

Examiners' Report

June 2024

GCE Psychology 9PS0 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2024

Publications Code 9PS0_01_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

Introduction

The examination structure provided a range of question types over five sections, with the final extended responses requiring candidates to address issues and debates. Candidates are now familiar with the structure and expectation of 9PS01. Compared with previous sittings, many candidates demonstrated good psychological knowledge and understanding in this examination, and there were very few unanswered questions. Most candidates attempted all the questions, indicating that candidates are managing their time effectively.

There was an improvement in candidate understanding of the taxonomy of questions, especially for the short-answer questions, with many able to meet the demands of questions more consistently. Further development would benefit candidates when responding to 'explain' questions, where often the justification of their point is not developed fully. This was evident particularly in Question (Q) 07b, where weaknesses were often given but were not justified or exemplified to any degree, to achieve the AO3 mark.

Centres need to make sure they cover all aspects of the specification in sufficient depth to allow candidates to access marks on questions such as Q05 and Q06, where blanks were seen due to lack of focus on these parts of the specification.

There was an improvement in candidates' understanding of the equal balance needed for 8-mark extended responses and often this was considered in the responses given. However, centres may want to ensure that candidates are using appropriate, accurate information, such as ethics, because weaker responses had numerous inaccuracies and misconceptions regarding ethical issues, both for humans and animals. This was also seen in Q15, where knowledge of Pavlov was vague or inaccurate.

One final concern was the number of candidates who answered outside the line space, often:

- using white space
- answering earlier questions on the last few pages of essay line space
- using the blank pages to answer questions

Centres are reminded that candidates should not write outside the lines or continue answers in spaces provided for other questions. Should candidates require additional space to answer any question they must use an additional answer booklet and not write their answers in various other spaces on the exam paper itself.

The remainder of this Examiner Report will focus on each individual question, with the aim of highlighting areas of good practice and some common errors, which can be used to help prepare candidates for future 9PS0/01 examinations.

Question 1

This was a A02 skill question, whereby the focus needed to be on realistic conflict theory.

Each marking point needed to make reference to an aspect of the theory and then this needed to be contextualised within the scenario for each marking point.

The most frequent responses focused on limited resources (scarce resources, finite resources) and either zero sums fate/competition or negative interdependence.

Often candidates could use the idea of the dress being a limited resource and why this was limited: 'both girls wanting to wear the dress'.

- 1 Jacinda and Nicola are sisters who got into an argument about a dress they share that they both want to wear to the same party. Jacinda said the dress is her favourite and that she wants to wear it for the party. Nicola said the dress looks better on her so she should wear it, not Jacinda.

Using realistic conflict theory, describe why Jacinda and Nicola argued about the dress.

~~That is~~ Realistic conflict theory states that hostility arises from limited resources and Jacinda and Nicola only have one dress they want to wear for the party and the dress is the limited resource and so they argued to protect that resource. They came to a Zero-Sum fate as for Jacinda to wear the dress to the party, Nicola would have to not wear it ^{and feels she's losing out} and this creates hostility between them in the (Total for Question 1 = 2 marks)
→ forming an argument. 2 points



ResultsPlus
Examiner Comments

Marks are given for:

- limited resources (1)
- Zero sums fate (1)

Total: 2 marks

Question 2 (a)-(c)

Q2(a) Candidates demonstrated proficient mathematical skills in answering this question, gaining the available mark.

Q2(b) Candidates showed good mathematical skills for this question. Where candidates lost the mark this was due to expressing the ratio the wrong way round.

Q2(c) Candidates demonstrated good understanding of fractions for this question. Where candidates lost the mark this was due to not expressing the fraction in the lowest form, as specified in the question.

- 2 Noah investigated locus of control as a personality factor affecting obedience. He sampled 24 participants. Noah gave each participant a questionnaire containing 30 Likert scale questions to test whether they demonstrated traits for an internal or external locus of control.

Noah found that $\frac{18}{24}$ participants demonstrated traits of an internal locus of control.

- (a) Convert Noah's findings from a fraction into a percentage.

(1)

SPACE FOR CALCULATIONS

$$\frac{18}{24} \times 100$$

Percentage 75%

- (b) Out of the 24 participants, Noah found 18 had traits of an internal locus of control compared to 6 who had traits of an external locus of control.

Convert Noah's findings about those who had an internal locus of control to those who had an external locus of control into a ratio. You must express your answer in the lowest form.

(1)

SPACE FOR CALCULATIONS

$$\begin{array}{l} 6:18 \\ 1:3 \end{array}$$

Ratio 1:3

- (c) Noah's sample of participants included 8 males.

Calculate the male participants as a fraction of all participants. You must express your answer in the lowest form.

(1)

$$\frac{8}{24} = \frac{1}{3}$$

SPACE FOR CALCULATIONS

Fraction $\frac{1}{3}$



ResultsPlus
Examiner Comments

Q2 (b) The ratio is incorrect.

Total: 2 marks

Question 3

This was an AO2 and AO3 question.

Candidates were required to explain one strength and one weakness of using an interview as a method in relation to the scenario.

Where candidates were generic, their answers were tautological and made little use of the stem material for AO2 skills.

Most popular answers for this question focused on the data type collected in the questions in the interview. For the strength, most candidates evaluated these separately, so found it difficult to achieve the two marks, because they did not justify these in detail.

Candidates that did well on the strength tended to focus on the standardisation of the 'yes' or 'no' questions and linked this effectively to reliability.

For the weakness, most candidates focused on the issue of social desirability and did this well. However, where candidates did not achieve two marks, this was due to limited justifications given, such as stating 'low validity' with nothing else to explain why this was a weakness.

- 3 Suzanne conducted an interview with 20 participants about their likelihood of obeying an authority figure. She described several scenarios of situations where instructions had been given by a person in authority.

Suzanne first asked her participants to state 'Yes' or 'No' as to whether they would follow the instructions in each scenario. She then asked further questions about why they would or would not obey based on their response.

Explain **one** strength and **one** weakness of Suzanne using an interview to ask about participants' likelihood of obeying an authority figure.

Strength

a strength of Suzanne using an interview to ask about participants' likelihood of obeying an authority figure is that she can use a mixture of closed & open questions and follow up questions to gather & richer qualitative data about why the participants would or wouldn't obey. For example ^{participants are} ~~she~~ able to elaborate on why they answered yes or no to Suzanne's

question on if they would follow instructions. This variety of questions types ^{increases the validity of her findings as participants can be more open & explain their view further.}
Weakness

→ a weakness of Suzanne using an interview to ask participants about their likelihood of obeying an authority figure is that participants may show demand characteristics which lowers the validity of Suzanne's findings as they may not want to answer truthfully or to if they would follow instructions at the fear of being judged. ~~the~~ (Total for Question 3 = 4 marks)

therefore say the most social acceptable answer that is not reflective of their true opinion / behaviour



Strength – 2 marks awarded, for:

A02 richer qualitative data, with application from the scenario (1)

A03 justification given for explaining how this would increase the validity of the study due to elaboration and being more open to explain their view (1)

Weakness – 2 marks awarded for:

A02 identification of not being truthful and saying they would follow instruction for fear of being judged (1)

A03 justification of increasing demand characteristics and reducing the validity of the research (1)

Total: 4 marks

Question 4

This was a discuss AO1 knowledge and understanding and AO2 application of theory, concepts and/or research to the key question of the relevance to society from social psychology. Dependent on the key issue, candidates found it difficult to present their AO1 for the key question. Often, they did not engage with content such as how the key question is:

- relevant for today's society
- likely to affect individuals in society
- likely to affect society as a whole

This limited the AO1 to being superficial. However, compared to previous series' there was an improvement in understanding that the AO1 needed to provide details of events raised within the key issue.

The AO2 use of theory, concepts and/or research was stronger, with a range of theories from the specification content used to explain the key question. Candidates often gave a depth of detail in knowing how the theories/concepts explain behaviour.

Where candidates were limited in AO2, this was due to the lack of application to the key question. They demonstrated clear understanding of the theory but were not able to apply this to the key question selected for the question. A key question needs to be of relevance to society. There were some responses seen that were not appropriate key questions, therefore were limited in the number of marks they could achieve.

There was a wide range of key questions. Some of the most frequent key questions seen included how can knowledge of social psychology be used to explain real life atrocities, like Abu Ghraib? This was generally well-answered, with candidates able to distinguish between AO1 and AO2.

They:

- gave relevant information about the event
- provided details of the actions soldiers committed
- commented to some extent on the impact of this to them as individuals or wider society

AO2 demonstrated relevant psychological knowledge to explain the events, with better answers providing examples of where concepts could explain explicitly soldiers' actions.

How could social psychology explain cult behaviours? Responses were generally mixed, with candidates being able to give some relevant information about the impact of how cults can impact on individuals and on wider society, in term of isolation and financial instability. This element of AO1 was often the weaker aspect to answers. AO2 was often the more successful skill demonstrated.

Can knowledge of social psychology help in explaining football hooliganism/gang violence/racism/crowd behaviours? Within the band of key questions, the AO1 was generally good, whereby candidates were able to present specific examples of instances to demonstrate the impact to individuals and society. However, often the AO2, whilst detailed in understanding theories such as social impact and social identity, was not well applied in explaining how the concepts could be used to explain specific behaviour outlined in the AO1 content.

In terms of AO1, the following could be considered:

How is the key question relevant for today's society?

How is the key question likely directly to affect individuals in today's society?

How is the key question likely to affect society as a whole?

Are there any relevant examples that could help show knowledge of the key question?

In terms of AO2, the following could be considered:

What theories can be used from the specification content to explain the key question?

How can the theories explain how the key question developed in today's society?

How can the theories explain how to reduce, or possibly eliminate, the impact of the key question on today's society?

Are there any concepts from the specification content that can explain the key question in today's society?

4 Discuss the key question you have studied from social psychology.

(8)

Why were the soldiers blindly obedient in ~~the~~ Abu Graib?
Abu Graib was a prison in Iraq, commanded by Saddam Hussein to imprison disobedient civilians, through Abu Graib, Saddam Hussein was estimated to have killed 30,000 prisoners. The USA military overran Abu Graib prison to ~~imprison~~ torture ~~the~~ Iraqis, they ~~used stress~~ ^{inflicted} stress positions onto them, pouring chemicals over their backs and stripping them naked. They ~~are~~ committed these atrocities because they believed the USA government would take responsibility for their actions and that it would benefit overall western society. That was until Joe Darby, a soldier in Abu Graib prison, leaked footage of the torture inflicted on Iraqis, disobeying his commanding officer and exposing them as he chose to be free thinking.

In social psychology, the agency theory can be used to explain Abu Graib. It outlines the 'agent state' which is where a person will become an agent to an authority figure with power ~~because they~~ and follow orders because they believe they would take responsibility for their actions. This can be seen in Abu Graib where the soldiers become agents to the commanding officer ~~follow orders from their commanding officer~~ ^{and follows orders}, who is the authority figure with power, to torture and kill the prisoners.

Moral Strain in the agency theory is explained as a guilty feeling one gets as an agent when following their authority figure with power, yet they continue as they believe it would benefit society. This can be seen in Abu Ghraib where the soldiers may have felt guilty for ~~torturing~~^{torturing} the prisoners but continued regardless as they believed it would benefit society. Joe Dalby is an example of the 'autonomous state' where a person is free thinking and takes responsibility for their own actions. This is because they believe there is no authority figure with power or they don't perceive them as one. Joe Dalby is similar as he used his free thinking to keep the footage because he did not see the commanding officer as an authority figure with power and took responsibility for his own actions. In social psychology, prejudice can also explain Abu Ghraib.

~~The same identity~~ Applying social identity theory, the soldiers identified themselves as the in-group and the prisoners the out-group. Using social comparison, they ~~used~~^{inflicted} out-group denigration by torturing the prisoners which reversed their self-esteem as they were in the same prison, eating and sleeping with the out-group. The social impact theory can explain Abu Ghraib, although the commanding officer may not have been present when the soldiers were inflicting torture (immediacy).

They still had strength as a soldier in the higher up hierarchy, therefore soldiers blindly ^{obeyed them and} ~~inflicted~~^{torture} (Total for Question 4 = 8 marks)



A01: Level 3

Accurate knowledge and understanding of the key question.

A02: Level 4

Each theory/concept is applied well for A02, therefore demonstrating sustained application of relevant evidence from the context and well-developed logical discussions.

Using the best-fit method for determining the overall level, the A02 was Level 4, but the A01 pulled it down to the bottom of Level 4.

With a little more development of A01 this would be an 8/8 essay.

Level 4

Total: 7 marks

4 Discuss the key question you have studied from social psychology.

(8)

How can knowledge of social psychology be used to understand gang violence?

Gangs are known for their long-term deleterious effects on individuals who belong to a gang. Young people are bribed and groomed by older gang members, which is evidenced in county lines and are exploited as drug runners. During March 2021-2022, 12,700 kids were identified by social services as they are at risk of being exploited by criminals. These kids, drop out of education without attaining qualifications which makes them less employable, so in the future even if they try to leave this gang lifestyle, it's hard for them to get a job. Therefore this makes them more likely to continue this criminal lifestyle but top line. It's been shown that people who are injured from violence, are six times more likely to suffer from PTSD compared to someone who was injured during an accident. This highlights that gang violence causes both psychological and physical harm which needs to be addressed. Additionally, funding the police system to try and manage violence, such as patrolling the streets, costs money. ~~Before~~ In 2019

100 million pounds was spent funding the police force when it could have gone to funding NHS or an education sector.

Social identity theory can explain gang violence, ~~so~~ social categorisation whereby an individual will put himself in a group relative to his social group, for example age. Then social identification, whereby the ~~an~~ individual adopts the identity of his group and follows behavioural norms, in gangs an example is carrying knives. Then social comparison whereby an individual compares his in group to an out group favourably. Therefore this leads to ^{stabbings} prejudice which will then lead to violence e.g.

-RCT may explain gang culture better, it states that when there's competition over limited resources, prejudice occurs, in this case the reputation of the best gang in the neighbourhood, violence will occur. Also, there may be limited resources they compete on such as territory, to sell drugs. This creates a 'zero sum' situation where only one gang can have that territory. This will then lead to prejudice which will then ultimately lead to violence, such as stabbings.



A01: Level 4

This is a good example of a Level 4 response.

A01 provides detail of the key question and throughout the essay explains examples, relevance to society, impact on individuals and wider society, as well as describing what the key question is about.

A02: Level 2

The A02 is superficial. It does provide psychological knowledge but does not go on to develop this within the key question.

Using the best-fit method, the A01 was Level 4. The A02 brought down the overall mark to the top of Level 3 because it was only placed in Level 2

Level 3

Total: 6 marks

Question 5

Candidates that knew the developmental link and where this was evident, would gain marks.

Centres need to ensure that they are teaching this portion of the course. They should use the Specification to guide their delivery thereby ensuring candidates are prepared for this part of the topic.

Where candidates were able to achieve one mark for outlining a developmental issue and the impact on memory, often the impact on memory was limited to "which has a negative impact on memory". Very few candidates provided an elaboration to achieve the second mark.

- 5 In your studies of cognitive psychology, you will have learned about how developmental psychology looks at the influences on memory as the brain ages.

Describe **one** developmental influence on memory.

It has been found that with age, an individual's phonological capacity also develops because Sebastian and Hernandez-Gil found that children in the age 5 category had a phonological capacity of 3.72 compared to those in the 15-17 category who had a mean score of 5.83. However, further research may find that with age, phonological capacity eventually diminishes, when they compared phonological capacity with elderly dementia patients.

(Total for Question 5 = 2 marks)



Marks are given for:

- understanding that phonological capacity develops with age (1)
- elaboration from the study using the findings of Sebastian Hernandez Gil to demonstrate where the development occurs (1)

Total: 2 marks

Question 6

There was a wide variety of accepted responses with regard to this question and similar to Q05 in that if the candidate was familiar with this content, they were able to gain at least one mark.

Most frequent responses seen used schemas and focused on filling in the gaps. However, they found it difficult to engage with how it makes memory different between people, with better candidates using examples to illustrate how.

Often, candidates could demonstrate knowledge of an individual difference but would then not go on to show how this influenced memory. This is a key focus of the question to access marks.

6 In your studies of cognitive psychology, you will have learned about how individual differences influence memory.

Describe **one** individual difference that influences memory. — 2/1

Schemas are packages/packages of information based on our ~~own~~ personal experience that predict future events. This is an individual difference as a schema is unique to each individual and their own experiences such as your memory being rationalised when recalling a robber to have black gloves as you have been robbed by a robber who had black gloves before but in reality it was white gloves — this is a personal ~~experience~~.



ResultsPlus
Examiner Comments

Marks are given for:

- Outlining how schemas are based on personal experiences, and this makes memory unique (1)
- Elaborated with an accurate example to demonstrate how schemas can cause the differences in peoples' memory (1)

Total: 2 marks

Question 7 (a)

This is an A02 skill question, whereby the focus needed to be on the multi-store model of memory.

Each marking point needed to refer to an aspect of the theory and then this needed to be contextualised within the scenario, for each marking point.

Candidates received at least one mark for exemplifying where Dylan was rehearsing his spellings to move them from short-term memory (STM) to long-term memory (LTM)

Some candidates also cited his initial reading the words out loud as 'paying attention' to move the words from sensory memory to short-term memory.

Responses that did not obtain marks were due to being generic and not engaging with the stem material, often using 'Dylan' or 'five out of six words' as an AO2 reference, which was insufficient for AO2 credit.

- 7 Dylan is eight years old and is learning how to spell six words for a spelling test in school. He has copied out each word ten times to practise writing them. Each time Dylan copies a word out, he says each letter of the word out loud. He asks his Dad to test him on the spellings. Dylan spells five out of the six words correctly.

(a) Using the multi-store model of memory, describe how Dylan was able to remember the spellings for five out of the six words.

(2)

The MSM states that information can be moved from short term memory to long term memory if it is rehearsed. Dylan copies each word ten times to rehearse it and he is encoding it acoustically by saying it out loud, which will help him remember to spell the words.



A mark is given for:

- understanding the process of rehearsal in transferring STM to LTM by copying the words 10 times (1)

The remaining part of the response was not credit-worthy because even though it mentions the idea of encoding it has not linked this to a specific concept of the theory, such as STM.

Total: 1 mark

- 7 Dylan is eight years old and is learning how to spell six words for a spelling test in school. He has copied out each word ten times to practise writing them. Each time Dylan copies a word out, he says each letter of the word out loud. He asks his Dad to test him on the spellings. Dylan spells five out of the six words correctly.

(a) Using the multi-store model of memory, describe how Dylan was able to remember the spellings for five out of the six words.

MR

(2)

The ~~words~~ memory on how to spell the 6 words would be encoded acoustically in his STM as he repeats each letter ^{out loud} and copies them out. As Dylan copies out each word 10 times the information will move to his LTM store as he is using maintenance rehearsal, this makes it easier for Dylan to recall the 5 out of 6 words.



ResultsPlus
Examiner Comments

Marks are given for understanding:

- that STM is encoded acoustically and contextualised with the detail about repeating each letter out loud (1)
- the function of maintenance rehearsal, as Dylan copies the words 10 times for LTM (1)

Total: 2 marks

Question 7 (b)

Candidates found this question challenging and often generic answers were given. It was evident that candidates could evaluate the model of memory but did not understand how to apply this to the question.

Often, responses described the features of the working-memory model, without identifying why this model was better than the multi-store model of memory, and therefore did not answer the question specifically.

Better responses focussed on the multi-store model's failure to explain why Dylan forgot the sixth word when he had rehearsed all the words equally. However, again, this was limited, and often clear justification was missing, in order to receive the full two marks.

(b) Explain **one** weakness of using the multi-store model of memory to account for Dylan's memory of the words.

(2)

One weakness of using the MSM to account for Dylan's memory of the words is that ~~the WMM goes against it~~ KF's case study goes against it. KF had a motor bike accident & severely damaged his STM, however he could still use his LTM. This goes against the theory since the theory states that you need your STM to access your LTM. This suggests that Dylan would not need his STM to access his memory of the words he's learned.

(Total for Question 7 = 4 marks)



ResultsPlus
Examiner Comments

Zero marks are given.

This answer is generic: there is no contextualisation for A02 credit.

Saying 'account for Dylan's memory of the words' is tautological and this is provided in the question itself.

Total: 0 marks

(b) Explain **one** weakness of using the multi-store model of memory to account for Dylan's memory of the words.

(2)

One weakness of using the multi store model is that it is too simplistic in its theory of rehearsal. Dylan only remembered five out of six of the words he rehearsed which contradicts the suggestion that rehearsing information in our short term memory will transfer it to our long term memory.

(Total for Question 7 = 4 marks)

Therefore, this is a weakness as it ignores the capabilities and individual differences.



ResultsPlus
Examiner Comments

A02: One mark for identification of a weakness in relation to Dylan's memory of the words using multi-store model of memory (1)

A03: Justification of the weakness of the multi-store model of memory (1)

Total: 2 marks

Question 8

As a methodology question, candidates often found it difficult to achieve well on this question.

Frequently, there was limited knowledge and understanding of experimental methods, with most candidates focusing their response on laboratory experiments. The best answers were able to offer accurate knowledge and understanding of experiments as a research method, because they are used to study memory (AO1). They offered developed evaluation points in relation to the research method as it is used in investigating memory.

Candidates that were confused by the terminology in the question would often present a response focused on the classic study, which limited the number of marks candidates could achieve.

Another noticeable error made in this question was that candidates were confused by the wording of 'experimental methods' and would take this to mean all research methods. This was seen in many responses, where candidates would present a range of methods, such as case studies, observations and even questionnaires.

In addition to this, there was also confusion between experimental methods and experimental design. It is important that centres are familiar with the phrasing and wording used in the specification when teaching topic material.

The AO3 was often partially-developed and not developed in terms of how the research method is used to study memory. Candidates often evaluated research rather than the method. There was a noticeable number of blank answers for this question.

8 Evaluate the use of experimental methods when researching memory.

case study

(8)

Experimental methods are useful and valuable when researching memory.

Experiments are used to establish causality, to investigate whether the independent variable causes a change in the dependent variable. Experiments are a useful way of limiting the effects of extraneous variables causing a confounding effect. Extraneous variables are variables that may lead to a change in the dependent variable. Experiments can be of 2 types: field or lab. ~~Field~~ Lab experiments are more commonly used when researching memory. Experiments can have several research designs: independent groups (when 2 groups of different participants are collected), ~~depend~~ repeated measures (the same participants are used in both conditions) and matched pairs (2 different groups that are matched on important characteristics.)

One thing of using experimental methods when researching memory is high validity. A high degree of control can be established. For instance, Baddeley et al (1966) investigated whether long-term memory encodes acoustically or semantically, he used a lab experiment, which meant that he could be confident that the recall of words in order was solely based on memory and not on the extraneous variable (like association / familiarity). A lot of other methods, such as self-report data may mean that other variables, like where the person is when recalling, ~~are~~ doing the 'memory' task, may affect their recall. As experiments can establish cause + effect, this also means that the findings can be used to benefit society, e.g. Baddeley found long-term memory encodes

semantically, which means that revision strategies involving semantic links which help you recall more. This makes experimental methods when researching memory more valuable.

However, one weakness is low ecological validity. Experiments when researching memory often ~~are~~ are lab experiments, this means that the setting is artificial and the tasks often lack mundane realism. For instance, Sebastian & Hernandez-Lil used digit span tasks to ~~investigate~~ investigate whether age / dementia affects the phonological loop. A digit span task lacks mundane realism, as in real life you are not using your phonological loop to recall ~~a~~ random digits. This means the findings of experiments, like Sebastian's, may not be applicable to real life situations and therefore can't be used in everyday memory contexts.

On the contrary, experiments have high reliability. They often use a standardised procedure to research memory. For instance, Robben et al did a dual-task experiment and ~~total~~ gave each chess player an activity to do whilst solving a chess problem. Robben's experiment has high reliability as it can be easily replicated, there are step-to-step instructions ~~on~~ a worksheet of all the possible activities the players did whilst solving the chess problem. This means the results can be tested for consistency, thereby, increasing the value of experiments when researching memory.

Overall, experiments are valuable due to their high validity and reliability, despite having low ecological validity when researching memory.

(Total for Question 8 = 8 marks)



AO1: Level 3

This response demonstrates accurate knowledge and understanding of experimental features and using research to demonstrate links to studying memory.

AO3: Level 3

This response demonstrates coherent chains of reasoning leading to conclusions being presented.

Using the best-fit method, both the AO1 and AO3 are in the same level.

Level 3

Total: 6 marks

Question 9

Most candidates understood the concept of catharsis and there were many clear, detailed responses.

Many responses included both the fact that Jude's anger/frustration built up because of the manager's treatment of her and that she was able to 'let off steam' through the physical activity of kickboxing.

Where marks were lost, this was due to responses being generic and not engaging with the stem fully. Often, they only referenced kickboxing as the AO2 link. Some responses did show some confusion between catharsis and biological theories and would explain how biological theories such as hormones could explain Jude's aggression.

- 9 Jude's manager at work shouted at her for a mistake that another employee made. When Jude tried to explain this, the manager just shouted louder and made nasty comments. Jude was very angry and upset, but felt she could not say anything to the manager as she was worried she may lose her job.

Jude decided to go to the gym to take part in a kickboxing session after work. After taking part in the kickboxing session, Jude felt much calmer.

—sublimate

Using catharsis, describe why Jude felt calmer after the kickboxing session.

Catharsis is a ^{way} of processing emotion/feelings suggested by Freud seen in Jude in kickboxing. Through sublimation Jude did not shout at her manager as it is not a socially acceptable way of processing emotion as she is worried she'll lose her job, thus leading to Jude processing her anger in her kickboxing session which is a more socially constructive way e.g. hitting a boxing bag.



ResultsPlus
Examiner Comments

Marks are given for demonstrating how:

- Jude had negative energy in being worried about losing her job (1)
- she was able to release her anger in a socially constructive way with the example (1)

Total: 2 marks

Question 10

This was an AO2 question where candidates were required to describe how hormones could account for the aggression demonstrated in the scenario.

Common strong answers often included more than one hormone that may account for football players' aggression, frequently testosterone, cortisol and adrenalin.

Some candidates utilised features of the scenario, such as shouting insults, fighting, stress of the football match and Dan's age, to give a description of the role hormones may have. Given that this type of question has been seen before, candidates have used this experience as demonstrated in that most candidates achieved at least half marks for this question.

Where candidates did not achieve well, this was because they often described one or more hormones and a link to aggression in general but did not apply this to the scenario. They gave a generic response without consideration of the stimulus given, and received zero marks.

10 Dan is 15 years old and is playing in a school football match.

During the football match, an opposition player tripped Dan over when he was about to try and score a goal. The referee awarded a penalty kick to Dan's team. In response, the opposition player shouted and swore.

Dan took the penalty kick and scored a goal. He laughed at the opposition player and made offensive gestures towards him. Dan and the opposition player then started to fight each other and both of them were sent off the pitch.

Describe how hormones could account for the football players' aggression.

Dan being 15 is going through puberty so may have higher testosterone levels in the which will increase his aggressive behaviour so explaining why dan got into a fight. Cortisol is a hormone to protect the body from stress but as the hormone is low in a dan with high testosterone it may lead to more aggressive outbursts such as making offensive gestures to the abusing player.

Oxytocin in aggressive people may increase aggressiveness so if dan is already aggressive due to being tripped up he may increase by oxytocin so causing him to be more aggressive explaining why he was in a fight.

Testosterone can increase competitive aggression such as in a football match so suggested this the cause of his aggression such as giving offensive gestures. (Total for Question 10 = 4 marks)



Marks are given for:

- knowledge re testosterone and puberty, in Dan being 15 and so will be aggressive (1)
- knowledge about the dual hypothesis and understanding that this is why Dan made offensive gestures (1)
- knowledge of how oxytocin can increase aggression in provocation, which has occurred to Dan when he was tripped up, leading to the fight (1)
- understanding the specific links testosterone has to competitive aggression, which is present in the football match in which Dan is playing (1)

Total: 4 marks

Question 11 (a)-(b)

Q11(a) This question was an AO2 maths question requiring candidates to calculate the spearman's rank correlation coefficient for the results of Amari's investigation.

Most candidates achieved the full four marks here for their calculation of the statistical test, and they should be commended for the strong mathematical skills shown in this question.

Errors were often seen where candidates did not complete the full formula. Candidates are advised to make full use of the formula presented at the front of the exam booklet and not rely solely on the table in the question.

In addition to this, candidates should always present their final answer on the answer line provided so that it is clear to the examiners.

Q11(b) This question was an AO2 maths question requiring candidates to determine whether Amari's data were significant. Most candidates achieved the mark here for their determination of significance from the statistical test. Again, candidates should be praised for these skills. Where errors were seen they were often in misunderstanding the critical values tables and thus giving an incorrect statement of significance.

- (a) Complete **Table 1** and calculate the Spearman's rank correlation coefficient for Amari's investigation.

difference in rank

(4)

Hours spent on social media	Rank 1	Hours of sleep per night	Rank 2	d	d ²
4	2.5	9	5.5	4 3.0	9.00
6	4	8	4	0	X
3	1	9	5.5	4 4.5	20.25
8	6	7	2.5	3.5	12.25
7	5	6	1	4.0	16.00
9	7	7	2.5	4.5	20.25
4	2.5	10	7	4 4.5	20.25
				Total:	98

$n = 7$

Table 1

SPACE FOR CALCULATIONS

$$1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

calculated value must exceed the critical value

$$1 - \frac{6 \times 98}{7(7^2 - 1)} = -0.75$$

Spearman's rank correlation coefficient -0.75

- (b) Using the Spearman's rank correlation coefficient that you calculated for 11(a), determine whether Amari's data were significant at $p \leq 0.05$ for a non-directional (two-tailed) hypothesis.

(1)

The study on the relationship between hours spent on social media daily and hours of sleep per night isn't significant as the calculated value (-0.75) didn't exceed or equal the critical value (0.786) when $p \leq 0.05$ (Total for Question 11 = 5 marks)



ResultsPlus
Examiner Comments

11a: 4 marks

11b: 1 mark

Total: 5 marks

Question 12

As a 'discuss' question often there was an imbalance of the AO criteria, with little understanding of the difference between the AO1 and AO2 requirements. Therefore, the focus was often on the application in understanding how recreational drugs effect the transmission process in the central nervous system (CNS).

The most common recreational drugs discussed were cocaine and heroin. These were considered in detail, demonstrating a good level of application with regards to the impact on the reward pathways and dopamine. When discussing the impact on behaviour, most candidates were able to show knowledge of euphoria or dysphoria, but beyond this, there was little reference to behavioural effects.

AO1 knowledge and understanding was less detailed and often would serve as an introduction to the response, with some outline of what the CNS was, but nothing more beyond this.

The best responses were able to show detailed knowledge of other elements, such as synaptic transmission and the functions of NTs, allowing them to access the higher band for AO1. Often, there was confusion in the terminology used, such as transporters and terminal buttons when discussing cocaine.

12 In your studies of biological psychology, you will have learned about the effect of recreational drugs on the transmission process in the central nervous system.

Discuss the effects of recreational drugs on the transmission process in the central nervous system.

You must make reference to examples of recreational drugs in your answer.

(8)

Recreational drugs are drugs often taken for the sake of pleasure and not a medical purpose. Drugs can be considered agonists, ~~antagonist~~ or reuptake blockers. The central nervous system includes the brain and the spinal cord and the communication used is neurotransmitters which are ~~chem~~ chemical messengers secreted, that travel across synapses to receptors to influence behaviour including brain activity. Electrical impulses, action potentials are also used as communication in the central nervous system, they are unable to cross synapses but fire from neurone to neurone, to release neurotransmitters and influence behaviour.

When an antagonist drug is taken, for example alcohol, it will block receptors, causing the neurotransmitters to remain in the synapse and slows down neuron to neuron. Alcohol results in sluggish movements and serotonin levels increase, happy feeling whereas GABA decreases, poor memory efficiency. Continuous consumption of alcohol can lead to ~~addiction as the~~ an increasing tolerance as more alcohol is needed to stimulate the neurones to fire slower overtime. This means the receptors in the ~~new~~ CNS have been damaged.

Cocaine is a reuptake blocker drug, it blocks dopamine receptors ~~cause the neurotransmitter dopamine to remain in the~~ the reuptake of dopamine, so dopamine remains in the synapse in high levels, creating a pleasurable feeling. The dopamine receptors are damaged by this as down regulation occurs, over time less dopamine is released as the receptors are damaged, therefore the ~~nervous~~ nervous system is damaged and will not respond to environment normally. The reward pathway can also be damaged which can be supported by Weisshenker and Schroeder where the mesolimbic pathway in mice was removed where the pathway is and the mice no longer self administered cocaine. This suggests that the reward pathway is effected by the intake of cocaine.

Heroin is a agonist drug that creates a feeling of euphoria by increasing the fire of ~~endo~~ neurons to release more endorphin neurotransmitters. This impacts the nervous system as when stopping the consumption, withdrawal occurs as the NS is used to the intake, the endorphin receptors are permanently damaged by ~~heroin~~ mimicking the receptors, so the individuals body will show physical withdrawal signs like ~~the~~ excessive shaking and psychological, potential depressed and suicidal feeling. This is also a sign of addiction as the body is now dependent on the drugs for every day living, nervous system altered



A01: Level 3

There is accurate knowledge and understanding of CNS and the transmissional process.

A02: Level 4

The A02 is well developed and logical, providing sustained application of relevant evidence to the context.

A02 is Level 4 but the A01 at Level 3 pulls the response down to the bottom of Level 4.

If the A01 provided more knowledge within the first paragraph, this response would be 8/8.

Level 4

Total: 7 marks

Question 13 (a)

This question was generally answered successfully, with candidates tending to receive at least one mark for identifying that there would be two categories, for healthy and unhealthy food.

Most candidates could access the second mark to explain how the tallying would be carried out. Candidates did well in understanding that this question needed two parts to the answer and were confident in separating this out, to present two clear AO2 points.

There were very few generic answers seen, showing an improvement in understanding the demands of scenario-based questions within research methodology.

13 Mischa is investigating the healthy and unhealthy food choices made by people and decides to use the observational method. For one day, he observed the food purchased by customers in a local café. Mischa gathered quantitative data in his observation.

(a) Describe how Mischa could use tallying to gather his quantitative data.

(2)

Mischa could make a bar chart with a column for healthy food choice and unhealthy food choice. Each time a participant purchases a healthy or unhealthy food choice, Mischa can put a mark on that column, then he can count them when his observation has finished.



ResultsPlus
Examiner Comments

Marks are given for:

- columns of healthy and unhealthy foods to demonstrate categories used to record data (1)
- describing how the tallying will be conducted (1)

Total: 2 marks

Question 13 (b)

In previous series', the sampling method has been given to candidates and they have had to describe how it has been used. This question presented slightly differently in that it did not give the method in the stem material.

Candidates had to identify the sampling method first. The majority of candidates identified opportunity sampling. However, many of them neglected to give this context. The only context in the response was in their explanation of why it was opportunity sampling, eg 'he used people who happened to be in the café at the time'. This meant that candidates could only receive one mark because the AO demand is two AO2 points.

Those candidates who received zero marks often had the sampling method incorrect, suggesting it was random sampling or event sampling.

(b) Describe the sampling technique used by Mischa to gather the participants for his observation.

→ Participants₍₂₎

Opportunity Sampling. Those PPLS who enter the local cafe to purchase an item on the day that Mischa is doing his practical will be observed. As they will be available at the time in purchasing a healthy or unhealthy food choice when Mischa is conducting his experiment.



ResultsPlus
Examiner Comments

Marks are given for:

- correct identification of sampling method from the scenario (1)
- elaboration of how the method is carried out in the scenario (1)

Total: 2 marks

Question 13 (c)

For Q13(c), candidates were required to identify an appropriate improvement for the study and then fully justify this in context.

The best responses offered a relevant and appropriate improvement and then justified this fully in the context of the study.

The most frequent suggestions were for Mischa to collect data from other cafés or to visit the café on different days, which would enable candidates to access the first marking point. However, this was not justified fully in explaining why this improvement would be positive.

A large number of candidates made one of their suggestions for Mischa to collect quantitative data as well, through interviews or questionnaires, which was not credit-worthy because it changed the research methodology. Another common mistake was that candidates would focus most of their answer on the weaknesses of the original research rather than focusing on how their suggestion would improve the research.

(c) Explain **two** improvements Mischa could make to his investigation.

(4)

1 mischa could extend the experiment by recording the healthy and unhealthy food choices made by people based on what they buy in the canteen on separate days. By repeating the experiment on a variety of days mischa increases his sample size & the representation in it, allowing his findings to be more generalisable to his target population.

2 Mischa could also improve his investigation by including qualitative data into his observation. For example he could anonymously number the participants & note down each customer's general demeanour & appearance that he can observe. By also collecting this qualitative data it increases the validity of mischa's findings as more explanation could be offered as to why these food choices are made & whom by, making his findings more valuable.

(Total for Question 13 = 8 marks)



Marks are given for:

- suggested improvement of visiting on different days. The justification is not credit-worthy(1)
- collection of qualitative data with justification explaining the improvement in validity (2)

Total: 3 marks

Question 14

Candidates typically achieved well on this question if they had relevant knowledge of the correct Bandura variation.

The most frequent responses were based around aspects of Bandura's standardised procedure, leading to replicability to test for consistency of results or application to society.

Some candidates had difficulty in giving sufficient evidence from the study to support their evaluation point. Often, responses became generic because this was vague, such as stating the study had male and female participants.

14 Explain **one** strength of Bandura et al's (1961) Bobo doll experiment.

A strength is that it had high reliability as all the children ^{endured a 10} ~~had the same~~ minute modelling phase, a 2 minute arousal phase and a 20 minute observation phase, they also all played with the potato prints and all had the same access to bobo doll and mallet. This is a strength as all children had the same experience and hence Bandura '61 has high reliability (Total for Question 14 = 2 marks) and can be replicated to test for consistent results on imitative aggression in children.



ResultsPlus
Examiner Comments

Marks are given for:

A01

Identification of reliability in the procedure and providing specific detail from the study to demonstrate (1)

A03:

Justification for why reliability (participants having the same experience) was a strength in explaining high replicability to test findings for consistency (1)

Total: 2 marks

Question 15

This question was an AO1/AO3 extended essay question requiring candidates to evaluate Pavlov's (1927) experiment with salivation with dogs.

Some basic understanding of the research was seen, but this was often limited. Often, responses were descriptions of the classical conditioning process rather than the procedure of the research study. Therefore, candidates found it difficult to demonstrate good knowledge and understanding about the specific procedure and results of Pavlov's research.

This impacted the quality of the AO3, because often this was quite generic and superficial. Frequently, it referred to general statements of standardisation and the difficulties in generalising the results to humans, and ethical shortcomings.

Better responses were able to give specific results and examples of control and soundproofing, which enabled them to make good, developed AO3 comments about internal validity.

It is important that candidates are taught original source material. In this question, there were errors and mis-conceptions in responses that impacted the accuracy of the AO1. This led in turn to inaccurate AO3 statements that limited the number of marks given.

15 Evaluate Pavlov's (1927) experiment with salivation in dogs.

(8)

Pavlov's study included 35 different dog breeds, Pavlov used classical conditioning where he conditioned a NS of a buzzer to the presentation of a food-meal powder which was US, the unconditioned stimulus and a conditioned response of salivation. Pavlov used a lab experiment ~~where~~ in a soundproof room where he harnessed the dogs and attached a fistula in their mouths to collect the salivation in a measuring cylinder. Pavlov used a repeated measures design. A strength of Pavlov's study was that it had a high internal validity. Pavlov used a soundproof room so he could reduce the effects of extraneous variables affecting concentration of dogs like other sounds, he used a lab experiment which was highly controlled as it meant he could easily control dogs movement by harnessing them and he could easily collect saliva in a fistula and measuring cylinder therefore Pavlov's study ~~had a high internal~~ controlled for many variables so it increases internal validity on Pavlov's findings on learning a reflex response. However Pavlov's study had a low task validity, conditioning dogs to salivate on the spot to a meat powder, is not a ~~natural~~ task on the task, therefore ~~the dogs are~~ ^{the task} ~~are~~ ^{artificial} ~~task~~, therefore ~~the dogs are~~ ^{artificial} ~~task~~.

has a low mundane realism and are likely to not act naturally. therefore this decreases task validity on pavlov's study on learning a reflex response.

Pavlov's aim was to learn condition a reflex response.

His results showed that after 9 seconds the dogs started to salivate and after 45 seconds the dogs produced

11 drops of saliva. A strength is that it has a high real life application. Pavlov study used ~~cond~~ principles of classical conditioning, so pavlov's

study can be applied to explain how a phobia develops and how it can be treated. for example Caporin's

SD treatment had a 90% success rate using principles of classical conditioning therefore his findings

on learning a reflex response can be applied to real life. However

pavlov has a low real life application because

in the past being gay was a sin, and so aversion

therapy used principles of classical conditioning to

convert people's sexual preferences, however this is

a weakness because ~~it was done in a disturbing~~

~~it~~ has a negative real life application because

~~it disturbs~~ it disturbs and disrupts people's choices.



A01: Level 4

Demonstrates accurate and thorough knowledge and understanding.

A03: Level 3

There is a range of different evaluation points discussed, showing coherent chains of reasoning.

The A03 was Level 3 but the A01 brings it up to Level 4.

If the A03 were further developed, this response would be 8/8.

Level 4

Total: 7 marks

Question 16

This was an AO1 and AO3 'assess' question drawing on the issues and debates concept of ethics.

Candidate responses tended to rely very heavily on Raine et al in the answers and did not develop the points about ethical considerations especially well. Also, reference to Brendgen et al (2005) was used to explain issues of harm. However, there were misconceptions seen in consent, where candidates would assume the children could not give consent, which is inaccurate, because the parents did consent.

This often limited the engagement with the wider debate of ethical issues. Ultimately, it limited the assessments that could be made, and judgements reached, about ethical considerations across biological psychology.

A smaller number of candidates did make good use of Li et al (2013), where heroin addicts in rehabilitation were shown addiction-related images, to describe the greater risk of relapse this might produce, failing to protect the addicts from harm in this way.

Some candidates discussed the ethics of animal studies, such as Olds and Milner, 'Rat park' and others. Whilst candidates can describe some of the ethical guidelines for using animals, they seemed to have difficulty with the nuance of the issue, tending to decry studies as unacceptably unethical for causing any form of harm. Candidates were still confusing human and animal ethics, such as "they cannot consent/withdraw".

Better responses were able to evaluate the impact of both following and not following ethical guidelines in biological research. For example they discussed the impact on the participants, or the cost versus benefit to the applications of the research, making well-developed judgements.

Candidates should draw from a range of content to address the question presented, thereby demonstrating a broader range of understanding and assessment. Focusing on specific research within the topic meant that the focus of the question was lost.

16 Assess the ethical issues of research conducted in biological psychology.

(8)

The ethical issues that have to be considered by psychologists involve deception, where the researcher should avoid lying to the participants and only ~~there~~ hide the true aim from them, this is to ensure results are valid and avoid demand characteristics. Psychologists should also aim to protect participants from psychological and physical harm, they should leave the study in the same state that they entered in, and should not be in more distress than everyday life. Psychologists should debrief the participants about ~~the~~ the study's true aim, as well as the results, ^{at the end,} and if the participants wish to withdraw, their results have to be deleted. Participants have to be told that they can leave the study at any stage in the study, beginning, middle, or end, and if they were paid any money then they can keep it.

~~by biology~~ To some extent, biological psychology has some ethical issues. In Raine's study, participants had to do a brain scan which may have caused radioactive harm to the murderers and non murderers. This means that Raine

broke the physical harm guideline. However, this had to be done, to ensure that Raine could see the brain activity differences between the murderers and non murderers. Due to this, murderers have reduced sentences if they had brain abnormalities.

To some extent, Raine's study didn't have as many ethical issues, as the NGRI murderers gave consent to take part in the study, by pleading not guilty by reason of insanity. This is because they are hoping to get a reduced sentence due to the abnormal brain activity. Some would argue that as the NGRI murderers wanted a brain scan, informed consent was already taken into account.

To some extent, Li's study had ethical issues as ~~the~~ ~~a~~ part of his procedure was showing ex-chronic heroin users pictures of heroin, while measuring their brain activity. The heroin users were not using heroin for 89 months and were in the detoxification stage. An ethical issue with this, is that the heroin users had increased cravings for heroin after the study, which would have negatively affected their rehabilitation experience, or led them to relapse.

In conclusion, ~~the~~ biological psychology helped us understand that the PCC was

Total for Question 16 = 8 marks)

related to drug cravings, ~~and~~ etc. However, psychologists should take into account these ethical implications.



A01: Level 3

Demonstrates knowledge and understanding of ethical guidelines and biological research.

A03: Level 3

Mostly coherent chains of reasoning: demonstrates an understanding of competing arguments.

Using the 'best-fit' process, the A01 and the A03 are Level 3 therefore the response remains there.

Level 3

6 marks

Question 17

AO required knowledge and understanding of socially sensitive research (SSR), such as what needs to be considered when understanding if research is SSR within Social and Cognitive Psychology. AO3 judgements were about the debate that included why it is important to conduct SSR and also the negative impact SSR can have to the individuals and wider society.

This was the last question on the paper and often responses were limited and short. Frequently, those candidates that did attempt this question could identify the theories/studies that were socially sensitive well. However, they found it difficult to develop their AO3 points of how it was socially sensitive and the cost/benefit analysis of this.

Candidates found this essay challenging, having issues with distinguishing SSR from those of ethics debates as such. They could often demonstrate knowledge of a range of relevant research studies but were unable to explain in what way these relate to social sensitivity.

Lower-achieving responses had a tendency to have a paragraph describing a study and then ending it with 'this shows that social psychology is/is not socially sensitive.' Some would describe ethical issues, such as the dangers to Sherif's boys or the distress of Milgram's 'teachers'. They would claim these were socially sensitive issues but were then unable to make a clear judgement in relation to the question.

Milgram, Sherif and case studies such as Clive Wearing were the most popular examples used in responses. Typically, most candidates were able to evaluate the sensitivity of Milgram's findings showing obedience to be inevitable. However, they would confuse this in relation to understanding how this was socially sensitive in wider society, often making vague statements linked to the Holocaust.

Social research was typically better-evaluated in terms of social sensitive, than cognitive, research. Most candidates only identified that researching memory, which is a universal process, is not as socially sensitive. However, cognitive was answered well, with regards to eyewitness testimony (EWT) such as the Devlin report and wrongful conviction based on inaccurate EWT.

Socially sensitive research is, where research's data / findings affect or offend a certain group of individuals - ^{socially sensitive} 'Research should not be avoided but researchers need to be mindful of these consequences.

In social psychology, obedience was studied where an individual follows orders to obey an authority figure with power. Milgram had studied obedience and found that 65% of participants had shocked the learner (confederate) up to 450V. This implies that ~~people~~ ^{males} from USA, aged between 20-~~30~~ ⁴⁰ years old will be obeying orders up to the extent of harming someone. This research ^{be considered socially sensitive to some extent as it 2} could offend the males from the USA, creating stereotypes about them which may then create prejudiced views of this group. This research can be socially sensitive as it ~~excuses~~ has been used to apply to the behaviour of the Nazi soldiers during the Holocaust. It excuses the Nazi soldiers behaviour - of obeying authority figures like Hitler by shifting the blame to Hitler. However, socially sensitive research like Milgram's study has allowed us to understand that ^{destructive} obedience can lead to harm as a result of an authority

figure with power. This can be applied to situations to increase obedience - like in the classroom where teachers presence will allow for the attention and successful learning of the students. As well as obedience, social psychology ~~power~~ of ~~research/studies~~ into prejudice can also be considered socially sensitive. Sherif's research had found that the boys were prejudiced toward each other when they lived apart about each other, and immediately wanted a baseball game. The sample of 22 white boys aged 11 who were middle class and from Oklahoma suggests that these groups of children are likely to be violent and have prejudiced opinions of one another. This creates stereotypes into how only this group (white, boys, children who are from Oklahoma and are middle class) are the violent / ~~discriminatory~~ group. This research can be considered socially sensitive as it has been used to stereotype these groups of individuals ^{and argues that parenting plays a part in it.} However, it can be argued that the socially sensitive research in social psychology is beneficial as it has allowed us to ~~research~~ ^{form} reductions and decrease in the prejudiced attitudes of individuals through the introduction of a superordinate goal. This goes

to show how socially sensitive research has allowed for solutions and reductions in the level of prejudice.

In cognitive psychology, research like HM (Henry Molaison's) case study can be considered socially sensitive as a part of research into memory. HM's findings concluded that if the hippocampus is removed, the individual will lose their short term memories but still have their long term memories. This research could be considered socially sensitive as they had pried into the life of Henry Molaison - who may not have given consent - but may have given consent, but doesn't remember due to the damage of damage to his short term memory. This research portrays brain damaged individuals in a vulnerable state - creating stereotypes based on how they will need constant care and attention. However, the beneficial impact of this socially sensitive research into HM's case study is that it has allowed us to gain an in-depth and rich knowledge of how the hippocampus is associated with memory.

To conclude, the impact of socially sensitive research can be beneficial to some extent, as it gives us an understanding in memory and obedience / prejudice, however, researchers must be careful to consider individuals when studying groups of individuals.

(Total for Question 17 = 12 marks)

TOTAL FOR SECTION E = 20 MARKS

TOTAL FOR PAPER = 90 MARKS



A01: Level 3

Accurate knowledge and understanding demonstrated.

A03: Level 4

The judgments in conclusions are well-developed and present a logical argument demonstrating logical chains of reasoning throughout. The candidate understands competing arguments.

Using the best-fit method, the A03 reaches Level 4 and then is pulled back to the bottom of the level because the A01 is in Level 3.

If this response had developed their knowledge about the debate within the A01, this would be a 12/12 response.

Level 4

Total: 10 marks

Paper Summary

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

- Make sure to use extra paper and do not write in blank spaces under other questions
- When asked an 8-mark extended response essay that assesses AO1 and AO3 remember there is equal emphasis on both, in terms of marks
- When asked to explain an improvement, do not write about a weakness of the study. Focus on an improvement and how/why it would improve the study
- When asked to explain a strength or a weakness, ensure the strength/weakness is fully justified, to gain the AO3 mark
- For 'discuss' 8-mark questions do not include evaluative comments
- For AO2 questions, make sure the scenario is used fully in relation to the theory/concept in the question

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>

