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IAL Psychology WPS01 01

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Introduction

The paper is divided into Social and Cognitive sections which allowed candidates many opportunities to demonstrate their psychological knowledge and skills. Knowledge and understanding were shown equally across both sections and responses demonstrated that centres had covered the content in sufficient depth.

All questions on the paper were attempted in most cases. Although there were a few blank responses, they were not associated with any specific part of the paper indicating that candidates approached this paper confidently and were able to complete it in the time available.

It was encouraging to see more application in scenario questions. It must be emphasised that use of a name is insufficient to contextualise a scenario and that candidates must apply their psychological knowledge to the situation.

Questions involving strengths and weaknesses remain a general area for improvement. The response must not be generic but relate to specific details about the study or theory identified. The AO3 exemplification mark must be sufficiently developed to justify the strength or weakness.

Candidates often experience difficulties with questions involving strengths and weakness. Frequently these responses are generic and do not relate to specific details about the study or theory required. In many responses, it is not evident why an identified feature is considered as a strength or weakness and so the AO3 justification mark is not achieved.

Many candidates approached the extended response questions positively and demonstrated a good level of understanding of the topics. Additionally, candidates are encouraged to develop their chains of reasoning in the evaluation. An awareness of competing arguments is necessary to access the higher marking levels.

Some candidates would benefit from reviewing the difference in taxonomy of questions to enable differentiation of their response appropriately. Centres are directed to the published taxonomy of command terms in the specification.

The remainder of this report focuses on individual questions and gives specific examples with the aim of highlighting areas of good practice and common errors which can be used to help prepare candidates for future WPS01 examinations.

Question 1 (a)

Centres will have chosen a contemporary social study in detail. This question required candidates to state the aim of this chosen study. Many candidates returned a word-perfect response whilst others made an informed approximation. There were a few blank responses suggesting that not all candidates were fully prepared.

1 In your studies of social psychology, you will have learned about one of the following contemporary studies in detail:

- Yi Huang et al. (2014)

- Haun et al. (2014).

(a) State **one** aim of your chosen contemporary study.

(1)

To Yi Huang et al (2014). To investigate whether social and non-social information could affect subsequent judgements over a period of 3 months (study 1), 1 day, 3 days and 7 days (study 2)

ResultsPlus
Examiner Comments

This response gave a clear aim for the contemporary study and gained 1 mark.

Question 1 (b)

The question asked for details about the sample used in the contemporary social study in detail. Many candidates knew the study and could answer this well using the correct numbers and features. Occasionally, answers such as 'stratified' or 'volunteer' were offered.

(b) Give the sample of participants used in your chosen contemporary study.

(1)

The sample used was 18 children of the mean age of 26 months (9 females and 9 males), 12 chimpanzees (7 females and 5 males) and 12 orangutangs (6 females and 6 males).

ResultsPlus
Examiner Comments

This is a full response which gives accurate details of the sample and achieved one mark.

Question 1 (c)

There were four marks available for an accurate description of the procedure of the contemporary social study in detail.

Many candidates knew this thoroughly, but others made vague points and found it harder to achieve all the marks. When Haun et al (2014) was the chosen study, candidates did spend time on more irrelevant details such as the colours of the balls and the treat given to the children and apes.

(c) Describe the procedure of your chosen contemporary study.

(4)

In this study the participants were shown a slideshow of neutral faces of chinese women. They were asked to rate their attractiveness on an 8-point likert scale. Then after they had rated the womens faces they then got to see the average ratings of everyone who had rated. They were then asked to come back 3 months later and rate the faces again on the 8-point likert scale. In sample 2 they were asked to do the same, however this time they came back afte 1,3 or 7 days.

ResultsPlus Examiner Comments

This is an accurate description of the procedure. Various details have been highlighted such as neutral expressions and an 8-point scale. Further marks are credited for the second part of the study where the participants returned after various intervals.

4 marks overall

Question 2

There are two AO2 application marks in this question about agency theory.

Although a few responses were generic, most candidates had a good awareness that proximity of the authority figure was necessary for Brandon to obey and achieved one mark. For elaboration, the identification of the manager as an authority figure was not always identified.

2 Brandon works in a warehouse. The manager came to speak to him and instructed him to load 10 boxes of goods onto a collection van by 11:00 am. Brandon followed the instructions and completed the task.

The manager had to leave the warehouse for a meeting at another site. He emailed Brandon to ask him to unpack five boxes by 3:00 pm. Brandon did not complete this task on time, finishing the unpacking at 4:00 pm.

Describe, using agency theory, why Brandon may have behaved in this way.

This is there because according to The agency theory there is an autonomous and agentic state. In the agentic state a person would act on behalf of another person as if They are agents for your own will however the autonomous state is acting on your own accord and taking responsibility, brandon may have been in The autonomous state.

(Total for Question 2 = 2 marks)

ResultsPlus Examiner Comments

This is a generic response although Brandon is mentioned at the very end which does not gain credit.

The response shows good knowledge of agency theory, but does not apply it to the scenario.

No marks credited.

7 IAL Psychology WPS01 01

2 Brandon works in a warehouse. The manager came to speak to him and instructed him to load 10 boxes of goods onto a collection van by 11:00 am. Brandon followed the instructions and completed the task.

The manager had to leave the warehouse for a meeting at another site. He emailed Brandon to ask him to unpack five boxes by 3:00 pm. Brandon did not complete this task on time, finishing the unpacking at 4:00 pm.

Describe, using agency theory, why Brandon may have behaved in this way.

Brandon obeyed the manager's to be order to load 10 boxes because Brandon recognised manager as an authority figure and was in agentic state. However, Brandon disobeyed manager later. Perhaps when manager is not in a close proximity, Brandon operates in autonomous state and therefore can disobey.

(Total for Question 2 = 2 marks)

Question 3

This was an AO2 and AO3 question. It required candidates to explain two improvements they could make to the social practical investigation they would have completed during their course. This practical should be a questionnaire and gather both qualitative and quantitative data.

Many responses were generic with no reference at all to the social topic or a questionnaire. Other responses outlined a weakness and did not convert this into an improvement. Candidates who did well on this question identified clear improvements about their sample or questionnaire which they could justify achieving the AO3 marks.

3   In your studies of social psychology, you will have conducted a practical investigation.

Explain **two** improvements you could make to the procedure of your social psychology practical investigation.

1   I could be more objective by adding more questions to the questionnaire that gave me quantitative data to have a less biased experiment and to have less subjective results

2   I could have a bigger sample to increase generalisability to be more applicable to the ~~population~~ target population I selected (teenagers)

The first improvement is unclear as the investigation should already be collecting quantitative data.

For the second improvement, a more diverse sample would be acceptable but not a bigger sample. There is no reference to the social practical.

No marks credited.

Candidates should make sure that they apply the improvements to the social practical.

Question 4 (a)

This question required an accurate statement about quantitative data.

Many candidates responded confidently and achieved the mark. Although errors were rare, there were a few responses where qualitative data was described instead.

4   Questionnaires have been used to research topics in social psychology. The questions used in a questionnaire can generate quantitative data.

(a) State what is meant by 'quantitative data'.

(1)

Numerical data that can be compared, put in order or added up.

ResultsPlus Examiner Comments

There is just enough detail in this response for 1 mark.

Question 4 (b)

This question required the candidate to explain one strength of using qualitative data in social psychology.

Responses were often generic or contained a minimal reference to social psychology. Candidates who did relate their answer to conformity or obedience did not go on to achieve the justification mark.

The questions used in a questionnaire can also generate qualitative data.

(b) Explain **one** strength of using qualitative data in social psychology.

(2)

One strength of using qualitative data in psychology is that they provide in depth data & detail which cannot be obtained using quantitative detail. ~~The~~ for example in ~~social psychology~~ ~~clinical studies~~ qualitative data can be used to provide detail about ~~participant~~ why teachers obeyed in Milgrams 1963 investigation. This suggests that qualitative data provides a better understingiy of social psychology.

ResultsPlus Examiner Comments

This response gained 2 marks.

There is a clear reference to social psychology (AO2 mark).

Providing a better understanding of social understanding provides justification of the strength (AO3 mark).

Question 5 (a)

Candidates are required to give a simple definition or statement about conformity.

This question was generally answered well, although not all candidates referred to a change in belief or behaviour.

5   Jamie was with four friends in the park. All of his friends started writing graffiti on the wall. Jamie said they should stop, but they laughed and said they were having fun.

One of the friends gave Jamie a pen and said he should join in with them and stop being boring. Jamie took the pen and joined in with writing graffiti.

(a) State what is meant by 'conformity'.

(1)

Conformity is changing attitudes and behaviour to fit in with the norms of society.

ResultsPlus
Examiner Comments

This is an accurate statement to describe conformity. This gives the idea of a group.

1 mark.

Question 5 (b)

In this question, candidates were required to relate their answer to the scenario.

There were many excellent answers here and most candidates referred to the scenario recognising that Jamie was 'fitting in' to his group. Fewer candidates linked to the influence from his group of friends for the second mark.

(b) Describe, using conformity, why Jamie joined in with writing graffiti.

(2)

Jamie joined in showed compliance towards because he followed the behaviours (writing graffiti) of his friends (the majority) so that he wouldn't feel left out, even though he didn't privately agree their actions to be right (normative social influence), as he at first showed ^opposition Hesitar reluctance towards the activity, by telling his **(Total for Question 5 = 3 marks)** friends to 'stop'.

This answer has engaged with the scenario and gained both marks.

There is reference to the group of Jamie's friends and the idea that he is trying to fit in with them.

Question 6

This essay question has equal emphasis between knowledge and evaluation.

Common responses included description of authoritarian personality and locus of control. These were applied to obedience with varying success.

Confident candidates used studies such as Adorno or Elms and Milgram to support the argument. Gender was not fully discussed, although some candidates mentioned Sheridan and King and referred to the gender findings from Burger's study.

The top answers used a range of studies and evidence and included some judgements.

6 Assess whether individual differences (personality and gender) can influence obedience.

↑MILGRAM

(8)

ONLY SOME INDIVIDUAL DIFFERENCES CAN HAVE AN IMPACT ON OBEDIENCE. FOR EXAMPLE, PERSONALITY FACTORS SUCH AS AUTHORITARIAN PERSONALITIES AND LOCUS OF CONTROL DO INFLUENCE OBEDIENCE. IT IS SHOWN THAT THOSE WHO HAVE AN EXTERNAL LOCUS OF CONTROL ARE MORE LIKELY TO OBEY TO AUTHORITY THAN THOSE WITH an INTERNAL ~~LOCUS OF~~ LOCUS OF CONTROL. THIS IS BECAUSE THOSE ~~WITH~~ WITH AN EXTERNAL LOCUS OF CONTROL ~~ARE~~ TEND TO BE MORE INFLUENCED BY THEIR ENVIRONMENT THAN THOSE WITH AN INTERNAL LOCUS OF CONTROL WHO SEE THEMSELVES AS ~~~~ PEOPLE WHO HAVE CONTROL OVER THEIR OWN SITUATIONS.

HOWEVER, OTHER INDIVIDUAL DIFFERENCES SUCH AS GENDER DON'T INFLUENCE OBEDIENCE. ~~AS~~ BOTH MEN AND WOMEN HAVE BEEN SHOWN TO EQUALLY OBEY AUTHORITY ON THE SAME RATES. MILLGRAM'S EXPERIMENT SUPPORTS THIS AS BOTH WOMEN AND MEN BOTH "SHOCKED" THE CONFEDERATES ~~AND~~ AND THAT THERE WAS LITTLE TO NO DIFFERENCES IN RESULTS SHOWN.

TO CONCLUDE, SOME INDIVIDUAL DIFFERENTS CAN INFLUENCE OBEDIENCE LIKE AUTHORITARIAN PERSONALITES WHILE OTHER DIFFERENCES LIKE GENDER DON'T.

There is limited information in this response.

Comments about the locus of control and gender have allowed AO1 credit.

Milgram's experiment as evidence would require further elaboration.

This is a Level 1 answer with 2 marks.

6 Assess whether individual differences (personality and gender) can influence obedience.

(8)

Obedience is when a person gives up their free will to an authority figure and follows their instructions. Individual differences can influence obedience as shown by different studies conducted.

A study that shows personality can influence obedience is Adorno's study. Adorno created a questionnaire to see what kind of personality would be more obediant compared to others. Adorno measured personality using an F-scale. From his research, Adorno found that those with an authoratarian personality are more likely to be obedient. This is because people with an authoratarian personality are more worried about status, therefore they are more likely to be submissive to an authority figure. This shows that individual differences such as personality can affect levels of obedience.

However, many studies show that not all types of individual differences can influence obedience. Gender is a factor that doesn't affect obedience. Milgram replicated ~~repeated~~ his original study where he used 40 female participants instead of male participants. In this study, Milgram found out that exactly the same amount of females (65%) and males, went up to the maximum 450% lethal voltage. This shows that gender

doesn't influence obedience. This can be supported by Burger's study, which replicated Milgram's original study. The results showed that the levels of obedience for both males and females had no significant difference.

On the contrary, a ~~study~~ study carried out by sheridan and king, which was a study similar to Milgram but instead the learner was a dog. The results showed that ~~Males went~~ 54% of males went up to the final 150v, whereas all female participants went to the maximum voltage. In conclusion This shows that ~~sometimes~~ there can be an individual differences that influence obedience like personality, but for gender most of time there is no influence.

Question 7 (a)

Candidates were required to describe what is meant by the visuo spatial sketchpad in relation to the working memory model.

Responses were often superficial and just repeated that this system was involved with visual and/or spatial information.

Candidates who achieved both marks were able to focus on the processing of both types of information and elaborate on colour, direction and other features.

Question 7 (b)

This question required candidates to explain one weakness of the working memory model.

Many candidates gave a simple answer suggesting the weakness was that only short-term memory was being considered which was not followed through for the AO3 mark.

Some candidates used Lieberman's study as a weakness of the visuo spatial sketchpad and developed this nicely to achieve the exemplification mark.

(b) Explain **one** weakness of the working memory model (Baddeley and Hitch, 1974) as an explanation of memory.

(2)

The visuo-spatial sketchpad does not put into consideration the fact that blind people have great spatial identification even though they lack the vision to see this. Thus, the working memory model should have visual information and spatial information in t separated into two different sections instead one 1 as, they do seem unrelated. due to bli

(Total for Question 7 – 4 marks)

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Examiner Comments

There are two marks here. This response has a clear AO1 point which is exemplified for the AO3 mark.

Question 8 (a)

As this is an AO2 question, the points made by the candidate must be applied to the scenario.

Many responses engaged with the application and showed good understanding of schema. Most candidates recognised that Bobby might have an existing schema about car thieves, but did not expand this for the second mark by showing how this schema might affect his recall of the memory.

8   Bobby and Chris witnessed a car theft outside a supermarket. Bobby called the police while Chris went to tell the security guard. Chris also spoke to two other shoppers who had seen the car being stolen. The police interviewed Bobby and Chris about the theft.

Bobby recalled that the car was dark blue, the two thieves were male with dark hair, and both were wearing dark clothing. He told the police that one thief was quite tall, and the other was much smaller.

Chris recalled that the car was black, and he believed one of the thieves was female. He said they were both wearing light blue jeans and grey jumpers. He told the police that the thief who drove the car away was much taller than the female thief.

(a) Describe, using schema theory, why Bobby may have recalled that both car thieves were male, and were wearing dark clothing.

(2)

Because normally the thieves are males and wear dark clothing (like in movies or books) so he has stablished in his brain this so schema and changes in it can produces a worse remember of the situations or also he could live a theft before and he stablished a schema on his brain about the theft he lived. So he reconstructed the memory gaps he had by the schema he created before.

ResultsPlus
Examiner Comments

This response gains 2 marks as it clearly engages with the scenario and gives suggestions of the origins of Bobby's schema.

The final sentence makes the link to how this affects his memory.

Question 8 (b)

This is an AO2 and AO3 question requiring the candidate to give a reason why Chris might have different recall from Bobby and a justification of that reason.

Most candidates did apply their knowledge of schema, which is encouraging, but very few candidates developed this to gain the exemplification marks.

(b) Explain, using reconstructive memory (Bartlett, 1932), **two** reasons why Chris has different memories of the car theft.

(4)

1. Memory is not fixed and Chris may have transformed the memory of the incident as a result of talking to other people and mixing his memories with what he heard from the 2 other people and resulting in his memory being changed.

2. It was probably a while after the incident took place and Chris ~~took~~ spoke to the other 2 people that the police interviewed him and he may have ommitted some details or said whate made sense to him.

ResultsPlus
Examiner Comments

There is an AO2 mark from the scenario about Chris talking to other people.

This is not followed by any justification or exemplification. The second part of the question does not gain credit.
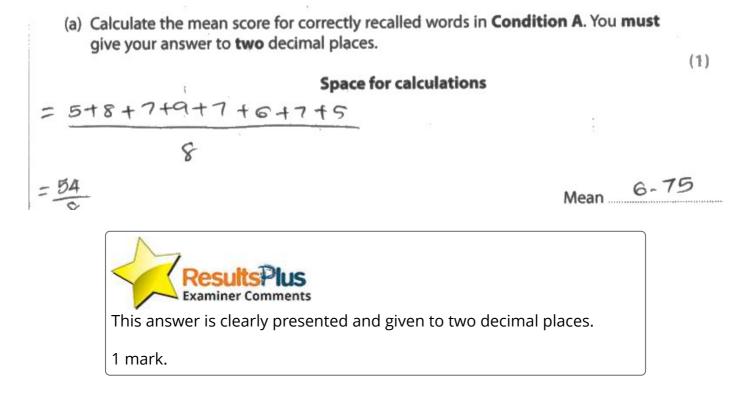
1 mark overall.

This candidate could have developed this response by including an exemplification mark using some evidence of post event information from research.

Question 9 (a)

This question assesses AO2 mathematical skill where the candidate is required to calculate the mean.

Most candidates calculated this correctly and achieved the mark. Candidates are reminded to read the question carefully to ensure they note how the answer should be presented.

(a) Calculate the mean score for correctly recalled words in **Condition A**. You **must** give your answer to **two** decimal places.

(1)

Space for calculations

$$= \frac{5+8+7+9+7+6+7+5}{8}$$

$$= \frac{54}{8}$$

Mean ___6.75___

ResultsPlus
Examiner Comments

This answer is clearly presented and given to two decimal places.

1 mark.

Question 9 (b)

This question assessed AO2 mathematical skill where the candidate had to calculate the median.

Most candidates carried this out confidently and achieved one mark.

(b) Calculate the median score for correctly recalled words in **Condition B**.

(1)

Space for calculations

$2, 3, 3, 3, 3, 3, 4, 5$ = $\dfrac{3+3}{2}$ = 3

Median ....3............

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Examiner Comments

A clearly presented response.

1 mark.

Question 9 (c)

Candidates were asked to complete the AO2 mathematical skill of drawing a bar chart.

Where candidates did not gain full credit, it was often due to inaccuracies in the title or by failing to label the axes correctly and fully. It is worth reminding candidates that the bars in a bar chart should be separate.
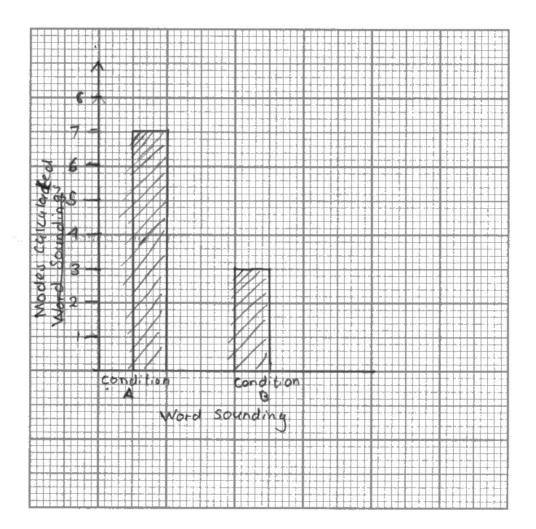
(c) Mateus calculated that the mode for Condition A was **seven**, and the mode for Condition B was **three**.

Draw a bar chart to represent the mode scores calculated by Mateus for his investigation.

(3)

Title: A bar chart ~~that~~ showing how ~~many~~ the calculated mode for ~~d~~words that sound different and those that sound similar

This response gained 2 marks.

The axes must be fully labelled so 'Condition A' and 'Condition B' is not enough to gain credit.

Question 9 (d)

This is an AO2 application question where candidates are asked to describe how Mateus could recruit a volunteer sample for his investigation.

Candidates are required to apply their knowledge and understanding of volunteer sampling technique to the stimulus material.

Many candidates instantly recognised that social media sites or adverts were appropriate suggestions and some linked these to the desired features of the sample Mateus wanted to gain credit. Few candidates went on to develop this to achieve the full number of marks available. There is some confusion between volunteer and opportunity sampling.

(d) Following his pilot study, Mateus decides to complete his full investigation. He would like to gather a sample of participants that represents people of different ages, genders and cognitive abilities.

Describe how Mateus could use a volunteer sampling technique to gather participants for his investigation.

(3)

Mateus may start by putting up an advertisement on local coffee shops or on the internet, describing roughly that he is looking for a participant to participate in memory experiment; describing what the time and place he expects the experiment to take place as well as how long it is estimated to take. Mateus should also attach contact list such as phone number or email address, as well as any institution (university or school) that Mateus belongs those to. Then Mateus should select participants of different ages and genders from the group of people who applied.

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Examiner Comments

This response gains 3 marks.

It identifies that Mateus is carrying out a memory experiment which puts the response into context and then links to a volunteer sample.

Question 10

This is an 'evaluate' question which required an equal emphasis between knowledge/understanding (AO1) and justification/exemplification (AO3) in the answer.

Candidates should demonstrate knowledge of the different experimental designs and evaluation of how the different designs could be used in memory research. Generic points about design without any link to cognitive psychology do not meet the demands of the question.

Centres are to be commended on the accurate knowledge and understanding by candidates of the different designs. Their strengths and weakness were also well understood. Some candidates used memory experiments such as Schmolck and Baddeley to illustrate their significance in memory research.

10 In your studies of cognitive psychology, you will have learned about experimental research designs, including repeated measures, independent groups and matched pairs designs.

Evaluate the use of experimental research designs when investigating memory.

(8)

The repeated measures design Involves the same group of participants taking part in all the conditions of the research. Independent group designs involves different participants taking part in different conditions of the research or study. The matched pair design Involves participants being matched based on a similar feature or characteristic importan to the research.

A strength on using a repeated measures design is that less participants will be needed for the study as all of them take part in all the conditions. Using A weakness of using a repea an independent group design will reduce demand characteristics as participants only take part in one level of the research hence reduces order effects and are less likely to guess the aim of the study, meaning participants will not change their behaviour to fit in with the

criteria of the study or based on the expectations of the researcher. Using Increasing validity. a matched pair design reduces participant variables as all participants have the same characters or features for the study hence may not affect the findings of the study Increasing validity of the study. Using a repeated measures design will Increase demand characteristics In the study as. the participants take part in all levels & conditions of the study hence are likely to guess the aim of the study reducing validity of the study.

Question 11

This was an extended response question where candidates were required to evaluate the multi-store memory model. This demanded an equal emphasis on knowledge/understanding (AO1) and evaluation/conclusion (AO3).

Most candidates responded positively to this question showing excellent knowledge of this theory. A few candidates did not give detailed points and some left out the sensory store. Candidates found the AO3 component more challenging and did not always develop their points. Research studies were quoted in isolation without a secure link back to the theory and how they might support or challenge it.

The level of AO1 understanding was strong. Centres are referred to the command words taxonomy to advise on specific demands of questions.

11 Evaluate the multi-store model of memory (Atkinson and Shiffrin, 1968).

(12)

The multi-store model of memory (MSM) is comprised of three stores. They have the sensory register, the short-term memory and the long-term memory. The sensory register relates to when ~~information~~ information is being inputed, this has a duration of 3 seconds before the information decays. The short-term memory is a store that has the capacity of 7 plus or minus 2 pieces of information and has a duration of 18-30 seconds. The type of encoding on this store is mainly ~~terms~~ auditory. The long-term memory is the memory that holds semantic memories. Its duration of information is unlimited as well as its capacity which is also unlimited. Long-term memory has elaborative rehearsal, this is where there is new information and the person attaches something meaningful that is already in the semantic long-term memory. As well as this, short-term memory has mental rehearsal, this is where they mentally or verbally recite the information so it can be stored in the short-term memory for longer than 30 seconds. There is a rehearsal loop in

order to get information from the short-term to long-term memory. It needs to be rehearsed.

One strength of the multi-store memory model is that it has research to back it up, in terms of the short-term memory. For example, Peterson and Peterson found that in their study 90% of participants couldn't recall the triagrams after an interference task. This shows that rehearsal is needed in order to retain information and as well as this it shows the duration of the short-term memory is only 30 seconds.

However, a weakness of the multistore memory model is that it is far too vague and simplistic. For example, Baddley and Hitch's working memory model highlights that there is more than one short-term memory and that it is comprised of the visuospatial sketchpad, the episodic buffer and the phonological loop. This shows that the model may not be accurate to memory and may infact be incorrect.

Another strength of the multi-store memory model is that it has more supporting research that the short-term memory research is accurate. For example, millers magic number also states that the short-

term memories capacity is 7 plus or minus 2 items. This shows that the research done by Atkinson and Shiffrin was accurate of the short-term memory.

However, a weakness of the multi-store model of memory is that the studies used to back up ~~Shiffrin's~~ the multi-store model of memory lack ecological validity. For example, the peterson and peterson study involved listening and seeing trigrams and then recalling them after an interference task. This isn't an activity that is done everyday and therefore, it lacks ecological validity. This shows that the results may not be valid and therefore doesn't show that the multi-store model of memory is accurate to human memory.

On balance, the multi-store model of memory has multiple studies to back up its research which shows it is reliable, however that can be counterbalanced by the fact that some of those studies lack ecological validity making them not as valid and therefore, may not back up the multi-store model of memory.

This response has accurate and thorough AO1 knowledge and understanding and contains some well-developed arguments with conclusions.

It reaches Level 4 and has 10 marks.

Paper Summary

Based on performance on this paper, candidates are offered the following advice:

- Generic points should be avoided. Candidates should be able to give specific responses which are clearly linked to the question content, for example, if evaluating a study it should be very clear how the point made relates to that study.
- Candidates should apply their knowledge of psychological themes to a given scenario. Using just a name or a single term is insufficient for contextualisation.
- Candidates should learn studies (especially studies in detail) thoroughly so that they can incorporate accurate details into their responses.
- Candidates generally do well on mathematical calculations, nevertheless they should read the question carefully to ensure they give the answer in the correct format, for example, to one decimal place.
- Candidates should take careful notes of the mark allocation to judge the required depth of a response to gain more credit.
- Candidates could use evidence and supporting studies to expand logical chains of reasoning and reach balanced conclusions or informed judgements in extended open response questions.
- Candidates should review the command terms in the specification to answer questions more fully, for example the difference between 'assess' and 'evaluate'.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html