GCSE
PSYCHOLOGY
(8182)

Marked responses 8182

See a range of responses to different types of questions and understand how the mark scheme is applied.

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EXAMPLE
RESPONSES

Short answer (low tariff mark) questions

Specimen Paper 1, question 7

Question

07   What is meant by 'perception'?

[2 marks]

Mark scheme

Perception is the process of interpreting sensory information (1 mark) to give it meaning (1 mark).

Student responses

Student response 1

How we interpret (1 mark) or make sense of the sensory information (1 mark) that we get.

Answer would receive 2 marks as both required elements shown in mark scheme are present.

Student response 2

The ability to see, hear, or smell something.

Answer would receive 0 marks – it is actually referring to sensation.

Student response 3

How we understand what we see and hear (1 mark).

Answer would receive 1 mark as one required element shown in mark scheme is present.

Student response 4

The information that we receive through our senses.

Answer would receive 0 marks – it is actually referring to sensation.

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48101 June 2014, Q2(a)(i)

Question

What is meant by the term 'eye contact'? [1 mark]

Mark scheme

Possible definition: Eye contact is when two people are looking at each other's eyes at the same time (1 mark).

Allow: Looking at each other's face at the same time, eyes meet, catching someone's eye (1 mark). Note: Do not allow 'looking at each other at the same time.' This is too vague.

Student responses

Student response 1

Looking into someone's eyes while using verbal or non-verbal communication.

Answer would receive 0 marks – does not convey clear sense of looking at each other's eyes at the same time.

Student response 2

When a person looks directly at the eyes of another person.

Answer would receive 0 marks – does not convey clear sense of looking at each other's eyes at the same time.

Student response 3

Eye contact is when two people are talking and they look into each other's eyes at the same time.

Answer would receive 1 mark – conveys a clear sense of looking at each other's eyes at the same time.

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Short answer (mid tariff mark) questions

Specimen Paper 1, question 14.3

Question

Give two ways in which Piaget's theory of cognitive development could be applied to education and support each way you have given with an example that could be used in the classroom.

[4 marks]

Mark scheme

AO1
1 mark for **each** correct way identified.

AO2
1 mark for **each** example that could be used in the classroom.

Indicative content
- Piaget suggested that children should be taught in a more **child-centred** (1 mark AO1) way in which the teacher should provide materials like bulbs and wires to make a circuit and allow the child to discover the answers to problems for themselves (1 mark AO2).
- Piaget suggested that teachers should take a readiness approach 9 (1 mark AO1) by presenting opportunities for the child to learn only when it was at the right stage of intellectual/cognitive development like learning to conserve number before volume (1 mark AO2).

Student responses

Student response 1

Piaget said that some students have a fixed mindset and believe they cannot do anything to change their intelligence but that some have a growth mindset and therefore putting in more effort can improve their grades.

Answer would receive 0 marks – it is actually referring to Dweck's mindset theory of learning.

Student response 2

Piaget said that teachers should use physical objects in lessons like science and maths. This will allow children to work on solving problems in a systematic way (1 mark AO1). An example would be giving them string and weights and doing the pendulum task.

Answer would receive 2 marks – AO1 = 1 and AO2 = 1, ie one correct way and one example are identified.

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Student response 3

Teachers shouldn't try to get children to learn something before they are cognitively ready (1 mark AO1) and they should teach children in a way that allows them to find answers to problems for themselves (1 mark AO1). A good idea would be to give them a bunch of different objects and to let them test which ones float and which ones don't (1 mark AO2).

Answer would receive 3 marks – AO1 = 2 and AO2 = 1, ie two correct ways and one example are identified.

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Longer response questions

Specimen Paper 2, question 09

Question

Describe and evaluate Yuki's study of emoticons.

[6 marks]

Mark scheme

Marks for this question: AO1 = 3 and AO3 = 3

Level	Marks	Description
3 **Detailed**	**5 – 6**	AO1: Relevant knowledge and understanding of the study is accurate with detail. AO3: Clear and detailed evaluation of the relevant study. Relevant terminology is used consistently throughout. The answer demonstrates a high level of substantiated reasoning, is clear, coherent and focused.
2 **Clear**	**3 – 4**	AO1: There is a clear description of the relevant study with less detail **OR** there is a clear and detailed description but basic evaluation. AO3: There is a clear evaluation of the relevant study with less detail **OR** there is a clear and detailed evaluation but basic description. There may only be description of the study at AO1 Level 3 for 3 marks max. Relevant terminology is occasionally used. The answer occasionally demonstrates substantiated reasoning, but may lack clarity, coherence, focus and logical structure.
1 **Basic**	**1 – 2**	AO1: There is a basic or muddled description of the relevant study **AND/OR** AO3: There is a basic or muddled evaluation of the relevant study. Relevant terminology may not be used at all or may be muddled.
	0	No relevant content.

Examiners are reminded that AO1 and AO3 are regarded as interdependent. When deciding on a mark in instances where there is an attempt at more than one assessment objective all attempts should be considered together using the best fit approach. In doing so, examiners should bear in mind the relative weightings of the assessment objectives.

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When an answer only contains content related to one of the skills (AO1/AO3), then the levels descriptors for the award of marks for the skill attempted should be applied to the answer, up to the maximum mark available.

Indicative content:

AO1

- Yuki showed American and Japanese students emoticons with six different combinations of happy/neutral/sad eyes and mouths. Participants were asked to give a rating between 1 and 9 for how happy they thought each face was.
- The Japanese students gave the highest ratings to the faces with happy eyes and the American students gave the highest ratings to the faces with the happy mouths. Japanese students gave the lowest ratings to the faces with sad eyes and the American students gave the lowest ratings to the faces with sad mouths.
- The results show that Japanese and American people understand facial expressions differently and give more weight to different parts of the face when interpreting another person's emotions. The Japanese focus more on the eyes while Americans focus more on the mouth.
- Yuki concluded that this is because of differences in socialisation in the two cultures.

AO3
- Lack of ecological validity, eg Yuki et al used computer generated faces to test participants not real faces.
- Demand characteristics, eg participants were aware they were taking part in a piece of research so may have not given true responses.
- Not representative, eg the samples in both conditions were students – no younger or older people.
- Findings cannot be generalised, eg the study only looked at one element of emotion (happy/sad) and not at any other emotions.

Accept other relevant information.

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Student responses

Student response 1

Yuki showed participants emoticons with six different combinations of eyes and mouths. The eyes and mouths were happy, neutral or sad. The Japanese students gave the highest ratings to the faces with happy eyes and the lowest ratings to the faces with sad eyes. The American students gave the highest ratings to the faces with happy mouths and the lowest ratings to the faces with sad mouths. Yuki concluded that people learn their own cultures norms for the expression and interpretation of emotions. Yuki used emoticons instead of real faces. Interpreting the emotion shown by emoticons is not a natural, everyday behaviour. Therefore it can be argued that the study lacks ecological validity. However, when researchers used photos instead, the results were the same.

This is a level 3 response

AO1 – Method lacks detail – (ie what exactly were the participants required to do?) however, results do act to explain some of the missing method.

Results are fine, conclusion fine.

AO3 – A well elaborated and developed point about the use of emoticons rather than real faces.

Student response 2

Yuki asked some American and Japanese students to rate on a scale of 1 to 9 the mood of some made up faces with six different combinations of happy/neutral/sad eyes and mouths. The Americans thought the faces were happier than the Japanese. The study can't be generalised because Yuki only used American and Japanese people and they were all students. It's also not ecologically valid.

This is a level 2 response

AO1 – Method is fine.

Results are limited, no conclusion – 'There is a basic or muddled description of the relevant study'.

AO3 – Point about generalisation is elaborated on but comment about ecological validity is not – 'There is a clear evaluation of the relevant study with less detail'.

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Student response 3

Yuki wanted to find out if culture affects how we understand the emotions we see in other people's faces. He had two groups of participants – one from America and one from Japan. He showed them emoticons with different facial expressions and asked them to say how happy each one was. Yuki concluded that in cultures where the eyes are seen as the most trustworthy facial cue, that the eyes are given more weight than other features – like the mouth – when interpreting someone's mood. Yuki's study is good because when he did it again with photos instead of emoticons, he found the same thing.

This is a level 2 response

AO1 – Method a little limited.

No results, conclusion fine – 'There is a basic or muddled description of the relevant study'.

AO3 – Point about replication of findings is elaborated on but answer doesn't suggest why this is a 'good' thing – 'There is a basic or muddled evaluation of the relevant study'.

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Longer response (scenario type questions)

Specimen Paper 1, question 02

Question

You have been asked to conduct an experiment to investigate the effects of serial position when learning a list of words. Describe how you would conduct this experiment.

You need to include:
• the experimental design you would choose, and why this would be suitable
• the task participants would be required to do and the data that you would collect
• the results you would expect to find from your experiment.

[6 marks]

Mark scheme

Marks for this question: AO2 = 4 and AO3 = 2

Indicative content

AO2

Up to two marks for identification of a suitable experimental design that is justified.

Example – repeated measures so that there are no participant variables which would affect recall of the words (2 marks).

Up to two marks for a description of a memory task and the data to be collected.

Example – a list of 15 words and the score for the first 5 and the middle 5 and the last 5 is taken for each participant (2 marks).

AO3

Up to two marks for a description of the expected results such as the scores for the beginning and the end of the list would be on average higher than for the middle of the list (2 marks).

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Student responses

Student response 1

I would ask my participants to read a list of 15 words and then I would ask them to write down all the words they could recall (1 mark AO2). I would use a repeated measures design (1 mark AO2) so that participant variables wouldn't affect recall of the words (1 mark AO2). I think the participants will recall more words from the beginning of the list (1 mark AO3).

> Answer would receive 4 marks – AO2 = 3 and AO3 = 1
>
> AO2 – 'identification of a suitable experimental design that is justified' and 'a description of a memory task' but no description of 'the data to be collected'.
>
> AO3 – incomplete 'description of the expected results'.

Student response 2

I would ask some of my participants to learn this list of letters (FBICIAUSAUK) and some to learn this list of letters (FBI, CIA, USA, UK). This is independent measures design (1 mark AO2) because they are doing different things. This is good because if they did both parts of the experiment, they would get better with practise (1 mark AO2).

> Answer would receive 2 marks – AO2 = 2 and AO3 = 0
>
> AO2 – 'identification of a suitable experimental design that is justified' but no accurate 'description of a memory task' and no description of 'the data to be collected'.
>
> AO3 – no 'description of the expected results'.

Student response 3

I would ask my participants to listen while I read a list of 30 words. Then I will get them to write down as many of the words as they can remember (1 mark AO2). I will read them all the same words. This is repeated measures design (1 mark AO2) and it will be best to do this because then I know it's not the words that are causing the results I find (1 mark AO2). After they have written down all the words they can remember, I will count up all the words and put them into 3 groups – Group A = words 1-10, Group B = words 11-20 and Group C = words 21-30 (1 mark AO2). I expect that the participants will remember more words from Groups A and C (1 mark AO3) and less words from Group B (1 mark AO3).

> Answer would receive 6 marks – AO2 = 4 and AO3 = 2
>
> AO2 – 'identification of a suitable experimental design that is justified' 'description of a memory task and the data to be collected'.
>
> AO3 – complete 'description of the expected results'.

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Research methods questions

Specimen Paper 1, question 16.3

Question

Write a suitable hypothesis for this experiment.

[2 marks]

Mark scheme

Marks for this question: AO2 = 2

For 2 marks there must be both conditions of the IV and a clear DV which makes the statement operational.

For 1 mark the hypothesis lacks clarity.

There is (will be) a difference in the number of errors made when recalling numbers presented in three groups of three compared to numbers presented in one group of nine (2 marks).

Student responses

Student response 1

Do people make more errors when recalling large groups of numbers?

Answer would receive 0 marks because it is an aim not a hypothesis.

Student response 2

People make more errors when recalling numbers in large groups because we have 7 + or - 2 spaces in our short term memory.

Answer would receive 0 marks because it is a conclusion not a hypothesis.

Student response 3

There will be a difference in the number of errors made when recalling numbers presented in three groups of three compared to numbers presented in one group of nine

Answer would receive 2 marks because there are 'both conditions of the IV and a clear DV which makes the statement operational'.

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Student response 4

People will do better when recalling numbers in 3 small groups of three than when they are recalling numbers in one larger group of 9.

Answer would receive 1 mark because the DV is not clear and therefore the statement is not operational. This is because the word 'better' is used and this is not a measurable concept; 'the hypothesis lacks clarity'.

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