand characteristics as the environment is natural, making it more reliable.

However, a weakness for ~~the~~ natural experiments is that the environment is not as controlled as a lab or field experiment, which may make it less reliable as there may be extraneous variables that affect the results. There also may be individual differences that affect the results, such as a person's own upbringing or how they have been taught and this can affect the findings of the study.

These can be applied to this scenario ~~as~~ as it has high ecological validity as it was a natural experiment and can be generalised. However, they used 2 samples of girls which may have affected the results; they should have used the same set of girls to make the findings more accurate. To add, Becker et al only investigated this on girls, he should have done it on boys as well to make it more representative. This scenario is likely to have no demand characteristics as he used two separate samples, so neither knew the true aim of the



## Paper 2 Q5 – Response F (2)

experiment to take place ~~in~~ in. This means it is not as time consuming and makes it quicker for the experiment to start. To add, there will be no demand characteristics as the environment is natural, making it more reliable.

However, a weakness for ~~the~~ natural experiments is that the environment is not as controlled as a lab or field experiment, which may make it less reliable as there may be extraneous variables that affect the results. There also may be individual differences that affect the results, such as a person's own upbringing or how they have been taught and this can affect the findings of the study.

These can be applied to this scenario as it has high ecological validity as it was a natural experiment and can be generalised. However, they used 2 samples of girls which may have affected the results; they should have used the same set of girls to make the findings more accurate. To add, Becker et al only investigated this on girls, he should have done it on boys as well to make it more representative. This scenario is likely to have no demand characteristics as he used two separate samples, so neither knew the true aim of the

study. He also made them fill out questionnaires, <sup>decreasing</sup> reducing social

To conclude, I think natural experiments are a good way to ~~test for~~ investigate human behaviour as there will be no demand characteristics and it ~~also~~ has high ecological validity. Despite it being less scientific than a lab experiment due to the lack of control, it can be generalised to the public which is an advantage.

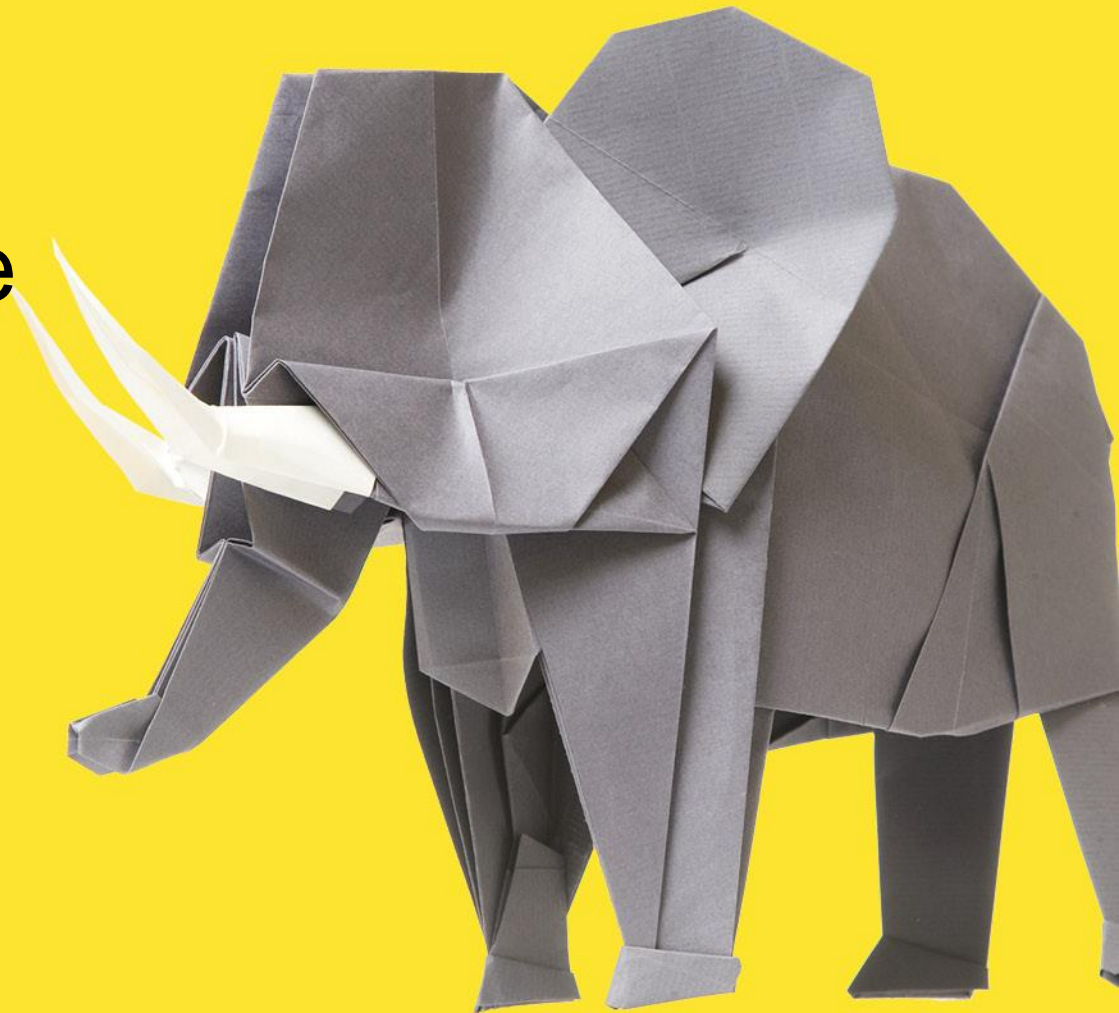


# Poll

What mark would you award?

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Consider  
strategies for  
students to use  
when  
approaching  
extended-  
writing  
questions







# Strategies for extended-writing questions

- Blended vs segregated essays
- Classroom strategies:
  - PEEL essays
  - 'AO circles'
  - 'CSI methods'
  - 'Generic answers'



# Blended vs segregated

- Extended essays do not have a specified format; a candidate will be credited for accurate content no matter how they present it.
- Blended essays: where AO1, AO2 and AO3 form each paragraph.
- Segregated essays: where an AO1 paragraph comes first, followed by AO2 and finally AO3.



# Blended vs segregated

## Pros and Cons

Blended essays	Segregated essays
<ul style="list-style-type: none"><li>• Each paragraph covers all the AOs</li><li>• Familiarity of the PEEL format often used in other GCSE subjects</li><li>• Can reduce repetition of points and so time is better used by candidates</li></ul>	<ul style="list-style-type: none"><li>• Individual paragraphs meet each AO skill</li><li>• Candidates can often 'see' the number and quality of each AO skill they are showing</li></ul>
<ul style="list-style-type: none"><li>• Takes longer to perfect</li><li>• Often more difficult for lower ability candidates to perfect</li></ul>	<ul style="list-style-type: none"><li>• Can be repetitive, limiting time in exam conditions</li><li>• Can often lead to generic points</li></ul>



# Classroom strategies

## ‘PEEL’

- Commonly used in extended essay subjects.
- Fits with a blended essay approach in GCSE Psychology teaching styles

### Slight differences in ‘PEEL’

- **Point** = AO1 knowledge and understanding
- **Example** = AO2 application to scenario
- **Evaluate** = AO3 assessment/evaluation
- **Link** = taking it back to the point, helps with judgements and conclusions



# Classroom strategies

## ‘PEEL’

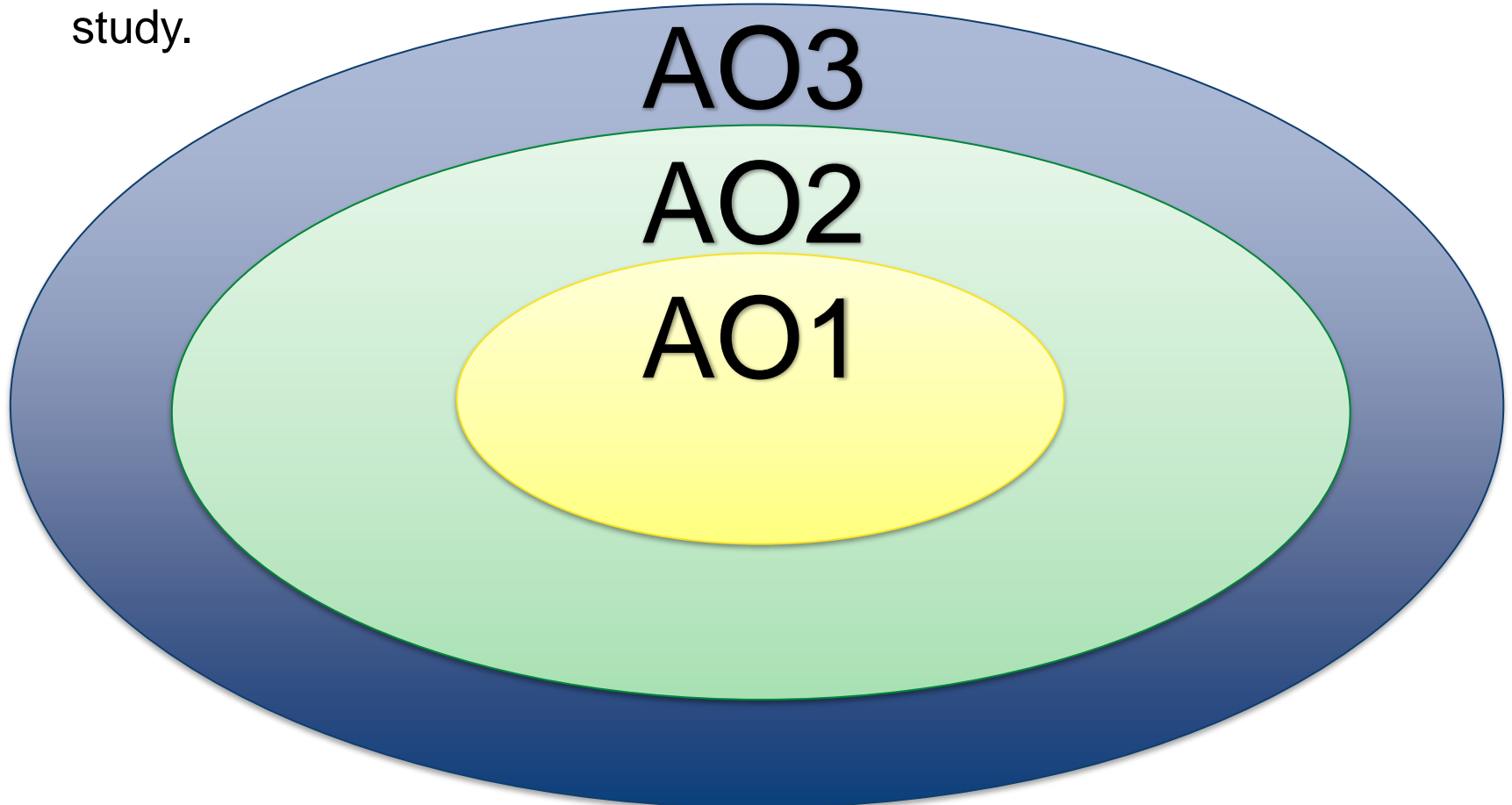
- (P) Extraneous variables are difficult for the researcher to control when using the correlational method to research human behaviour, (E) for example the twins’ experiences and upbringing cannot be excluded as a variable in the development of schizophrenia in the twins that were studied. (E) Therefore, the correlational method lacks internal validity due to the poor control over such extraneous variables that affect the twins in this study, (L) so the data gathered may not actually be a test of genetic inheritance.



# Classroom strategies

## ‘AO circles’

- + Works well for methods as a summary.
- Requires a scenario/study to be prepared by the teacher.
- + Could use core studies as the scenario to reinforce method and study.

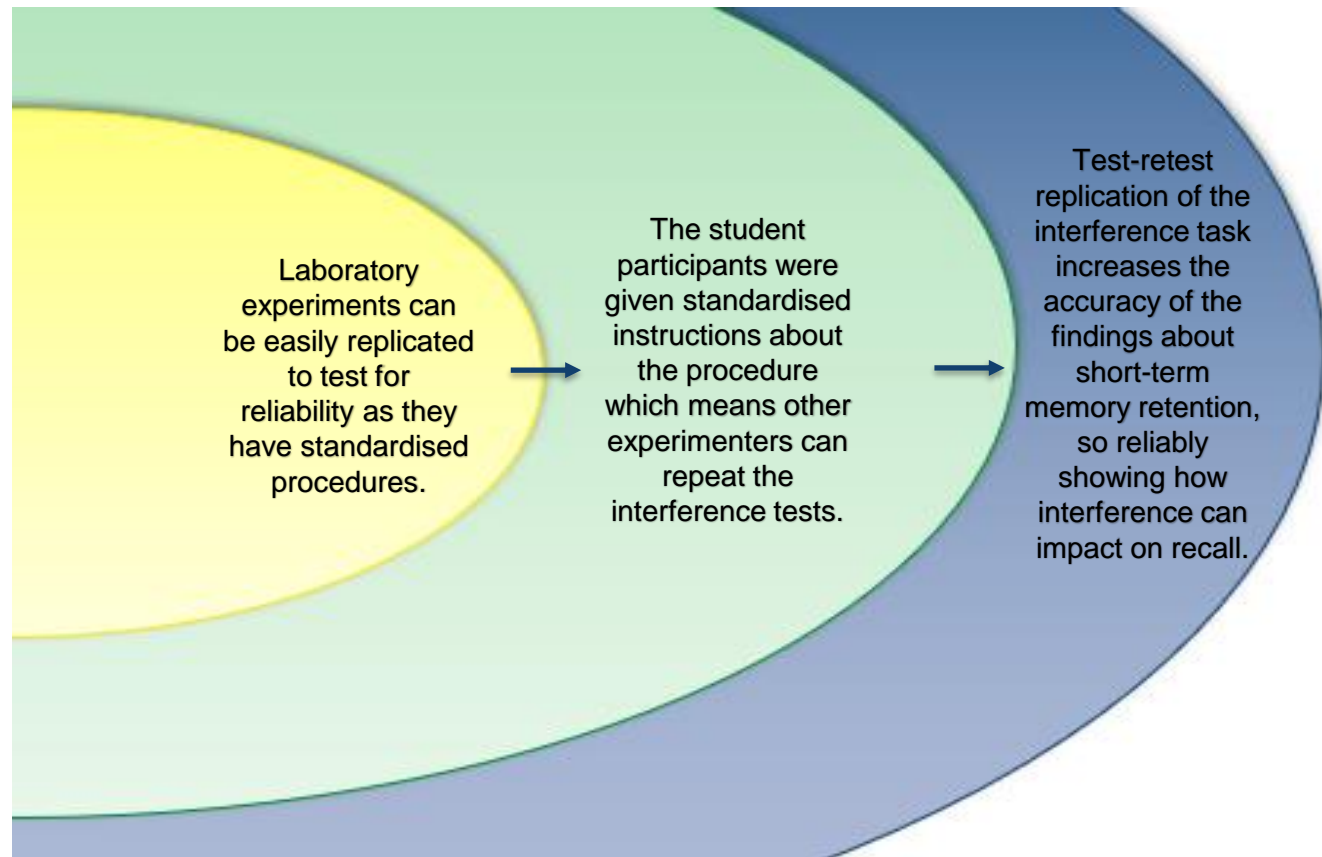




# Classroom strategies

## ‘AO circles’

Based on the method and scenario you used for Activity 2; Task 2, the content has been added here as an example.







# Classroom strategies

## ‘CSI methods’

- A methods ‘police investigation’ activity
  - what was the method (AO1)
  - how did they do it (AO2)
  - are they guilty of good or bad method choices (AO3)
  - the verdict. (conclusion/judgement)
- + Builds skills for unseen material
- Requires scenario studies to be prepared
- + Could be used to introduce core studies
- + Can be used as a short activity with any supporting evidence taught within theory and concepts
- Requires prior knowledge of methods content



# Classroom strategies

## ‘CSI methods’

There is an example in your pack for you to create a ‘CSI Methods’ master sheet from the scenario as part of your development from the course today.

Correlational research was conducted by Gottesman and Shields (1966) to find out if there was a genetic basis to the mental health disorder of schizophrenia.

They used a sample of twins to see whether it was likely that both twins would develop the disorder. The sample included 24 pairs of monozygotic (identical) twins, who share the closest genetic relatedness, and 33 pairs of dizygotic (non-identical) twins.

The findings of the study are shown in **Table 4**.

Twin pair	Both twins diagnosed with schizophrenia
Monozygotic twins	42%
Dizygotic twins	9%

**Table 4**

Gottesman and Shields (1966) concluded that their research showed a correlation between genetic relatedness and the mental health disorder of schizophrenia.

Evaluate the use of the correlation method to research human behaviour.

(12)

What do you know about the method?

**AO1**

Exactly how did they do it?

**AO2**

What are the strengths and weaknesses of this method for this research?

**AO3**  **AO3**

Verdict

Are they guilty of good or bad research into their topic?



# Classroom strategies

## ‘Generic answers’

- Provide students with a generic response to a question.
- Students have to rewrite the response as an applied response.
- Students can colour code AO1 and AO2 to visualise the differences.
- + Works well in all essays (methods, theories, issues and debates)
- + Can be adapted for short answer questions
- Requires prepared ‘generic’ answers
- Requires prepared scenarios

*Scenarios from the SAMs and Topic Guides could be used to help prepare this activity.*



# Classroom strategies

## ‘Generic answers’

**Adapt the example responses from ‘generic’ to ‘applied’.**

**\*23** Jagdeep is in her local shopping centre and her mum has just called to say she needs to come home quickly. Jagdeep sees a woman fall over in the centre of the walkway. Nobody goes to help, including Jagdeep. Once Jagdeep arrives home she tells her mum that she helped the woman.

Assess Jagdeep’s behaviour using **two** areas of psychology that you have studied.

(9)

Conformity is when an individual follows the majority of people in a social situation; they may behave differently when they are on their own. Nobody else helped so Jagdeep could be conforming to the majority. Latane and Darley (1968) found that the number of bystanders had an effect on participant responses to an emergency situation where fewer helped if there were bystanders than if they were alone.



# Classroom strategies

## ‘Generic answers’

**Adapt the example responses from ‘generic’ to ‘applied’.**

Nobody else **in the shopping centre** helped **the woman who fell over** so Jagdeep could be conforming to the majority. Latane and Darley (1968) found that the number of bystanders had an effect on participant responses to an emergency situation, where fewer helped if there were bystanders than if they were alone, **so Jagdeep may not have helped the woman due to the other shoppers being present who were bystanders.**



# Classroom strategies

## ‘Generic answers’

**Adapt the example responses from ‘generic’ to ‘applied’.**

**\*22** Hashim has recently been diagnosed with depression. His family believe that the disorder was caused by biological factors because his uncle and grandfather suffered from depression. Hashim believes that recent life experiences may have caused his disorder as recently his grandmother died and he also says he is struggling at work.

Assess how far nature and nurture would account for Hashim’s disorder.

(9)

Nature would say that depression is caused by inheritance of a gene predisposing a person to the symptoms of depression. Hashim may have inherited the condition through genes passed down, which is a ‘nature’ cause. Caspi et al (2003) found evidence for the 5-HTT gene being linked to depression, which could support a nature argument for the disorder.



# Classroom strategies

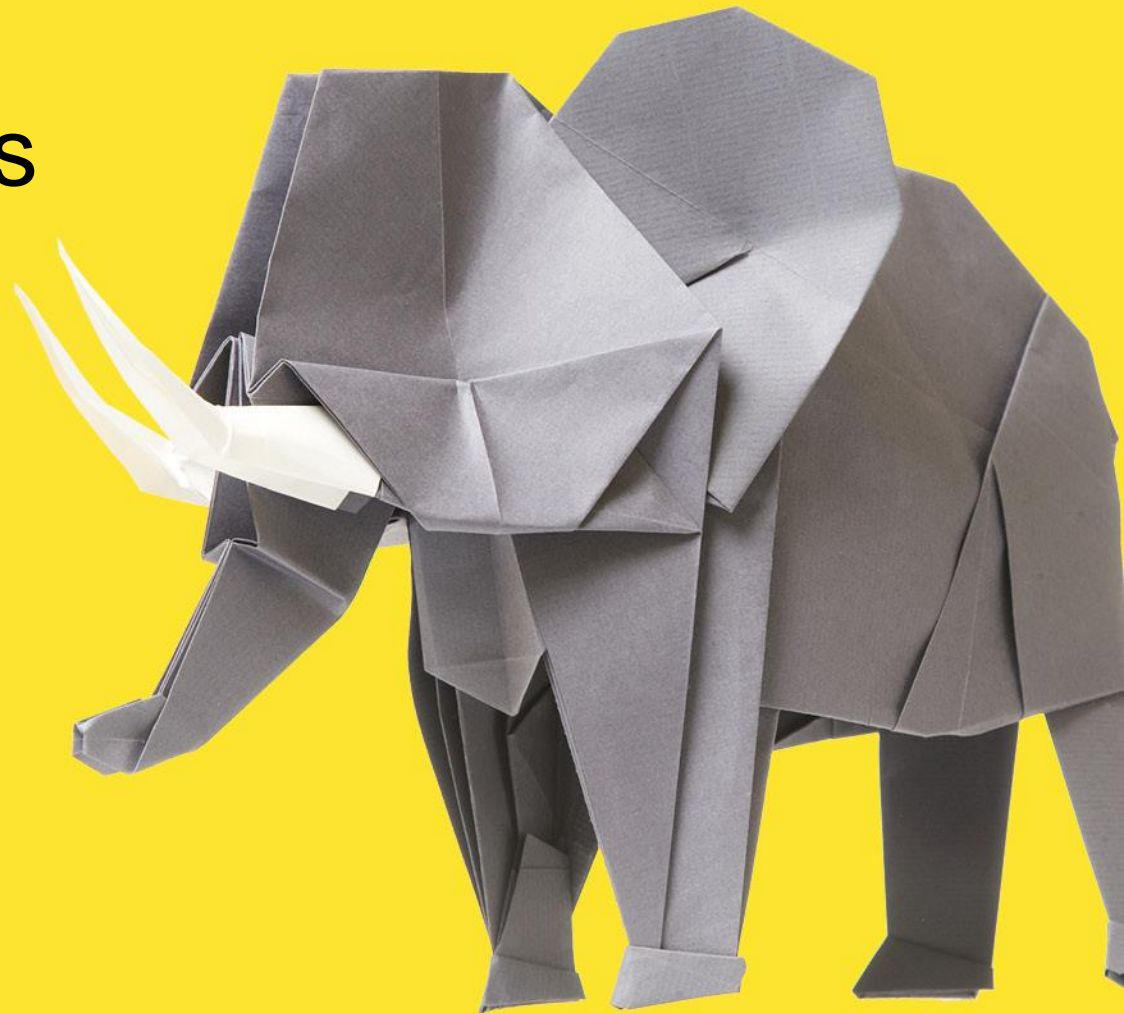
## ‘Generic answers’

**Adapt the example responses from ‘generic’ to ‘applied’.**

Nature would say that depression is caused by inheritance of a gene predisposing a person to the symptoms of depression. Hashim may have inherited the condition through genes passed down **as his uncle and grandfather had depression**, which is a ‘nature’ cause. Caspi et al (2003) found evidence for the 5-HTT gene being linked to depression, **and Hashim may have inherited a faulty allele of this gene from his grandfather.**



# Address common issues and FAQs

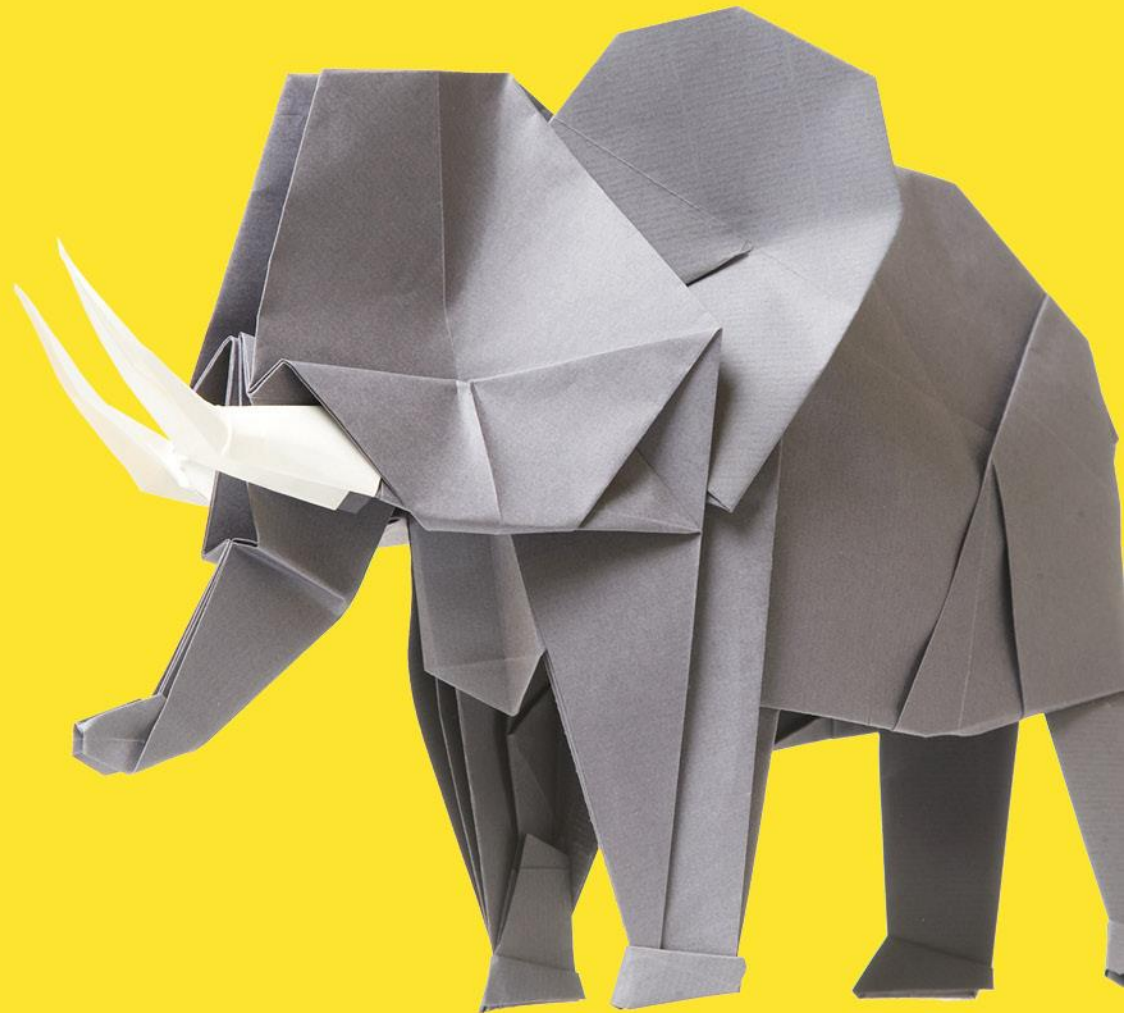




# FAQs

- Feedback with any queries.
- Your trainer will answer as many as possible.
- Have you seen the topic guides? These can answer some FAQs and provide teaching guidance and summaries of the core studies.
- Any that cannot be answered can be asked via Pearson Edexcel on the Ask the Expert service.
  - [TeachingPsychology@pearson.com](mailto:TeachingPsychology@pearson.com)

To close...





# To close...

- Complete the feedback task

- Want to be an examiner?

<https://home.edexcelgateway.com/pages/search.aspx>

Examiner - GCSE Psychology (2017 Specification)

Reference: Ex/GCSE/Psy/2017spec

- Interested in helping?
  - If your centre would be willing to provide example responses of candidate work for future training please give your contact details to the trainer.

# Your Subject Advisor

Tim Lawrence

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