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Examiners' Report
June 2023

GCSE Psychology 1PS0 02

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Introduction

The summer 2023 examination series was a successful one. Candidates produced some outstanding work, and improvements were seen across most sections.

The examination structure provided a range of question types over the compulsory research methods and mathematics section, and five optional sections from which centres selected any two of the five available. Many candidates demonstrated good psychological knowledge and understanding in this examination. As in previous series', some candidates responded to all options available on the paper, which would have undoubtedly limited their time available to respond well to the two chosen options they had learned.

Strengths were seen in the calculations and understanding of mathematical skills. Most were able to respond to all questions, and most candidates were able to access the majority of marks available.

The standard of responses for shorter questions, which required candidates to apply their responses to a scenario, was mixed. Many candidates were able to show good understanding of the specific topic area, but all too often this knowledge was not applied to the scenario, and therefore no credit could be given. This was more apparent on four-mark questions, and was similar across all topic areas. Application to the scenario for essays was slightly more consistent: however many candidates only copied the content of the scenario, rather than using it to answer the question given.

Candidate responses to the essays were mixed in terms of performance but there was some improvement from previous series'. In relation to Assessment Objective (AO) skills, the AO1 skill of demonstrating understanding showed an improvement across most options. However, at times, it was clear that candidates were still finding it difficult to demonstrate appropriate AO3 assessment and evaluation in their responses. AO2 was consistently good across the options, but again, candidates should be careful not simply to copy sections of the stimulus material.

The research methods extended response (Question (Q) 05) was consistently the strongest essay on the paper, with many candidates demonstrating excellent understanding of field experiments, which was applied to the scenario well. Evaluation was weaker: however, it was a substantial improvement on previous series', which was pleasing to see.

Centres should remind candidates that if they require additional space for their answer, this must be on additional paper and not in white spaces or on other pages in the exam booklet.

Some candidates bullet-pointed lists of content in extended essays: this may indicate that exam timing skills would benefit from practice. Candidates should be reminded to write in essay format.

The remainder of this Examiner Report will focus on each individual question and specific example. The aim is to highlight areas of good practice and some common errors, which can be used to help prepare candidates for future 1PS0/02 examinations.

Question 1 (b)

This two-mark question required candidates to give two ways that Gary could ensure his experiment is ethical.

For this question it was important that candidates chose ethical issues that were appropriate for the participants in the experiment who, in this case, were children.

This question was answered well, with most responses giving two appropriate ethical issues. Where performance was limited it was usually due to suggestions that participants could give informed consent or be debriefed. Because the participants in this experiment were young children, this was not appropriate. If consent or debriefing were used, it needed to be linked to the parents/guardians of the children.

(b) Give **two** ways that Gary could ensure his experiment is ethical.

(2)

1 Keep participant identities confidential if he releases results to the public.

2 Ask for consent.

ResultsPlus Examiner Comments

This response achieves:

- an AO2 mark for confidentiality (1)

The second mark is not given because consent would need to be given from the parents.

Total: 1 mark

ResultsPlus Examiner Tip

It is important that candidates read the scenario properly so that they are aware of :
- the type of participants used
- how that would affect use of ethical issues

(b) Give **two** ways that Gary could ensure his experiment is ethical.

(2)

1 make the children aware of their right to withdraw by telling them they can stop participating at any point

2 keep the identities of the children anonymous so there is no issues with confidentiality.

ResultsPlus
Examiner Comments

This response receives:

- an AO2 mark for the idea of right to withdraw (1)
- an AO2 mark for keeping the children anonymous (1)

Total: 2 marks

Question 1 (c)

This two-mark question required candidates to calculate a percentage based upon the data given in the scenario.

As long as the correct answer was present, 2 marks were awarded.

If the final percentage was incorrect, but the candidate calculated the total number of participants correctly (100), one mark could be awarded.

Most responses achieved both marks on this question.

Where performance was limited, it was usually due to incorrect use of the data.

(c) Calculate the percentage of girls who said that the top row contained the **same** number of buttons as the bottom row, out of all the children in the experiment.

(2)

$$5 + 1 + 13 + 25 + 32 + 24 = 100$$

$$\frac{13}{100}$$

Percentage .... 13 %

ResultsPlus Examiner Comments

This response achieves:

- an AO2 mark for the calculation of the total number of (100) participants (1)

Total: 1 mark

No further marks are given because the final percentage is incorrect.

It is always worth showing working out on a 2-mark calculation question.

If an error is made on the final calculation candidates may still receive a mark for the working out, if that is correct.

(c) Calculate the percentage of girls who said that the top row contained the **same** number of buttons as the bottom row, out of all the children in the experiment.

(2)

$$\begin{aligned} 50 \\ + 50 \end{aligned} = 100 \qquad \frac{25}{100} = 0.25 \rightarrow 25\%$$

Percentage .... 25%.

ResultsPlus Examiner Comments

This response achieves 2 marks for the correct (25%) percentage.

Total: 2 marks

ResultsPlus Examiner Tip

Show your working!

Question 1 (d)

This one-mark question required candidates to calculate the range for the data given in the scenario.

The only correct response for this question was 8.

Most candidates achieved the mark available for this question.

(d) Calculate the range for the number of children who said the top row contained **more** buttons than the bottom row.

(1)

24 — 32

32 - 24 = 8

Range ....8..

ResultsPlus
Examiner Comments

This response achieves:

- an AO2 mark for the correct calculation of the range (1)

Total: 1 mark

Question 1 (e)

This two-mark question required candidates to calculate the ratio for the data given.

Most candidates were able to achieve the two marks here.

Where performance was limited it was, in the main, due to not simplifying the ratio.

Candidates could achieve one mark, even if the final ratio was incorrect, for the correct number of children (56)

(e) Calculate the ratio for the number of children who said that the top row contained **more** buttons than the bottom row, to all children taking part in the experiment.

(2)

$$32 + 24 = 56$$

$$100 - 56 = 44$$

Ratio   56 : 44

ResultsPlus
Examiner Comments

This response achieves:

• a mark for the correct calculation of number of children (1)

No further marks are given because the final ratio is incorrect.

Total: 1 mark

(e) Calculate the ratio for the number of children who said that the top row contained **more** buttons than the bottom row, to all children taking part in the experiment.

(2)

$$\div 2 \left(\begin{array}{c} 56 : 100 \\ 28 : 50 \\ 14 : 25 \end{array} \right) \div 2$$

Ratio 14 : 25

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Examiner Comments

This response achieves two marks for the correct ratio, which has been simplified.

Total: 2 marks

Question 1 (f)

This two-mark question required candidates to explain one conclusion that Gary could make about the ability to conserve, using the data.

This question comprised two AO3 marks.

Candidates could achieve marks for:

- an appropriate conclusion about the ability to conserve (girls conserve better than boys)
- a justification of the conclusion through the use of the data

Most responses achieved at least one mark on this question through an appropriate conclusion. Some responses did not use the data to justify their conclusion and therefore could only access one mark.

A few responses suggested that boys conserved better than girls, which is incorrect, but they were in the minority.

(f) Explain **one** conclusion that Gary could make about the ability to conserve number between boys and girls from the results in **Table 1**.

(2)

> That more boys thought there where more buttons on the top row than the bottom row as girls because ~~they~~ 32 said that for boys and 24 for girls ~~and~~ ~~~~

ResultsPlus
Examiner Comments

This response achieves 0 marks.

This is a result, not a conclusion, and therefore is not creditworthy.

Total: 0 marks

(f) Explain **one** conclusion that Gary could make about the ability to conserve number between boys and girls from the results in **Table 1**.

(2)

Girls are more likely to be able to conserve numbers and more ability to than boys.

(f) Explain **one** conclusion that Gary could make about the ability to conserve number between boys and girls from the results in **Table 1**.

(2)

Girls are better than boys at conservation as 12 more girls understood that there were equal amounts of buttons than boys.

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Examiner Comments

This response achieves marks for:

- An AO3 mark for an appropriate conclusion that girls are better than boys at conservation (1)
- A further AO3 mark for the justification of this conclusion through accurate use of the data (1)

Total: 2 marks

Question 2 (a)

This two-mark question required candidates to describe why Kamira may have used an observation research method for her investigation.

Candidates achieved:

1xAO1 mark for showing understanding of the observation method.

This could include:

- lowering of demand characteristics
- being able to observe natural behaviour
- the idea of it being in a natural environment

1xAO2 mark for application to the scenario.

This could include:

- being able to see how people respond naturally to the item that had been lost

Most responses achieved the first AO1 mark but then had difficulty applying it to the scenario, and therefore received no further credit.

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

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

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

- looked at the item, but then ignored it

- picked up the item and gave it to a member of staff

- walked away with the item.

(a) Describe why Kamira may have used an observation research method for her investigation.

(2)

Kamira may have used an observation technique because then the participants wouldn't have been influenced by the investigator and would have had people behaving in a natural way.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the understanding that the research method will lead to people behaving in a natural way (1)

There is no AO2 link to the scenario therefore the second mark could not be given.

Total: 1 mark

ResultsPlus
Examiner Tip

Make sure there is always a link to the scenario, where a scenario is given.

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

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

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

- looked at the item, but then ignored it

- picked up the item and gave it to a member of staff

- walked away with the item.

(a) Describe why Kamira may have used an observation research method for her investigation.

(2)

observations allow natural behaviour to be seen, reducing demand characteristics. Kamira was able to see people's true reaction to the items, instead of people behaving differently if they ~~knew~~ knew Kamira was watching.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the observations allowing natural behaviour (1)
- an AO2 mark for the ability to see peoples' true reaction to the item (1)

Total: 2 marks

Question 2 (b)

This three-mark question required candidates to draw a frequency table for Kamira to use for her data.

Candidates achieved:

1 mark for an appropriate table structure

- Needed to be appropriate for data to be entered

1 mark for appropriate column headings

- Needed to be something quantifiable such as amount/frequency/tally

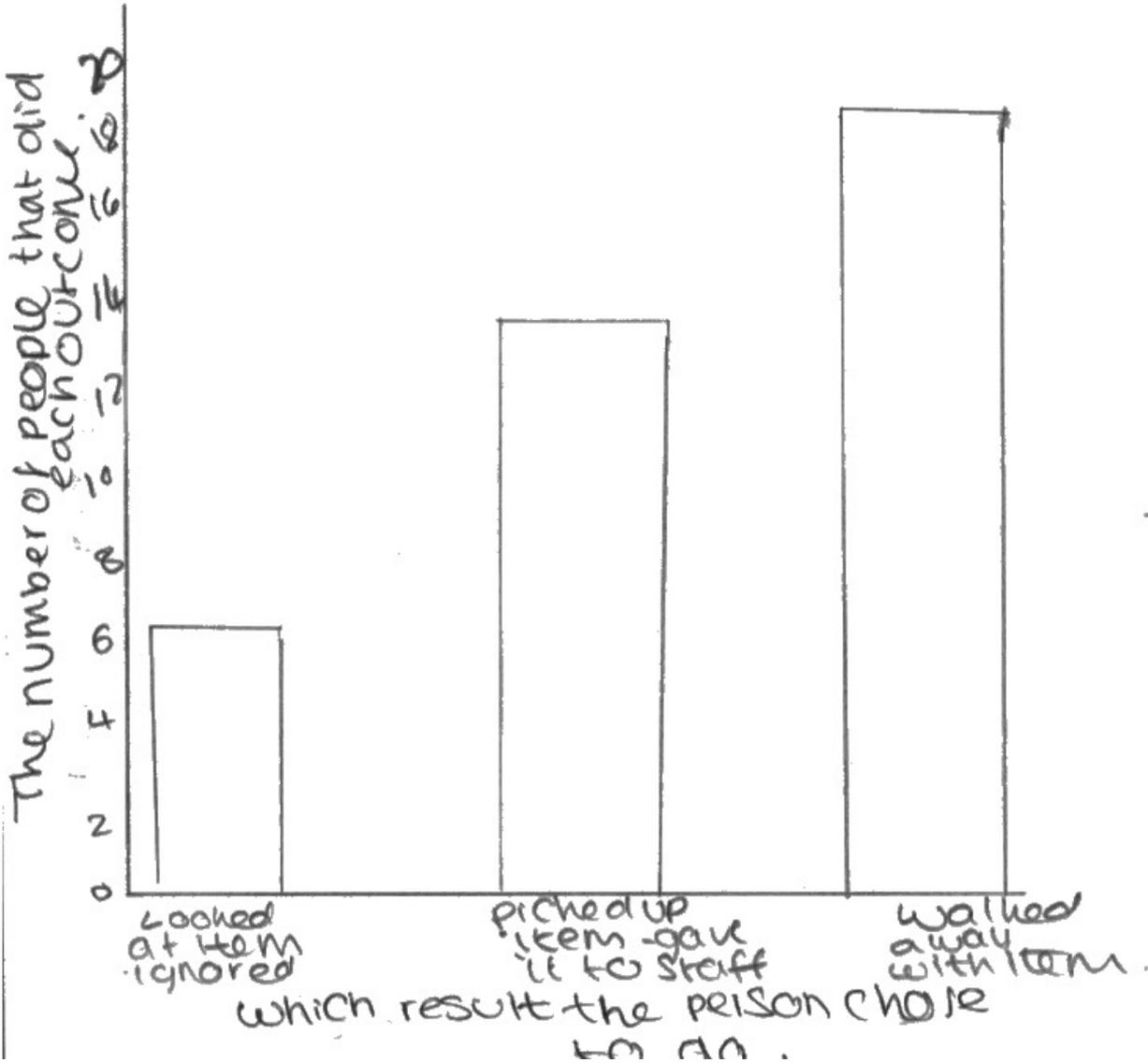1 mark for appropriate column headings

- Needed to be all three correct headings, such as ignored/gave it to staff/walked away with it

Most responses accessed the majority of the marks on this question. Where performance was limited it was usually due to the drawing of a bar chart/histogram.

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

You must include appropriate column and row headings. 1

(3)

The number of people that did each outcome.

Looked at item ignored

picked up item - gave it to staff

walked away with item.

which result the person chose to do.

ResultsPlus
Examiner Comments

This response achieves zero marks.

This candidate unfortunately has drawn a bar chart, which is not an appropriate table for the data, so is not creditworthy.

Total: 0 marks

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

You must include appropriate column and row headings.

(3)

behaviour of passer-bys	amount
looked at item, and ignored	
Picked up item, gave to staff	
Walked away with item	

ResultsPlus
Examiner Comments

This response achieves:

- an AO2 mark for an appropriate table in which data could be entered (1)
- a further AO2 mark for appropriate row headings (ignored/gave to staff/walked) (1)
- a final AO2 mark for a quantifiable column heading (amount) (1)

Total: 3 marks

Question 2 (c)

This two-mark question required candidates to describe one situational variable to be considered by Kamala.

To achieve two marks, candidates needed first to show understanding of a situational variable (AO1) for example:

- a variable in the environment that can affect the results

and then apply this knowledge to the scenario (AO2).

Creditworthy application included:

- how busy/hot/noisy the shopping centre was
- location of the item (such as near security offices/cameras)
- behaviour of other shoppers

Performance was limited on this question, with many candidates misunderstanding situational variables and talking about dispositional ones.

(c) Describe **one** situational variable that Kamira may have considered when conducting her observation.

(2)

As it's a large ~~food inner court~~ shopping centre, people could be in a rush, meaning they may be less likely to notice the item

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Examiner Comments

This response achieves 0 marks.

Being in a rush is not a situational variable because it is dependant on the person, not the environment.

The idea of it being a large shopping centre also does not relate to being in a rush.

Total: 0 marks

Ensure knowledge of terminology and application of this term to the scenario are both present, to access the two marks.

(c) Describe **one** situational variable that Kamira may have considered when conducting her observation.

(2)

How busy the food court is. If the court is busier in some cases than others it could change the behaviour of the participants.

A situational variable is a extraneous variable to do with the environment of the experiment.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for an understanding of a situational variable (1)
- an AO2 mark for application to the scenario ie how busy the food court is (1)

Total: 2 marks

Question 3 (a)

This one-mark question required candidates to calculate a fraction, using the data given.

Most candidates achieved the mark available for this question.

Where performance was limited, it was due to not giving the fraction in its lowest form.

3 Quentin is investigating the capacity of short-term memory. He showed 20 objects to 10 participants for 30 seconds. Quentin then asked them to recall as many as they could.

His results are shown in **Table 2**.

Participant	Number of objects recalled
A	10
B	9
C	8
D	8
E	6
F	7
G	8
H	9
I	10
J	11

Table 2

(a) Calculate how many participants recalled nine objects as a fraction of all participants.

You must give your answer in the lowest form.

(1)

2 recalled
10 total

$$\frac{2}{10} = \frac{1}{5}$$

Fraction .... $\frac{1}{5}$ ....

Question 3 (b)

This two-mark question required candidates to calculate the median for the number of objects recalled.

- If candidates calculated the correct median then two marks were awarded.
- If the final calculation was incorrect, but the correct numbers had been put in order (forwards or backwards) then one mark could be awarded.

Most candidates received two marks for this calculation.

Where performance was limited it was due to responses that either added up the two numbers in the middle and forgot to divide by 2, or chose either an 8 or 9.

(b) Calculate the median for the number of objects recalled.

(2)

11, 10, 10, 9, 9, 8, 8, 8, 7, 6

(9 + 8) ÷ 2 = 13

Median 13

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Examiner Comments

Thie response achieves marks for:

- putting all of the numbers in the correct order (1)

The second mark is not awarded due to the median being incorrect.

Total: 1 mark

ResultsPlus
Examiner Tip

It is always worth showing working out for two-mark calculation questions.

(b) Calculate the median for the number of objects recalled.

(2)

$$6, 7, 8, 8, 8, 9, 9, 10, 10, 11$$

8.5

Median ....8.5........

ResultsPlus
Examiner Comments

This response achieves marks for:

- putting the numbers in the correct order (1)
- giving the correct median of 8.5 (1)

Total: 2 marks

Question 3 (c)

This one-mark question required candidates to calculate the mode for the number of objects recalled.

The only correct response for this question was 8, and the vast majority of responses accessed this mark.

(c) Calculate the mode for the number of objects recalled.

(1)

Mode .... 8 ....

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Examiner Comments

This response achieves a mark for:

- calculating the correct mode of 8 (1)

Total: 1 mark

ResultsPlus
Examiner Tip

For a one-mark calculation question no working out is needed.

Question 3 (d)

This one-mark question required candidates to state how a mean can be calculated for the objects recalled.

This is an AO1 question, therefore candidates did not have to link their response to the scenario, although if they did so that was acceptable.

Most responses accessed the mark available here. Where performance was limited, it was due to confusion between the mean and the mode/median.

(d) State how Quentin would calculate the mean score for the number of objects recalled.

(1)

Quentin would add all the scores up for the number of objects recalled (86) and then divide by the number of participants (= 10).

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This response achieves:

- an AO1 mark for stating the correct way of calculating the mean (1)

Total: 1 mark

Question 4 (a)

This one-mark question required candidates to define what is meant by a correlation research method.

A correct response for this question would be:

- the relationship between two variables/co-variables.

The majority of responses accessed the mark for this question.

Where performance was limited, it was due to incorrect use of terminology or referring to scattergraphs or positive/negative correlations.

4 Research in psychology can use a correlation research method.

(a) Define what is meant by a 'correlation research method'.

(1)

A correlation research method is a way of presenting data to show the relation between two things.

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Examiner Comments

This response achieves no marks, because:

- the correct terminology is not used.

The relationship between two 'things' is too vague and not creditworthy.

Total: 0 marks

ResultsPlus
Examiner Tip

Use the correct psychological terminology when defining concepts/methods.

4 Research in psychology can use a correlation research method.

(a) Define what is meant by a 'correlation research method'.

(1)

~~When~~ ~~ther~~ when you test the releationship between two co-variables

Question 4 (b)

This one-mark question required candidates to identify the type of correlation.

The only correct answer for this question was 'negative'. Strong negative was also accepted.

Most responses accessed the mark for this question.

Where performance was limited, it was due to identification of the correlation as positive.

A scatter diagram to show the correlation between maths end of topic test scores and the number of homework tasks missed
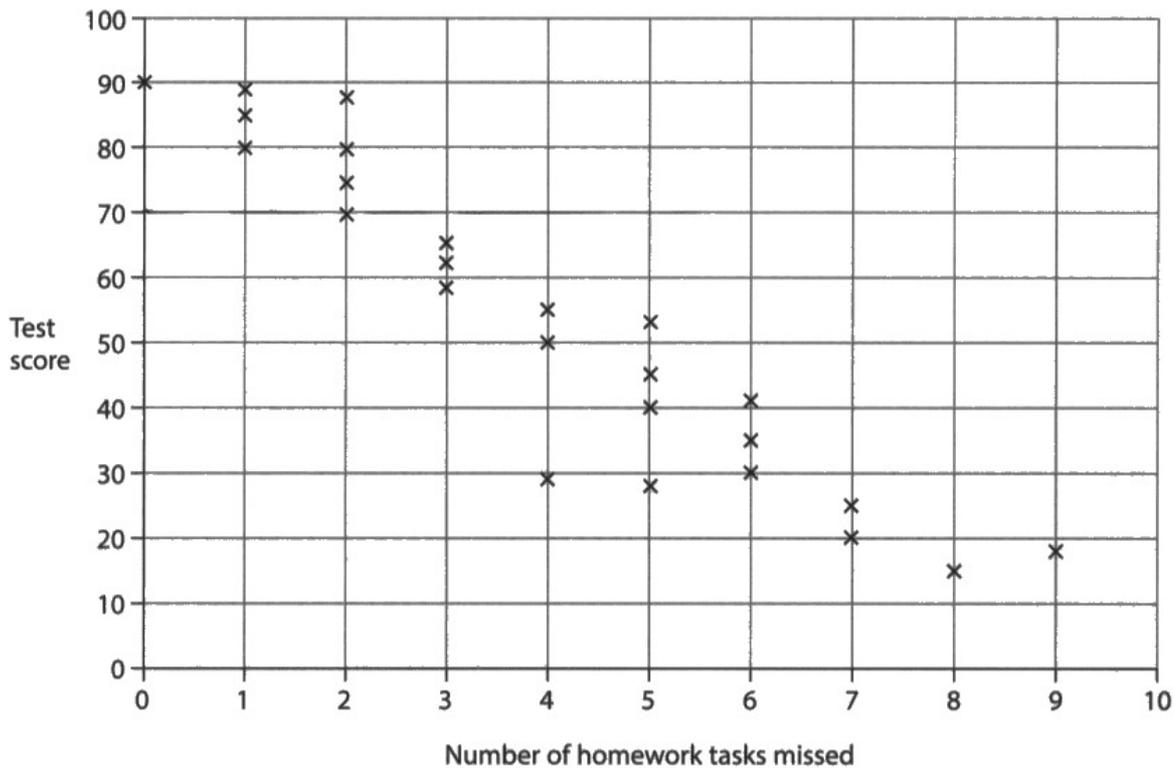

Figure 2

(b) Identify the type of correlation shown in **Figure 2**.

(1)

Negative correlation

This response achieves:

- an AO2 mark for identifying the correct type of correlation (1)

Total: 1 mark

Question 4 (c)

This one-mark question required candidates to use the scattergraph provided, to identify the number of students scoring more than 70.

The only correct response for this question was 7.

Most responses accessed the mark for this question.

(c) Identify the number of students who scored more than 70 in their maths test using the scatter diagram in **Figure 2**.

(1)

Number scoring more than 70 .... _8_ ....

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Examiner Comments

This response achieved no marks.

This candidate gave the number as 8, which is incorrect.

Total 0 marks

(c) Identify the number of students who scored more than 70 in their maths test using the scatter diagram in **Figure 2**.

(1)

Number scoring more than 70 _____ 7 _____

Question 5

Q05 was a twelve-mark methods essay.

This question required candidates to evaluate the use of field experiments to investigate human behaviour.

There was a range of answers to this question. Where candidates achieved well, they had a good understanding of field experiments and could apply and evaluate these. However, towards the lower end of the range, there were some limited answers, which made two or three generic points about field experiments and tended to copy large amounts from the scenario.

Overall, the AO1 understanding of field experiments was mixed. Often, simple statements such as 'in a natural environment' were made and little else was developed. There were some responses, however, that developed their points about field experiments to link to control/Independent Variables (IVs) and Dependent Variables (DVs) and also made the point about extraneous variables.

AO2 was largely the strongest area, with most responses drawing from the stimulus material to apply their understanding and subsequent evaluations. At the lower end of the range, however, responses would only reword the scenario, without linking it to the AO1/3 points made.

The AO3 was, at times, generic. Responses at the lower end of the range made statements about concepts without links to the method. For example, they cited ethics as a strength or weakness, but not saying which, or why, or what, ethical issues may be relevant to a field experiment. At the higher end of the range there was a number of evaluation points, clearly linked to the scenario, and developed, with judgements made.

Where performance was limited, responses often discussed the scenario and missed the purpose of the question. This happened very rarely, however.

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

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

The scuba divers were allocated into the following different conditions:

- Words learned underwater, recalled underwater.

- Words learned underwater, recalled on dry land.

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

- Words learned on dry land, recalled underwater.

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

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

Evaluate the use of field experiments to investigate human behaviour.

(12)

Field studies make use of Natural Environments in order to get their results. As such, they often have high ecological validity, as they are performed in a real life environment. They are, however, susceptible to extraneous variables that may arise in said environment, reducing researcher control.

In Godden and Baddeley, the Scuba divers were in underwater or land conditions, increasing the ecological validity of the study as the divers were in a familiar environment and so likely to behave more naturally. The investigation also made use of standardised procedure in the form of prerecorded word lists which

increases the reliability of the study, making it easier to reproduce the same results.

However the study does not account for personal factors such as memory ability or attention span of the divers, making it somewhat reductionist as it only assesses environmental factors.

Also, being conducted in a natural environment means there are extraneous variables seen as distractions in the water which may have affected the results, reducing the validity of the study.

The study is also hard to generalise to people other than scuba divers as they were the only demographic sampled represented in the study.

The table also takes mundane relying on learning words and recalling them while scuba diving are not normal behaviours or tasks to perform while diving, affecting the generalisability application of the study to real scenarios.

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This response achieves marks because:

- AO1 knowledge is mostly accurate, with some features of field experiments such as the idea of a natural environment that is familiar to participants, and extraneous variables. This was often superficial. Level 2.
- AO2 application to the scenario is present although limited. Top of Level 1
- AO3 evaluation is the strongest part of the response. There is a number of valid points raised about field experiments in general and it also relates to the scenario. Level 3

Overall, the response reaches Level 2.

Total: 5 marks

Level 2

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

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

The scuba divers were allocated into the following different conditions:

- Words learned underwater, recalled underwater.

- Words learned underwater, recalled on dry land.

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

- Words learned on dry land, recalled underwater.

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

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

Evaluate the use of field experiments to investigate human behaviour.

(12)

A field experiment is an experiment that is in a natural setting not a lab. however, not in a fully natural experiment because there's their independent variable is still manipulated The research has more control on the environment than a natural experiment however it is not in an aftotical setting which could create demand characteristics as the participant can guess what and how they should act like. This increases the validity as the participants are more likely to act how they normally would however the reliability is decreased as it is harder to replicate than a highly

controlled lab. experiment. It gives a mixture of qualitative and quantitive data. In Field experiments, the researcher takes a natural already occuring setting and controls the extraneous variables to conduct the proper experiment

Godden and Baddeley used a ~~lab~~ field experiment to show ~~what~~ the different effects the environment can have on memory. The ~~to~~ independent variable of the environment was manipulated/changed as the participants either learned the words on land that was dry or underwater. The words were read at two-second intervals which is what they controlled allowing them to understand the words better and remember them. However the environments were still kept slightly natural and was not made artifically. They were still outside in nature which is why they were familiar with the conditions/ environments. Godden and Baddeley also chose scuba divers as their participants which made them even more familiar with the environment.

A strength of using field experiments to evaluate human behaviour is that there are less demand characteristics

as participents know and are familiar with the environment much like how the scuba drivers were in this study. It also inreases the validity as they will be acting in a way they would if this was fully natural. Feild experiments can give both quantitive data, which is normally found in ~~natural~~ labs experiments (experiments found in an artifical setting that is highly controlled), and qualitative data, found normally in natural experiments (experiments found in natural, not controlled environes ~~thats~~ This makes us have a lot of rich and easy to read data

A creakness is that extraneous variables can easily get in the way of the experiment and effect the results. For example, in this experiment, it could reradbly that to rain effecting the environment of duy land. Another weakness is that ~~it devices~~ field experiments decrease reliability as it is hard to replicate due to the environment not being fully controlled. (an lead to less scientific results..

This response achieves marks because:

- AO1 knowledge is accurate and thorough, with a number of points developed, such as natural setting, IVs and DVs, extraneous variables. Level 4
- AO2 is bottom of Level 4 because application to the scenario was fairly sustained with a number of links back to the AO1 knowledge and the scenario. Level 4
- AO3 is top of Level 3 because there is some balance to the evaluation, with a number of points made for and against but at times superficial. Level 3

Overall, this response reaches the bottom of Level 4.

Total: 10 marks

Level 4

Make sure that the research methods essay is balanced both in terms of knowledge/application and evaluation, but also in terms of strengths and weaknesses.

Question 7

This one-mark question required candidates to state what is meant by vicarious reinforcement.

Acceptable responses included:

- when a person observes a model being rewarded for a behaviour and imitates the behaviour to get the same reward

Performance on this question was mixed. Although some responses accessed the mark available, there seemed to be some confusion about vicarious reinforcement.

Where performance was limited, it was usually due to the omission of the idea of model being rewarded. Responses also, on occasion, confused vicarious reinforcement with various forms of operant conditioning.

7 State what is meant by 'vicarious reinforcement'.

Vicarious reinforcement is reinforcement through punishments and rewards

ResultsPlus
Examiner Comments

This response achieves no marks.

This is operant conditioning (rewards and punishments) rather than vicarious reinforcement, therefore it is not creditworthy.

Total: 0 marks

7 State what is meant by 'vicarious reinforcement'.

When an individual notices a role model recieving praise/ a reward for a behaviour and begins to copy this behaviour to also recieve reward.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the correct understanding of vicarious reinforcement (1)

Total: 1 mark

Question 8

This two-mark question required candidates to describe how negative reinforcement could encourage criminal behaviour.

Many candidates achieved both marks by firstly showing understanding of negative reinforcement such as:

- performing a behaviour to remove an unpleasant/negative consequence

Then they provided relevant exemplification linked to criminal behaviour such as:

- individuals will steal food to remove hunger

8   Describe how negative reinforcement could encourage criminal behaviour.

negative reinforcement *is* describes when someone gets something taken away as a consequence of doing something wrong. This form of reinforcement could encourage someone to commit more crimes to reobtain what was left.

ResultsPlus
Examiner Comments

This response achieves no marks.

"having something taken away when you do something wrong" is not negative reinforcement: it is punishment. Therefore, there is nothing creditworthy in this response.

Total: 0 marks

8 Describe how <u>negative reinforcement</u> could encourage criminal behaviour.

Negative reinforcement is when something negative is taken away as a result of a behaviour. In terms of criminality, this could mean stealing food in order to take away the negative feeling of hunger; or getting into a fight to avoid the negative action of being bullied.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for an accurate description of negative reinforcement (1)
- an AO1 mark for the idea of stealing food to take away hunger which links, correctly, negative reinforcement to criminal behaviour (1)

Total: 2 marks

Question 9

This two-mark question required candidates to explain how positive reinforcement could help Li's behaviour.

Most candidates achieved at least one mark through showing AO1 understanding of positive reinforcement such as:

- receiving a reward for a good behaviour (making it more likely to occur again)

Some candidates achieved the second AO2 mark for application to the scenario such as:

- receiving praise for not getting angry/using anger management strategies

Where performance was limited, it was due to confusion between positive reinforcement and other forms of conditioning.

9 Li is struggling to manage his anger in situations where he finds himself in conflict with others. He has already been given several warnings from the police for shouting abusive comments at other people and for threatening behaviour.

The police have assigned a support worker to meet with Li once a week to help him learn to behave in a less aggressive way.

Explain how positive reinforcement could be used to help Li behave in a less aggressive way.

Positive reinforcement is taking away something desirable from offenders. Li can be taken something away so that he could learn to improve his behaviour and become less aggressive.

ResultsPlus
Examiner Comments

This response achieves no marks.

This is not positive reinforcement, it is punishment. Therefore, there is nothing creditworthy in this response.

Total: 0 marks

9   Li is struggling to manage his anger in situations where he finds himself in conflict with others. He has already been given several warnings from the police for shouting abusive comments at other people and for threatening behaviour.

The police have assigned a support worker to meet with Li once a week to help him learn to behave in a less aggressive way.

Explain how positive reinforcement could be used to help Li behave in a less aggressive way.

Positive reinforcement is when someone is rewarded for good behaviour so then repeats that behaviour to get more rewards. His support worker could praise (reward) him for using anger-management strategies and behaving well.

(Total for Question 9 = 2 marks)

Question 10

This two-mark question required candidates to explain one reason for Bella's pro social behaviour.

This is an AO2/AO3 question, where candidates need to have some link to the scenario to gain credit.

Responses gained credit for:

- identification of a reason why Bella's behaviour is pro social (AO2)
- justifying this reason through the use of Charlton's study (AO3)

Performance on this question was mixed. Many responses did not achieve full marks either due to generic responses, or giving a reason that was not related to the scenario/Charlton.

Some responses also lost marks for giving the wrong results for the Charlton study, which meant that they could only achieve 1 mark.

10 Bella lives in a small village. She is known to be a kind and considerate girl, and she volunteers with the fire service in her local community.

Bella likes to watch action films, and some of these contain scenes of aggression, violence, and criminal behaviour. Bella has never been in trouble.

Explain **one** reason for Bella's pro-social behaviour.

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

Charlton ~~believed~~ studied the effect of TV on the behaviour of kids. From his results, he concluded that TV had no effect on the behaviour of the children. This explains why Bella has not been in trouble.

ResultsPlus
Examiner Comments

The result given from Charlton's study is incorrect.

Results showed that although anti social behaviour did not really increase, pro social did, in some instances. Therefore, suggesting no behaviour change is incorrect.

Even with the correct result, only saying "this explains why Bella has not been in trouble" would not be enough for an AO2 mark.

The response needs to link to the idea of it being a small village with tighter supervision (like the tight-knit community in Charlton et al) to receive the AO2 mark.

Total: 0 marks

Centres should make sure that if candidates have to justify their answer through the use of a study/theory, the AO2 identification can be linked to the study/theory in some way.

There is no point in suggesting that Bella perhaps had role models if Charlton's study does not reference them at all.

10 Bella lives in a small village. She is known to be a kind and considerate girl, and she volunteers with the fire service in her local community.

Bella likes to watch action films, and some of these contain scenes of aggression, violence, and criminal behaviour. Bella has never been in trouble.

Explain **one** reason for Bella's pro-social behaviour.

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

Charlton et al found that the use of television did not influence aggressive behaviour in children due to how it was a tight knit community with supervision, this means since Bella is from a small village it would also be a tight knit community with a lot of supervision therefore Bella is not influenced by television and acts in a pro-social behaviour.

(Total for Question 10 = 2 marks)

ResultsPlus
Examiner Comments

This response achieves:

- an AO2 mark for the accurate reasons that Bella's pro social behaviour is due to her living in a small village, with a tight-knit community and supervision (1)
- an AO3 mark for the justification using results from Charlton et al (2000), suggesting that the tight-knit community and supervision contributed to the lack of aggressive behaviour after watching TV (1)

Total: 2 marks

Question 11

This four-mark question required candidates to explain one strength and one weakness of prison, as a punishment for Calvin

Performance on this question was limited. The most common reason why responses did not achieve maximum marks was because responses were, in the main, generic. Because this was a 2xAO2/2xAO3 marks question, it meant that many responses gained 0 marks. This was disappointing because responses often showed good understanding of prison as a punishment and, if linked to Calvin, would have achieved full or close-to-full marks.

Where responses did achieve marks it was usually for the strength, with many identifying that Calvin going to prison would make the public safe from his driving accidents.

The most common weakness identified was the idea that criminal role models may make Calvin's behaviour worse and cause him to drive more recklessly.

However, these points were rarely elaborated on, and therefore 2 was the most frequent mark achieved.

11 Calvin caused a road traffic accident nine months ago by driving dangerously over the speed limit. The court banned him from driving for 12 months and removed his driving licence.

Calvin has now caused a second road traffic accident by driving while above the legal alcohol limit and without a licence. He has been sentenced to six months' imprisonment.

Explain **one** strength and **one** weakness of prison as a punishment for Calvin's behaviour.

Strength

It s better for calving as the old punishment was not undesirable enough for calvin and prison can act as a negative reinforcer and according to operant conditioning theory people learn from consequences of actions and this consequence of prison is enough for calvin to learn and not repeat the behaviour.

Weakness

- Calvin may learn even & more bad behaviour from his inmates

- Calvin's reputation would be destroyed and because of his criminal behaviour earlier he will not get a job easily and so to financially help himself he may turn to even bigger crimes.

ResultsPlus
Examiner Comments

This response achieves:

- an AO2 mark for the weakness, for the idea of learning behaviour from others... "his inmates" is enough for a link in this case (1)

The strength is generic because prison/Calvin is not enough for link to context.

Reference to driving/alcohol/6 months etc is needed to enable marks to be awarded. If this answer had been linked to the scenario then this answer could have achieved marks.

Total: 1 mark

11 Calvin caused a road traffic accident nine months ago by driving dangerously over the speed limit. The court banned him from driving for 12 months and removed his driving licence.

Calvin has now caused a second road traffic accident by driving while above the legal alcohol limit and without a licence. He has been sentenced to six months' imprisonment.

Explain **one** strength and **one** weakness of prison as a punishment for Calvin's behaviour.

Strength

One strength of prison is that it removes the offender from society and prevents them reoffending as they are under regulation while in prison. This is a strength of using prison to punish Calvin as during his 6 months, he won't be able to reoffend again by driving unsafely.

Weakness

A weakness of using prison as a punishment is that Calvin may encounter criminal role models, that encourage him to engage in even more serious criminal activity. Indeed, Calvin could encounter thieves that may look to recruit him as some sort of getaway driver after getting released.

ResultsPlus
Examiner Comments

This reponse achieves marks for:

Strength

- 1 AO2 mark for being in prison meaning that Calvin is removed from society and therefore cannot drive unsafely and cause accidents (1)

Weakness

- An AO2 mark for suggesting that Calvin may encounter thieves, who may recruit him as a getaway driver (1)
- An AO3 mark for the elaboration/justification that Calvin may encounter criminal role models, which may encourage him to engage in more criminal behaviour (1)

Total: 3 marks

ResultsPlus
Examiner Tip

Ensure that for four-mark questions there is always some explicit link to the scenario.

Question 12

Q12 is a nine-mark essay.

This question required candidates to assess how well Bandura, Ross & Ross can explain Delun's behaviour.

Some candidates presented strong responses here, demonstrating excellent skills across AO1 and AO2, with some good AO3 content.

Where candidates achieved less well, they had often shown limited AO1 understanding of Bandura's study, with only basic features of the study identified.

The AO2 was often the strongest part of the essay. Many candidates linked Delun's behaviour to the male role model in the scenario, and how boys were found to show more physical aggression and again linked this to Delun.

For AO3, some candidates achieved well with good understanding about how the study may not apply. For example, the use of a bobo doll, which was meant to be hit in the study, whereas Delun's situation was with a real boy. Alternative approaches and studies were also used. The AO3 was often weaker, however, than the A01 and AO2 elements of the essay.

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

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

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

(9)

Bandura, Ross and Ross conducted a study to investigate how the presence of a role model would affect the behaviour of a child. In his study, Bandura et al concluded that when exposed to an aggressive model, children are likely to also model the behaviour of the role model, and act aggressive as well.

In this case, Delun has been exposed to both antisocial and prosocial behaviour. When exposed to prosocial behaviour, Delun models his favourite superheroes behaviour and tries to reproduce it on his own. Similarly, in Bandura, Ross and Ross, children who were exposed to a non-aggressive model showed no signs of aggressive behaviour afterward.

However, Delun also modelled the behaviour of the role model when he decided to fight of a bully at school. According to Bandura's study, when a child was exposed to an aggressive model, they acted aggressively also.

This response achieves marks because:

- AO1 is Level 1 because it is fairly limited, with brief reference to modelling behaviour/role models
- AO2 is bottom Level 2. The response has some reference to Delun and reasons why he modelled the behaviour of the superhero
- AO3 is bottom Level 1 because it is not really present. There is one brief reference to how Delun's situation is similar to Bandura so the study can explain his behaviour

The slightly better AO2 can ensure that this response remains at the top of Level 1.

Total: 3 marks

Level 1

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

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

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

(9)

→ Bandura + Ross×2

Bandura, Ross and Ross (1961) experiment looks at how social learning theories work and if children will imitate behaviour demonstrated by a role model. They used 72 participants with 3 variables, a well behaving model, a violent aggressive model and a controlled group with no model. The toy that was used in the experiment was the Bobo doll which ~~~~~~ models would play with.

Delun has likely learnt behaviour from ~~ his role model Captain Michael ~~~~~~ and caused him to reproduce the crime fighting behaviour in his daily life where a boy was acting unfriendly towards another one. Delun is likely to have ~~~ reproduced the behaviour as boys have a higher tendency to learn the violent behaviour especially from a same sex model. This is suggested in Bandura and Ross' study when boys overall ~~ displayed more aggressive behaviour towards the Bobo doll both physically and verbally as a result of imitating a role model especially a violent male model. ~~~~ Bandura and Ross' study may account for Delun's behaviour well as ~~~~~~~ similarities are displayed as Delun's a boy and captain Michael is a male. However, in

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the study, the Bobo doll is a toy that is meant to be hit. Meanwhile the child on the playground ~~playing~~ is not. Therefore Bandura and Ross' study may not account for Delun as well as there is an ~~ex~~ variable which may decrease the validity of the study.

Additionally, Bandura and Ross' study was conducted in a laboratory where children may have thought that they were supposed to copy the role model as displayed by one girl who told her mother' that was the person we were supposed to copy", therefore the study lacks validity as children were ~~stil~~ not acting normally. This makes it different to Delun's case where he is in a playground/naturalistic environment and acting with violence not because of misunderstanding in which if he ~~so~~ is to copy captain Michael. This causes Bandura and Ross' findings to be less applicable to Delun.

In conclusion, Bandura, Ross and Ross's study can explain the behaviour of Delun, but not completely as certain factors are different

This response intertwines the AO1/2.

This response achieves marks because:

- AO1 is bottom Level 3. There is accurate knowledge and understanding of the study; such as modelling aggressive role model/boys being more physically aggressive/same sex effect/gender differences
- AO2 is bottom Level 3 and is also excellent with all the AO1 knowledge applied to Delun effectively. This application to context is not totally sustained
- AO3 is bottom Level 3. Assessment shows elements of competing arguments/judgements such as the idea that the bobo doll is a toy and not a real boy like in the scenario/conducted in lab not in real life unlike the scenario and therefore less applicable. Stronger elements such as refuting evidence/alternative explanation would be needed for top Level 3.

This is a good Level 3 response but at the bottom end for all three elements.

Total: 7 marks

Level 3

Question 14

This one-mark question required candidates to state what is meant by 'self-image'.

Acceptable responses included:

- how you perceive/see yourself

This question was answered well, with most candidates achieving the mark.

Where candidates performed less well, it was due to confusion between self-image and other concepts, such as ideal-self.

14 State what is meant by 'self-image'.

Self image is the person who you want to be and who you want to change to.

ResultsPlus
Examiner Comments

This response achieved no marks.

This is not self-image. It is more a definition of ideal self, therefore is not creditworthy.

Total: 0 marks

14 State what is meant by 'self-image'.

How you precive yourself, and what you think of yourself.

ResultsPlus
Examiner Comments

This response achieves:

- an A01 mark for accurate understanding of what is meant by self-image (1)

Total: 1 mark

Question 15

This two-mark question required candidates to describe the importance of meeting physiological needs before safety needs.

Candidate performance on this question was mixed.

Many candidates achieved the first marking by suggesting that:

- physiological needs such as food and water are necessary for survival

Most found it difficult to achieve the second mark, with many only repeating what they had said to achieve the first mark.

Those that did achieve the second mark mainly referenced physiological needs having to be met in full to move up the hierarchy to safety, or discussed the fact that if people were hungry and cold they would not be in any place to meet safety needs.

15 Describe why meeting physiological needs is important before achieving safety needs.

Physiological needs are needed because of hygiene and food. These are biological needs that we need to stay alive.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the basic knowledge that physiological needs are needed to stay alive (1)

Total: 1 mark

15 Describe why meeting physiological needs is important before achieving safety needs.

Physiological needs are basic needs needed for survival, such as food and shelter. Without them, we would be unable to focus on safety needs such as financial safety due to biological needs not being met. Maslow also stated a persons physical needs must be met before being able to move on to next stage of needs.

ResultsPlus
Examiner Comments

This response achieved marks for:

- An AO1 mark for the idea that physiological needs such as food and shelter are needed for survival (1)
- A further AO1 mark for the idea that without them we would not be able to concentrate on safety needs/that physiological needs must be met prior to moving on to the next stage (1)

Total: 2 marks

Question 16

This two-mark question required candidates to explain how temperament may have influenced Natalie's self-esteem.

To achieve two marks candidates had to:

- show their understanding of temperament (AO1)
- link this understanding to the scenario (AO2)

Performance on this question was mixed. Many candidates were able to achieve the AO1 mark for suggesting that temperament was:

- a biological trait that affects behaviour

However, the second mark was harder to achieve, with many responses copying large sections of information from the scenario and, consequently, only accessing one mark.

Responses that achieved the second mark did so by noting that Natalie has a happy and cheerful temperament, meaning she is proud of herself/values herself therefore her self-esteem is high.

Where performance was limited it was due to some misunderstanding of temperament, with some candidates confusing it with 'temper'.

Candidates need to use the scenario and be able to interpret it based upon the question asked, rather than copy it out again and only change a few words around.

16 Natalie is known to be a happy and cheerful person. She is often able to make others feel good about themselves and sees the best in the people around her.

Natalie is confident in her abilities and she describes herself <u>positively</u>. She says that she is proud of her skills and achievements.

Explain how temperament may have influenced Natalie's self-esteem.

Natalie is a cheerful person and she describes herself positively not negatively and that she is proud of herself and her skills and achievements because she is often able to make others feel good about themselves and see the best people around her.

ResultsPlus
Examiner Comments

This response achieves no marks.

Most of this response is copied from the scenario and therefore shows no understanding of the demands of the question.

Total: 0 marks

Candidates need to remember to show their understanding of the term used in the question, as well as applying it to the scenario.

16 Natalie is known to be a happy and cheerful person. She is often able to make others feel good about themselves and sees the best in the people around her.

Natalie is confident in her abilities and she describes herself positively. She says that she is proud of her skills and achievements.

Explain how temperament may have influenced Natalie's self-esteem.

Natalie has a positive temperament which makes her also good at
seeing the positive about herself, therefore improving self-esteem

ResultsPlus
Examiner Comments

This response achieves:

- an AO2 mark for suggesting that Natalie's positive temperament makes her see the positive about herself, improving self-esteem (1)

This response only receives one mark because there is no AO1 understanding about what temperament is.

Total: 1 mark

16 Natalie is known to be a happy and cheerful person. She is often able to make others feel good about themselves and sees the best in the people around her.

Natalie is confident in her abilities and she describes herself positively. She says that she is proud of her skills and achievements.

Explain how temperament may have influenced Natalie's self-esteem.

Temperament is the nature you are born with that determines your behavior. Natalie's temperament must be strong and positive, which is why she is able too to see her worth and have confidence in herself, giving her a high self-esteem.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the knowledge that temperament is the nature people are born with and that determines behaviour (1)
- an AO2 mark for Natalie having a strong and positive temperament, leading to confidence and high self-esteem (1)

Total: 2 marks

Question 17

This two-mark A02/AO3 question required candidates to explain one reason why Lorenzo's daughter may be confident at trying new activities.

To achieve both marks on this question candidates needed to:

1. Identify a reason why Lorenzo's daughter is confident at trying new activities (AO2).

Creditable answers included:

- daughter's confidence in new activities comes from Lorenzo loving her no matter what
- Lorenzo says she is perfect as she is
- it does not matter whether she succeeds or fails (A02)

2. Justify this reason through the use of positive regard.

Creditable answers included:

- Lorenzo shows her unconditional positive regardless of what she does
- there are no conditions of worth attached to his pride (AO3)

Many responses achieved the first AO2 mark for the reason, but then were unable justify this reason, and so often they only achieved one mark.

17 Lorenzo has a daughter aged eight years old. He often tells his daughter that he is proud of her and that he is very lucky that she is his daughter because she is perfect the way she is.

Lorenzo's daughter is confident and likes to try new activities, even if she finds them hard.

Explain **one** reason why Lorenzo's daughter may feel confident in trying new activities.

You must use positive regard to justify your answer.

Because lorenzo's daughter already knows her father is proud of her she doesn't feel bad about not being good at something new because she is aware that despite that her dad is still proud of her, so trying new activities doesn't scare her.

ResultsPlus
Examiner Comments

This response achieves:

- an AO2 mark for the idea that her father is proud of her and even if she is not good at something she will not feel bad because her father is still proud of her (1)

No AO3 mark is given because there is no link to positive regard/conditions of worth.

Total: 1 mark

17 Lorenzo has a daughter aged eight years old. He often tells his daughter that he is proud of her and that he is very lucky that she is his daughter because she is perfect the way she is.

Lorenzo's daughter is confident and likes to try new activities, even if she finds them hard.

Explain **one** reason why Lorenzo's daughter may feel confident in trying new activities.

You must use positive regard to justify your answer.

Lorenzo gives his daughter unconditional positive regard as he tells her that he is proud of her no matter what. There are no conditions of worth so his daughter is motivated to try new things as she knows she will be loved and supported no matter what.

ResultsPlus Examiner Comments

This response achieved:

- An AO2 mark for the idea that his daughter will be motivated to try new things because Lorenzo is proud of her, no matter what she does (1)
- An AO3 mark for the justification with the use of unconditional positive regard with no conditions of worth attached, so she will be loved and supported no matter what she does (1)

Total: 2 marks

Question 18

This four-mark question required candidates to explain one strength and one weakness of using Erikson (1959) to explain the behaviour of Kim.

This question comprised 2xAO2 and 2xAO3 marks and therefore there needed to be some link to the scenario for credit to be gained.

Responses were, in the main, limited for this question and there were very few that achieved more than 1 or 2 marks.

Where marks were achieved for a strength, it was usually an AO2 mark for the suggestion that Erikson can help Kim's mum understand her behaviour.

Very few responses achieved any marks for the weakness. A few responses suggested that there may be alternative reasons for Kim's behaviour but often these were generic.

18 Kim is two years old and has started saying 'no' when her mother asks her to do things like going to bed or eating her vegetables.

Kim insists on putting on her own shoes and her mother lets her do this. Kim struggles and does not always put her shoes on the correct feet.

Explain **one** strength and **one** weakness of using Erikson (1959) to explain the behaviour of Kim.

Strength

One strength is that Erikson applies [his findings] throughout the whole lifetime. So Kim's mother can predict what stage of development she is now to find whether she struggles with anything

Weakness

One weakness is that it was criticised by Gilligan, as Intimacy & Isolation is more about for/ of not including cultural effect on development, so Kim might experience some stages earlier or later, making the study less generalisable.

18 Kim is two years old and has started saying 'no' when her mother asks her to do things like going to bed or eating her vegetables.

Kim insists on putting on her own shoes and her mother lets her do this. Kim struggles and does not always put her shoes on the correct feet.

Explain **one** strength and **one** weakness of using Erikson (1959) to explain the behaviour of Kim.

Strength

Her mum is letting her start to be indipendant at a young age which means Kim will be able to learn to do things on her own at a very young age.

Weakness

She can take advantage of her mum letting her try to be independant by refusing things that her mum is telling her to do, like eat vegetables or going to bed.

ResultsPlus
Examiner Comments

This response achieves marks for:

Strength

- An AO2 mark for the idea that her mum is letting her be independent so she can learn new things, which is part of Eriksons autonomy v doubt stage (1)

The weakness has no psychological knowledge and is not related to Erikson, so is not creditworthy.

Total: 1 Mark

18 Kim is two years old and has started saying 'no' when her mother asks her to do things like going to bed or eating her vegetables.

Kim insists on putting on her own shoes and her mother lets her do this. Kim struggles and does not always put her shoes on the correct feet.

Explain **one** strength and **one** weakness of using Erikson (1959) to explain the behaviour of Kim.

Strength

According to Erikson (1959), Kim is in the second stage of her identity development where she is struggling with initiative or guilt, so role experiants ei. autonomy or shame and doubt, which explains why she wants to do things herself

Weakness   as she is trying to be autonomous.

All people may go through each identity stage differently, which is why Kim struggles to put her own shoes on the correct feet, so Erikson (1959) may not fully describe her behaviour.

ResultsPlus
Examiner Comments

The response achieves:

Strength

- an AO2 mark for linking Kim's behaviour to the relevant stage (which explains behaviour) (1)

Weakness

- an AO2 mark for the weakness, which suggested correctly that Kim cannot put her shoes on so perhaps the theory does not completely explain her behaviour (1)

Total: 2 marks

Question 19

Q19 was a nine-mark essay.

This question required candidates to assess how well Vons & Schooler (2008) can explain the behaviour of the students.

Overall, some good responses for this question were seen, with some candidates using their knowledge of the study and linking it to the scenario well.

Where there were good answers, the AO1 was often clear, discussing the idea of free will and determinism, with some very good AO2 application to the stimulus material seen.

AO3 assessment was limited, with few judgements concerning how well the study explained their behaviours.

Where performance was limited, there was often confusion about the procedure of the study, with evaluation that was generic in nature.

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

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

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

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

(9)

Vohs and schooler state that a belief in free will decreases cheating but a belief in determism increase cheating which could explain the behaviour of the students. those who read the questions and used example answers may believe that they were meant to see it and theres no way they couldve stopped it as they dont have free will and everything is already set - but those who didnt cheat may have believed in free will and reto realised that its wrong for them to look at the questions and cheat. in the Vohs and schooler study, participants who read the anti free will blog cheated more than the control group who didnt. believing in free will is believing that we are responsable for our actions and we have a chioce in whether we want to do an action or not determinsm is the belief that everything is already set in stone and cant be changed and that we cant change ~~stop~~ it and that it is based in

our biology and that we arent responsable for our
actions.

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

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

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

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

(9)

Vohs and Schooler aimed to investigate if the belief in determinism encouraged less moral behaviour, such as cheating. Determinism is the belief that all our actions are determined by external factors such as biology and the environment. It is the opposite of free will, which is the belief that we are completely in control of our actions despite the external factors.

§ ~~#0~~ Vohs and schooler found that a belief in determinism lead to a higher cheating score. So it can be said that the students who used the answers to cheat believed in determinism more, as they believe they are not responsible over their own actions. However, it may be difficult to conclude this as prior to the test, Vohs and Schooler informed some students about determinism, by reading an anti free will text. The history ^students did not read any texts ~~t~~ that would influence their behaviour, and may not even know about the concept of free will and determinism, making Vohs and Schooler findings hard to apply.

Additionally, Vohs and Schooler's experiment was conducted using an artificial task, in an artificial setting which lowers ecological validity, making the study hard to apply in a real life situation such as a classroom.

Vohs and Schooler can be applied to history students to a certain extent, but not

tally as some students may have deleted the chat message due to their desire to do study and learn. The students who did cheat do display less moral behaviour but it is difficult to link it to a belief in free will directly as students may not be aware of the concept.

Marks are given for:

- AO1 is Level 1. There is some accurate knowledge of the idea of cheating being linked to determinism/free will, reading of the passage in Vons and Schooler etc but it is superficial
- AO2 is bottom Level 2. There are some links to the scenario such as chat messages, history students, but it is not sustained
- AO3 is bottom Level 2. There are some elements of assessment such as a nice point about the boys in the scenario not reading an anti free will passage like in Vons and Schooler. There is also mention of different environments, alternative explanations

This is a Level 2 answer, but the weaker AO1 brings it down to the middle of the level.

Total: 5 marks

Level 2

Question 21

This one-mark question required candidates to state what is meant by visual constancy.

Creditable responses include:

*   the ability to understand that objects stay the same in shape, colour or size, despite environmental change.

Many candidates achieved the mark available on this question.

Where performance was limited, it was due to confusion between visual constancy and other concepts, such as linear perspective.

21 State what is meant by 'visual constancy'.

What is meant by visual constancy is that you are always consistanly viewing what is going on around whether you are fully aware or not.

ResultsPlus
Examiner Comments

This response receives no marks.

This is not visual constancy, therefore there is nothing creditworthy in this response.

Total: 0 marks

21 State what is meant by 'visual constancy'.

Understanding that the properties of an object stay the same even when the environment changes e.g. shape, colour and size.
of an object

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the accurate understanding of visual constancy (1)

Total: 1 mark

Question 22

This two-mark question required candidates to describe how superimposition creates depth perception.

Performance on this question was mixed, with some candidates achieving one mark but many not achieving any marks at all.

Where marks were achieved it was usually for the idea that:

• an object is partially hidden by another, which is seen to be in front of it

However, many candidates then went on almost to repeat themselves and therefore did not receive further credit.

For the second mark creditworthy responses included:

• the object being obscured is seen as further away than the one in front. The whole of the front object is seen and therefore appears closer.

Only a small number of responses achieved this second mark, however.

22 Describe how superimposition creates depth perception.

It allows you to determine/judge how far away an item or object is e.g. a rail becomes narrower when your distance from it is further – this is enabled by superimposition.

ResultsPlus
Examiner Comments

This response receives no marks.

This is not superimposition, it is linear perspective.

Total: 0 marks

22 Describe how superimposition creates depth perception.

Superimposition is when an object is infront of another object, covering a few parts of it. If the object is completely visible it means that it is infront of the object it's covering.

ResultsPlus
Examiner Comments

This response is an example of the first and the second sentences almost repeating themselves.

This response also has nothing about being closer/further away.

Therefore, this achieves just the one mark for the idea of the object in front blocking a few parts of another object.

Total: 1 mark

ResultsPlus
Examiner Tip

For a 'describe' question worth 2 marks, make sure that two unique points are made, to access both marks.

22 Describe how superimposition creates depth perception.

Super imposition is when ~~two obje~~ an object that is closer to us overlaps or block the distant object. We can determine the depth or how far the object from us if one object can be seen blocking another, more distant one.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the idea that a closer object blocks/overlaps the distant object (1)
- a further AO1 mark for how that helps with depth perception ie that people can determine how far away something is, because the object being blocked is the one that is more distant (1)

Total: 2 marks

Question 23

This two-mark question required candidates to explain, using height in the plane, why Anaya can identify objects closer and further away.

This is an AO1/AO2 question, therefore candidates achieved marks for

- AO1 understanding of height in the plane as a depth cue
- AO2 application to the scenario of why Anaya was able to identify the distance correctly

Most candidates performed well on this question and many achieved at least one, usually, AO2, mark.

Where performance was limited, candidates discussed the size of the objects, rather than the height/closeness to the horizon.

23 Anaya is asked to identify which objects in **Figure 3** are closest to the viewer and which are furthest away from the viewer. She correctly identifies that the house and car are further away than the baby and the cat.
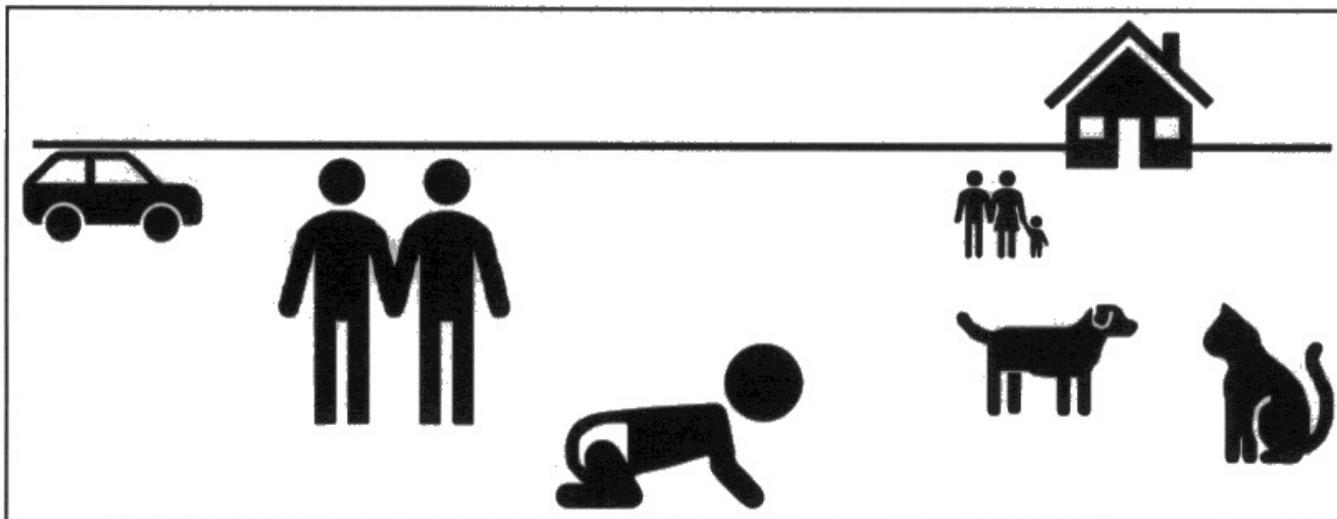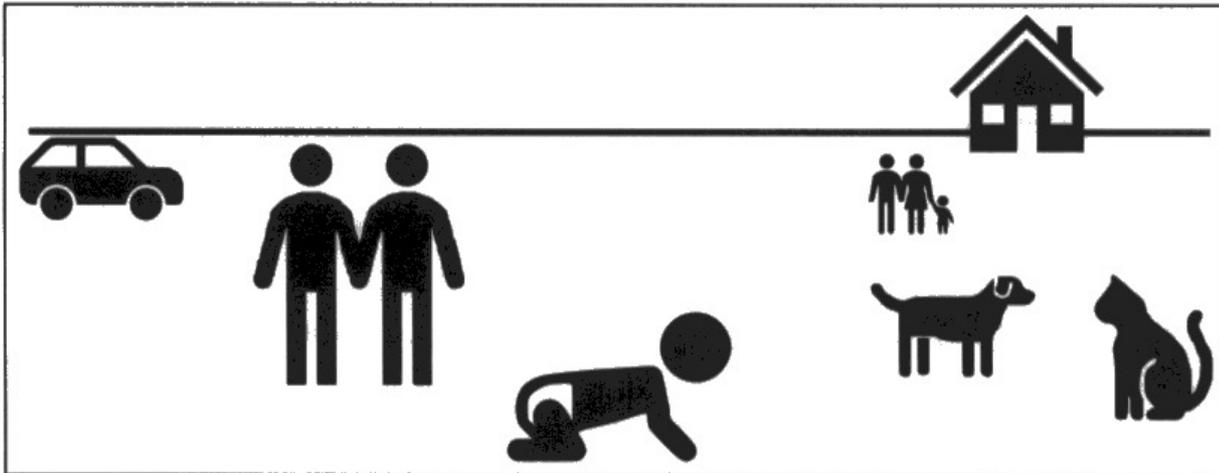

Figure 3

Explain, using height in the plane, why Anaya can correctly identify which objects in **Figure 3** are closest and furthest away.

as the house appears higher up to her than the other figures, this tells her that it must be further away than the other ones.

ResultsPlus
Examiner Comments

This response achieves:

- an AO2 mark for the idea that because the house is higher than the other objects it must be further away (1)

No AO1 mark is given because the candidate does not show understanding of height in the plane as a depth cue.

Total: 1 mark

23 Anaya is asked to identify which objects in **Figure 3** are closest to the viewer and which are furthest away from the viewer. She correctly identifies that the house and car are further away than the baby and the cat.

Figure 3

Explain, using height in the plane, why Anaya can correctly identify which objects in **Figure 3** are closest and furthest away.

Height in the plane is where a object at a distance appear to be higher up in the visual plane rather than the objects closest to us. Anaya ~~percept~~ intercepts the sensory information ~~that~~ the houses and car is ~~is~~ seen to be in higher up in the visual plane rather than the closest objects such as the baby dog, cat.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for accurate understanding of height in the plane – that objects at a distance are higher up in the visual plane than those closer (1)
- an AO2 mark for accurate application to the scenario that the car and the house are higher up than the closest objects, the baby and cat (1)

Total: 2 marks

Question 24

This two-mark question required candidates to explain why Alex was able to identify what is in the image, using Gregory's theory.

This is an AO2/AO3 question, therefore there needed to be a link to the scenario, in order for candidates to receive any credit.

Two marks for this question consisted of:

- 1xAO2 mark for giving a reason why Alex can identify the image (such as the use of prior knowledge of cities)
- 1xAO3 mark for justification of that reason, using Gregory's theory (Alex using stored memories and experiences/hypothesis testing to identify what is in the image)

Some responses achieved both marks on this question, however most achieved one at most, for the idea of past experiences being used.

Where performance was limited it was usually due to generic responses.

24 Alex was shown the unclear, blurred image in **Figure 4**.

Figure 4

(Source: Yasmin Said / EyeEm / Getty Images)

When looking at the image, Alex was able to identify that the image showed people crossing a street in a city.

Explain **one** reason why Alex was able to identify what was in the image shown in **Figure 4**.

You must use Gregory (1970) to justify your answer.

Gregory (1970) showed that sometimes
we use our stored pervious memory to
make sense of what we have
seen

ResultsPlus
Examiner Comments

Although correct in terms of Gregory's theory, this response has no application to the scenario.

As an AO2 and AO3 question, the theory cannot be credited without application to the scenario.

This does not only mean the name Alex/image but something that links explicitly to the scenario, such as blurry image/elements from the picture itself.

Total: 0 marks

24 Alex was shown the unclear, blurred image in **Figure 4**.

Figure 4

(Source: Yasmin Said / EyeEm / Getty Images)

When looking at the image, Alex was able to identify that the image showed people crossing a street in a city.

Explain **one** reason why Alex was able to identify what was in the image shown in **Figure 4**.

You must use Gregory (1970) to justify your answer.

Alex uses top down processing to ~~understand~~ identify the image as he uses previous experience and knowledge to perceive it ~~blurrabaa~~ as people crossing a street. This supports ~~theory~~ Gregory's theory.

ResultsPlus
Examiner Comments

This response achieves:

- an AO2 mark for application to the scenario, giving past experiences as a reason for Alex's ability to identify the image (1)

The response needed something more than "this supports Gregory's theory" for the AO3 mark.

A distinct and separate justification is required, such as Gregory believing that our ability to perceive visual information is affected by past memories/experiences/prior knowledge/use of hypothesis testing.

Total: 1 mark

24 Alex was shown the unclear, blurred image in **Figure 4**.

Figure 4

(Source: Yasmin Said / EyeEm / Getty Images)

When looking at the image, Alex was able to identify that the image showed people crossing a street in a city.

Explain **one** reason why Alex was able to identify what was in the image shown in **Figure 4**.

You must use Gregory (1970) to justify your answer.

Gregory (1970) claims that people percieve the world around them by using information that is already stored from past experiences (Top-down processing). Alex is already familiar with the view of people crossing a street so he uses prior knowledge to identify the image.

This response achieves:

- 1 AO2 mark for the reason that Alex is able to identify because he is already familiar with the view of people, so uses this prior knowledge to identify the image
- 1 AO3 mark for the justification using Gregory (AO3) that we perceive the world through using information that has been already stored (memories) from past experiences

Total: 2 marks

Use more than a name when applying your responses to the scenario.

Question 25

This four-mark question required candidates to explain one strength and one weakness of using Haber and Levin (2001) to explain Killian's perspective of the hotel.

This is a 2xAO2/2xAO3 marks question, which means that there needs to be some link to the scenario in each point made.

This question comprised:

- 1 AO2 mark for the identification of a strength/weakness of the idea that the hotel can be considered a Token Variant object
- 1 AO3 mark is for justification of this through the use of results of Haber and Levin's (2001) study

There were some strong responses to this question, which was pleasing to see.

Generic responses were still an issue, however, and were the main reason that marks were lost.

25 Killian was visiting a big city and could see his hotel in the distance. Killian thought the hotel was about 75 metres tall because the cars parked outside the hotel were about 1.5 metres tall, and the hotel looked about 50 times bigger.

When he arrived, he asked the receptionist how tall the hotel was. She said it was 50 metres tall.

Explain **one** strength and **one** weakness of using Haber and Levin (2001) to explain Killian's perception of the hotel.

Strength

Haber and Levin found that token variant objects, like buildings, had a wider range of deviation than token invariant objects when their ~~height~~ size was estimated. This could explain why Killians estimate was off.

Weakness

Haber and Levin only used male psychology university students, which may mean the findings of the study may not be generalisable to Killian.

This response achieves:

Strength

- an AO2 mark for the idea that buildings (the link) are token variant objects, which have more deviation than token invariants when estimating size, so Killian's estimate was inaccurate (1)

There is no AO3 justification through the use of Haber and Levin (2001).

Weakness

The weakness is generic because using the name Killian is not enough for a link.

Total: 1 mark

25 Killian was visiting a big city and could see his hotel in the distance. Killian thought the hotel was about 75 metres tall because the cars parked outside the hotel were about 1.5 metres tall, and the hotel looked about 50 times bigger.

When he arrived, he asked the receptionist how tall the hotel was. She said it was 50 metres tall.

Explain **one** strength and **one** weakness of using Haber and Levin (2001) to explain Killian's perception of the hotel.

Strength

Haber and Levin (2001) found that participants were fairly accurate at estimating the size of token invariant and token variables but size estimates of token variables were less accurate. ~~due to and that token variables only had a small degree of inaccuracy.~~ Similarly, hotel is a token variable ~~which is~~ as it does not have a fixed size. This explains why Killian was inaccurate as he had little prior knowledge of hotel's height.

Weakness

Haber and Levin (2001) conducted their experiment in a controlled environment without interference of extraneous variables. Killian is likely to receive lots of sensory inputs as he is in a natural environment and many factors other than prior knowledge and visual information play a role in perception which was not ~~displayed~~ considered in Haber and Levin (2001)

ResultsPlus
Examiner Comments

This response achieves:

Strength

- 1 mark for the AO3 point (written first) that Haber and Levin found token invariant objects were accurately estimated, and token variants (variables) were less accurate (which is correct)
- 1 mark for the AO2 points that hotels are token variants because they do not have a fixed size, leading to the inaccurate estimation

Weakness

The weakness is generic, unfortunately, because it is actually a lovely answer. Had it been linked, this response could have been given 4 marks.

Total: 2 marks

Question 26

This nine-mark essay question required candidates to assess how well the direct theory of perception (Gibson, 1966) can explain how Liz can interpret her surroundings.

Responses for this question were stronger for AO1/2 skills than AO3 skills.

Some candidates demonstrated sound understanding of concepts such as optic flow, texture gradient, relative size and there were some good attempts to apply this to the scenario for AO2.

The skills of assessment were not always evident. Where candidates did attempt this, their responses were mixed, with assessment often basic and superficial.

Where performance was limited there was some confusion about AO1 concepts, and therefore the AO2 presented was often under-developed, with many responses only copying from the scenario, and there was little AO3.

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

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

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

(9)

Gibson's theory uses the bottom up method in which we perceive things in real time and so isn't schema reliant.

Liz was able to interpret her surroundings due to texture gradient as the church was blurry, thus letting her know that she is far as if she were closer, the detail would've been sharper. The use of linear perspective was also used as the trees and fields would stretch into the distance. The use of optic flow, in which sensation as she felt the train slowing down due to optic flow.

Gibson's theory cannot fully account for Liz as Gregory's 'Bottom up' method may be the reason as Liz's prior knowledge that the church lacks detail meaning she is far or her previous train experiences where she knows when the train slows down.

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

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

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

(9)

Gibson's direct theory of perception is perceiving the world through the visual information available in the moment. ~~Frapti~~
It uses bottom-up processing, which it means that our eyes take in ~~sensory~~ visual information and sends it to the brain. Optic ~~array~~ flow is the way in which light patterns are shown in order to give a sense of perceiving something coming towards you or away from you. Optic ~~flow~~ array is different light patterns used in optic array. Relative size is when objects in the distance appear smaller.

Liz knew the train was travelling fast as the optic ~~array~~ flow seemed to be coming toward her, which is why even though it was blurry she knew. Liz knew the train was slaying down as the optic ~~flow~~ ~~array~~ flow slowed down and her surroundings became less blurry.

The ~~trees~~ station appeared small due to the monocular cue called relative size, the station was in the distance and the trees were ~~this~~ bigger nearer the trees

were closer from her station. So Liz came to this conclusion with the monocular depth cue and saw back down.

Gibson talks about affordances in his theory, which are visual cues that allow one to guess the use of an object based on what it looks like and the visual information available.

Likewise Gibson's theory explains why we fall for optic illusions, we only analyse information available to us and try to make sense of it. Additionally, it supports the idea has practical application such as pilots using monocular cues to be able to land their planes. On the contrary, the theory is reductionist as it only explains one aspect of perceiving the world, and does not consider people using their past schemes. A study conducted showed that tall people can misstep on a stair as they related their body sizes and afforded the stairs proportional size.

In conclusion, Liz interprets her surroundings using optic flows, optic arrays, relative size, according to Gibsons direct theory of perception. All of these cues explains why Liz sees the train going fast at a blurry speed and why true trees seem bigger than the station.

ResultsPlus
Examiner Comments

- The AO1 is Level 3 because it shows accurate and thorough knowledge of concepts such as optic flow, texture gradient and relative size
- AO2 is sustained and is linked to the AO1 points, therefore once again Level 3
- AO3 is slightly weaker at Level 2, with some relevant assessment such as reductionism, a brief study reference. The point about visual illusions is incorrect

The stronger AO1/2 just edges this response into Level 3 but at the bottom of the level.

Total: 7 marks

Level 3

Question 28

This one-mark question required candidates to state what is meant by a 'bodily rhythm'.

Common responses for this question included a:

- natural, biological cycle within the body
- biological cycle in the body eg the sleep-wake cycle.

An example was only needed if candidates did not explicitly say that it was a natural cycle.

Most responses showed understanding of the terminology for this question but often missed out a key element and therefore did not achieve the mark.

For example, many responses omitted that biological rhythms are a **'natural'** cycle. Some responses just reworded the question, and others only gave an example.

28 State what is meant by 'bodily rhythm'.

a rhythm the body goes through naturally

ResultsPlus
Examiner Comments

This response receives no marks.

This response rewords the question. The addition of the word 'natural' is not enough for credit.

Total: 0 marks

28 State what is meant by 'bodily rhythm'.

The natural cycle the body goes through daily.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for showing accurate knowledge that a bodily rhythm is a natural cycle that the body goes through. This has all the elements necessary for the mark. (1)

Total: 1 mark

Question 29

This two mark-question required candidates to describe how random activation can account for dreaming.

This question comprised 2xAO1 marks, therefore candidates needed two distinct points relevant to random activation.

Common answers included:

- random firing of neurons
- the random firings then being synthesised by the brain to create dreams
- the brain uses these random firings (many using the word nonsense) to create meaning, which becomes dreams

Candidates answered this question well with many response accessing both marks, and the majority accessing one mark.

Where performance was limited it was due to responses that talked about a chemical reaction, or dreams being random things that happened just before bed.

29 Describe how random activation could account for dreaming.

when random activation occures, a chemical reaction is caused and this could create the images tree we see when dreaming

ResultsPlus
Examiner Comments

No marks are given for a chemical reaction because this is incorrect.

Total: 0 marks

29 Describe how random activation could account for dreaming.

According to the activation-synthesis theory, the random firing of neurones in the brain is synthesised and made sense of by the brain to create dreaming during REM sleep. This is because in REM sleep, there is sensory blockage so no sensory information enters the body meaning that dreams are generated by the brain itself.

(Total for Question 29 = 2 marks)

ResultsPlus
Examiner Comments

This response receives:

- an AO1 mark for the random firing of neurons in REM sleep (1)
- a further AO1 mark for the synthesis of this by the brain, which creates dreams in REM sleep (1)

Total: 2 marks

Question 30

This two-mark question required candidates to explain one benefit of sleep that may help Aditi to do well at her interview.

This question comprised 1xAO1 and 1xAO2 marks.

To achieve both marks candidates had to:

- identify one benefit of sleep (such as increased concentration)
- apply this to the scenario to explain why this would help Aditi (improved concentration may help on decision-making tasks)

Candidates answered this question well, with concentration and memory by far the most common benefits of sleep given. Where candidates were able to give a benefit of sleep, they were usually able to link this to the scenario and consequently many achieved both marks.

Where performance was limited it was due to generic responses, or giving a disadvantage of a lack of sleep, which did not answer the question.

Candidates should remember not only to show knowledge about the topic area in the question but also to link it to the scenario, if one is given.

Without this link, one mark is the maximum mark available.

30 Aditi has an interview for a job as a nurse in three days' time. She is required to take part in some decision-making activities during the interview. Aditi will also need to take a test to show she knows about medication, patient care and her legal responsibilities.

Explain **one** benefit of sleep that may help Aditi to do well during her interview.

getting the correct amount of sleep can increase how well we remember things. more sleep will benefit Aditi as she will be able to remember more information about medication, patient care and legal responsibilities meaning she will have a higher chance of passing the exam.

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for identification of the benefit of sleep: increase in remembering things (1)
- an AO2 mark for the link to context: remembering more information about medication etc (1)

Total: 2 marks

30 Aditi has an interview for a job as a nurse in three days' time. She is required to take part in some decision-making activities during the interview. Aditi will also need to take a test to show she knows about medication, patient care and her legal responsibilities.

Explain **one** benefit of sleep that may help Aditi to do well during her interview.

Not sleeping can case low mood lack of enrgy. So he might be rode or forget things to say in the interview.

ResultsPlus
Examiner Comments

This response does not gain any credit because it discusses the problems of **not** sleeping, rather than a benefit of sleep. As such, it does not answer the question.

Total: 0 marks

Question 31

This two-mark question required candiates to explain one reason why Chris may not have realised he had been in an underground bunker for 15 days, using a study to justify their answer.

This question comprised 1xAO2 and 1xAO3 mark, therefore a link to the scenario was needed for any credit to be gained.

Marks were achieved through:

- AO2 identification of a reason (such as Chris not having natural light cues, causing a change in his sleep/wake cycles to 27 hours)
- AO3 justification of this reason through a study such as Siffre

Responses were often able to achieve one mark for the understanding that a sleep/wake cycle can be disrupted by a lack of external cues/light. However, often performance was limited due to the use of incorrect results from the study, limiting candidates to receiving 1 mark.

The other common error was that responses would only use results from the study, with no link to the scenario and consequently they received no marks.

31 Chris was completing astronaut training in an underground bunker. During this time Chris had no natural light and could only use a lamp to provide light.

Chris tended to be awake for over 20 hours and slept for around 7 hours. At the end of the training, Chris believed he had been in the underground bunker for 12 days; however, it had actually been 15 days.

Explain **one** reason why Chris may not have realised he had been in the underground bunker for 15 days.

Siffre

You must use a study to justify your answer.

Siffre 1975 investigated how the sleep-wake cycle is affected when the person is deprived from external environmental cues. He found that the sleep-wake cycle can differ from 18-52 hours therefore Chris will not be aware due to lack of knowledge of time and lack of light therefore

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ResultsPlus
Examiner Comments

The results used from Siffre's study are correct. However, there is no AO2 link so unfortunately no marks are given. AO3 cannot be awarded without any AO2 being present.

Total: 0 marks

31 Chris was completing astronaut training in an underground bunker. During this time Chris had no natural light and could only use a lamp to provide light.

Chris tended to be awake for over 20 hours and slept for around 7 hours. At the end of the training, Chris believed he had been in the underground bunker for 12 days; however, it had actually been 15 days.

Explain **one** reason why Chris may not have realised he had been in the underground bunker for 15 days.

You must use a study to justify your answer.

Since Chris cannot see daylight, his body has no external cues, no Zeitgebers to tell his brain that it is night or day. This will affect Chris' perception of time, making him think it'd been 12 days instead of 15. ♥

31 Chris was completing astronaut training in an underground bunker. During this time Chris had no natural light and could only use a lamp to provide light.

Chris tended to be awake for over 20 hours and slept for around 7 hours. At the end of the training, Chris believed he had been in the underground bunker for 12 days; however, it had actually been 15 days.

Explain **one** reason why Chris may not have realised he had been in the underground bunker for 15 days.

You must use a study to justify your answer.

In Siffre's study, he found that 48 hour sleep-cycle's were possible if outside cues were not possible and so, even though he thought he was coming out of the cave in mid-july, it was actually the 10th of August. This could explain how Chris believed he had been in the bunker for 15 days as he had no light cues and was working on a 48 hour sleep-cycle.

(Total for Question 31 = 2 marks)

ResultsPlus
Examiner Comments

This response achieves:

- 1 AO2 mark for Chris believing he had been in the bunker for 15 days because he had no light cues and had a 48-hour cycle (1)
- 1 AO3 justification mark for the use of Siffre's study, with the correct results of him having up to 48-hour sleep cycles (1)

Total: 2 marks

Question 32

This four-mark question required candidates to explain one strength and one weakness of using hormones to explain Tilly's sleep problems.

This question comprised 2xAO2 and 2xAO3 marks and therefore there needed to be some link to the scenario for credit to be gained.

Performance was limited on this question, with only a small number of candidates achieving more than 1 or 2 marks.

Where marks were achieved for a strength it was usually an AO2 mark for hormonal explanations being scientific/have experimental evidence, linked to Tilly.

A few responses achieved a mark for the weakness, for suggesting that there may be alternative reasons for Tilly's sleep problems, such as worrying about her grades at school.

An AO3 justification was very rarely present for either the strength or weakness.

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

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

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

Strength

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

Weakness

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

Strength

No marks are given for the strength because this is only describes the effects of melatonin on Tilly.

Weakness

- 1 AO2 Mark for identification of a weakness that it could be another environmental factor such as school, which is making her stressed (1)

Total: 1 mark

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

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

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

Strength

One strength of using hormones to explain sleep is that there is experimental evidence of hormone affecting sleep. For example, it is found that animals with early sleep deprivation had low melatonin levels, which does not make then sleepy. So Tilly sleep problem of cannot go to sleep and feels tired may be due to irregular release of hormone melatonin and cortisol

Weakness

One weakness is that hormone explanation ignores the role of the environmental factors which may result in sleep problem. For example, alcohol is found to keep people in light sleep stages in studies and antidepressant prevent deep (REM) sleep. So Tilly may not be able to sleep at night and sleep till 11 am due to alcohol consumption, which is external factor.

ResultsPlus
Examiner Comments

This response achieved marks for:

Strength

- An AO2 identification of a strength (experimental evidence to show that melatonin is the reason for Tilly's tiredness and lack of sleep) (1)
- An AO3 justification (accurate and relevant results from a study) (1)

Weakness

- An AO2 identification of ignoring environmental factors why Tilly is sleeping till 11 and unable to sleep (1)

Alcohol in itself is not an environmental factor: it is a personal choice so that cannot be credited.

Total: 3 marks

Question 33

Q33 was a nine-mark essay.

This question required candidates to assess how well the use of external influences could help Artez with his sleep.

There were some strong AO1 skills seen in this essay, with candidates able to show understanding of a range of factors that can affect sleep, such as hunger, light, melatonin, suprachiasmatic nuclei (SCN) etc.

The AO2 application was also sustained in many essays, with candidates using a variety of different aspects from the scenario, such as bright lights, dark curtains and the big breakfast.

Most candidates attempted the AO3 assessment and some good examples of the use of research evidence were seen, with Siffre the most frequent.

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

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

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

(9)

External influences affecting sleep include zeitgebers such as light. A decrease in light causes the suprachiasmatic nucleus in our brain to produce signal the Pineal gland to produce melatonin, a hormone that makes us feel sleepy. Another external influence includes meal times, which can tell the body what time it is.

Artez's colleague's offer advice to Artez to use bright light when Artez wakes up to work his night shifts. This will help Artez as he will produce less melatonin when his retinas in his eyes sense bright light, causing the SCN to not signal the Pineal gland. Another advice given is to use thick curtains in the daytime so light is blocked, increasing darkness of Artez's room, so he will have an increase in melatonin making it easier for him to sleep in daytime, causing him

to feel less tired at work.
Having big meals when Artez
wakes up at night time can signal the
body that it is daytime rather than
night. Again this causes Artez to
feel more awake at work.

External influences can be useful
to explain how Artez can feel less
tired and help him sleep at day time
as they provide control over the individual

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

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

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

(9)

External influences (exogenous) can be zeitgebers. Zeitgebers include things such as light ~~tea~~ and food. Light is detected by the SCN (superchaeismatic nucleus). The SCN is like an internal body clock, which helps maintain rhythms such as circadian rhythms. An example of a circadian rhythm would be the sleep-wake cycle. An example of an ultradian rhythm would be the sleep cycle. A circadian rhythm is around a day and an ultradian is less than 24 hours. External influences can help trigger glands to secrete hormones that help with sleep. For example, the pineal gland secretes melatonin when it is dark. This helps with the body calming down and prepares the body for sleep.

Studies have looked into the influence of

external zeitgebers. For example Siffre who spent around 6 months in a cave. The cave had no natural light, meaning an artificial light was used. The light was only ever turned off when he said he was tired, as he had no external influences that alerted his body on time changes. This resulted in his body having very varied sleep-wake cycles. For example, sometimes they were very long and sometimes they were very short. This is evidence that external influences affect sleep. Artez could use his thick curtains to block out the light, and trick his body into thinking it is night, and use his lamp for daytime. This will cause his SCN to detect these changes and his body will secrete hormones to help him sleep. A weakness of using this study, is that it only used one participant, therefore the results may not be generalisable to Artez, due to individual differences.

There was also a study on hamsters ~~rats~~ in which the SCN was removed, meaning they could not detect the external influences.

This resulted in a disruption to the sleep-wake cycle or no sleep-wake cycle at all. This shows the importance of detecting these influences on sleep. This explains why Artez needs these artificial influences. A weakness is that this may not be generalisable to Artez as they used hamsters and not people.

In conclusion, I think external influences are very beneficial on sleep and are necessary in maintaining a cycle.

ResultsPlus
Examiner Comments

- AO1 is Level 3 ,with accurate knowledge and understanding of external influences such as light, SCN, different types of bodily rhythms, mealtimes
- AO2 is Level 3 with sustained references to the scenario
- AO3 assessment is slightly weaker at top Level 2 but is still accurate, with excellent use of research

This is a Level 3 response but slightly weaker AO3 means that it achieves mid-level 3.

Total: 8 marks

Level 3

Question 35

This one-mark question required candidates to state what is meant by personal space.

A common response was:

- the distance between one person and another, with which the person feels comfortable

Candidate performance on this question was fairly strong, with the majority achieving the mark available.

Where performance was limited, it was due to responses suggesting personal space is that a person wants to be alone, which was not creditworthy.

35 State what is meant by 'personal space'.

The space around you.

ResultsPlus Examiner Comments

This response is too vague to receive any marks. It does not refer to the distance between one person and others, or the idea of feeling comfortable at a certain distance.

Total: 0 marks

35 State what is meant by 'personal space'.

Personal space is a sort of invisible bubble we have that is around us to show how close people can be to us without feeling uncomfortable.

(Total for Question 35 = 1 mark)

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the correct knowledge of what is meant by personal space (1)

Although this is a different way of explaining personal space, it still has the important elements of a comfortable distance between one person and others.

Total: 1 mark

Question 36

This two-mark question required candidates to describe how eye contact can signal emotion when communicating.

This question comprised 2xAO1 marks.

Candidates could achieve maximum marks for:

- identifying that eye contact is a form of non-verbal communication
- giving an example of how eye contact conveys emotion ie wide eyes indicates surprise

Performance on this question was generally good, with the majority of responses able to achieve at least one mark for an example.

Where performance was limited it was due to vague answers such as "staring at people" or "communicating through eyes", which were not creditworthy.

36 Describe how eye contact can signal emotion when communicating.

Eye contact ~~expres Unknown to~~ is a form of non-verbal communication used to express emotion. Eye contact could signal eye contact when communicating because we are able to read certain eye positions as different emotions, for example, furrowed eyebrows ~~can~~ can represent anger _and squinting eyes_

(Total for Question 36 = 2 marks)

This response achieves:

- an AO1 mark for the correct knowledge that eye contact is non-verbal communication used to express emotion (1)
- a further AO1 mark for the relevant example of squinting eyes representing anger (1)

Total: 2 marks

36 Describe how eye contact can signal emotion when communicating.

Because you can tell peoples emotions by there eyes tearing how wide they are all different things

ResultsPlus
Examiner Comments

In order to achieve marks, candidates either had to reference non-verbal communication and/or give an example of eye contact signalling emotion ie wide eyes equalling shock, or tearful eyes equalling sadness.

This response did neither, and therefore received no marks.

Total: 0 marks

Question 37

This two-mark question required candidates to explain, using Aitchson (1983), one way Angela and Missy's communication is different from how animals communicate.

This question comprised 1xAO1 and 1xAO2 mark.

To achieve both marks candidates needed to:

- show accurate understanding of animal communication (AO1)
- an exemplification of how animal communication can explain the scenario (AO2)

Performance on this question was mixed. Responses were able to identify correctly displacement as a difference, and were, at times, able to relate this to the scenario.

Where performance was limited, it was usually due to a generic answer. However, there were some responses that suggested that animals cannot use non-verbal communication, which is not correct.

37 Angela and Missy were having a conversation about their plans for their future.

Angela:	I want to be a lawyer so I will need to go to university.
Missy:	I am not sure what I want to be, but I definitely plan to go to university.
Angela:	We would have so much fun! Can you imagine if we lived together?
Missy:	That would be so cool! We could have a house with a 200-inch TV!
Angela:	Like a cinema house!!

Explain, using Aitchison (1983), **one** way that Angela and Missy's communication is different from how animals communicate.

Displacement

Aitchison (1983) explains that only humans can discuss concepts that do not exist in the present, ie it is called displacement. Angela and Missy are discussing a hypothetical situation that does not exist in the now, demonstrating displacement.

(Total for Question 37 = 2 marks)

37 Angela and Missy were having a conversation about their plans for their future.

Angela:	I want to be a lawyer so I will need to go to university.
Missy:	I am not sure what I want to be, but I definitely plan to go to university.
Angela:	We would have so much fun! Can you imagine if we lived together?
Missy:	That would be so cool! We could have a house with a 200-inch TV!
Angela:	Like a cinema house!!

Explain, using Aitchison (1983), **one** way that Angela and Missy's communication is different from how animals communicate.

animals often use non verbal communication such as beering teeth whereas Angela and miss missy are communicating verbally.

(Total for Question 37 = 2 marks)

37 Angela and Missy were having a conversation about their plans for their future.

Angela:	*I want to be a lawyer so I will need to go to university.*
Missy:	*I am not sure what I want to be, but I definitely plan to go to university.*
Angela:	*We would have so much fun! Can you imagine if we lived together?*
Missy:	*That would be so cool! We could have a house with a 200-inch TV!*
Angela:	*Like a cinema house!!*

Explain, using Aitchison (1983), **one** way that Angela and Missy's communication is different from how animals communicate.

Aitchison (1983) proposes that humans are the only animals that use displacement in their language. Displacement involves talking about things outside of our current place or time. Angela talks about wanting to go to university which is something she will need to do in the future, showing displacement of time.

(Total for Question 37 = 2 marks)

ResultsPlus
Examiner Comments

This response achieves:

- an AO1 mark for the understanding of displacement as a difference between human and animal communication (1)
- an AO2 mark for application to the scenario, with Angela and Missy talking about university, which is something in the future (1)

Total: 2 marks

Question 38

This two-mark question asked candidates to explain how Peter is able to understand that he needs a drink, without having the language to say he is thirsty. Candidates had to use Vygotsky in their response.

This question comprised 1xAO2 and 1xAO3 mark, therefore a link to the scenario was needed for any credit to be gained.

Marks were achieved through:

- AO2 identification of a reason (such as Peter understanding, due to pre-linguistic thought, that he is thirsty, even if he cannot say it)
- AO3 justification of this reason through Vygotsky (such as Vygotsky suggesting that thought is separate from language, up until the age of three).

Performance on this question was limited. Responses showed limited understanding of the concepts discussed by Vygotsky and therefore did not achieve marks.

38 Peter is nine months old. He is thirsty but cannot yet say the word 'thirsty' or 'drink'. Peter points to his drink and makes a squealing noise. Once his mother passes him the drink, he stops making the squealing noise.

Explain how Peter is able to understand that he needs a drink without having the language to say he is thirsty.

You must use Vygotsky (1981) to justify your answer.

Pre-linguistic thought is the idea that we it is possible to think and understand objects before being able to talk about them. Also, Vygotsky states that children are able to do this and also be able to know what objects are before being able to name them. This is called

(Total for Question 38 = 2 marks)

38 Peter is nine months old. He is thirsty but cannot yet say the word 'thirsty' or 'drink'. Peter points to his drink and makes a squealing noise. Once his mother passes him the drink, he stops making the squealing noise.

Explain how Peter is able to understand that he needs a drink without having the language to say he is thirsty.

You must use Vygotsky (1981) to justify your answer.

Vygotsky (1981) proposed children younger than 2-7 years old cannot combine language and thought. Here Peter is demonstrating pre - linguistic thought where objects can be thought about without symbols like words to describe them, by understanding that he wants the bottle and as such tries to communicate this but does not know how to use language & so he babbles.

(Total for Question 38 = 2 marks)

Question 39

This four-mark question required candidates to explain two ways that Darwin's theory of evolution (1872) can account for the non-verbal communication during the argument.

Some responses achieved the AO2 mark for application to the non-verbal communication here. This was often good, when included.

Where candidates attempted AO3, there were some strong examples, but where performance was limited the use of Darwin (1872) was not always effective or present.

Candidates need to ensure that for four-mark questions such as this one, they always provide some link to the scenario in their responses. If they do not, they will not gain any credit and will always achieve zero marks.

39 George and Edward were arguing about who was the best at sport. George instinctively narrowed his eyes at Edward and said he was the best sportsman. Edward creased his eyebrows, frowned at George, and then called him a liar.

George unfolded his arms and bared his teeth. Edward froze, clenched his jaw, and glared at George. Both George and Edward tensed their muscles, and their breathing rate became faster.

Explain **two** ways that Darwin's (1872) theory of evolution can account for the non-verbal communication during the argument.

1   Those best adapted would survive and reproduce. Those People who could use facial expressions to communicate non verbally were better equipped to hunt in packs and so were more likely to survive and then reproduce.

2   We still use non verbal communication today to express emotion without speaking

ResultsPlus
Examiner Comments

This response achieved 0 marks because it is a generic response.

Total: 0 marks

ResultsPlus
Examiner Tip

Link with the scenario when required.

39 George and Edward were arguing about who was the best at sport. George instinctively narrowed his eyes at Edward and said he was the best sportsman. Edward creased his eyebrows, frowned at George, and then called him a liar.

George unfolded his arms and bared his teeth. Edward froze, clenched his jaw, and glared at George. Both George and Edward tensed their muscles, and their breathing rate became faster.

Explain **two** ways that Darwin's (1872) theory of evolution can account for the non-verbal communication during the argument.

1 Darwin's evolution theory could account for this as their non verbal communication showing aggression may be a sign of scaring the other person. George's actions of unfolding his arms and baring his teeth ~~may~~ are signs of aggression which may have been inherited as it had aided ~~from~~ survival of the humankind back then.

2 Darwin's theory also suggests that facial expressions are crucial for danger detection and fight or flight response, ~~matting~~ explaining Edward's reaction to George's sign of aggression.

39 George and Edward were arguing about who was the best at sport. George instinctively narrowed his eyes at Edward and said he was the best sportsman. Edward creased his eyebrows, frowned at George, and then called him a liar.

George unfolded his arms and bared his teeth. Edward froze, clenched his jaw, and glared at George. Both George and Edward tensed their muscles, and their breathing rate became faster.

Explain **two** ways that Darwin's (1872) theory of evolution can account for the non-verbal communication during the argument.

1 Darwin's theory of evolution states that forms of non-verbal communication are ~~as~~ a result of survival instincts. Both Edward and George tensed their muscles and breathed harder and faster as a result of their fight or flight instinct. They were preparing to fight and were alert.

2 George bared his teeth to threaten Edward with the promise of a bite. According to the theory of evolution, this would have prevented a predator or attacker from coming nearer and increased chances of survival.

(Total for Question 39 = 4 marks)

ResultsPlus
Examiner Comments

This response achieved marks for:

First way

- an AO3 mark for the point that Darwin suggests that non-verbal communication is a result of survival instincts (1)
- an A02 mark for the point linked to the scenario that muscle tension meant that they were preparing to fight and were alert (1)

Second way

- an AO2 mark for the point that George bared his teeth to stop Edward from coming near him (1)

There is no AO3 mark for the second point about "increase chances of survival" because it is the same point as in the first way and can only be credited once.

Total: 3 marks

Question 40

Question 40 was a nine-mark essay.

This question required candidates to assess how well linguistic determinism can explain why Naadir talks about the laptop as a television.

Performance on this question was limited. Many responses seemed confused about linguistic determinism, sometimes making an accurate point that language affects our worldview, but nothing beyond that. This limited responses to Level 1 AO1 content.

Some AO2 was seen in responses and where attempted, this was often appropriate – although not developed.

AO3 assessment was limited in responses. Some basic strengths and weaknesses of linguistic determinism were seen, including a suggestion that linguistic relativism was more appropriate, but again, these rarely achieved above Level 1.

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

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

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

(9)

AO1 - definition ✓
AO2 - limited tech. language has no words. limited view ✓
AO3 - explains TV. Boroditsky, largely disproven

Linguistic determinism is part of the Sapir-Whorf hypothesis and is also referred to as "strong Whorf". It is the theory that our language limits our worldview and we are unable to conceive beyond this.

As Naadir lives in a remote ~~village~~ community with little technology, his tribe may not have many words for technology. As a result, he may refer to all electronic devices with larger screens as televisions. Due to the lack of vocabulary he has, he cannot comprehend beyond that as his worldview is limited by that.

Linguistic determinism can explain why Naadir thought of the laptop as a Television and the keyboard as a remote: his language and by

extension worldview couldn't see beyond that.
It is also backed up by the findings
of Boroditsky, who found that ~~English~~
English speakers were faster to respond to
horizontally worded statements after being
horizontally primed, suggesting a link between
the wording in a language and the accompanying
thought process, as with Naadir and the
assumption of a television.
However, linguistic determinism cannot explain
how concepts can be translated into different
languages and is generally overlooked in favour
of linguistic relativism, the idea that language
influences our worldview. It may be that Naadir's
view is biased rather than limited.

This response achieves marks because:

- AO1 is top Level 1, with some accurate knowledge of linguistic determinism ie that language shapes our worldview
- AO2 is Level 2 for good application to the scenario ie that due to his tribe not having technology so all named as a TV
- AO3 top Level 2 with the use of Boroditsky, problems of translation

This is a good Level 2 response.

Total: 4 marks

Level 2

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

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

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

(9)

Linguistic determinism is the idea that you can only see the world as our language describes it. This can explain why Naadir talks about the laptop as a television because she doesn't know how to talk about a laptop but she does a television. There is a language barrier due to linguistic determinism.

Naadir lives in a remote community so he doesn't know what much technology is or how to talk about it. Linguistic determinism can explain this as Naadir only sees technology with the language he uses to describe a television. He doesn't have any language to understand or talk about a laptop.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Candidates should practise their AO2 skills for the shorter questions, in order to give more developed responses that respond directly to the question posed, with links to the stimulus beyond a 'name'
- AO3 justification of points should be relevant to the point they have made, rather than a generic statement about a theory/concept or study
- Whilst candidates can achieve AO2 and AO3 in short answer questions by writing their responses either way around, it was often seen that when starting with AO3 the AO2 was, if present, subsequently very brief. In questions where AO3 justification of a point is required, the AO2 must be present for the award of the AO3 justification mark. It may benefit candidates to practise ensuring they have given sufficient depth in both parts of questions such as these
- For four mark strength and weakness questions, candidates need to ensure that they do not only 'describe' because this is not creditworthy. It may benefit candidates to practise ensuring that they have the skills needed for these questions
- Candidates should be reminded to write on additional paper and not in blank spaces or elsewhere in booklets
- The research methods section should show understanding of methodology, for higher marks within the AO1 levels-based mark bands
- It may benefit candidates to practise key terminology and definitions of concepts for the lower tariff AO1 questions

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