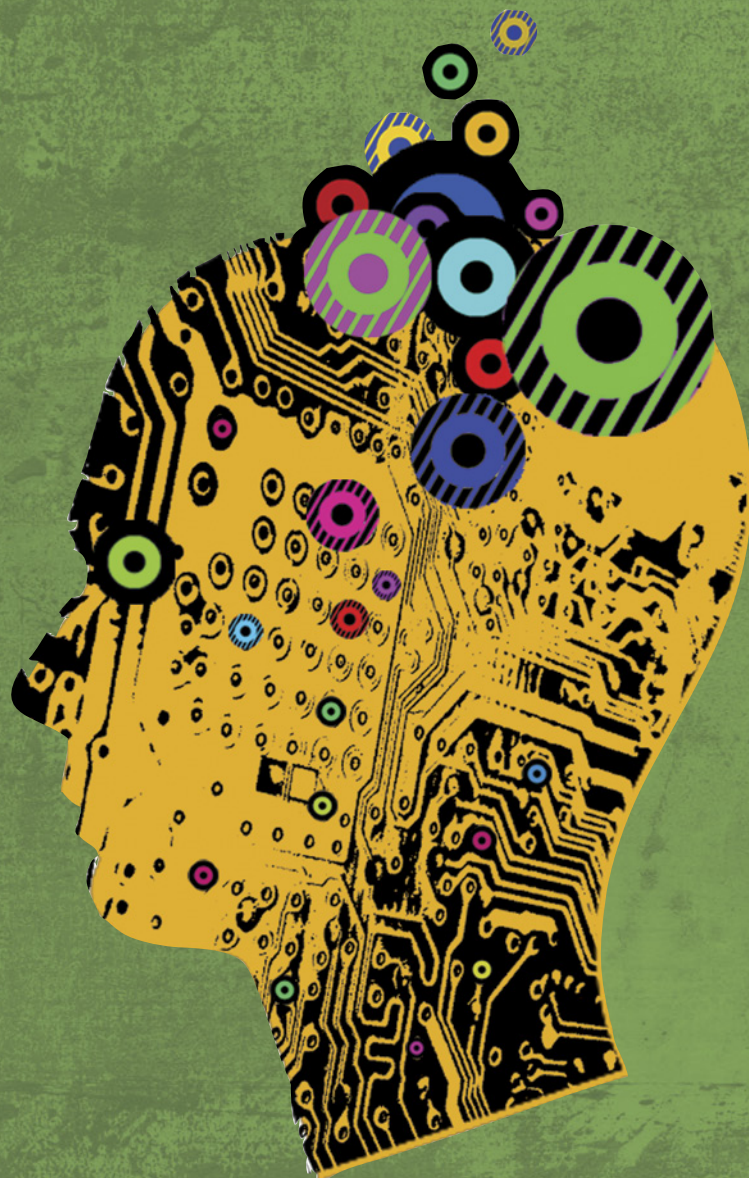


# Teacher's Guide

## Edexcel GCSE in Psychology



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# Why teach GCSE Psychology?

Psychology is a scientific subject that looks at the brain and behaviour.

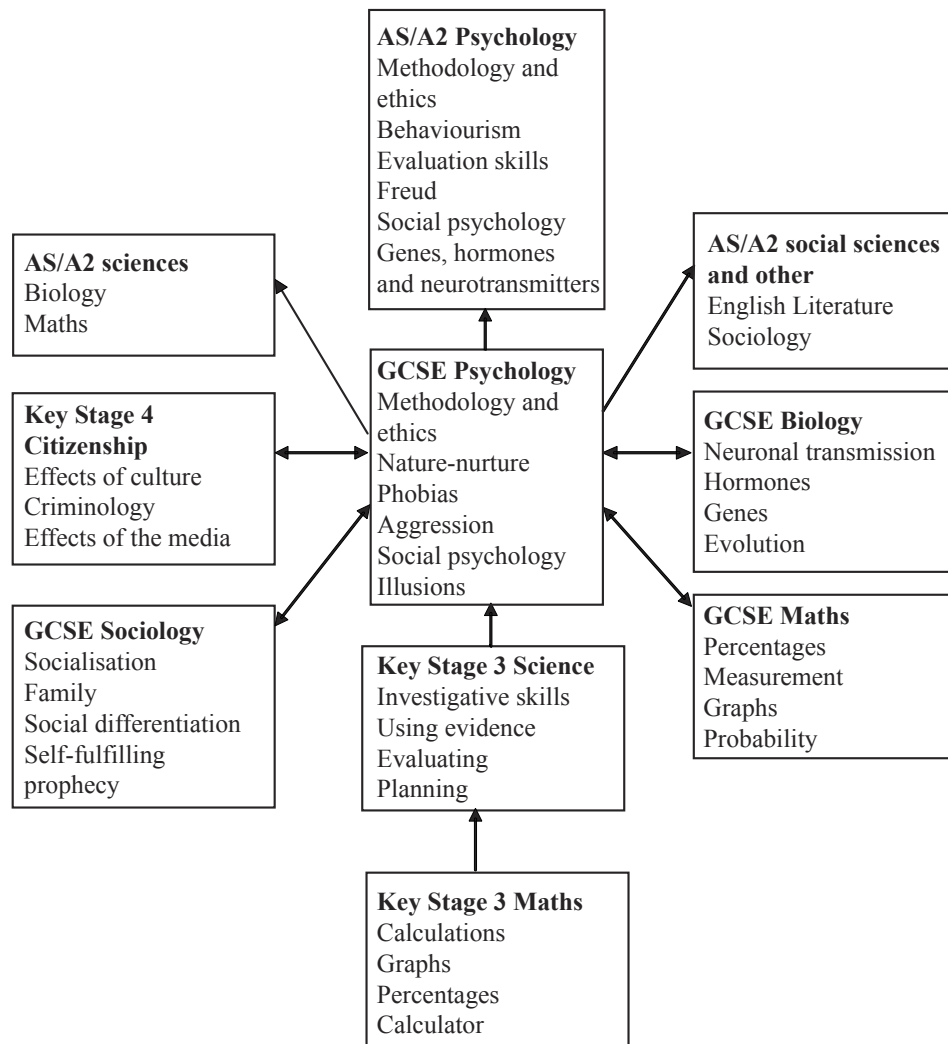
It is about people both as individuals and as members of society and includes biological and environmental effects on the individual.

The subject also looks at animal behaviour in itself and in order to study humans.

This GCSE specification has been developed in consultation with students in order to focus on areas they find interesting, including genes, reasons for dreaming, characteristics of defendants that affect a jury and how offender profiling works.

This GCSE will help students gain another science-based GCSE and it provides a useful basis for studying the subject at GCE level.

The subject complements the study of biology, childcare and other social sciences, as well as the study of personal development including citizenship and religious education. It can be applied widely to support and extend the study of many other subjects:



# Course planners

Course planners show how the topics can be spread over a one- or two-year course.

## Two-year model

### Year one

| Autumn term    |                               | Spring term    |   | Summer term |                         |
|----------------|-------------------------------|----------------|---|-------------|-------------------------|
| Week           | Content                       | Week           | Content                                 | Week        | Content                 |
| Unit 1 Topic A |                               | 14             | Drawing the theories together           | 26          | Revision                |
| 1              | Biology of the eye            | Unit 1 Topic B |   | 27          | Revision                |
| 2              | Depth cues                    | 15             | Synaptic transmission                   | 28          | Mock examination        |
| 3              | Visual illusions              | 16             | Activation synthesis                    | 29          | Psychology careers      |
| 4              | Gregory's theory              | 17             | Freud's theory                          | 30          | Unit 1 research methods |
| 5              | Muller-Lyer experiment        | 18             | Dream analysis                          |             |                         |
| 6              | Human ethics                  | 19             | Case studies and Little Hans            |             |                         |
| 7              | Gestalt Laws                  | 20             | Compare case studies and experiments    |             |                         |
| 8              | Comparing Gestalt and Gregory | 21             | Comparing Freud's and Hobson's theories |             |                         |
| 9              | Schema theory                 | 22             | Sleep diary                             |             |                         |
| 10             | Bartlett (1932)               | 23             | Sleep disorder clinics                  |             |                         |
| 11             | Palmer and Carmichael         | 24             | The work of psychoanalysts              |             |                         |
| 12             | Eyewitness testimony          | 25             | Answering the question                  |             |                         |
| 13             | Experimental method           |                |   |             |                         |

# Section A: Content guide

## Year two

| Autumn term    |   | Spring term    |  | Summer term |   |
|----------------|---|----------------|--|-------------|---|
| Week           | Content                                 | Week           | Content  | Week        | Content                                   |
| Unit 1 Topic C |   | 13             | Social Learning Theory (SLT), compare CC & SLT | 26          | Madon et al & Theilgaard with methodology |
| 1              | Biology of aggression & social learning | 14             | CC (and Pavlov) & animal experiments           | 27          | Characteristics of defendants             |
| 2              | Anderson & Dill                         | 15             | Evolutionary preparedness                      | 28          | Revision and mock examination             |
| 3              | Content analysis                        | 16             | Bennett-Levy & Marteau & questionnaires        |             |   |
| 4              | Methodology                             | 17             | Heinrich's                                     |             |   |
| 5              | Censorship & Charlton et al, & Williams | 18             | Nature-nurture                                 |             |   |
| 6              | Nature-nurture                          | 19             | Answering the question                         |             |   |
| 7              | Ramirez (2001)                          | Unit 2 Topic E |  |             |   |
| 8              | Educational psychologists               | 20             | Biology of criminality                         |             |   |
| 9              | Answering the question                  | 21             | Social explanation                             |             |   |
| Unit 2 Topic D |   | 22             | Nature-nurture                                 |             |   |
| 10             | Classical conditioning (CC)             | 23             | Offender profiling                             |             |   |
| 11             | Therapies & Little Peter                | 24             | Practical and ethical issues                   |             |   |
| 12             | Clinical psychologists                  | 25             | Forensic psychologists                         |             |   |

Alternatively, centres can opt for a one-year model from September 2010, covering all the same topics. The table is an overview of how you could cover the topics.

## One-year model

| Autumn term |                | Spring term |                | Summer term |                    |
|-------------|----------------|-------------|----------------|-------------|--------------------|
| Weeks       | Topics         | Weeks       | Topics         | Weeks       | Topics             |
| 1 to 6      | Unit 1 Topic A | 13 to 18    | Unit 2 Topic C | 26 to 28    | Unit 2 Topic E     |
| 7 to 12     | Unit 1 Topic B | 19 to 24    | Unit 2 Topic D |             | Revision and mocks |
|             |                | 25          | Unit 2 Topic E |             |                    |

# Teaching ideas

## Topic A: How do we see our world?

Begin this section by teaching the biological structure and function of the perceptual system; the eye and brain. This will help students to understand depth cues and visual illusions. Move on to consider the Gestalt Laws of continuity, similarity etc. This follows on neatly as students understand depth perception and then everyday perceptual experience. Visual illusions test the perceptual system, and Gregory's theory explains why this happens. Building on from Gestalt and Gregory, schema theory explains why we often perceive what we expect rather than what is actual.

To explore perception further, use laboratory experiments to aid understanding of depth perception, Gestalt Laws and schema theory. You can investigate this area practically by adapting Palmer (1975), Bartlett (1932) and Carmichael, Hogan and Walter (1932) in terms of the role of schema on perception and recall.

A key application of this topic is to judge whether or not eyewitnesses are reliable. Judgements made by witnesses, and how expectations (schema) can influence perception of an event, should flow from the study on schema theory.

## Topic B: Is dreaming meaningful?

Begin this section by teaching the structure and function of the neuron, as this will help students to understand Hobson and McCarley's activation-synthesis model of dreaming and that Freud's psychodynamic theory of dreaming contrasts with the biological theory.

Dream analysis is integral to Freud's theory of dreaming and this can be studied practically by exploring dream content through symbolism. Dream analysis can also be examined by exploring the case of Little Hans (Freud, 1909). This can be used to illustrate dream analysis and the case study as a research method.

The role of psychoanalysts involves the interpretation of dreams, and you can explore the main qualifications needed and the roles psychoanalysts carry out.

## Topic C: Do TV and video games affect young people's behaviour?

Begin exploring this question by examining the biological causes for aggression, using hormonal and genetic evidence. Compare this to Social Learning Theory (observational learning and the influence of role models), which is firmly on the nurture side of the nature-nurture debate. The role of observational learning can be explored further by studying the laboratory experiment of Anderson and Dill (2000). This experiment can be useful when recapping on Unit 1 methodology, and when examining the ethical considerations of aggression research.

Ramirez (2001) is an important study examining the gender and cultural differences in aggression levels. Similarly, Charlton (2000) and Williams (1981) examine cultural differences in aggression in response to media exposure, but in a more 'natural' way.

To investigate the topic further, students could carry out a practical investigation into the portrayal of aggression in a media form.

Charlton (2000) and Williams (1981) both investigate the effect of the introduction of television on children's behaviour, but are methodologically interesting as their findings are contradictory. Reasons for their contradictions can be explored further.

# Section A: Content guide

Having examined content analysis as a research method, and fully explored the role of observational learning in children's aggression, it is appropriate to look at whether censorship and the watershed have been, and could ever be, effective. The BBC funded Guy Cumberbatch to carry out a thorough content analysis of British programming to resolve this issue. It would be useful for students to know the outcome and the main arguments for and against the need to censor aggressive programming from children.

## Topic D: Why do we have phobias?

Begin looking at this question by examining the way in which phobias can be acquired through classical conditioning. Use Pavlov's research as a starting point to understanding classical conditioning before applying the theory to phobia acquisition. The evolutionary theory of preparedness explains why certain objects are more readily feared than others, which links to classical conditioning. An alternative explanation is Social Learning Theory, where phobias are acquired through observational learning, for example from parents.

These three theories can be brought together at the end of this section by examining the nature-nurture debate.

Reflect back on Pavlov's research into classical conditioning to explore the practical and ethical issues of animal research.

Students can investigate the evolutionary theory of preparedness or social learning of phobias by constructing a questionnaire. It would be useful to examine Bennett-Levy and Marteau (1984) as a good example of a questionnaire and this also extends the evolutionary theory of preparedness by examining the features of fear prepared and non-prepared animals.

Introduce students to the role of educational psychologists, in particular in the treatment of phobias using flooding and systematic desensitisation. Both treatments are based on the principles of classical conditioning so a recap of this theory would be useful. Students should be aware of the effectiveness of, and ethical issues around, these treatments.

Mary Cover-Jones (1924) used systematic desensitisation on Little Peter, which is a good example of the process and evaluation of systematic desensitisation.

## Topic E: Are criminals born or made?

Start this topic by examining the biological causes for criminality, such as genetic concordance and the role of hormones in aggressive behaviour. It would be useful to cover the findings of Theilgaard's (1984) study as it links to the genetic basis for criminality. The opposing explanation is that criminality is caused by social factors, such as upbringing. Madon's (2004) study explains criminal behaviour as self-fulfilling prophecy based on parental expectation, which is an important social explanation for criminal behaviour. These theories can be compared when looking at the nature-nurture debate in relation to criminal behaviour.

For methodological purposes, it is useful to study Madon's (2004) and Theilgaard's (1984) research and link this to the ethical and practical issues associated with biological and social research into criminal behaviour.

The next section of this topic explores the role of forensic psychologists, and this can be taught by examining the main qualifications needed and the various roles that a forensic psychologist carries out, including offender profiling. The purpose, process and effectiveness of offender profiling can be studied separately or incorporated with the case of John Duffy.

By exploring this topic further, and examining the role of forensic psychologists, students should understand how jury decision making could be affected by other factors beyond that of the case evidence. One such characteristic was studied by Sigall and Ostrove (1975) and highlighted the influence of attractiveness on jurors' decisions. Students should be clear about the characteristics of a defendant that can influence decision making and how they influence a decision.

# Suggested lesson plans

## Topic A: How do we see our world?

Students need to be able to identify, produce and understand cues to depth perception. In this lesson students can identify depth cues in their own drawings, produce a variety of illustrations of depth cues and understand how depth cues aid depth perception.

### Learning outcomes

Understand and apply perceptual depth cues.

### Activity

Take students outdoors to sketch a landscape. Hang the sketches in the classroom and use each one to demonstrate depth cues: overlap, relative size, linear perspective, texture gradient, size constancy, and height in the plane. (Not all sketches will include all the depth cues that need to be covered, but most will have two or three.) Label each depth cue on the sketches and discuss how each works to provide an idea of distance.

Now students are familiar with different depth cues, they can look for more examples to sketch and show to the class. Discuss how depth cues might help us perceive depth.

There are many examples of depth cues in art. These can be explored further at:

<http://psych.hanover.edu/KRANTZ/art/inter.html> or encourage students to find their own examples in artwork.

### Resources

A useful overview of depth cues can be found at: <http://webvision.med.utah.edu/KallDepth.html>

## Topic B: Is dreaming meaningful?

This lesson will help students understand Hobson and McCarley's (1977) activation-synthesis model of dreaming. This is a biological theory involving the random activation of emotions, sensations and memories that are synthesised creatively into a coherent dream. Encourage students to understand the synthesis of meaningless neural activity by a simple task of making the meaningless meaningful.



# Section A: Content guide

## Learning outcomes

Identify, understand and describe the activation–synthesis model.

## Activity

- Give students a series of around 10 random ideas or meaningless concepts, for example: the dog looked hairy; a goat ate the clothes; running; seeing a familiar face; happiness; falling sensation.
- Ask students to arrange the ideas or concepts into a coherent sequence that makes sense or produces a story. These stories can be told to the class to illustrate the synthesis of random activation.
- Ask students to reflect on their own dreams to discuss whether they were meaningful or a synthesis of random neural noise. The concepts of sensory and motor blockade can be discussed here.
- Reflect on the stories created and see if any could be explained by Freud’s explanation of dreaming (symbolism, displacement, condensation and secondary elaboration).

## Resources

Activation–synthesis:

[www.macalester.edu/psychology/whathap/ubnrp/dreaming/dream6.html](http://www.macalester.edu/psychology/whathap/ubnrp/dreaming/dream6.html)

Freud: [www.freud.org.uk/index2.html](http://www.freud.org.uk/index2.html)

## Topic C: Do TV and video games affect young people’s behaviour?

This activity allows students to reflect on violent cartoons and how they can affect behaviour.

## Learning outcomes

Understand the nature of violent cartoons and their impact on aggressive behaviour.

## Activity

Ask students to bring in (age appropriate) cartoons (for example Tom and Jerry) that can be sorted into violent and non-violent. The cartoons should be watched. Students can reflect on their feelings after watching the cartoons, or you can devise a quick questionnaire to determine their aggression level.

## Resources

Cartoons and DVD/video player.

## Topic D: Why do we have phobias?

Students can gain a better understanding of classical/Pavlovian conditioning, evolutionary preparedness and systematic desensitisation by relating them to a realistic situation. Give them a scenario of an individual who has developed a phobia, for example:

*‘Susan had never shown any fear of insects when she was young, but one day at school she opened her schoolbag and was startled by a spider that fell on her hand. She dropped her bag and became upset. From that day she avoided creepy crawlies and became frightened when they came close to her.’*

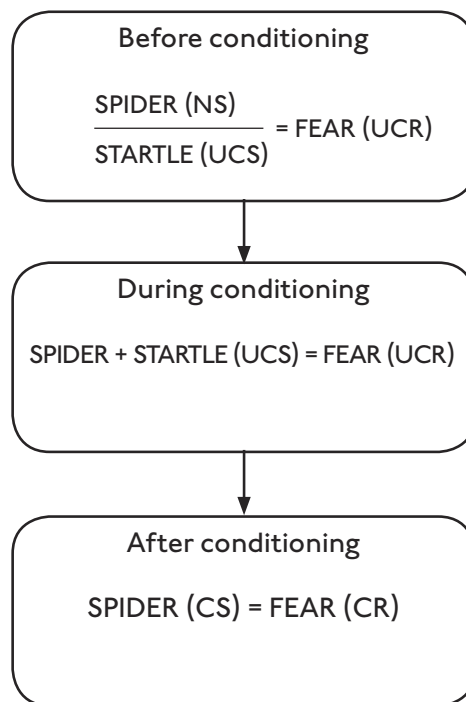
You might want to start by discussing students' fears and phobias and how they believe they acquired the fear. Some of us know exactly the situation from which a phobia arose, but most of us cannot remember or understand why we have such irrational fears.

## Learning outcomes

Understand and apply the principles of classical conditioning, evolutionary preparedness and systematic desensitisation.

## Activity

Discuss how Susan's situation can be explained by classical conditioning and evolutionary preparedness. This can be illustrated by using a flow diagram to introduce concepts.



A list of phobias can be found at: <http://phobialist.com/index.html>. Ask students to identify which can be explained by evolutionary preparedness, and to pick three they could explain using the principles of classical conditioning. Students can illustrate their explanations using flow diagrams.

Students can build on these scenarios by developing a hierarchy of fears that could be used during systematic desensitisation, for example:

- Holding a spider                      ----              RELAX
- Seeing a real spider                ----              RELAX
- Viewing a picture of a spider      ----              RELAX
- Thinking of creepy crawlies

## Topic E: Are criminals born or made?

Criminal profiling can be difficult to teach from real-life cases as the public coverage may not be appropriate for students. By exploring profiling in a practical way students develop an understanding of the nature of the process involved and the limitations of profiling. A

# Section A: Content guide

safe way to explore profiling is by allowing students to be creative and develop their own crimes – ie stealing rather than murder! – for other students to produce a criminal profile. The idea is that the crime mirrors the criminal who committed the crime, so that a profile can be generated.

## **Learning outcomes**

Understand the nature of criminal profiling and its limitations.

## **Activity**

- Place students into small groups to think up a crime, a criminal and a motive. Once they have an idea, ask them to develop a crime scene on poster paper. The crime scene should represent physical evidence that gives clues to the type of criminal and their motive.
- Carousel the posters to the other groups to guess the type of criminal (age, gender, occupation, relationships, hobbies and activities) and the motive for the crime based on the physical evidence alone.
- Display the posters and profiles and ask the original owners of the posters to confirm or refute the profiles made by other groups.
- Discuss the nature and the limitations of criminal profiling for the police.

Follow-up work – individual research into the John Duffy profile

## **Resources**

Full details of the Duffy case and Canters profile:

[www.serialkillers.nl/john-duffy-and-david-mulcahy/biography.htm](http://www.serialkillers.nl/john-duffy-and-david-mulcahy/biography.htm)

# Ideas for practicals

You don't need to carry out any practicals in this course but, as practicals help students to learn and retain concepts, they can be integrated with the course material.

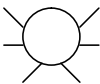
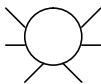
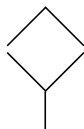
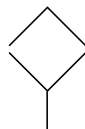
This section has five suggestions for practical investigations that can be designed and carried out with your students. There is one practical per topic. Four are summaries and one is fully worked through to show how a practical can be designed, presented and interpreted, drawing on concepts from the topic and methodological themes from both units.

## Topic A: Practical

This is an experiment to investigate the role of language in the recall of images. How we label an image affects the recall of what was perceived. This is an adaptation of Carmichael et al (1932) which is both a demonstration of an experiment required for the exam and a practical activity to learn and apply psychological concepts and methodology.

### Setting up the practical

Help students draw a list of 10 images that are ambiguous (ie can be interpreted in different ways). Here are some examples.

| Condition 1   | Condition 2   |
|---|---|
| <br>Ladybird | <br>Sun  |
| <br>Trowel   | <br>Tree |

- Design two lists that illustrate the same pictures but have different verbal labels.
- Decide on an experimental design (an independent group design would be more appropriate if students are using the same pictures) and discuss the reasons for this choice. The IV will be the verbal labels given to the pictures and the DV will be the reproduction of the picture by participants. The DV should be operationalised by measuring the similarity of the picture to the original versus the verbal label.
- If the reproduced picture is closer to the original, then the verbal label had little or no effect. However, if the reproduced picture is closer to the verbal label, then the label did have an effect on recall.
- Students can conduct the study with friends and family, and the class can pool the data.
- Encourage students to design standardised instructions to introduce the experiment to participants, including a range of ethical issues (consent, right to withdraw, protection

# Section A: Content guide

of participants), and identify extraneous variables that could affect the results and how they can be controlled.

## **Analysis and interpretation**

Participants can be given a score of 0 for similarity to the original picture, and 1 for similarity to the verbal label. Draw a table showing the class data.

Students can illustrate the mean number of reproductions in a bar chart and draw conclusions from the data.

Encourage students to assess the validity, reliability and generalisability of the results with regard to the research method (experiment) used.

## **Topic B: Practical**

This is a case study on students' dreams. The aim is to investigate whether dreams are meaningful (Freud) or random (Hobson and McCarley).

### **Setting up the practical**

Ask students to record their dream content every morning for a week and encourage them to record qualitative and quantitative data.

- Qualitative data can be gathered by writing down the dream story.
- Quantitative data can be gathered by tallying the number of times certain symbols/themes occurred during dreaming.

### **Analysis and interpretation**

- After a week, students can reflect on their dreams and decide whether they are meaningful or random. You can draw upon Freudian analysis (manifest and latent content) and Hobson and McCarley's activation-synthesis model. Issues of subjective interpretation and reliability can be discussed, with reference to qualitative and quantitative data. Encourage students to consider issues of privacy when dealing with the dream content of others and how this could be dealt with.

## **Topic C: Practical**

This practical links to the topic by assessing the level of aggression depicted in TV or video games available to young people. This content analysis allows students to record the number of aggressive acts present in different media forms so that issues of social learning, censorship and the 9 pm watershed can be discussed.

### **Setting up the practical**

Select a media form that can be subject to content analysis (paying particular attention to age certification). Media forms such as comics, magazines, cartoons, films, video games, news broadcasts, internet downloads, soap operas can be used. Selection of media types and sampling methods should be discussed. Students should design a list of behaviours that could be considered as aggressive to use to record the observed behaviour.

Examples

#### **Verbal aggression**

Shouting, attacking, verbal threats, verbal abuse

## Physical aggression

Hitting, pushing, throwing object, use of weapon

Aggressive acts can be tallied on a chart as a frequency.

### Analysis and interpretation

Totals and percentages can be calculated to illustrate the level of aggressive acts from the content analysis. Discussion points should be generalisability of results to other media forms and eras, the nature of subjectivity (interpretation of aggression) and reliability, and the arguments for and against censorship.

## Topic D: Practical

Students devise and conduct a questionnaire to gather information about phobias to explore social learning or evolutionary preparedness in relation to specific phobias.

Social learning: Devise and conduct a questionnaire to investigate the specific phobias of students and their parents.

Preparedness: Devise and conduct a questionnaire to investigate which specific phobias are more likely to exist.

### Setting up the practical

Encourage students to use a range of different question styles.

- Closed questions: for example Do you share the same fear with a family member?
- Open questions: for example Where do you believe your fear developed ?
- Rating scale style (Likert): for example rate on a scale from 1-5 how fearful you are of the following objects ( 1 = least fearful, 5 = most fearful).

Students design a set of standardised instructions to ensure that all participants approach the questionnaire in the same way and that all questions are understood. This also allows them to gain consent and personal details, and reassure participants about confidentiality and the right to withdraw.

### Analysis and interpretation

Social learning: students compare parent and student scores for the same fear.

Preparedness: students analyse the data from each specific phobia to see which are the most common.

Links can be made to Bennett-Levy and Marteau's (1984) study and to the theory being tested.

Discussion points about the questionnaire include response bias (did participants answer honestly or just provide a positive or negative response to all questions?), and social desirability (did participants answer honestly, or respond in a way that made them look more favourable/acceptable?).

## Topic E: Practical

To help students explore this topic further, a short experiment can be devised to investigate the effects of appearance on jury decision making. Students should be introduced to how

# Section A: Content guide

jury decision making can be based on information beyond that of the evidence presented in court. Other factors, such as pre-trial publicity and conformity effects in the jury room, can play a role in jury decision making, but a well-studied area is the impact of defendant characteristics on decisions about guilt or innocence.

## ***Setting up the practical***

Encourage students to devise their own apparatus for this experiment. Ask them to devise a criminal case and select photographs of defendants they perceive to be attractive and unattractive (the internet is not a source of public access as permission to use images cannot be certain).

Students then determine experimental design, variables (IV and DV), participants, procedures, controls and ethical considerations.

There should also be a debrief to explain the aims of the study to participants and to offer the right to withdraw.

## ***Analysis and interpretation***

Students can produce a table of results to summarise the main findings. To make the task easier, the total number of 'guilty' or 'innocent' verdicts could be recorded in a table for attractive and unattractive defendants. To extend students, the number of guilty verdicts for 'fraud' and 'burglary' could be recorded in a table for attractive and unattractive defendants.

Students should present the data in graphical form by producing a bar graph of their findings.

Encourage students to interpret the quantitative data in the table and draw conclusions.

Reflect back on the experimental hypothesis and use the conclusions drawn from the study to reject or support it.

# Student guide

## Why should I study this subject?

You should study psychology if you are interested in yourself and other people. Studying psychology will help you understand why people behave as they do. It will also teach you how to think scientifically.

Psychology is about helping people and you will study treatments and therapies, as well as what psychologists do.

## What do I need to know, or be able to do, before taking this course?

The good news is that this will be a new subject for you so you will not have to know any psychology!

Psychology is the study of mind and behaviour and, through your own experiences, you will know something about people and how individuals and groups function.

## What will I learn?

You will be looking at answers to the following five topics/questions.

- How do we see our world?
- Is dreaming meaningful?
- Do TV and video games affect young people's behaviour?
- Why do we have phobias?
- Are criminals born or made?

Within these five topics/questions you will look at how illusions work and how we see things, and at whether aggression and antisocial behaviour comes from our biology (for example genes and hormones) or our upbringing.

You will look at the work of forensic, clinical and educational psychologists, as well as psychoanalysts. You will also look at issues such as how reliable eyewitness testimony is and how someone's race or accent can affect how they are judged by a jury.

Alongside this material you will also look at methods used in psychology, as well as ethics and wider issues such as nature-nurture.

Psychology involves looking at other people's studies to see what they tell us. You will look at many different studies, though not in too much depth.

## How will I be assessed?

There are two exams which include some multiple-choice questions, some short-answer questions and some extended writing.

There will be case studies with questions and you need to give answers about what happened in the study and the possible problems with it.

You will be asked to use your understanding of psychology, such as commenting on a dream or comparing two different explanations of aggression.



## What can I do after I've completed the course?

You can go on to study A Level Psychology. The skills you learn, such as how to evaluate, how to see problems in data gathering and how to interpret graphs and data, will be very useful in further study.

You can go on to a health and social care course which includes psychology.

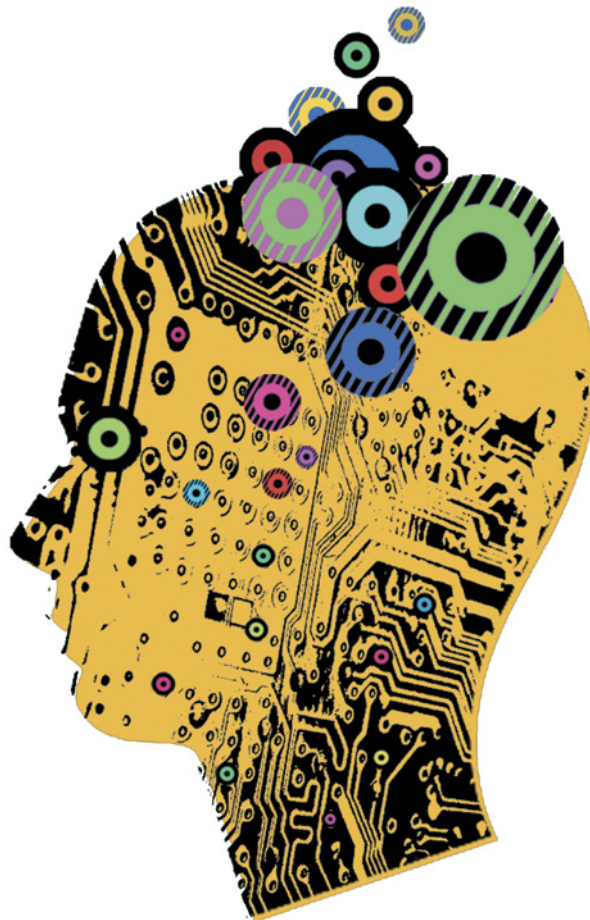
You can use these skills, and some of the material, in other subjects such as English literature (for example, looking at Virginia Woolf or Shakespeare's Hamlet) and sociology (for example, considering the role of self-fulfilling prophecy).

Business studies and media studies also involve psychology, as does biology.

You will find psychology useful in many areas of work, such as selling, marketing, training and coaching.

## Next steps!

Use the internet to research GCSE Psychology further as there are many websites that will help you to understand more about it. BBC Bitesize will give you information as will S-cool. The Edexcel website gives you more information about the course: [www.edexcel.com](http://www.edexcel.com)



# About the assessment

The grid is an overview of the assessment for this course. We recommend that this information is made available to students to help ensure that they are fully prepared and know exactly what to expect in each assessment.

| Unit 1   | Percentage | Marks | Time available    | Availability |
|--|------------|-------|-------------------|--------------|
| <b>Perception and Dreaming</b><br>Topic Question 1: How do we see our world?<br>Topic Question 2: Is dreaming meaningful?  | 40%        | 60    | 1 hour 15 minutes | June         |
| Unit 2   | Percentage | Marks | Time available    | Availability |
| <b>Social and Biological Psychological Debates</b><br>Topic Question 3: Do TV and video games affect young people's behaviour?<br>Topic Question 4: Why do we have phobias?<br>Topic Question 5: Are criminals born or made? | 60%        | 90    | 1 hour 45 minutes | June         |

# Section B: Assessment guide

| Unit 1 description   | Knowledge and skills  |
|--|---|
| <p>Multiple-choice and short-answer questions only (so expect up to four marks only).</p> <p>There is no question choice in the paper.</p> <p>Questions are by topic rather than by level of difficulty</p> <p>There is a mix of multiple-choice and short-answer within the topics.</p> <p>There is one paper for all GCSE grades (no tiering), from G to A*.</p> <p>The paper will assess a range of content, and questions can come from any part of the specification. There will be questions on how psychology works, description and evaluation questions, as well as questions on knowledge, understanding and evaluation of other content.</p> <p>Expect some stimulus-based questions.</p>   | <p>AO1 – 13-15%</p> <p>AO2 – 11-13%</p> <p>AO3 – 13-15%</p> <p>AO1 – Students need to show knowledge with understanding, so often need to describe ideas clearly rather than list them</p> <p>AO2 – Students need to evaluate the content, including applying their understanding</p> <p>AO3 – Students need to show they understand how psychology works (aspects of methodology) and how to interpret and evaluate how psychology works</p> |
| Unit 2 description   | Knowledge and skills  |
| <p>Multiple-choice, short-answer questions and extended writing (so expect some longer questions).</p> <p>There is no question choice in the paper.</p> <p>Questions are by topic rather than by level of difficulty.</p> <p>There is a mix of multiple-choice and short-answer questions within each topic. However, extended writing will tend to come at the end of the topic to include ramping (getting progressively more in depth).</p> <p>There is one paper for all GCSE grades (no tiering), from G to A*.</p> <p>The paper will assess a range of content, and questions can come from any part of the specification. Expect questions on how psychology works, description and evaluation questions, as well as questions on knowledge, understanding and evaluation of other content. Expect some stimulus-based questions.</p> | <p>AO1 – 17-19%</p> <p>AO2 – 23-25%</p> <p>AO3 – 17-19%</p> <p>AO1 – Students need to show knowledge with understanding, so often need to describe ideas clearly rather than list them</p> <p>AO2 – Students need to evaluate the content, including applying their understanding</p> <p>AO3 – Students need to show they understand how psychology works (aspects of methodology) and how to interpret and evaluate how psychology works</p> |

# Examination questions

This section provides questions that illustrate those asked in the exam and gives guidance about possible answers.

## Multiple-choice questions (MCQs) (AO1, AO2 and AO3)

Questions 1 and 3 test AO2 because they require the student to apply their knowledge to the situation. Question 2 can be answered without application, so tests AO1. Questions 4 and 5 also test AO1. All of the questions are from Unit 1 of the specification.

Use the following scenario to answer questions 1, 2 and 3.

Toby dreamt about a dog flying out of a window, while it was chasing a bone, and landing in a pile of feathers then turning into a tractor and driving away.

1. The activation-synthesis model would say that:
  - a the 'story' about the dog is the manifest content of the dream
  - b all the ideas in the story would have been randomly activated
  - c only the active part of the dream (for example flying) would be activated. **(1 mark)**
  
2. The synthesis part of a dream:
  - a happens in the pons
  - b involves making it into a story
  - c hides the meaning of a dream
  - d only breaks a dream down into its parts. **(1 mark)**
  
3. Freud might say that the dream that Toby recalled:
  - a was randomly activated
  - b relates to his unconscious
  - c was the latent content
  - d began from neurones in the pons. **(1 mark)**

## Section B: Assessment guide

Choose from the list below to answer questions 4 and 5.

List of descriptions of Gestalt Laws:

- a grouping things that are close together
- b grouping things that look the same
- c separating objects from what is behind them
- d completing a figure to fill in any gaps
- e linking things together in a continuous way.

4 Which of a, b, c, d or e describes the Gestalt Law of similarity?

**(1 mark)**

5 Which of a, b, c, d or e describes the Gestalt Law of figure-ground?

**(1 mark)**

### Answers

1) b, 2) b, 3) b, 4) b, 5) c

### Examiner commentary



Although many of the multiple-choice questions in a paper will be in a conventional 'question with four choices' format, this will not be the only format. The questions here illustrate some other possible multiple-choice question types. It is important to note that:

- there do not have to be four possible answers (for example in question 1)
- several questions may relate to a single piece of stimulus material (for example questions 1, 2 and 3)
- several questions may be linked to one set of possible responses (for example questions 4 and 5) and, where this happens, each answer may be used once, more than once or not at all.



## Scenario questions (AO1 and AO2)

Jolanta is doing her A levels and has applied to university to do a degree in psychology. She is thinking about a career as a forensic psychologist. Jolanta will need more than just qualifications; she will also need experience. She is hoping to work with a forensic psychologist who is working on a criminal case where it is believed that one person has killed six adults. In each case the victim has been found in a ditch by a country road covered in leaves and the location of the body has been indicated by an article of their clothing hung up like a scarecrow beside the road.

- 1 After her degree, what further qualification(s) will Jolanta need to become a forensic psychologist?  
**(1 mark)**
- 2 (a) Identify **three** features of the murders described above that might be used by the forensic psychologist when profiling the offender.  
**(3 marks)**  
  
(b) How would the forensic psychologist use this information to produce an offender profile?  
**(3 marks)**
- 3 Describe problems with offender profiling.  
**(4 marks)**

### Student answer 1

1 *She could get an MSc in Forensic Psychology which would have to be approved by the BPS. Instead she could get the stage 1 of the Diploma.*

2 (a) *The bodies were all treated the same – in a ditch, by a road, and signposted using clothing.*

*(b) They'd use all these clues (the ditch, road, clothes). From the road/ditch they would assume the murderer could drive. From the clothes they would assume that the murderer wanted the body to be found.*

3 *It only helps to narrow down the suspects so if there are a lot of suspects it doesn't help much. Sometimes there's no clues at all, like if the murderer's really tidy. And it's a bit late when there are six people already dead.*

### Examiner commentary



- 1 The student's reference to getting either an MSc or Stage 1 would have earned the mark. 1/1
- 2 (a) The student has identified four pieces of information that might be useful when only three are needed: always in a ditch, always by a road, always signalled, always using clothing. They, therefore, earn full marks again. 3/3  
  
(b) They have two ideas that are partially developed and show how the information could be used. 2/3.
- 3 The student has put forward two clear problems associated with offender profiling. The last point is not sufficiently developed. The first idea is that the profile cannot be used to make a definite identification, observing that this is more of a problem when there are

## Section B: Assessment guide

many suspects. The second idea is that for some crimes, or criminals, offender profiling is less effective because there is little crime scene evidence. The answer gets 2 of the 4 marks because it needs more. The student could have included difficulty in judging effectiveness, offender profiling being based on limited case studies, or other issues such as subjectivity, reliability of evidence and problems of cause and effect. 2/4

TOTAL 8/11. This student is probably working towards a B/A.



### Student answer 2

- 1 *She will have to go and get experience for example she might work as part of a team working with drug addicts or prisoners.*
- 2 (a) *Killing adults is much more difficult than killing children so they must be strong.*  
(b) *Things about the crime scene would help them to work out what the murderer was like – big and strong to kill adults and likely to have a car because the bodies were all out in the country.*
- 3 *Lots of crimes like burglary and rape leave lots of clues but in arson it's all burned away.*

### Examiner commentary



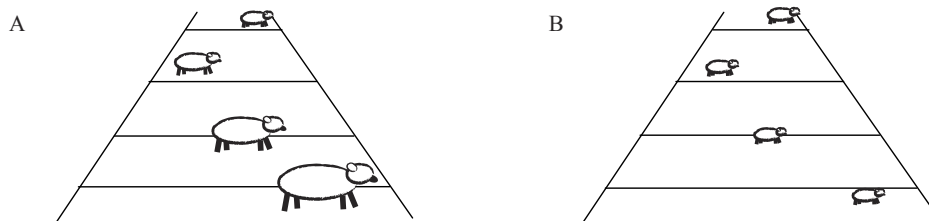
- 1 What the student has said is relevant to the training and qualification of a forensic psychologist via the BPS training route and the mark is given. 1/1
- 2 (a) The student has identified a characteristic – that the victims were all adults so they score one mark. 1/3  
(b) Using examples, this student develops two good points.  
However, they need more elaboration. 2/3
- 3 The first part of this answer is about the benefits of offender profiling. This is not creditworthy on its own (the question is about problems) but the answer goes on to identify the problem of perpetrators who leave no trace by using an example. This is very brief and the problem rather limited so one mark only. More is needed. 1/4

TOTAL 5/11. This student is probably working towards a grade D/C.



## Flawed study questions (AO3)

Derek carried out an experiment to investigate factors affecting depth perception. He drew two pictures of sheep on a railway line. In one drawing there were two accurate depth cues (linear perspective and relative size) in the other drawing only one depth cue was accurate (linear perspective).



To test whether the depth cues helped participants, Derek asked them to draw some fence posts along the railway line. He expected the fence posts to get shorter towards the back of the drawing on A but not on B. The independent variable in this experiment was whether the drawing contained one or two accurate depth cues.

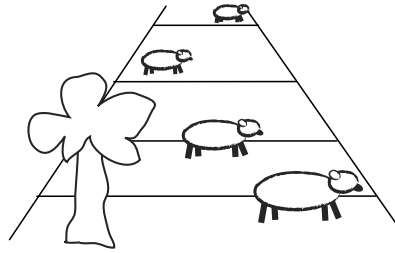
- 1 Which drawing, A or B, had two accurate depth cues? **(1 mark)**
- 2 How was the dependent variable measured? **(2 marks)**
- 3 What was the aim of Derek's experiment? **(2 marks)**
- 4 (a) Derek used the same participants in conditions A and B. What is this experimental (participant) design called? **(1 mark)**
- 4 (b) Outline **one** problem with using the same participants in both conditions. **(2 marks)**
- 5 Derek wanted another condition with three depth cues. Add another depth cue (such as overlap (superimposition) or texture gradient) to either of the diagrams above. **(1 mark)**

### Student answer 1

- 1 A.
- 2 It was measured by judging the size of the posts from front to back.
- 3 To find out if depth cues made people better at drawing.
- 4 (a) Repeated measures.
- 4 (b) They might guess they had to draw the fence posts differently on each drawing.



# Section B: Assessment guide



## Examiner commentary

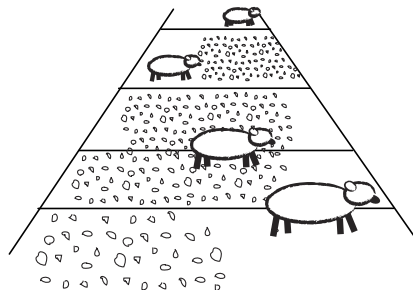


- 1 A is correct. The answer doesn't have to be a complete sentence. 1/1
  - 2 The student has identified the DV, has mentioned the size of the fence posts and the difference from front to back. This is enough. 2/2
  - 3 This aim is effectively contextualised and has mentioned the IV but not enough on the DV. 1/2
  - 4 (a) This answer is correct, alternatives such as related groups or within groups would also have been creditworthy. 1/1
  - 4 (b) This answer identifies an accurate weakness of the design but does not fully explain the 'difference' or why they might guess, either of which would have given the second mark. 1/2
  - 5 This drawing is correct for overlap, an alternative might have been texture gradient (for example gravel).
- Total 7/9. This student is probably working towards a B/A.



## Student answer 2

- 1 *The two accurate depth cues picture is picture A.*
- 2 *He measured how tall the posts were in cm.*
- 3 *Whether the sheep were big or small.*
- 4 (a) *The design was independent groups.*  
(b) *A control is something you keep the same between conditions so that it doesn't affect the experiment.*
- 5



## Examiner commentary



- 1 This answer is correct but the student could have saved time by not writing such a long answer. 1/1
- 2 An excellent answer, either 'how tall the posts were' or 'by measuring the posts in cms' would have been sufficient for the marks. 2/2

- 3 This answer is incorrect as it does not identify the purpose of the experiment, which is to find out whether more cues help depth perception. 0/2
- 4 (a) This answer is incorrect, it is repeated measures. 0/1
- 4 (b) This is incorrect. The student could have talked about demand characteristics, order effects or repetition of post sizes, for example. 0/2
- 5 This drawing is correct for texture gradient. 1/1
- Total 4/8. This student is probably working towards a grade D/C.



## Planning a study questions (AO3)

Sam and Bob are interested in what makes children aggressive. They think it is to do with the television programmes they watch. They have decided to give a questionnaire to some parents to find out what sort of aggression their children show and to record the amount and type of television the children watch.

- 1 Write an open-ended question that Sam and Bob could use to find out about the children's aggressive behaviour. **(1 mark)**
- 2 Write **two** closed questions that they could use to find out about the children's television viewing. **(2 marks)**
- 3 Sam and Bob are worried about ethical issues in their study. Identify **one** possible ethical issue and explain what Sam and Bob should do to address the problem you have identified. **(3 marks)**

Sam and Bob based their idea on a laboratory experiment they had read about that investigated aggression and television, but they decided to investigate the problem differently.

- 4 (a) Outline **one** reason why a questionnaire would be a good way for Sam and Bob to study children's aggression. **(2 marks)**
- (b) Outline **one** reason why a questionnaire would **not** be a good way for Sam and Bob to study children's aggression. **(2 marks)**

## Student answer 1

- 1 Describe the most aggressive thing your child does.
- 2 Does your child watch under 5 hours or over 5 hours of TV a week?  

|                                  |                  |
|----------------------------------|------------------|
| Under 5 hours                    | 5 hours and over |
| Do you watch TV with your child? | Yes      no      |
- 3 One ethical problem Sam & Bob should worry about is psychological harm. It could upset the parents by making them feel like it was their fault if their child was aggressive because they let them watch too much TV. They would have to be debriefed.

## Section B: Assessment guide

4 (a) *Because the children are watching the TV anyway it won't do them any more harm whereas in an experiment they would be asked to watch aggression, which may do them harm. Sam and Bob can collect a lot of data easily with their questionnaire from lots of parents. But the parents may not tell the truth.*

(b) *I've already answered this above.*

### Examiner commentary



- 1 It is relevant and is an open question so earns the mark. 1/1
- 2 The first question earns a mark. It is a closed question. The second question is also a closed question, to which the answer is 'yes' or 'no', and also gains a mark. 2/2
- 3 Psychological harm/distress is an appropriate ethical issue and earns the identification mark that often goes with these sorts of questions. Elaboration of the ethical issue was not needed. Mentioning debrief starts to say how the problem may be solved and is enough for one mark. 2/3
- 4 (a) The question asks for only one good point and the student has given two strengths, either of which could have earned one mark. However, only one point is elaborated enough for two marks (an experiment would be more harmful). There is also a weakness here, which is not part of the question. When there are two reasons or two features, then all are marked and the best credited. 2/2  
  
(b) Students should not do this. The point in 4a (about lying) could have gained a mark in 4b but had to be in the right place. If they had bracketed out that part of the answer and clearly labelled it 'Part 4b' it could have been marked and credited. 0/2

Total = 7/10. This student is probably working towards a grade B/A.



### Student answer 2

1 *What kinds of aggressive TV programmes does your child watch?*

2 *Do you think your child watches: much too much TV/too much TV/ about the right amount/too little TV/much too little TV?*

*Does your child watch mainly aggressive programmes, mainly safe ones or some of each?*

3 *Confidentiality and consent.*

4 (a) *A good way for them to investigate aggression would be to do a natural experiment because then you are measuring it in a real situation not a lab so it's more natural and valid.*

4 (b) *The parents might lie.*

### Examiner commentary



- 1 This is open and gains credit. 1/1
- 2 The first question uses a rating scale so is a type of closed question and earns the first mark. The second question is also a closed question, so the student has earned the second mark. 2/2
- 3 Either of the ethical issues stated could have earned marks but only one gains credit as only one needed to be identified. The student should have gone on to say how Sam and Bob could solve the ethical problem. For example, that confidentiality could be kept by not asking for names on the questionnaires and consent could be given by providing a brief so that parents knew what kinds of questions would be asked before they started. 1/3

- 4 (a) Unfortunately, the student has misread or misunderstood the question and written about a good alternative way to investigate aggression rather than saying what is good about questionnaires. Unfortunately this gains no marks. 0/2
- (b) This is very brief but correct, so earns one mark. The student could have gone on to earn the second mark by saying that they would probably say the children watched less TV than they really did, or were less aggressive, so the results would not be a valid representation. 1/2

Total 5/10. This student is probably working towards a grade D/C.



## Extended-writing questions (AO1 and AO2)

Peter is very afraid of jellyfish. He doesn't like to go to the beach in case one has been washed up and he refuses to go in the sea. He especially doesn't like their tentacles.

One explanation of phobias is the evolutionary theory of preparedness. Use this theory to explain why Peter might be afraid of jellyfish.

**(7 marks)**

### Student answer 1

*Preparedness says evolution has made us ready to be scared of some kinds of things. Seligman said that people are quicker to learn associations like fear associations with some animals/things than with others. Classical conditioning is a theory of learning and Seligman said that we are not conditioned equally to everything. Survival of the fittest meant that any person 'prepared' to fear animals and things that were dangerous would have had a better chance of survival. So people are prepared to learn some associations quicker than others. So phobias against things that are dangerous (eg snakes, spiders, heights) are more likely to occur. Jellyfish are often dangerous and sting. Those who avoided jellyfish may have had a better chance of survival. So it is likely that a phobia of jellyfish would have been more quickly learned than fear of something else. There are other issues about jellyfish that might also make learning a phobia quicker, such as their type and speed of movement of their tentacles, which might be threatening in them and other animals. Also their colour perhaps, if pink/red, as that colour often in nature signals danger to humans so a fear of that colour may have led to survival and a preparedness passed on.*

### Examiner commentary



This answer would be marked using 'quality' rather than 'quantity' marking so does not need to make seven points for seven marks. This answer would be at the top level, because it is an accurate and detailed description of preparedness. The student clearly links the concept to a fear of jellyfish offering some examples of what features of jellyfish might match a preparedness. The ideas are presented effectively using a range of psychological terms and the information is clearly organised. Spelling, punctuation and grammar are accurate too. This type of answer is likely to be assessed on quality of written communication. 7/7

This student is probably working towards a grade B/A.



### Student answer 2

*Peter is afraid of jellyfish because of the following features. They move fast and have tentacles that move around. This is about survival of the fittest.*

## Section B: Assessment guide

- *Jellyfish are dangerous.*
- *Learning is more likely to happen.*
- *Passed down in our genes.*

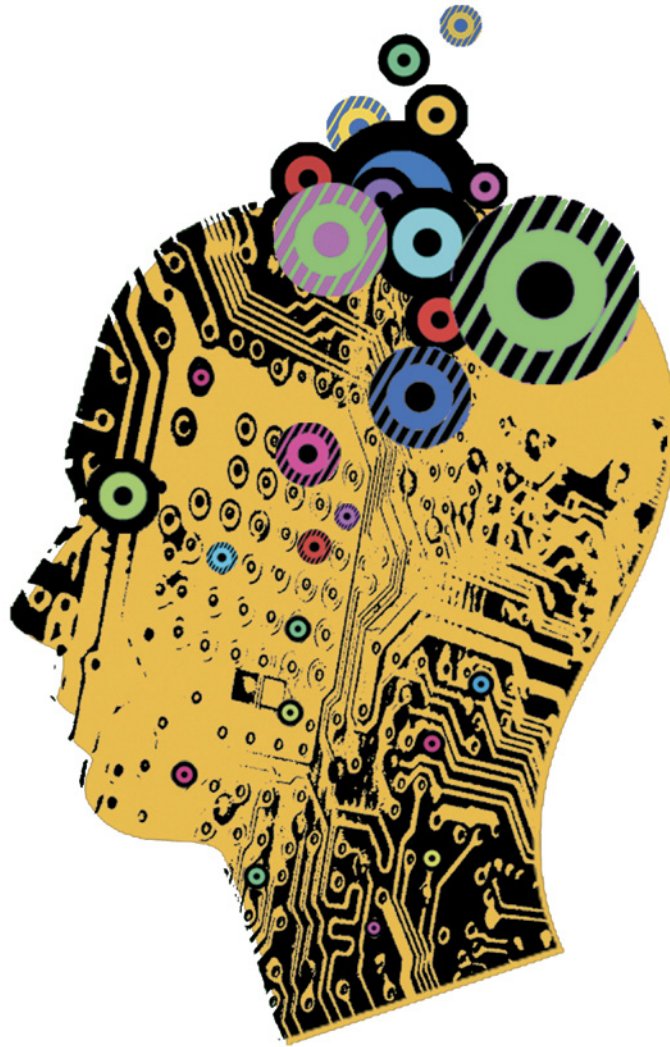
### Examiner commentary



This answer is difficult to mark because of the use of bullet points, which should be avoided. In fact, the answer is good and includes many good points and it starts well. The moving around of the jellyfish is highlighted. The theory of preparedness is linked to survival of the fittest. The bullet points mention passing down of genes and learning. However, the marker has to do some work to sort out the answer. The features are there but it is not an accurate and detailed description because the reasoning is not clear. There is little organisation in the answer though terms are used quite well. It is hard to assess quality of written communication, which is a pity because it seems as if the student knows the answer. It is hard to give credit for the bullet points as the answer needs to use the rules of grammar. 3/7

This student is probably working towards a grade D/C.





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