

Examiners' Report
June 2019

GCSE Psychology 1PS0 01

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Introduction

This was the first sitting of the new GCSE 9-1 1PS0 Psychology and the assessment is quite dramatically different to the old 5PS0 assessment. 1PS0/01 has relatively few multiple choice questions in comparison to the 5PS01 paper and has two extended response questions with synoptic elements. The paper is also longer in marks and duration than the old paper 1. Despite the increase in demand introduced by the new GCSE 9-1 specification candidates found the paper accessible on the whole with some very pleasing responses.

Candidates struggled with the short, factual knowledge based questions which was a surprise. Questions 10 and 19b are good examples where candidates struggled to recall basic information from compulsory studies listed on the specification. This should be a focus of study for future series.

Questions that required understanding were more successfully answered with the best responses giving full descriptions or using connectives where necessary. Questions 14 and 20 are examples of this question type.

Some questions required AO1 knowledge and then AO2 application, such as questions 8 or 16, which were well-answered on average with candidates tending to pick up at least one mark in general on these.

Questions that required conclusions were very accessible to most candidates but any questions that then asked for improvements or strengths or weaknesses were less well responded to. It was very common for generic responses with strengths or weaknesses or for improvements. Candidates need to give fully contextualised responses and also fully justify any ideas they have where relevant and appropriate.

The essays tended to be imbalanced and so a clear improvement for future series would be to ensure balance and more AO3 content in particular.

The remainder of this Examiner Report will focus on each individual question and specific examples of candidate responses which can be used to help prepare students for future 1PS0/01 examinations.

Question 2 (a)

For question 2a candidates needed to state which type of mindset Malik is most likely to develop. There was one mark available for stating the type of mindset. The best responses stated the mindset correctly and weaker responses either gave the incorrect mindset or some other incorrect statement.

- 2** Malik and Ruhi are trying to solve a puzzle. After every attempt, Malik is told that he has high intelligence. After every attempt, Ruhi is told that she must try harder and not give up.

(a) State, according to Carol Dweck's mindset theory, which type of mindset Malik is most likely to develop.

(1)

Fixed mindset



This response was awarded 1 mark for fixed mindset.

Question 2 (b)

For question 2b candidates needed to state which type of mindset Ruhi is most likely to develop. There was one mark available for stating the type of mindset. The best responses stated the mindset correctly and weaker responses either gave the incorrect mindset or some other incorrect statement.

(b) State, according to Carol Dweck's mindset theory, which type of mindset Ruhi is most likely to develop.

(1)

Ruhi is most likely to develop a growth mindset



This response was awarded 1 mark for growth mindset.

Question 3 (a)

For question 3a candidates were required to use Daniel Willingham's learning theory to explain one way Mario could support his pupils' physical development. There was one mark for accurate understanding of Willingham's learning theory (AO1) and a further mark for exemplification of how the theory could be used to explain the scenario (AO2). The best responses gave some accurate knowledge of Willingham, most commonly about practice, and then applied this to Mario's pupils in a relevant way. Weaker responses either got one mark for AO1 or AO2 or alternatively gave an incorrect suggestion.

3 Mario is a teacher who works at a primary school. His new class of pupils are struggling with their physical development.

(a) Explain, using Daniel Willingham's learning theory, **one** way Mario could support his pupils' physical development.

(2)

Willingham found children should practise movements in a set sequence to help develop the skill. Therefore Mario should use a set movement pattern that the children can copy and rehearse.



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This response was awarded 2 marks - 1 AO1 for understanding of Willingham; 1 AO2 for application to the scenario.

Question 3 (b)

Question 3b required candidates to explain one strength and one weakness of using Daniel Willingham's learning theory with Mario's pupils. There were two marks available for each strength or weakness - one mark for identification of each strength or weakness (AO2) and a further mark for justification of each (AO3). Candidates generally struggled with this question commonly giving generic responses which were not creditable. The best responses gave a strength and weakness of the theory applied to Mario's pupils in a relevant and appropriate way. Weaker responses were either generic or did not fully justify their strength and/or weakness.

(b) Explain **one** strength and **one** weakness of using Daniel Willingham's learning theory with Mario's pupils.

(4)

Strength:

One strength is that Willingham's theory is supported by lots of evidence and research which means that it will probably work for Mario's pupils.

Weakness:

One weakness is that Willingham's theory doesn't take into account any other factors, meaning it may not work for some of Mario's pupils.



ResultsPlus
Examiner Comments

This response was awarded 2 marks - one AO2 for the strength, one AO2 for the weakness.

Question 4 (a)

For question 4a candidates needed to explain what stage of cognitive development Danielle was in according to her response. There was one mark available for demonstrating accurate understanding of Piaget's theory of cognitive development (AO1) and a further mark for exemplification of how the theory could be used to explain the scenario (AO2). The best responses gave some knowledge about one of Piaget's stages, most commonly concrete operational, and then applied this to the scenario about sweets in a relevant and appropriate way. Weaker responses either did not give enough knowledge about the theory or did not apply their ideas to the scenario in an accurate way or fully enough.

- 4 Janet is a psychologist investigating cognitive development. She visits a local primary school and uses a task to assess the stages of cognitive development of the pupils at the school.**

Firstly, sweets were arranged in Line A.

- Line A: Ten sweets in a row with 1cm between each of them.

Then, later the sweets were arranged in Line B.

- Line B: The same 10 sweets in a row but with 2cm between each of them.

Danielle says there are 10 sweets in line A, but she says there are 20 sweets in line B.

- (a) Explain what stage of cognitive development Danielle is in according to her response.

You should refer to a theory in your answer.

(2)

According to piager's stages of
Cognitive development Danielle is in the
Preoperational stage of development because
She doesn't yet understand conservation
So she thinks there are more sweets when
they have only been pushed apart.



This response was awarded 2 marks - 1 AO1 for understanding of Piaget's theory (no conservation in pre-operational stage); 1 AO2 for exemplification of how this can explain why Danielle is in this stage (so she thinks there are more sweets...)

Question 4 (b)

Question 4b required candidates to explain two conclusions that could be made from Figure 1 about the cognitive development of the children at Danielle's school. There was one mark available for each conclusion made (AO3) and a further mark for justification of each conclusion through analysis/interpretation (AO3). The best responses gave two clear conclusions and supported these with evidence from the graph. Weaker responses either just gave the conclusion(s) with no supporting evidence from the graph or simply repeated the results with no conclusion(s).

(b) Janet collects data on how children at Danielle's school perform in the task. She splits the children by age (in years), from 5 to 11 years old, with 50 children in each age group.

Their performance is shown in **Figure 1**.

Bar chart to show the number of children aged 5–11 years who gave the correct answer to the cognitive tasks

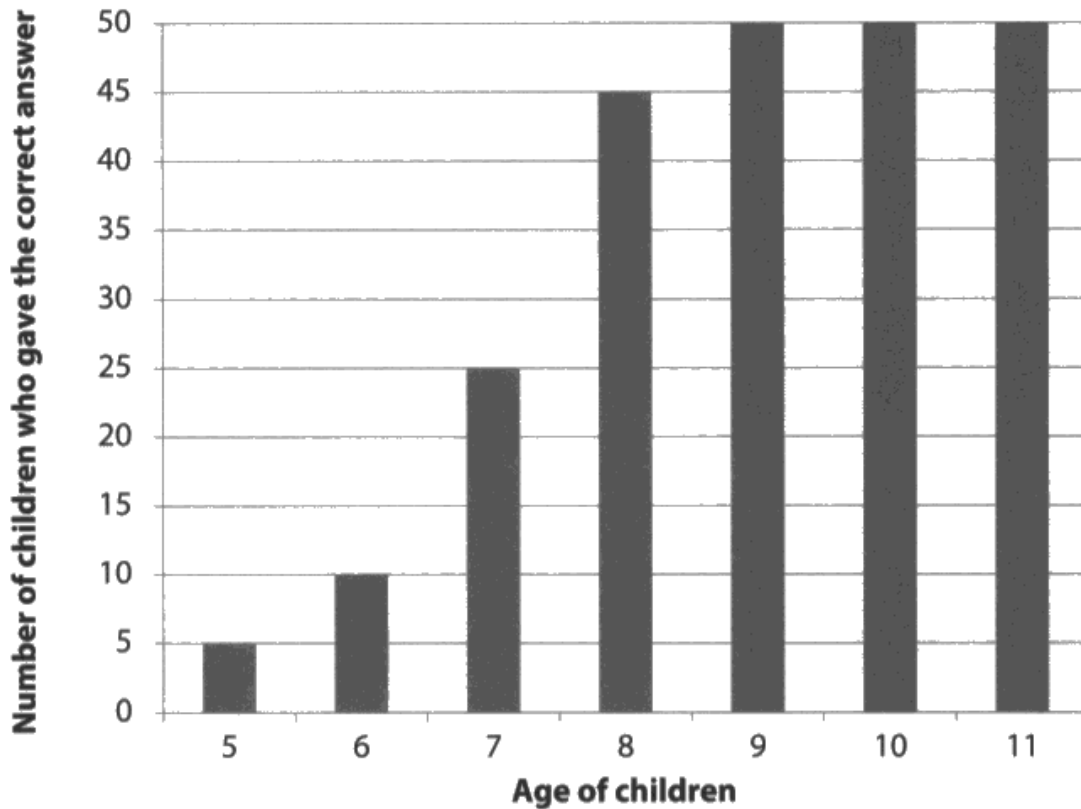


Figure 1

Explain **two** conclusions you could make from **Figure 1** about the cognitive development of the children at Danielle's school.

(4)

Conclusion one:

children aged 9 and above are more cognitively developed as all the children gave the correct answer. They are in the formal operational stage and understand conservation.

Conclusion two:

Children aged 5, 6 and 7 are less
cognitively developed as they're in the pre-operational
stage and ~~two~~ the majority of them gave the
wrong answer.



This response was awarded 4 marks - 2 for first conclusion (justification, conclusion); 2 for second conclusion (conclusion, justification)



When asked for a conclusion candidates must give one. Simply describing the data with no conclusion is not creditworthy. The candidate here gives two conclusions and supports them with evidence.

Question 5 (a)

For question 5a candidates needed to state one finding of Peterson and Peterson (1959). One mark was available for correctly stating a finding. The best responses used specific figures that were accurate to gain the mark. Weaker responses either gave inaccurate statements or they got muddled up with findings from other studies such as Baddeley, Miller, or Murdock.

5 (a) State **one** finding of Peterson and Peterson (1959).

(1)

The longer the time period for counting numbers the less fragments were recalled.



This response was awarded 1 mark for suitable finding.

Question 6

Question 6 required candidates to describe the difference between the terms 'reductionism' and 'holism'. Up to two marks were available for description of a difference between the terms. The best responses gave clear, explicit comparisons using connectives such as 'whereas' or 'however'. Weaker responses either gave two separate definitions (implicit comparison scoring 1 mark) or gave incorrect definitions.

6 Describe the difference between the terms 'reductionism' and 'holism'.

Reductionism is the practice of explaining something based on its basic constituent parts, whereas holism is the practice of explaining something as a whole (taking into account all its factors).



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This response was awarded 2 marks for description of the difference between reductionism and holism.



ResultsPlus
Examiner Tip

As shown in this response candidates need to use connectives when describing a difference between terms.

Question 7

Question 7 required candidates to use the Theory of Reconstructive Memory to explain why Bamboo's memory of the event could have changed. There was one mark available for accurate understanding of the Theory of Reconstructive Memory (AO1) and a further mark for exemplification of how the theory could be used to explain the scenario (AO2). The best responses gave some clear knowledge of the theory and then applied this in an explicit manner to the scenario about Bamboo. Weaker responses either only gave knowledge of the theory with no application to the scenario, or only gave application with no explicit knowledge of the theory, or could not remember what the theory was so gave incorrect statements.

7 Bamboo saw a man dressed in blue enter a shop and commit a robbery.

When asked by the police later, Bamboo said the man was dressed in black.

Explain why Bamboo's memory of the event could have changed.

You should refer to the Theory of Reconstructive Memory in your answer.

According to Bartlett's theory of reconstructive memory, what we remember about an event is influenced by our individual/unique schemas. If Bamboo ~~watch~~ watches a lot of films with criminals wearing black, his schema will change what ^{he} actually saw to fit with his existing schema.



This response was awarded 2 marks - 1 AO1 for accurate understanding of the theory; 1 AO2 for exemplification of how the theory can explain the scenario.

Question 8

For question 8 candidates needed to use the Multi-store Model of Memory to explain why William performed poorly in the Spanish test. There was one mark available for demonstrating understanding of Multi-store Model of Memory (AO1) and a further mark for exemplification of how the theory could be used to explain the scenario (AO2). The best responses gave some knowledge of the theory, commonly either about attention or rehearsal, and then applied this to William's scenario in a relevant and appropriate way. Weaker responses tended to just give the application to the scenario.

- 8 William was talking to his friend during class when the teacher was reading out a list of words for a Spanish test, so he did not write them down.

William has just taken the test to recall the list of Spanish words and has performed poorly in the test.

Explain, using the Multi-store Model of Memory, why William performed poorly in the Spanish test.

The multistore model is the idea that we pay attention to our sensory information, ~~it~~ ~~after~~ ~~being~~ it is then processed into the short term memory before it is rehearsed in order to stay in the long-term memory. William performed poorly because he was paying attention to his friend talking rather than the teacher, so the words the teacher was saying weren't being processed into his short term memory.

(Total for Question 8 = 2 marks)



This response was awarded 2 marks - 1 AO1 for accurate understanding of the theory; 1 AO2 for exemplification of how the theory can explain the scenario.

Question 9 (a)

For question 9a candidates were required to explain two conclusions Dekota could have made from the data in Table 1. There was one mark available for each conclusion made (AO3) and a further mark for justification of each conclusion through analysis/interpretation (AO3). The best responses presented a correct conclusion about retrograde or anterograde amnesia with evidence from the table. Weaker responses tended to give two conclusions with no supporting evidence or got muddled up and wrote about the types of amnesia the wrong way around.

- 9 Dekota wanted to investigate the difference between retrograde and anterograde amnesia.

She asked one participant with retrograde amnesia and one participant with anterograde amnesia to perform two tasks and recorded their performance.

Task 1: A complex picture was shown to the participants. The participants were asked to reproduce the picture after a 15-minute delay. The reproduction of the picture was scored out of 36.

Task 2: Participants were asked 100 factual questions about real news events that occurred before they suffered from amnesia.

Dekota compared the performance of her two participants with a control participant who did not suffer from amnesia.

Table 1 shows Dekota's results.

	Task 1 Picture task (score out of 36)	Task 2 News events task (score out of 100)
Participant with retrograde amnesia	26	40
Participant with anterograde amnesia	8	80
Control participant with no amnesia	33	97

Table 1

- (a) Explain **two** conclusions Dekota could make from the data in **Table 1**.

(4)

Conclusion one:

those with anterograde amnesia struggle to make new memories, but can remember anything prior the accident as the anterograde amnesia participant only got 8/36 for the pictures task but 80/100 for the news task

Conclusion two:

those with retrograde amnesia ~~cannot~~ struggle to remember things from prior to the accident, but can make new memories as the retrograde participant got 26/36 for the picture task but only 40/100 for the news task.



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This response was awarded 4 marks - 2 for first conclusion (conclusion, justification); 2 for second conclusion (conclusion, justification).

Question 9 (b)

Question 9b required candidates to explain one strength and one weakness of Dekota's study. There were two marks available for each strength or weakness - one mark for identification of each strength or weakness (AO2) and a further mark for justification of each (AO3). The best responses gave a clear strength and weakness and fully justified why it was a strength or weakness with application to the scenario. Weaker responses were generic or did not fully justify their response (e.g. just offering 'reducing generalisability' or similar for their justification) or were incorrect (e.g. focusing on sample size rather than representativeness).

(b) Explain **one** strength and **one** weakness of Dekota's study.

(4)

Strength:

The use of a control makes it easier to make comparisons as the control is someone with neither types so will be what results are expected for many. As they can be compared it shows the impact of their ability compared to another.

Comparing both amnesia wouldn't give reliable results as you don't know if both scores are damaged. So a control gives reliability as it is an accurate comparison.

Weakness: They only used 3 participants ~~total~~ in total and only two with amnesia. This means the results won't be generalisable to other amnesia patients as it only looks at one of each type. So the results won't be generalised to other patients as their amnesia may be different.

(Total for Question 9 = 8 marks)



This response was awarded 4 marks - one AO2 for the identification of a strength (use of control participant) and one AO3 for justification of the strength; one AO2 for the identification of a weakness (only used 3 participants in total and two with amnesia) and one AO3 for justification of the weakness.



Candidates need to make sure they apply all their ideas to the scenario as this response has done here.

Question 10

Question 10 required candidates to name two of the measures assessed in the client outcome questionnaire as used in Young (2007). There was one mark available for correctly naming each measure. Candidates struggled with this question as they did not know the detail required for the studies. The best responses gave two measures accurately but these were uncommon. Weaker responses were either clear guesses which were incorrect or did not attempt the question.

10 Name two of the measures assessed in the client outcome questionnaire as used in Young (2007).

Measure 1:

How useful was the online sessions of the CBT, using the likert scale.

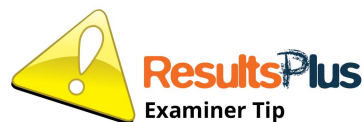
Measure 2:

From a scale out of five how easy is it for you to get of the internet.

(Total for Question 10 = 2 marks)



This response was awarded 2 marks - 1 for each accurate measure named.



Candidates need to make sure they learn the basic information included in the studies named on the specification like this candidate has done here.

Question 11 (a)

For question 11a candidates needed to state one possible cause of Shaun's depression that could be defined as 'nature' given in the scenario. There was one mark available for correctly stating one aspect of 'nature'. The best responses linked this back to the scenario using genes / a genetic predisposition whereas weaker responses either gave simplistic statements with no link (e.g. from his dad) or got nature and nurture muddled up (with 11b).

11 Shaun has been experiencing depression. He has been struggling to get out of bed to go to work and has attempted suicide. Shaun has not been eating properly and has felt tired and lethargic at work.

Shaun's mother has recently been diagnosed with a life-threatening illness, and his father was diagnosed with depression when Shaun was a baby.

(a) State **one** possible cause of Shaun's depression that could be defined as 'nature' in the above scenario.

(1)

his maa was diagnosed therefore ~~he was~~ it was in his DNA



This response was awarded 1 mark - 1 for correctly stating one aspect of nature (it was in his DNA).

Question 11 (b)

For question 11b candidates needed to state one possible cause of Shaun's depression that could be defined as 'nurture' given in the scenario. There was one mark available for correctly stating one aspect of 'nurture'. The best responses linked this back to the scenario using stress / environmental trigger whereas weaker responses either gave simplistic statements with no link (e.g. because of his mum's diagnosis) or got nature and nurture muddled up (with 11a).

(b) State **one** possible cause of Shaun's depression that could be defined as 'nurture' in the above scenario.

(1)

His mum has been diagnosed with a serious illness which may be the stressful life event.



This response was awarded 1 mark - 1 for correctly stating one aspect of nurture (mother's illness a stressful life event).

Question 11 (c)

Candidates needed to explain one way that drugs could be used as a treatment to help Shaun for question 11c. There was one mark available for demonstrating accurate understanding of the use of drugs as a treatment for depression (AO1) and a further mark for exemplification of how drugs could be used as a treatment to help Shaun (AO2). The best responses gave some accurate knowledge about antidepressant drugs, most commonly SSRIs and their mode of action, and followed this with suitable and relevant application to the scenario about Shaun. Weaker responses either did not give any AO1 knowledge or did not fully apply their response (e.g. just putting 'it will make Shaun happier') or gave inaccurate or underdeveloped statements about drugs or Shaun.

(c) Explain **one** way that drugs could be used as a treatment to help Shaun.

(2)

Drugs could be used to help Shaun, to give him an increase in serotonin in his brain. Serotonin would increase his mood, which would overall increase his energy. Therefore, Shaun would be able to do daily tasks like eating and going to work.



This response was awarded 2 marks - 1 AO1 for understanding of drugs for depression; 1 AO2 for application to the scenario in how it will help Shaun.

Question 11 (d)

Question 11d required candidates to explain one strength and one weakness of using drugs as a treatment to help Shaun. There were two marks available for each strength or weakness - one mark for identification of each strength or weakness (AO2) and a further mark for justification of each (AO3). The best responses clearly identified a strength and weakness of using antidepressants for Shaun and fully justified these in context. Weaker responses either gave purely generic responses or did not fully justify their strength or weakness.

(d) Explain **one** strength and **one** weakness of using drugs as a treatment to help Shaun.

(4)

Strength:

One strength is that it is a fast reaching treatment to help change Shaun's mood and tiredness, where as therapy is time consuming and ~~Shaun~~ ^{Shaun} would have to ~~be in the rig~~ have the mindset of wanting to change his thoughts. - drugs are efficient and work right away.

Weakness:

One weakness is that Shaun could become reliant on these drugs and could become addictive for Shaun. This could ~~be~~ have a negative effect on Shaun's health as he may encounter withdrawal symptoms when prescription stops. This could then make him return to his depression after.



This response was awarded 4 marks - one AO2 for the identification of a strength (drugs work quickly) and one AO3 for justification of the strength.; one AO2 for the identification of a weakness (antidepressants may be addictive) and one AO3 for justification of the weakness.

Question 12

For question 12 candidates needed to explain why Olivia may have developed an addiction to the drug with reference to the influence of genes. There was one mark available for demonstrating accurate understanding of the influence of genes for addiction (AO1) and a further mark for exemplification of how the influence of genes can be used to explain the scenario (AO2). The best responses gave some knowledge about the link between specific genes and addiction (e.g. DRD2 alleles) and then applied this to the scenario about Olivia in a relevant and appropriate way. Weaker responses tended to give application only and no knowledge of the link between genes and addiction.

12 Olivia had been consuming large amounts of a drug and finds it difficult to stop once she has started. Olivia has now been diagnosed with addiction.

Olivia's mother and father had similar problems with the same drug and were also diagnosed with addiction.

Explain why Olivia may have developed an addiction to the drug.

You should refer to the influence of genes in your answer.

the addiction could be genetic this means in her DNA for example her parents were both addicted to it. Therefore she could have inherited the DRD2 gene which is found in people who try to get addicted to alcohol or cocaine



This response was awarded 2 marks - 1 AO2 for application to the scenario (genetic/DNA with some application to the scenario); 1 AO1 for understanding of a gene for addiction (DRD2 gene).

Question 13 (a)

For question 13a candidates were required to explain one conclusion that could be made from the data in Table 2 in terms of staffing costs for Siobhan over the next five years. There was one mark available for a conclusion (AO3) and a further mark for justification of the conclusion through analysis/interpretation (AO3). The best responses gave an appropriate conclusion about the next five years and supported this with evidence from the table. Weaker responses incorrectly focused on the previous five years, did not give evidence to support an appropriate conclusion, or just repeated the data from the table with no conclusion.

- 13** Siobhan manages a mental health ward and is considering staffing costs for the future. Siobhan has considered the incidence of mental health problems in her ward over the past five years.

Table 2 shows the number of patients admitted to the mental health ward and the staffing costs over the last five years.

Year	Number of patients admitted to the mental health ward	Staffing costs (£)
5 years ago	26	£520,000
4 years ago	30	£600,000
3 years ago	32	£640,000
2 years ago	34	£680,000
1 year ago	35	£700,000
Current year	37	£740,000

Table 2

- (a) Explain **one** conclusion that could be made from the data in **Table 2** in terms of staffing costs for Siobhan over the next five years.

(2)

*mental health the amount of patients will keep increasing
so the staffing costs will keep increasing also.*



This response was awarded 1 mark - 1 for the conclusion.

Question 13 (b)

Question 13b required candidates to explain one improvement that Siobhan could have made to her investigation into the future staffing costs for her mental health ward. There was one mark available for identification of a relevant improvement and a further mark for justification. The best responses gave an appropriate improvement focused on her investigation into staffing costs and then fully justified why this would improve her investigation in a relevant way. Weaker responses tended to give practical solutions to saving money which was not the focus of the question (e.g. employ less staff) or did not fully justify an appropriate suggested improvement.

(b) Explain **one** improvement that Siobhan could make to her investigation into the future staffing costs for her mental health ward.

(2)

She could investigate what mental illness each of the new patients have to find a correlation or to better understand what specialist staff will be needed on the ward.



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This response was awarded 2 marks - 1 for relevant improvement identified; 1 for justification which is linked to the improvement.

Question 14

For question 14 candidates needed to define what is meant by 'visual agnosia'. Up to two marks were available for a suitable definition. The best responses gave an accurate definition and then generally gave an example to exemplify as appropriate. Weaker responses only gave a very brief definition (for one mark) or got muddled up and gave an incorrect definition.

14 Define what is meant by 'visual agnosia'.

An inability to ^{name} ~~recognise~~ objects that can be seen. For example if you see a kettle you will know what it is but you can't name it.



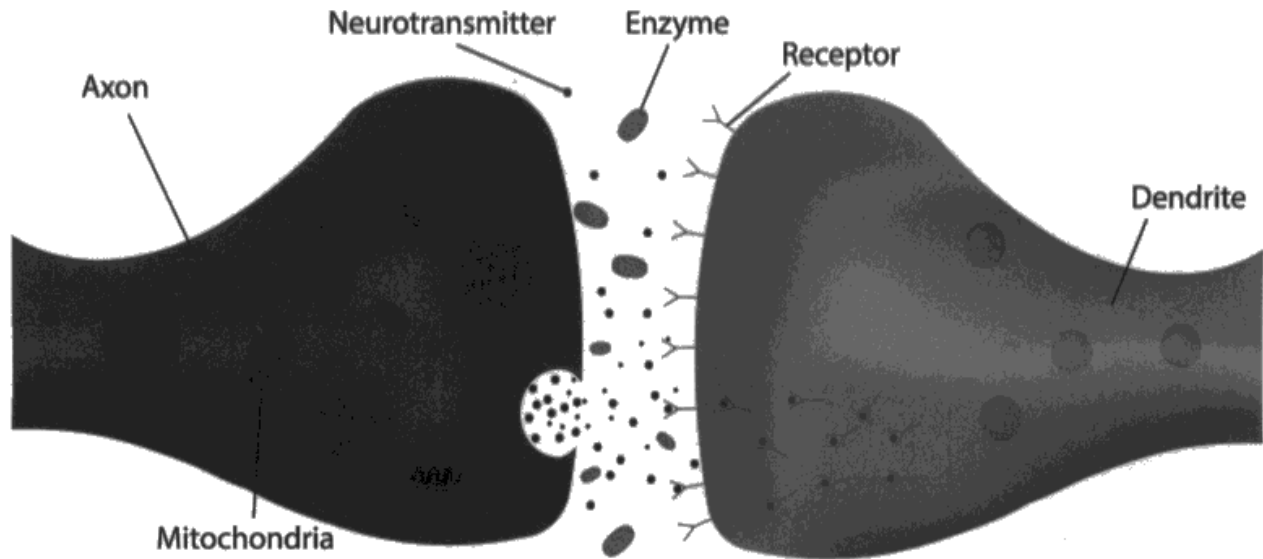
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Examiner Comments

This response was awarded 2 marks - 2 for full definition of visual agnosia.

Question 15

For question 15 candidates needed to identify two processes that occur in Figure 2. The best responses accurately identified the two correct options from the list. Weaker responses either only chose one response or chose one or more inaccurate options from the list.

15 Figure 2 shows a typical synapse.



(Source: © Medical Labeled / Alamy Stock Vector)

Figure 2

Identify **two** processes that occur in **Figure 2**.

- A** The neurotransmitters will bind to the receptor like a lock and key.
- B** The receptors will bind to the synapse like a lock and key.
- C** The neurotransmitters are released into the synaptic gap.
- D** The receptors are released into the synaptic gap.
- E** The neurotransmitters always block the receptors.

(Total for Question 15 = 2 marks)



This response was awarded 2 marks - 2 for identifying the correct options from the list.

Question 16

Question 16 required candidates to explain one problem that Antoine may have experienced as a result of the damage to his left hemisphere with reference to the role of the left hemisphere. There was one mark available for accurate understanding of the role of the left hemisphere (AO1) and a further mark for exemplification of how the role of the left hemisphere could have been used to explain the scenario (AO2). The best responses gave accurate knowledge about the role of the left hemisphere followed by application to Antoine which was common. Weaker responses gave the application only or got muddled up with the left and right hemispheres.

16 Antoine has suffered a stroke, which has damaged his left hemisphere. *language*

Explain **one** problem Antoine may experience as a result of the damage to his left hemisphere.

You should refer to the role of the left hemisphere in your answer.

The left hemisphere controls Broca's area which is use of language. He may be able to see certain pictures but not be able to say it or understand he has. He may understand language / words however not be able to say as many words.



This response was awarded 2 marks - 1 AO1 for understanding of the role of the left hemisphere; 1 AO2 for application to the scenario in terms of how it might affect Antoine.

Question 17

Question 17 required candidates to explain one strength and one weakness of lateralisation as an explanation for the sex differences between Ahmed and Sadiah. There were two marks available for each strength or weakness - one mark for identification of each strength or weakness (AO2) and a further mark for justification of each (AO3). Candidates struggled with this question and quite often their responses were purely generic so no marks could be awarded. The best responses gave two clear strengths of lateralisation in males and females and fully justified this with sustained contextual links to Ahmed and Sadiah. Weaker responses either did not fully justify the strength and/or weakness or were purely generic.

17 Ahmed is male and enjoys competitive activities that use spatial ability, whereas Sadiah is female and enjoys cooperative activities that use language ability.

Explain **one** strength and **one** weakness of lateralisation as an explanation for the sex differences between Ahmed and Sadiah.

Strength:

There is research evidence to back it up. Haresey found that the area that processes language in your brain is bigger in females, explaining why Sarah likes cooperative activities, and Rilea found that the spatial awareness area of the brain is bigger in males, explaining why Ahmed likes competitive activities.

Weakness:

Lateralisation of function does not take into account personality differences, so Haresey and Rilea's ideas may not be able to be applied to everyone (genes lack generalisability).



This response was awarded 2 marks - one AO2 for the identification of a strength (the research evidence) and one AO3 for justification of the strength; the weakness is not creditworthy as it is generic.



Candidates need to make sure they apply all their ideas to the scenario as this response has done for the strength.

Question 18 (a)

For question 18a candidates were required to explain what Holly was likely to find in her investigation with reference to a study. There was one mark available for accurate understanding of a relevant study selected (AO1) and a further mark for exemplification of how the study could have been used to explain the scenario (AO2). The best responses gave a finding from the chosen study, most commonly Damasio's study of Phineas Gage's skull, and then applied this as appropriate to the scenario about Holly's patients. Weaker responses tended to either give the AO1 knowledge of the study or the AO2 application.

18 Holly is interested in how damage to the pre-frontal cortex can impact on personality.

Holly asks 10 male patients who are patients at her local hospital with pre-frontal cortex damage to talk about the differences in their personality before and after the damage.

(a) Explain what Holly is likely to find in her investigation.

You should refer to a study in your answer.

Damasio - Phineas Gage (2)
in Damasio's study of Phineas Gage, he found that with pre-frontal cortex damage, ~~also comes~~ ~~more impulsive~~ Phineas Gage became more impulsive, and couldn't control his emotions. Holly might find that the patients are ruder, or angrier than before the damage.



ResultsPlus
Examiner Comments

This response was awarded 2 marks - 1 AO1 for understanding of a study (Damasio's study); 1 AO2 for application to the scenario (patients are ruder, angrier after the damage).

Question 18 (b)

For question 18b candidates needed to explain two improvements that could have been made to Holly's study. There was one mark available for identification of each relevant improvement and a further mark for justification of each improvement. The best responses gave two relevant improvements, most commonly those on the mark scheme regarding improving the diversity of the sample and focusing on collecting more objective data, and then fully justified why these would improve Holly's study in context. Weaker responses tended to not fully justify why the suggestion made would improve the study or gave inappropriate suggestions.

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

(4)

Improvement one:

She could use females as well so the study is more generalisable.

Improvement two:

She could've asked family members about the differences in personality instead of the people themselves.



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Examiner Comments

This response was awarded 2 marks. 1 for the first improvement (identification of a relevant improvement) - needs more for the justification mark; 1 for the second improvement (identification of a relevant improvement).

Question 19 (b)

Candidates were required to state the number of people that responded to the newspaper advertisement in Haney, Banks, and Zimbardo (1973) for question 19b. There was one mark available for accurately stating the number of people. The best responses gave the correct number of people and weaker responses guessed and therefore gave an incorrect number.

(b) State the number of people that responded to the newspaper advertisement in Haney, Banks, and Zimbardo (1973).

(1)

75

(Total for Question 19 = 2 marks)



This response was awarded 1 mark for correctly stating the number of people.

Question 20

Question 20 required candidates to describe the difference between pro-social behaviour and anti-social behaviour. Up to two marks were available for description of a difference between the terms. The best responses accurately described a clear difference between the terms using connectives (e.g. whereas) with weaker responses only giving two definitions (so implicit comparison) or making inaccurate statements (e.g. that anti-social behaviour is about being introvert and not enjoying parties).

20 Describe the difference between pro-social behaviour and anti-social behaviour.

pro social behaviour is where your behaviour follows society's norms and obides the law whereas anti social behaviour is where your behaviour defies social norms and is aggressive or disobedient to the law

(Total for Question 20 = 2 marks)



ResultsPlus
Examiner Comments

This response was awarded 2 marks for description of a difference.

Question 21 (a)

For question 21a candidates needed to explain what was likely to happen to Tunji with reference to Piliavin et al. (1969). There was one mark available for demonstrating accurate understanding of Piliavin et al. (1969) (AO1) and a further mark for exemplification of how Piliavin et al. (1969) could have been used to explain the scenario (AO2). The best responses gave some accurate knowledge of Piliavin's study, commonly about the drunk confederate being less helped than the ill confederate, and then applied this as appropriate to the context about Tunji. Weaker responses either gave knowledge of the study or applied this briefly to Tunji (either scoring one mark) or they claimed there had been a bystander effect in Piliavin's study which is incorrect.

21 Tunji is drunk and on a busy train. She trips and falls while on the train with a lot of people present.

(a) Explain what is likely to happen to Tunji.

You should refer to Piliavin et al. (1969) in your answer.

(2)

As found in Piliavin et al, the people around are less likely to help Tunji as it is self-inflicted and the people may feel if they offer to help than this may put themselves in danger.



This response was awarded 1 mark - 1 AO2 for application to the scenario (unlikely to help Tunji due to self-inflicted damage and put themselves in danger).

Question 21 (b)

Question 21b required candidates to explain one strength and one weakness of using Piliavin et al.'s (1969) study as an explanation of Tunji's situation. There were two marks available for each strength or weakness - one mark for identification of each strength or weakness (AO2) and a further mark for justification of each (AO3). The best responses gave a clear strength or weakness of Piliavin's study and justified this fully in the context of the scenario involving Tunji. However, lots of strengths and/or weaknesses were generic so could be given no credit. Some gave a generic strength and then a fully contextualised weakness, or vice versa, affording some credit.

(b) Explain **one** strength and **one** weakness of using Piliavin et al.'s (1969) study as an explanation of Tunji's situation.

(4)

Strength:

Piliavin et al was a ^{covert} ~~field~~ study ~~with~~ whereby the participants ~~were~~ weren't informed of the study taking place. This greatly reduced demand characteristics which led to greater validity and generalisability allowing it to be generalised and applied to Tunji's situation as it was similar to the scenario that occurred in Piliavin et al.

Weakness:

Piliavin et al (1969) was performed in America, in an individualistic culture, which ~~could~~ would have impacted bystander intervention as more people were likely to be self concerned. If Tunji was in a collectivist culture, as a variation of the study was, then Tunji might have a greater chance of being helped.



This response was awarded 4 marks - one AO2 for the identification of a strength (covert so reduced demand characteristics) and one AO3 for justification of the strength; one AO2 for the identification of a weakness (only done in America / individualistic culture) and one AO3 for justification of the weakness.

Question 22

For question 22 candidates needed to explain why Leonora went to see the film about car racing with reference to a factor affecting conformity to majority influence. One mark was available for demonstrating accurate understanding of a factor affecting conformity to majority influence (AO1) with a further mark for exemplification of how the factor affecting conformity to majority influence could have been used to explain the scenario (AO2). The best responses gave a clear accurate factor affecting conformity, commonly normative social influence or unanimity of the group, and then applied this as appropriate to the scenario involving Leonora. Weaker responses just applied directly to the scenario (so not gaining the AO1 mark) or just recycled the scenario and did not add anything new.

22 Leonora goes to the cinema to watch a film with her friends. She wants to watch a film about unicorns taking over the world, whereas her friends all want to watch a film about car racing.

Leonora goes to watch the film about car racing.

Explain why Leonora went to see the film about car racing.

You should refer to a factor affecting conformity to majority influence in your answer.

Leonora may have conformed to her friends to watch the film about car racing. This may have been due to the situational factor of group size, her group of friends may have been big therefore she conformed with them so she didn't stand out. The larger the group size the more likely you are to conform.

(Total for Question 22 = 2 marks)



This response was awarded 2 marks - 1 AO2 for application to the scenario (Leonora saw the film due to size of majority); 1 AO1 for understanding of a factor affecting conformity to majority influence (size of majority).

Question 23 (a)

Question 23a required candidates to explain one conclusion that Michael could have made from the data in Figure 3. One mark was available for a conclusion with a further mark for justification of the conclusion through analysis/interpretation. The best responses gave an accurate conclusion from the graph, either that males are less obedient or females more so, and supported this with evidence. Weaker responses described the data with no conclusion present so could be awarded no credit.

23 Michael wanted to see the influence of authority on the levels of obedience of males and females.

He approached 13 male and 6 female participants when wearing a high visibility jacket and asked for their seat on a busy bus. Michael recorded the behaviour of the participants in response to the request.

Michael's results are shown in **Figure 3**.

A comparative bar chart to show the number of male and female reactions to the request to give up their seat

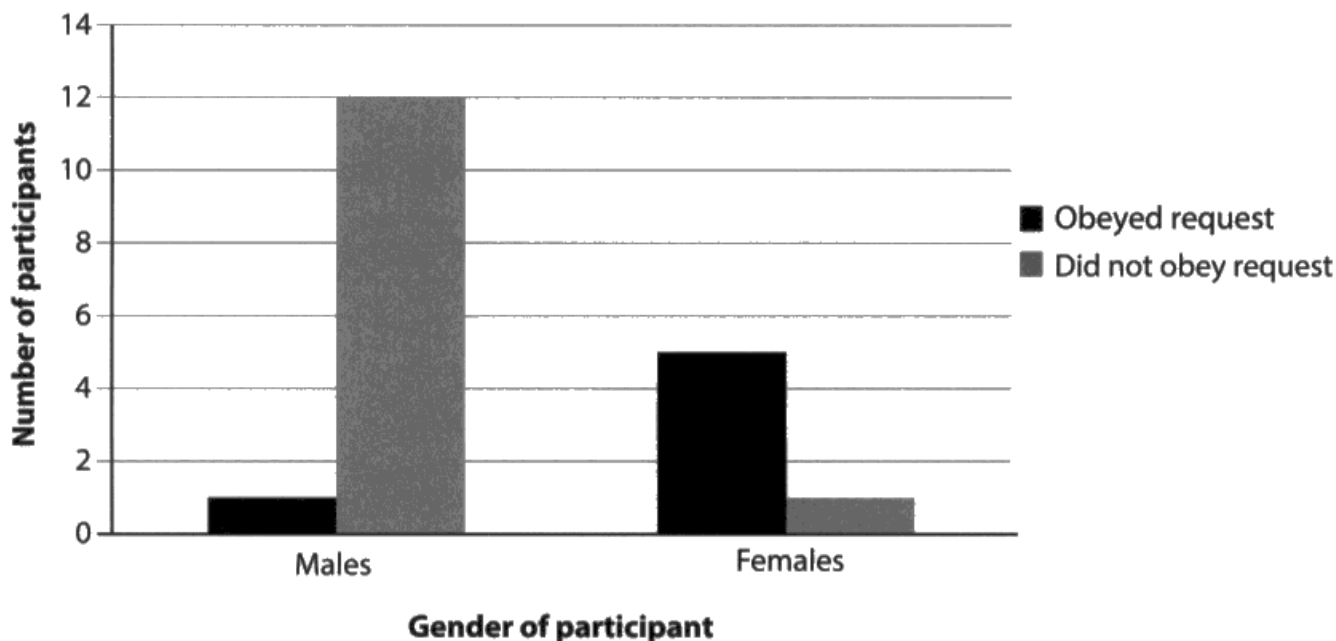


Figure 3

(a) Explain **one** conclusion that Michael could make from the data in **Figure 3**.

(2)

Males are more likely not to obey requests than females suggesting that women have higher levels of obedience. This is seen in Figure 3 as the number of men who refused was 12 whereas the number of women who ~~refused~~ refused was only 1, therefore showing that women have higher obedience levels.



This response was awarded 2 marks - 1 for conclusion, 1 for justification.

Question 23 (b)

For question 23b candidates needed to explain one improvement that Michael could have made to his study. There was one mark available for identification of a relevant improvement with a further mark for justification. The best responses suggested an appropriate improvement, most commonly regarding sample representativeness related to female: male ratio, and then fully justified in context why this would improve the study. Weaker responses tended to either not fully justify their appropriate suggestion (e.g. just saying 'this will make it more generalisable) or gave an inappropriate suggestion (e.g. increase the sample size) which would not necessarily improve the study.

(b) Explain **one** improvement that Michael could make to his study.

(2)

He could have also done the same without the high visibility jacket to see whether the same females would move then. This would give a better idea how much more likely people are to conform to an authority figure.



This response was awarded 2 marks - 1 for relevant improvement identified; 1 for justification which is linked to the improvement.

Question 24

Question 24 required candidates to assess how stages of morality could account for the responses given by the men in the scenario.

This was an extended open response question with the 'Assess' taxonomy which targets AO1, AO2 and AO3 content. AO1 was looking for knowledge and understanding of the stages of morality, AO2 was for application to the scenario, and AO3 was analysis and evaluation of the stages of morality leading to judgements/conclusions of how useful they would be for the scenario given about the men.

Assessment of this question was through a level based mark scheme where a 'best-fit' approach was used; deciding which level most closely describes the quality of the answer. Each AO was judged separately and where the components met the requirement for the level fully (and perhaps has elements of the level above), then marks were awarded at the top of the level. Where the components met the level but only just about, they are awarded marks at the bottom end of the level. When a response was imbalanced (i.e. one or more AOs were stronger than another) a compromise was found. Consideration was also given regarding this question requiring balance between the AOs (AO1 3, AO2 3, AO3 3).

The best responses used Kohlberg's stages of morality and initially described factual information regarding these (AO1). They then applied these stages to the men in the scenario accurately (AO2) and then attempted to analyse this further using evaluation and came to appropriate judgements regarding why the stages might be useful or not to explain the men's responses (AO3). Unfortunately this was uncommon and there were a lot of blank responses or those that recycled the scenario and added nothing new. A minority misunderstood the question and thought they had to judge the men's responses using their own morals. Some candidates chose to use Piaget or Damon which was acceptable too but commonly this was quite brief.

*24 A woman needs money to help her brother but does not have enough to help him. She steals money from her workplace and gives it to her brother.

Three men from England were asked whether the woman's actions were right or wrong and why.

- Man A said the woman was right to steal the money because everyone in the world is equal and so money should be given to those who need it.
- Man B said the woman was wrong to steal the money because she might get in trouble.
- Man C said the woman was right to steal the money because her family might disapprove of her not helping her brother.

Assess how stages of morality can account for the responses given by the men.

(9)

Kohlberg's stages of moral development describes the stages everyone goes through to develop an understanding of morally good behaviour. There are 6 stages.

Q1

Stages 3 and 4 of Kohlberg's theory state that the person views themselves as a good member of society and that stage 3 is the beginning of a person's moral reasoning, which come from group norms. These stages could account for men A and C because they may believe that the woman's intentions were good but the action is still good, ^{even though} ~~because~~ it could lead to negative consequences.

Q2

Stages 5 and 6 of Kohlberg's theory state that the person views rules as if they don't apply to

them. Therefore, these ^{stages} ~~theory~~ may also account for men A and C. ^{this is} "because they may believe that because no help was offered by the government, for example, the woman had the moral right to take action."

Carol Gilligan criticised Kohlberg's theory, stating that the male only sample couldn't be applied to everyone and that it was just explaining male morality. Therefore, ~~but~~ Kohlberg's Stages of moral development can account for the men's behaviour because his theory is solely regarding male morality.

① Stage 1 and 2 of Kohlberg's theory state that the person believes that rules cannot be changed. ^{Hence,} ~~Therefore,~~ this may account for man C's behaviour because he believes the woman's actions were wrong, even though her intentions were good and she had no other option.

② To ^{add to} ~~support~~ this, stages 3 and 4 also suggest that rules can be changed if everyone agrees with it. Therefore, this may

also account for their behaviour because they may believe that if the police, for example, agreed and forgave her, she will be morally right to make that decision.



ResultsPlus
Examiner Comments

For this response the AO1 was awarded level 3 (accurate and thorough understanding of the stages of morality), the AO2 was awarded level 2 (application of morality to the scenario), and the AO3 was awarded level 2 (deconstructed relevant ideas mostly using logical chains of reasoning, imbalanced, judgements supported occasionally using evidence).

Overall this response was given level 2 - 6 marks.

Question 25

Question 25 was a synoptic essay which required candidates to assess Samantha's behaviour using two areas of psychology that they had studied.

This was an extended open response question with the 'Assess' taxonomy which targets AO1, AO2 and AO3 content. AO1 was looking for knowledge and understanding of psychological content, AO2 was for application to the scenario, and AO3 was analysis and evaluation of the psychological content leading to judgements/conclusions of how useful it would be for the scenario given about Samantha.

Assessment of this question was through a level based mark scheme where a 'best-fit' approach was used; deciding which level most closely describes the quality of the answer. Each AO was judged separately and where the components met the requirement for the level fully (and perhaps has elements of the level above), then marks were awarded at the top of the level. Where the components met the level but only just about, they are awarded marks at the bottom end of the level. When a response was imbalanced (i.e. one or more AOs were stronger than another) a compromise was found. Consideration was also given regarding this question requiring balance between the AOs (AO1 3, AO2 3, AO3 3).

Whilst this essay was more frequently responded to, and of higher quality, than Q24 this is a potential area for improvement in future series. The best responses gave at least two areas of psychology, of which memory (topic 2), social influence (topic 5) and the brain (topic 4) were the most commonly used, and then went on to apply these to the scenario involving Samantha and attempted some evaluation too. Weaker responses tended to be rather superficial and gave very brief AO1 statements that usually blended into the AO2 application and then made no attempt to evaluate. Candidates need to try and balance the three assessment objectives (AOs) required in these essays and also for Q25 need to consider the synoptic element of using at least two areas of psychology they have studied (the 'areas' are the different topics learned so candidates need to do more than use social influence (topic 5) in two different ways, for example).

*25 Samantha has just made friends with a group of girls at school. The group always does what one girl, called Molly, asks them to do.

While at school, Samantha was asked by Molly to punch a boy in the face, but she refused. The group of girls are told by Molly to gang up against Samantha during lunchtime in the canteen and she suffers a head injury.

Samantha's teacher asks her what happened during the incident and she cannot remember.

→ conformity
obedience

→ retrograde
amnesia
amnesia

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

(9)

~~Conformity is when you do a behaviour either because of NSI and IS.~~ Obedience is doing a behaviour because of a authority figure has told you to do it. Authoritarian personalities are more likely to obey someone they believe has a higher status than them. ^{Samantha} Molly does not obey possibly because she does not see Molly as an authority figure, or because she does not have an authoritarian personality. This could be why Samantha does not punch the boy in the face.

~~Amnesia is when you~~ Retrograde amnesia is when you can not ~~remember~~ recall past memories and is often caused by head injuries. Often with retrograde amnesia it is memories made recent to the accident that can't be remember only affecting really old memories if it is ~~serious~~ more serious

This could explain why Samantha can not remember what happened during the incident as she suffered a head injury.

Obedience is a good explanation of Samantha not beating up the boy. While there is scientific evidence* to show that most people obey an authority figure it is clear to see the Samantha does not see Molly as an authority figure, possibly due to a lack of uniform or because Molly is just a girl at her school.* Such as the experiment where people were ordered to give electric shocks. 100% of those went to 300 volts and 65% went to maximum 450 volts.

Amnesia is a good explanation of Samantha forgetting what happened & as there are many studies that show that brain injury can lead to amnesia and if that amnesia is retrograde they can not remember the past.

Overall Samantha's & behaviour can best be explained by retrograde amnesia and obedience.



For this response the AO1 was awarded the top of Level 2 (mostly accurate understanding of two areas of psychology), the AO2 was also the top of level 2 (attempt at application of the areas of psychology to the scenario), and the AO3 was awarded level 2 (deconstructs two areas of psychology using mostly logical chains of reasoning, imbalanced, judgements supported by occasionally with evidence).

Overall this response was given level 2 - 6 marks.

Paper Summary

Based on their performance on this paper, candidates should:

- Ensure they learn basic information about compulsory studies listed on the specification (such as that for question 19b on this paper).
- Fully contextualise all responses where they are given a scenario. Purely generic responses when asked to apply to a scenario cannot be awarded credit.
- Give conclusions when asked to do so and not just describe the data they are given.
- Comparisons require connectives so if candidates are asked to describe a difference they need to be using these (e.g. whereas).
- Balance essays with equal AO1, AO2, and AO3 material and in particular AO3.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

