

Examiners' report

GCSE

# PSYCHOLOGY

OCR Level 1/ Level 2 GCSE (9-1) in  
Psychology

**J203**

For first teaching in 2017

**J203/02 Summer 2025 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 responses 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 [Teach Cambridge](#).

Please note: OCR Level 1/Level 2 GCSE (9-1) in Psychology (J203) will no longer be funded in Wales for new learners after **30 September 2026**. Please check the [Qualifications in Wales](#) portal (QiW) for more information.

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## Paper 2 series overview

This paper assesses all three assessment objectives from GCSE Psychology through three distinct topics as well as research methods.

To do well on this paper, candidates need to be prepared to demonstrate the range of skills assessed including applying key concepts, theories and studies to novel scenarios.

Candidates demonstrated improvement on the extended response compared to the last series. They were particularly strong on the questions assessing their mathematical skills. Candidates who effectively applied their knowledge and understanding when required often did so consistently across the paper. Questions 4 and 17 were two of the most challenging questions for candidates this year. Both questions required candidates to use their knowledge of applications in the context of novel scenarios. Questions 6 (d) and 10 (c) were also challenging for candidates. Both questions required candidates to evaluate theories in the context of novel scenarios.

| Candidates who did well on this paper generally:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Candidates who did less well on this paper generally:                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>contextualised answers where appropriate</li> <li>demonstrated sound understanding of the different applications associated with all three topics</li> <li>used effective examples to illustrate concepts when questions required this</li> <li>developed evaluation well, including applying them to novel scenarios when questions required this</li> <li>were able to offer distinctly different responses when asked for two ideas in one question</li> <li>demonstrated good knowledge and understanding of sampling techniques and their associated issues.</li> </ul> | <ul style="list-style-type: none"> <li>did not attempt all questions</li> <li>tended to write brief responses so that concepts and ideas were not explained</li> <li>used a limited range of evaluation points which they tended to replicate throughout the paper meaning they were only creditworthy some of the time.</li> </ul> |

## Section A overview

Candidates demonstrated good knowledge of the concepts in Social Influence but were less successful on questions that required them to demonstrate application or evaluation skills.

### Question 1 (a), (b) and (c)

1

(a) Identify the brain region that has a major influence on a person's morality.

- A Cerebellum
- B Hippocampus
- C Hypothalamus
- D Pre-frontal cortex

Your answer ☐

[1]

(b) Identify the personality type that has a major influence on a person's obedience.

- A High authoritarian
- B High extraversion
- C High neuroticism
- D High psychoticism

Your answer ☐

[1]

(c) Identify where the NatCen (2011) study into the August riots was conducted.

- A England
- B New Jersey, USA
- C New York, USA
- D Russia

Your answer ☐

[1]

Most candidates were able to identify the correct answer for parts (b) and (c). However, some did not know the part of the brain associated with morality meaning candidates were generally less successful in part (a).

## Question 2

- 2 Complete the table to show whether the situational factor increases, decreases or has no effect on the social behaviour.

Write **increases** or **decreases** or **has no effect** in the table.

| Situational Factor            | Social Behaviour | Effect |
|-------------------------------|------------------|--------|
| Larger size of majority       | Conformity       | .....  |
| Presence of authority figures | Obedience        | .....  |

[2]

Most candidates got both marks on this question. Incorrect answers were distributed fairly evenly between the two situational factors asked about.

### Question 3

3 Using an example, outline what **deindividuation** means.

.....

.....

.....

..... [2]

The available marks were distributed quite evenly across responses to this question. Most candidates were able to define deindividuation effectively enough although there was more variation in the quality of examples. The best examples gave a clear context (e.g. being in a crowd at a football match) and a change in behaviour (e.g. a person chanting when they would not normally). Common examples that did not get marks were those that referred to crowds and nothing else, or those that did not suggest there was a crowd, e.g. being with peers. A common error was for candidates to define deindividuation as not taking responsibility for one's actions.

## Question 4

- 4 Taylor and Alex want to raise awareness of the stigma and discrimination surrounding mental health. They want to do this at the local community centre.

Explain **two** ways in which minority influence could be used to help reduce mental health stigma and discrimination. You must refer to the source in your answer.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

This was a question that candidates were more likely to not attempt than others. Those that did attempt it often relied on common sense answers for raising awareness (e.g. use of posters, leaflet drops, hiring a speaker). These kinds of responses were unlikely to get marks unless it was made obvious how this could have an impact on majority opinion. The idea of a minority influencing a majority was often absent from candidates' responses. Occasionally, there was overlap between candidates' two suggestions.

Candidates need to take care to plan distinct responses when asked for two or more ideas in a question. The most successful responses to this question tended to use evidence-based factors associated with minority influence (e.g. commitment, consistency, persuasion, flexibility). These factors were then applied well in the context of the question. They recognised that the context involved more than just raising awareness of stigma and discrimination surrounding mental health by making suggestions that would be feasible for two characters to employ in their local community centre.

## Exemplar 1

- 1 They need to show commitment. They should do this by visiting the ~~mental~~ community centre very often, as they are showing they are committed and will be taken more seriously.
- 2 They also need to be <sup>consistent</sup> ~~flexible~~. For example ~~they could~~ when they go to the community centre they should have the same opinion on stigma and discrimination every time they talk to someone. [4]

For each suggestion, the candidate in this exemplar identifies a well-researched concept that is likely to lead to a minority influencing the majority. This concept is illustrated effectively with reference to the context of the community centre. Although not made explicit, it is obvious that this tactic can be related to raising awareness of the stigma and discrimination surrounding mental health.

## Question 5 (a)

5 Bickman's (1974) study investigated obedience and the social power of a uniform.

(a) Identify **one** feature of the sample in this study.

..... [1]

Most candidates were able to offer a relevant feature, with the location and size of the sample being common responses. Many candidates made the same mistake of naming the sampling technique used by Bickman.

## Assessment for learning



Candidates ought to be clear that features of the sample mainly refer to characteristics of the participants, e.g. their nationality, age range, sexes, etc.

## Question 5 (b)

(b) Explain **one** weakness of opportunity sampling as used in Bickman's (1974) study.

.....

.....

.....

..... [2]

Most candidates did not get marks on this question. A very common error was a focus on the ethics of studying people without their consent. Of course, this is an issue with the method used and not the sampling technique.

Some candidates were able to identify the issue in the context of the study (e.g. researchers may only approach people that look helpful) but could not go on to explain the weakness of this for the study. Conversely, some candidates recognised the potential bias involved in opportunity sampling but did not or could not apply this to Bickman's study. Most 2-mark responses focused on the potential for cultural bias.

### Assessment for learning



When evaluating studies within topics, do make explicit links to the content of research methods. Use the studies to illustrate the strengths and weaknesses of different methodologies.

## Question 6 (a)

6 While watching a recording of a riot following an international sports competition, Ali observed the following types of people:

Type X: aggressively damages public properties.

Type Y: observes what is happening without participating.

Type Z: steals food items from shops.

Using the source:

(a) Identify the category of people found in the NatCen (2011) study into the August riots to which Type X people would belong.

..... [1]

Most candidates answered this question well. Almost every correct response identified rioters, with the associated sub-categories being very rare. Incorrect responses tended to refer to unrecognisable categories rather than other ones from the NatCen study.

## Question 6 (b)

- (b)** Identify the category of people found in the NatCen (2011) study into the August riots to which Type Z people would belong.

..... [1]

Nearly every candidate who got a mark for part (a) also got a mark for part (b). Almost every correct response named looters, but opportunists was also occasionally seen. Again, incorrect responses tended to refer to unrecognisable categories rather than other ones from the NatCen study.

## Question 6 (c)

- (c) Explain **one** criticism of using dispositional factors to explain people's participation in riots following an international sports competition.

.....

.....

.....

.....

.....

..... [3]

This was a question that candidates were more likely not to attempt than others. Those that did attempt the question made some common errors such as;

- describing rather than evaluating dispositional factors as an explanation
- evaluating situational factors rather than dispositional factors as an explanation
- explaining criticisms which did not apply to the explanation, e.g. ignoring the individual.

Some candidates did get 1 mark for knowing a criticism – most commonly that dispositional factors ignore the role of situational factors. Some of these candidates could effectively explain their chosen criticism. The most successful responses developed the criticism further by linking it back to the scenario of the riots following an international sports competition.

### Misconception



Candidates often simplify the debate between situational factors and dispositional factors as a nature/nurture debate. They need to understand that situational factors refer to the immediate environment as opposed to environmental influences over time. They also need to understand the dispositional factors might be innate or learnt, or a product of both factors.

### Question 6 (d)

- (d) Ali found there were 17 Type **X** people, 21 Type **Y** people, and 6 Type **Z** people in total.

Calculate the percentage of Type **X** people found by Ali.

Write your answer to **two** significant figures.

Show your working.

.....

.....

.....

.....

.....

..... [3]

Most candidates got full marks here. A common error was to round the final percentage down to 38 percent rather than up to 39 percent.

### Question 6 (e)

- (e) Explain **one** strength of quantitative data as gathered by Ali.

.....

.....

.....

..... [2]

Most candidates could identify a strength of quantitative data, with ease of analysis being the most common response. Few candidates then successfully applied this to Ali's data. Many candidates simply did not try to. A common error was to suggest that the data is easy to read. Even if this is true, it was decided that this would not be a reason for a researcher selecting this type of data for their research.

#### Assessment for learning



Sometimes it may help candidates to work backwards on questions where they need to apply strengths or weaknesses. In other words, they decide what it is that is strong or weak about the study – in this case, what is strong about the data. When they have identified this, they can then try to label that strength more generally.

## Section B overview

Overall, candidates performed very well on this section. They demonstrated a wide-ranging knowledge and understanding of the Sleep and Dreaming topic.

### Question 7 (a), (b) and (c)

7

(a) Identify which of the following describes sleep onset insomnia.

- A Struggle to fall asleep
- B Struggle to stay asleep
- C Struggle to stay awake
- D Struggle to wake up from sleep

Your answer

[1]

(b) Identify which of the following describes sleep maintenance insomnia.

- A Struggle to fall asleep
- B Struggle to stay asleep
- C Struggle to stay awake
- D Struggle to wake up from sleep

Your answer

[1]

(c) Identify the approximate percentage of a sleep cycle that adults spend in REM sleep.

- A 20%
- B 40%
- C 60%
- D 80%

Your answer

[1]

Most candidates were able to identify the correct answer for parts (a) and (b). However, many did not know the percentage of time adults spend in REM, resulting in all of the wrong answers being frequently chosen in part (c).

## Question 8

8 Complete the following passage about the Activation Synthesis Theory of Dreaming.

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

**bizarre**

**cerebral cortex**

**hypothalamus**

**midbrain**

**ordinary**

**pons**

During REM sleep, intense brain activity driven by signals from the

..... stimulates the limbic system. This random brain

activity prompts dream synthesis in the .....,

often resulting in ..... dreams.

**[3]**

Most candidates got full marks here, demonstrating good knowledge of the theory. Nearly all candidates chose the correct term for the third gap. There was more confusion evident in terms of the parts of the brain involved in dreaming.

### Assessment for learning



Candidates may find it helpful to learn from a diagram of the brain. It may be one diagram for each topic, or for each paper, or even for the whole course. They can then label parts of the brain and link them to relevant topics, theories or concepts. If there is more than one topic on the diagram, then colour coding is useful.

## Question 9

- 9** Explain the difference between endogenous pacemakers and exogenous zeitgebers.

.....

.....

.....

..... [2]

Candidates tended to know how to respond to this question either completely correctly or completely incorrectly. It was rare for candidates to be given exactly 1 mark, and this was normally because the candidates had mixed up the definitions for each construct. Most candidates did get both marks for making a clear distinction between the two constructs.

## Question 10 (a)

- 10** Below is a conversation between Ling and Zayn.

Ling: I had an interesting dream yesterday.

Zayn: What was it?

Ling: I was lost in a large, unfamiliar city.

Zayn: Sounds like you wish for a new adventure in life.

Using the source:

- (a)** State the manifest content of Ling's dreams.

..... [1]

Most candidates answered this correctly. A common error was to state the latent content or to not quote enough of the source for the response to make sense, e.g. 'large city'.

## Question 10 (b)

- (b)** State the latent content of Ling's dreams.

..... [1]

Most candidates answered this correctly too. A common error was to state the manifest content or to not quote enough of the source for the response to make sense, e.g. 'new adventure'.

## Question 10 (c)

(c) Explain **one** criticism of using the Freudian Theory of Dreaming to explain Ling's dreams.

.....

.....

.....

.....

.....

..... [3]

Most candidates either got 0 or 2 marks on this question. Common errors included:

- describing rather than evaluating the Freudian theory
- explaining criticisms which did not apply to the explanation, e.g. too reductionist.

Some candidates did get 1 mark for knowing a criticism – most commonly that the theory is subjective. Many of these candidates could successfully explain their chosen criticism. The most successful responses then developed the criticism further by linking it back to the scenario of Ling's dream.

## Exemplar 2

The Freudian Theory of Dreaming is too subjective. For example, someone else may explain Ling's dream in a different way - by suggesting that Ling wishes to live in the countryside for example. This shows that there is not one definite explanation for Ling's dream <sup>because it can be</sup> ~~and the theory is~~ interpreted in different ways, so the theory is too subjective to draw a conclusion. [3]

This exemplar got 1 mark for the criticism that the theory is too subjective. It got a further mark for recognising that this means the theory can be interpreted in different ways. The third mark was for applying the criticism to the scenario by suggesting an alternative interpretation of Ling's dream.

## Question 11

- 11 Using an example, explain what **repression** means according to the Freudian Theory of Dreaming.

.....

.....

.....

..... [2]

This question was not attempted more so than others. Those candidates that did attempt to answer the question often showed a basic knowledge of repression, but their responses were often too basic to be given credit, as they did not meet the demands of the mark scheme.

Those candidates that got 1 mark often did so for an appropriate example of the type of thoughts that might be repressed. Candidates found it challenging to define repression without using the word itself. The candidates also needed to refer to the unconscious for full marks, which many did not do.

### Misconception



Many candidates mistakenly wrote about the subconscious, rather than the unconscious, in their responses to this question. They need to know that the subconscious is different and, more importantly, is not something they need to know about for this exam.

## Question 12

**12** Explain **two** criticisms of the sample used in Freud's (1918) Wolfman study.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

There was a reasonably even spread of marks given here. However, candidates were most commonly given 4 marks, demonstrating candidates' ability to critique Freud's sample. Some candidates only offered one criticism relating to the sample. They tended to offer another valid criticism of the study but also one negated by the question.

## Question 13 (a)

**13** Sam has insomnia. The doctor recently prescribed sleeping tablets to Sam to help regulate their sleep hormones.

**(a)** State the hormone Sam's doctor is trying to regulate using sleeping tablets.

..... [1]

Most candidates answered this question correctly. Incorrect responses tended to be other hormones or neurochemicals from other psychology topics.

### Question 13 (b)

(b) Suggest **two** things Sam can change about the physical environment to cope with their insomnia.

- 1 .....
- .....
- 2 .....
- .....

[2]

Most candidates got full marks for two appropriate suggestions. Candidates that were given 1 mark tended to make one suggestion not related to the physical environment, e.g. not consuming caffeine before bedtime. Candidates might also have earned one mark for making two suggestions that overlapped. Often, these were two suggestions that related to light reduction.

### Question 14

- 14 A researcher found that, in one night, 36 participants had bizarre dreams while 8 participants had non-bizarre dreams.

Calculate the ratio of participants who had bizarre dreams to participants who had non-bizarre dreams.

Express your answer in its **lowest** possible form.

Show your working.

.....

.....

.....

..... [2]

Most candidates got full marks here showing ratios are well understood.

## Section C overview

Many candidates performed well on the Memory topic, with some examples of very impressive extended responses.

### Question 15 (a), (b) and (c)

15

(a) Over how many years was Clive Wearing studied by Wilson, Kopelman and Kapur (2008)?

- A 2
- B 10
- C 21
- D 45

Your answer

[1]

(b) Identify which of the following was **not** used in Wilson, Kopelman and Kapur's (2008) study of Clive Wearing.

- A Brain scan
- B Independent measures design
- C Interview
- D Observation

Your answer

[1]

(c) Which of the following types of data were collected in Wilson, Kopelman and Kapur's (2008) study of Clive Wearing?

- A Primary data
- B Qualitative data
- C Quantitative data
- D All of the above

Your answer

[1]

All three parts of this question were generally answered correctly.

## Question 16

**16** Draw **one** line from each type of amnesia to its relevant area of neurological damage.

### Type of Amnesia

Anterograde amnesia

Retrograde amnesia

### Area of Neurological Damage

Cerebellum damage

Frontal lobe damage

Hippocampus damage

[2]

Most candidates got full marks here, demonstrating good knowledge of the neuropsychology of amnesia. Those candidates who did not get marks knew the two areas of the brain associated with amnesia but got them confused with each other.

## Question 17

**17** A psychologist is hired by a local restaurant to advertise their new chocolate drink.

Describe **two** techniques, other than autobiographical advertising, the psychologist can suggest to make people remember the chocolate drink advertisement.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

The marks for this question were relatively evenly distributed. The most successful responses to this question tended to use the techniques from the specification (i.e. repetition, avoiding overload, use of cues). These factors were then applied well in the context of the question. They recognised that the context involved more than just advertising a new chocolate drink by making suggestions that would be feasible for a local restaurant to use.

Some candidates could identify appropriate techniques to use but did not contextualise them or did not do it effectively enough. Some candidates relied on common sense answers which showed little psychological knowledge, e.g. using a catchy tune. These kinds of responses were creditworthy where they had some bearing on memory for the product.

A common error was to suggest techniques that did not relate to remembering the product and related to other cognitive processes instead, e.g. attention, perception.

## Exemplar 3

- 1 The psychologist could use repetition, which involves repeating the slogan or name of the ~~choco~~ product, in this case the chocolate drink. This increases familiarity with the brand, so they will be more likely to buy the chocolate drink.
- 2 ~~Alternatively~~ Alternatively, the psychologist could use avoiding overload, which involves only including key information about the product so the information is not displaced out of ~~the~~ Short Term Memory. This could mean including three or less points about the chocolate drink, so people aren't overloaded.

[4]

This response uses two evidence-based techniques which get the first mark for each description. Both techniques are well applied. Both explanations of the technique show understanding as well as refer to the product. Importantly, the suggestions make sense given it is a local restaurant which is advertising the drink.

## Question 18

18 State **two** memory functions measured by the Wechsler Memory Scale.

1 .....

.....

2 .....

.....

[2]

Most candidates got 0 marks here, demonstrating little knowledge of this part of the specification.

## Specification Content

This question is a reminder that everything and anything in the specification content may be assessed. In this series, questions about applications have tended to elicit less successful responses. It suggests that applications are not covered in the same detail as theories and studies where students demonstrate much sounder knowledge and understanding. The Wechsler Memory Scale is a very specific part of applications of memory research and therefore requires teaching that focuses on detail. Please pay attention to this and other content which may not get the necessary coverage, e.g. applying Willingham's ideas to education, neuropsychological tests and brain imaging techniques for studying schizophrenia and depression, the impact of neurological damage to the hypothalamus on sleep.

## Question 19\*

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

'Psychological theories provide a holistic understanding of human cognitions and behaviours.'

This relates to the reductionism/holism debate.

In your answer, refer to the Theory of Reconstructive Memory and **at least one** other theory from a different area of psychology you have studied.

[13]

Many candidates continue not to attempt this question. Those candidates who did attempt the question normally get some marks. The marks for the first two levels were reasonably evenly distributed.

Level 3 responses included appropriately detailed description of two theories including the one specified. There was a good balance between breadth and depth in these descriptions which gave a good overview of the theories while demonstrating sound understanding. The evaluation demonstrated insight into the reductionism/holism debate. The concepts of reductionism and/or holism were convincingly applied to the theories. The most successful responses also included some discussion of the merits and/or drawbacks of adopting one or both perspectives.

Level 2 responses tended to be strong on description, often getting all or most of the six AO1 marks for well-balanced descriptions. Evaluation tended to be less strong. This was sometimes due to brevity. It was also common for candidates to evaluate the theories in general. This meant that examiners had to identify points that pertained to the debate and credit them accordingly.

Level 1 responses tended to rely on description rather than evaluation. Candidates could describe the specified theory and suggest it was holistic or reductionist but did not justify or explain this. They would do the same with the theory they had chosen but this meant the discussion was not developed enough to get AO3 marks.

### OCR support



Although there is sometimes a discussion about where different theories stand on different debates, OCR has attempted to make links between theories and key debates. For guidance on this, please see [this resource](#).

## Section D overview

Candidates clearly demonstrated their knowledge and understanding of Research Methods in this section. The best candidates were also able to apply this across the questions asked.

### Question 20 (a)

A psychologist investigated if the type of reward received affects learning motivation. The psychologist went to a local school and invited 20 students to a science laboratory to take part in the study. The students were asked to solve maths problems. 10 of the students received stickers while the other 10 students received verbal praise each time they solved a maths problem successfully. The psychologist recorded the number of maths problems solved as a measure of learning motivation.

**20**

**(a)** State the independent variable in this study.

..... [1]

Most candidates correctly stated the independent variable. A common error was to not make the two conditions clear. For example, candidates who wrote just 'reward' did not get the mark as this could imply reward or no reward, or reward or punishment as opposed to type of reward. Candidates who quoted both conditions were sometimes not accurate enough, e.g. not making it clear that the praise was verbal.

### Question 20 (b)

**(b)** State the dependent variable in this study.

..... [1]

Most candidates correctly stated the dependent variable. If candidates selected the operationalised dependent variable, a common error was to not specify exactly what was being measured, i.e. writing 'maths problems correctly solved' as opposed to 'number of maths problems correctly solved'.

## Question 21

**21** Explain **one** weakness of a laboratory experiment as used in this study.

.....

.....

.....

..... [2]

Most candidates were able to outline a weakness of using a laboratory experiment. The lack of ecological validity and risk of demand characteristics were common answers. Attempts to apply this to the study tended to be too vague. The most successful responses explicitly considered how motivation or performance on the maths problems would be affected by the artificiality of the environment.

### Assessment for learning



Centres should train candidates to make a clear reference to the study in the source when questions end with the words 'in this study'. Depending on the question, there are some obvious features to refer to. These include the variables being measured, the people being used as participants and the findings of the study.

## Question 22

**22** The psychologist used an independent measures design in this experiment. Explain **one** strength of this experimental design as used in this study.

.....

.....

.....

..... [2]

Although there were many responses that got 0 marks, there was no obvious pattern to these responses. Most candidates appeared to be suggesting a strength, but they did not make sense in the context of the experimental design. Creditworthy responses tended to focus on the absence of order effects. The most successful responses clearly linked this strength to the study by explaining how motivation or performance on the maths problems would not be affected by boredom, fatigue or practice.

## Question 23

**23** Identify the type of data the psychologist collected in this study.

Tick **one** box to show your answer.

Primary data

☐

Secondary data

☐

[1]

Most candidates selected the correct answer.

## Question 24

**24** State **one** extraneous variable that would need to be controlled in this study **and** explain **why** it would need to be controlled.

.....

.....

.....

.....

.....

.....

..... [3]

The most common score given for this question was 2 marks. Most candidates successfully identified a relevant extraneous variable and were able to explain the direction of its effect between the two conditions. Usually, the difference between a 2-mark and a 3-mark response was the reference to the independent variable. The most successful responses recognised that it would be difficult to isolate the effect of the type of reward on motivation if the identified extraneous variable was not controlled.

Question 25 (a)

25 The tally chart shows the number of maths problems solved by students who received verbal praise.

| Participant | Number of Maths Problems Solved |
|-------------|---------------------------------|
| 1           |                                 |
| 2           |                                 |
| 3           |                                 |
| 4           |                                 |
| 5           |                                 |
| 6           |                                 |
| 7           |                                 |
| 8           |                                 |
| 9           |                                 |
| 10          |                                 |

(a) Calculate the mean number of maths problems solved by students who received verbal praise in this study.  
Show your working.

.....

.....

.....

..... [2]

Most candidates gave the correct answer with clear evidence of workings.

Question 25 (b)

(b) Calculate the range of the number of maths problems solved by students who received verbal praise in this study.  
Show your working.

.....

.....

..... [2]

Most candidates gave the correct answer with evidence of workings.

## Question 26 (a)

26

- (a) Explain how the psychologist could have used the random sampling method to obtain participants in this study.

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..... [2]

Many candidates got no marks here because they confused random sampling with other sampling techniques. Candidates that understood how to obtain a random sample tended to get both marks for effectively applying it to the study, either by referring to the population that would be selected from or the number of participants that needed to be selected. The most common method suggested was to select names from a hat.

## Question 26 (b)

- (b) Explain **one** strength of using the random sampling method to obtain participants in this study.

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..... [2]

Most candidates recognised that random sampling would either avoid bias or would be likely to result in a representative sample. Only a few candidates were able to explain how that might impact this study, i.e. in terms of the range of participants the researcher would want given the student is about types of reward, motivation and solving maths problems. Candidates who did not demonstrate accurate knowledge of random sampling in part (a) were also likely not to get marks in this part of the question.

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