

**GCSE (9-1)**

**Examiners' report**

# PSYCHOLOGY

**J203**

For first teaching in 2017

**J203/01 Summer 2024 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 is 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.

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## Paper 1 series overview

J203/01 is one of two examination papers which follow the same structure in terms of sections, skills and patterns of questions. This paper focuses on the topics of Criminal Psychology, Development and Psychological Problems as well as assessing Research Methods through asking candidates to plan and design an investigation.

To do well on this paper, candidates need to have a broad and detailed knowledge of the content, especially with reference to theories and studies. The ability to apply knowledge and understanding to novel sources and scenarios is also important for success. Lastly, candidates' evaluation skills need to be evident and to be effective to achieve the higher marks on this paper. Candidates who did well on this paper were able to demonstrate the range of psychological skills assessed through this GCSE including mathematical ability. Candidates who did less well often showed limited knowledge of key ideas and found application of understanding a challenge. Their attempts to evaluate sometimes lacked focus or were vague.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> <li>provided a contextualised, well-structured and evaluative response to Question 16</li> <li>demonstrated sound knowledge of correlational and mathematical concepts</li> <li>showed clear understanding of Tandoc's study</li> <li>evaluated in context.</li> </ul>	<ul style="list-style-type: none"> <li>gave general or vague responses to extended questions such as Questions 3 (a), 16 and 8 (a)/(b)</li> <li>demonstrated poor understanding of key evaluative concepts</li> <li>gave responses that lacked contextualised focus throughout</li> <li>demonstrated poor understanding of research methods.</li> </ul>

## Section A overview

Generally, knowledge of Tandoc's study was sound. However, candidates were less successful demonstrating knowledge of the mental health continuum and scatter graphs. Reductionism also is another concept that candidates were less successful at explaining or contextualising.

### Question 1 (a)

1

(a) Identify which of the following is **not** a typical characteristic of clinical depression.

- A Disturbed sleep
- B Hallucinations
- C Low self-esteem
- D Lowered mood

Your answer

[1]

The majority of responses were correct here.

### Question 1 (b)

(b) Identify which one of the following suggests that, due to evolution, we suffer with some mental health issues to prevent further defeat.

- A ABC model of Clinical Depression
- B Dopamine Hypothesis of Schizophrenia
- C Social Drift Theory of Schizophrenia
- D Social Rank Theory of Clinical Depression

Your answer

[1]

The majority of responses were correct here.

## Question 1 (c)

(c) Identify which one of the following suggests that irrational thinking causes some mental health issues.

- A ABC model of Clinical Depression
- B Dopamine Hypothesis of Schizophrenia
- C Social Drift Theory of Schizophrenia
- D Social Rank Theory of Clinical Depression

Your answer

[1]

The majority of responses were correct here.

## Question 2

2 There are many concepts related to mental health.

Draw a line to match each concept with its definition.

[2]

### Concept

### Definition

Mental health continuum

How common the condition is.

Prevalence

Mental health is changeable, from temporary to permanent, with periods of distress and no distress.

Mental health diagnostics which provide a list of all psychological disorders.

A good proportion of candidates answered correctly. However, Mental health continuum was answered incorrectly in less successful responses.

**OCR support**

Many candidates did not understand the meaning of 'Mental health continuum'. The following resource by OCR could help here: [Guide to key concepts](#)

**Question 3 (a)****3**

**(a)** Describe Tandoc et al.'s (2015) study into Facebook use and depression.

.....

.....

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.....

.....

..... [6]

Many candidates demonstrated detailed knowledge of Tandoc et al.'s study. Candidates that did less well either provided vague details or gave an unnecessary and uncreditworthy evaluation of the study.



## Exemplar 1

Tandoc's study investigated if Facebook (FB) usage led to depression, or if it led to feelings of envy which in turn can lead to depression. The sample included 736 journalism students from a midwestern university in USA. The ~~the~~ procedure involved participants to complete an <sup>online</sup> ~~an~~ questionnaire, and so used a self-report method. The 3 variables measured included: 1) Heavy facebook users would report feeling more Facebook envy, 2) users with a large network of friends would report feeling more Facebook envy and 3) users who reported feeling FB ~~envy~~ <sup>more</sup> envy would report feeling more symptoms of depression. The questionnaires used on a 4-point Likert scale to assess participants' feelings of ~~envy~~ envy and depression. The findings were that only hypothesis 1 and 3 were supported - users with a large network of friends would not report feeling more envy. In conclusion, Facebook usage doesn't lead to ~~envy~~ <sup>depression</sup> but Facebook usage can lead to envy, which can lead to ~~to~~ depression.

A good example of a candidate that has provided clear, detailed and focused knowledge of Tandoc et al.'s study.

### Question 3 (b)

- (b) Outline **one** weakness of the research method used in Tandoc et al.'s (2015) study into Facebook use and depression.

.....

.....

.....

..... [2]

A good proportion of candidates either struggled to contextualise a weakness to the study or provided a weakness outside of the research methods (for example, sampling issues).

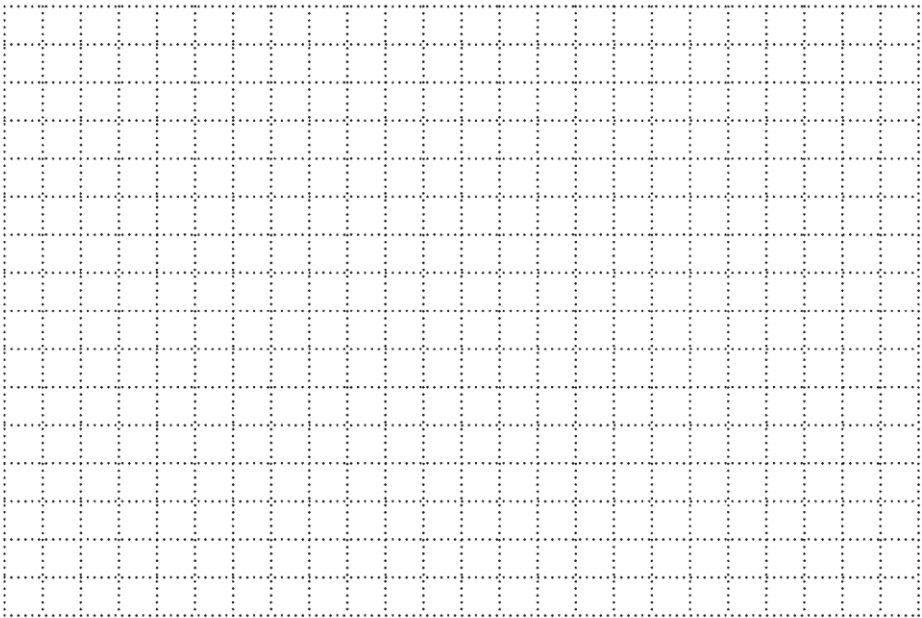
Question 4 (a) (i)

- 4 A psychologist noticed that patients with higher levels of depression were less likely to challenge their boss by starting an argument with them than patients with lower levels of depression. This supports the Social Rank Theory. Two self-report questionnaires were issued to participants. One questionnaire measured the number of times they challenged their boss. The other questionnaire measured their level of depression, where 1 represented 'not depressed' and 10 represented 'very depressed'.

Participant	Number of Challenges	Depression Level
1	4	5
2	8	1
3	3	6
4	3	7
5	2	9
6	7	3
7	5	3

Using the data in the scenario above:

- (a)
- (i) Draw a scatter diagram to display the data collected.
- [4]



Most candidates successfully constructed a scatter graph; however, the majority of candidates did not provide an appropriate title.

### Question 4 (a) (ii)

(ii) Identify the type of correlation shown in your scatter diagram.

Tick **one** of the boxes to show your answer.

[1]

Positive

☐

Negative

☐

None

☐

The majority of candidates were correct here, however there were a surprising number of no responses – candidates should always be encouraged to answer all multiple-choice questions.

### Question 4 (a) (iii)

(iii) The psychologist looked at whether the challenges were aggressive or not and found that out of the total number of 32 'challenges', 17 were classed as aggressive.

Calculate the percentage of challenges that were aggressive, expressed to **one** decimal place.  
Show your workings.

.....

.....

.....

.....

..... [2]

A good proportion of candidates achieved full marks here, however some candidates did not demonstrate their workings.

## Question 4 (b)

**(b)** Briefly explain why the Social Rank Theory of clinical depression can be considered reductionist.

.....

.....

.....

.....

..... [2]

A good proportion of candidates could demonstrate understanding of reductionism, but the majority of candidates did not contextualise this to social rank theory.

## Question 5

- 5** Ling found out that their grandfather had schizophrenia. Alex told Ling that schizophrenia is related to the volume of different parts of a person's brain.

Briefly explain what Alex means by this.

.....

.....

.....

.....

..... [2]

Most candidates could identify an appropriate brain area, but often the concept of smaller volume levels was not correctly identified for the 2<sup>nd</sup> available mark.

## Section B overview

In this section candidates demonstrated good understanding of criminal psychology. However, a good proportion of candidates were unable to demonstrate depth and application of their knowledge. Vicarious and direct reinforcement were often confused and Heaven's study was generally poorly described.

### Question 6 (a)

6

(a) Identify the country the sample was taken from in Cooper and Mackie's (1986) study.

- A Australia
- B Switzerland
- C UK
- D USA

Your answer

[1]

The majority of candidates answered correctly.

### Question 6 (b)

(b) Identify which toy was the 'skill based' toy used in Cooper and Mackie's (1986) study.

- A Building set
- B Nerf Basketball
- C Pinball game
- D Shogun Warrior

Your answer

[1]

A good proportion of candidates were incorrect here.

## Question 6 (c)

(c) Identify the research method that was **not** used in Cooper and Mackie's (1986) study.

- A Laboratory experiment
- B Observation
- C Questionnaires
- D Unstructured interview

Your answer

[1]

The majority of candidates answered correctly.

## Question 7

- 7 Where and when you live can define if a behaviour is seen as a crime or not. Using an example, explain how the role of culture can affect the way criminal behaviour is defined.

.....

.....

.....

.....

.....

..... [3]

It was necessary to clearly state a specific crime in this question. While most candidates clearly understood crime being a social construct, many did not clearly link this to a specific example of a crime, or the crime from different cultures was not rooted in fact.

## Question 8 (a)

**8** Hiro saw their older cousin Charlie steal money from other students at school by pickpocketing bags. Charlie used this money to buy the latest designer clothes. Hiro thought that it would be easy to pickpocket and decided to do so. Hiro managed to steal £50 and used this to buy a new coat. Hiro has now been pickpocketing for a year without being caught and also has all the latest designer clothes.

**(a)** Explain how the roles of internalisation **and** direct reinforcement from the Social Learning Theory can explain why Hiro plans to continue to pickpocket.

.....

.....

.....

.....

.....

.....

.....

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

A good proportion of candidates did well on this question, but there were also a lot of candidates who focused on vicarious reinforcement or who struggled to contextualise the knowledge of the concepts.

## Question 8 (b)

Hiro was eventually caught and charged with theft. The judge assigned a 'role model' to support Hiro to make better choices.

**(b)** Describe how a role model could reduce the likelihood of Hiro reoffending.

.....

.....

.....

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

Most candidates demonstrated good knowledge of role models, but again struggled to contextualise their understanding.



## Question 9 (a)

- 9** Sara said criminals who commit crimes like joy riding and drug dealing are often very sociable and confident. Beth said Eysenck's Criminal Personality Theory suggests that it was to do with the cerebral cortex.

**(a)** Identify which personality trait is Sara describing.

..... [1]

Most candidates answered correctly here.

## Question 9 (b)

**(b)** Briefly explain how the cerebral cortex is involved with criminal activity.

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

A good proportion of candidates struggled here, either by not knowing the information required or not contextualising how under stimulation leads to a criminal act, focusing rather on thrill seeking.

## Question 10

- 10** Synapses in the brain can be as small as 0.000004 centimetres.

Express this figure in standard form.

..... [1]

The majority of responses were correct here.

## Question 11

**11** Briefly explain why Eysenck's Criminal Personality Theory may be ignoring individual differences.

.....

.....

.....

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

A good proportion of candidates struggled here, either failing to contextualise knowledge to Eysenck's theory or misunderstanding how to demonstrate individual differences.

## Question 12 (a)

**12**

**(a)** Describe **two** key findings from Heaven's (1996) study into delinquency.

1 .....

.....

.....

.....

2 .....

.....

.....

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

A contrasting question for candidates. Answers either tended to be very well done with clear detail and understanding, or candidates muddled findings up or talked about criminality rather than delinquency.

## Question 12 (b)

(b) Give **one** reason why the findings from Heaven's (1996) study into delinquency may not be valid.

.....

.....

.....

.....

..... [2]

The majority of candidates achieved 1 mark here, talking about social desirability or cultural bias. However, few candidates went on to contextualise this point to the study for the second mark.

## Section C overview

This section was based around Development. A good proportion of candidates demonstrated good knowledge on Question 16, however, discussions around bias were more limited. Willingham's ideas seemed to not be understood by a good proportion of candidates. There also seemed to be confusion when talking about Piaget's theory, with a proportion of candidates evaluating the study rather than the theory.

### Question 13 (a)

13

(a) Identify what Dweck meant by a 'fixed mindset'.

- A Intelligence can be developed through experiences
- B Intelligence can only be developed in mathematics
- C Intelligence is based on the personality of the individual
- D Intelligence is pre-defined and we are born with certain abilities

Your answer

[1]

Most candidates answered correctly here.

### Question 13 (b)

(b) Identify which one of the following Dweck suggests teachers and parents should use to encourage a 'growth mindset'.

- A Praise
- B Punishment
- C Stickers
- D Sweets

Your answer

[1]

Most candidates answered correctly here.

### Question 13 (c)

(c) Identify which one of the following is a weakness of Dweck's Learning Theory of Development.

- A Dweck's theory focuses too much on nurture
- B Dweck's theory only applies to developing intelligence in schools
- C There is little evidence to support Dweck's theory
- D The theory is only based on females

Your answer

[1]

Most candidates answered correctly here.

### Question 14 (a)

- 14 Some 5-year old pupils in Amit's class are struggling to learn the meanings of some words. Each week they have 5 words to learn.

This week the words they have to learn are: jump, lift, throw, slide and bounce.

Amit has run out of ideas to help the students who are struggling to learn the correct meaning of the words, so he has asked a psychologist for help.

Using the scenario above:

- (a) Describe Willingham's ideas on the importance of meaning for learning.

.....

.....

.....

..... [2]

A large proportion of candidates struggled to convey Willingham's idea and were either focused on learning styles, or vague in their attempts. On the basis of the cohort's attempts at this question it is clear candidates may need more preparation in this area of the syllabus.

### Question 14 (b)

- (b) Using Willingham's ideas on the importance of meaning for learning, suggest how the psychologist could help Amit's class to learn the meaning of the words.

.....

.....

.....

..... [2]

A good number of candidates were able to contextually answer this question and therefore receive full marks.

### Question 15 (a)

15

- (a) Explain why Piaget's Theory of Cognitive Development may not be generalisable to all children.

.....

.....

.....

..... [2]

Most candidates did not fully expand their reasons for the lack of generalisability into the context of Piaget's theory. A good number of candidates incorrectly evaluated Piaget's study rather than the theory itself.

## Question 15 (b)

**(b)** Explain why Piaget's Theory of Cognitive Development could be considered reductionist.

.....

.....

.....

..... [2]

Much like Question 4 (b), reductionism was correctly described by a good proportion of candidates. However, again, candidates often struggled to contextualise this specifically to Piaget's theory.

## Question 16\*

**16\*** Use your knowledge and understanding from across the psychology course to explain how far you agree with the following statement:

'It is impossible to conduct a study that is free from any bias.'

In your answer, you should refer to Piaget's (1952) study into the conservation of number and **at least one** other study from another area of psychology. [13]

A full range of responses were shown here. Descriptions of Piaget's study were mainly accurate, but there were a good proportion of candidates who either did not include a second study, or purely focused on discussing bias and evaluation and therefore missed out on AO1 marks.

## Exemplar 2

one study that has issues with Bias is Piaget's study which in this natural experiment aims to see at which stage of ~~the~~ development are participants able to conserve (pre-operational or concrete operational stage). This was carried out by having 2 identical parallel lines of counters and asking the Swiss children 'is there the same number of counters in each row?'; then the second time after spreading out one row the same question was asked. It was found that children in the concrete operational stage got it correct and were able to explain why however those in the pre-operational stage found it difficult to explain why. So it was concluded that in concrete operational stage children realised appearances can be deceived so could conserve.

This study had questioning bias as due to the same question being asked twice it had led the children to believe they may have been wrong the first time which would lead them to changing their answer this would not give accurate results. Also the sample was culturally biased and therefore couldn't be generalised as children in different countries may be able to conserve earlier than in others.



Another study which has issues with bias is ~~Tandoc et al~~ Tandoc et al study which aimed to see if facebook use predicted depression. 854 journalism students from an American university were given an online survey which measured facebook surveillance, envy scale and depression symptoms. It was found that heavy facebook users had stronger feelings of envy but those who had a larger network of friends didn't expect whether they had depression. It was concluded that Facebook doesn't directly cause depression but the feelings of envy in fact lead to depression.

This study had social desirability bias as self report method was used (online survey) so participants may have given answers that made them look good which would have therefore affected the results. Also this study was culturally biased because all participants were from America, this would be biased as people in different countries may use facebook to boost their self esteem rather than become depressed from envious feelings.

In conclusion, I believe strongly that it is in fact impossible to conduct a study that is free from any bias as both Piaget's study and Tandoc's study have many issues with bias.

A strong response that gained full marks for AO1 – very clear description of Piaget's study as well as Tandoc et al.'s study. Six out of the 7 AO3 marks were gained for clear identification of both age and culture bias, which is expanded well in the context of the studies.

## Section D overview

Most candidates seemed to struggle with elements of correlations in this section. Individually questions were accessed across the full range of marks. However, Question 23 proved challenging for almost all candidates. Strengths and weaknesses of different research methods should therefore be a potential area to receive greater focus in curriculum time.

### Question 17

You have been asked to carry out a **correlation** to investigate whether there is a relationship between how much confidence someone has and the number of words they use. The theory is that the more words a person uses the more confidence they have.

**17** State an alternative hypothesis for your investigation.

.....

.....

.....

..... [2]

Most candidates did not operationalise confidence, often merely repeating the question wording. A reasonable number of candidates also struggled with making the hypothesis correlational.

### Question 18

**18** Describe how you would collect an opportunity sample for your investigation.

.....

.....

.....

..... [2]

Most candidates answered correctly here, however a proportion of candidates seemed to rely on pre-planned responses relating to self-selected sampling.

## Question 19

**19** Explain how population validity may be an issue in your investigation.

.....

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.....

..... [2]

Generally well answered and contextualised.

## Question 20

**20** Outline the procedure you would use in your investigation.

.....

.....

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.....

.....

..... [4]

A good proportion of candidates were able to clearly explain elements of their procedure in contextual detail.

## Question 21 (a)

**21**

**(a)** Identify the type of data used for the 'number of words' used in your investigation.

..... [1]

The majority of candidates correctly responded with either quantitative or primary data here (the former being the most common response).

Question 21 (b)

(b) Outline **one** strength of using this type of data in your investigation

.....

.....

.....

..... [2]

Most candidates were able to clearly identify a strength of the data, but a lot of candidates struggled to contextualise their response for the second mark.

Question 22

22 Explain how you would calculate the range for the 'number of words used'.

.....

.....

.....

..... [2]

Generally, a well answered question.

Question 23

23 Explain **one** strength of using a correlation for this investigation.

.....

.....

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..... [3]

The majority of responses here were very poor, with a lot of candidates repeating a strength of data rather than the research method itself.

## Exemplar 3

It is easy to identify a pattern between both variables (number of words and confidence) this is because there will either be a positive correlation, negative correlation or no correlation found.

A good 3-mark response that has a clear strength of correlations given in full context of the question.

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