

Pearson Edexcel International A Level Psychology

Welcome to
Pearson: Module 1

First teaching in 2015
First assessment 2016



Session Agenda

- 08:00 Welcome & Introductions
- 08.15 Section one: Assessment Objectives (AOs)
- 08:25 Section two: Question types
- 08.40 Section three: Mark schemes
- 08:55 Break
- 09.00 Section four: Practise using the mark schemes
- 09.50 Section five: Support, resources and final questions
- 10.00 Finish

Aims and Objectives

In Module 2, delegates will:

- Understand the Assessment Objectives for the qualification.
- Understand the question types for the qualification
- Understand the mark schemes for the qualification
- Practise using the mark schemes using exemplar student work
- Learn about the support provided by Pearson around assessment and exemplars

This event can count as 2 hours of CPD.

Please note: this training consists of three modules.

**Polls to get to know
the delegates.**

World-class qualifications

All Edexcel qualifications are developed to meet Pearson's World Class Qualification design principles



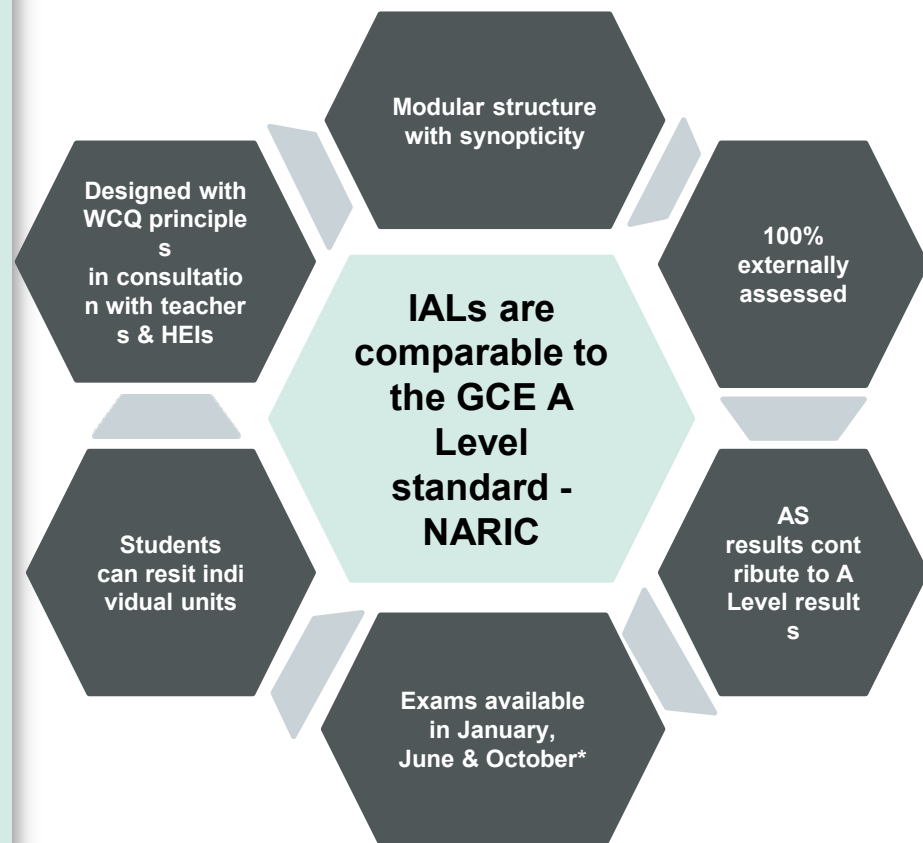
Endorsement of educational **thought-leaders and assessment experts** from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

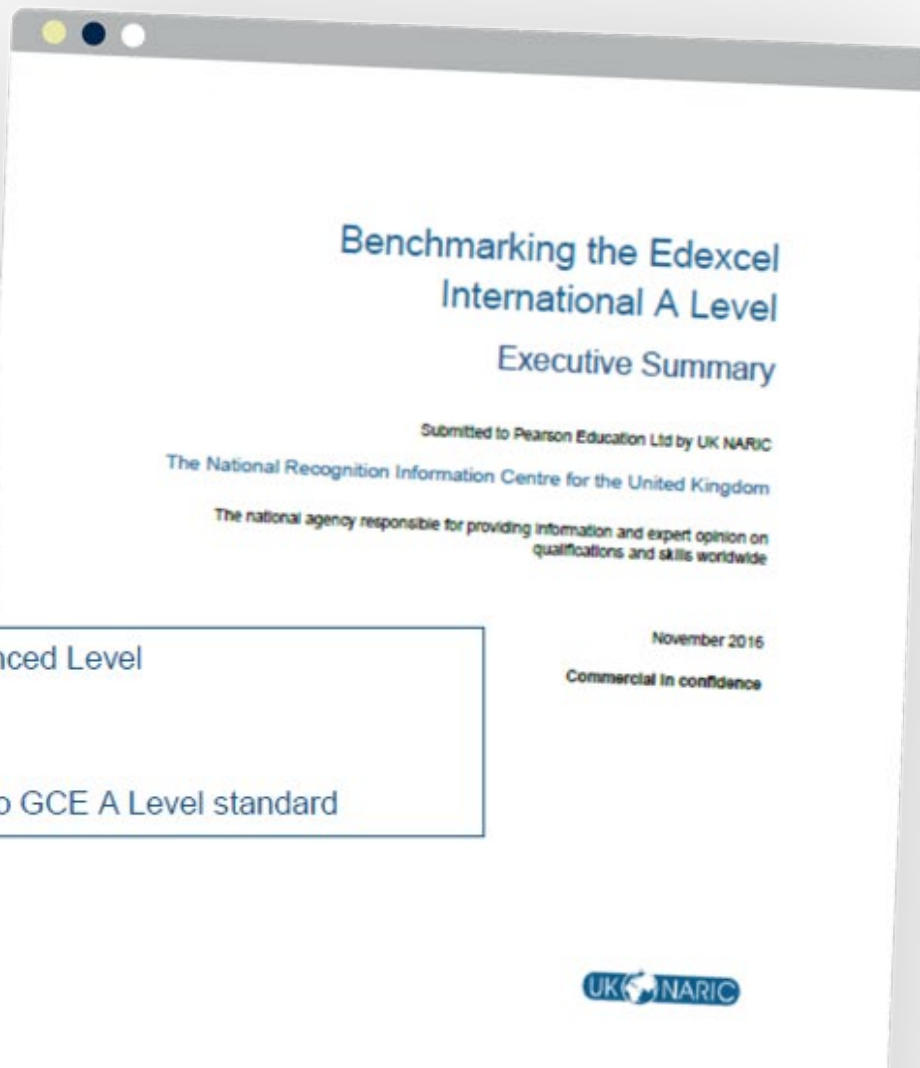
International A Level Features

- International A Levels and AS Levels are created for International Students
- Globally recognised.



Updated NARIC report for Edexcel IAL

The executive summary confirms that Edexcel IALs are considered comparable to the GCE A Level standard following reforms to the UK regulated qualifications.

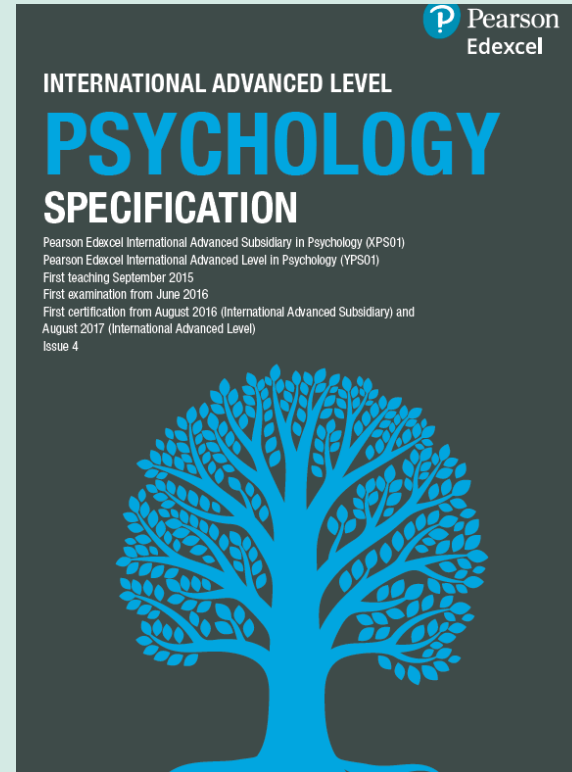


Qualification:	Edexcel International Advanced Level
Awarding Institution:	Pearson Education Ltd
Comparability:	Is considered comparable to GCE A Level standard

IAS & IAL subjects

Biology	Chemistry	Physics	Mathematics	Further Mathematics
Pure Mathematics	Information Technology	Business	Economics	Accounting
English Language	English Literature	History	Geography	Psychology
Arabic	French	German	Greek	Spanish
		Law (IAL only)		

Section one: Assessment Objectives (AOs)



<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/psychology/2015/specification-and-sample-assessments/IAL-Psychology-Specification.pdf>

Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	35-40	30-35	30-35
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data. 	30-35	30-35	30-35
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach conclusions • develop and refine practical design and procedures. 	30-35	35-40	35-40

AS level

Relationship of assessment objectives to units for the International Advanced Subsidiary qualification

Unit number	Assessment Objective		
	AO1	AO2	AO3
Unit 1	14–18%	12–16%	12–16%
Unit 2	20–24%	18–22%	18–22%
Total for International Advanced Subsidiary	35–40%	30–35%	30–35%

A level

Relationship of assessment objectives to units for the International Advanced Level qualification

Unit number	Assessment Objective		
	AO1	AO2	AO3
Unit 1	7–9%	6–8%	6–8%
Unit 2	10–12%	9–11%	9–11%
Unit 3	6–8%	6–8%	7–9%
Unit 4	8–10%	8–10%	12–14%
Total for International Advanced Level	30–35%	30–35%	35–40%

AO1

- Demonstrate knowledge and understanding of scientific **ideas**
 - Theories, studies, issues (of culture and gender, personality, diagnosis), concepts, psychological terms (e.g. nature vs nurture)
 - 50% (+/- 5%) of the AO1 marks across the qualification
- Demonstrate knowledge and understanding of scientific **processes, techniques and procedures**
 - Methodology, how psychology works, parts of studies, design of studies learners know (not improving), knowledge of practicals
 - 50% (+/- 5%) of the AO1 marks across the qualification

AO1 example questions

- State **two** symptoms of schizophrenia (2)
- Describe the function of neurotransmitters as an explanation for schizophrenia (6)
- Describe what is meant by 'disordered thinking' as a symptom of schizophrenia. (2)
- In your studies of clinical psychology, you will have learned about the classic study by Rosenhan (1973) in detail.
 - Describe the procedure used by Rosenhan (1973). (4)

AO2 (1)

- Apply knowledge and understanding of **scientific ideas** in a context when handling **qualitative** data
 - Key questions, theoretical knowledge (theories, studies and concepts) applied to unseen contexts/ novel scenarios
 - 30% (+/- 2%) of the AO2 marks across the qualification
- Apply knowledge and understanding of **scientific ideas** in a context when handling **quantitative** data
 - Key questions, theoretical knowledge, calculating from numerical information, significance of results from calculations, calculating no. of steps
 - 10% (+/- 2%) of the AO2 marks across the qualification

AO2 (2)

- Apply knowledge and understanding of **processes, techniques and procedures** in a **context** when handling **qualitative** data
 - Unseen questions on potential studies that focus on qualitative data (e.g. data derived from open questionnaires, interviews, observations, case studies, content-analysis). Can include research studies
 - 20% (+/- 2%) of the AO2 marks across the qualification
- Apply knowledge and understanding of **processes, techniques and procedures** in a **context** when handling **quantitative** data
 - Unseen questions on potential studies that focus on qualitative data (e.g. data derived from open questionnaires, interviews, observations, case studies, content-analysis). Can include research studies
 - 40% (+/- 2%) of the AO2 marks across the qualification

AO2 example questions

- Kane is investigating the experiences of inpatients with an eating disorder at a mental health hospital. He decides to use a non-participant naturalistic observation method to gather qualitative and quantitative data.
 - Describe how Kane could carry out a non-participant naturalistic observation to gather his qualitative and quantitative data about the experiences of inpatients. (4)
- Kane also decides to use a questionnaire to gather data from families of the inpatients in the mental health hospital.
 - Suggest one question Kane could use in his questionnaire to gather quantitative data. (1)

AO3

- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, **to make judgements and reach conclusions**
 - Evaluation of methods and theories, studies, issues, concepts, psychological terms, parts of studies, design of studies (not improving), practicals
 - 90% (+/- 2%) of the AO3 marks across the qualification
- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, **to develop and refine practical design and procedures**
 - Changing sample techniques and design, changing type of data, addressing different aims, changing detail of study/procedures, avoiding bias (cross-cultural and gender), more/less scientific, improving own study practical – or other peoples
 - 10% (+/- 2%) of the AO3 marks across the qualification

AO3 example questions

- Matheus wanted to know how phobias impacted on family relationships. He asked individuals with globophobia (a fear of balloons) to score the severity of their symptoms in terms of the impact on their family relationships. A score of 0 represented no impact on family relationships and a score of 5 represented a significant impact on family relationships.
 - Give two reasons why the standard deviation may be a better measure of dispersion than the range. (2)

Multiple AO short answer questions examples

- Explain **two** strengths of one biological explanation for schizophrenia other than the function of neurotransmitters. (4)
– 2 AO1, 2 AO3
- Kane is investigating the experiences of inpatients at a mental health hospital. He decides to use a non-participant naturalistic observation method to gather qualitative and quantitative data.
 - Explain **one** weakness of Kane using medical records in terms of ethics. (2) - 1 AO2, 1 AO3
- Compare the use of longitudinal research with cross-sectional research. (6) – 3 AO1, 3 AO3

Multiple AO extended response questions examples

- Evaluate the classic study by Moscovici et al. (1969). (8) – 4 AO1, 4 AO3
- To what extent can the working memory model (Baddeley and Hitch, 1974) be considered a credible explanation of memory? (12) – 6 AO1, 6 AO3
- Evaluate your clinical psychology practical investigation. (16) – 6 AO1, 4 AO2, 6 AO3
- Assess the implications of socially sensitive research in psychology. (20) – 8 AO1, 12 AO3

Section two: Question types

Please check the examination details below before entering your candidate information

Candidate surname Other names

Pearson Edexcel Centre Number Candidate Number

International Advanced Level

Monday 13 January 2020

Morning (Time: 1 hour 30 minutes) Paper Reference **WPS01/01**

Psychology

International Advanced Subsidiary

Paper 1: Social and Cognitive Psychology

You do not need any other materials. Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The list of formulae and statistical tables are printed at the start of this paper.
- Candidates may use a calculator.

Advice

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

Turn over ►

SECTION A

SOCIAL PSYCHOLOGY

Answer **ALL** questions in this section. Write your answers in the spaces provided.

1 According to social power theory there are different types of power that can be used to explain obedience to authority. (2)

(a) Complete **Table 1** to name the **two** types of social power that can be used to explain obedience to authority.

Definition of type of social power	Type of social power
The authority figure has an ability (perceived or real) to punish a person for disobedience.	
The authority figure has superior knowledge and / or skills (perceived or real).	

Table 1

(b) Explain **one** strength and **one** weakness of social power theory. (4)

Strength

Weakness

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/psychology-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

Question types

- Short-answer questions
 - 1-7 marks
 - Points-based marking
 - Can include calculations
- Extended response questions
 - 8-20 marks
 - Levels-based marking

Short-answer questions

- Single command word used. The command word instructs the candidate what is required
 - State, Give, Define, Describe, Explain, Justify, Calculate are commonly used (see appendix 9 in the specification for a full list of what can be used)
- The number of marks indicates how many points the candidate is required to make
- May be standalone question or may need reference to a novel scenario / stimulus
- Accuracy of information is critical
- Candidates should be explicit in their intentions and fully justify their responses where required

Extended response questions

- Single command word used. The command word instructs the candidate what is required
 - Assess, Evaluate, Discuss, and To what extent are the only command words that can be used
- The number of marks indicates how much content is required and may need to be imbalanced
- May be standalone question or may need reference to a novel scenario / stimulus
- Amount of content, accuracy, elaboration and justification of points are all considered when awarding a level and a mark

Content-based questions

- Assessment of:
 - Theories
 - Studies
 - Concepts
 - Key questions
- Can be short-answer or extended-response questions
- Can be assessed using a single AO or multiple AOs (*extended response questions always assess multiple AOs)

Content-based questions - examples

- Complete Table 1 to name the two types of social power that can be used to explain obedience to authority. (2)
- Explain one strength and one weakness of social power theory. (4)
- Evaluate the classic study by Moscovici et al. (1969). (8)
- Describe what is meant by the term 'schema'. (2)
- Explain one strength and one weakness of Bartlett's (1932) theory of reconstructive memory. (4)
- Evaluate your chosen contemporary study. (8)
- To what extent can the working memory model (Baddeley and Hitch, 1974) be considered a credible explanation of memory? (12)
- Explain two strengths of using failure to function adequately to determine whether Bryony's behaviour is abnormal. (4)
- Evaluate the contemporary study by Suzuki et al. (2014). (16)

Methods-based questions

- Assessment of:
 - Research methods
 - Maths
 - Practical investigations / practical research exercises
- Can be short-answer or extended-response questions (maths would be short-answer only)
- Can be assessed using a single AO or multiple AOs
(*extended response questions always assess multiple AOs)

Methods-based questions - examples

- Calculate the percentage of students in Condition A who did not attend the meeting. (1)
- Describe how the researchers could gather qualitative data about why the students attended the meeting. (3)
- Define what is meant by 'primary data'. (1)
- Describe how Molly might gather a stratified sample of the employees in the office building. (3)
- Identify the fully operationalised independent variable (IV) for this experiment. (1)
- Complete Table 4 and calculate the Wilcoxon Signed Ranks test. (4)
- Describe one control that researchers would have considered for the memory game used in this experiment. (2)
- Researchers randomised the order of the words for the recall test. Define the term 'randomisation'. (1)
- Evaluate Freud's use of the case study as a research method. (8)
- Evaluate your clinical psychology practical investigation. (16)

Activity

What is wrong with these questions?

1. Assess what is meant by 'disordered thinking' as a symptom of schizophrenia. (2)
2. Outline the function of neurotransmitters as an explanation of schizophrenia. (4)
3. Describe the procedure used by Rosenhan (1973). (12)
4. Describe and Evaluate the contemporary study by Suzuki et al. (2014). (16)

Section three: Mark schemes



Mark Scheme (Results)

January 2020

Pearson Edexcel International Advanced
Subsidiary In Psychology (WPS01)
Paper 01 Social and Cognitive Psychology

Section A: Social Psychology

Question Number	Answer	Mark
1(a)	<p>A01 (2 marks)</p> <p>Credit one mark for each accurate type of social power named.</p> <p>For example:</p> <ul style="list-style-type: none">• Coercive power (1)• Expert power (1) <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
1 (b)	<p>A01 (2 marks) A03 (2 marks)</p> <p>Credit one mark for accurate identification of one strength and one weakness (A01).</p> <p>Credit one mark for justification/exemplification of each strength and each weakness (A03).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none">• Social power theory can be applied to society as soldiers in the Holocaust may have perceived their officers to have legitimate power (1) as the officers were in an appointed position of authority therefore ensuring obedience from the soldiers to carry out their orders (1). <p>Weakness</p> <ul style="list-style-type: none">• French and Raven claim that obedience is influenced by the type of power the authority figure possesses which is not the only explanation of obedience (1). Alternatively, Milgram's (1963) agency theory suggests that being in an agentic state and giving up free will to an authority figure will make a person obedient (1). <p>Look for other reasonable marking points.</p>	(4)

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/psychology-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

Short-answer questions

- Use points-based marking
- Markers are instructed to give marks for specific information (as indicated above the example response)
- Each mark is indicated with a (1)
- The example response is usually only one example and other accurate information would be credited (indicated with 'Look for other reasonable marking points')
- Where there is only a single response accepted this is indicated ('Reject all other answers')
- Some questions require application to a context/scenario (indicated with 'Generic answers score 0 marks')

Extended response questions

- Use levels-based marking
- Weighting of the response is indicated to the marker (e.g. AO1 (4 marks), AO3 (4 marks))
- Indicative content is provided for markers, but other accurate information would be credited (indicated with 'Look for other reasonable marking points')
- Markers use the level descriptors to award an overall level for the candidate response (on the page following the indicative content)
- Markers start at the top of the level (where there is 2 mark range) or the upper middle of the level (where there is more than a 2 mark range) and award the most appropriate mark from within the chosen level

Standardisation and supervision

- Markers are standardised in their marking accuracy and reliability using a variety of responses
- Markers are exposed to candidate responses of differing quality and a variety of content
- Markers are supervised throughout the marking period by supervisors who provide feedback and support where necessary

Activity

Look at your delegate booklet and discuss any differences you see between the mark schemes



Section four: Practise using the mark schemes

Question Number	Indicative content	Mark
4	<p>AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> Moscovici et al. (1969) used a laboratory experiment in which participants were randomly allocated to either a consistent, inconsistent or control condition. 172 American female participants were used in total with each condition consisting of six participants; four naive participants (the majority), and two confederates (the minority). All participants were offered a free eye test to establish good eyesight for example, whether they were colour-blind or not. Participants in their groups of six were asked to estimate the colour of 36 slides - all the slides were blue, but of differing shades. <p>AO3</p> <ul style="list-style-type: none"> Moscovici et al.'s (1969) laboratory environment is artificial therefore having low ecological validity as it lacked the atmosphere of real-life situations in which minorities like pressure groups have influence over a majority. The sample used is not generalisable to those who are not female or American as others may not respond in the same way to a minority influence. Using standardised controls like testing for colour-blindness reduces extraneous variables that may have affected participant's ability to complete the colour perception task. Participants were randomly allocated into one of the three conditions of the experiment on minority influence which reduced experimenter bias. <p>Look for other reasonable marking points.</p>	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks)		
Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Short-answer questions

- Check the AOs being assessed
- Read the instruction given (above the example response) carefully regarding what the mark(s) are being awarded for
- Check the example response and where the marks (1) are indicated
- If you were live marking you may need to download the original version of the content (e.g. a named study or theory on the specification)
- Remember that the example response is only indicative and to award accurate alternatives

Activity

Practise using the mark scheme for short-answer responses



Question 1 – Short Answer question

June 2018 Question 7

Rosenhan (1973) conducted research to investigate the reliability of the DSM-IV when used to diagnose schizophrenia. Suggest three improvements that could be made to the research by Rosenhan (1973). (3)

Question 1 – Response A

- 7 Rosenhan (1973) conducted research to investigate the reliability of the DSM-IV when used to diagnose schizophrenia.

Q07

Suggest **three** improvements that could be made to the research by Rosenhan (1973).

- 1 Rosenhan only conducted the study in USA, hospitals available at USA. Therefore, he should have chosen other hospitals around the world to increase the generalisability.
- 2 Moreover, Rosenhan only measured the reliability of the DSM-IV he should have made comparisons with other diagnostic tools such as the ICD in order to achieve convergent validity.
- 3 Rosenhan only used 8-pseudopatients which only also included himself, therefore he could have used more pseudopatients in order to test reliability from different ethnicities and professions.

Question 1 – Response B

- 7 Rosenhan (1973) conducted research to investigate the reliability of the DSM-IV when used to diagnose schizophrenia.

Q07

Suggest **three** improvements that could be made to the research by Rosenhan (1973).

- 1 Rosenhan should have informed the staff of hospitals beforehand about the ruse being set up to avoid deceiving the staff which would make the study unethical under the code of ethics (2009)
- 2 Rosenhan could have used a wider range of hospitals across different countries rather than just USA to increase generalisability.
- 3 Use a larger sample of ^{female} pseudopatients ~~because~~ to increase applicability of findings to females with mental health disorders

Question 2 – application question

June 2018 Question 2c:

Michelle carried out a questionnaire to find out what factors people thought affected obedience. She conducted a thematic analysis on the qualitative data from her questionnaire and found the two most common themes were:

- **Presence of an authority figure**
- **Proximity of an authority figure**

(c) Explain one strength and one weakness of gathering qualitative data in Michelle's research. (4)

Question 2 – Response A

(c) Explain **one** strength and **one** weakness of gathering qualitative data in Michelle's research.

*

(4) Q02c

Strength

It allows for the participants to express their feelings and emotions and this can help better understand why the participant obeyed or rebelled. ~~and this helps the participant~~ It is not reductionist and this increases the validity of the data.

Weakness

It is hard to operationalise qualitative data to become objective so it is hard to score the observations (depends on experimenter so there's experimenter bias) and this decreases reliability.

Question 2 – Response B

(c) Explain **one** strength and **one** weakness of gathering qualitative data in Michelle's research.

(4) Q02c

Strength

One strength of gathering qualitative data is that qualitative data give the respondent to express their opinion freely. Michelle must have got honest detailed opinion and views of her respondents in her survey.

Weakness

One weakness is that gathering qualitative data is very time consuming.

Question 3 – Mathematical Skills

June 2018 Question 4c

Explain one weakness of the mean as a measure of central tendency.

Question 3 – Response A

(c) Explain **one** weakness of the mean as a measure of central tendency.

(2)

the mean can be influenced easily
by anomalies as it is the average
of every result.

Question 3 – Response B

(c) Explain **one** weakness of the mean as a measure of central tendency.

[2]

It takes in cant the extreme numbers and therefore the mean
wouldn't be valid so that very large or small number has caused
the mean to be too high or too low.

Extended response questions (1)

- Check the AOs being assessed
- Check the indicative content carefully. Again, if you were live marking you may need to download the original version of the content (e.g. a named study or theory on the specification)
- Remember that the example response is only indicative and to award accurate alternatives
- Mark using the levels descriptors on the page after the indicative content
- Award the level and then the mark within the level

Extended response questions (2)

- In cases of even performance between the AOs, choose the desired level and award an appropriate mark, starting from the top or middle-upper mark
 - For example, if both AO1 and AO3 are level 3 then a level 3 mark can be awarded. Start at 6 marks (in an 8-mark essay) and either stay at 6 or move to 5 depending on the strength of the content presented by the candidate
- In cases of uneven performance between the AOs, choose the level for each of the AOs and then find a compromise between the levels. Pay attention to the weighting given to each of the AOs when doing this
 - For example, if AO1 was judged as level 4 and AO3 judged as level 2 then a level 3 mark may be the most appropriate. Start at 6 marks (in an 8-mark essay) and either stay at 6 or move to 5 depending on the strength of the content presented by the candidate

Activity

Practise using the mark scheme for extended responses



Question 4 – Extended Response question

Evaluate Bartlett's (1932) theory of reconstructive memory, including schema theory. (8)

Question 4 – Response A

7 Evaluate Bartlett's (1932) theory of reconstructive memory, including schema theory.

(8) Q07

Reconstructive memory is when we can't remember the details of something so we add ideas to fill in the blanks from our schema. Bartlett states that our memory is not ~~as~~ like a tape recorder. ~~Schema~~ Our schemas are ~~constructed with~~ constructed from our experiences.

Bartlett did a study called War of the Ghosts. Participants read a story and recalled after 15 minutes and after days, weeks, months and years. The results show that the story became shorter and new details were added to fill in the blanks. So this study supports the theory of reconstructive memory. Participants added new details from their schemas. ~~Barttt~~ Bartlett's theory of reconstructive memory is related to real life too. For example when we are recalling our dreams, we add details to fill in the blanks if we can't remember some details. These are ~~done~~ added from our schema.

Question 4 – Response B

7 Evaluate Bartlett's (1932) theory of reconstructive memory, including schema theory.

(8) 207

Bartlett's (1932) theory deals with daily memory. It focuses on how our memory is affected by experiences and knowledges. It suggests that there are schemas for ~~ex~~ certain things in our memory. We either assimilate, shapen and ~~com~~labulate our memories as experiences and shemas

Bartlett conducted his study on Cambridge students where they were presented with a native ~~an~~ American story 'war of ghost'. He used serial reproduction where they were asked to recall the story at variable time intervals. It was found that the students reduced the number of words in the story and also replaced some words.

There are many evidences to support Bartlett's findings. Loftus conducted a scientific experiment ^{on reconstructive memory} and reported results similar to Bartlett's. Ian Hunter also confirms reliability of Bartlett's study.

However Bartlett only conducted his experiment on British students. So his findings cannot be generalised to people of other cultures. Although Bartlett had a standardised story he didn't have any controls, standardised instructions or any control of how often ^{participants} they are to present their stories this makes the study highly subjective

and also make it difficult to be repeated hence making it unreliable.

Bartlett's theory however has proven to be useful in many aspects. For example, validation therapy has been based on this. It can also be used to help people with dementia by getting along with their schemas. Elvie Wearnings case study supports Bartlett's theory, Elvie Wearning although couldn't remember much and had memory issues he could remember that he loved his wife.

Bartlett used a story, instead of numbers or words ~~other unreactable things~~ which gives the study ecological validity as it can be related to real life. But it can be also told to be not ecological valid as it's an lab experiment.

The main criticism of Bartlett's theory is that he didn't show how memory is constructed or is transferred from short term to longer term. Construction of memory is well explained by working memory model and transfer by multi store model. Therefore Bartlett's theory can only be considered to be useful to a certain extent.

Question 5 – Extended Response question with application

Question June 2018: Q8

Damon and Elisa's psychology lecturer is teaching his class about the importance of good research design when planning an investigation. He suggests that in their planning they need to consider field experiments and laboratory experiments. The lecturer gives them a scenario from which they need to plan an investigation.

Design and carry out an investigation to measure the short- term memory capacity of local 12- year old children.

The children will need to learn five number lists. The first list contains six digits and each following list increases by two digits, up to the final list of 14 digits. The children will be asked to recall the numbers from each list in the correct order.

Damon decides to carry out a field experiment with children from a local school. Elisa decides to carry out a laboratory experiment, bringing children to one of the research rooms at the university.

Evaluate whether Damon's choice of a field experiment was a more appropriate method than Elisa's choice of a laboratory experiment for this research scenario.

You must make reference to the context in your answer. (12)

Question 5 – Response A (1)

8 Damon and Elisa's psychology lecturer is teaching his class about the importance of good research design when planning an investigation. He suggests that in their planning they need to consider field experiments and laboratory experiments. The lecturer gives them a scenario from which they need to plan an investigation.

Scenario

Design and carry out an investigation to measure the short-term memory capacity of local 12-year old children.

The children will need to learn five number lists. The first list contains six digits and each following list increases by two digits, up to the final list of 14 digits. The children will be asked to recall the numbers from each list in the correct order.

Damon decides to carry out a field experiment with children from a local school. Elisa decides to carry out a laboratory experiment, bringing children to one of the research rooms at the university.

Evaluate whether Damon's choice of a field experiment was a more appropriate method than Elisa's choice of a laboratory experiment for this research scenario.

You must make reference to the context in your answer.

(12)

Field experiment is done in natural settings and laboratory experiments are conducted in laboratories. Field experiment has ecological validity as it's done in ones natural environment where as lab experiment aren't usually ecologically invalid.

It's easier to control participant variables and situational variable in field experiment so making the study more ^{valid} variable. Lab experiments also use standardised instructions making it reliable.

Extraneous variable can also be controlled in field experiments but it's more difficult. However, field experiments are done at any one occasion.

Question 5 – Response A (2)

and so makes it difficult to be repeated and hence check for reliability.

Laboratory experiments are more vulnerable to demand characteristics. For example, here the children brought to the research lab will appreciate the scientific status of the lab and may answer accordingly to impress the experimenter.

However, here both of them are using the same task which is artificial and lacks task validity. Elisa's laboratory research makes it more ethical as informed consent can be taken from the students. Where as in Damon's field experiment, the students might be unaware of the fact that they are being observed and may take as regular task that they do in school, so informed consent isn't taken from the student. This may make the students stress later on when they will know that they were observed. However this can be compensated for by debrief where they will be informed that the whole reason of the experiment and the fact that the experiment isn't about any individual but memory in general.

Damon's experiment is likely to bring more natural and ecologically valid result but it's very difficult to observe which is because as the children are unaware of the study they may not pay much attention and just like others just how some students

are less likely to complete their task, some may not complete it. This brings in the effect of extremes. It can be that those individuals have certain characteristics different in short term memory. Where as all in Elisa's study are more likely to complete their tasks.

Elisa will find it easier to derive cause and effect relationships because the other ^{extraneous} variables are well controlled.

However it can be said that Elisa's study is more reliable and scientific cause and effect relationships ~~are~~ can be more easily drawn where as Damon's experiment is more valid as it's in natural setting. All these variables ^{are} have their disadvantages and important and both the ^{studies} have their disadvantages and advantages as discussed above. So it overall depends on who is able to conduct the experiment more efficiently and skillfully, trying to keep the variables in their variable and trying to reduce the side effects where possible.

Question 5 – Response B

- 8 Damon and Elisa's psychology lecturer is teaching his class about the importance of good research design when planning an investigation. He suggests that in their planning they need to consider field experiments and laboratory experiments. The lecturer gives them a scenario from which they need to plan an investigation.

Scenario

Design and carry out an investigation to measure the short-term memory capacity of local 12-year old children.

The children will need to learn five number lists. The first list contains six digits and each following list increases by two digits, up to the final list of 14 digits. The children will be asked to recall the numbers from each list in the correct order.

Damon decides to carry out a field experiment with children from a local school. Elisa decides to carry out a laboratory experiment, bringing children to one of the research rooms at the university.

Evaluate whether Damon's choice of a field experiment was a more appropriate method than Elisa's choice of a laboratory experiment for this research scenario.

You must make reference to the context in your answer.

(12) 008

Field experiments are carried out in the real world
lab experiments are designed and carried out in an artificial

setting

lab experiments are controlled

Field experiments usually use opportunity samples

Damon could go to the local school and enter one class room
with 12 year old children

Damon can set up the experiment as a game of recall rather
than a test on memory capacity

Elisa can gather her sample via volunteers

Elisa will need to get informed consent and debrief the children

Field experiments are based in the real world giving
it ecological validity

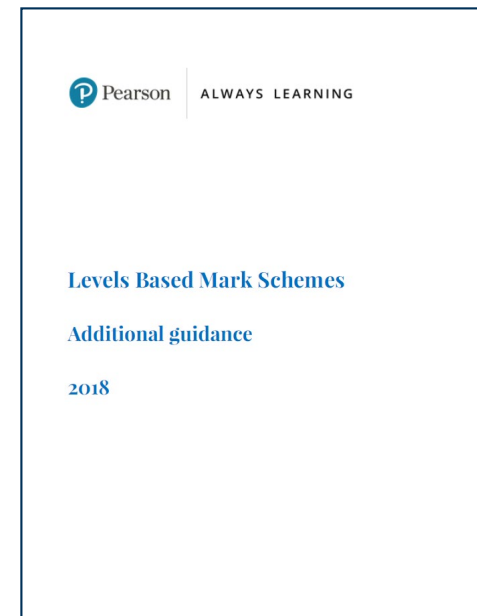
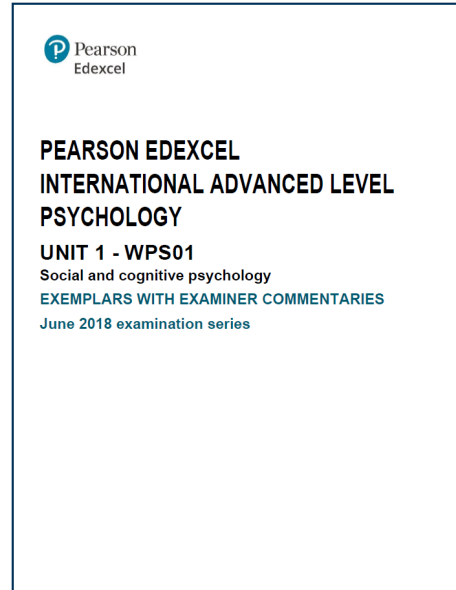
lab experiments are artificial making it lack ecological
validity

lab experiments are controlled increasing reliability because
they can easily be replicated

opportunity sample may not be reliable because the kids
may not want to take part or may feel bored

Assessment support

- Exemplar material
- Levels based mark scheme guidance
- <https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/psychology-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>



Section five: Support

ResultsPlus

examWizard



Support Overview

Free Support

Getting Started Guide &
Scheme of Work

Getting ready to Teach
Events

Subject interpretation of
transferable skills

Subject Advisor

Results Plus

Regional Support
Manager

Additional support for selected subjects

Curriculum
Matched Publishing

Lesson plans

Exemplar Marked
Responses

Topic booklets &
Subject guides

Additional SAMs

Exam Wizard

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- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.

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 - Offers transparent approach to marking process
 - Provides better understanding of marking before requests for enquiries about results are made
 - Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.
-
- Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.



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This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

3. [Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

4. [Access to scripts](#)

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