

# GCSE Psychology

Exam Insights May/June 2024  
1PS0-24O2/01



# Introduction

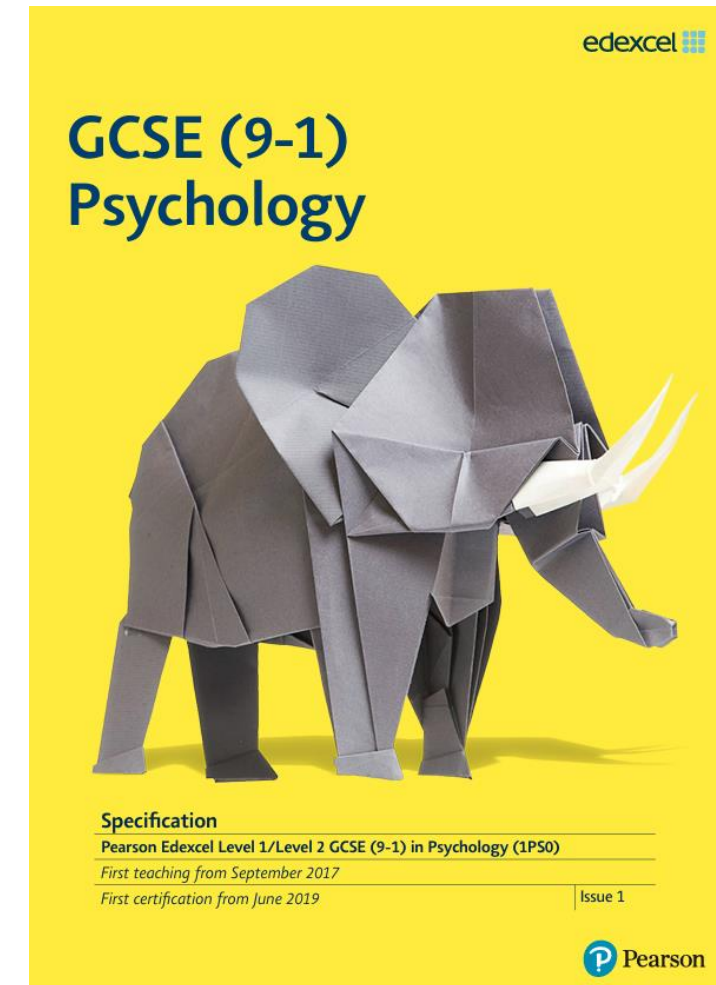


# Introduction

This training is for teachers of the Pearson Edexcel GCSE Psychology specification and will provide feedback and insights on the May/June 2024 exam series.

The session will focus on the performance of some of the key questions in the series and provide analysis to support.

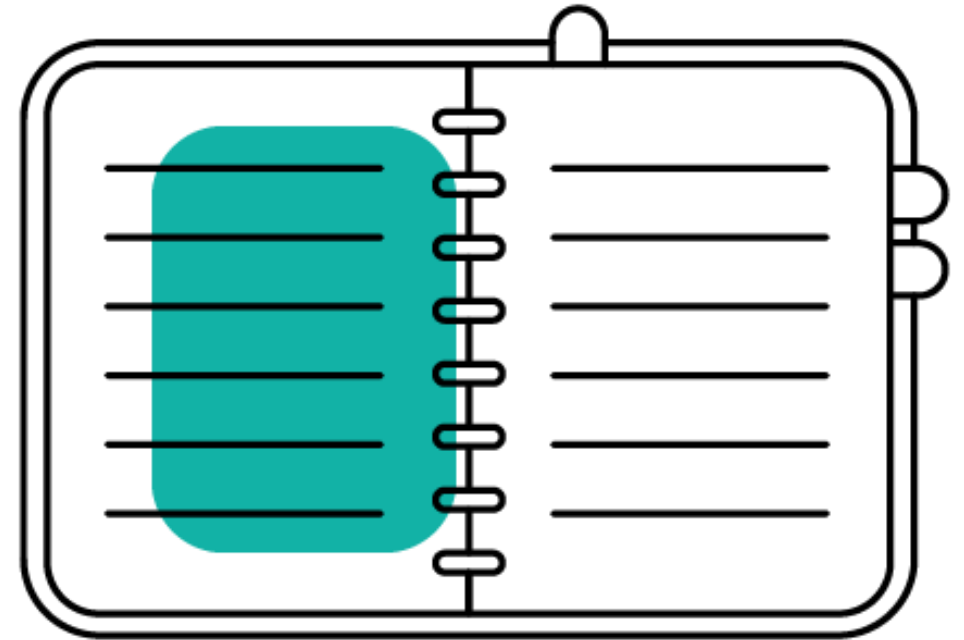
The session will point out key statistical performance data that may help with your planning for the year ahead.



# Agenda

In this session we are going to look at:

- receive feedback on the performance of candidates in the May/June 2024 exam series
- consider the variation of candidates' performance on different questions and explore why performance varies
- discuss the Examiner's Report
- address common issues and FAQs.







Polls & questions



# Overview of Exam Performance

# Paper 1 overview (1PS0/01)

Context of 2024 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>Wednesday 15 May 2024</b>			
Afternoon (Time: 1 hour 45 minutes)		<b>Paper reference</b>	<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)

Summer 2024

Pearson Edexcel  
GCSE Psychology (1PS0)  
Paper 1



# Detailed Analysis of Questions

# Q18a

One mark for accurate understanding of a relevant concept of neurological damage.

One mark for exemplification of how a relevant concept of neurological damage can be used to explain the scenario.

Candidates who did well gave both appropriate understanding of visual agnosia and suitable exemplification to the scenario.

Candidates who did not do well typically applied visual agnosia to the scenario only, gave an accurate definition only, did not show full understanding of the condition, or gave generic or inaccurate information.

**18** Matthew has been asked to assess a patient who has had a brain injury.

He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.

The patient could not name the objects but was able to recognise the person in the photograph.

(a) Explain what the results of Matthew's assessment indicated for the patient.

You should refer to a concept of neurological damage in your answer.

(2)

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# Q18a – candidate response 1

**18** Matthew has been asked to assess a patient who has had a brain injury.

He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.

The patient could not name the objects but was able to recognise the person in the photograph.

(a) Explain what the results of Matthew's assessment indicated for the patient.

You should refer to a concept of neurological damage in your answer.

(2)

The patient would be suffering from  
Prosopagnosia which is inability to recognise,  
identify objects places.

# Q18a – candidate response 1 feedback

**18** Matthew has been asked to assess a patient who has had a brain injury.

He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.

The patient could not name the objects but was able to recognise the person in the photograph.

(a) Explain what the results of Matthew's assessment indicated for the patient.

You should refer to a concept of neurological damage in your answer.

(2)

The patient would be suffering from Prosopagnosia which is inability to recognise, identify objects places.

**0 marks awarded**

## Q18a – candidate response 2

18 Matthew has been asked to assess a patient who has had a brain injury.

He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.

The patient could not name the objects but was able to recognise the person in the photograph.

(a) Explain what the results of Matthew's assessment indicated for the patient.

You should refer to a concept of neurological damage in your answer.

(2)

Matthew's assessment indicates that the patient has visual agnosia as they recognise the person but (so not prosopagnosia) but cannot name the objects.



# Q18a – candidate response 2 feedback

18 Matthew has been asked to assess a patient who has had a brain injury.

He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.

The patient could not name the objects but was able to recognise the person in the photograph.

(a) Explain what the results of Matthew's assessment indicated for the patient.

You should refer to a concept of neurological damage in your answer.

(2)

Matthew's assessment indicates that the patient has visual agnosia as they recognise the person but (so not prosopagnosia) but cannot name the objects.

1 mark awarded

AO2  
application

## Q18a – candidate response 3

**18** Matthew has been asked to assess a patient who has had a brain injury.

He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.

The patient could not name the objects but was able to recognise the person in the photograph.

(a) Explain what the results of Matthew's assessment indicated for the patient.

You should refer to a concept of neurological damage in your answer.

(2)

Visual agnosia is the inability to recognise objects even though you can see it it's the information doesn't get processed to the brain. ~~Matthew~~ Matthew has visual agnosia due to him not being able to recognise the keys, a game console and a boat anchor.

# Q18a – candidate response 3 feedback

**18** Matthew has been asked to assess a patient who has had a brain injury.



He decided to give the patient a series of pictures of objects and a photograph of someone from the patient's social media page. The objects included a set of keys, a games console, and a boat's anchor. Matthew asked the patient to name what they could see in the pictures and who they saw in the photograph.

The patient could not name the objects but was able to recognise the person in the photograph.

(a) Explain what the results of Matthew's assessment indicated for the patient.

You should refer to a concept of neurological damage in your answer.

(2)

Visual agnosia is the inability to recognise objects even though you can see it it's the information doesn't get processed to the brain.   
~~Matthe~~ Matthew has visual agnosia due to him not being able to recognise the keys, a game console and a boat anchor. 

**2 marks awarded**

AO1 knowledge

AO2 application

## Q4b

One mark for identification of each strength or weakness (maximum two marks).

One mark for justification which must be linked to the strength or weakness identified (maximum two marks).

Candidates who did well provided an accurate strength and weakness and then justified them fully in relation to the scenario.

Candidates who did not do well tended to identify the strength and/or weakness only, gave generic information, or produced responses that were inaccurate and tried to apply this to the scenario.

- 4 Sara is at home with her father. She is trying to read a book given to her by her teacher but is finding a lot of the words difficult to read. Sara stops reading after the first page and says to her father that there is no point continuing as she will never understand the words.

Later, Sara is trying to help her father by doing some digging in the garden. Her father had previously told her that she was good at digging. However, when the digging becomes difficult, Sara stops and goes inside the house.

- (b) Explain **one** strength and **one** weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.

(4)

## Q4b – candidate response 1

(b) Explain **one** strength and **one** weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.

(4)

Strength

one strength is that when they found something hard they called it a fixed mindset which is what Sara demonstrates as she stops when she finds it difficult.

Weakness

A weakness could be that Sara doesn't get enough praise which could stop her from working as she needs encouragement.

## Q4b – candidate response 1 feedback

(b) Explain **one** strength and **one** weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.

(4)

Strength

one strength is that when they found something hard they called it a fixed mindset which is what Sara demonstrates as she stops when she finds it difficult.

Weakness

A weakness could be that Sara doesn't get enough praise which could stop her from working as she needs encouragement.

0 marks awarded



## Q4b – candidate response 2

(b) Explain **one** strength and **one** weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.

(4)

### Strength

Carol Dweck's theory explains why individuals will try and improve their abilities, and why others don't. In Sara's case, rather than having what Dweck refers to as a growth mindset, she has a fixed mindset. Where she doesn't attempt to do better, as she believes she cannot.

### Weakness

However, Dweck's theory doesn't take into account ~~the~~ an ~~person's~~ individual's personal reasons as to why they may have developed ~~as~~ ~~is~~ either a fixed or growth mindset. Sara may not be a fan of reading and so doesn't try, and she may also not enjoy digging. So when problems arise, she gives up.

## Q4b – candidate response 2 feedback

(b) Explain **one** strength and **one** weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.

(4)

Strength

Carol Dweck's theory explains why individuals will try and improve their abilities, and why others don't. In Sara's case, rather than having what Dweck refers to as a growth mindset, she has a fixed mindset. Where she doesn't attempt to do better, as she believes she cannot.

Weakness

However, Dweck's theory doesn't take into account ~~the~~ an ~~person's~~ individual's personal reasons as to why they may have developed ~~a~~ either a fixed or growth mindset. Sara may not be a fan of reading and so doesn't try, and she may also not enjoy digging. So when problems arise, she gives up.

AO2

AO3

2 marks awarded



## Q4b – candidate response 3

(b) Explain **one** strength and **one** weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.

(4)

Strength

A strength of Dweck's theory is that it has real world applications in improving teaching and parenting. This is a strength for Sara as it means her teachers and parents can learn how to shape her mindset to have a growth attitude - this will help her put more effort into reading and digging.

Weakness

A weakness of Dweck's theory is that it doesn't account for all factors that may impact development. It is reductionist. This is a weakness for Sara as her mindset may not be why she struggles to read and she may need help for a different factor such as a learning disability.

## Q4b – candidate response 3 feedback

(b) Explain **one** strength and **one** weakness of using Carol Dweck's mindset theory to account for Sara choosing to stop reading and digging.

(4)

Strength

A strength of Dweck's theory is that it has real world applications in improving teaching and parenting. This is a strength for Sara as it means her teachers and parents can learn how to shape her mindset to have a growth attitude - this will help her put more effort into reading and digging.

Weakness

A weakness of Dweck's theory is that it doesn't account for all factors that may impact development. It is reductionist. This is a weakness for Sara as her mindset may not be why she struggles to read and she may need help for a different factor such as a learning disability.

A02

A03

4 marks awarded

# Q5b

One mark for identification of a relevant improvement.

One mark for justification, which must be linked to the improvement identified.

Candidates who did well gave a relevant improvement, usually related to the sample of children used, and then supported this with justification.

Candidates who did not do well gave an improvement only or suggested inappropriate improvements for the investigation.

- 5 Leanne is investigating children’s development at a local school. She asks 30 pupils, aged 6 years old, 8 years old and 10 years old, to participate in her investigation.
- Leanne asks the pupils to come to the gymnasium and put on a virtual reality (VR) headset, where they will see a simulation of a set of buildings. The buildings are different shapes and colours.
- A triangular blue building.
  - A square red building.
  - A rectangular black building.

From the pupils’ perspective, the triangular building is at the front and the rectangular building is at the back of the image. The pupils are asked to say what a person living on the opposite side of the town will see.

Table 1 shows the overall responses given by the pupils.

Pupil age	Number of pupils who said the triangular building would be at the front and the rectangular building would be at the back	Number of pupils who said the rectangular building would be at the front and the triangular building would be at the back
6 years old	26	4
8 years old	13	17
10 years old	3	27

Table 1

(b) Explain **one** improvement that Leanne could have made to her investigation.

(2)

## Q5b – candidate response 1

(b) Explain **one** improvement that Leanne could have made to her investigation.

(2)

use a larger sample size this would make it more generalisable.

(Total for Question 5 = 4 marks)

## Q5b – candidate response 1 feedback

(b) Explain **one** improvement that Leanne could have made to her investigation.

(2)

use a larger sample size this would make it more generalisable.

**0 marks awarded**

**(Total for Question 5 = 4 marks)**

## Q5b – candidate response 2

(b) Explain **one** improvement that Leanne could have made to her investigation. (2) Steps

Leanne could have made her investigation more realistic as it lacks ecological validity, ~~she~~ as the children were shown unusual buildings through virtual reality. She could improve this by carrying out the investigation in a real life setting free to freely use any normal everyday to day objects such as different ~~the~~ drinks in a row etc.

(Total for Question 5 = 4 marks)



## Q5b – candidate response 2 feedback

(b) Explain **one** improvement that Leanne could have made to her investigation. (2) Steps

Leanne could have made her investigation more realistic as it lacks ecological validity, ~~she~~ as the children were shown unusual buildings through virtual reality. She could improve this by carrying out the investigation in a real life setting free to free as they normal everyday to day objects such as different ~~the~~ drinks in a row etc.

(Total for Question 5 = 4 marks)

Identification. Of improvement

Justification of improvement

1 mark awarded

## Q5b – candidate response 3

(b) Explain **one** improvement that Leanne could have made to her investigation.

(2)

Leanne  
~~Leanne~~ could have added more children to her study and not skipped ages e.g. using 6, ~~8~~ 7, 8, 9 and 10 year olds instead of just 6, 8, 10 year olds as this would help us to get a clearer and more exact answer as to what age children lose their eye centerism egocentrism.

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(Total for Question 5 = 4 marks)



## Q5b – candidate response 3 feedback

Identification. Of  
improvement

Justification of  
improvement

(b) Explain **one** improvement that Leanne could have made to her investigation.

(2)

Leanne  
Leanne: Could have added more children to her study and not skipped  
ages e.g. using 6, 7, 8, 9 and 10 year olds instead of just 6, 8, 10 year olds  
as this would help us to get a clearer and  
more exact answer as to what age children lose their eye  
centrism egocentrism.

2 marks awarded

(Total for Question 5 = 4 marks)

# Q26

Focus on 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 research into memory or reductionism; (2) application to Declan’s investigation in the novel scenario/stimulus; (3) evaluation and analysis to make judgements and draw conclusions

**\*26** Declan is researching human memory. He recruited a selection of volunteers with amnesia and a selection of volunteers without amnesia to participate in an investigation assessing their memory.

The volunteers were asked questions about public events that happened during their lifetime. They were asked to answer 90 questions using a multiple-choice format, where the number of correct responses were recorded.

Later, the volunteers were shown 100 photographs of people and asked to respond ‘yes’ or ‘no’ to whether the photograph showed a certain celebrity. For example, ‘Is this person Barack Obama?’ Half of the time the correct answer was ‘yes’. Their score for the test was recorded.

Declan carried out data analysis for the two memory tasks to see whether there was a difference between the memory of those with amnesia compared to those without amnesia.

Assess how far research into memory, such as Declan’s investigation, could be considered reductionist.

(9)

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# Q26

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>

## Q26 – candidate response 1

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Declan carried out data analysis for the two memory tasks to see whether there was a difference between the memory of those with amnesia compared to those without amnesia.

Assess how far research into memory, such as Declan's investigation, could be considered reductionist.

(9)

Reductionism is looking at something as a sum of its basic parts, ~~such as looking at a person as a sum of their organs~~. An example of a reductionist theory is the Multi-store Model of Memory, as it says that memory is a sum of 3 memory stores. Holism is looking at the whole of something, together, ~~such as looking at a person~~

The ~~test~~ scenario ~~shows~~ is reductionist because Declan focuses on participants knowing or not knowing information. It is also reductionist because it is only comparing people with amnesia and without based on their memory, without their background information. The scenario is holistic

because it is looking at memory as a whole and not ~~at~~ parts of memory.

# Q26 – candidate response 1 feedback

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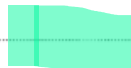
Level 1 and 2 marks



AO1 knowledge & understanding



AO2 application



AO3 analysis/judgements



# Q26 – candidate response 2

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Declan carried out data analysis for the two memory tasks to see whether there was a difference between the memory of those with amnesia compared to those without amnesia.

Assess how far research into memory, such as Declan's investigation, could be considered reductionist.

→ define holism

(9)

Reductionism is the practise of explaining something by breaking it down and focussing on single parts. Whereas, holism is the practise of explaining something as a whole and looking at all possible factors.

Theories such as the Multistore model of memory may be considered reductionist as they only look at one aspect of memory, taking into account only the duration, capacity and type of encoding, not the features that might make something more memorable and sometimes prior experiences. Similarly, Declan's memory investigation into participants with and without amnesia

may be considered reductionist. This is because Declan only takes ~~data~~ <sup>quantitative</sup> data of whether the volunteer does remember the event or the photograph or not. This study of memory may be considered too simplistic as it ~~only~~ <sup>will</sup> only test whether participants without amnesia are more likely to memorise the certain things than those without amnesia. Although reductionism may be considered more scientific and exact.

Holistic theories of memory such as Bartlett's Theory of Reconstructive Memory ~~give~~ offer a wider explanation as to what may affect our memories. For example Reconstructive Theory explains how we elaborate on the retrieved memories adding details and leaving information out in, transformations, omissions, familiarisations and rationalisations. The link to schemas allows us to see how ~~all~~ everything a person experiences can affect their memory of a particular event or person. Unlike, Declan's study a holistic investigation might look at what associations participants had to each person and collect qualitative ~~quantitative~~ data. This may offer a deeper and more ~~thorough~~ thorough explanation. However, it may lack objectivity as qualitative

## Q26 – candidate response 2 continued

findings are often subjective.

To conclude, ~~research~~ research into memory can be considered reductionist as it does not look into all possible explanations and is instead exact and precise. Whilst memory may be able to be measured quantitatively this method might only offer a simplistic explanation that doesn't explain how memory actually works only what is likely to occur.

# Q26 – candidate response 2 feedback

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→ define holism

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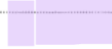


Theories such as the Multistore model of memory may be considered reductionist as they only look at one aspect of memory, taking into account only the duration, capacity and type of encoding, not the features that might make something more memorable and sometimes prior experiences. Similarly, Declan's memory investigation into participants with and without amnesia

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Holistic theories of memory such as Bartlett's Theory of Reconstructive Memory ~~give~~ offer a wider explanation as to what may affect our memories. For example Reconstructive Theory explains how we elaborate on the retrieved memories adding details and leaving information out in, transformations, omissions, familiarisations and rationalisations. The link to schemas allows us to see how all everything a person experiences can affect their memory of a particular event or person. Unlike, Declan's study a holistic investigation might look at what associations participants had to each person and collect qualitative ~~quantitative~~ data. This may offer a deeper and more ~~thorough~~ thorough explanation. However, it may lack objectivity as qualitative



## Q26 – candidate response 2 feedback continued

	AO1 knowledge & understanding
	AO2 application
	AO3 analysis/judgements

findings are often subjective.

To conclude, ~~research~~ research into memory can be considered reductionist as it does not look into all possible explanations and is instead exact and precise. Whilst memory may be able to be measured quantitatively this method might only offer a simplistic explanation that doesn't explain how memory actually works only what is likely to occur.

**Level 2 and 5 marks**

## Q26 – candidate response 3

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Declan carried out data analysis for the two memory tasks to see whether there was a difference between the memory of those with amnesia compared to those without amnesia.

Assess how far research into memory, such as Declan's investigation, could be considered reductionist.

(9)

Reductionism is the when a situation or theory can be evaluated in its basic, constituent parts. Declan's investigation is reductionist because he asks the participants 90 questions in multiple choice format. This means that the data received from this experiment will be quantitative. This means the study is reductionist because the findings have been broken down into comparable data. Moreover, since the participants were given asked 'yes or no' questions when ~~considering the~~ asked if they recalled

are certain celebrity. This also means that the study is reductionist because the data received from this test can be used to compare the results using data analysis as Declan does. However, reductionism has strengths as well as weaknesses. ~~It is because the~~ For example, reductionism is good because, the data that is collected can be compared using a graph so the difference between the factors can be visually seen. However, ~~this is also weak because the~~ this is also weak because the ~~the~~ lack of detail or when collecting data mean that the full effect of the factor is weakened.

Reductionism is also used within memory, for example Peterson and Peterson is a reductionist theory, this is because it ~~describes~~ collected data of the participant's recall of the trigram quantitatively, this means that the data can be compared in graph format. However

## Q26 – candidate response 3 continued

holism has also been used in studies of memory. For example, in Bartlett's war of the ghosts the ~~data~~ ~~data~~ information recalled by the participants was qualitative. ~~There~~ This means that the full effect of the factors can be ~~seen~~ ~~seen~~ understood in detail. However the data from this study cannot be compared using a graph.

## Q26 – candidate response 3 feedback

\*26 Declan is researching human memory. He recruited a selection of volunteers with amnesia and a selection of volunteers without amnesia to participate in an investigation assessing their memory.

The volunteers were asked questions about public events that happened during their lifetime. They were asked to answer 90 questions using a multiple-choice format, where the number of correct responses were recorded.

Later, the volunteers were shown 100 photographs of people and asked to respond 'yes' or 'no' to whether the photograph showed a certain celebrity. For example, 'Is this person Barack Obama?' Half of the time the correct answer was 'yes'. Their score for the test was recorded.

Declan carried out data analysis for the two memory tasks to see whether there was a difference between the memory of those with amnesia compared to those without amnesia.

Assess how far research into memory, such as Declan's investigation, could be considered reductionist.

(9)

Reductionism is the when a situation or theory can be evaluated in its basic, constituent parts. Declan's investigation is reductionist because he asks the participants 90 questions in multiple choice format. This means that the data recorded from this experiment will be quantitative. This means the study is reductionist because the findings have been broken down into comparable data. Moreover, since the participants were given asked 'yes or no' questions when considering the asked if they recalled

are certain celebrity. This also means that the study is reductionist because the data recorded from this test can be used to compare the results using data analysis as Declan does. However, reductionism has strengths as well as weaknesses. Facts because for example, reductionism is good because, the data that is collected can be compared using a graph so the difference between the factors can be visually seen. However, this is also weak because the there is a lack of detail as when collecting data mean that the full effect of the factor is weakened.

Reductionism is also used within memory, for example Peterson and Peterson is a reductionist theory, this is because it describes collected data of the participant's recall of the trigram quantitatively, this means that the data can be compared in graph format. However,



## Q26 – candidate response 3 feedback continued

- AO1 knowledge & understanding
- AO2 application
- AO3 analysis/judgements

holism has also been used in studies of memory. For example, in Bartlett's war of the ghosts the data ~~was~~ information recalled by the participants was qualitative. ~~There~~ This means that the full effect of the factors can be ~~seen~~ understood in detail. However the data from this study cannot be compared using a graph.

Level 3 and 7 marks

# Q27

Focus on 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 the family’s behaviour; (3) evaluation and analysis to make judgements and draw conclusions

**\*27** The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.

When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.

Recently, Gerard’s father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. This made Gerard very upset, so he played the game repeatedly on his own in private.

The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard’s brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.

Assess the Chesworth family’s behaviour using **two** areas of psychology that you have studied.

(9)

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# Q27

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>



## Q27 – candidate response 1

\*27 The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.

When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.

Recently, Gerard's father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. ~~This made Gerard very upset, so he played the game repeatedly on his own in private.~~ *↓ memory + growth mindset.*

~~The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard's brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.~~ *↓ fixed mindset*

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

(9)

~~Repetition~~ Repetition is repeating something in your brain to make it stick. Growth mindset is thinking to yourself ~~that~~ <sup>can</sup> that you ~~can't~~ improve and fixed mindset ~~is~~ is thinking to yourself that you ~~can't~~ can't improve. Gerard didn't understand the card game so he kept on playing it over and over again to understand it. This shows that Gerard has a ~~fix~~ growth mindset as he didn't give up and he kept on going. Gerard's brother has a fixed mindset because when he realised he wasn't winning he ~~to~~ gave up because he thought he wouldn't improve.

# Q27 – candidate response 1 feedback

AO1 knowledge & understanding

AO2 application

AO3 analysis/judgements

\*27 The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.

When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.

Recently, Gerard's father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. ~~This made Gerard very upset, so he played the game repeatedly on his own in private.~~ *↓ memory + growth mindset.*

~~The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard's brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.~~ *↓ fixed mindset*

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

(9)

Level 1 and 2 marks

~~Repetition~~ Repetition is repeating something in your brain to make it stick. Growth mindset is thinking to yourself ~~that~~ <sup>can</sup> that you ~~can't~~ improve and fixed mindset ~~is~~ is thinking to yourself that you can't improve. Gerard didn't understand the card game so he kept on playing it over and over again to understand it. This shows that Gerard has a ~~fix~~ growth mindset as he didn't give up and he kept on going. Gerard's brother has a fixed mindset because when he realised he wasn't winning he ~~to~~ gave up because he thought he wouldn't improve.

## Q27 – candidate response 2

\*27 The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.

When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.

Recently, Gerard's father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. This made Gerard very upset, so he played the game repeatedly on his own in private. <sup>↳ development</sup>

The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard's brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.

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

(9)

Conformity is when you follow what the group is doing because you want to fit in and be liked, within the group. Fixed mindset is when you believe that ~~an~~ ability is you are born with an ability or without an ability, so you ~~a~~ can't ~~a~~ improve because you weren't born with that ability. Growth mindset is when you believe that you can ~~improve~~ ~~ten~~ with hard work and effort, you ~~or~~ can improve at a certain skill, even if you weren't very good in the beginning. Gerald is conforming to his family as he doesn't usually shout or scream, while when he is with his family and they are all shouting and screaming, he joins in, because he is trying to fit in with his ~~parent~~ family. Gerald has a growth mindset as he realised he wasn't good at the card game, but decided that he

could still do well at the game with ~~some~~ some practice and effort, as he played the game repeatedly to try to improve. Gerald's brother has a fixed mindset as he gave up with playing the game once he stopped doing well and said he would never improve, so he believes he can't possibly do better at the game as he believes he wasn't born with that ability.

# Q27 – candidate response 2 feedback

	AO1 knowledge & understanding
	AO2 application
	AO3 analysis/judgements

\*27 The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.

When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.

Recently, Gerard's father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. This made Gerard very upset, so he played the game repeatedly on his own in private. <sup>development</sup>

The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard's brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.

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

(9)

Conformity is when you follow what the group is doing because you want to fit in and be liked, within the group. Fixed mindset is when you believe that ~~an~~ ability is you are born with an ability or without an ability, so you ~~a~~ can't ~~a~~ improve because you weren't born with that ability. Growth mindset is when you believe that you can ~~improve~~ ~~ten~~ with hard work and effort, you ~~or~~ can improve at a certain skill, even if you weren't very good in the beginning. Gerald is conforming to his family as he doesn't usually shout or scream, while when he is with his family and they are all shouting and screaming, he joins in, because he is trying to fit in with his parent family. Gerald has a growth mindset as he realised he wasn't good at the card game, but decided that he

could still do well at the game with some practice and effort, as he played the game repeatedly to try to improve. Gerald's brother has a fixed mindset as he gave up with playing the game once he stopped doing well and said he would never improve, so he believes he can't possibly do better at the game as he believes he wasn't born with that ability.

Level 2 and 4 marks



## Q27 – candidate response 3

'27 The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.

When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.

Recently, Gerard's father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. This made Gerard very upset, so he played the game repeatedly on his own in private.

The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard's brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.

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

(9)

A fixed mindset in developmental psychology is when we believe that ability is fixed at birth and unchangeable. People with fixed mindsets may give up easily <sup>(when faced with challenges)</sup> as they believe that they don't have an ability and it will never improve. Gerard's brother has a fixed mindset as he said that he would never improve, showing that he believed his ability is fixed and unchangeable. This is why he believes that there is no point in playing anymore and has given up trying on the game <sup>once he started to lose at it.</sup> This is supported by Dweck and Mueller, who found that children given personal praise developed a fixed mindset and were vulnerable to cope difficulties such as coping with setbacks, so this explanation is reliable.

According to Willingham, a practise is required for us to improve at a skill. When we practise, a skill can become automatic, freeing up space in the working memory for decision making and processing of information. Also, practise allows a skill to be stored in long term memory. Gerard has improved at the board game because he has practised played it repeatedly in private. This might have made him more familiar with the rules of the game, freeing space in his working memory to make better strategies and decisions. ~~Willingham's theory is~~ However, a weakness of Willingham's theory is that it doesn't take into account the influence of genes. Certain people may have genetic biological factors and account. For example, some people might suffer from conditions that make it more difficult for them to learn and his strategies may not be as effective for them. So it lacks applicability and is too reductionist. Identification <sup>in social psychology</sup> is when we temporarily adopt group norms to fit in with a group. Gerard could be experiencing identification as he is usually not competitive, but becomes competitive and loud when his family with

## Q27 – candidate response 3 continued

his family. This could be because he wants to be liked and fit in with his family, ~~Asch found that~~ and since the whole family was playing, the size of the majority ~~is~~ would be quite large so he's more likely to conform. Asch found higher levels of conformity when the majority was larger, with ~~32% conforming when 3~~ confederates answered wrong and ~~15%~~ 10% which means this is a reliable explanation for Gerard's behaviour.

# Q27 – candidate response 3 feedback

'27 The Chesworths are a family who love to play board games and card games together at the weekend and in the school holidays.

When at school, Gerard Chesworth is not competitive and always waits his turn and never shouts or screams. When the whole family are at home playing games they become very competitive, they all scream and shout a lot and Gerard joins in.

Recently, Gerard's father taught the family to play a new card game. Gerard found the game difficult to understand and kept forgetting the rules, which meant he lost most of the time. This made Gerard very upset, so he played the game repeatedly on his own in private.

The next time the family played the new card game, Gerard won quite a few times which made him happier. Gerard's brother started to come last all of the time. He stopped playing, stood up and told the family there is no point in playing any more as he would never improve.

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

(9)

A fixed mindset in developmental psychology is when we believe that ability is fixed at birth and unchangeable. People with fixed mindsets may give up easily <sup>(when faced with challenges)</sup> as they believe that they don't have an ability and it will never improve. Gerard's brother has a fixed mindset as he said that he would never improve, showing that he believed his ability is ~~for~~ unchangeable. This is why he believes that there is no point in playing anymore and has given up trying on the game <sup>once he starts to lose at it.</sup> This is supported by Dweck and Mueller, who found that children given person praise developed a fixed mindset and were vulnerable to cope difficulties such as coping with setbacks, so this explanation is reliable.

According to Willingham, a practise is required for us to improve at a skill. When we practise, ~~a~~ a skill can become automatic, freeing up space in the working memory for decision making and processing of information. Also, practise allows a skill to be stored in long term memory. Gerard has improved at the board game because he has practised played it repeatedly in private. This might have made him more familiar with the rules of the game, freeing space in his working memory to make better strategies and decisions. ~~This Willingham's theory is~~

However, a weakness of Willingham's theory is that it doesn't take into account the influence of genes. Certain people may have genetic biological factors that account for example, some people might suffer from conditions that make it more difficult for them to learn and his strategies may not be as effective for them. So it lacks applicability and is too reductionist. Identification <sup>in social psychology</sup> is when we temporarily adopt group norms to fit in with a group. Gerard could be experiencing identification as he is usually not competitive, but becomes competitive and loud when his family with



## Q27 – candidate response 3 feedback continued



AO1 knowledge & understanding



AO2 application



AO3 analysis/judgements

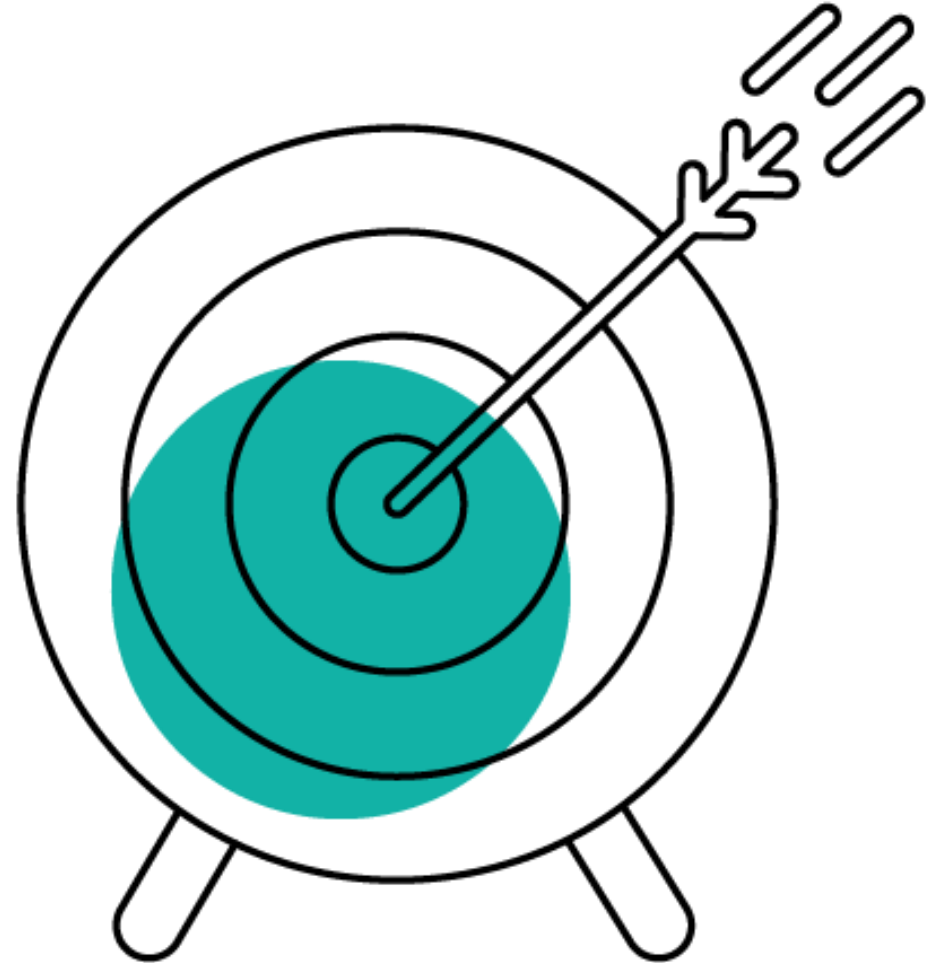
his family. This could be because he wants to be liked and fit in with his family. ~~After found that~~ and since the whole family was playing, the size of the majority would be quite large so he's more likely to conform. Asch found higher levels of conformity when the majority was larger, with 32% conforming when 3 confederates answered wrong and 15% which means this is a reliable explanation for Gerard's behaviour.

Level 3 and 7  
marks

# Summary

Based on the feedback included in this event, candidates should:

- Include both AO1 knowledge and understanding and AO2 application where there is stimulus material/a scenario for questions that require the AO1 and AO2 content.
- Apply strengths and weaknesses to stimulus material/scenarios and fully elaborate on why it is a strength or weakness for the study given
- Use appropriate improvements that are applied appropriately to the stimulus material/scenario. Ensure full elaboration to say how it would improve the study given
- Balance essays using AO1, AO2 and also AO3 content. Ensure accuracy and include the requisite depth to the arguments to reach the higher mark bands





# Paper 2 overview

# Paper 2 overview (1PS0/02)

To include:

- Context of 2406 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	
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
<b>Pearson Edexcel Level 1/Level 2 GCSE (9–1)</b>			
<b>Thursday 23 May 2024</b>			
Afternoon (Time: 1 hour 20 minutes)		Paper reference	<b>1PS0/02</b>
<b>Psychology</b> <b>PAPER 2</b>			
You must have: Calculator, ruler			Total Marks

## 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.*
- Calculators may be used.
- 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.

## Advice

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

Turn over ►

# What went well



- Accurate knowledge and understanding of key terms, research studies and psychological concepts
- 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 the strongest on the paper

# Which questions were more challenging?



- Shorter questions which required **application (AO2)** to a novel scenario.
- **Two-mark** AO2/AO3 questions were more challenging than four-mark AO2/3 questions.
- Candidates should not just **describe** when answering a four-mark question.

11 Jack enjoys watching action movies and playing fighting games on his games console. His parents had been worried about whether Jack would copy this aggressive behaviour, but their neighbours are always commenting on how respectful, polite and well-mannered Jack is.

Explain **one** reason why Jack does not copy the aggressive behaviour.

You must use Charlton et al. (2000) to justify your answer.

1 x AO2  
1 x AO3  
question (11)



## Question 2 (b) Stratified sampling

This was a 1 x AO1 and 1 x AO2 mark question

Candidates achieved:

- a) 1 mark for knowledge of stratified sampling.
- b) 1 mark for application of this knowledge to the scenario.

(b) Describe how Jason could use a stratified sampling technique to gather his participants.

(2)

## Question 2 (b) – Candidate response 1

(b) Describe how Jason could use a stratified sampling technique to gather his participants.

(2)

Jason should identify subgroups within his target population, then gather a representative sample that is proportionate to the subgroups identified.

## Question 2(b) Candidate response feedback

Appropriate  
knowledge of  
stratified  
sampling i.e.  
subgroups

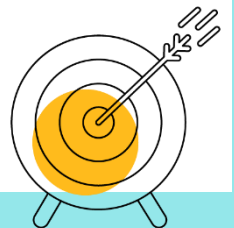
(b) Describe how Jason could use a stratified sampling technique to gather his participants.

(2)

Jason should identify subgroups within his target population, then gather a representative sample that is proportionate to the subgroups identified.

Generic response  
so 1 mark  
maximum

1 mark awarded



## Question 2 (b) candidate response 2

(b) Describe how Jason could use a stratified sampling technique to gather his participants.

(2)

Stratified sampling is when you ~~use~~ divide your ~~target~~ participants into a representation of your target population. So, if 27% of the UK's population is over ~~60~~ ~~60~~ 60 years old, 27% of his participants should be over 60 years old.

## Question 2 (b) candidate response 2

(b) Describe how Jason could use a stratified sampling technique to gather his participants.

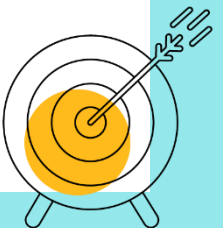
(2)

Appropriate  
knowledge  
of stratified  
sampling.

Stratified sampling is when you ~~use~~ divide your ~~the~~ participants into a representation of your target population. So, if 27% of the UK's population is over ~~60~~ 60 years old, 27% of his participants should be over 60 years old.

Application:  
different age  
groups.

2 marks awarded



# Question 6: Observations

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

4 x AO1 marks for knowledge and understanding of observations.

4 x AO2 marks for application to the scenario given related to observations.

4 x AO3 marks for evaluation/judgments of observations

\*6 Rosenhan (1973) studied the way in which patients were treated in mental health hospitals. Eight confederate observers were able to get themselves admitted to different psychiatric wards in different hospitals using fake symptoms of mental health. They then conducted participant observations on the hospital wards.

The confederate observers took part in the daily activities on the ward to fit in with the actual patient routines. They also watched how the staff interacted with patients, making detailed notes in diaries of the events they observed. These notes included examples about patient behaviours that had been misinterpreted by the staff. They also recorded how little time the nurses and doctors spent on the ward interacting with patients.

None of the staff or patients on the wards were aware that the observations were taking place. When the confederate observers were taking notes and writing in their diaries in public, their behaviour was interpreted as part of their mental health condition. Only the other patients on the ward showed any suspicion about the notes being taken by the confederate observers.

Evaluate the use of an observation to investigate human behaviour.



# Question 6: Candidate response 1

(12)

Participant Observation is when the researcher or actor gets involved with a study to observe how participants or people react when they don't think they're being watched. So, the confederate observers went undercover to observe the staff on the mental health ward and the way they interacted and reacted to the patients that actually suffered with mental health problems. ~~This is an example~~

The confederate observers wrote their findings in notebooks which is an example of qualitative data as they are recording their thoughts and reactions to what's happening on the ward. Participant Observation is effective as the staff will not display demand characteristics and act the way that they think is correct and which could produce invalid results if they are acting differently in front of people who are testing you on behaviour and how they react to patients behaviour or if they interpret it

correctly.

The confederates found that behaviour of the patients had sometimes been misinterpreted by the staff and the little amount of time spent with the patients they're supposed to be helping. This is why participant observation is effective as they have found results they wouldn't have found if they stated their aims before starting the investigation. However, it can also be unethical as participants or the people being observed often don't have the right to withdraw from the investigation that they don't know is happening.

In conclusion, participant observation is very effective in investigating true human behaviour\* but can be quite unethical as the participants did not consent to being part of an investigation or their information being used when results are eventually finalised and released.

\* without any limitations or them finding out what the study is for so in this case it remains a single blind trial as only the researchers / confederates know ~~that~~ there's an experiment happening and the aims of it while everyone else involved remains in the dark ~~and~~ of what they're investigating.

# Question 6: Candidate response 1 feedback

AO1 Knowledge

AO2 Application

AO3 Evaluation/judgements

(12)

Participant Observation is when the researcher or actor gets involved with a study to observe how participants or people react when they don't think they're being watched. So, the confederate observers went undercover to observe the staff on the mental health ward and the way they interacted and reacted to the patients that actually suffered with mental health problems. ~~This is an example~~

The confederate observers wrote their findings in notebooks which is an example of qualitative data as they are recording their thoughts and reactions to what's happening on the ward. Participant Observation is effective as the staff will not display demand characteristics and act the way that they think is correct and which could produce invalid results if they are acting differently in front of people who are testing you on behaviour and how they react to patients behaviour or if they interpret it

correctly.

The confederates found that behaviour of the patients had sometimes been misinterpreted by the staff and the little amount of time spent with the patients they're supposed to be helping. This is why participant observation is effective as they have found results they wouldn't have found if they stated their aims before starting the investigation. However, it can also be unethical as participants or the people being observed often don't have the right to withdraw from the investigation that they don't know is happening.

In conclusion, participant observation is very effective in investigating true human behaviour\* but can be quite unethical as the participants did not consent to being part of an investigation or their information being used when results are eventually finalised and released.

\* without any limitations or them finding out what the study is for so in this case it remains a single blind trial as only the researchers / confederates know what there's an experiment happening and the aims of it while everyone else involved remains in the dark and of what they're investigating.

Level 2 and 6 marks

## Question 6: Candidate response 2

(12)

An observation is looking closely at a person's behaviour. An observation can either be overt or covert.

An overt observation is when someone knows they're being observed.

A covert observation is when the participant doesn't know they're being observed.

This observation was covert as none of the staff or patients were aware that they were being watched. It's also a participant observation as the researchers are involved and interacting with the participants. A covert observation has strengths such as no demand characteristics as the participants

don't know they're being watched. However, it creates ethical issues as the participant(s) can't consent if they don't know they're being watched - the staff & patients didn't give consent so <sup>must be destroyed & not</sup> ~~it~~ <sup>it's</sup> ethical as the participants know they're being watched. However, there may be demand characteristics as they want to conform to what they think the aims of the study are. A participant observation has the strength that the participants can be closely observed as it may be impractical to constantly observe the mental hospital. However, there may be researcher effects and bias as the researcher is involved and may unconsciously manipulate the people's behaviour, like telling the <sup>patients</sup> ~~staff~~ to talk more ~~about~~ to the <sup>staff</sup> ~~patients~~. Non-participant observations can avoid this bias but wouldn't be practical in this situation as the researchers can't be constantly observing the staff's behaviour. However, it would mean ~~that~~ <sup>that</sup> bias isn't present as the



## Q6 – Candidate response 2 continued

researcher physically wouldn't be able to manipulate the situation. An example of an covert observation is Charlton et al as the children didn't know their behaviour was being observed, it's also a non-participant observation as the researchers didn't get involved. An example of participant observation, alongside this study, is how the confederates tried to manipulate the behaviour of the participants. An observation can allow for the collection of detailed qualitative and quantitative data. For example, the confederates can collect number of interactions (quantitative) and what they talked about or misunderstandings (qualitative) this will give the researchers detailed knowledge of what goes on in the hospital. Additionally, the confederates also made an effort to fit in avoiding any demand characteristics as the staff don't know who they

actually are. However, the patients were suspicious so this may affect reliability & validity as they may show demand characteristics as they've figured out the ~~and~~ aims of the study. For example, they may talk to the nurses/doctors more.

(Total for Question 6 = 12 marks)

# Question 6: Candidate response 2 feedback

AO1 Knowledge

AO2 Application

AO3 Evaluation/judgements

(12)

An observation is **looking closely** at a person's behaviour. An observation can either be **overt or covert**.

An **overt** observation is when someone **knows** they're being observed.

A **covert** observation is when the participant **doesn't know** they're being observed.

This observation was **covert** as none of the **staff or patients** were **aware** that they were being watched. It's also a **participant observation** as the researchers are **involved** and **interacting** with the participants. A covert observation has strengths such as no demand characteristics as the participants

don't know they're being watched. However, it creates ethical issues as the participant(s) can't consent if they don't know they're being watched - the ~~staff~~ <sup>staff & patients</sup> didn't give consent so ~~it~~ <sup>must be described & explained</sup>. An overt observation has the strength that it's ethical as the participants know they're being watched. However, there may be demand characteristics as they want to conform to what they think the aims of the study are. A participant observation has the strength that the participants can be closely observed as it may be **impractical** to constantly observe the **mental hospital**. However, there may be researcher effects and bias as the researcher is involved and may unconsciously **manipulate the people's behaviour**, like **telling the patients** ~~staff~~ <sup>staff</sup> to talk more ~~about~~ <sup>to the staff</sup>. Non-participant observations can avoid this bias but wouldn't be practical in this situation as the researchers **can't** **be constantly observing the staff's behaviour**. However, it would mean ~~that~~ <sup>that</sup> bias can't be avoided as the

## Q6 – Candidate response 2 feedback continued

AO1 Knowledge

AO2 Application

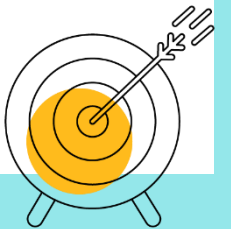
AO3 Evaluation/judgements

researcher physically wouldn't be able to manipulate the situation. An example of an **covert** observation is **Charlton et al** as the children **didn't know** their behaviour was being observed, it's also a non-participant observation as the researchers **didn't get involved**. An example of participant observation, **alongside this study**, is **such as confederates** tried to manipulate the behaviour of the participants. An observation **can allow for the collection of detailed qualitative and quantitative data**. For example, the **confederates can collect number of interactions (quantitative)** and **what they talked about or misunderstandings (qualitative)**. This will give the researchers **detailed knowledge of what goes on in the hospital**. Additionally, the **confederates also made an effort to fit in** avoiding any demand characteristics as the **staff don't know who they**

**actually are**. However, the **patients were suspicious** so this may affect reliability & validity as they may show demand characteristics as they've figured out the ~~and~~ aims of the study. For example, they may talk to the **nurses/doctor's** more.

(Total for Question 6 = 12 marks)

Level 4 and 12 marks





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# Criminal optional section

# Question 13

3 x AO1 marks for knowledge and understanding of Eysenck's theory of personality.

3 x AO2 marks for application to the novel scenario about Bailey's behaviour after his arrest.

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

**\*13** Bailey was arrested for stealing a car and driving it at high speed on a motorway. He showed no remorse for his behaviour and became aggressive when the police arrested him, saying they were spoiling his fun. Bailey has already been in prison for burglary and selling drugs.

Bailey's solicitor asked why he had stolen the car. Bailey said he had just been bored and wanted a laugh with his friends. The solicitor told Bailey that he may face a custodial sentence for his actions. Bailey said he did not care and that it would give him extra time to see his dad, who was already in prison for assault.

Assess how well personality types (Eysenck, 1964) can explain Bailey's behaviour.

## Question 13 – candidate response 1

(9)

Eysenck's PEN score test ~~was~~ is a personality test based and on how your score depends on your likeliness to become a criminal. The 'P' stands for psychicism and if you have a high 'P' score it means you lack empathy, <sup>act</sup> aggressively, and are selfish. The 'E' stands for extraversion and having a high 'E' score means that you need to seek adrenaline in order to be happy and often do dangerous acts to gain it. The 'N' stands for neuroticism and if you have a high 'N' score means you're introverted and gain adrenaline easily.

Bailey may have both a high P and ~~E~~ <sup>F</sup> score as he became aggressive when police arrived after stealing a car so he lacks remorse and does not care about the consequences and his ~~the~~ 'E' score ~~me~~ means that he stole the car out of boredom so does dangerous irrational acts just to get adrenaline. However, Bailey could just be generically predisposed to being a criminal so his personality may not have anything to do with it at all.

Eysenck's theory could explain Bailey's behaviour as ~~his~~ his actions ~~far~~ fit with what Eysenck found while investigating ~~a~~ criminal's personalities or Bailey could just enjoy committing crimes and have a completely different personality to what traits he may possess due to his PEN score.

# Question 13 – candidate response 1 feedback

(9)

Eysenck's PEN score test ~~was~~ is a personality test based and on how you score depends on your likeliness to become a criminal. The 'P' stands for psychicism and if you have a high 'P' score it means you lack empathy, <sup>act</sup> aggressively and are selfish. The 'E' stands for extraversion and having a high 'E' score means that you need to seek adrenaline in order to be happy and often do dangerous acts to gain it. The 'N' stands for neuroticism and if you have a high 'N' score means you're introverted and gain adrenaline easily.

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Level 2 and 4 marks

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements





## Question 13: candidate response 2

Eysenck's biological explanation is a questionnaire that he made to find people's PEN score, this is psychoticism (how unempathetic someone is), extroversion (how outgoing and lively someone is) and neuroticism (which is how mentally stable / anxious someone is). Eysenck concluded that someone with high psychoticism, high extroversion, and high neuroticism is likely to be a criminal.

Bailey shows that he is psychotic as he shows a lack of empathy, having shown no remorse for his behaviour and even becoming aggressive, showing he has high psychoticism. A strength of Eysenck's study is that there is supporting evidence from a different study that showed that juvenile offenders were more likely to be psychotic, just like Bailey.

Bailey also shows high neuroticism, he shows instability by becoming aggressive, which also aligns with the 'criminal personality'. Another strength of Eysenck's study is that if a criminal personality is truly or 'fixed' and unchangeable as Eysenck suggests, prisons wouldn't have to waste resources trying to rehabilitate someone who has a high PEN score. However, a weakness is the labelling theory, if someone is told they have a criminal personality, they may live up to that label, if someone had told Bailey that he was likely to be a criminal because his father was, he may have simply lived up to it which can also be an alternative explanation.

Bailey shows high extroversion as he claims he was bored and just wanted a laugh with his friends. According to Eysenck, people who have high extroversion have understimulated nervous systems which is why they act out just like Bailey did to ~~compensate~~ compensate for his lack of stimulation. However another weakness of Eysenck's study is that it was based on self-report questionnaires so criminals may have over or understated their personality because of social desirability so it is not entirely accurate.

## Question 13: Candidate response 2 continued

On the other hand, his behaviour may also be caused by modelling his father's behaviour as stated in social learning theory, people are more likely to imitate the behaviour of those similar to them, Bailey may be using his father as a role model which is why he acts as if he doesn't care and actually wants to go to prison to reunite with his dad.





# Question 13: candidate response 2 feedback

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements

Eysenck's biological explanation is a questionnaire that he made to find people's PEN score, this is psychoticism (how unempathetic someone is), extroversion (how outgoing and lively someone is) and neuroticism (which is how mentally stable / anxious someone is). Eysenck concluded that someone with high psychoticism, high extroversion, and high neuroticism is likely to be a criminal.

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## Question 13: Candidate response 2 feedback continued

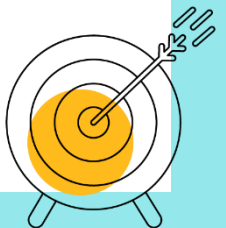
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Level 3 and 7 marks

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements



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The self: optional section

## Question 20

- 3 x AO1 marks for knowledge and understanding of free will (Baumeister 200g)
- 3 x AO2 marks for application of the study to the behaviour of George in the novel scenario
- 3 x AO3 marks for assessment/ competing arguments/judgements about how well free will can be applied to George.

**\*20** George's class have a mock examination in two weeks. He has done no revision for this and believes it is too late for any revision to make a difference. Instead of trying to complete some revision, George blames the teacher for not helping him enough.

Suzie has completed lots of revision, and she offers to help George so that he can pass his mock examination. George is rude to Suzie and calls her a 'teacher's pet'. He says she will only do well because she is clever, and there is no point in revision as he does not care about the mock examination anyway.

Assess how well a belief in free will (Baumeister, 2008) can explain George's behaviour.



## Question 20 candidate response 1

Freewill refers to the ability to control our behaviours. Baumeister suggests that people are responsible for their own actions as they control their own actions. Therefore George is deterministic this is because he blames the teacher for his own failure showcasing his lack of freewill and how deterministic he is.

Furthermore, George. A belief in freewill leads to an increase in prosocial behaviour however George's prosocial behaviour does not seem to be increasing. Further supporting the claim that he is deterministic. Therefore because he believes that he cannot control his actions and his behaviour is innate in him he does not feel the need to exhibit prosocial behaviour.

Furthermore, Baumeister believed that a belief in

freewill increases guilt. This can also explain George's behaviour as he does not feel any guilt after calling Julie a "teacher's pet" despite her going out of her way to help him. George. Improve his academic skills.

However it cannot fully explain as it fails to take all factors into consideration such as George may be acting this way because he is impulsive.

# Question 20 candidate response 1 feedback

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements

Freewill refers to the ability to control our behaviours. Baumeister suggests that people are responsible for their own actions as they control their own actions. Therefore George is deterministic this is because he blames the teacher for his own failure showcasing his lack of freewill and how deterministic he is.

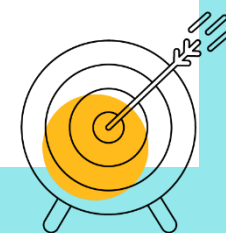
Furthermore George. A belief in freewill leads to an increase in prosocial behaviour however George's prosocial behaviour does not seem to be increasing further supporting the claim that he is deterministic. Therefore because he believes that he cannot control his actions and his behaviour is inhibited in him he does not feel the need to exhibit prosocial behaviour.

Furthermore, Baumeister believed that a belief in

Freewill increases guilt. This can also explain George's behaviour as he does not feel any guilt after calling Julie a "teacher's pet" despite her going out of her way to help her George improve his academic skills.

However it cannot fully explain as it fails to take all factors into consideration such as George may be acting this way because he is impulsive.

Level 1 and 3 marks





## Question 20: candidate response 2

Free will is the belief that actions are decided by you and this results in your own consequences from your actions. Baumeister (2008) states that free will and self-control can deplete resources, such as making worse decisions when tired or hungry.

George has done no revision, yet blames his teacher. According to Baumeister (2008), George is exhibiting a lack of belief in free will, which causes him to be inclined to give up and blame others. George does not believe ~~his~~ his negative experience in the mock exam was caused by his lack of revision. He therefore also states that Suzie will do well due to being 'clever' which indicates his belief that Suzie is affected by her genes and ability, not free will and decisions.

A strength of using Baumeister (2008) is that

it has practical applications, such as in Vohs and Schooler (200 ) study where participants who read a book on ~~the~~ how free will doesn't exist were more likely to cheat therefore George exhibits a lack of belief in free will.

However a weakness is that it does not consider other factors, such as cultural or upbringing differences. George may receive certain types of parent praise that influence his actions. (Gunderson et al. parent praise study).

## Question 20: candidate response 2 feedback.

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements

(9)  
Free will is the belief that actions are decided by you and this results in your own consequences from your actions. Baumeister (2008) states that free will and self-control can deplete resources, such as making worse decisions when tired or hungry.

George has done no revision, yet blames his teacher. According to Baumeister (2008), George is exhibiting a lack of belief in free will, which causes him to be inclined to give up and blame others. George does not believe ~~his~~ his negative experience in the mock exam was caused by his lack of revision. He therefore also states that Suzie will do well due to being 'clever' which indicates his belief that Suzie is affected by her genes and ability, not free will and decisions.

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However a weakness is that it does not consider other factors, such as cultural or upbringing differences. George may receive certain types of parent praise that influence his actions. (Gunderson et al. parent praise study).

Level 2 and 6 marks

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Perception: optional section

## Question 27

- 3 x AO1 marks for knowledge and understanding of constructivist theory (Gregory, 1970)
- 3 x AO2 marks for application of the theory to Shamila's perception in the novel scenario
- 3 x AO3 marks for assessment/ competing arguments/judgements about how well constructivist theory can be applied to Shamila.

\*27 Shamila was walking home from work when a person stole her bag. They were wearing a dark coat with the hood up. Shamila was frightened by the theft, and for several weeks she got a taxi home instead of walking. One day, Shamila decided to try walking home and asked a friend to walk with her.

After walking home, Shamila told her friend there had been six people who had stared at her bag, one of whom was planning to steal her bag because they had their hood up. Her friend said that she had not seen anyone staring at them and had not noticed a person with their hood up.

Assess how well the constructivist theory of perception (Gregory, 1970) can explain Shamila's perception.



## Question 27: Candidate response 1

(9)

The constructivist theory of perception states that we do not see everything exactly as it is but instead base it off of schemas and expectations of the situation. In Shamina's case someone having their hood up has a strong connection to her wanting to steal her bag because of the upsetting experience she has with someone who had their hood up.

Shamina likely thought that people were staring at her bag because she was worried people would steal her bag and so payed extra attention. Assuming people would steal her bag and so through expecting it she constructs her perception to see it.

Gregories (1970) theory of perception accurately explains Shamina's paranoia about having her bag stolen. He expects people to want to

steal her bag and so saw 6 people looking at it and since one of the people had their hood up she assumed they were plotting to steal her bag because her perceptual set of someone who is plotting to steal her bag is a person with a hood up.

# Question 27: Candidate response 1 feedback

A01 knowledge

A02 application

A03 assessment/ competing arguments/ judgements

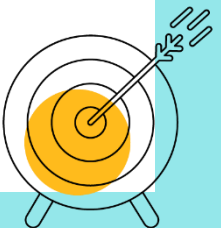
The consequences of this perception  
states that we tend to see everything exactly  
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**perception to see it**

Gregories (1970) theory of perception accuracy  
explains Shamina's potential error taking her  
bag stolen. She expects people to want to

steal her bag and so saw **6 people** looking  
at it and since one of the people had  
their hood up she assumed they were planning  
to steal her bag because her **perceptual set**  
of someone who is planning to steal her bag  
is a person with a hood up

Level 1 and 3 marks





## Question 27: candidate response 2

Gregory's theory of perception states that information is perceived based on prior experience. Moreover, as Shamila had a previous experience with a stolen bag she assumed someone wanted to steal her bag as she walked with her friend.

Gregory's theory states that individuals use top-down processing. This means information is seen through eyes and made sense off prior information being processed in brain. Likewise, as Shamila walked home she ~~imagined~~ thought people stared at her bag, ~~as~~ as she was placed in the same situation walking at night when her purse was stolen.

Gregory's theory mentions that our brain makes a perceptual hypothesis

~~which~~ which is a guess of what is seen then infers. Inference is done when conclusion is made with all information available. Shamila imagined someone with a hand to fill in the gaps of what she saw, ~~even~~ even though someone wasn't actually present.

Gregory's theory has research evidence which improves its reliability. "Haen and Levin" study also found previous knowledge helps in perception of situation. However Gregory's theory overstates the role of prior knowledge and does not take into ~~account~~ account visual information just perceived through sense organs. Additionally, the studies done regarding Gregory's theory were done in controlled lab setting, this reduces ecological validity of study. As they did not take place in mundane, natural familiar environments.

# Question 27: candidate response 2 feedback

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements

Gregory's theory of perception states that information is perceived based on **prior experience**. Moreover, as Shamila had a **previous experience** with a **stolen bag** she **assumed** someone wanted to **steal her bag** as she walked with her friend.

Gregory's theory states that individuals use **top-down processing**. This means information is seen through **eyes** and made sense off **prior information** being processed in brain. Likewise, as Shamila walked home she ~~imagined~~ **thought** people **stared** at her bag, ~~who~~ as she was placed in the **same situation** walking at night when her purse was stolen.

Gregory's theory mentions that our brain makes a **perceptual hypothesis**

~~which~~ which is a **guess** of what is seen then **infers**. **Inference** is done when conclusion is made with **all information** available. Shamila **imagined** someone with a **hard** to fill in the **gaps** of what she saw, ~~even~~ even though someone wasn't **actually present**.

Gregory's theory has research evidence which **improves** its reliability. "Haen and Levin" study also found **previous knowledge** helps in perception of situation. However Gregory's theory **overstates** the role of **prior knowledge** and does not take into ~~account~~ account **visual information** just perceived through **sense organs**. Additionally, the studies done regarding Gregory's theory were done in **controlled lab setting**, this reduces **ecological validity** of study. As they did not take place in **mundane, natural familiar environments**.

The image features a solid teal background. A white rectangular area is positioned on the left side, containing text. To the left of this white area, a thin vertical black line extends from the top to the bottom of the white rectangle.

Sleep and dreaming:  
optional section

## Question 32: Activation Synthesis theory (2 marks)

1 x AO2 for a reason why Alfie had the dream that he did.

1 x AO3 for justification of this reason through activation synthesis theory.

**32** Archie dreamt that he was running through a forest with his best friend and his grandma. As they came towards the end of the forest there was a large office building in front of them with a gorilla sitting in the doorway eating a pizza. The gorilla waved at Archie, who then fell through a hole that appeared in the floor. He then woke up.

Explain **one** reason why Archie may have had this dream.

You must use Activation Synthesis Theory to justify your answer.

## Question 2: Candidate response 1

The Activation Synthesis Theory states that at night, random neurons are fired which ~~cause~~ the brain tries to make sense of. There is a sensory blockade which stops the body feeling anything, but all feelings come from randomly firing neurons. Archie's brain would have then tried to make sense of the thoughts these neurons stimulated.

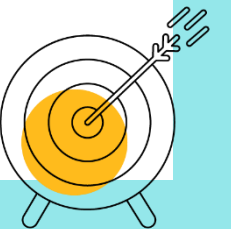


## Question 2: Candidate response 1 feedback

The Activation Synthesis Theory states that at night, random neurons are fired which ~~cause~~ the brain tries to make sense of. There is a sensory blockade which stops the body feeling anything, but all feelings come from randomly firing neurons. Archie's brain would have then tried to make sense of the thoughts these neurons stimulated.

0 marks awarded

Although this **knowledge** of Activation synthesis theory is accurate this response is **generic** so cannot get ANY marks.



## Question 32: Candidate response 2

You must use Activation Synthesis Theory to justify your answer.

Activation Synthesis Theory is ~~when~~ the belief that dreams are just randomly ~~fired~~ <sup>memories</sup> ~~memories~~ that are fired into the ~~the~~ synapse. This means that Archie's dream was random memories that have been formed into a story e.g. he went to the zoo, saw his grandma and ate some pizza.

## Question 32: Candidate response 2

Although this **knowledge** of Activation synthesis theory is similar to the previous response the linked reason is present so AO3 can be awarded.

Activation Synthesis Theory is ~~when~~ the belief that dreams are just **randomly** ~~fired~~ <sup>memories</sup> ~~memories~~ that are **fired** into the **synapse**. This means that Archie's dream was **random memories** that have been formed into a story e.g. he went to the **zoo**, saw his **grandma** and ate some **pizza**.

Applied reason

Justification through theory

Reason given for the dream has been given and has been linked appropriately to the scenario so AO2 can be awarded.

**2 marks awarded**



## Question 34

- 3 x AO1 marks for knowledge and understanding of Freudian theory of dreaming (1900)
- 3 x AO2 marks for application of the theory to Aisha in the novel scenario
- 3 x AO3 marks for assessment/ competing arguments/judgements about how well Freudian theory can be applied to Aisha.

**\*34** Aisha has arranged to meet up with a man she met at work. She is nervous that they may not have anything to talk about when they meet. Aisha also worries that he might not be as nice away from work as he is when they chat at work.

The night before her meeting, Aisha dreamt she was in a restaurant surrounded by 30 males who all looked like her dad. They made negative comments about her outfit and hairstyle. Aisha could not reply because her mouth had vanished. Aisha dreamt she ran from the restaurant but could not find her way home until a man on a unicorn rescued her.

Assess how well Freudian theory of dreaming (Freud, 1900) can explain Aisha's dream.



## Question 34: Candidate response 1

(3)

Freud's theory of dreaming (1900) states that a dream consists of manifest content, this is the content of the dream that we often recount or tell people. Aisha's manifest content is that she was in a restaurant with 30 males who looked like her father, her mother vanished and that a man on a unicorn had rescued her. Freud's theory (1900) has helped advances in treatment such as psychoanalysis which means its practical applications are a strength.

Freudian theory of dreaming (Freud, 1900) also states that a dream has latent content which is the deeper ~~content~~ meaning behind the dream. Aisha's latent content may be that her lack of mother represents her anxiety of not ~~having~~ having anything to talk about with the man. Freud's theory of dreaming (1900) does not have generalisable research support as we presented this theory from many case studies including Little Hans, therefore it may not account for Aisha's dream.

Finally, Freud's theory of dreaming (1900) states that we have dreamwork where the latent content is hidden by condensation (multiple ideas are presented as one) displacement (something unimportant seems more important than what is actually important) and secondary elaboration. Aisha's dream may have had displacement as the 30 men saying negative things about her holds more supposed significance than the man on a unicorn, perhaps this man on the unicorn is now she perceives the man from her workplace. However, Freud's theory of dreaming (1900) fails to explain the nonsensical aspect of dreams and so has low application, even in Aisha's case the man on the unicorn is much better explained by the Activation-Synthesis Theory, as it is random and does not fit in the dream she is having.



# Question 34: Candidate response 1 feedback

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements

Freud's theory of dreaming (1900) states that a dream consists of **manifest content**. This is the content of the dream that we often **recount** or tell people. Aisha's manifest content is that she was in a **restaurant** with **30 males** who looked like her father, her mother vanished and that a **man on a unicorn** had **rescued her**. Freud's theory (1900) has helped advances in treatment such as psychoanalysis which means its practical applications are a strength.

Freudian theory of dreaming (Freud, 1900) also states that a dream has **latent content** which is the **deeper ~~content~~ meaning** behind the dream. Aisha's latent content may be that her **loss of mother** represents her **anxiety of not having anything to talk about** with the **man**. Freud's theory of dreaming (1900) does not have generalisable research support as we presented this theory from many case studies including Little Hans, therefore it may not account for Aisha's dream.

Finally, Freud's theory of dreaming (1900) states that we have **dreamwork** where the latent content is hidden by **condensation** (**multiple ideas** are presented as **one**) **displacement** (**something unimportant** seems more important than what is **actually important**) and **secondary elaboration**. Aisha's dream may have had displacement as the **30 men** saying negative things about her holds more supposed significance than the **man on a unicorn**, perhaps this **man on the unicorn** is now she **perceives** the man from her **workplace**. However, Freud's theory of dreaming (1900) fails to explain the nonsensical aspect of dreams and so has low application, even in Aisha's case the man on the unicorn is much better explained by the Activation-Synthesis Theory, as it is random and does not fit in the dream she's having.

Level 2 and 6 marks

## Question 34: Candidate response 2

(7)

Freud's theory of dreaming thought that we had unconscious thoughts and desires called the id, our ideals and morals called the super-ego, and the reasoning between the id and super-ego, called the ego. He believed that all our mental problems and anxieties could be removed if our id was interpreted and removed. He thought we could do this by a psychoanalyst interpreting our dreams as in our dreams when the defences to the id were lowered. There were 2 parts to dreams, the manifest content and the latent content. The manifest content was everything the dreamer recounts having experienced in their dream. The latent content is everything that the dreamer wants and is the underlying meaning behind the dream. ~~Freud's theory~~ ~~that~~ Our thoughts turning into our dream is referred to as dreamwork.

Aisha's dream can be explained by Freud's theory. As the manifest content is what Aisha experienced in the dream like the many men that looked like her dad or her mouth vanishing.

Her dream may have latent content which is the underlying meaning. For example, the many men that looked like her dad could be that her dad criticised her a lot which is the latent content of her dream.

Her dreaming that her mouth had vanished could represent that she feels that she has no voice. Aisha's dream may have condensation where many ideas were added together to make one whole idea. For example, the manifest content of Aisha finding a man on a unicorn could show that Aisha feels safe with the man and that the unicorn is her car.

Freud's theory of dreaming was showcased in the case study Little Hans where Freud psychoanalysed a little boy and determined that he had an oedipal complex.

Aisha's dream can be explained by Freud's theory as Little Hans' dream also showed latent content. Little Hans wanted to get rid of his father and marry his mother according to Freud.

Aisha's dream can also be explained by Freud's theory as Freud gathered lots of qualitative, detailed analysis from his research with Little Hans. There were lots of recordings of dreams, what his parents had told

However, Aisha's dream may not be able to be explained by Freud's theory as Freud's theory was supported by Little Hans which was a case study so the results and conclusions are not generalisable.

Freud's theory of dreaming is also individual to every person as the dream must be interpreted by a psychoanalyst in relation to the person's experience and relationship. Therefore, Freud's theory cannot fully explain Aisha's dream.  
(Total for Question 34 = 9 marks)



# Question 34: Candidate response 2 feedback

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements

Level 3 and 8 marks

171

Freud's theory of dreaming thought that we had unconscious thoughts and desires called the id, our ideals and morals called the super-ego, and the reasoning between the id and super-ego, called the ego. He believed that all our mental problems and anxieties could be removed if our id was interpreted and removed. He thought we could do this by a psychoanalyst interpreting our dreams as in our dreams, when the defences of the id were lowered. There were 2 parts to dreams, the manifest content and the latent content. The manifest content was everything the dreamer recounts having experienced in their dream. The latent content is everything that the dreamer wants and is the underlying meaning behind the dream. ~~Everything~~ Our thoughts turning into our dream is referred to as dreamwork.

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(Total for Question 34 = 9 marks)

The image features a solid teal background. A white rectangular area is positioned in the upper-left quadrant. To the left of this white area, a thin vertical black line extends from the top to the bottom of the white rectangle. Inside the white rectangle, the text "Language: optional section" is written in a black, sans-serif font.

Language: optional section

# Question 41

- 3 x AO1 marks for knowledge and understanding of linguistic determinism
- 3 x AO2 marks for application of the theory to Moki in the novel scenario
- 3 x AO3 marks for assessment/ competing arguments/judgements about how well linguistic determinism can be applied to Moki's difficulties in learning a second language.

\*41 Moki has decided to learn English as his second language. He started online lessons with an English tutor. Moki is struggling with his learning because there are big differences between his native language and the English language.

Moki is currently learning words for rain, such as heavy, light, shower and downpour. He can say the words but does not understand why there are so many words for rain when his language only has one word.

The tutor shows Moki video clips and pictures of different types of rain alongside each word, and he is beginning to understand the differences between these types of rain.

Assess how well linguistic determinism can explain Moki's difficulty learning a second language.



## Question 41: Candidate response 1

Linguistic determinism is the idea ~~that~~ that language ~~our~~ language determines how we see the world - we can only see the world as our language splits it up. As Moki's native language only has one word for rain, he is unable to understand the different English words for rain such as 'shower' and 'downpour'. ~~A~~ A strength of ~~using~~ linguistic determinism is that it supports linguistic relativism.

Linguistic relativism is the ~~theory~~ theory that our language influences how we see the world. As Moki's language has one word for rain, he initially doesn't know the meanings of the many English words, however when he is shown clips & pictures of the different types of rain he is able to begin to understand their different meanings. This criticises linguistic determinism as Moki is able to adapt his thinking - his thinking isn't limited by his language.

# Question 41: Candidate response 1 feedback

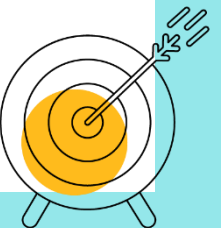
AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements

Linguistic determinism is the idea that language our language determines how we see the world - we can only see the world as our language splits it up. As Moki's native language only has one word for rain, he is unable to understand the different English words for rain such as 'shower' and 'downpour'. A strength of using linguistic determinism is that it supports linguistic relativism. Linguistic relativism is the theory that our language influences how we see the world. As Moki's language has one word for rain, he initially doesn't know the meanings of the many English words, however when he is shown clips & pictures of the different types of rain he is able to begin to understand their different meanings. This criticises linguistic determinism as Moki is able to adapt his thinking - his thinking isn't limited by his language.

Level 1 and 3 marks



# Question 41: candidate response 1

Linguistic determinism is the belief that language shapes how you perceive/view the world. Linguistic relativism ~~says~~ states that the language we speak is slightly influential how we perceive & view the world. A language is a ~~total~~ way of communicating thoughts & ideas so others can understand. Linguistic determinism can explain why Mohi finds it difficult to understand the other English words for rain. However, if he was showing linguistic determinism, he wouldn't be able to recognise the difference ~~bet~~ in rain between the picture/video. However, Mohi can see a difference between the different types of rain suggesting that Mohi is, in fact, showing linguistic relativism. We can tell this as he begins to understand the differences

so clearly ~~doesn't~~ does have a concept of different types of rain. He is also showing language as he can communicate that the rain is different via ~~language~~ <sup>English</sup>. However, Boroditsky did show that language ~~can~~ can influence how Mandarin speakers & English speakers view time. For example, a Mandarin speaker thinks of time as vertical whereas English thinks of it as horizontal. However, Boroditsky found that if primed, both speakers could become quicker at the other way of viewing time. A study also found that as Russian has two different words for blue as ~~one~~ one means light & one means dark, they were ~~in~~ quicker than English speakers at recognising the colours. Another study done on the Dani tribe found that they ~~didn't~~ <sup>as their language didn't have</sup> a concept of time, however, this <sup>was</sup> was disproved as they ~~just~~ just had to use convoluted language to explain it. All of these studies show linguistic relativism as people can learn concepts/

express them even if they're not in their language. If linguistic determinism existed they couldn't express the concept at all with any language, this is why many linguists & psychologists ~~begin~~ reject determinism in favour of relativism.



## Question 41: candidate response 2 feedback

Linguistic determinism is the belief that language shapes how you perceive/view the world. Linguistic relativism states that the language we speak is slightly influential how we perceive & view the world. A language is a ~~total~~ way of communicating thoughts & ideas so others can understand. Linguistic determinism can explain why Mohi finds it difficult to understand the other English words for rain. However, if he was showing linguistic determinism, he wouldn't be able to recognise the difference ~~but~~ in rain between the picture/ video. However, Mohi can see a difference between the different types of rain suggesting that Mohi is, in fact, showing linguistic relativism. We can tell this as he begins to understand the differences

AO1 knowledge

AO2 application

AO3 assessment/ competing arguments/ judgements

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express them even if they're not in their language. If linguistic determinism existed they couldn't express the concept at all with any language, this is why many linguists & psychologists reject determinism in favour of relativism.

Level 3 and 7 marks



Discussion

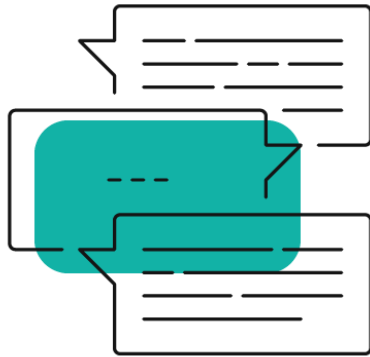




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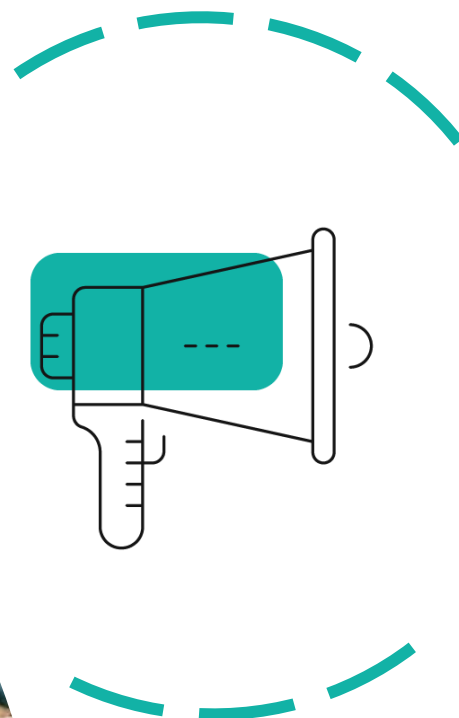




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