



Examiners' Report June 2024

GCE Psychology 9PS0 03

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Introduction

The 2024 examination was the third full exam series since the pandemic. As with 2023, no advance information was provided to candidates and the series was therefore perceived as another step back to pre-pandemic examination conditions. The performance of the candidates in this examination is summarised below, with advice on how to improve in future series.

In Section A, as with 2023, the best responses gave contextualised responses that were all specific to the novel scenario provided in the question. Where a question asked for 'one' strength/weakness/improvement for two marks, candidates provided full justification of their relevant identified point in relation to the study.

Weaker responses were not fully justified or were purely generic, so this remains a focus for centres to support candidates in future series'. Additional focus to help support candidates would be with fully completing the Wilcoxon calculation, understanding stratified sampling and being able to accurately identify the appropriate critical values for Mann Whitney.

For Section B, similar to 2023, the best responses focused on considering relevant and appropriate points related to the unseen study Question (Q) 03 and on the required imbalance for the essay Q04. Higher-performing candidates had points which were accurate and in the context of the question, focused on producing relevant and appropriate material, showing clear understanding of what they were asked in the questions.

Centres may again want to support candidates on the use of research evidence to support or refute application to the unseen study (Q03b). Centres may also want to help with the science debate and also to reinforce the imbalance towards Assessment Objective (A) 03 for the essay (Q04) and how there is only a limited amount of AO1 that can be credited. An appropriate allocation of time needs to be offered to the AO1 and AO3 elements of the essay to achieve the most marks possible in the time allowed.

Regarding Section C, the best responses considered the balance (for Q05), or imbalance (Q06) required for the command words and question types used. Knowledge and understanding (AO1) was relevant, accurate and thorough with varied ideas used as appropriate. Evaluation, analysis and assessment (AO3) was well-developed and led to appropriate judgements and conclusions throughout their response.

Centres may want to ensure candidates are using appropriate, accurate information regarding social control because weaker responses had numerous inaccuracies and misconceptions regarding what social control in psychology is, typically using practical applications of psychological research and theories instead. Centres may also want to continue to reinforce time allocations so that candidates continue to spend requisite time on Q05 as they did this year with far fewer black responses, giving them the best opportunity to gain the most credit for their work.

The remainder of this Examiner Report will focus on each individual question and specific examples of candidate responses that can be used to help prepare candidates for future 9PS0/03 examinations.

Question 1 (a)

Candidates were required to explain two conclusions they could make using the data in the table in relation to the scenario for Q01a.

In general, candidates performed extremely well on this question. The best responses gave two clear conclusions and supported these using data from the table. Weaker responses gave conclusions only, gave an inappropriate conclusion, such as there was a difference in perceived conscientiousness, or only wrote about data from the table with no conclusions.

The researchers compared the mean scores given by the participants for the two pictures for the different personality characteristics.

The results of the personality ratings for the two pictures are shown in **Table 1**.

	Extraversion (1–7)	Agreeableness (1–7)	Conscientiousness (1–7)
Man alone	4.23	3.59	3.53
Man holding a cat	2.96	4.67	3.50

Table 1

(a) Explain two conclusions you can make using the data in Table 1.

(4)

- 1 One conclusion that can be made is that women perceive men with a pet as are less extroverted than those without. Compared to those without a pet.
- 2 It can also be concluded that women do not perceive having a pet to make a significant difference in the conscientiousness of a man, compared to those without a pet.



This response is given both marks, for:

- identification of the first conclusion (1)
- identification of the second conclusion (1)

Total: 2 marks

Question 1 (b)

For Q01b, candidates were required to complete the table and calculate the Wilcoxon 'T' value.

The best responses completed the table correctly and indicated their 'T' value clearly. Weaker responses only completed part of the table correctly, typically only the first difference column, or did not complete any part of the table correctly.

Candidates found difficulty in ranking the data, so centres may wish to support with this for future series'. A very small minority completed the table correctly but did not indicate which of the final two values was their 'T' value.

Candidates need to remember to follow the ranking instructions for Wilcoxon as stated in the instructions at the front of the examination paper, such as ignoring the signs when ranking the data, as this candidate has done here.

In a later question, the participants were asked about how likely they would be to add the man as a friend on their social media profile.

The likelihood of adding the man as a friend on their social media profile was rated on a scale from 1 to 10, where 1 indicated 'they would not consider it' and 10 indicated 'absolutely yes'.

Once the researchers had the data, they decided to conduct a Wilcoxon Signed Ranks test to determine whether there was a difference in the likelihood of adding the man as a friend on their social media profile in the two pictures.

- (b) Complete **Table 2** and calculate the Wilcoxon Signed Ranks test for the pets and social media study.

(4)

Participant	Likelihood of adding the man alone as a friend	Likelihood of adding the man with a cat as a friend	Difference	Rank	Rank if positive	Rank if negative
A	7	5	2	4	4	
B	8	7	1	2	2	
C	5	6	-1	2		2
D	10	3	7	7	7	
E	7	7	0	X	X	X
F	4	5	-1	2		2
G	6	3	3	5	5	
H	6	2	4	6	6	
Total:					24	4

2 2 2
~~1 2 3 4 5 6 7~~
 1 1 1 2 3 4 7

Table 2

SPACE FOR CALCULATIONS

Wilcoxon T value 4



This response is given full marks for correct calculation of the 'T value'.

Total: 4 marks



Follow the ranking instructions for Wilcoxon

Question 1 (c)

Candidates were required to explain one strength and one weakness of the questionnaire the researchers used in the scenario for Q01c.

The best responses identified a strength and weakness and then fully justified each in the context of the scenario. Weaker responses only identified a strength and weakness or gave only a relevant strength or weakness in relation to the scenario.

The most typical strengths included the questionnaire being standardised, and objectivity.

The most common weaknesses included social desirability bias and it being a self-report measure.

Generic responses were less frequent in this series, which was positive, and centres may wish to continue supporting candidates with having contextualised responses.

(c) Explain **one** strength and **one** weakness of using a questionnaire in the pets and social media study.

(4)

Strength

The use of questionnaires in the pets and social media study allowed for quantitative data, such as the likelihood of adding the man as a friend was rated on a scale of 1-10, this means the data is objective and therefore reliable because it ~~is~~ is less likely to be interpreted differently by other researchers.

Weakness

The women may have social desirability bias when answering the questionnaire, they may say they ~~would~~ would add the man as a friend on their social media profile because they want to appear as a nice person, to the researchers however in real life may not add him, this would lead to a decrease in the validity of the results of the study as it isn't being answered truthfully.

(Total for Question 1 = 12 marks)

Questionnaire



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Examiner Comments

This response is given marks for:

- identification of a strength in context (1)
- justification of the strength (1)
- identification of a weakness in context (1)
- justification of the weakness (1)

Total: 4 marks

Question 2 (a)

For Q02a, candidates were required to describe how the researchers would have used stratified sampling to recruit the participants for their study.

In general, candidates found this difficult, with those not gaining credit due to lack of understanding of stratified sampling.

The best responses understood stratified sampling and applied this appropriately to the scenario. Weaker responses typically used a different sampling technique or some gave a generic response.

2 Laptop versus longhand study

Researchers wanted to investigate the effectiveness of different forms of note-taking on achievement.

The researchers noticed that students were more often using laptops to record lecture notes compared to the traditional longhand pen and paper method. As such, they wanted to compare how effective each form of note-taking was for a group of participants.

37 university students from an American university were recruited for the study and were required to attend a lecture as part of their university course on educational psychology. The pre-recorded lecture lasted 23 minutes and consisted of text and images to remember and took place in their usual lecture hall.

The participants were split into two groups.

- Group A – Laptop note-taking (N=20)
- Group B – Longhand note-taking (N=17)

Both groups saw the same lecture separately and were given a filler/distracter task. The filler/distracter task involved vocabulary multiple choice questions to ensure any information from the lecture had entered their long-term memory.

After the filler/distracter task, participants were given 15 minutes to review their notes and were then tested on the lecture material. Testing of the groups involved 37 multiple choice questions based on the lecture material, which included assessment on 'image' and 'text-related' information.

(Source: adapted from Luo et al. (2018))

- (a) Describe how the researchers of the laptop versus longhand study could have used a stratified sampling technique to recruit the participants.

(2)

The researchers could have divided the University student population into strata (sub-groups) like age, gender and subject. Then select a proportionate ~~number~~ number of students from each strata such that the sample represents the proportions in their target population



ResultsPlus
Examiner Comments

This response is given 2 marks for description of using a stratified sampling technique for the study in context.

Total: 2 marks

Question 2 (b)

Candidates were required to explain a conclusion they could make using the data in the table in relation to the scenario for Q02b.

Overall, performance was split on this question. The best responses gave a clear, accurate conclusion and supported this using data from the table. Weaker responses typically gave an inappropriate conclusion, for example focused on how longhand note-taking was more effective than laptop note-taking for text-related performance, or only wrote about data from the table, with no conclusions.

The mean results for the test are shown in **Table 3**.

Group	Text-related performance (% correct responses)	Image-related performance (% correct responses)
Group A: laptop note-taking (N=20)	69	53
Group B: longhand note-taking (N=17)	70	67

Table 3

(b) Explain **one** conclusion you can make using the data in **Table 3**.

(2)

one conclusion that can be made from the table is that when using the longhand note taking, participants performed better than the laptop note-taking group when looking at image-related performance, as group B got 67% correct, and group A got 53% correct, showing that when taking notes on images, you should use note taking instead of using a laptop.



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Examiner Comments

This response is given both marks, for:

- identification of an appropriate conclusion (1)
- justification of the conclusion (1)

Total: 2 marks

Question 2 (c)

For Q02c, candidates were required to compare the observed/calculated value with the relevant critical value and then justify what this means for the study.

The best responses compared the two values appropriately and then made an accurate judgement of significance in context, with regard to overall performance of the groups.

Weaker responses either did not compare the values appropriately, typically choosing an incorrect Mann Whitney value, or did not make appropriate justification of what it meant for the study.

- (c) The researchers in the laptop versus longhand study carried out a Mann Whitney U test to see if there was a difference in the overall performance of the groups of participants. They used a two-tailed (non-directional) test with a 1% level of significance and their observed/calculated value was 84.

Explain what this shows in terms of the overall performance of the groups in the laptop versus longhand study.

(2)

As the critical value for a non-directional test with a 1% level of significance, for the study into investigating the effectiveness the critical value is 86. As the observed value is 84, which is below the critical value the researchers would accept the research hypothesis. Therefore, there is a significant difference between the overall performance of the groups of participants depending on if they take notes on a laptop or longhand.



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Examiner Comments

This response is given both marks, for:

- comparing the observed/calculated value with a relevant critical value (1)
- justification of what this means for the findings of the study (1)

Total: 2 marks

Question 2 (d)

Candidates were required to explain one strength of using a field experiment for the study for Q02d.

The best responses identified a strength and then fully justified it in the context of the scenario. Weaker responses tended to only identify a strength in context or gave a generic response. The most typical strength included the naturalistic setting for the participants.

Candidates need to remember fully to justify a strength/weakness/improvement for the second available mark in questions such as this, saying 'why' it is a strength for the study.

(d) The researchers in the laptop versus longhand study used a field experiment.

Explain **one** strength of using a field experiment for the laptop versus longhand study.

(2)

Using a field A strength of using a field experiment is that it provides ecological validity since the task of taking notes in a lecture is natural for the university students it would accurately represent.



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Examiner Comments

This response is given a mark for identification of a strength in context
(1)

Total: 1 mark



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Examiner Tip

Justify a strength/weakness/improvement for the second mark

Say 'why' it is a strength for the study

Question 2 (e)

For Q02e, candidates were required to identify two appropriate improvements for the study and then fully justify these in context.

The best responses offered two relevant and appropriate improvements and then fully justified these in the context of the study.

The most frequent improvements were using students from different universities or cultures, using a real-life lecture or using a repeated measures or matched pairs design.

Weaker responses gave an inappropriate improvement, focused on a weakness of the study only, gave a generic response, or, where an appropriate improvement was suggested, there was no relevant justification to support their improvement.

(e) Explain **two** improvements that could have been made to the laptop versus longhand study.

- (4)
1. The researchers could have gathered participants from a range of universities and from a range of courses to test note taking forms, as this would increase generalisability to a larger group of students who take notes in lectures, also its findings more representative of student memory.
 2. The researchers could have made all conditions - laptop and note pad - watch a real life lecture in their usual exam hall meaning the ecological validity would increase as ~~the~~ the results would be more representative of memory recall for students from a video lecture.



This response is given full marks, for:

- identification of the first improvement in context (1)
- justification of the improvement (1)
- identification of the second improvement in context (1)
- justification of the improvement (1)

Total: 4 marks

Question 3 (a)

Q03a required candidates to explain a weakness of using a meta-analysis in context of the study.

The best responses identified a weakness in context and then fully justified this in relation to the scenario. Weaker responses tended to give a generic response or only identified a weakness in context.

The most common weaknesses included the use of secondary data, lack of control between the studies used in the meta-analysis, or the data used not being relevant to children in 2024.

(a) Explain **one** weakness of using a meta-analysis for the screen advertising and children study.

(2)

~~One~~ One weakness of using a meta analysis for the study is that there ^{could be} ~~are~~ significant differences between the studies used from 1980-2018, such as cultural norms, change to which online advertising was present and the kinds of goods advertised online, meaning ^{that not all} the results are ~~not~~ representative of the modern day.



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Examiner Comments

This response is given both marks, for:

- identification of a weakness in context (1)
- justification of the weakness (1)

Total: 2 marks



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Examiner Tip

Remember to apply your points to the scenario/study given, as this candidate has done, to avoid your response being generic.

Question 3 (b)

For Q03b, candidates were required to apply learning theories to the findings of the study and then use research evidence to support or refute how learning theories could account for the findings of the study.

Typically, candidates wrote more than was necessary with good knowledge of learning theories shown, but sometimes did not link this to the findings of the study and generally gave ideas of how learning theories could account for eating behaviours in general.

The best responses used the specific findings from the scenario and clearly and appropriately linked content from learning theories to account for the findings. They then used appropriate research evidence to justify their points. Social learning theory and operant conditioning were the most commonly-used learning theories, and the Bandura studies were the most commonly-used for research evidence.

Weaker responses focused on application only and tended to write a lot of knowledge and understanding about the theory and then apply this. Some candidates for social learning theory did not make it clear that it would be the role models in the advertisements that would be imitated. Some responses did not link the learning theories to the findings of the study or did not attempt this question.

(b) Using research evidence, explain how far learning theories can account for the findings of the screen advertising and children study. Role model

(6)

Social learning theory states that people will observe and imitate the behaviour of their role models, especially children, and especially if they are motivated to do so. ~~children~~ This can explain why the children who saw unhealthy ^{food} TV adverts increased their calorie consumption by 60. The favourite actor may have been a part of the advert which meant they observed the actor and wanted to imitate them by eating the same food. Bandura (1963) found that children were ~~more~~ likely to imitate the aggressive behaviour of what they saw on the TV and so the children may have done the same with the food adverts, imitated their role models.

Classical conditioning says that an association can be made between a neutral and unconditioned stimulus to make a conditioned response. The children may have been

playing ~~at~~ games when they saw the food advert and therefore began to associate that food with having fun and pleasure. This may have led to them eating the food more often due to this association of pleasure leading to children who had seen the food adverts having an immediate increase in dietary intake compared to the children who ~~did not~~ ^{saw} ~~the~~ non-food adverts and thus did not have the association of the food and pleasure. ~~Pavlov was able to~~ ^{Pavlov was able} to condition a salivating response in dogs when they heard a bell as they associated it with getting food. the same association could have been made to the children (thinking about food whenever they played).

Operant conditioning can also explain the findings as it states that behaviour can be ~~reinforced~~ ^{controlled} through punishment and reinforcement. the children may be reinforced when watching the adverts by feeling pleasure whenever they eat the food after seeing the advert.



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This response is given marks for:

- AO2 mark for application of SLT to the findings (1)
- AO3 mark for Bandura (1963) in relation to the findings (1)
- AO2 mark for application of classical conditioning to the findings (1)
- AO3 mark for Pavlov (1927) in relation to the findings (1)

Total: 4 marks

Question 4

Q04 was an extended open response question with the 'Evaluate' taxonomy, which targets both AO1 and AO3 content. AO1 was looking for knowledge and understanding of the studies or features of science and AO3 was for analysis, interpretation, and evaluation of both studies in terms of how scientific they could be considered and the implications of this, leading to judgements/conclusions.

Assessment of this question was through a levels-based mark scheme where a 'best-fit' approach was used; deciding which level most closely describes the quality of the answer. Each AO was judged separately and where the components met the requirement for the level fully (and perhaps has elements of the level above), then marks were awarded at the top of the level. Where the components met the level but only just, they were awarded marks at the bottom end of the level. When a response was imbalanced (ie one AO was stronger than the other) a compromise was found. Consideration was also given regarding this question requiring greater AO3 content than AO1 (6/16 to AO1, 10/16 to AO3).

Candidate performance for this question maintained a similar standard to the previous 2023 series, albeit with some finding this more difficult. The topic of scientific status of the studies may account for this because some candidates showed limited understanding of the features of science. In general, good knowledge of Rosenhan and Baddeley was evidenced by candidates.

The best responses gave accurate and thorough knowledge and understanding, usually of the studies, and then accurately considered the scientific status of the studies in a methodical way. Typical features of science cited by candidates included standardisation, objectivity and cause and effect.

The very best responses were able confidently to use falsification, reductionism and some even introduced ideas of paradigms and the hypothetico-deductive model. These responses weighted their response far more towards the analysis and evaluation (AO3) and made detailed, accurate judgements and conclusions regarding how scientific each study could be considered.

Weaker responses focused the majority of their response on knowledge and understanding (AO1) of the studies, with few evaluative or analytical statements (AO3) and showed limited understanding of the features of science.

As with 2023, it was again noticeable that some candidates focused so much on the AO1 that they achieved beyond Level 4 for this element but may have only reached the bottom of Level 2 for their AO3. Consequently, their overall mark was limited by the imbalance in their response towards the AO1 instead of the AO3.

These candidates would have been better to reduce the AO1 they offered (they could have still gained Level 4 for this element) and focused more on increasing the amount and detail of the AO3 content, to achieve a stronger overall response. The weakest responses gave very generic and vague information regarding the studies, with little to no evaluation.

4 Evaluate Baddeley (1966b) and Rosenhan (1973) in terms of their scientific status.

(16)

Empiricism is the idea that knowledge only comes from sense data e.g. seeing, touching, hearing, etc. Baddeley ^{objectively} measured recall as the number of words PPs could recall out of 10 in the correct order in 1 minute. This data is ~~objective~~ ^{and so scientific} and empirical. Rosenhan ^{directly} observed the staff and could ~~directly~~ ^{infer} see the way patients were treated. This data is empirical and so his study was scientific.

Controls are designed to minimise the effect of extraneous variables on the dependent variable. They are necessary to ensure high internal validity so that a cause and effect relationship can be seen between the independent and dependent variable. Baddeley conducted his study in a highly controlled artificial setting. Situational variables such as background noise and temperature of the room could be controlled. Therefore a cause and effect relationship can be seen between ^{the} type of word list and ^{the} number of words ^{out of 10} recalled in the correct order. ^{in 1 minute so the study was scientific} Rosenhan conducted a field experiment. Therefore not all variables ~~can~~ ^{could} be controlled.

e.g. other patients ⁱⁿ the psychiatric ward at the time. ~~Therefore~~ This could have influenced the behaviour of the staff so this study lacks internal validity and is unscientific.

~~Rept~~ Reliability refers to the extent ^{to which} ~~that~~ a study can be exactly replicated and consistency of results ^{can be} found. This is achieved through a standardised procedure and a high level of control. All of Baddeley's PP. had the same amount of ^{time} ~~time~~, 1 minute, to recall ^{as many} ~~as many~~ words as they could from the list of 10 in the correct order. His study can therefore be replicated and tested for reliability. Roschman trained his pseudopatients beforehand but they failed to ^{follow instructions} ~~behave consistently~~ and behave in a standardised way. Therefore his study cannot be exactly replicated and tested for reliability. This reduces Roschman's scientific status.

Valid data is that which is true to life and represents what it claims to. Ecological validity refers to the extent to which the study reflects real life in terms of the setting and tasks to ensure natural behaviour. Baddeley tested his PPs' recall of a list of unrelated words in a lab. This is not how short term memory (STM) is ^{used} ~~used~~ in everyday life so the study lacks ecological

Baddley's scientific status is therefore reduced validity since recall may not have been realistic. Rosenhan observed the staff in psychiatric hospitals. This is their natural working environment so their behaviour towards the patients is likely to have been ^{reflective of everyday life} ~~realistic~~. Therefore the study has high ecological validity and is ^{scientific}.

Reductionism is the idea that every process in nature can be broken down into its constituent parts and explained as scientifically as possible. Baddley investigated the effect of acoustic and semantic encoding on STM and LTM. However he did not ^{account for} ~~consider~~ visual encoding and so his approach ^{to memory} may be considered ^{oversimplified} ~~reductionist~~ and therefore ^{less} scientific. Rosenhan's pseudopatients collected qualitative data regarding their experiences. This included, the diagnosis they received, how staff treated them and other patients, type instructions and rules they had to follow, etc. They also measured the length of hospitalisation. By collecting a vast amount of data, Rosenhan's approach was more holistic and so ~~was~~ ^{is} more scientific.

In conclusion, Baddley's ~~was~~ study could be considered more scientific ~~but~~ ^{practical applications in society} than Rosenhan's. However, both have ~~had~~ ^{large} ~~implications~~ ^{implications} in society. Baddley contributed greatly to our

understanding of memory and how memories are made. ~~Rosch~~ Rosenhan collected unscientific and subjective data but nevertheless his study had implications that are still felt today. For example, it is compulsory to study ~~him~~ ^{his} work if ~~understanding~~ working in psychiatry.



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AO1: Level 3 – Demonstrates accurate knowledge and understanding.

AO3: Level 3 – 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.

Overall, the response is placed in Level 3.

Level 3

Total: 10 marks

Question 5

Q05 was an extended open response question with the 'Evaluate' taxonomy with a scenario which targets AO1, AO2 and AO3 content. AO1 was looking for knowledge and understanding of cognitive psychology, AO2 was application to the scenario given in the question about the recollection of Carli's birthday party, and AO3 was analysis, interpretation, and evaluation of the ideas presented from cognitive psychology or how other alternative ideas can account for human behaviour and the implications of this, leading to judgements/conclusions.

Assessment of this question was through a levels-based mark scheme where a 'best-fit' approach was used; deciding which level most closely describes the quality of the answer. Each AO was judged separately and where the components met the requirement for the level fully (and perhaps has elements of the level above), then marks were awarded at the top of the level. Where the components met the level but only just, they were awarded marks at the bottom end of the level. When a response was imbalanced (ie one AO was stronger than the other) a compromise was found. Consideration was also given regarding this question requiring equal amounts of AO1, AO2, AO3 (4/12 to AO1, 4/12 to AO2, 4/12 to AO3).

General performance on this question was slightly better than in 2023 but very similar overall. Contrary to 2022 and 2023, there were far fewer blank responses this series, which was positive.

The best responses focused on offering a balance of AO1, AO2 and AO3 content, with knowledge and understanding of cognitive psychology, application of this to the scenario, and then evaluation and analysis leading to judgements and conclusions. Common content used by candidates in their response included reconstructive memory theory, multi-store model and working memory model for their AO1 and AO2. Biological psychology was commonly used as part of the AO3 as were research studies for cognitive psychology, such as Bartlett's War of the Ghosts.

Weaker responses focused very narrowly on one or two areas of cognitive psychology using more generic, vague statements with little or no evaluation or analysis in their response. At times, they focused largely on how other areas of psychology could explain the scenario instead of cognitive psychology, losing the focus of their response. There was commonly an imbalance towards AO2 content in particular, which largely recycled information from the scenario instead of using the knowledge and understanding to apply in a focused and engaged way to the novel scenario presented.

- 5 Carli and Anthony are at their sixth form college and they are looking at social media pictures of Carli's recent 18th birthday party on Carli's mobile phone.

The pictures show that Carli's cake said 'Happy 18th Birthday' with no candles and there was a dry ice machine and no balloons. Carli was wearing jeans and a t-shirt. Anthony is confused as he thought the cake had Carli's name and 18 candles on it and thought there were pink balloons and that Carli wore a dress.

Carli laughs at Anthony, so he gets annoyed and he aggressively knocks the phone out of her hand and runs out of the classroom to the school field.

Evaluate the extent to which cognitive psychology can explain human behaviour, such as the situation regarding Carli and Anthony.

You must make reference to the context in your answer.

(12)

Reconstructive memory may explain Anthony's incorrect recall of Carli's birthday. Reconstructive memory states that memory is an active process and each time it is recalled, a memory is reconstructed. This reconstruction can be around schemas and stereotypes. Anthony may have a schema of a birthday party and this schema includes a cake with candles and the person's name on the cake. A schema is a packet of information about a place or event. Anthony's schema of birthday parties is declarative. In addition to this, Anthony may have a stereotype about girls that states that they like pink balloons and

wear dresses. This may have caused him to reconstruct his memory of her birthday to her wearing a dress rather than her jeans and t-shirt. This is supported by Allport and Postman's study, where pp's schemas and stereotypes caused their memories to reconstruct an image of a white man threatening a black man to the opposite way round. Therefore, this seems like a plausible explanation for Anthony's behaviour.

The multistore model (MSM) may also explain the behaviour. The MSM states that for a memory to be stored into the long term memory, maintenance rehearsal must be performed in the short term memory as the STM only has a duration of 18-30s. Anthony's maintenance rehearsal may have been inadequate and the information may not have passed completely successfully between the two stores meaning that his reconstructive memory filled in the gaps with schemas + stereotypes like the white bull terrier and

Corli wearing a dress. While this may explain partially why the memory was not accurate, the reconstructive memory's explanation is more plausible and stronger. The MSM's theory, however, is supported by HM, ^{who's STM was} ~~who found that~~ ^{intact but not} ~~there was~~ his LTM, suggesting that if the LTM is drastically affected, memory will be much poorer.

The working memory model (WMM) can also explain. The WMM states that there are 2 stores in the STM (short term memory), the phonological loop and the visuospatial Sketchpad (VSS). Both stores have limited capacity and therefore, if Anthony was overwhelmed usually at the party (e.g. looking around but also watching a game of cards) he may have worse recall of both visual activities. This would mean that his memory of the party was incorrectly encoded into his LTM due to overload. This is supported by Baddeley's dual task experiment, where performance was poorest when

PPS performed 2 tasks using the same slave system. However, the incorrect recall of details is most likely to do with the schemas of the reconstructive memory.

Cognitive psychology very effectively explains Anthony's behaviour, however, reconstructive memory explains most accurately the incorrect recall of details - pink balloons and dress - while the MSM and LTM describe most accurately the

(Total for Question 5 = 12 marks)

~~the~~ ~~incomplete~~ encoding of the details into the LTM.



AO1: Level 2 – Demonstrates mostly accurate knowledge and understanding.

AO2: Level 3 – Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge.

AO3: Level 2 – Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made.

Overall, the response is placed in Level 3.

Level 3

Total: 7 marks

Question 6

Q06 was an extended open-response question with the 'Assess' taxonomy, which targets both AO1 and AO3 content. AO1 was looking for knowledge and understanding of social control, including psychological theories, studies, methods and AO3 was analysis, interpretation, and evaluation of social control using content from psychology and the implications of this, leading to judgements/conclusions of how far they could be considered a means of social control.

Assessment of this question was through a levels-based mark scheme where a 'best-fit' approach was used; deciding which level most closely describes the quality of the answer. Each AO was judged separately and where the components met the requirement for the level fully (and perhaps has elements of the level above), then marks were awarded at the top of the level. Where the components met the level but only just, they were awarded marks at the bottom end of the level. When a response was imbalanced (ie one AO was stronger than the other) a compromise was found. Consideration was also given regarding this question requiring greater AO3 content than AO1 (8/20 to AO1, 12/20 to AO3).

General performance on this question was very slightly lower than in 2023 but overall very similar. Candidates do generally find ethics more accessible than some other topics on the specification, such as social control, and there were misconceptions from some candidates regarding what social control in psychology is, so these reasons could account for the performance of this question.

As with previous years, candidates tended to write a large amount for this essay, usually recounting a large volume of what they had learned, sometimes with little relation to social control. Frequently this included Milgram, Watson and Rayner, Rosenhan and the use of different types of treatments.

The best responses considered the imbalance required towards the AO3 content and offered accurate and thorough knowledge and understanding as well as a well-developed and logical assessment. The AO1 presented tended to be a mix of accurate understanding of social control and psychological research. The AO3 focused on how far the studies could be considered a means of social control and the positive and negative implications of them being used for social control.

It was noticeable how those who scored higher marks showed high levels of accuracy in their understanding and assessment of social control compared to weaker responses, which generally had numerous inaccuracies and misconceptions about what social control in psychology is. Weaker responses tended to focus on practical applications of psychological research, rather than how they could be a means of social control.

A typical example was the use of cognitive psychology to aid with revision techniques for students to improve test scores. Whilst much was written for the majority of candidates, weaker responses tended to write unfocused, inaccurate statements and a lot of vague, generic content. Those achieving the lower marks also tended to focus more on AO1 than AO3 content, rather than the imbalance towards AO3, which would have enabled a higher mark overall.

Social control refers to institutions, governments etc attempting to regulate the behaviour of individuals in society.

One area ~~most~~ of social control is seen in social psychology, particularly in Sherif's study and realistic conflict theory. Sherif aimed to investigate intergroup relations and to see if the presence of competition would increase hostility and prejudice. He used a sample of 22 11 year old boys who were white American protestants. There were 3 stages; group formation, intergroup relations, and the integration phase. Sherif found that the presence of competition did increase prejudice, and the introduction of a superordinate goal helped to reduce the hostility between the two groups. Sherif's study was important as it highlighted that the superordinate goal can be used in schools, where they adopt the jigsaw technique which is where the students are given a task to complete in which they all have to work together to ensure the success of the task. Therefore, this is a form of positive social control as the superordinate goal can be used to regulate the behaviour of individuals in society and reduce hostile and prejudiced behaviour. However, stages 1 and 2 of Sherif's study can be used as a form of negative social control. This is because some political parties may deliberately highlight competition for resources and jobs between the British, and immigrants in order to gain votes. Therefore, this is a form of negative social control as those in authority are immorally ~~using~~ exploiting

their power in order to regulate the behaviour of individuals for their own personal gain, rather than considering what's best for society, which leads to increased hostile and prejudiced behaviour, thus ~~it~~ ^{it} should can be argued to have negative social control.

In learning psychology, social control can be seen in the theory of classical conditioning (CC) and Watson and Rayner. Classical conditioning is the process of learning behaviour through association. Watson and Rayner aimed to see if they could classically condition an infant (Little Albert) to fear a white rat. They found that Little Albert cried and showed fear of the white rat every time it was presented due to the fact that the procedure involved pairing the white rat with an unconditioned stimulus which was the loud banging noise. Classical conditioning is important in acknowledging social control as it led to the treatments that work to reduce individuals' phobias, such as systematic desensitisation. Systematic desensitisation uses the ~~from~~ principles of classical conditioning to build an association of the feared stimulus with relaxation. This is a form of positive social control as it regulates individuals' behaviour by aiming to eradicate their fear, which allows them to lead a normal life where they are not controlled by their feared stimulus, thus classical conditioning is a form of positive social control. However, systematic desensitisation, which is based on classical conditioning was unethically used to "cure" homosexuality in the 1970's by associating arousal with pain as an electric shock

was administered to their genitals. This is a form of negative social control, as those in authority abused their power in order to manipulate and regulate the behaviour of homosexuals in society which is immoral, as they are using treatments to invoke behaviours that they perceive to be as socially desirable, instead of looking at them and completely disregarding the autonomy and right of the individual, thus classical conditioning and systematic desensitisation in learning psychology is a form of negative social control.

In criminal psychology, an area of social control can be seen in the theory of labelling. Labelling refers to the idea that certain individuals / groups of individuals have concepts associated with them, often due to stereotypes. For example, a group of people in hoodies may be labelled as criminals. This can lead to the self fulfilling prophecy whereby the individual internalises this label and actually begins to commit criminal acts. Labelling is important in identifying social control, as it is supported by Rosenthal and Jacobsen who found that students who were labelled as "spouters" by a false IQ test performed significantly better in their next test in comparison to students who were not labelled spouters. Therefore, this is a form of positive social control as if teachers use this uplifting manner in the classroom, it can even lead to students conforming to the label of being intelligent and they will excel in future prospects, which is beneficial as it encourages studious behaviour; thus labelling in

criminal psychology is a positive form of social control. However, labelling can also be used as a negative form of social control and this is supported by Maden who found that parents who overestimated their child's alcohol use, led to an increase in actual alcohol use a year later, so there was a positive correlation. This proves that labelling can act as a negative form of social control as it can lead to individuals in society labelling others, which can encourage anti social behaviour and criminality.

In clinical psychology, an area of social control can be seen in biological treatments for mental disorders, such as schizophrenia.

Antipsychotic drugs are given to schizophrenic patients. Typical antipsychotics were developed in the 1950's and are much harsher as there are more serious side effects - examples of these include haloperidol and chlorpromazine. Atypical drugs were developed in the 1990's as an alternative to typical antipsychotics as they produce less side effects and block serotonin receptors. Biological treatments for schizophrenia can be seen as a positive form of social control as drugs aim to regulate behaviour and so by the schizophrenic taking antipsychotics, it helps them to lead a normal life and alleviate the severity of their symptoms, which benefits them, thus this is a form of positive social control. However, biological treatments can also be seen as a negative form of social control as it is sometimes considered as a "chemical straitjacket" and just helps patients maintain their symptoms instead of treating the underlying

cause some argue it is negative social control as giving patients antipsychotics ~~may~~ benefits the psychiatric staff, ~~and the~~ instead of the patient. Moreover some argue clinicians have too much power as they can forcefully prescribe medication against the patients will, which is a negative form of social control.

To overall, learning psychology seems to pose the most benefits in terms of positive social control as there are less forms of negative social control compared to clinical psychology whereby there are power imbalances, which could be detrimental for the patient, although there are some forms of positive and negative social control in each area of psychology.



AO1: Falls between Levels 4 and 5 – Demonstrates accurate and thorough knowledge and understanding.

AO3: Level 4 – Displays a logical assessment, containing logical chains of reasoning throughout, which consider a range of factors. Demonstrates an understanding of competing arguments/factors but does not fully consider the significance of each, which in turn, leads to an imbalanced judgement being presented.

Overall, the response is placed in Level 4.

Level 4

Total: 14 marks

Paper Summary

Based on their performance on this paper, candidates should:

- Fully complete the table for Wilcoxon correctly and indicate the final 'T' value clearly. Additionally, they should be able to identify critical values correctly, from all of the statistical tables given as part of the examination paper
- Ensure they fully understand the difference between the sampling techniques, focusing on stratified sampling
- Avoid generic statements when given a novel scenario. All responses should be in the context of the study given
- Fully justify any points given if the question is offering two available marks, such as for a strength, weakness, or an improvement
- Balance AO1, AO2, AO3 and include the requisite amount of evaluation if given a 12-mark question with a scenario, such as Q05 on this 2024 paper
- Offer an imbalance towards AO3 content on evaluate or assess questions worth 16 marks or 20 marks with no scenario, such as Q04 and Q06 on this 2024 paper, whilst offering enough time to attempt fully all questions on the paper

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>

