

GCSE (9-1)

Examiners' report

PSYCHOLOGY

J203

For first teaching in 2017

J203/01 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 1 series overview

This paper assesses all three skills from GCSE Psychology through three distinct topics as well as research methods. To do well, candidates need to be prepared to demonstrate the range of skills assessed including applying what they know to novel scenarios rather than just relying on what they may have learned in class. Candidates did particularly well on the extended response this series as well as those questions assessing their mathematical skills. Evaluation was strong too as long as candidates understood that was what a question was asking for. Candidates did notably well on Questions 4, 5, 6 (d) and 16 which required both knowledge and then understanding. Questions 10 and 14 were particularly challenging with their obvious commonality being a focus on neuropsychology.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • contextualised answers by applying them to core studies or the planned investigation where appropriate • evaluated where required • did well on the mathematics questions • demonstrated sound knowledge of neuropsychology • planned their responses to the questions in Section D. 	<ul style="list-style-type: none"> • did not attempt enough questions • confused different studies • demonstrated a limited understanding of research methodology.

Section A overview

Candidates demonstrated sound knowledge of the topic in this section as well as strong mathematical skills.

Question 1 (a)

1 (a) Identify the pair of traits that criminals score high on according to Eysenck's Criminal Personality Theories.

- A Extraversion and Introversion
- B Extraversion and Psychoticism
- C Introversion and Neuroticism
- D Psychoticism and Stability

Your answer

[1]

Question 1 (b)

(b) Identify the part of the brain identified by Eysenck as being associated with the criminal personality.

- A Rectangular Activation System
- B Rectangular Amplification System
- C Reticular Activation System
- D Reticular Amplification System

Your answer

[1]

Question 1 (c)

(c) Identify what, according to Eysenck, it is difficult to do with people with a criminal personality.

- A Condition them
- B Imitate them
- C Imprison them
- D Measure them

Your answer

[1]

Most candidates correctly identified the traits and the part of the brain associated with Eysenck's theory but there were more incorrect responses to part (c) with a significant number of candidates choosing the fourth answer i.e., believing Eysenck stated that people with a criminal personality were hard to measure rather than hard to condition.

Question 2

2 Explain how Eysenck's Criminal Personality Theories can be seen as ignoring the role of nurture.

.....

.....

.....

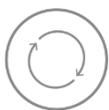
.....

.....

.....

..... [3]

Most candidates earned marks on this question and the full range of marks was awarded. Most candidates were able to outline an aspect of nurture ignored by Eysenck's theory as well as outlining how the theory supported the idea that criminal behaviour is natural.

Assessment for learning

Candidates should know how to contextualise a criticism of a study by relating it back to a study. If a study lacks ecological validity they need to be able to outline the way in which that particular study is artificial.

Question 4

- 4 There are a number of types of crime.
Look at the following diagram.

Draw lines to match the type of crime to its correct example.

[3]

TYPE OF CRIME

Acquisitive

Anti-social

Violent

EXAMPLE

Fraud

Murder

Rape

Vandalism

Most candidates scored 3 on this question. A common error was to draw four lines so that 'rape' was linked to 'type of crime'. Candidates should be clear that for 3 marks they are only expected to draw three lines.

Question 5

5 Complete the following passage on the Social Learning Theory of Criminality by filling in the gaps.

You must choose a different term for each gap from the list below.

[5]

identify imitate internalise model observe punish reinforce

Social Learning Theory says that criminal behaviour starts with an individual finding a role model who they with. They then their role model's criminal behaviour and are motivated to it. If there is a reward, like money, to the behaviour then it is likely to continue. Individuals eventually criminal behaviour so it is not easy to get rid of.

Many candidates performed well and scored full marks here. Nearly all candidates got the first three terms correct.

Question 6 (a)

6 Findings from a recent survey of victims of crime suggest that young adults are the most likely age group to encounter crime. However, the survey also showed that people in this age group do not always view criminal behaviour in the same way as older people and see certain types of crime as quite normal.

The mean number of crimes experienced by young adults in the space of one year was 4.1 compared to a mean of 2.2 for all other age groups. The most common type of crime experienced was acquisitive crime which made up 32% of all crimes reported.

From the source:

(a) Identify how crime was measured in this research.

.....
..... [1]

Most candidates understand the demands of this question and gave a correct response. Some candidates mistakenly quoted some of the figures in the source.

Question 6 (b)

(b) Give **one** phrase that relates to the idea that crime is a social construct.

..... [1]

Most candidates could identify one of the relevant statements but sometimes did not quote enough of it to earn the mark.

Question 6 (c)

(c) Outline how the researchers would have calculated the mean number of crimes experienced by young adults.

.....
.....
.....
..... [2]

There were many good responses where candidates demonstrated their knowledge of how the mean is calculated and used the information from the source accurately. A common mistake was to suggest the crimes experienced should be added up (which gained 1 mark) but then suggest they be divided by the number of crimes rather than the number of young adults (which lost the second mark). Some candidates just gave the calculation without applying it to the source which was not creditworthy.

Question 6 (d)

(d) Give the fraction of reported crimes which were acquisitive crimes, in its lowest possible form. Show your workings.

.....
.....
.....
.....
..... [2]

Most candidates were able to give the correct response and show how they got to it.

Section B overview

In this section, description was better than evaluation. The exception was candidates' descriptions of changes to the brain in the pre-natal stage which tended to be variable.

Question 7 (a)

7 (a) Identify the two methods used in Study 1 of Blackwell et al.'s (2007) research into fixed and growth mindsets.

- A Case study using observations
- B Case study using questionnaires
- C Longitudinal study using observations
- D Longitudinal study using questionnaires

Your answer

[1]

Question 7 (b)

(b) Identify the subject that was used to investigate mindsets in Blackwell et al.'s (2007) Study 1.

- A English
- B Mathematics
- C Science
- D Technology

Your answer

[1]

Question 7 (c)

- (c) Identify the key factor that affected progress of children with a growth mindset in Study 1 according to Blackwell et al. (2007).
- A They believed they had the capacity to change their intelligence
 - B They chose the most challenging tasks to do
 - C They enjoyed the risk of failing
 - D They knew their teachers believed in them

Your answer

[1]

Most candidates correctly answered Question 7 (b). There was more inaccuracies on Question 7 (a) with a number of candidates choosing C rather than D. Question 7 (c) elicited a range of responses.

Question 8 (a)

8 (a) Outline **one** criticism of the sample used in Study 2 of Blackwell et al.'s (2007) research.

.....

.....

.....

..... [2]

Most candidates could identify a bias in the sample with cultural bias being the most common response. Many candidates then went on to contextualise this but there was sometimes confusion about the geographical location of this particular study both in terms of the city and the country.

Question 8 (b)

(b) Apart from the sample, outline how **one other** feature of Blackwell et al.'s (2007) Study 2 could be improved.

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.....

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..... [2]

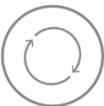
A number of candidates found this question challenging in the sense they often identified a limitation of the study but were not able to use this to suggest an improvement. Unless there was some link to a relevant improvement, limitations were not creditworthy. A significant number of candidates offered improvements to the sample even though this was precluded by the question.

Exemplar 2

Blackwell et al. used ^{the motivational} questionnaires assessing the theories of intelligence.
 It may be that the use of rating scales did not ^{apply to} fit into the student's
 answer perfectly. So interviews should be carried out so researchers can
 assess student's feelings and thoughts more in depth, giving ^{reliable} ~~the~~ results. [2]

This response earns both marks for firstly suggesting a limitation of the way data was collected and then offering a solution to this which would constitute an improvement.

Assessment for learning



If candidates are required to offer an improvement for a study they need to start by identifying a relevant limitation but then focus on how this could be addressed if the research was to be carried out again. For example, if a limitation is a study's ecological validity then how could the set up be made more realistic?

Question 9

9 Researchers estimate that the total number of neurons in adult brains goes down by 3 200 000 per year.

Express this figure in standard form.

.....
..... [1]

There were many correct responses here although common mistakes were 3.2×10^5 and 3.2×10^{-6} .

Question 10

10 Describe how the brain changes in the pre-natal stage of development.

.....
.....
.....
.....
.....
.....
.....
..... [4]

Although there were examples of well-informed and detailed descriptions this was not the norm. Most candidates, who understood the question, could offer relevant detail although a number of candidates relied on just naming various parts of the brain to make the point that all of these parts began to emerge in the pre-natal stage. Some candidates described changes that happen after this stage and some described changes which were too generic. A common error was to refer to cognitive stages of development and to suggest the foetuses' have certain cognitive abilities that are evident before birth.

Question 11

11 A study of 23 five-year-olds showed that 17 of them showed signs of egocentrism.

Calculate the number of the 23 children that were egocentric in decimal form to **2** decimal places.

Show your workings.

.....

.....

.....

..... [2]

Many candidates earned both marks here but a common error was to divide 23 by 17 rather than the other way around.

Question 12 (a)

12 (a) Describe Piaget's (1952) experiment into the conservation of number.

.....

.....

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.....

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.....

.....

..... [5]

This question elicited a full range of responses. At one end, candidates described the wrong Piagetian study (e.g., one looking at conservation of volume) while at the other end there were clear step-by-step descriptions of Piaget's procedure and then findings. Candidates should be aware that descriptions of studies which do not include the actual findings are not able to earn full marks as the description is incomplete. Middle scoring responses tended to lack accuracy or detail, relying on the examiner to 'fill in the gaps' to make sense of the response.

Section C overview

This section challenged candidates more than the previous two although the standard of the extended responses to Q16 was frequently impressive.

Question 13 (a)

13 (a) Identify the correct example of a hallucination as experienced by an individual with schizophrenia.

- A** Believing that people are plotting to get rid of you
- B** Believing that your thoughts are being broadcast to others
- C** Hearing voices that do not really exist
- D** Thinking that you are an important person

Your answer

[1]

Question 13 (b)

(b) Identify the prevalence of schizophrenia in the British population.

- A** 0.00001% approximately
- B** 0.01% approximately
- C** 1% approximately
- D** 10% approximately

Your answer

[1]

Question 13 (c)

(c) Identify the correct statement about the diagnosis of schizophrenia.

- A Men tend to be diagnosed in their 20s
- B Men tend to be diagnosed in their 40s
- C Women tend to be diagnosed in their 20s
- D Women tend to be diagnosed in their 40s

Your answer

[1]

Question 13 (a) was answered best here although there were many correct responses for Questions 13 (b) and (c).

Question 14

14 Explain what Daniel et al.'s (1991) findings into the effects of amphetamine show us about the neuropsychology of schizophrenia.

.....

.....

.....

.....

.....

.....

..... [3]

This was the most challenging question for many. Few candidates focused solely on neuropsychology as demanded by the question and referred instead to the performance on cognitive tests. There was frequent confusion about whether dopamine activity was low or high in the pre-frontal cortices of people with schizophrenia and, similarly, a number of candidates were unclear about the effect of amphetamines on cerebral blood flow.

Exemplar 3

The amphetamine showed a small but ~~not~~^{there} positive correlation in the performance measure of the WCST but, ~~it~~ had no effect when the placebo drug was used. The amphetamine significantly increased activity on prefrontal cortex despite reducing regional cerebral blood flow. The amphetamine had little effect on the regional cerebral blood flow in schizophrenia patients. [3]

This response earns full marks despite some irrelevant content. 1 mark for an increase in (brain) activity, 1 mark for referring to a relevant part of the brain (pre-frontal cortex) and 1 mark for correctly outlining the effect on cerebral blood flow. Note, all marks are awarded for neuropsychological detail.

Misconception



Candidates often think that Daniel et al's study focused on excess of dopamine as a cause of schizophrenia. However, because they researched the pre-frontal cortex then the issue is the lack of dopamine.

Question 15 (a)

- 15 The following frequency table was based on a sample of 20 people with clinical depression. It shows how many of them experienced some of the key symptoms of the disorder.

Symptom	Frequency
Loss of appetite	HHH HHH HHH
Loss of pleasure	HHH HHH HHH HHH
Loss of self-confidence	HHH HHH I
Loss of sex drive	IIII
Sleep disturbance	HHH HHH HHH III
Irritability	HHH II

Using the table:

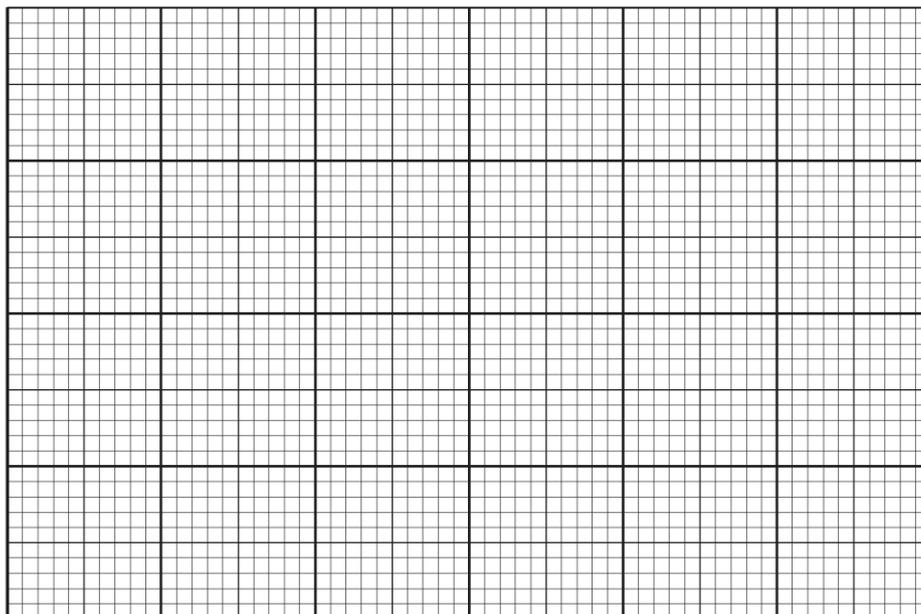
- (a) Identify the most frequent symptom reported by the sample.

..... [1]

The question was answered correctly by almost all candidates.

Question 15 (b)

(b) Draw a bar chart to display the data collected.



[4]

Bars tended to be drawn accurately here earning candidates at least 1 mark. Most candidates were also able to correctly draw and label the axes although it was common for candidates to forget to label the a-axis. Labelling of the bars was not always clear. The most common mistake was to forget to include a title. Some candidates who provided a title did not earn the mark because they did not refer to both variables, or because they mistakenly referred to symptoms of schizophrenia rather than depression.

Section D overview

This was the least successful section for most candidates. Candidates need to have confidence to plan their own investigation with their own ideas rather than assuming there are expected answers.

Question 17

You have been asked to carry out an **experiment** to investigate whether there is a difference in participants' ability to concentrate on a written task when they are listening to music with lyrics and music without lyrics. The theory is that the lyrics from songs will interfere with people's ability to process the information needed to write something.

Use this space to plan your investigation.

17 Write a null hypothesis for your investigation.

.....
.....
..... [2]

Most candidates understood what was required from a null hypothesis and got the stem right. Some candidates did not earn the second mark because of omissions such as a reference to the written task or for only referring to one condition of the IV rather than both. Some candidates did not seem to know how to construct a hypothesis, writing aims or research questions instead. A common error was to get the IV wrong and suggest the conditions were 'music or no music'. Often this error persisted throughout the relevant responses.

Question 18

18 Identify the dependent variable in your investigation.

.....

..... [1]

Many candidates were able to do this although some made the error of only referring to concentration without the written task. A minority of candidates offered the IV instead.

Question 19 (a)

19 (a) Identify the sampling method you would use in your investigation.

.....

..... [1]

A range of sampling techniques were offered. Common errors were to describe the composition of the sample or to name an experimental design. In both cases, it meant that candidates were unlikely to earn further marks in other parts of this question.

Question 19 (b)

(b) Outline **one** strength of using this sampling method in your investigation.

.....

.....

.....

..... [2]

The strength usually matched the method named in Question 19 (a) but this was not always the case. The most successful responses were able to link the strength to the planned investigation but this was rare.

Question 19 (c)

(c) Outline **one** weakness of using this sampling method in your investigation.

.....

.....

.....

..... [2]

The weakness usually matched the method named in Question 19 (a) but this was not always the case. The most successful responses were able to link the weakness to the planned investigation but this was rare.

Question 20 (a)

20 (a) Identify the experimental design you would use in your investigation.

.....

..... [1]

Most candidates offered an experimental design although a common error was to offer a type of experiment which usually prevented those candidates from earning any more marks on the other parts of this question.

Question 20 (b)

(b) Outline **one** strength of using this experimental design in your investigation.

.....

.....

.....

..... [2]

The strength usually matched the design named in Question 20 (a) but this was not always the case. The most successful responses were able to link the weakness to the planned investigation but this was rare. A common error was to describe the design rather than being explicit about its strength.

Question 20 (c)

(c) Outline **one** weakness of using this experimental design in your investigation.

.....
.....
.....
..... [2]

The weakness usually matched the design named in Question 20 (a) but this was not always the case. The most successful responses were able to link the weakness to the planned investigation but this was rare.

Question 21

21 Outline the procedure you would use in your investigation.

.....
.....
.....
.....
.....
..... [3]

There was a real variability in the quality of responses. The most successful responses occurred where candidates identified details that they had not been able to offer elsewhere (e.g. type of experiment, controls, ethical considerations, measurement of DV, analysis of data). Less successful responses repeated details credited elsewhere or, contradicted responses elsewhere (e.g., candidates described a procedure with a different sampling method or an alternative experimental design). The latter error tended to occur where there wasn't evidence of the candidate having planned the investigation before answering the questions.

Question 22

22 Explain how demand characteristics may be an issue in your investigation.

.....

.....

.....

..... [2]

Most candidates demonstrated an understanding of demand characteristics although some confused the concept with the issue of social desirability and earned no marks. Only some candidates were able to adequately apply the issue of demand characteristics to their planned investigation.

Assessment for learning



Candidates should use the planning box before answering any questions in Section D to reduce the risk of contradictory responses or responses which lack coherency.

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