



GCSE Psychology: All Set for 2025–2026

Poll

Please answer the following questions in the poll when it launches:

How long have you been teaching Edexcel GCSE psychology?

What's your psychology background?

Have you examined GCSE psychology?

What psychology topic do you most enjoy teaching and why?

Welcome to this Professional Development Training

This training covers an overview of useful information ahead of the start of the new academic year, including:

- new free resources available and a reminder of other key support materials
- upcoming training events, including exam insights in November
- FAQs
- opportunity to ask questions.

Agenda

GCSE Psychology: All Set for 2025–2026

In this session we are going to look at:

- New Pearson branding
- Results roundup including ResultsPlus
- Free resources including new transition to GCSE Psychology pack
- Getting the most out of ExamWizard
- Future training opportunities





New branding

Our new logo and branding is being rolled out currently – be reassured that we are still Pearson Edexcel!

Results roundup

Access past updates on the 'News' page, including August's results support update

Pearson | Qualifications

SUBJECTS | QUALIFICATIONS | SUPPORT | ABOUT US | CONTACT US

Specification Course materials **News** Training and events

Home > Our qualifications > GCSEs > Psychology (9-1) from 2017

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Pearson | Edexcel

1 - 20 of 30

☒ All ☐ Subject update (30)

Subject update | 7 September 2025
September 2025 Psychology subject update
Welcome to your Pearson Edexcel Psychology September 2025 subject update.

Subject update | 10 August 2025
Summer 2025 results support for Psychology qualifications
Welcome to your Pearson Edexcel Summer 2025 results support for Psychology qualifications update.

Subject update | 6 July 2025
July 2025 Psychology subject update
Welcome to your Pearson Edexcel Psychology July 2025 subject update.

Subject update | 8 June 2025
June 2025 Psychology subject update

Access past updates on the 'News' page, including August's results support update

Getting ready for results days

Grade boundaries



Understanding the Uniform Mark Scale for IAL Psychology



ResultsPlus - our online results analysis tool



Examiner Reports from Results Plus



Access to scripts



Post-Results services



How to apply for post-results services



Appeals



Ofqual's Understanding Grading toolkit



Post-results support for students



Letter to students from Ofqual and UCAS



Grade Statistics



**Results Plus is
a powerful
tool for
analysing your
students'
performance
and is free**

General Qualifications options



ResultsPlus Analysis

Analysis and reports on your Edexcel examinations



Mock Analysis Service

Print past papers, assign papers to students for mock mark entry, manage student marks, analyse performance



Global Results Analysis

View overall performance for the whole Edexcel cohort



Create or Edit a group

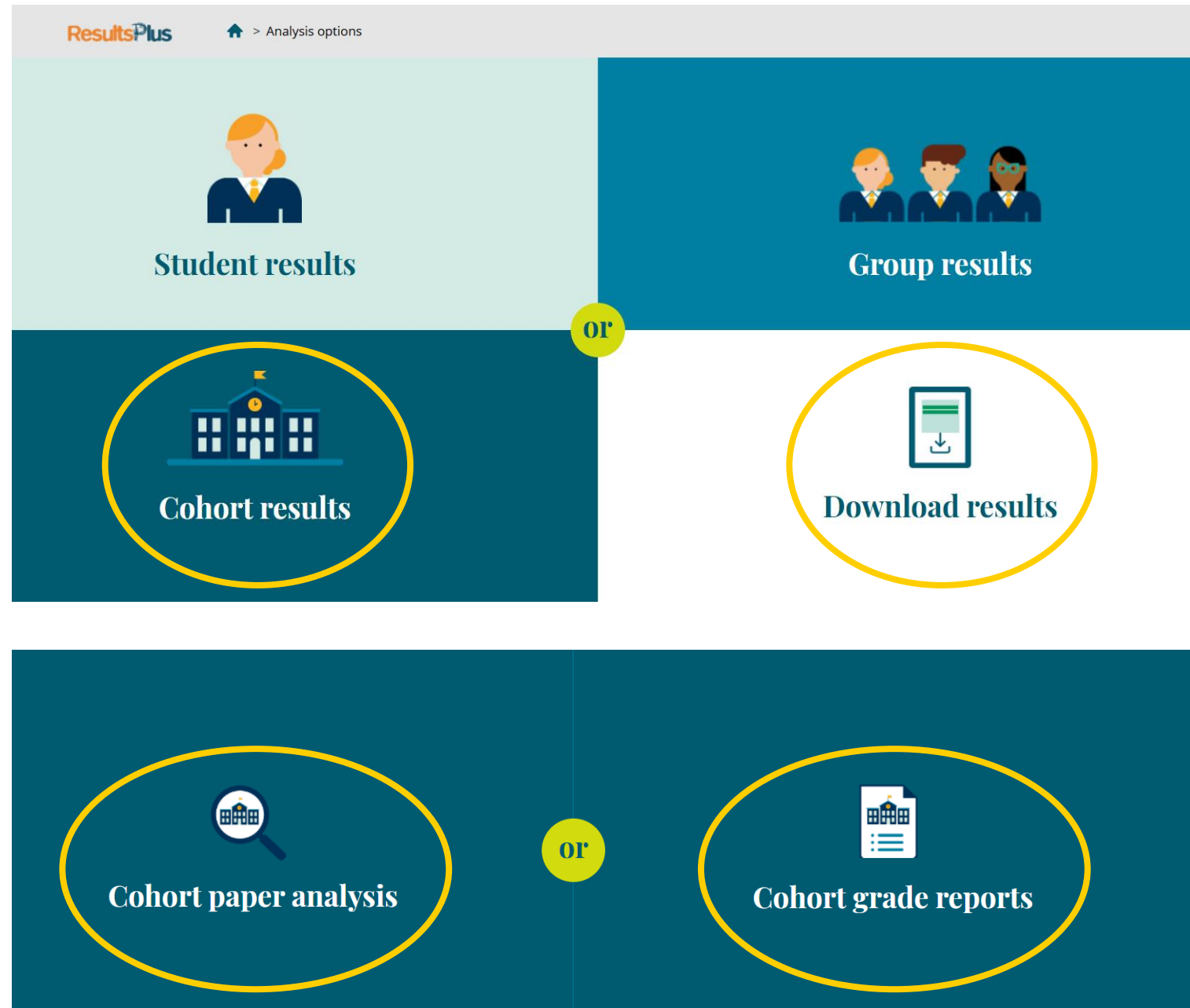
Set up classes and other groups to help analyse performance



Retrieve Incoming Learner Results

Retrieve Pearson results from a learner's previous centre

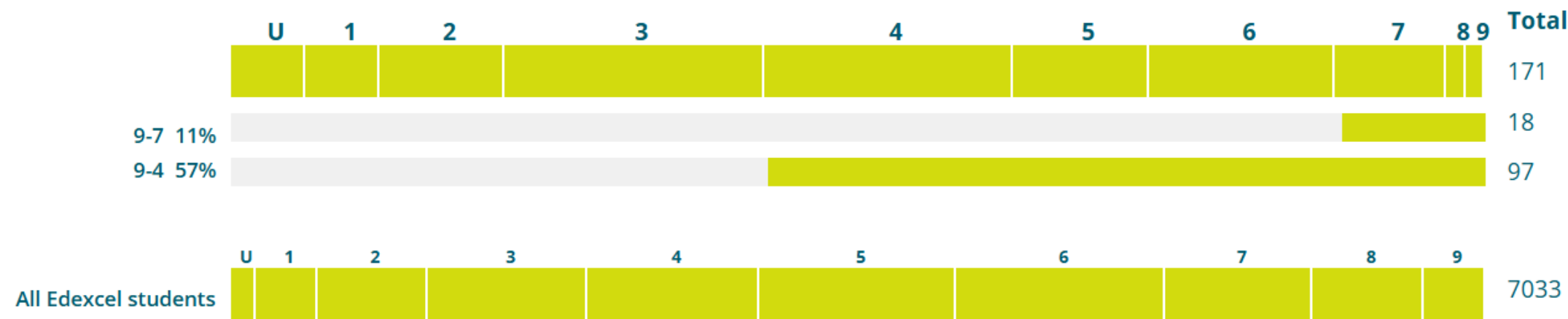
Options within Results Plus



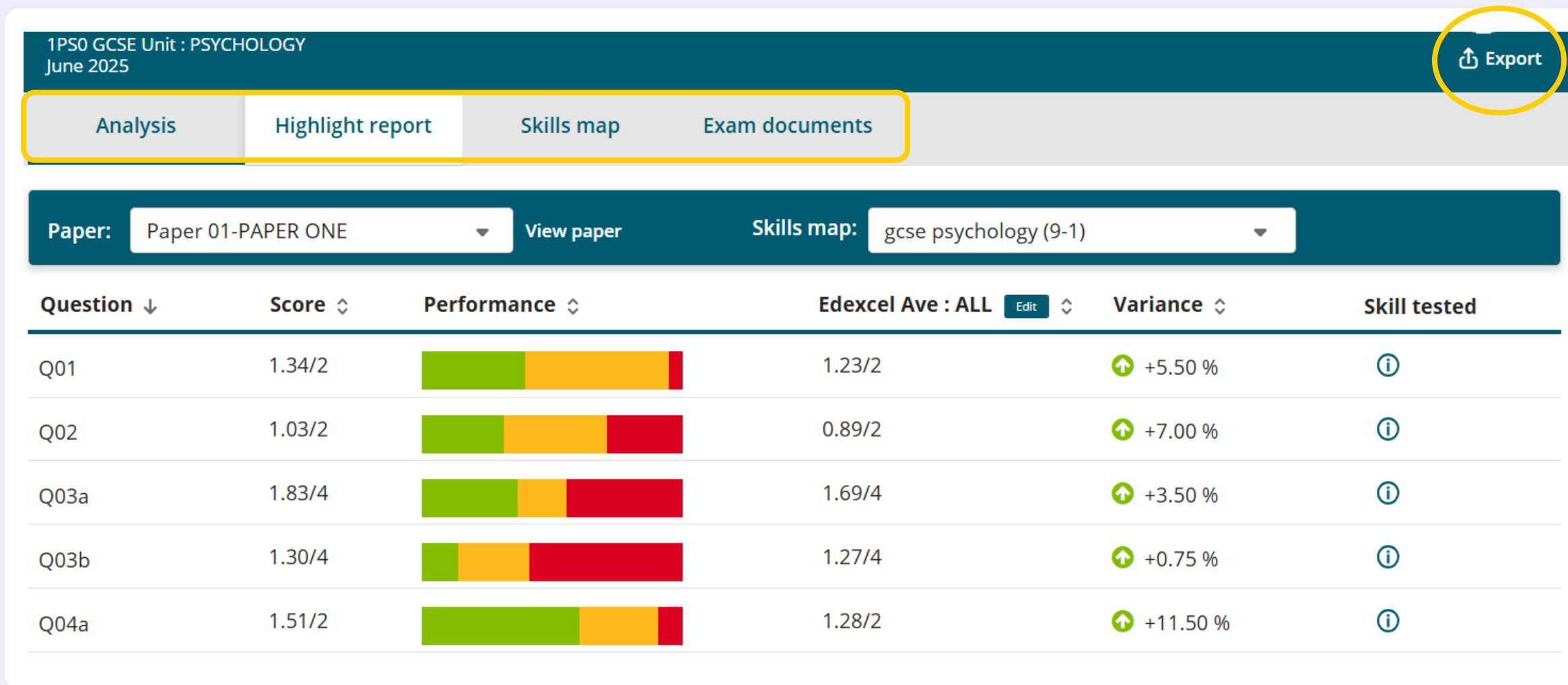
Select qualification type, session (exam series) and subject

| Award ↓ | | Session |
|---------------------|-----------------------------|-------------------------------|
| > | 1AA0 GCSE ARABIC | |
| > | 1CN0 GCSE CHINESE | |
| > | 1GK0 GCSE GREEK | |
| > | 1PG0 GCSE PORTUGUESE | |
| ▼ | 1PS0 GCSE PSYCHOLOGY | |
| ▼ | 1PS0 PSYCHOLOGY: PSYCHOLOGY | June 2025 |
| Paper 01: PAPER ONE | | June 2025 <a>Download CSV |
| Paper 02: PAPER TWO | | June 2025 <a>Download CSV |
| > | 1RU0 GCSE RUSSIAN | |

Cohort grade report

















Cohort paper analysis



Exported paper analysis with formula and conditional formatting added

| Question | Skill tested | | Skill ID | Score | Max score | Percent | Edexcel av | ALL |
|----------|---|------|----------|-----------|-----------|---------|------------|------|
| Q01 | Understand the study: Gunderson (Parent Praise) | -10% | N10S5127 | 1.0295857 | 2 | 51.5 | | 1.23 |
| Q02 | Understand morality issues in psychology and the individual | -12% | N12S5127 | 0.6568047 | 2 | 33 | | 0.89 |
| Q03a | Understand the effects of learning on development (Willingham's theory) | 14% | N7S51271 | 2.2307692 | 4 | 30.75 | | 1.69 |
| Q03b | Understand the effects of learning on development (Willingham's theory) | -5% | N7S51271 | 1.0591715 | 4 | 26.5 | | 1.27 |
| Q04a | Understand the role of education and intelligence | -11% | N5S51271 | 1.0532544 | 2 | 52.5 | | 1.28 |
| Q04b | Understand the role of education and intelligence | -6% | N5S51271 | 1.0591715 | 2 | 53 | | 1.17 |
| Q05 | Understand the reductionism and holism debate | 2% | N24S5127 | 0.8976331 | 2 | 30 | | 0.85 |
| Q06 | Understand the study: Peterson (Short term retention) | -8% | N22S5127 | 1.0295857 | 2 | 51.5 | | 1.18 |
| Q07 | Understand the structure and process of memory (Atkinson & Shiffrin) | -10% | N19S5127 | 1.1420118 | 2 | 57 | | 1.35 |
| Q08a | Understand retrograde and anterograde amnesia | -7% | N17S5127 | 1.3431952 | 2 | 67 | | 1.49 |
| Q08b | Understand retrograde and anterograde amnesia | -8% | N17S5127 | 0.5798816 | 2 | 29 | | 0.73 |
| Q09a | Understand the active process of memory (Bartlett theory) | -5% | N18S5127 | 0.6982248 | 2 | 35 | | 0.79 |
| Q09b | Understand the active process of memory (Bartlett theory) | -11% | N18S5127 | 0.3964497 | 4 | 10 | | 0.82 |
| Q10 | Understand the study: Young (CBT with Internet Addicts) | -2% | N37S5127 | 0.9763313 | 2 | 49 | | 1.01 |
| Q11 | Understand the use of drugs as a treatment for depression and addiction | -5% | N34S5127 | 0.7100591 | 2 | 35.5 | | 0.81 |
| Q12a | Understand symptoms and features of depression and addiction | 4% | N27S5127 | 1.2710059 | 2 | 53.5 | | 1.2 |
| Q12b | Understand the use of learning theory to explain addiction | -12% | N32S5127 | 0.4970414 | 4 | 12.5 | | 0.99 |
| Q12c | Understand the use of CBT as a treatment for depression and addiction | -15% | N33S5127 | 0.6804733 | 2 | 34 | | 0.98 |
| Q13a | Understand the use of cognitive theory to explain depression | -6% | N31S5127 | 0.8816568 | 2 | 44 | | 1 |

Skills map

| | | | | |
|---|---------|-----|---------|--|
| <div>   </div> How does your memory work? | 8.17/16 | 51% | 7.22/16 |  +5.94% |
| <div>   </div> Memory | 5.75/12 | 48% | 5.19/12 |  +4.67% |
| <div>  </div> Know the structure and process of memory and information processing | - | - | - | - |
| <div>  </div> Understand the features of short-term and long-term memory | - | - | - | - |
| <div>  </div> Understand retrograde and anterograde amnesia | 2.42/4 | 61% | 2.22/4 |  +5.00% |
| <div>  </div> Understand the active process of memory (Bartlett theory) | 1.90/6 | 32% | 1.61/6 |  +4.83% |
| <div>  </div> Understand the structure and process of memory (Atkinson & Shiffrin) | 1.43/2 | 72% | 1.35/2 |  +4.00% |

Highlight report

This cohort's top 10 ▾ skills to improve in relation to the Edexcel average ▾ were:

| Skill Title | Score | Percentage | Edexcel Ave : ALL Edit | Variance |
|---|--------|------------|-------------------------------------|-----------|
| Understand how communication is different in humans to animals | 0/1 | 0% | 0.09/1 | ↓ -9.00 % |
| Understand the role of identity and free will in the development of s | 0.33/1 | 33% | 0.39/1 | ↓ -6.00 % |
| Understand the study: Haney, Banks and Zimbardo (Prisoners and C | 1.42/4 | 36% | 1.56/4 | ↓ -3.50 % |
| Understand the use of cognitive theory to explain depression | 1.68/4 | 42% | 1.76/4 | ↓ -2.00 % |
| Understand the concepts of self and self-concept | 0.67/2 | 34% | 0.66/2 | ↑ +0.50 % |
| Understand symptoms and explanations of sleep disorders | 1.22/2 | 61% | 1.21/2 | ↑ +0.50 % |

'Download Results' downloads students' marks for every question

| Questions gcse psychology (9-1) | | Max Trait | XXXXXXXXXX | XXXXXXXXXX | XXXXXXXXXX | XXXXXXXXXX | XXXXXXXXXX |
|---------------------------------|--|-----------|------------|------------|------------|------------|------------|
| | | | 100000000 | 100000000 | 100000000 | 100000000 | 100000000 |
| Q15a | Understand the study: Sperry (Hemisphere Deconnection) | 2 | 1 | 2 | 1 | 2 | 2 |
| Q15b | Understand the study: Sperry (Hemisphere Deconnection) | 2 | 0 | 0 | 0 | 0 | 0 |
| Q16a | Understand the study: Damasio (The Return of Phineas Gage) | 2 | 1 | 2 | 2 | 2 | 2 |
| Q16b | Understand the study: Damasio (The Return of Phineas Gage) | 4 | 0 | 0 | 2 | 3 | 2 |
| Q17a | Know the structure and function of the brain | 2 | 2 | 2 | 2 | 0 | 0 |
| Q17b | Know the structure and function of the brain | 2 | 1 | 0 | 2 | 0 | 0 |
| Q18a | Understand the study: Haney[comma] Banks and Zimbardo (Prisoners and Guards) | 2 | 2 | 2 | 1 | 0 | 0 |
| Q18b | Understand the study: Haney[comma] Banks and Zimbardo (Prisoners and Guards) | 2 | 2 | 1 | 1 | 2 | 1 |
| Q19 | Understand conformity to majority influence | 4 | 4 | 2 | 2 | 0 | 2 |
| Q20a | Understand factors affecting bystander intervention | 2 | 2 | 2 | 1 | 2 | 1 |
| Q20b | Understand factors affecting bystander intervention | 2 | 0 | 1 | 1 | 2 | 0 |
| Q21 | Understand ways to prevent blind obedience to authority figures | 4 | 2 | 2 | 0 | 1 | 4 |
| Q22 | Understand the nature and nurture debate | 9 | 6 | 5 | 4 | 4 | 4 |
| Q23 | Understand the nature and nurture debate | 9 | 4 | 5 | 5 | 7 | 1 |
| Total Marks | | 98 | 65 | 60 | 60 | 57 | 56 |

Teaching and Learning Resources

Free teaching and learning resources on our website



Specification

Course materials

News

Training and events

[Home](#) > [Our qualifications](#) > [GCSEs](#) > [Psychology \(9-1\) from 2017](#)

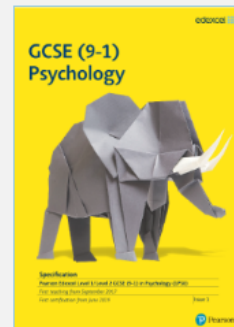
[Subscribe](#)

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Pearson Edexcel GCSE Psychology (9-1) from 2017



Specification



DOWNLOAD

PDF | 602.5 KB

Teaching from: September 2017

External assesment from: 2019

Our Edexcel GCSE in Psychology introduces students to psychological concepts and methodologies in the context of real-life issues, focusing on key questions, the work of renowned psychologists and the research students can undertake themselves.

Planning on teaching this qualification or already delivering?

Let us know today and we'll make sure you have the latest news and support to guide you through your teaching.

[Get In touch](#)

Course materials

- [Specification and sample assessments \(3\)](#)
- [Exam materials \(48\)](#)
- [Teaching and learning materials \(44\)](#)



New resources
such as our
Transition
Support pack
will be
advertised in
our monthly
psychology
updates

Teaching and learning
materials (44)

SORT BY

Latest

[EXPAND ALL](#)

| | |
|-----------------------|---|
| Course planner | ▼ |
| Exemplar material | ▼ |
| Guide | ▼ |
| Mapping document | ▼ |
| Past training content | ▼ |
| Qualification guides | ▼ |
| Resource list | ▲ |



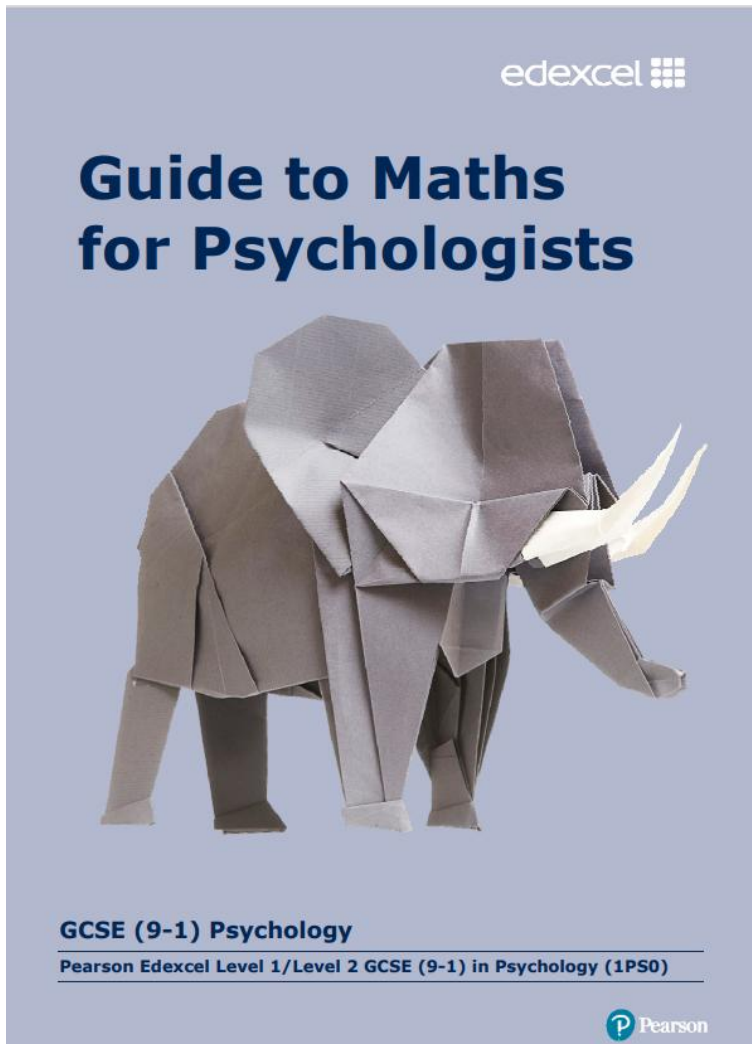
GCSE Psychology Transition Support Resources
| PDF 165.0 KB | 09 July 2025

Guide to Maths for Psychologists

Walk-throughs and examples of key skills which are assessed in exams



Guide to Maths for Psychologists
| PDF 2.6 MB | 18 April 2021



Guide to Maths for Psychologists

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Transition Support:

Learner checklist
with KS3 English,
maths and science
BBC Bitesize links



**GCSE Psychology Transition
Support**



GCSE Psychology Specification Points with related resources

11.1.1 Be able to identify: a. an independent variable (IV) b. a dependent variable (DV) c. extraneous variables, including (i) situational variables (ii) participant variables

[Variables - Working scientifically - KS3 Science - BBC Bitesize](#)

11.1.3 Be able to write a null hypothesis

11.1.4 Be able to write an alternative hypothesis

[Writing a hypothesis and prediction - Working scientifically - KS3 Science - BBC Bitesize](#)

11.2.1 Arithmetic and numerical computation:

a. recognise and use expressions in decimal and standard form

[MiS Skills Worksheet - Decimals](#)

qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/mis-skills-video-decimals.mp4

[MiS Skills Worksheet - Standard Form](#)

qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/mis-skills-video-standardform.mp4

Topic Guides

Written for teachers to clarify key knowledge of course content.

Use alongside textbooks and other resources.

Topic booklet



Topic Guide 2 - Memory

| PDF 157.5 KB | 17 October 2024



Topic Guide 5 - Social Influence

| PDF 155.9 KB | 25 October 2022



GCSE Psychology Launch event presentation

| PDF 273.5 KB | 18 April 2021



Topic Guide 1 - Development

| PDF 141.7 KB | 18 April 2021



Topic Guide 3 - Psychological Problems

| PDF 140.9 KB | 18 April 2021



Topic Guide 4 - The Brain and Neuropsychology

| PDF 121.0 KB | 18 April 2021



Topic Guide 6 - Criminal

| PDF 121.0 KB | 18 April 2021

Sources of example responses

Valuable for teachers to inform marking, and for use in the classroom to help students think like an examiner

FILTERS

CATEGORIES

- ☐ Specification and sample assessments (3)
- ☐ Exam materials (48)
- ☒ Teaching and learning materials (44)

CONTENT TYPE

- ☒ All
- ☐ Course planner (1)
- ☐ Exemplar material (3)
- ☐ Guide (1)
- ☐ Mapping document (1)

Show more

FORMAT

- ☒ All
- ☐ DOCX (1)
- ☐ PDF (29)
- ☐ XLSX (1)
- ☐ ZIP (13)

Teaching and learning materials (44)

SORT BY

Latest



[EXPAND ALL](#)

Course planner



Exemplar material



Guide



Mapping document



Past training content



Qualification guides



Resource list



Scheme of work



Summer 2021 assessment materials for centres



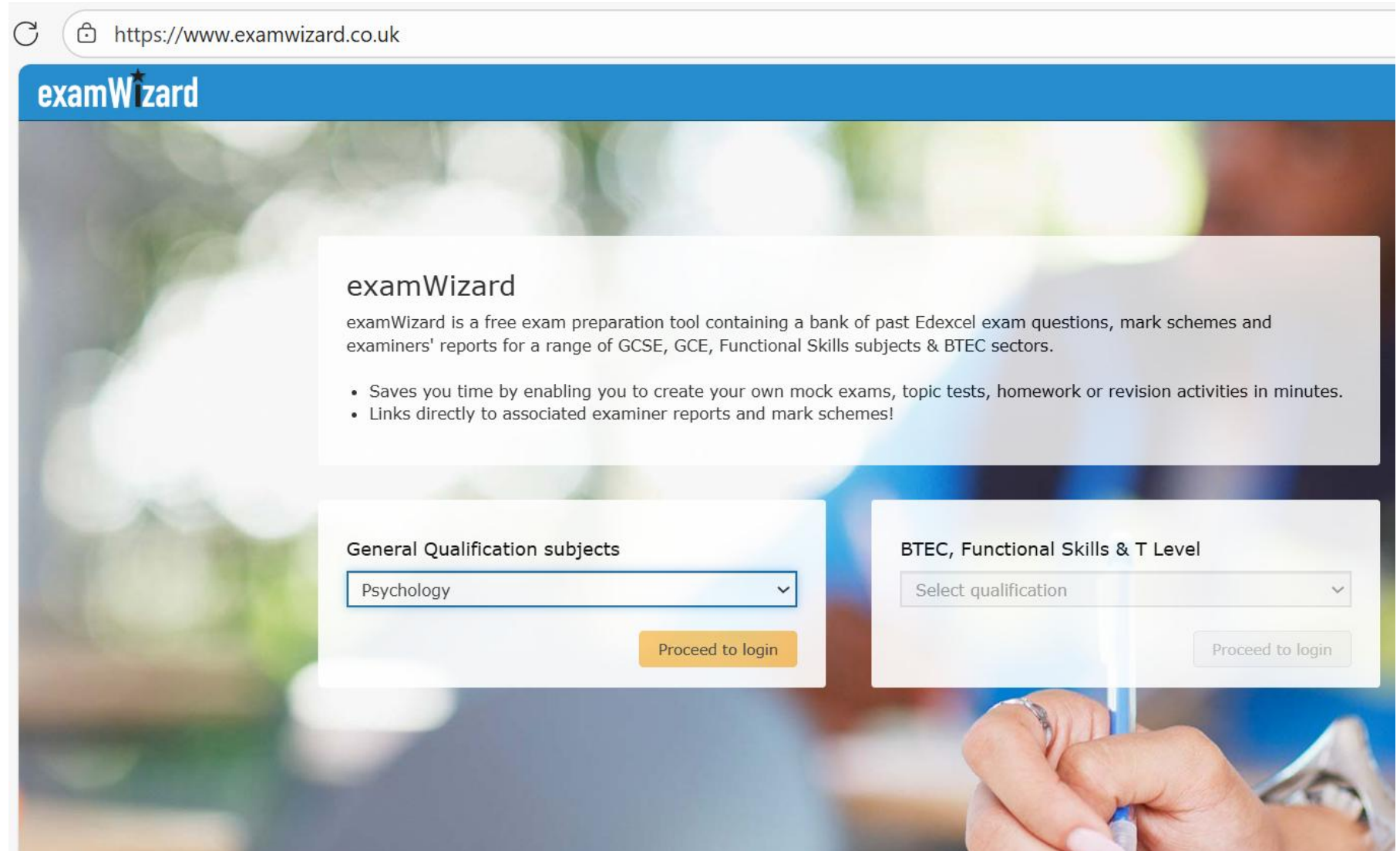
Summer 2021 support



ExamWizard

ExamWizard

Login with your
Edexcel Online
account



The screenshot shows the ExamWizard website in a web browser. The address bar displays 'https://www.examwizard.co.uk'. The page has a blue header with the 'examWizard' logo. Below the header, there is a white box containing the site's name and a description: 'examWizard is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiners' reports for a range of GCSE, GCE, Functional Skills subjects & BTEC sectors.' This is followed by two bullet points: 'Saves you time by enabling you to create your own mock exams, topic tests, homework or revision activities in minutes.' and 'Links directly to associated examiner reports and mark schemes!'. At the bottom, there are two login options. The first is for 'General Qualification subjects' with a dropdown menu showing 'Psychology' and an orange 'Proceed to login' button. The second is for 'BTEC, Functional Skills & T Level' with a dropdown menu showing 'Select qualification' and a grey 'Proceed to login' button. The background of the page is a blurred image of a person's hands holding a pen.

examWizard

examWizard is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiners' reports for a range of GCSE, GCE, Functional Skills subjects & BTEC sectors.

- Saves you time by enabling you to create your own mock exams, topic tests, homework or revision activities in minutes.
- Links directly to associated examiner reports and mark schemes!

General Qualification subjects

Psychology

Proceed to login

BTEC, Functional Skills & T Level

Select qualification

Proceed to login

Search for past paper questions by topic, skill (e.g. maths), type (e.g. extended response)

The screenshot shows the examWizard website interface for building a paper. The browser address bar displays <https://www.examwizard.co.uk/buildpaper>. The navigation bar includes the examWizard logo and three tabs: 'Find Past Papers' (highlighted with a yellow box), 'Build a paper', and 'My Papers'. On the right of the navigation bar are links for 'Help' and 'Log out', along with a user profile icon and other utility icons.

The main content area contains several filter sections:

- Qualification:** A dropdown menu with 'GCSE (9-1)' selected (highlighted with a yellow box).
- Specification:** A dropdown menu with 'All selected (1)' selected.
- Year:** A dropdown menu with 'Select one or more' selected.
- Series:** A dropdown menu with 'Select one or more' selected.
- Unit:** A dropdown menu with 'Select one or more' selected.
- Topic (click here):** A dropdown menu with 'Select one or more' selected (highlighted with a yellow box).
- Skill:** A dropdown menu with 'Select one or more' selected (highlighted with a yellow box).
- Question type:** A dropdown menu with 'Select one or more' selected (highlighted with a yellow box).
- Assessment objective:** A dropdown menu with 'Select one or more' selected.
- Keyword search:** A text input field with the placeholder 'Type keyword to search' and a note 'Please enter a minimum of 3 characters'. Below the input field are two buttons: 'Search' (highlighted with a yellow box) and 'Clear' (highlighted with a yellow box).

Build papers and question banks, exporting to Word with mark schemes, for a variety of teaching and assessment uses

The screenshot displays the examWizard web application interface. The top navigation bar includes the 'examWizard' logo, links for 'Find Past Papers', 'Build a paper', and 'My Papers', along with 'Help' and 'Log out' options. A search bar with an 'Edit Search' icon is also present.

The 'Search Results' section on the left shows a list of questions. The fourth result, 'Define the term 'holism'', is highlighted with a yellow circle around its 'Viewing' button. This result is selected in the main content area.

The main content area displays the details for the selected question. At the top, there is a text input field for naming the paper, followed by summary statistics: '3 questions', '6 minutes', and '6 marks'. Action buttons include 'View/Edit paper', 'Remove all', 'Export paper' (highlighted with a yellow box), and 'Save'.

Below the statistics, the question title 'Define the term 'holism'' is shown. A tabbed interface allows switching between 'Question', 'Mark Scheme', and 'Examiner's Report' (the 'Mark Scheme' tab is highlighted with a yellow box).

The 'Mark Scheme' tab displays the following content:

- A paragraph: "This question required candidates to define the term as it is used in psychology. The best responses gave an accurate definition, usually with an example to show knowledge and understanding of the term. Weaker responses were too vague or defined reductionism instead. There was a fairly even split between candidates who achieved the mark and those who did not, on this question."
- A heading: "Define the term 'holism' as used in psychology."
- A handwritten student response: "Holism is when we study an idea by looking at it as a whole and seeing how all its parts interact with each other."
- A section titled "Results Plus: Examiner Comments" containing the text: "This response is given one mark." and a bullet point: "One mark for accurate definition".

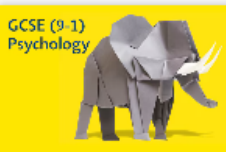
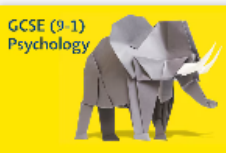
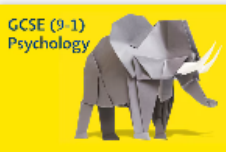




Future training opportunities

Free Courses

All available at:

<https://pdacademy.pearson.com>

Live online Exam
Insights and Issues
and Debates events
in November and
January

| | |
|---|---|
|  | GCSE Psychology: Exam Insights Summer 2025 By Pearson 1hr 30 mins 18-Nov-2025 Live Online Free |
|  | GCSE Psychology: Deep Dive into Issue and Debate Questions By Pearson 1hr 30 mins 20-Jan-2026 Live Online Free |
|  | GCSE Psychology: Training Playlist By Pearson 0-2hrs Recorded Free |
|  | GCSE Psychology: New to Edexcel By Pearson 1.5hrs Recorded Free |
|  | GCSE Psychology: Marking training for teachers – part 2 By Pearson 58mins Recorded Free |
|  | GCSE Psychology: Marking training for teachers – part 1 By Pearson 1hr 5mins Recorded Free |
|  | GCSE Psychology: Exam Insights Recordings By Pearson Free |

Frequently Asked Questions

How many points are needed for 9 mark essays? These questions are marked using the Levels Based Mark Scheme. Three points for each AO are given in the 'indicative content' but this does not mean that three points are needed for three marks.

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 27 | <p>AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>Candidates who do not consider two areas of psychology (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p>Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p>AO1</p> <ul style="list-style-type: none"> Conformity is when an individual follows the majority in a group situation to fit in. Carol Dweck's mindset theory states that a fixed mindset is when someone believes abilities are static and they cannot therefore improve. Multi-store model of memory assumes that attention and rehearsal are critical to information being transferred to the long-term memory. <p>AO2</p> <ul style="list-style-type: none"> Gerard was not competitive at school, but when playing games with his family, he followed their behaviour and conformed into becoming competitive. Gerard's brother is showing a fixed mindset as he stops playing saying he will not improve, but Gerard is showing more of a growth mindset as he is investing effort to improve. Gerard was struggling to remember the rules for the new card game so repeatedly rehearsed the rules by playing on his own, so the rules were transferred to his long-term memory and began winning some games. <p>AO3</p> <ul style="list-style-type: none"> Asch (1951) used a line study to support conformity to majority influence with about one third (32%) on average conforming to the majority, so can account for Gerard becoming competitive and loud with his family when playing games when he was not usually like this at school. Evidence supporting mindset theory, such as Mueller and Dweck (1998), can be laboratory-based so participants may have shown artificial behaviour, so explaining Gerard and his brother's behaviour around card games at home using this evidence lacks credibility. Peterson and Peterson (1959) provided evidence for the importance of rehearsal in memory with more than 90% of trigrams forgotten after 15 seconds, so could support Gerard not remembering the rules of the new card game as he had not rehearsed them. | (9) |

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

Does 'two areas' mean two topics?

Yes! For example from 'memory' and 'development'. Two explanations from the same topic will not receive full credit.

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)

Can the 'issues and debates' content in Topic 11 (Research Methods) on ethical issues be assessed in the 12 marker on Paper 2 or in a 9 marker on Paper 1?

- Paper 1: There will always be one 9-mark question assessing issues and debates. Since Topic 11.3 is part of the issues and debates content, it can be assessed in this question. Even if not directly assessed as an essay, candidates can use content from Topic 11 where relevant and appropriate in any Paper 1 question.
- Paper 2: There will always be one 12-mark question in Section A assessing Topic 11. Since Topic 11.3 is within Topic 11, it can be assessed in this 12-mark question. Again, even if not directly assessed as an essay, candidates can use content from Topic 11 where relevant and appropriate in any Paper 2 question.

11.3 Issues and debates

- 11.3.1** Understand ethical issues in psychological research, including:
- a. know the term 'ethical issue(s)'
 - b. use content, theories, and research drawn from the compulsory topics (Topics 1, 2, 3, 4, 5) to explain ethical issues in psychological research

Do answers
need to match
the mark
scheme to
gain marks?
No, examiners credit
alternative
responses as long as
they are sufficiently
detailed and
relevant

| Question number | Answer | Mark |
|-----------------|--|------|
| 9(a) | <p>One mark for accurate understanding of the Theory of Reconstructive Memory.</p> <p>One mark for exemplification of how the Theory of Reconstructive Memory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none">• The theory of reconstructive memory suggests people change their original memory when recalling by using their own schema (1). Simon found some of his students used confabulation to recall a word similar to those on the list, such as the word 'sour' being similar to 'bitter', as it fits into the same schema (1). <p>Accept any other appropriate response.</p> | (2) |

What support is available for non-specialist teachers?

- Make use of your Subject Advisor!
- Topic Guides are helpful for specialists and non-specialists
- Exemplar material is particularly useful for non-specialists
- Let us know your requests for training events, support videos and resources

Any questions?

Summary and support

Summary

In this session we looked at the following:

- results support including ResultsPlus
 - free resources available and a reminder of other key support materials
 - examWizard
 - upcoming training events, including exam insights in November
 - FAQs
-

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Psychology
Tim Lawrence



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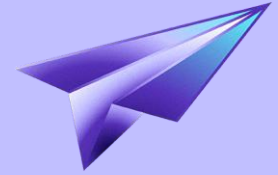
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Following this event, you will receive a survey to share your thoughts about the session. Please let us know what you'd like to see more of and what areas could be improved.





Thank you.