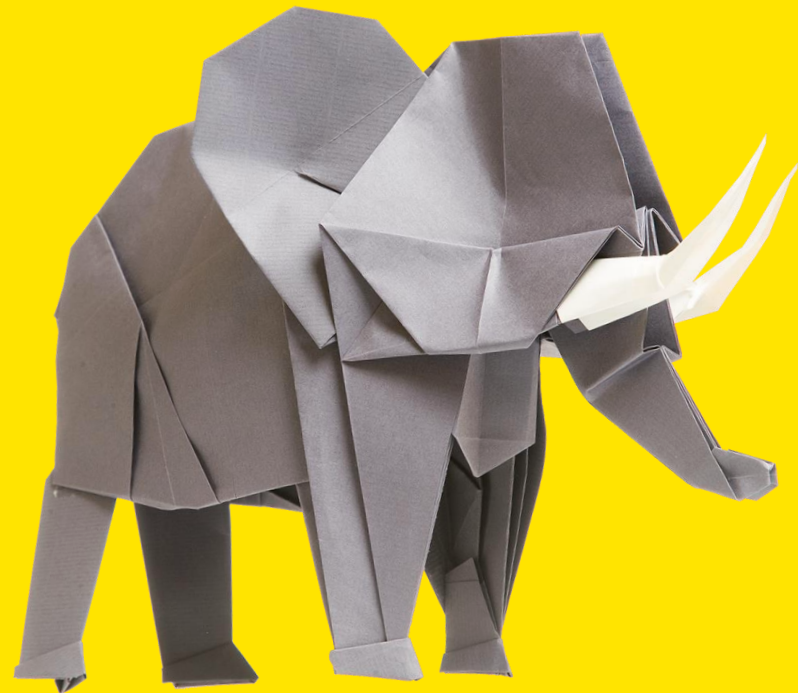


# GCSE Psychology

Summer 2023 Feedback for Paper 1



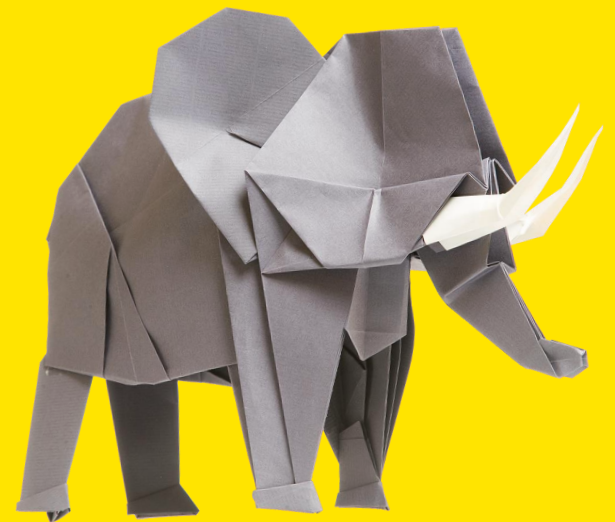
# Agenda

- Welcome, aims and objectives, agenda, polls
- Paper 1 overview
- Paper 1 feedback
- Delivery strategies, best practice, Edexcel support and information



Polls to get to know the  
delegates

# Paper 1 overview



# Paper 1 overview

Context of 2306 series

Performance summary

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number	Candidate Number		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Pearson Edexcel Level 1/Level 2 GCSE (9–1)</b>			
<b>Friday 19 May 2023</b>			
Afternoon (Time: 1 hour 45 minutes)		Paper reference	<b>1PS0/01</b>
<b>Psychology</b> <b>PAPER 1</b>			
You do not need any other materials.			Total Marks

**Instructions**

- Use **black ink** or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

**Information**

- The total mark for this paper is 98.
- The marks for each question are shown in brackets  
– use this as a guide as to how much time to spend on each question.
- In questions marked with an asterisk (\*), marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.

**Advice**

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

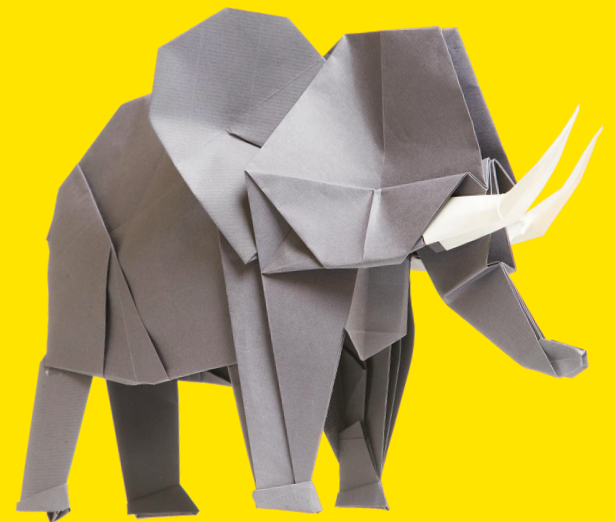


Mark Scheme (Results)

June 2023

Pearson Edexcel  
GCSE Psychology (1PS0)  
Paper: 01

Q4(a)



## Q4(a)

One mark for each appropriate conclusion

One mark for justification of each conclusion through analysis/interpretation

Candidates who did well identified two clear conclusions, then justified these using data from Figure 2

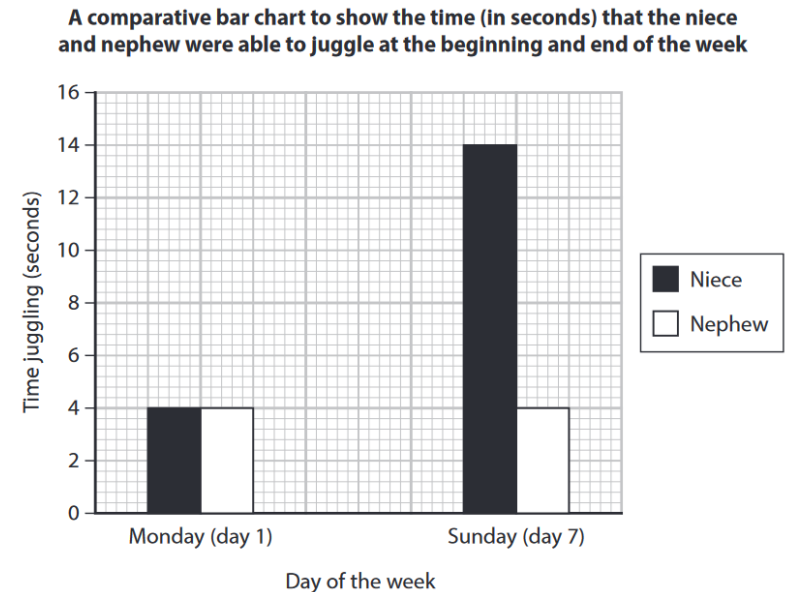
Candidates who did not do well did not offer conclusions from the Figure

- 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**

- (a) Explain **two** conclusions that could be made from **Figure 2** regarding the role of practice and effort in learning a new skill.

(4)

## Q4(a) – candidate response 1

(a) Explain **two** conclusions that could be made from **Figure 2** regarding the role of practice and effort in learning a new skill.

(4)

1 One conclusion that could be ~~made~~ made from Figure 2 is practice and effort increases ability of a new skill. We know this because at the start of the week (Monday) the niece could only Juggle for 4 seconds however as she practiced and put in effort at the end of the week (Sunday) she could juggle for 14 seconds which is a better score.

2 Another conclusion that could be made regarding the role of practice and effort in learning a new skill is if no practice and effort is put in to learning the skill there will be no improvement. We know this because nephew scored 4 on Monday and 4 on Sunday which is no improvement.



# Q4(a) – candidate response 1

(a) Explain **two** conclusions that could be made from **Figure 2** regarding the role of practice and effort in learning a new skill.

(4)

1 One conclusion that could be made from Figure 2 is practice and effort increases ability of a new skill. We know this because at the start of the week (Monday) the niece could only Juggle for 4 seconds however as she practiced and put in effort at the end of the week (Sunday) she could juggle for 14 seconds which is a better score.

2 Another conclusion that could be made regarding the role of practice and effort in learning a new skill is if no practice and effort is put in to learning the skill there will be no improvement. We know this because nephew scored 4 on Monday and 4 on Sunday which is no improvement.

## Q4(a) – candidate response 2

(a) Explain **two** conclusions that could be made from **Figure 2** regarding the role of practice and effort in learning a new skill.

(4)

1 One conclusion that could be made is that when practice and effort is supported by process praise, new skills will develop quicker. This is evidenced by the niece's 10 second improvement after being supported through process praise and the nephew, who had no praise's <sup>lack of</sup> ~~improvement of~~ improvement.

2 Another conclusion is that practice and effort helps to develop new skills. This is evidenced by the niece who <sup>and</sup> ~~was asked to~~ put in practice <sup>↑</sup> efforts ~~compa~~ improvement of 10 seconds and the nephew's 0 second improvement after he put no practice in. This conclusion is also evidenced by Gunderson's theory of practice and effort.

# What mark should be awarded?

What mark would you give the response?



## Q4(a) – candidate response 2

(a) Explain **two** conclusions that could be made from **Figure 2** regarding the role of practice and effort in learning a new skill.

(4)

1 One conclusion that could be made is that when practice and effort is supported by process praise, new skills will develop quicker. This is evidenced by the niece's 10 second improvement after being supported through process praise and the nephew, who had no praise's <sup>lack of</sup> ~~improvement of~~ improvement.

2 Another conclusion is that practice and effort helps to develop new skills. This is evidenced by the niece who ~~was asked to~~ put in practice <sup>and</sup> efforts ~~compa~~ improvement of 10 seconds and the nephew's 0 second improvement after he put no practice in. This conclusion is also evidenced by Gunderson's theory of practice and effort.



## Q4(a) – candidate response 3

(a) Explain **two** conclusions that could be made from **Figure 2** regarding the role of practice and effort in learning a new skill.

(4)

1. If you are given praise you will be more motivated to continue learning the new skill. This is because you want to keep ~~the~~ receiving praise and make the person proud of your achievements.
2. If you practice more often you are more likely going to be able to learn the skill. As shown in figure 2, Sergios niece goes from 4 to 16 seconds that she can juggle all because she ~~put~~ put effort into practising everyday.

# What mark should be awarded?

What mark would you give the response?



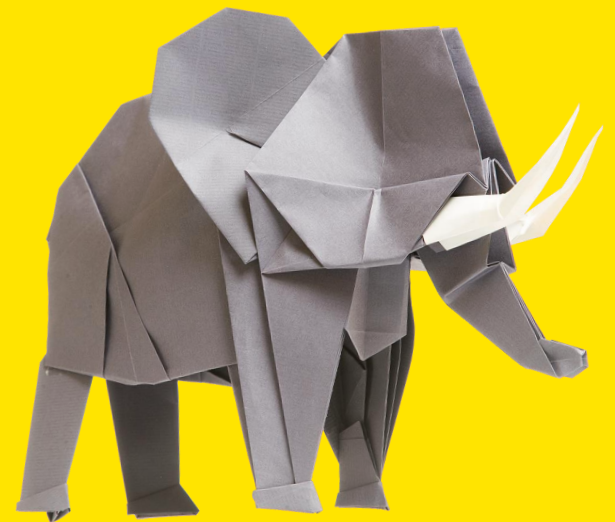
## Q4(a) – candidate response 3

(a) Explain **two** conclusions that could be made from **Figure 2** regarding the role of practice and effort in learning a new skill.

(4)

1. If you are given praise you will be more motivated to continue learning the new skill. This is because you want to keep receiving praise and make the person proud of your achievements.
2. If you practice more often you are more likely going to be able to learn the skill. As shown in figure 2, Sergio's niece goes from 4 to 16 seconds that she can juggle all because she put effort into practising everyday.

Q9b







## Q9(b) – candidate response 1

(b) Explain **two** weaknesses with using the Theory of Reconstructive Memory to account for Leah's memory of the event with the dog at the park.

(4)

- 1 The Theory of reconstructive memory was created in response to Bartlett's War of the Ghosts study, conducted on 7 adult women and ~~13~~<sup>13</sup> adult men, therefore maybe not generalisable to young-six-year-old children such as Leah.
- 2 The Theory of Reconstructive Memory was tested using an unknown, unfamiliar, native Indian Story, not real life situations and incidents like a dog bark. The study lacked external validity, therefore may not apply to Leah who was jumped at by a dog, a scenario high in validity.

## Q9(b) – candidate response 1

(b) Explain **two** weaknesses with using the Theory of Reconstructive Memory to account for Leah's memory of the event with the dog at the park.

(4)

- 1 The Theory of reconstructive memory was created in response to Bartlett's War of the Ghosts study, conducted on 7 adult women and 13 adult men, therefore maybe not generalisable to young-six-year-old children such as Leah.
- 2 The Theory of Reconstructive Memory was tested using an unknown, unfamiliar, native Indian story, not real life situations and incidents like a dog bark. The study lacked external validity, therefore may not apply to Leah who was jumped at by a dog, a scenario high in validity.

## Q9(b) – candidate response 2

(b) Explain **two** weaknesses with using the Theory of Reconstructive Memory to account for Leah's memory of the event with the dog at the park.

(4)

- 1 The Theory of Reconstructive memory does not consider individual differences within a person and therefore it can account for Leah's behaviour as she may have been inclined to tell her father a fabricated story in order to elicit empathy. Therefore, she chose to change details in the story rather than it being her memory for the event.
- 2 Bartlett's theory of reconstructive memory had no standardized procedure and the pictures and stories told to participants lacked any personal significance. Therefore, the results of his investigations cannot generalise to Leah's situation as this is an event that occurred in her daily life and therefore, due to the lack of personal realism in this case, the theory cannot account for her behaviour. (Total for Question 9 = 6 marks)



# What mark should be awarded?

What mark would you give the response?



## Q9(b) – candidate response 2

(b) Explain **two** weaknesses with using the Theory of Reconstructive Memory to account for Leah's memory of the event with the dog at the park.

(4)

- 1 The Theory of Reconstructive memory does not consider individual differences within a person and therefore it can account for Leah's behaviour as she may have been inclined to tell her father a fabricated story in order to elicit empathy. Therefore, she chose to change details in the story rather than it being her memory failing her.
- 2 Bartlett's theory of reconstructive memory had no standardized procedure and the pictures and stories told to participants lacked any personal significance. Therefore, the results of his investigations cannot generalise to Leah's situation as this is an event that occurred in her daily life and therefore, due to the lack of personal relevance in this case, the theory cannot account for her behaviour.

(Total for Question 9 = 6 marks)

## Q9(b) – candidate response 3

(b) Explain **two** weaknesses with using the Theory of Reconstructive Memory to account for Leah's memory of the event with the dog at the park.

(4)

1 Bartlett tested the Theory of Reconstructive Memory ~~by~~ by using a strange story. However, as this is a real-life situation for Leah, the way memory works may be different.

2 Also, ~~the~~ the Theory of Reconstructive memory was tested on adults, and as Leah is a child, the results may not be applicable to her.

(Total for Question 9 = 6 marks)

# What mark should be awarded?

What mark would you give the response?





## Q9(b) – candidate response 3

(b) Explain **two** weaknesses with using the Theory of Reconstructive Memory to account for Leah's memory of the event with the dog at the park.

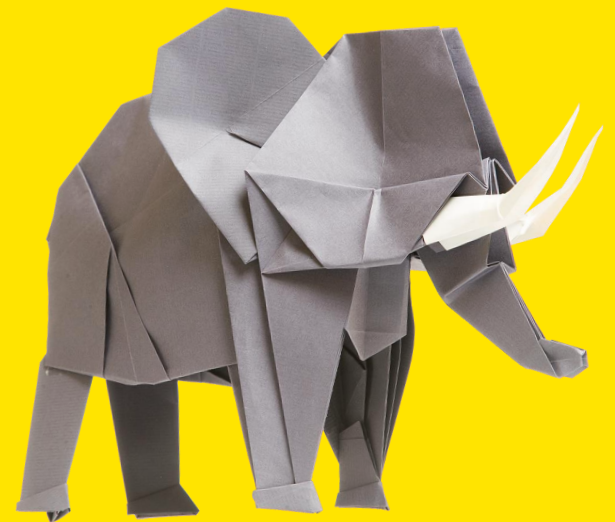
(4)

1. Bartlett tested the Theory of Reconstructive Memory by using a strange story. However, as this is a real-life situation for Leah, the way memory works may be different.

2. Also, the Theory of Reconstructive memory was tested on adults, and as Leah is a child, the results may not be applicable to her.

(Total for Question 9 = 6 marks)

# Q17



# Q17(a)

One mark for each appropriate conclusion

One mark for justification of each conclusion through analysis/interpretation

Candidates who did well identified two clear conclusions, then justified these using data from Table 2

Candidates who did not do well did not offer conclusions from the Table

- 17 Mattéo is investigating the impact of a treatment to help patients with severe prosopagnosia.

Mattéo recruited 10 patients with severe prosopagnosia. He gave half of his patients an 11-week face training programme which involved showing 12 faces at different angles, with different emotional expressions. The other half of his patients were put into a control group, where they watched TV instead of being involved in the training sessions.

Before and after the investigation, all the patients had their performance on a face task recorded, which involved them deciding which of the faces resembled a target face the most.

Mattéo's average results are shown in **Table 2**.

Group	Average performance on the face task before the investigation (% correct)	Average performance on the face task after the investigation (% correct)
Training programme	41	60
Control	39	38

**Table 2**

- (a) Explain **two** conclusions that could be made from the data in **Table 2**.

(4)

## Q17(a) – candidate response 1

(a) Explain **two** conclusions that could be made from the data in **Table 2**.

(4)

- 1 The training programme was helpful as a treatment for those with severe prosopagnosia. This is because the average after the investigation rose by 19%.
- 2 The control variable ~~also~~ watching TV didn't improve the patients' severe ~~prosop~~ prosopagnosia from the control variable. This is because after the investigation, the average went down by 1%, showing no improvement within the TV training session.

# Q17(a) – candidate response 1

(a) Explain **two** conclusions that could be made from the data in **Table 2**.

(4)

1 The training programme was helpful as a treatment for those with severe prosopagnosia. This is because the average after the investigation rose by 19%.

2 The control variable ~~also~~ watching TV didn't improve the patients' severe ~~prosop~~ prosopagnosia from the control variable. This is because after the investigation, the average went down by 1%, showing no improvement within the TV training session.

## Q17(a) – candidate response 2

(a) Explain **two** conclusions that could be made from the data in **Table 2**.

(4)

- 1 Those who ~~partly~~ participated in the training programme had an increase of 19%. correct as they got 41% correct on average before the investigation and 60% after, showing<sup>g</sup> that the training programme helped them to recognise faces.
- 2 The control group's average did not increase and stayed relatively the same their performance ~~increased~~ decreased from 39% to 38%.

# What mark should be awarded?

What mark would you give the response?





## Q17(a) – candidate response 2

(a) Explain **two** conclusions that could be made from the data in **Table 2**.

(4)

- 1 Those who ~~participated~~ participated in the training programme had an increase of 19% correct as they got 41% correct on average before the investigation and 60% after, showing that the training programme helped them to recognise faces.
- 2 The control group's average did not increase and stayed relatively the same their performance ~~increased~~ decreased from 39% to 38%.



## Q17(a) – candidate response 3

(a) Explain **two** conclusions that could be made from the data in **Table 2**.

(4)

1 The training programme had a higher % of correct participants with 60% correct. with the control group with only 38% of participants correct

2 The average performance on the face task before the investigation had a higher percentage in the training programme to begin with with 41% correct and 39% were correct with the control group

# What mark should be awarded?

What mark would you give the response?



## Q17(a) – candidate response 3

(a) Explain **two** conclusions that could be made from the data in **Table 2**.

(4)

1 The training programme had a higher % of correct participants with 60% correct. with the control group with only 38% of participants correct

2 The average performance on the face task before the investigation had a higher percentage in the training programme to begin with with 41% correct and 39% were correct with the control group

# Q17(b)

One mark for identification of each strength

One mark for justification of each strength

Candidates who did well identified two clear strengths, then justified these fully

Candidates who did not do well did not justify the strengths or gave generic or inappropriate suggestions

17 Mattéo is investigating the impact of a treatment to help patients with severe prosopagnosia.

Mattéo recruited 10 patients with severe prosopagnosia. He gave half of his patients an 11-week face training programme which involved showing 12 faces at different angles, with different emotional expressions. The other half of his patients were put into a control group, where they watched TV instead of being involved in the training sessions.

Before and after the investigation, all the patients had their performance on a face task recorded, which involved them deciding which of the faces resembled a target face the most.

Mattéo's average results are shown in **Table 2**.

Group	Average performance on the face task before the investigation (% correct)	Average performance on the face task after the investigation (% correct)
Training programme	41	60
Control	39	38

**Table 2**

(b) Explain **two** strengths of Mattéo's study.

(4)

## Q17(b) – candidate response 1

(b) Explain **two** strengths of Mattéo's study.

(4)

1. Mattéo's study had high levels of reliability as he had many standardised procedures. For example, Mattéo carried out an 11-week training programme to 5 ~~part~~ patients and had the other 5 patients in a different room watching TV.
2. Mattéo's results can be applied to hospitals and other medical services on finding a treatment for prosopagnosia. This is because Mattéo increased the patient's performance on recognising faces with severe prosopagnosia.

(Total for Question 17 = 8 marks)



## Q17(b) – candidate response 1

(b) Explain **two** strengths of Mattéo's study.

(4)

1 Mattéo's study had high levels of reliability as he had many standardised procedures. For example, Mattéo carried out an 11-week training programme to 5 ~~part~~ patients and had the other 5 patients in a different room watching TV.

2 Mattéo's results can be applied to hospitals and other medical services on finding a treatment for prosopagnosia. This is because Mattéo increased the patient's performance on recognising faces with severe prosopagnosia.

(Total for Question 17 = 8 marks)

## Q17(b) – candidate response 2

(b) Explain **two** strengths of Mattéo's study.

(4)

1. One strength is that ~~mentioned~~ Mattéo used a control group allowing him to be able to compare the two results and see the difference the training programme made. This makes the study ~~reliable~~<sup>valid</sup> as we can clearly see and understand the results.
2. Another strength is that he did the training programme ~~for 12 weeks~~<sup>using standardised procedures by using the same 12 faces each</sup> in order to ~~emphasise the difference~~<sup>with make and show that the same</sup> ~~this makes it~~<sup>using standardised procedures by using the same 12 faces. This makes the study</sup> reliable as the results are ~~more accurate~~.  
(Total for Question 17 = 8 marks)

# What mark should be awarded?

What mark would you give the response?





## Q17(b) – candidate response 2

(b) Explain **two** strengths of Mattéo's study.

(4)

1. One strength is that ~~Mattéo~~ Mattéo used a control group allowing him to be able to compare the two results and see the difference the training programme made. This makes the study <sup>valid</sup> reliable as we can clearly see and understand the results.
2. Another strength is that he did the training programme ~~for 12 weeks~~ <sup>using standardised procedures by using the same 12 faces each in order to emphasise the difference it will make and show that the results are</sup> using standardised procedures by using the same 12 faces. This makes the study reliable as the results are more accurate.

(Total for Question 17 = 8 marks)

# Q17(b) – candidate response 3

(b) Explain **two** strengths of Mattéo's study.

internal = control  
external = generalization

(4)

1 It had high control as he gave all his participants the same amount of time to do what they had to for the investigation.

2 He had them do the same test before all the procedures to see the change in results.

# What mark should be awarded?

What mark would you give the response?



# Q17(b) – candidate response 3

(b) Explain **two** strengths of Mattéo's study.

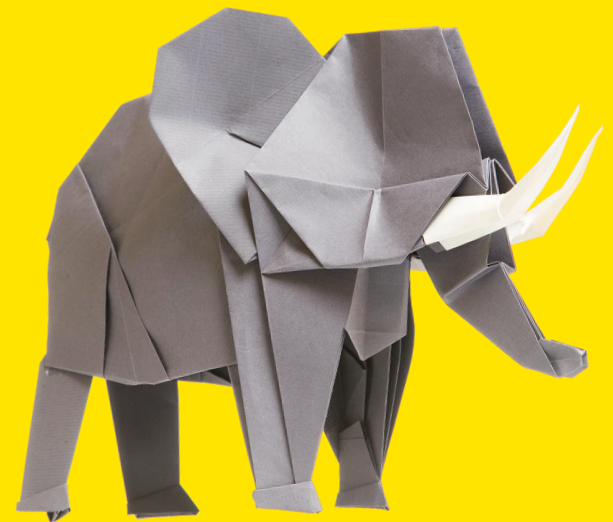
internal = control  
external = generalization

(4)

1 It had high control as he gave all his participants the same amount of time to do what they had to for the investigation.

2 He had them do the same test before all the procedures to see the change in results.

# Q22



# Q22

Assessment of the issue/debate using the 'Assess' taxonomy (command word)

All assessment objectives assessed:

- AO1 (3 AO1)
- AO2 (3 AO2)
- AO3 (3 AO3)

Requires (1) knowledge and understanding of social and cultural issues in psychology; (2) application to major atrocities in the novel scenario/stimulus; (3) evaluation and analysis to make judgements and draw conclusions

**\*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)



# Q22

Marked using levels based 'best-fit' approach using the level descriptors

Candidates who did well gave balanced responses and offered accurate and detailed content

Candidates who did not do well gave imbalanced responses and offered content that lacked accuracy and depth

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>

# Q22 – candidate response 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)  
Obedience is when you follow the instructions given to you by an authority figure. Conformity is when you ~~then~~ alter your behaviour in order to fit in with the majority of people.

Obedience was studied by ~~an~~ Milgram as he found that participants are more likely to obey an authority figure depending on different factors such as legitimacy and proximity to the authority figure. This was proven as the study was carried out in a run-down office building and in <sup>Yale</sup> ~~York~~, to prove that the legitimacy affects obedience and when the study was in Yale, participants were more likely to blindly obey.

Conformity was found by Asch as she placed a participant in a room with other researchers and

then asked them to pick which line was the longest. The researchers would pick the wrong answer to see if the participant would conform. Asch found that participants are more likely to conform due to social desirability bias.

One strength of Milgram's study is that it has practical applications as it allows ~~a~~ people to understand what makes others more likely to blindly obey. One weakness of Milgram's study is that it ~~was~~ lacked mundane realism, so therefore the scenario may not be generalisable to everyday life. ~~it was unethical as participants were unaware that they weren't actually electrocuting people.~~

One strength of Asch's study is that it was in a controlled setting, so there ~~was~~ <sup>were</sup> ~~are~~ <sup>less</sup> extraneous variables that could've effected the results. However, ~~the~~ one weakness is that the task had a low ecological validity as the task was unrealistic.

Both social issues revolve around the same idea ~~at~~ of social desirability bias and people's need to want to fit in with the majority.

# Q22 – candidate response 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)  
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One strength of Asch's study is that it was in a controlled setting, so there ~~was~~ <sup>were</sup> ~~are~~ <sup>less</sup> extraneous variables that could've effected the results. However, ~~the~~ one weakness is that the task had a low ecological validity as the task was unrealistic.

Both social issues revolve around the same idea ~~at~~ of social desirability bias and people's need to want to fit in with the majority.



# Q22 – candidate response 2

\*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.

Culture is a set of traditions and beliefs<sup>(9)</sup> shared by a group of people. Blind obedience is complying with the orders of an authority without thought. Social issues are problems for society like war and genocide. The two main categories of culture is individualistic and collectivistic. Antisocial behaviour is seen as destructive and unhelpful. Individualistic cultures may make people less likely to conform and obey authority as independence is emphasised which can also lead to less blind obedience. This may mean less death and destruction as they are less likely to blindly obey to commit these acts. Collectivistic cultures may make people more likely to conform and obey authority as respect to authority and interdependence is emphasised. However, people in collectivistic cultures are

less likely to help other people if they are not a part of that culture. This may mean that people from collectivistic cultures will commit ~~more~~ killings and destruction if the authority figure commanding it is from that same culture.

Social issues like war may have been caused by blind obedience to authority figures and people being deindividuated within a large crowd of people doing the same things causing them to conform and ~~commit~~<sup>cause</sup> destruction.

Harey, Banks and Zimbardo found that as the participants wore the prison and guard uniform, they were deindividuated into their roles, the prisoners becoming more submissive and the guards more hostile. <sup>This</sup> ~~which~~ shows how people were deindividuated to act more aggressive and unlike themselves which can explain antisocial behaviour and destruction. However, this took place in an artificial setting so it lacks ecological validity.

Piliavin et al. found that race had an effect on helping when the victim was drunk as the same race was much more likely to

## Q22 – candidate response 2 continued

help which shows how people from other cultures may help less when it comes to death and destruction. Although, Biliavin et al didn't control all extraneous variables as it was a field experiment making the results less valid. Milgram found that people were more likely to obey in a more legitimate context so people may obey to antisocial acts because of the legitimate context, however Milgram's experiment was a lab experiment so it lacks ecological validity.

---

(Total for Question 22 = 9 marks)

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# What mark should be awarded?

What mark would you give the response?





# Q22 – candidate response 2

\*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)

Culture is a set of traditions and beliefs shared by a group of people. Blind obedience is complying with the orders of an authority without thought. Social issues are problems for society like war and genocide. The two main categories of culture is individualistic and collectivistic. Antisocial behaviour is seen as destructive and unhelpful. Individualistic cultures may make people less likely to conform and obey authority as independence is emphasised which can also lead to less blind obedience. This may mean less death and destruction as they are less likely to blindly obey to commit these acts. Collectivistic cultures may make people more likely to conform and obey authority as respect to authority and interdependence is emphasised. However, people in collectivistic cultures are

less likely to help other people if they are not a part of that culture. This may mean that people from collectivistic cultures will commit ~~more crimes~~ killings and destruction if the authority figure commanding it is from that same culture.

Social issues like war may have been caused by blind obedience to authority figures and people being deindividuated within a large crowd of people doing the same things causing them to conform and ~~commit~~ <sup>cause</sup> destruction.

Haney, Banks and Zimbardo found that as the participants wore the prison and guard uniform, they were deindividuated into their roles, the prisoners becoming more submissive and the guards more hostile. <sup>This</sup> ~~which~~ shows how people were deindividuated to act more aggressive and unlike themselves which can explain antisocial behaviour and destruction. However, this took place in an artificial setting so it lacks ecological validity.

Pitcairn et al. found that race had an effect on helping when the victim was drunk as the same race was much more likely to

## Q22 – candidate response 2 continued

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(Total for Question 22 = 9 marks)

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# Q22 – candidate response 3

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Assess social and cultural issues in psychology.

soldiers  
situational factor (9)

Woodward  
narrow

A social issue is conflict of a situation within society. For example the persecution of Jews in world war two and rioting in crowds. Milgram can be used to show the effects of ~~conformity~~ obedience on authority and ~~can~~ can be applied to social issues. Milgram found that the closer to authority figure was to the participant, the more likely they were to give the maximum electric shock and the closer the victim was to the participant the more likely they were to give the maximum shock. The more legitimate the context, the more likely they were to give the maximum shock. Such as if the environment and setting was realistic they are more likely to believe it is a real life situation. These are all situational factors affecting obedience to an authority figure. Milgram's study can be used to explain soldiers obedience to authority.

figures in world war two persecuting Jews. Soldiers were more likely to conform if their commanding officer was closer. The soldiers wore uniforms. ~~Deindividuation~~ Deindividuation can be used to explain why soldiers conformed. They felt a loss of personal identity in uniform so they felt less responsible for the consequences of their actions. This is because they were taking part in a group behaviour with all Nazis were persecuting Jews. ~~Pluralistic Ignorance~~ Pluralistic Ignorance can be used to explain why German citizens didn't help Jews being persecuted. Other people didn't help so, nobody decided to intervene. This can also be explained by cost of helping and competence. The German citizens could not help as they may have been killed themselves. A strength of Milgram's study is that it has many practical applications to soldier behaviour and can be used to explain conformity but a weakness of Milgram's study is that it lacks ecological validity and real life application because giving shocks doesn't occur every day. This also caused distress to participants. Overall Milgram is effective in describing and explaining conformity in soldiers.

Society is a group of people living together in a situation. A major social issue within society is rioting and behaviour in crowds. Deindividuation

## Q22 – candidate response 3 continued

Can be used to explain crowd behaviour. When people are in a crowd there is a loss of personal identity and a person looks to those around them on how to behave and adopt the behaviours and beliefs of the group. This leads to blind obedience like in people obey orders even if they don't know what they are agreeing to do they want to fit in. This is shown in Zimbardo's study where prisoner-guard relationships were studied. The Navy funded this study to investigate increasing violence in naval camps. In Zimbardo, the guards were in uniform so experienced deindividuation which leads to increasingly violent behaviour <sup>as they are not</sup> responsible for their actions. A strength of Zimbardo is that ~~all~~ participants were fully immersed so his findings were representative of a real prisoner guard relationship. A weakness of Zimbardo is that he only studied males so his findings lacked generalisability. ~~This means~~ Overall many studies such as Milgram and Zimbardo are effective in explaining both social and cultural issues.

(Total for Question 22 = 9 marks)



# What mark should be awarded?

What mark would you give the response?



# Q22 – candidate response 3

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

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Assess social and cultural issues in psychology.

soldiers  
situational factor (9)

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subordinate  
narrow

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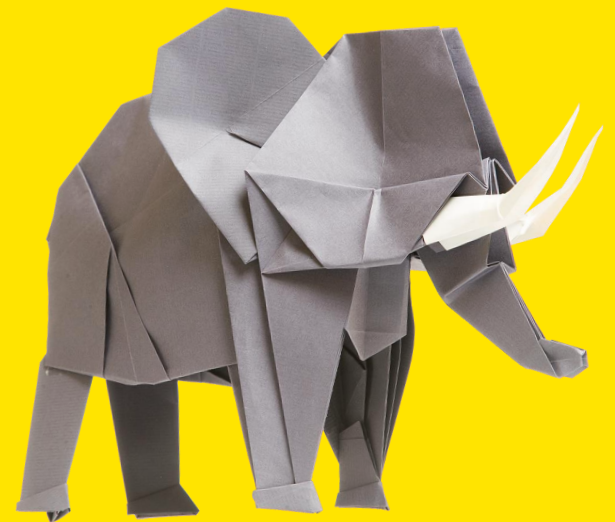


## Q22 – candidate response 3 continued

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(Total for Question 22 = 9 marks)

# Q23



# Q23

Assessment of at least two topics from the course using the 'Assess' taxonomy (command word)

All assessment objectives assessed:

- AO1 (3 AO1)
- AO2 (3 AO2)
- AO3 (3 AO3)

Requires (1) knowledge and understanding of two topics from the course; (2) application to the novel scenario/stimulus related to Lukas; (3) evaluation and analysis to make judgements and draw conclusions

**\*23** 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)

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# Q23

Marked using levels based 'best-fit' approach using the level descriptors

Candidates who did well gave balanced responses and offered accurate and detailed content

Candidates who did not do well gave imbalanced responses and offered content that lacked accuracy and depth

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>

# Q23 – candidate response 1

\*23 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.

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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)

One area of psychology we can see in Lukas's behaviour is obedience to authority. This is when you join in and do stuff your friends do just to fit into the group. We can see this because Lukas's friends laugh at the people who are in the musicals so Lukas laughs too. Even though he is in the musical club. We see this in the 3 lines study. A group of people are showed 3 different sized lines and they are asked which line is similar to another line they are shown. Most of the participants are fake participants and say the wrong answer. The results show the real participant just said the same answer as everyone else.

Another area we have studied is practise and effort. In this study process praise and personal praise is used. Process praise is when you praise an individual for their effort and personal praise is when you praise the action for getting something done. Process praise shows the idea for practise and effort. When you praise someone for their effort it makes them want to try more, giving them a growth mindset. Where as if you praise someone for getting something right all the time they will start to believe they always have to get answers ~~we~~ right. This will give them a fixed mindset. We see this in Lukas's behaviour when he is practising his lines and dance moves for his musical. This implies that practise and effort will make you improve and there is always something you can do to help you improve.



# Q23 – candidate response 1

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

(9)

Identification is where the ideas or beliefs of a group are adopted temporarily, but only when in the presence of the group. Lukas ~~is~~ only takes up the identity of the group when he is with them, as he does not make fun of other musical people when not with his friends. Hany, Banks and Zimbardo (1973) found that 90% of the prisoners' conversation in the study were about prison life, showing that when with other prisoners, they acted like them and identified with them, by talking about the same things. A weakness to this is that the study was done in an artificial setting so cannot be applied to Lukas, who is in a natural setting, so results are

not generalisable.

~~Re~~ Rehearsal is the process of repeating something over and over again in order to encode it into long-term memory. Lukas is repeating his lines over and over so that he can remember them when he has to perform. Peterson and Peterson (1959) found that participants who did not have time to rehearse the trigram could only recall 10% of them correctly after 18 seconds, showing the importance of rehearsal. A strength is this study had many standard controls, such as same timings or elimination of distracting noise, giving the results reliability.

# What mark should be awarded?

What mark would you give the response?





## Q23 – candidate response 2

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# Q23 – candidate response 3

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

(9)

Lukas' behaviour can be explained by conformity. Conformity is where a person changes their behaviour to match another person's or group of people's. It can take the form of normative social influence, where the person changes their behaviour out of a desire to be liked, or informational social influence, where the person changes their behaviour out of a desire to be right. It can be compliance, identification and internalisation. The first involves following the group externally when you are with them, but not agreeing with them. The second involves following the group and behaving them as long as you are with them, and the third involves behaving what they do permanently internally and externally.

Lukas appears to be showing signs of compliance, as outwardly he makes fun of other students involved in the musical, but on the inside he does not agree with this. He is also following normative social influence, as his behaviour is out of a desire to be liked by his friends.

A strength of using this is that it is backed up by research evidence. Asch conducted an experiment involving lines, and found that 75% of people conformed to the wrong answer purposefully picked by the majority. This shows evidence for conformity. Many factors making conformity more likely are also present, such as the size and unanimity of the majority. On the other hand, other explanations could be used to explain Lukas' behaviour. He could be showing obedience to a person in his group of friends that he sees as a legitimate authority figure. For example, As well as this, some participants in Asch's line test who supposedly conformed genuinely thought they were choosing the correct answer.

Lukas' behaviour can also be explained by the Multi-store Model of Memory.

The Multi-store Model was developed by Atkinson and Shiffrin, and shows how memory can be moved from the sensory register to the short-term memory and the long-term memory, and how it can be released and recalled, as well as the capacity, duration and method of encoding (acoustic, visual or semantic) for each element. The short-term has a capacity of 7±2 items and a duration of 18 seconds, and the long-term memory has a capacity that is potentially unlimited and a duration of a lifetime or beyond.

Lukas has moved his lines into his long-term memory by practising and rehearsing over and over again. He can then recall these whenever he wants to practise them. He also moves the dance moves into the long-term memory, as repeating them has made the



## Q23 – candidate response 3 continued

movements automatic for Lukas.

A strength of using this to explain Lukas' situation is that it ~~has~~ is backed up by Peterson and Peterson's study, which found that controlled and vocal rehearsal could move information into the long-term memory.

A weakness is that certain memories, such as 9/11, we remember for years yet don't rehearse (flashbulb memories). Clive Wearing also lost use of his long-term memory but could still play the piano, suggesting there is more than one type.

# What mark should be awarded?

What mark would you give the response?



# Q23 – candidate response 3

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# Website resources

GCSE Psychology

## Pearson Edexcel Level 1/Level 2 (9-1) GCSE Psychology

### Topic Guide 1

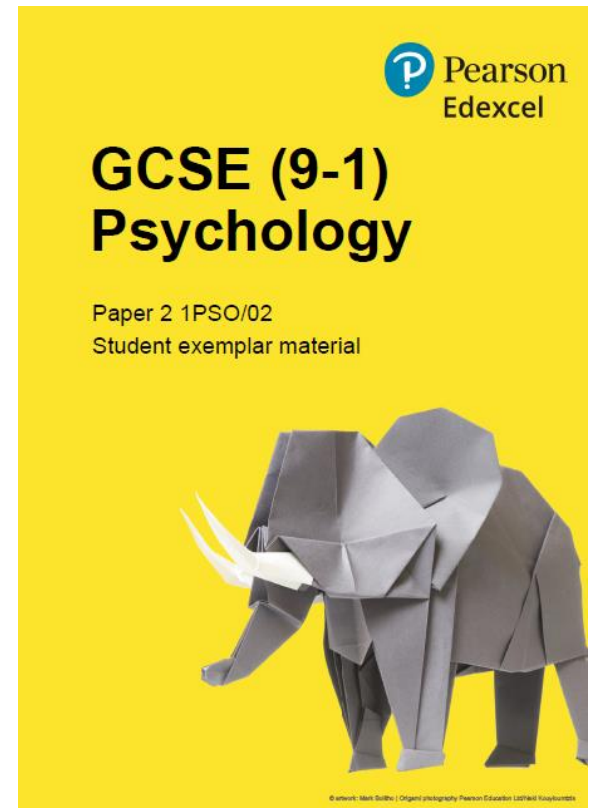
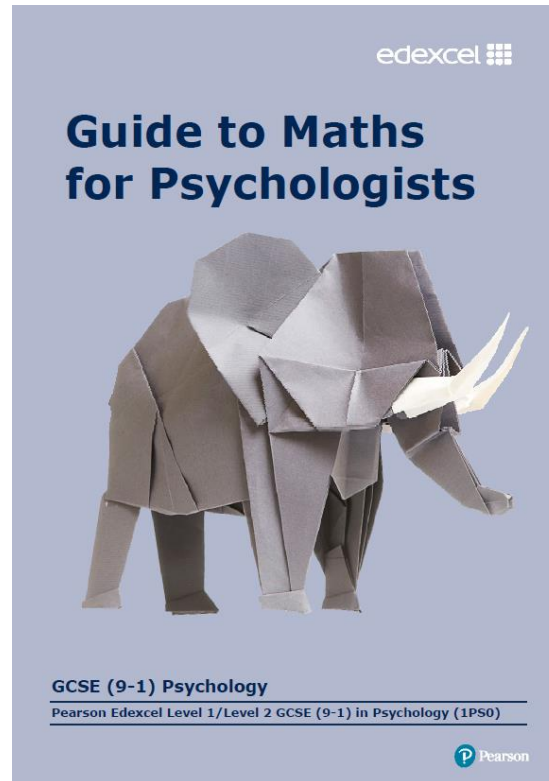
#### Development – How did you develop?

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1





# Considering delivery strategies and sharing best practice

1. Teaching strategies
2. Resources
3. Technology

# Support

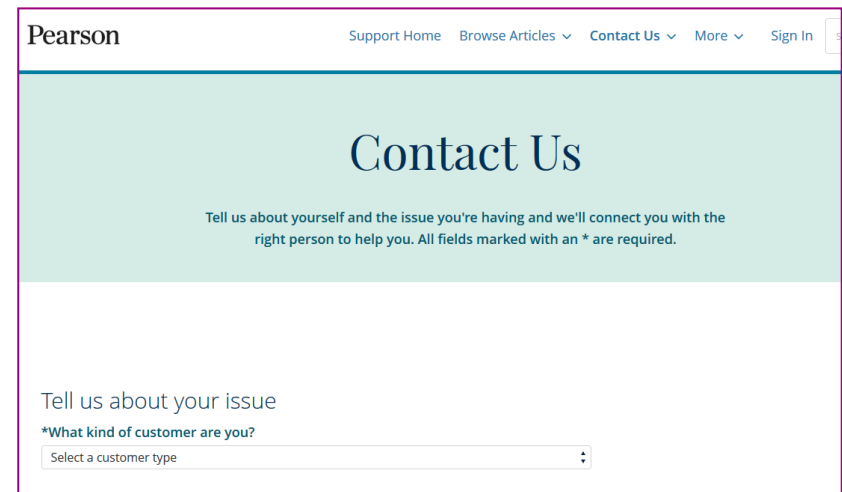
**Subject advisor:** Tim Lawrence

**Email:**

[TeachingPsychology@pearson.com](mailto:TeachingPsychology@pearson.com)

**Telephone:** 0344 463 2535

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html>

A screenshot of the Pearson 'Contact Us' page. The page has a light blue header with the Pearson logo and navigation links: 'Support Home', 'Browse Articles', 'Contact Us', 'More', and 'Sign In'. The main content area has a light green background with the title 'Contact Us' and a sub-header: 'Tell us about yourself and the issue you're having and we'll connect you with the right person to help you. All fields marked with an \* are required.' Below this, there is a section titled 'Tell us about your issue' with a dropdown menu labeled '\*What kind of customer are you?' and the text 'Select a customer type'.

# Other useful links

## Grade boundaries


This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the Examiner's Report, which is available for download with other documents.

## Examination results statistics

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

## Results Plus

- Edexcel's free online service gives instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.



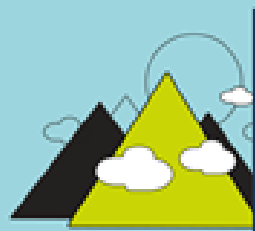
There's so much  
more to learn

Find out more about our range of events at

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Any questions?

Thank you for attending this event.

How did we do?

Please fill in the *evaluation form*  
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shortly.