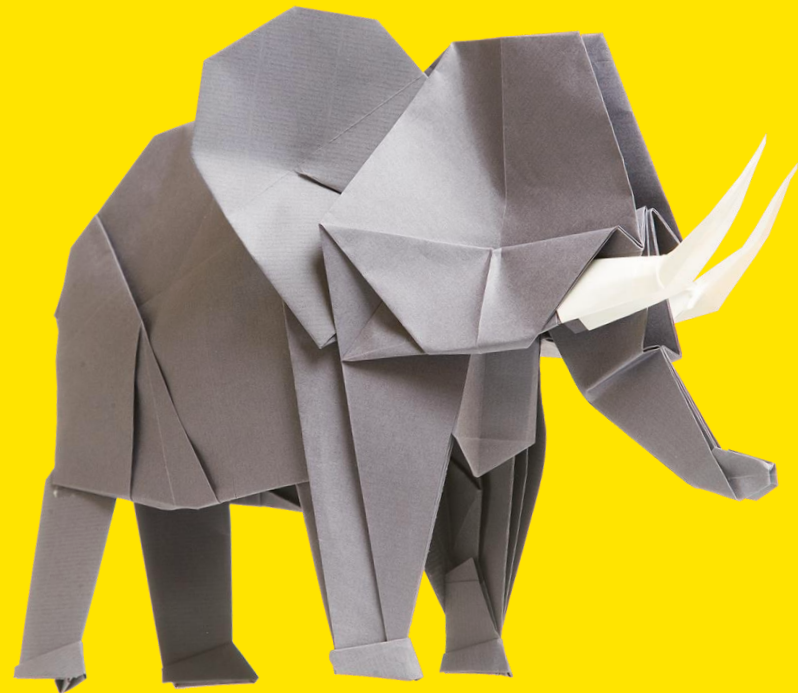


# GCSE Psychology

Summer 2023 Feedback for Paper 2





Polls to get to know the  
delegates

# Agenda

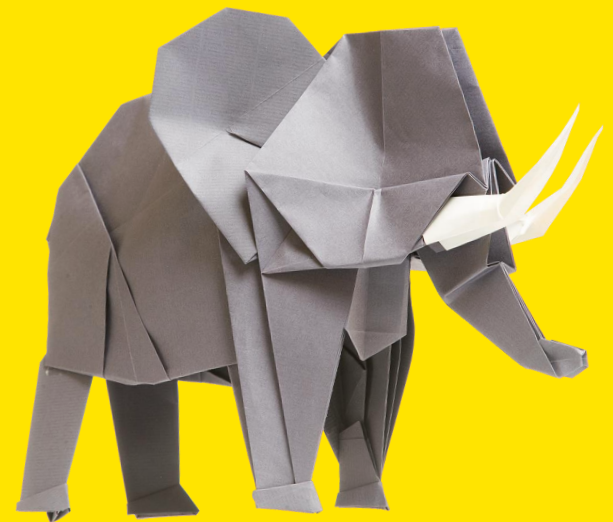
- Welcome, aims and objectives, agenda
- Paper 2 overview
- Paper 2 individual questions and feedback on exemplar
- Edexcel support and information. Any questions?

A large, solid yellow circle is centered on a white background. Inside the circle, the text "Summer series 2023" and "How was it for you?" is written in a black, sans-serif font.

Summer series 2023

How was it for you?

# Paper 2 overview



# Paper 2 overview

- Context of 2306 series
- What went well
- What was more challenging

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
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**Pearson Edexcel Level 1 / Level 2 GCSE (9–1)**

**Friday 26 May 2023**

Afternoon (Time: 1 hour 20 minutes)

Paper reference	<b>1PS0/02</b>
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**Psychology**  
**PAPER 2**

<b>You must have:</b> Calculator, ruler	Total Marks
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**Instructions**

- Use **black** ink or ball-point pen except for graphs where you should use a pencil.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are six sections in this question paper.
- Section A – answer **all** questions in Section A.
- Sections B to F – select **two** sections from B to F. Answer **ALL** questions in these sections.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must show **all your working out**, with **your answers clearly identified** at the **end of your solution**.

**Information**

- The total mark for this paper is 79.
- 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.
- Calculators may be used.

**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.

**Turn over** ►

# What went well



- Accurate knowledge and understanding of key terms, and research studies
- Research methods was the strongest section on the paper.
- Extended open responses showed an improvement in AO1 and AO2 skills.
- Research methods extended open responses were much stronger than in previous series.



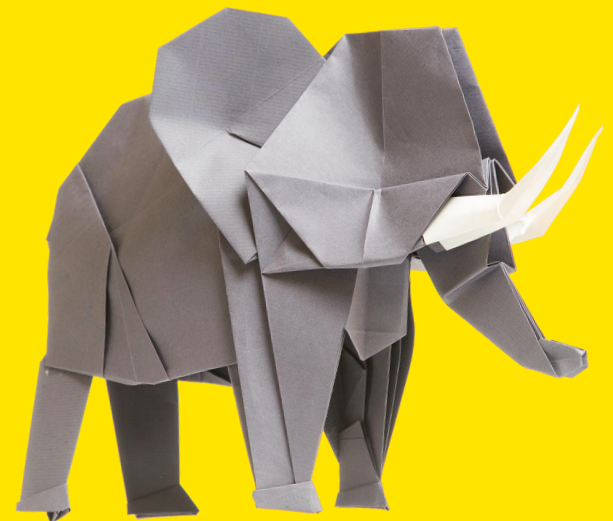
# Which questions were particularly challenging?

- Short answer questions which required **application (AO2)** to a novel scenario.
  - **Four-mark** AO2/AO3 questions were particularly challenging
  - Candidates should not just **describe** when answering a four-mark question.
- 32 Tilly is struggling with her sleep. She finds it hard to go to sleep at night and sometimes sleeps until 11am. Tilly feels tired a lot of the time and is worried that her grades at school will suffer because of her lack of sleep.
- Tilly visits her doctor to get help with her sleep. The doctor decides to test her hormone levels.
- Explain **one** strength and **one** weakness of using hormones to explain Tilly's sleep problems.
- Strength

2 x AO2  
2 x AO3  
question (4)



# Q2(b) Frequency Table



## Q2(b)

This was a 3 x AO2 mark question

Candidates achieved:

a) 1 mark for an appropriate table structure

b) 1 mark for (all three) appropriate row headings

c) 1 mark for appropriate column headings

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

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

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

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

(b) Draw a frequency table that Kamira could have used to record the data for her observation.

You must include appropriate column and row headings.

(3)

## Q2(b) – candidate response 1

	Frequency	Tally
Passersby who looked at item, then ignored it		
Passersby who picked up item & handed it in		
Passersby who <del>ignored</del> walked away with the item		

## Q2(b) – candidate response 1

Appropriate table structure

Appropriate row headings:

Appropriate column headings

	Frequency	Tally
Passersby who looked at item, then ignored it		
Passersby who picked up item & handed it in		
Passersby who <del>ignored</del> walked away with the item		

## Q2(b) – candidate response 2

	Boys	girls
looked but ignored the item		
picked the item up and gave to a member of staff.		
walked away with the item.		

## Q2(b) – candidate response 2

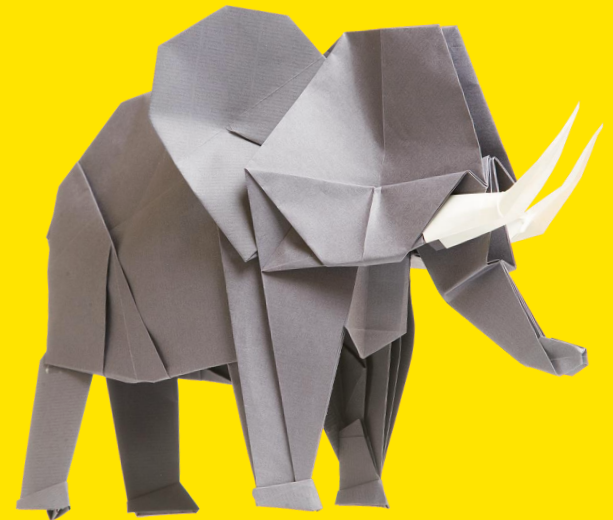
Appropriate  
table  
structure

Appropriate  
row  
headings:

Not an appropriate  
column heading

	<del>Boys</del>	<del>girls</del>
looked but ignored the item		
picked the item up and gave to a member of staff.		
walked away with the item.		

# Q5: Field experiments



# Q5

This is a **12-mark** levels-based extended open response question, consisting of:

- 4 x AO1 marks for knowledge and understanding of field experiments
- 4 x AO2 marks for application to the scenario given related to field experiments
- 4 x AO3 marks for evaluation/judgement of field experiments.

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

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

The scuba divers were allocated into the following different conditions:

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

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

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

Evaluate the use of field experiments to investigate human behaviour.

(12)



# Q5 – candidate response 1

Evaluate the use of field experiments to investigate human behaviour.

(12)

A field experiment is an experiment conducted in a natural environment, but where the independent variable is assigned and investigated by researchers. In terms of the Godden and Brodley Study, the ~~environment~~<sup>experiment</sup> is not conducted in a lab, rather familiar dry land or underwater environments to the divers.

A strength of field experiment such as this one is that it holds ~~or~~ higher ecological validity than a study conducted in a lab and therefore we can assume it is more generalisable to real life situations. Therefore some argue it is more efficient at investigating real human

behaviour for this reason.

A disadvantage of a field experiment can be found for the same reason however. The investigators are still able to control the independent variable, in this case, learning and recalling words ~~or~~<sup>under</sup> water or on land, however it is much more difficult to control extraneous situational variables in a natural environment rather than a fabricated one. Due to the natural setting of a field experiment, researchers cannot control variables such as light intensity, noise levels, or presence of other people very easily and this could lead to disruption <sup>during</sup> the study, and therefore unreliable results. It can also lower the validity as we can ~~to~~ not ensure that the <sup>independent</sup> variables ~~is~~<sup>are</sup> being measured effectively due to influence of other variables.

Field experiments are useful in the way that they can often be cheaper than a lab experiment, as one doesn't have to spend money on ensuring the location is available and usable. This is beneficial to the researcher conducting the study.

# Q5 – candidate response 1

AO1 Knowledge

AO2 Application

AO3 Evaluation/judgements

Evaluate the use of field experiments to investigate human behaviour.

(12)

A field experiment is an experiment conducted in a natural environment, but where the independent variable is assigned and investigated by researchers. In terms of the Godden and Brodley Study, the ~~environment~~<sup>experiment</sup> is not conducted in a lab, rather familiar dry land or underwater environments to the divers.

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Field experiments are useful in the way that they can often be cheaper than a lab experiment, as one doesn't have to spend money on ensuring the location is available and usable. This is beneficial to the researcher conducting the study.

## Q5 – candidate response 2

(12)

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

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

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

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

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

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

## Q5 - Response 2 – cont.

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

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

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

In conclusion, there are many benefits

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



# Q5 – candidate response 2

AO1 Knowledge

AO2 Application

AO3 assessment/competing arguments/judgements

Not really relevant

(12)

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

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

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

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

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

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

## Response 2 – cont.

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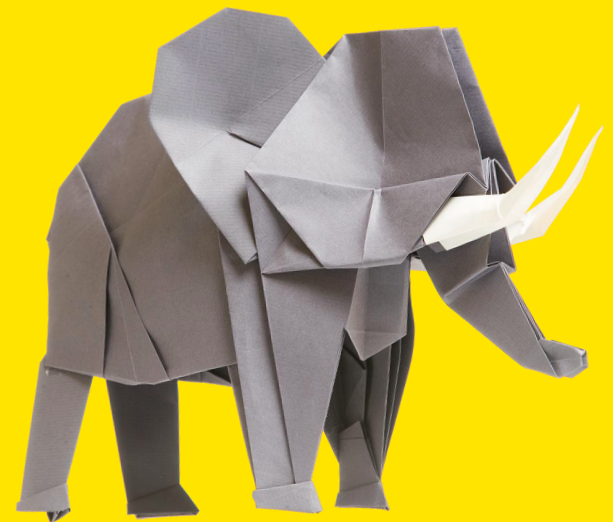
Also, the use of many different trials with different environment combinations improves the reliability and accuracy of the experiment since the relationships between the environments and memory can be clearly identified. However, since the scuba divers knew they were part of the experiment, their behaviour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

Therefore, Goden and Baddely (1976) could have tried to have a covert investigation which would reduce the demand characteristics of the scuba divers. They could test different areas of water as well.

In conclusion, there are many benefits

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

# Q12: Criminal option



# Q12

3 x AO1 marks for knowledge and understanding of Bandura et al study.

3 x AO2 marks for application to the novel scenario about Delun and captain Michael

3 x AO3 marks for assessment/competing arguments/judgements.

**12** Delun is seven years old and has started to copy the behaviour of his favourite television superhero, Captain Michael. In the television programme, Captain Michael can be very kind to the people he helps, but he also fights with the villains when he is saving other people. Delun's parents are concerned about some of the behaviours that Delun is copying.

Delun was recently in trouble at school because he jumped on another boy and hit him for teasing a younger child in the playground. Delun got upset when the teacher told him that fighting was bad behaviour. He told the teacher that he was saving the child from a bad guy because he wanted to be Captain Michael.

Assess how well Bandura, Ross and Ross (1961) can explain the behaviour of Delun.

(9)



# Q12 – candidate response 1

Assess how well Bandura, Ross and Ross (1961) can explain the behaviour of Delun.

(9)

Bandura, Ross and Ross is a study that explores aggression levels in children, and whether boys or girls are more aggressive.

The results from his experiment explain that overall boys are more aggressive than girls, and both are more aggressive with an aggressive male role model. The children exposed to aggressive role models display much more aggressive behaviour compared to those with non-aggressive role models. Delun was exposed to some aggressive behaviour from Captain Michael Chit fighting bad guys, and so hurt another boy that was teasing a younger child.

Bandura, Ross and Ross have the strength of good reliability, as is a standardised procedure that is easily replicable. This means valid results can be taken with a different range of children, and these results can be compared. A weakness however is how it doesn't account for alternate external or internal factors, such as genetics. In Delun's case, he only modelled behaviour because a younger child was in need of being saved.

# Q12 – candidate response 1

AO1 Knowledge

AO2 Application

AO3 assessment/competing  
arguments/ judgements

Assess how well Bandura, Ross and Ross (1961) can explain the behaviour of Delun.

(9)

Bandura, Ross and Ross is a study that explores aggression levels in children, and whether boys or girls are more aggressive.

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# Q12 – candidate response 2

Assess how well Bandura, Ross and Ross (1961) can explain the behaviour of Delin.

(9)

Bandura, Ross, Ross (1961) was a lab experiment that took place in the USA seeking to investigate social learning theory through on children's behaviour. It consisted of 72 children divided into male & females groups who watched a same-sex / different sex role model play with a doll. They then let each child play with the doll to see whether the child would follow social learning theory & mimic the behaviour of their role model. They found that boys were more likely to mimic aggressive behaviour, especially in the case of same-sex role model, as well as a general increase in aggression for those children who watched the aggressive role model regardless of sex. In the case of Delin, he has been mimicking the behaviour of his role model, who

is Captain Michael, by copying his actions and expressing his wants to be just like his role model. This is Delin showing social learning theory as he is mimicking the behaviour of his perceived role model who he has been exposed to through TV. Delin's emotional outburst after being told his mimicry of Captain Michael was bad shows his perception of him as a good role model.

Bandura, Ross & Ross, (1961) can help explain Delin's behaviour in many ways for example Delin is a boy, and the study showed boys were more likely to copy model the behaviour of the role model. Additionally Delin & the children in the study copied aggressive behaviour instead of Delin copying Captain Michael's good behaviour - which provides further explanation from Bandura's study to support Delin. Additionally, Delin's role model is the same sex as him, and he has shown aggressive behaviour, similar to the participants in Bandura. Also, Delin is similar in age to the participants of Bandura, Ross, Ross (1961) as he is 7

## Q12 – candidate response 2 continued...

and they were between 3-6 years. However, Delin is not in that kind age bracket which may reduce support ~~for~~ for this explanation. Not only this, De Bandna was a lab experiment with controlled times for birds to watch their role model as well as low ecological validity due to simulated conditions which may invalidate support as a result. Additionally, Ombserbach et al (1990) found that birds who did not know for what toy / situation they were in displayed more aggression - perhaps Delin was in

(Total for Question 12 = 9 marks)

an unfamiliar situation

TOTAL FOR SECTION B = 21 MARKS

so he behaved violently - This decreases support for Bandna, et al, (1981) try to explain Delin's behaviour



# Q12 – candidate response 2

AO1 Knowledge

AO2 Application

AO3 assessment/competing arguments/ judgements

Assess how well Bandura, Ross and Ross (1961) can explain the behaviour of Delun.

(9)

Bandura, Ross, Ross (1961) was a lab experiment that took place in the USA seeking to investigate social learning theory through on children's behaviour. It consisted of 72 children divided into male & females groups who watched a same-sex / different sex role model play with a doll. They then let each child play with the doll to see whether the child would follow social learning theory & mimic the behaviour of their role model. They found that boys were more likely to mimic aggressive behaviour, especially in the case of same-sex role model, as well as a general increase in aggression for those children who watched the aggressive role model regardless of sex. In the case of Delun, he has been mimicking the behaviour of his role model, who

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## Q12 – candidate response 2 cont.

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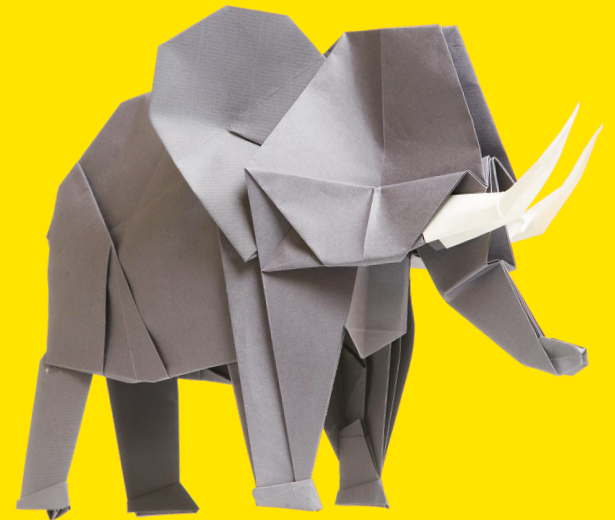
TOTAL FOR SECTION B = 21 MARKS

so he behaved violently - This decreases

support for  
Bandna, et al,  
1981

try to  
explain  
Delin's  
behaviour

# Q19: the self option



# Q19

3 x AO1 marks for knowledge and understanding of Vohs & Schooler's study.

3 x AO2 marks for application of the study to the students in the novel scenario

3 x AO3 marks for assessment/competing arguments/judgements about how well the study can be applied to the students.

**\*19** A teacher told his students that they were going to have a test in two weeks' time on their most recent history topic. He said that this was a good chance to demonstrate how hard they had worked.

In the next lesson, the teacher was called out of the classroom and the students at the front of the classroom saw the test questions and example answers on the teacher's desk. They took a photograph on their phones of the questions and answers and sent them to their history group chat.

Some of the students read the questions and used the answers to cheat in the test. The rest of the students deleted the chat message and did not look at the questions or answers.

Assess how well Vohs and Schooler (2008) can explain the behaviour of the students.

(9)



# Q19 – candidate response 1

<sup>(9)</sup>  
Vohs and Schooler (2008) conducted a study to investigate if free will and determinism had an influence on the tendency to cheat. They found that the participants who read about anti-free will (determinism) had higher tendency to cheat than those who read about free will. Therefore, the students that have taken the pictures of the test and sent it were deterministic as they believe (according to Vohs and Schooler) that the cheating was meant to happen anyways and they ~~can~~ cannot control it. Using Vohs Study, we can say that ~~the~~ the study they conducted, ~~it is reliable therefore~~ was reliable as it is easily replicable and can be tested on those students.

However, the students who behaved using their free will (which is the belief in one's control over their lives), they deleted the messages as according to Vohs and Schooler, they had

the option to choose the correct behaviour and do the right thing. As Vohs' study showed, the participants who read about free will were less likely to press the space bar and reveal the answer as they had a choice whether to act this way or not, the kids therefore chose to delete the message and not cheat. But Vohs Schooler study ~~we~~ did not mean that a belief in free will lead to innocence as those who ~~press~~ pressed the space bar may have just been lazy.

# Q19 – candidate response 1

AO1 Knowledge

AO2 Application

AO3 assessment/competing arguments/judgements

(9)

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# Q19 – candidate response 2

Assess how well Vohs and Schooler (2008) can explain the behaviour of the students.

(9)

Vohs and Schooler conducted an experiment on free will and determinism to settle the debate and find out what a belief in each will do when presented in a real life situation. Here, the students have the chance to either cheat or be trustworthy in their test. This is very applicable to Vohs and Schooler because both the experiment and the scenario discuss language cheating, determinism and free will.

However, Vohs and Schooler was conducted on 20 adults (13 female, 17 male) to assess their likelihood in cheating when faced with long, complex arithmetic

problems. The students here are presumably much younger as they are in a history classroom and not a setting in which they are likely to be associated to a study on free will and determinism. ~~This is not very generalisable~~ Vohs and Schooler is therefore not very generalisable to this situation as there is presumably a differing age representation.

Finally, in the Vohs and Schooler experiment, the participants were split into two groups, a control group. One read an article on free will and one read an article on determinism. They were assessed accordingly. The students have not been presented with either one of the articles and so may not have had much of an external influence on their choice. However, the groups of cheaters and non-cheaters will likely have different mindsets. Vohs

## Q19 – candidate response 2 cont.

and Schoolers are therefore reliable for this situation because one group of each has been more likely to cheat than the other. Yet, neither have been exposed to articles on free will or determinism so it is a slightly different scenario.

In conclusion, Voss and Schooler (2008) could ~~some~~ explain the behaviour of the students in a natural way and method, but slight specifics such as morals and beliefs may impact the true reliability and ~~general~~ generalisability of the study to the scenario.

(Total for Question 19 = 9 marks)

**TOTAL FOR SECTION C = 21 MARKS**



# Q19 – candidate response 2

A01 Knowledge

A02 Application

A03 assessment/competing arguments/judgements

Assess how well Vohs and Schooler (2008) can explain the behaviour of the students.

(9)

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## Q19 – candidate response 2 cont.

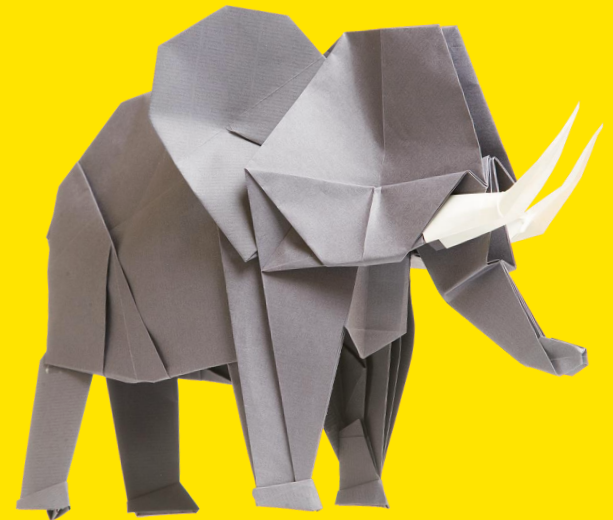
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**TOTAL FOR QUESTION 19 = 9 MARKS**

**TOTAL FOR SECTION C = 21 MARKS**

# Q26: Perception option



# Q26

3 x AO1 marks for knowledge and understanding of the Gibson's Direct Theory of Perception

3 x AO2 marks for application to the Liz's journey in the novel scenario

3 x AO3 marks for assessment/ competing arguments/judgements.

26 Liz was on a train looking out of the window. Although she did not feel like she was moving, she knew the train was travelling very fast. Liz could see a church and although the features of the church building were blurred and unclear, she knew it was far away. She could also see fields and trees stretching into the distance.

• Cues  
• Cues  
• Reliability

Liz became aware that the train was slowing down, even though she could not hear the sound of it slowing down. Liz stood up and began to gather her belongings, but when she looked through the window of the train, she saw that the station was smaller than the trees she could also see, so she sat back down.

Assess how well the Direct Theory of Perception (Gibson, 1966) can explain how Liz was able to interpret her surroundings.

1/1



## Q26 – Candidate response 1

Assess how well the Direct Theory of Perception (Gibson, 1966) can explain how Liz was able to interpret her surroundings.

(9)

The direct theory of perception states that we fully perceive our surroundings through the processing of visual information;

~~The first~~ The speed of the train can be perceived through optical flow, which is the movement of light in our eyes. Liz could see that her surroundings were moving ~~towards~~ towards her really quickly so perceived she must be moving fast. She could tell the church was far away due to the texture gradient, which is when the further objects lack texture and detail. As the features of the church were blurred, she realized it must have been far away. The fields and trees stretching far away is known as linear perspective, which is how <sup>parallel</sup> lines are extended and come together the further they are from you.

Liz sees that the station is smaller than the trees and knows she isn't there yet. This is another depth cue known as size ~~difference~~ size constancy, where the relative size of an object is compared to its actual size to determine its distance. She realized she was ~~smaller than~~ smaller than that if the church is smaller than the trees then she must have been far away so sits down again.

# Q26 – Candidate response 1

AO1 Knowledge

AO2 Application

AO3 assessment/competing arguments/ judgements

Assess how well the Direct Theory of Perception (Gibson, 1966) can explain how Liz was able to interpret her surroundings.

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# Q26 – candidate response 2

Assess how well the Direct Theory of Perception (Gibson, 1966) can explain how Liz was able to interpret her surroundings.

(9)

Gibson's Direct theory of Perception ~~from~~ (1966) ~~has~~ states that we perceive things based on the visual information that enters our eyes; bottom-up processing. It says that our environment and its objects provides enough clues for us to appropriately perceive our surroundings. Liz could perceive that she was moving fast because of the optic flow, which is the patterns of moving light in our optic array. This could help her perceive that ~~the was that~~ the train was moving fast despite her feeling no movement. Gibson's Theory has been backed by research evidence, however it is also considered reductionist because ~~it~~ it does not consider ~~the~~ the effect of past experiences on our perception.

The use of visual cues to ~~aid our~~ ~~per~~ is also very crucial to help us perceive properly. Visual cues can be categorised into two - monocular and binocular, depending on whether only one eye is required to perceive or both eyes must be functioning; Liz used monocular cues

such as relative size, which is ~~perceiving~~ ~~at~~ that farther objects ~~look~~ <sup>seem</sup> smaller than closer objects, and texture gradient, which is that details on the surface of the object are less defined when they are far away, to analyse how far the train station was from the train and how far away the church was from her. The use of these cues ~~only~~ required Liz to use one eye only, unlike binocular cues.

As opposed to Gibson's direct theory (1966), Gregory's Constructivist theory (1976) states that our perception is influenced by our previous knowledge and past experiences; top-down processing. It also emphasises on perceptual hypotheses, which is the estimate of what is most likely to be the ~~best~~ information ~~that~~ that is lost from the sensory input. This can help explain why we fall for visual illusions, because our brain keeps switching between the likely perceptual hypothesis. There is also <sup>research</sup> evidence that supports this theory, such as Haber and Levin (2001), showing that this may be a better explanation as to how we perceive ~~the~~ the things around us in our environment.

# Q26 – candidate response 2

AO1 Knowledge

AO2 Application

AO3 assessment/competing arguments/ judgements

Assess how well the Direct Theory of Perception (Gibson, 1966) can explain how Liz was able to interpret her surroundings.

(9)

Gibson's Direct theory of Perception (1966) states that we perceive things based on the visual information that enters our eyes; bottom-up processing. It says that our environment and its objects provides enough clues for us to appropriately perceive our surroundings. Liz could perceive that she was moving fast because of the optic flow, which is the patterns of moving light in our optic array. This could help her perceive that she was that the train was moving fast despite her feeling no movement. Gibson's Theory has been backed by research evidence, however it is also considered reductionist because it does not consider the effect of past experiences on our perception.

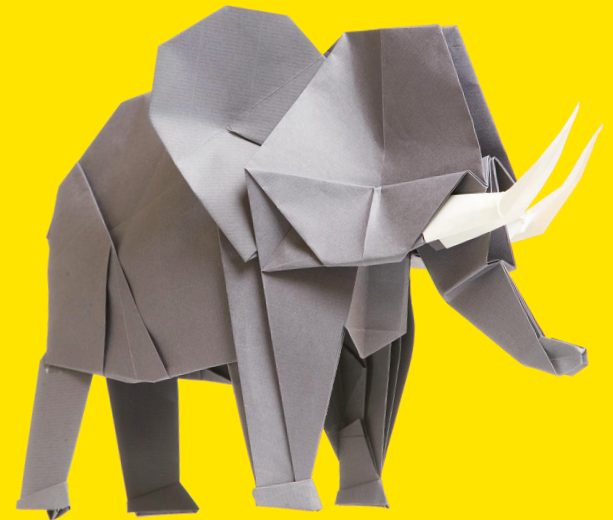
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Q32 sleep and dreaming  
option: 4 mark question



## Q32

2 x AO2 marks for identification of a strength/weakness applied to Tilly's sleep problems

2 x AO3 marks for justification of the strength/weakness given.

**There NEEDS to be some application to the scenario (not just a name or place) in order for ANY marks to be given. Generic responses will ALWAYS get 0 marks!**

Possible links for candidates to use.  
Note: the name Tilly or sleep problems (in the question) is not enough for application

32 Tilly is struggling with her sleep. She finds it hard to go to sleep at night and sometimes sleeps until 11am. Tilly feels tired a lot of the time and is worried that her grades at school will suffer because of her lack of sleep.

Tilly visits her doctor to get help with her sleep. The doctor decides to test her hormone levels.

Explain **one** strength and **one** weakness of using hormones to explain Tilly's sleep problems.

## Q32 – Candidate response 1

### Strength

The amount of melatonin she produces will effect how Tilly feels tired. Surely she will have a lack of melatonin suggesting why she isn't tired.

### Weakness

A Situational or environmental factor could be what is influencing Tilly's sleep. School could be stressful or it could just be that at night her blinds don't make her room dark enough to sleep in. Social media and technology could also influence Tilly's ability to sleep.

# Q32 – Candidate response 1

A02

## Strength

The amount of melatonin she produces will effect how Tilly feels tired. Surely she will have a lack of melatonin suggesting why she isn't tired.

## Weakness

A situational or environmental factor could be what is influencing Tilly's sleep. School could be stressful or it could just be that at night her blinds don't make her room dark enough to sleep in. Social media and technology could also influence Tilly's ability to sleep.



## Q32 – Candidate response 2

AO2

AO3

Strength

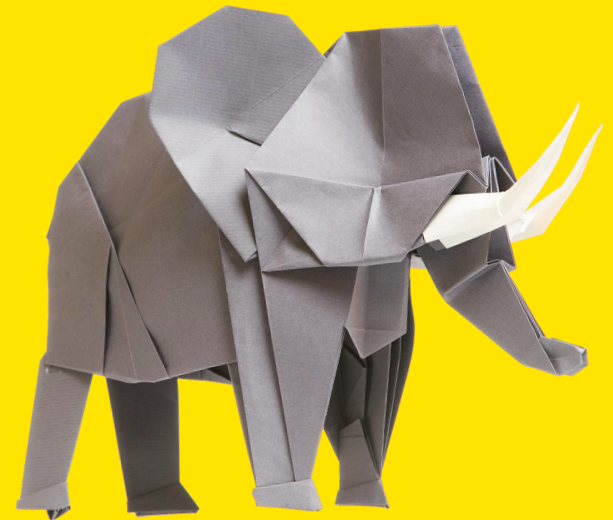
Kim et al found that when rats were sleep deprived they had ~~more~~ low melatonin levels. This explains the fact that Tilly may struggle sleeping at night as her pineal gland may not release enough melatonin causing her to not feel tired. She could then take melatonin pills to improve her sleep/wake cycle.

Weakness

Using hormones to explain Tilly's sleep problems is reductionist as it fails to consider other factors affecting her sleep. For example, Tilly may not see enough natural light during the morning in the morning, causing her to sleep until 11am. Food or medication may also be affecting her sleep.

(Total for Question 32 = 4 marks)

# Q33 Sleep and Dreaming option



# Q33

## 9 mark assess question

3 x AO1 marks for knowledge and understanding of external influences on sleep.

3 x AO2 marks for application to the Artem's situation in the novel scenario.

3 x AO3 marks for assessment/ competing arguments/judgements about external influences and Artem's sleep.

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

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

Assess how well the use of external influences could help Artez with his sleep.

(9)

# Q33 – candidate response 1

Assess how well the use of external influences could help Artez with his sleep.

(9)

External influences are things within the environment and outside factors such as light and temperature that can affect sleep. Light - for example - sends a signal to the supra chiasmatic nuclei to signal the production of melatonin. These external factors help trigger sleep and inform the body when to sleep.

So Artez who is a paramedic and works in the night may feel sleepy at work or affect his sleep pattern as the external cues are telling his body to sleep when he needs to be alert and working. The colleague suggesting bright lighting and thick curtains will help Artez manipulate external cues of light in order to regulate ~~the~~ melatonin production and help maintain a sleep pattern with his shift work.

A weakness of using external influences ~~to help sleep~~ to help Artez is that perhaps other influences on sleep such as stress with his job as a paramedic

may be causing change in his sleep patterns. Also maybe the bright lights, curtains and strict meal schedule may not help Artez.

One strength of using external influences though is that there is supporting research evidence from Sippre that emphasises the importance of external cues on sleep as his sleep ~~cycle~~ varied from 18-51 <sup>3</sup>/<sub>4</sub> hrs without light to influence his sleep and body. This is a strength as it helps validate methods of using lights and blackout curtains to help Artez.

# Q33 – candidate response 1

Assess how well the use of external influences could help Artez with his sleep.

(9)

External influences are things within the environment and outside factors such as light and temperature that can affect sleep. Light - for example - sends a signal to the supra chiasmatic nuclei to signal the production of melatonin. These external factors help trigger sleep and inform the body when to sleep.

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AO1 Knowledge

AO2 Application

AO3 assessment/competing arguments/ judgements

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# Q33 Candidate response 2

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

External influences on sleep are factors outside of the body which have an impact on sleep cycles. For example, diet, sunlight, and lifestyle are all external factors which could affect a person's sleep. However, internal influences are factors related to the body that could affect sleep such as hormones.

Artez works night shifts. This means that he is working throughout the night when it is darker, and sleeping in the day when it is lighter. When it is darker, the pineal gland releases melatonin which signals the need for sleep, making Artez feel tired.

Artez's colleague suggests to use bright lighting when Artez wakes up. This is because light is a zeitgeber and if Artez is exposed to bright light when he wakes up, his pineal gland will stop producing melatonin.

Furthermore, diet is an external influence on sleep. So, by eating a big breakfast, Artez will be

supplied with plenty of energy for the night shift which may further reduce his tiredness.

A strength of using external influences to explain help Artez with his sleep is that there is research evidence to suggest that external influences play an important role in sleep. For example, Siffert found that when he spent 6 months in a cave without access to light (an external factor), he came out with ~~severe~~ weakened vision and poor dexterity, as well as losing his perception of time. This case study provides evidence that external influences impact the sleep-wake cycle. However, as this was a case study, the findings are not representative and thus lack generalisability.

A weakness of using external influences to help Artez is that it is reductionist as it ignores ~~biological~~ internal influences on sleep. For example, some people with insomnia ~~have~~ <sup>have</sup> damaged or missing a missing the ~~all~~ <sup>part</sup> in the brain that produces orexin / hypocretin, which plays a role in the sleep-wake cycle. Therefore, by ignoring internal influences on sleep, ~~the~~ solely using ~~an~~ external influences could be considered reductionist.

In conclusion, external influences are <sup>ineffective</sup> ~~original~~ way of helping Artez with his sleeping problems.



# Q33 Candidate response 2

AO1 Knowledge

AO2 Application

AO3 assessment/competing arguments/judgements

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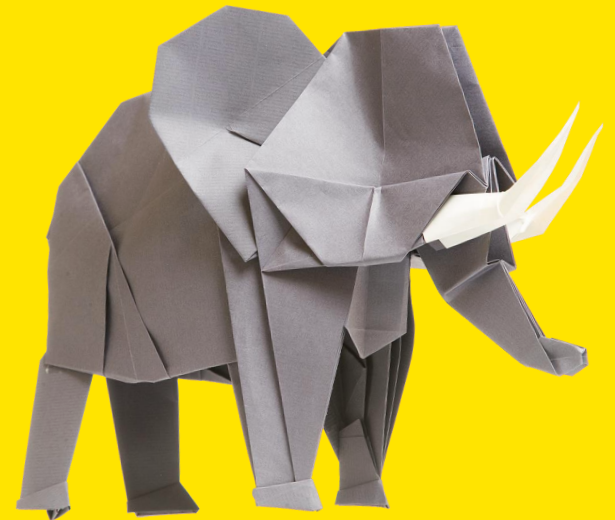
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# Q40 Language option



# Q40

## 9 mark assess question

3 x AO1 marks for knowledge and understanding of linguistic determinism

3 x AO2 marks for application to the Naadir's situation in the novel scenario

3 x AO3 marks for assessment/ competing arguments/judgements about linguistic determinism as an explanation of Naadir's behaviour.

'40 Naadir lives in a remote tribal community where there is limited technology. A visitor from a large city came to the community and brought a laptop computer. When the visitor asked Naadir where she could go to connect her laptop to the internet, Naadir did not understand what the visitor meant.

The visitor showed Naadir the laptop, which Naadir called a television. When the visitor was typing on the keyboard of the laptop, she showed Naadir how the words would then appear on screen. Naadir responded by saying how the remote control for the television was very advanced. He later told his friends about the special television that came from the city.

Assess how well linguistic determinism can explain why Naadir talks about the laptop as a television.

(9)

# Q40 - Candidate response 1

Assess how well linguistic determinism can explain why Naadir talks about the laptop as a television.

(9)

Linguistic determinism is when language determines the way you <sup>view</sup> ~~see~~ the world. Naadir only has limited technology so when she sees a laptop her only ~~word~~ ~~f~~ word for one was television. One strength of linguistic determinism is that it helps show how people view the world.

Sapir Whorf's hypothesis is that the language you use directly influences the way you perceive the world. Naadir doesn't ~~stop~~ stop calling the laptop a television because in her mind the laptop is a TV. This is a limitation as linguistic determinism is highly reductionist, as it only looks at one aspect so cannot be generalised to the bigger population.

The Dani tribe have only ~~an~~ 2 words for colour warm and cold, when researched it was found the tribe could tell the difference between different colours but just ~~didn't~~ didn't have the words for it in their language. Naadir can probably tell the difference between the laptop and a television she just doesn't have the word to express it. This is a limitation as linguistic relativism is a better explanation of Naadir's language.



# Q40 - Candidate response 1

AO1 Knowledge

AO2 Application

AO3 assessment/competing  
arguments/ judgements

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# Q40 – Candidate response 2

Assess how well linguistic determinism can explain why Naadir talks about the laptop as a television.

(9)

Linguistic determinism suggests that the language we speak limit our abilities to think about the world only in a way our language splits-out. Here, Naadir could not understand what the visitor meant by the words 'laptop computer' or 'the internet', and he referred to it as a television and the computer keyboard as a remote control. This is because Naadir lives in a remote tribal community where there is limited technology. Perhaps, ~~the~~ the language Naadir spoke did not include the words for 'laptop' and the 'internet' and only for 'television', as that was the only thing he had. That is why he did not understand what the foreign objects were. It could be supported by the evidence from the Piraha tribe, who only have numbers for one, two and many, so when foreigners introduced the concept of other numbers, like 5, the people from the tribe could not understand them. Thus, linguistic determinism could be used to explain why Naadir talks about the laptop as a TV.

~~the~~ However, linguistic determinism can explain Naadir's misunderstanding to a limited extent. Linguistic determinism is reductionist as it suggests that we can only think about the world as ~~high~~ as our language allows us. This can be disproven by the evidence found in the First Native Canadian community. It was first thought that they had 200 words for snow, but that was later proven wrong and it ~~was~~ found that they only had 2. This suggests that linguistic relativism - the idea that language influences the way we think about the world, but we are not limited in understanding it. Linguistic relativism could also explain why Naadir thought of the computer as a TV, as he only has a TV in his tribe, so his language affected his understanding. It doesn't mean he is incapable of understanding the concept of a TV if given an explanation.

Boroditsky conducted a study between American and ~~Asian~~ Chinese students to see how the language we spoke influenced the way we think about time. She found that there was a difference in cultures, and that Mandarin speakers thought about time vertically, whereas English speakers thought about it horizontally. ~~This~~ This suggests that there are cultural differences in the way we think, and Boroditsky's finding could be used to explain why Naadir called a computer a TV; because of the difference in cultures. Boroditsky's

study was high in reliability as it used a standardised procedure.



# Q40 – Candidate response 2

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AO1 Knowledge

AO2 Application

AO3 assessment/competing arguments/ judgements

# Website resources

GCSE Psychology

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

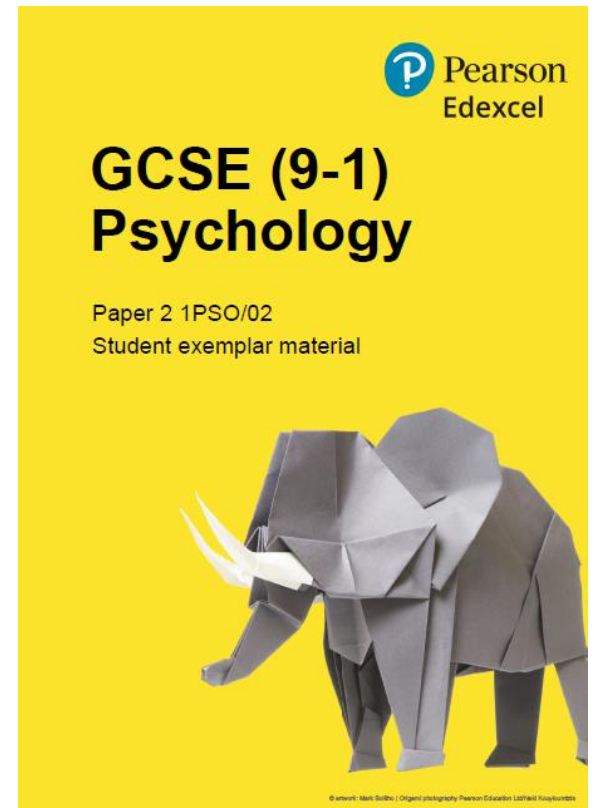
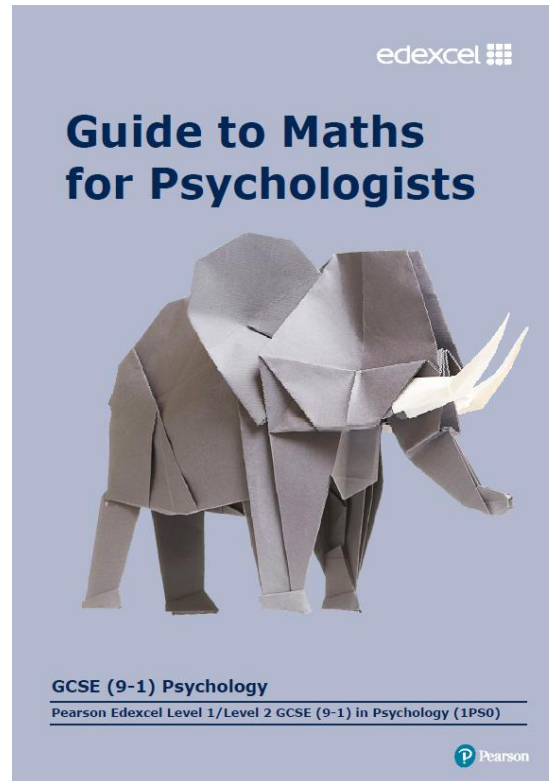
### Topic Guide 1

#### Development – How did you develop?

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# Considering delivery strategies and sharing best practice

1. Teaching strategies
2. Resources
3. Technology

# Support

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

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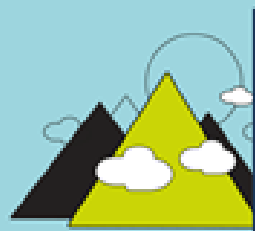
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