



# **Examiners' Report June 2023**

**GCSE Psychology 1PS0 01**

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## Introduction

The summer 2023 examination was the first full series since 2019, without the support of advance information. The performance of the candidates is summarised below, with advice on how to improve in future series'.

Candidates performed at a similar level to previous series' in terms of the questions focussed on knowledge and understanding only. Questions (Q) 01a, Q05 and Q11 were indicative of this, where candidates were mostly able to recall factual information from named areas on the specification. However, candidates need to ensure they are learning named content effectively because there were areas for improvement, such as on Q18 and Q19.

Candidate performance on questions requiring AO1 and AO2 was similar to previous series'. On some questions candidates performed very well, such as Q08a or Q16, where they were able to recall and apply their knowledge effectively. However, on other questions they found this difficult, such as Q18, where the majority had difficulty in recalling and applying their knowledge in an effective manner.

Similar to previous series', questions requiring strengths and/or weaknesses had a mixed performance. Some were answered better than others, such as Q04b or Q17b. However, some were generally found difficult by candidates, such as Q09b. Where candidates were able to identify a strength and/or weakness, the majority found difficulty in then elaborating on this appropriately for the higher marks. Again, this remains a focus for centres to help support candidates with for future series.

The questions that required a conclusion were at a similar level of performance to previous series'. Some candidates are still recycling the data/information from the source material and offering no conclusion, whereas other candidates have shown adept skill in being able efficiently to gain full marks on these questions using advice from previous series'. Questions Q04a and Q12c were particularly well-answered in general.

Questions that focussed on improvements again had a broadly similar level of performance to previous series'. Some candidates were able effectively to identify an improvement and justify this fully, whereas others found it difficult to suggest a relevant improvement. General performance on Q08b was better than that of Q13 for this skill.

Performance on the essays was at an anticipated level and similar to previous series'. The issues and debates essay (Q22) had a higher performance than that of 2019, which is positive. It showed that candidates and centres had responded to advice offered. Performance was slightly lower than 2022, but this was expected, given there was no advance information given to candidates for the 2023 examination. The synoptic essay (Q23) showed a similar level of performance to previous series', with the AO3 and balance being the differentiating elements once again and were more evident in the best responses.

The remainder of this Examiner Report will focus on each individual question and can be used to help prepare candidates for future 1PS0 01 examinations.

## Question 1 (a)

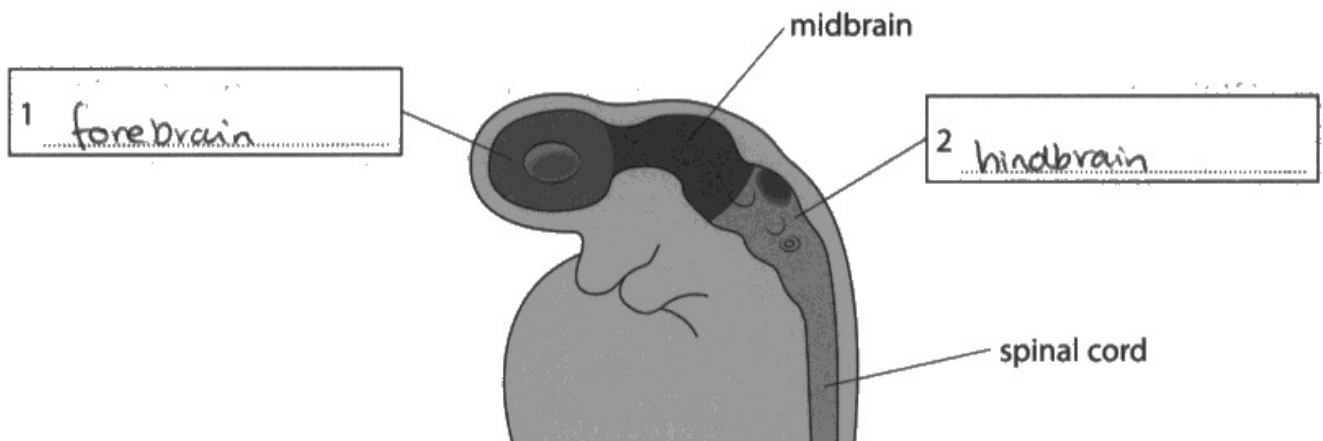
Q01a required candidates to complete each box with the missing terms for two marks.

The best responses completed each box accurately, which the majority of candidates were able to do.

**1** **Figure 1** shows a human brain at approximately three weeks into its development.

(a) Complete the boxes provided with the missing terms.

(2)



This response is given both marks.

One mark for accurate completion of each box.

Total: 2 marks

## Question 1 (b)

Q01b required candidates to describe the medulla during brain development, for two marks.

The best responses gave two accurate points, showing knowledge of the medulla during brain development. The most common point was related to involuntary actions.

Weaker responses gave inaccurate information or were too vague with their statements.

Candidates generally found it difficult to give two accurate points, but frequently were able to receive at least one creditworthy point in their answer.

(b) Describe the medulla during brain development.

(2)

The medulla controls involuntary responses.

for example breathing.



**ResultsPlus**  
Examiner Comments

This response is given a mark for the description of the medulla.

Total: 1 mark

## Question 2

Q02 required candidates to demonstrate accurate understanding of a growth mindset for one mark (AO1) and give appropriate exemplification of a growth mindset to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of a growth mindset and suitable exemplification. Weaker responses only gave understanding or exemplification of a growth mindset or neither.

The most common mark was one, which was usually for demonstrating understanding of a growth mindset. Candidates need to be reminded that using the names of the people in the scenario alone is not sufficient for AO2 credit.

- 2** Emily is trying to solve a maths puzzle given by her teacher. She is struggling to get the solution. Martha is a teaching assistant who is sitting with Emily and wants to encourage Emily to develop a growth mindset. Emily is trying to solve the puzzle again.

Explain **one** way that Martha could praise Emily to try to encourage a growth mindset.

You should refer to growth mindset in your answer.

Martha should use process praise such as "You are working really hard, well done" while she works on the puzzle.

Process praise can promote growth mindset as it teaches children that their abilities are not fixed & can be improved (Gunderson et al)



**ResultsPlus**  
Examiner Comments

This response is given two marks.

- One mark for exemplification of how growth mindset can be used to explain the scenario
- One mark for demonstrating accurate understanding of a growth mindset

Total: 2 marks

### Question 3

Q03 required candidates to demonstrate accurate understanding of the conventional stage of morality for one mark (AO1) and give appropriate exemplification of the conventional stage of morality to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of the conventional stage of morality and suitable exemplification. Weaker responses only gave understanding or exemplification of the conventional stage of morality or focussed on the post conventional stage.

Candidates frequently achieved at least one mark but there was a proportion that focussed on the incorrect stage and so could not be awarded credit.

- 3** Javier is trying to find out if his son is in the conventional stage of morality. He tells his son about a woman who is trying to steal food for her mother, because they cannot afford to pay for it. Javier asks his son if the woman is right to steal the food or not.

Explain what Javier's son would say about the woman's actions if he is in the conventional stage of morality.

You should refer to the conventional stage of morality in your answer.

Javier's son would say that the woman is wrong for stealing food, as according to Kohlberg's theory of moral development, those in the conventional stage of morality want to be liked and seen as a good member of society, and see laws as <sup>something</sup> ~~social contracts~~ we must obey.



**ResultsPlus**  
Examiner Comments

This response is given two marks.

- One mark for exemplification of how the conventional stage of morality can be used to explain the scenario
- One mark for demonstrating accurate understanding of the conventional stage of morality

Total: 2 marks

## Question 4 (a)

Q04a required candidates to give two appropriate conclusions that could be made from the data provided in Figure 2 for two marks. A further two marks were available for justification of the conclusions through analysis/interpretation.

The best responses gave two clear conclusions regarding the role of practice and effort in learning a new skill and then supported this with relevant evidence from the figure. Weaker responses tended to give a conclusion only. Some responses only repeated information from the figure with no conclusion, which should be avoided in future series'.

Candidate marks were most commonly split between two or four marks, but performance was spread across the full mark allocation.

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

(4)

1 Practice and rehearsal play a significant role in learning and developing skills. This is shown as Sergio's niece was able to juggle for 14 seconds after practicing every day for a week, whereas his nephew could only juggle for 4 seconds (still) after not practicing.

2 Process praise and praising effort rather than the ability play a significant role in learning and developing skills. Sergio's niece received support and praise for her effort and could therefore juggle for 14 seconds at the end of the week, whereas his nephew could still only juggle for 4 minutes as he did not receive any praise.



This response is given four marks.

First conclusion:

- One mark for appropriate conclusion
- One mark for justification of the conclusion through analysis/interpretation

Second conclusion:

- One mark for appropriate conclusion
- One mark for justification of the conclusion through analysis/interpretation

Total: 4 marks

## Question 4 (b)

Q04(b) required candidates to identify two weaknesses of Sergio's investigation for two marks (AO2) and then fully justify the weaknesses for a further two marks (AO3).

The best responses identified two relevant weaknesses and fully justified them. Weaker responses tended to identify the weakness only or give generic statements.

Candidates performed better on this question than some of the other strength/weakness questions, but generally found it difficult to elaborate fully on two weaknesses. Candidates need to ensure they are elaborating on their weakness sufficiently to be able to gain the full two marks per weakness in future series'.

(b) Explain **two** weaknesses of Sergio's investigation into the role of practice and effort in learning a new skill.

(4)

1 It may not have been representative as his sample of people may have been different ages as well as different genders. This makes his investigation less generalisable therefore we could not apply his findings to other children as they may have been in different stages and.

2 Another weakness is that he timed himself how long they could juggle for without dropping the balls. Therefore, he may have his findings may have been subjective as he did it himself.



This response is given three marks.

First weakness:

- One mark for identification of a relevant weakness in context
- One mark for appropriate justification

Second weakness:

- One mark for identification of a relevant weakness in context

Total: 3 marks

## Question 5

Q05 required candidates to complete the box in figure 3 with the missing stage.

The best responses completed the box accurately, which the majority of candidates were able to do.

**5** **Figure 3** shows the three stages of the memory process.

Complete **Figure 3** with the missing stage.



**ResultsPlus**  
Examiner Comments

This response receives one mark.

- One mark for appropriate completion of Figure 3 with the missing stage

Total: 1 mark

## Question 6

Q06 required candidates to state one feature for each of the terms.

The best responses gave a clear feature of each term. Weaker responses tended to define the terms instead, so could not gain credit.

**6 State one feature of each of the following as part of short-term memory.**

Duration

The brain can only hold short-term memorys  
for 15 to 30 seconds.

Capacity

Short-term memory has a limit on capacity  
as it can only store seven ~~to~~, plus or minus  
two, ~~of~~ items of information.



**ResultsPlus**  
Examiner Comments

This response receives two marks.

One mark for accurate statement of a feature for each term.

Total: 2 marks

## Question 7

Q07 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.

**7** Define the term 'holism' as used in psychology.

Holism is when we study an idea by looking at it as a whole and seeing how all its parts interact with each other.



**ResultsPlus**  
Examiner Comments

This response is given one mark.

- One mark for accurate definition

Total: 1 mark

## Question 8 (a)

Q08a required candidates to demonstrate accurate understanding of retrograde amnesia for one mark (AO1) and give appropriate exemplification of retrograde amnesia to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of retrograde amnesia and suitable exemplification. Weaker responses only gave understanding or exemplification of retrograde amnesia or focussed on the anterograde amnesia.

The majority of candidates achieved both marks, with those receiving one mark usually for the exemplification only.

- 8 Ivana is a psychologist who has been sent a patient who may have developed retrograde amnesia in the past six months.

To assess whether the patient has retrograde amnesia, Ivana decides to give the patient a test. The test involves giving the patient a set of photographs of 20 famous people who appeared in the news regularly for a five-year period prior to the test.

- (a) Explain what Ivana is likely to find if the patient has retrograde amnesia.

You should refer to retrograde amnesia in your answer.

(2)

If ~~too~~ the patient has retrograde amnesia, Ivana is likely to find that the patient will not recognise the ~~celebrities~~ famous people. This is because ~~to~~ she saw them on the news prior to the ~~amnesia developing~~ ~~accident~~, and retrograde amnesia makes a person unable to recall memories of events prior to developing amnesia.



This response receives both marks.

- One mark for exemplification of how retrograde amnesia can be used to explain the scenario
- One mark for demonstrating accurate understanding of retrograde amnesia

Total: 2 marks

## Question 8 (b)

Q08(b) required candidates to identify two relevant improvements for the test given in the investigation, for two marks, with a further two marks for justification of the improvements provided.

The best responses gave two relevant improvements, usually including one related to the familiarity of the stimulus for Ivana's patient, and then supported this with justification.

Weaker responses gave one improvement only or suggested inappropriate improvements for the investigation. Some candidates gave general weaknesses of the investigation, not related to the test Ivana gave to the patient.

Candidates most frequently were able to identify and justify one improvement or suggest two improvements, but found it difficult to identify and justify two separate improvements. Candidates need to ensure they are elaborating on their improvements sufficiently to be able to gain the full two marks per improvement, in future series'.

(b) Explain **two** improvements that could have been made to the test Ivana gave to the patient with potential retrograde amnesia.

(4)

1 She should select photos of people from the past her patient should definitely recognise without amnesia, for example, family or friends.

2 Ivana could get her patient to try and write down past events from her life that she should be able to easily remember.



This response is given both marks.

First improvement:

- One mark for identification of a relevant improvement in context

Second improvement:

- One mark for identification of a relevant improvement in context

Total: 2 marks

## Question 9 (a)

Q09a required candidates to demonstrate accurate understanding of the theory of reconstructive memory for one mark (AO1) and give appropriate exemplification of the theory of reconstructive memory to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of the theory of reconstructive memory and suitable exemplification. Weaker responses only gave understanding or exemplification of the theory of reconstructive memory or focussed on inappropriate suggestions instead, not related to the theory.

The majority of candidates achieved both marks, with those receiving one mark usually for understanding the theory only.

- 9 Leah is six years old and is in the park with her mum. She sees a small dog approaching her. The dog does not bark, but jumps up at Leah. Leah pulls her hands away from the dog but does not cry.

Later that day, Leah's dad asks her what happened at the park. She says that a large dog barked at her which made her cry.

- (a) Explain why Leah's memory of the event at the park could have changed.

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

(2)

Reconstructive memory is when we change <sup>unfamiliar</sup> previous events with familiar information from our schemas. Leah could have a schema about dogs that they are ~~aggressive~~ aggressive and large - ~~therefore~~ therefore she has changed the event of the calm dog with an ~~aggressive~~ aggressive dog because her schema of dogs is large and angry.



This response was given both marks.

- One mark for demonstrating accurate understanding of the Theory of Reconstructive Memory
- One mark for exemplification of how the Theory of Reconstructive Memory can be used to explain the scenario

Total: 2 marks

## Question 9 (b)

Q09(b) required candidates to identify two weaknesses of using the theory of reconstructive memory to account for Leah's memory of the event in the scenario, for two marks (AO2), and then fully justify the weaknesses for two further marks (AO3).

The best responses provided two accurate weaknesses and then fully justified them in relation to the scenario. Weaker responses tended to identify the weaknesses only, gave generic information, or gave inaccurate information regarding the theory of reconstructive memory and tried to apply this to the scenario.

As with questions like this in previous series', candidates found difficulty with the demands of this question in general, with many generic or inaccurate responses. Evaluative skills in relation to an unseen stimulus should be a focus for centres supporting candidates for future series'.

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

(4)

1 Leah is a six-year-old child whereas Bartlett's Theory of Reconstructive Memory was supported by research <sup>with</sup> of a sample ~~with~~ 20 ~~Bartlett~~ adults so the sample wasn't representative of Leah so the findings and theory may not be generalisable to her ~~the~~ memory with the dog at the park.

2 Another weakness is that Bartlett's Theory of Reconstructive memory was ~~based of~~ supported by his study that used a story to test for participants memory whereas Leah's memory was based off a real life experience so the theory may lack ~~theoretical~~ real ~~of~~ world application to Leah's memory.



This response receives full marks.

First weakness:

- One mark for identification of a relevant weakness in context
- One mark for appropriate justification

Second weakness:

- One mark for identification of a relevant weakness in context
- One mark for appropriate justification

Total: 4 marks

## Question 10

Q10 required candidates to state two features of addiction, for two marks.

The best responses provided two accurate statements of features of addiction. These tended to be split between responses such as impaired control (see the mark scheme) or statistics.

Weaker responses commonly gave withdrawal symptoms or offered statements that were too vague.

Candidates found it difficult to give two separate features, but frequently were able to give one feature for one mark.

**10 State two features of addiction.**

1 Ignoring signs that the substance or activity is harmful

2 Not doing things you used to enjoy so that you can partake in the activity or do the substance



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Examiner Comments

This response is given both marks.

One mark for accurate statement of each feature.

Total: 2 marks

## Question 11

Q11 required candidates to define the term nurture in relation to addiction for one mark, and then give an example for one mark.

The best responses gave an accurate definition in relation to addiction and then a suitable example. Weaker responses tended to just give an example with a generic definition, or focused on nature instead.

Candidates frequently achieved at least one mark for this question, usually for the example only, with the most common mark awarded being two.

**11 Define the term 'nurture' in relation to addiction. Use an example in your answer.**

Nurture, in addiction, is when addictive behaviour occurs due to the environment and surroundings that a person is in. We learn it from others and is not a result of genetics. ~~For~~ Example, if someone hangs round with lots of people who smoke <sup>and are addicts</sup>, they too may also be more inclined to become addicted to smoking as it is regular around them.



**ResultsPlus**  
Examiner Comments

This response receives both marks.

- One mark for accurate definition
- One mark for suitable example

Total: 2 marks

## Question 12 (a)

Q12a required candidates to demonstrate accurate understanding of the cognitive theory of depression for one mark (AO1) and give appropriate exemplification of cognitive theory to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of the cognitive theory and suitable exemplification. There was a split between those using Beck and those using Ellis. Weaker responses only gave understanding or exemplification of cognitive theory or focussed on inappropriate suggestions instead, not related to the theory.

Candidates who could recall a cognitive theory of depression were able to gain at least one mark. However, very vague responses, not linked to a cognitive theory of depression in any way, were frequent.

### 12 Maddie has been diagnosed with depression.

She has stopped going to work as she constantly feels intense sadness and cannot find the motivation to speak to anyone.

Her mum tries to encourage and reassure her, but Maddie says there is no point as she will always be a failure. Maddie says work is pointless as she claims her recent performance review was worse than she expected. She also thinks she will never get a promotion or a partner.

(a) Explain how cognitive theory could account for Maddie's depression.

(2)

Beck's cognitive triad says that depression stems for three thought processes: negative view of self, ~~negate~~ ('she will always be a failure'), negative view of the world ('review was worse than expected') and negative view of the future ('will never get a promotion or partner'). All three of which Maddie displays.



**ResultsPlus**  
Examiner Comments

This response is given both marks.

- One mark for accurate understanding of cognitive theory
- One mark for exemplification of how cognitive theory can be used to explain the scenario

Total: 2 marks

## Question 12 (b)

Q12(b) required candidates to identify a strength and weakness of using cognitive theory to account for Maddie's depression for two marks (AO2) and then fully justify the strength and weakness for a further two marks (AO3).

The best responses identified a relevant strength and weakness and fully justified them in context. A common weakness used was regarding genetic vulnerability. Weaker responses tended to identify the strength/weakness only or give generic statements. A minority of candidates wrote about a strength or weakness of cognitive therapy instead.

Candidates found it difficult to identify and justify both a strength and a weakness in context for this question.

(b) Explain **one** strength and **one** weakness of using cognitive theory to account for Maddie's depression.

(4)

Strength

A strength is that it is able to account for Maddie's negative process had triggered the development of depression. The cognitive theory also includes Ellis' ABC model which shows how irrational thinking leads to negative emotional consequences, making them more prone to depression.

Weakness

A weakness is that if Maddie's cause for depression could have been genetic, which ~~that~~ was further triggered and encouraged by stressful life events such as her recent performance review. Caspi et al. (2003) also suggests that people with the short version of the 5-HTT gene is triggered by a stressful life event, leading to depression.



This response is given two marks.

Strength: No rewardable credit.

Weakness:

- One mark for identification of a relevant weakness in context
- One mark for appropriate justification

Total: 2 marks

## Question 12 (c)

Q12(c) required candidates to give an appropriate conclusion that could be made from the data provided in Table 1 for one mark, with a further mark awarded for justification of the conclusion through analysis/interpretation.

The best responses gave a clear conclusion regarding the new antidepressant compared with the standard antidepressant. They then supported this with relevant evidence from the table. Weaker responses tended to give a conclusion only or offered an inappropriate conclusion. Some responses only repeated information from the table with no conclusion, which should be avoided in future series'.

Candidates most commonly achieved two marks for this question. Those not being eligible for credit because they did not include an appropriate conclusion, was also a frequent occurrence.

- (c) Maddie's psychiatrist is considering whether to use drugs as a treatment for her depression. She is interested to see how a new antidepressant drug called 'H3-a' compares to a standard antidepressant.

Maddie's psychiatrist looks at clinical trial data for the new drug and compares it to the standard antidepressant in terms of relapse in symptoms and the possibility of Maddie experiencing side effects after taking the drug.

The data she is considering is shown in **Table 1**.

	New antidepressant 'H3-a'	Standard antidepressant
Average percentage (%) of patients reporting relapse in symptoms after 1 year	22	35
Average percentage (%) of patients reporting severe side effects	25	15

**Table 1**

Explain **one** conclusion that Maddie's psychiatrist could make regarding the new antidepressant drug 'H3-a' compared to the standard antidepressant using **Table 1**.

(2)

One conclusion that the psychiatrist could make is that the new antidepressant 'H3-a' has more side effects and harms the patient. This is true because the table shows that 25% reported severe side effects from 'H3-a' compared to less of 15% for standard antidepressant.



**ResultsPlus**  
Examiner Comments

This response is given two marks.

- One mark for appropriate conclusion
- One mark for justification of the conclusion through analysis/interpretation

Total: 2 marks

## Question 12 (d)

Q12(d) required candidates to demonstrate accurate understanding of cognitive therapy for depression for one mark (AO1) and give appropriate exemplification of cognitive therapy to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of cognitive therapy and suitable exemplification. These were focused on Cognitive Behavioural Therapy (CBT) or Rational Emotive Behaviour Therapy (REBT) using specific information from those therapies. Weaker responses only gave understanding or exemplification of cognitive therapy or focussed on inappropriate suggestions instead, not related to the therapy.

Candidates most commonly achieved one mark for this question, but it was also frequent to see inappropriate suggestions that were too vague to gain credit.

(d) Maddie has been referred to have cognitive behavioural therapy (CBT) for her depression and wants to know what this type of therapy would involve for her.

Explain **one** way that cognitive behavioural therapy (CBT) could be used to help Maddie with her depression.

(2)

CBT helps patients challenge irrational beliefs and work towards rational beliefs. So CBT could help Maddie believe that her bad performance review was due to a lack of practice and/or skill and not because she is a failure - which is a more rational belief and can help her attack depression.



**ResultsPlus**  
Examiner Comments

This response is given two marks.

- One mark for accurate understanding of CBT
- One mark for exemplification of how CBT can be used to explain the scenario

Total: 2 marks

## Question 13

Q13 required candidates to identify a relevant improvement for the study, for one mark, with a further mark for justification of the improvement provided.

The best responses gave a relevant improvement, usually focussed on the use of self-report (see mark scheme) or on types of Internet addiction. Then they supported this with justification. Weaker responses gave an improvement only or suggested an inappropriate improvement for the study.

Candidates found it difficult both to identify and justify an improvement in relation to the study, with the majority of candidates unable to offer a relevant improvement for the study.

**13** Young (2007) carried out a study into cognitive behaviour therapy (CBT) with internet addicts.

Explain **one** improvement that Young (2007) could have made to her study.

*Use ~~interview~~ Gather data from loved ones of participants about their symptoms through questionnaires, because by Young only giving questionnaires to the patients the results lack validity because the patients may have wanted to make their addiction seem less severe due to social desirability bias. This change would increase validity as loved ones are less likely to lie as the symptoms aren't theirs*  
(Total for Question 13 – 2 marks)



**ResultsPlus**  
Examiner Comments

This response is given two marks.

- One mark for identification of a relevant improvement in context
- One mark for appropriate justification

Total: 2 marks

## Question 14

Q14 required candidates to define what is meant by the terms, for two marks.

The best responses accurately defined each term in a clear, concise manner. There were many that did achieve marks, but they did not express their knowledge very well. Weaker responses offered inaccurate definitions or statements that were too vague.

The majority of candidates received at least one mark. Some were expressed too poorly to be awarded credit.

**14** Define what is meant by the following terms.

**Synapse**

The space between the dendrite of one neuron and the terminal button of another, where messages are passed from one neuron to the next.

**Neurotransmitter**

A chemical messenger which travels across the synapse and binds to a receptor cell which is complimentary in shape to it.



**ResultsPlus**  
Examiner Comments

This response receives both marks.

One mark for accurate definition of each term.

Total: 2 marks

## Question 15

Q15 required candidates to describe the difference between the left hemisphere and the right hemisphere, for two marks.

The best responses gave an explicit difference between the terms, using connectives such as 'whereas' or 'however'. Weaker responses gave two separate definitions (this was an implicit comparison, obtaining one mark), or gave incorrect or tautological definitions.

Candidates most commonly achieved two marks, with the majority getting at least one mark for this question.

**15 Describe the difference between the roles of the left hemisphere and the right hemisphere of the brain.**

The left hemisphere is in charge of ~~your~~ right side of your body and processes language whereas the right hemisphere is in charge of your left side of your body and creativity



This response is given both marks.

Two marks for description of a difference between the left hemisphere and the right hemisphere of the brain.

Total: 2 marks

## Question 16

Q16 required candidates to demonstrate accurate understanding of the temporal lobes for one mark (AO1) and give appropriate exemplification of the temporal lobes to the scenario, for one mark (AO2).

The best responses gave both appropriate understanding of the temporal lobes and suitable exemplification. Weaker responses only gave understanding or exemplification of the temporal lobes or focussed on a different brain area.

Candidates most commonly achieved two marks, with the majority getting at least one mark for this question.

**16** Diogo is investigating the function of the temporal lobes. He recruits participants with and without damage to their temporal lobes to participate in his study. Diogo believes that he will better understand the function of the temporal lobes by seeing if there is any difference in the participant performance on a task.

Diogo asks his participants to listen to a simple song that he has created. He then asks them to try to sing the song out loud.

Explain what Diogo is likely to find in his study.

You should refer to the function of the temporal lobes in your answer.

Temporal lobe is the part of the brain involved in processing auditory <sup>(sounds)</sup> informations.  
Diogo may find that those with no damage to their temporal lobes are able to sing the song out loud and the damage to their temporal lobe find it difficult to sing the song out loud.



**ResultsPlus**  
Examiner Comments

This response is given both marks.

- One mark for accurate understanding of the temporal lobes
- One mark for exemplification of how the temporal lobes can be used to explain the scenario

Total: 2 marks

## Question 17 (a)

Q17(a) required candidates to give two appropriate conclusions that could be made from the data provided in Table 2 for two marks, with a further two marks awarded for justification of the conclusions through analysis/interpretation.

The best responses gave two clear conclusions regarding the data presented and then supported this with relevant evidence from the table. Weaker responses tended to give a conclusion only.

Some responses only repeated information from the table with no conclusion, which should be avoided in future series'.

Where candidates received credit, they were most commonly split between two or four marks, but performance was spread across the full mark allocation.

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

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

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

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

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

**Table 2**

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

(4)

1. Doing an 11-week face training programme can improve the ability of patients with prosopagnosia to recognise two faces, as those who took the course had a score of 60% after the course, which is an improvement from 41% which they had before the course started.
2. Watching TV does not improve a person's ability of someone who has severe prosopagnosia to recognise faces, as the control group's score only changed by 1% (from 39% to 38%) after the study.



This response receives full marks.

First conclusion:

- One mark for appropriate conclusion
- One mark for justification of the conclusion through analysis/interpretation

Second conclusion:

- One mark for appropriate conclusion
- One mark for justification of the conclusion through analysis/interpretation

Total: 4 marks

## Question 17 (b)

Q17(b) required candidates to identify two strengths of Mattéo's study for two marks (AO2) and then fully justify the strengths for a further two marks (AO3).

The best responses identified two relevant strengths and justified them fully. Weaker responses tended to identify the strength only or give generic statements.

Candidates performed better on this question than some of the other strength/weakness questions, but generally found it difficult to elaborate fully on two strengths. Candidates need to ensure they are elaborating on the strengths sufficiently to be able to gain the full two marks per strength in future series'.

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

(4)

1 One strength of Mattéo's study is validity, because he used a control group to ensure that the results he received weren't due to an extraneous variable, so he knew that the training programme was helping ability to identify faces and not something else.

2 Another strength of Mattéo's study is that it has practical application, because he found that face ~~train~~ training helped prosopagnosia patients to recognise faces after 11 weeks, so his findings could be used to create treatment for prosopagnosia patients.



This response is given full marks.

First strength:

- One mark for identification of a relevant strength in context
- One mark for appropriate justification

Second strength:

- One mark for identification of a relevant strength in context
- One mark for appropriate justification

Total: 4 marks

## Question 18

Q18 required candidates to demonstrate accurate understanding of Sperry (1968) for one mark (AO1) and give appropriate exemplification of Sperry (1968) to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of Sperry (1968) and suitable exemplification. Weaker responses only gave understanding or exemplification of Sperry (1968). Some guessed, and did not appear able to remember what Sperry (1968) found in his study.

Candidates found it difficult to recall Sperry (1968) accurately and then use this information appropriately in general. Where candidates were able to recall Sperry (1968) accurately, they gained at least one mark, but this was uncommon.

In light of the performance on this question, supporting candidates in remembering information from studies named on the specification, and being able to apply this as appropriate, should be a focus for centres for future series'.

**18** Amy is a psychologist investigating split brain patients who have a severed corpus callosum. Amy shows the patients a video of various dogs doing silly things, such as falling into swimming pools or dancing. The video is only presented to the right hemisphere of each patient, using specialist apparatus.

Describe what Amy is likely to find regarding the patients' reaction to the video.

You should refer to Sperry (1968) in your answer.

Sperry found that the right hemisphere's ~~was better~~ function was spatial tasks while the left hemisphere was responsible for language. In Sperry's study, they presented an image of a semi-naked person to the right hemisphere; the participants gave a nervous / embarrassed reaction but couldn't explain why. Amy is likely to find that her patients laugh at the funny video but will, similarly, be unable to explain why they laughed.

(Total for Question 18 = 2 marks)



This response is given two marks.

- One mark for accurate understanding of Sperry (1968)
- One mark for exemplification of how Sperry (1968) can be used to explain the scenario

Total: 2 marks

## Question 19 (c)

Q19(c) required candidates to state two conclusions from Piliavin et al. (1969) for two marks.

The best responses gave two clear, accurate conclusions from the study. The most common focussed on the ill victim being helped more than the drunk victim, and that males were more likely to help than females. Weaker responses were only able to give one accurate conclusion. Some candidates gave inaccurate suggestions (such as same gender helping, which could not be assessed because all victims were male).

Performance was spread across the mark range evenly, with the majority able to get at least one of the two available marks.

(c) State **two** conclusions that could be made from Piliavin et al. (1969).

(2)

- 1 Females are less likely to help someone who collapses than males, as 90% of first helpers were male.
- 2 Someone who appears drunk is less likely to be helped if they collapse than someone who appears ill and has a cane.



**ResultsPlus**  
Examiner Comments

This response receives marks.

One mark for each conclusion from Piliavin et al. (1969)

Total: 2 marks

## Question 20 (a)

Q20(a) required candidates to give two appropriate conclusions that could be made from the data provided in Table 3 for two marks, with a further two marks awarded for justification of the conclusions through analysis/interpretation.

The best responses gave two clear conclusions regarding the data presented in terms of conformity to majority influence. Then they supported this with relevant evidence from the table. Weaker responses tended to give a conclusion only. Some responses only repeated information from the table, with no conclusion, which should be avoided in future series.

Where candidates received credit, they were most commonly split between one and two marks but found it difficult to think of a second creditworthy conclusion for the final two marks.

(a) Explain **two** conclusions that could be made from the data in **Table 3** in terms of conformity to majority influence.

(4)

1 People are more likely to ~~use~~ conform to using running machines in the morning if others are also doing it, so this is likely so they can fit in as they have a desire to be liked.

2 People aren't as likely to conform to using running machines in the afternoon if others are ~~not~~ <sup>doing</sup> it. This ~~may~~ suggests that people are less susceptible to majority influence in the afternoon.



This response received two marks.

First conclusion:

- One mark for appropriate conclusion

Second conclusion:

- One mark for appropriate conclusion

Total: 2 marks

## Question 20 (b)

Q20(b) required candidates to identify a strength and weakness of Ada's study for two marks (AO2) and then fully justify the strength and weakness for a further two marks (AO3).

The best responses identified a relevant strength and weakness and fully justified them in context. A common strength used was regarding using a real gym, and a common weakness was regarding only carrying out the study at a single gym. Weaker responses tended to identify the strength/weakness only or give generic statements.

Candidates found it difficult to identify and justify both a strength and a weakness in context for this question, with the most common mark one or two from those that did achieve credit.

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

(4)

Strength

conducted study in a natural setting (the gym) rather than a lab, so people did not know they were being observed, and would act naturally, giving the results more ecological validity.

Weakness

~~only one type of task was studied (running), results may only~~ conducted study on 3 days of the week, not all 7, so people going to the gym on Monday to Wednesday may not represent people going to the gym on a Sunday, so results cannot be generalised to all gym users.

(Total for Question 20 = 8 marks)



This response receives four marks.

Strength:

- One mark for identification of a relevant strength in context
- One mark for appropriate justification

Weakness:

- One mark for identification of a relevant weakness in context,
- One mark for appropriate justification

Total: 4 marks

## Question 21 (a)

Q21a required candidates to demonstrate accurate understanding of a personality factor affecting obedience for one mark (AO1) and give appropriate exemplification of the personality factor to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of a relevant personality factor affecting obedience and suitable exemplification. The most common were authoritarian personality or an external locus of control. Weaker responses only gave understanding or exemplification of personality affecting obedience, gave an inaccurate suggestion, or focussed on a situational factor.

Candidates generally found it difficult to recall a relevant personality factor affecting obedience, but those that could usually applied it to the scenario. Usually they did not demonstrate understanding of the personality factor fully.

**21** Eniola was in assembly at school. She was talking with her friend and they were playing on their mobile phones whilst the head teacher was speaking.

A new teacher to the school signalled from across the hall to Eniola and her friend to stop talking and playing on their mobile phones. Eniola stopped talking and playing on her mobile phone, but her friend carried on talking and playing on her mobile phone.

(a) Explain how personality could account for Eniola following the teacher's instruction.

(2)

Eniola may have a authoritarian personality, meaning she respects & follows the orders of an authority figure.  
If Eniola ~~she~~ see's her teacher as an authority figure, this may be why she followed the teacher's instructions.



This response is given two marks.

- One mark for accurate understanding of a personality factor affecting obedience
- One mark for exemplification of how the personality factor affecting obedience can be used to explain the scenario

Total: 2 marks

## Question 21 (b)

Q21(b) required candidates to demonstrate accurate understanding of a situational factor affecting obedience for one mark (AO1) and give appropriate exemplification of the situational factor to the scenario for one mark (AO2).

The best responses gave both appropriate understanding of a relevant situational factor affecting obedience and suitable exemplification. The most common were lack of proximity or legitimacy of authority. Weaker responses only gave understanding or exemplification of a situational factor affecting obedience, gave an inaccurate suggestion, or focussed on a personality factor.

Candidates generally found it difficult to recall a relevant situational factor affecting obedience. Those that could, usually applied it to the scenario but usually did not demonstrate understanding of the situational factor fully.

(b) Explain how the situation could account for Eniola's friend not following the teacher's instruction.

(2)

Milgram's shock experiments (1963) found that if the researcher (authority figure) was replaced by someone who looked ~~the~~ less like a person with power (not wearing lab coat) they were less likely to obey. Eniola's friend may not perceive the teacher as having authority as she is new, so does not obey her.

(Total for Question 21 = 4 marks)



**ResultsPlus**  
Examiner Comments

This response is given both marks.

- One mark for accurate understanding of a situational factor affecting obedience
- One mark for exemplification of how a situational factor affecting obedience can be used to explain the scenario

Total: 2 marks

## Question 22

Q22 required candidates to assess social and cultural issues in psychology, with reference to the scenario involving major atrocities.

This was an extended open response question, with the 'Assess' taxonomy that targets AO1, AO2 and AO3 content.

- AO1 was looking for knowledge and understanding of social and cultural issues in psychology.
- AO2 was for application to the scenario / stimulus material.
- AO3 was analysis and evaluation of social and cultural issues in psychology, leading to judgements/conclusions of how useful they would be for the scenario given, about major atrocities.

Assessment of this question was through a levels-based mark scheme where a 'best-fit' approach was used; deciding which level most closely described the quality of the answer.

There was a noticeable improvement in the general standard of this essay compared to the last full cohort with no advance information in 2019. As anticipated, due to the lack of advance information provided, there was a slight decline in general performance in this issues and debates essay compared to 2022.

The best responses demonstrated accurate and clear understanding of both social and cultural issues in psychology and considered a balance between the AOs. They made a concerted effort to apply their knowledge and understanding of social and cultural issues to major atrocities. They used research evidence to support and refute their arguments.

The majority focussed on content in the stimulus material, such as obedience and conformity, whilst deindividuation was also frequently used by candidates. For the AO3 element, candidates frequently used Milgram, Haney et al, Piliavin and Asch. Weaker responses defined the concepts 'social' and 'cultural' but did not focus on theories or research related to them. They did not apply psychology to major atrocities and made no attempt to analyse or evaluate their ideas.

Similar to previous series', candidates still found it difficult to reach the 7-9 mark range in general. This again was largely due to a lack of AO3 and balance in the essays, which remains a focus for centres to help support candidates with for future series'.

**\*22** Major atrocities can reveal the most aggressive side of human behaviour.

Death and destruction during war and the purposeful killing of other humans have been studied in psychology to try to discover the potential causes of these acts.

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

Stanley Milgram conducted a series of experiments to study obedience to authority. Other researchers in psychology have investigated crowd behaviour, conformity, and the bystander effect. Research, such as this, has enabled psychologists to understand ways to prevent blind obedience, and the social and cultural issues in psychology.

Assess social and cultural issues in psychology.

(9)

One cultural issue is blind obedience. This is where someone follows orders from an authority figure without questioning them. Killing of other humans may have been caused because soldiers simply do as they are told by someone with authority. Milgram (1963) found that when a participant was told to shock someone (so cause physical harm), 65% of participants fully obeyed and went to maximum voltage of 450V showing obedience. A strength to this is that Milgram repeated these experiments many times, only changing the IV, and always finding similar results, showing reliability of his study.

One cultural issue is also deindividuation, where people lose their personal identity, so take less responsibility for their actions as an individual due to the fact they are in a group. A person who joins the army could be deindividuated when given a uniform, as they look the same as everyone else, so feel less responsible for their actions of destroying or killing. Hany, Banks and Zimbardo's (1973) study, where guards in a simulated prison were given a military style uniform, found that the guards became more aggressive and controlling than they were before they had the uniform. A weakness to this, is that the study was conducted in an artificial environment, and the participants may have been acting, so results lack ecological validity.

In conclusion, research has shown that both blind obedience and deindividuation can cause people to commit terrible acts in certain

Situations



AO1 – Level 2 Mostly accurate understanding of some relevant psychological ideas.

AO2 – Level 2 Applies understanding to elements in the context of the question, with some logical links and connections made.

AO3 – Level 2 (top) 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

Total: 6 marks

Level 2

## Question 23

Q23 was a synoptic essay that required candidates to assess Lukas'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/stimulus material.
- AO3 was analysis and evaluation of the psychological content, leading to judgements/conclusions of how useful it would be for the scenario given, about Lukas's behaviour.

The best responses focussed on producing AO1, AO2, and AO3 content to attempt to balance their essay. They included at least two topic areas in their response (the question directs them to a minimum of two areas), which most commonly included memory (topic 2) and social influence (topic 5), with development (topic 1) also frequently included.

There was an effort to include AO3, which typically included research such as Peterson and Peterson, Asch, Haney et al, and Willingham or Dweck. Weaker responses tended to focus on a single topic area and give brief, simplistic statements regarding their knowledge of this area and made a limited attempt to apply it to the scenario, with no attempt at evaluation or analysis.

Candidates performed very similarly to previous series' in general, with stronger AO1 and AO2 and most performing in Levels 1 and 2. Similar to previous series', the quality of the AO1 and AO2, as well as the presence and quality of the AO3, separated the candidates. Support with balance of essays and the AO3 element remains a focus for centres to help support candidates for future series.

**\*23** Lukas really enjoys musicals, but his friends that he spends most of his time with do not enjoy musicals. There is a musical production being put on by Lukas's school in a few weeks' time, and Lukas has auditioned and got a part, but has not told his friends.

During break time at school, all of Lukas's friends laugh and make fun of other students who are involved in the musical. Lukas sometimes joins in and makes fun of them too, because he is embarrassed to tell his friends he is involved in the musical.

When Lukas is with the musical cast and crew, he really enjoys reading his lines with the other people involved in the musical. Lukas works very hard to learn his lines by repeating them a lot and practising them with the other cast members. Lukas also constantly practises his dance moves for the musical, in private away from his friends.

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

51

MEM

(9)

A01: rehearsal → ~~multistore~~ multistore

A01: ~~antisocial~~ antisocial behaviour (deindividuation) → Zimbardo

A01: normative influence → Asch's

Rehearsal is shown to help transfer memory information from the short term memory to the long term memory and can later help with retrieval. Lukas practices his dances moves and rehearses lines to help retain his knowledge of his lines and transfer them to his LTM so he can ~~use~~ retrieve them during performance. The multistore memory model shows this and explains why rehearsal moves information to ~~the~~ LTM through a rehearsal loop however this may be considered reductionist and doesn't account for someone's personal ability to recall information.

Antisocial behaviour is behaviour that is seen as destructive or unpleasant, it can also occur due to deindividuation, which is when someone loses their sense of identity and morals in a group. Lukas' behaviour can be explained when he joins in to laugh at people who are participating in the musical as he has deindividuated whilst his friends are with him because he ~~don't~~ doesn't want to feel left out. ~~As~~ Haney, Banks and Zimbardo proved that deindividuation can occur in prisons as participants who played the role of guards deindividuated when they wore uniforms and began acting aggressively towards inmates.

Normative influence also explains that we conform to the majority in order to be liked by a group and fit in. Lukas may have experienced normative influence because he was scared to tell them about being involved in the musical as he didn't want to be disliked by his group due to his normative influence. During Asch's line study, normative influence occurred when participants said the wrong answer on the line test even when they knew

it was wrong so that they could fit in and  
be liked by the others in order to not stand out.



AO1 – Level 2

Mostly accurate understanding of some relevant psychological ideas.

AO2 – Level 2 (top)

Applies understanding to elements in the context of the question, with some logical links and connections made.

AO3 – Level 2

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.

Total: 6 marks

Level 2

## Paper Summary

Based on their performance on this paper, candidates should:

- Be prepared to recall information from named content on the specification, such as the role of brain regions during development (see Q01b), or studies such as Sperry (1968) (see Q18) or Piliavin et al. (1969) (see Q19)
- 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
- Continue to offer a conclusion in the first instance, and then support this using appropriate data/information from the source material, in the relevant questions requesting conclusions
- Use appropriate improvements that are applied appropriately to the stimulus material/scenario and 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

## **Grade boundaries**

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

