Questions matter

GCSE

Psychology

8182/2 Social Context and Behaviour Paper 2

Report on the exam

Published: August 2024

Contents

The below table is interactive. You can press the control button click on the title of the question to go directly to that page.

Copyright © 2022 AQA and its licensors. All rights reserved.

Summary

Overall performance.

The purpose of this report is to highlight some areas of good practice and areas for improvement stemming from students' answers in Paper 2 in 2024. Where appropriate, it will also offer guidance as to how future performances might be improved, for teachers and students.

This was the sixth series of examinations for the current specification - the fourth sat by all of the students entered for the qualification.

As part of this specification, students are 'expected to draw on knowledge and understanding of the entire course of study'. There will be one 9-mark synoptic question in each paper for every examination cycle of this specification. In 2024, the synoptic question in paper 2 was question 4 and it asked students to draw on knowledge from a paper 2 topic (Social Influence) and a paper 1 topic (Research Methods). It is pleasing to note that students are becoming more able to successfully answer these synoptic questions as the life of the specification continues.

Students are required to show understanding of research methods, practical research skills and mathematical skills through-out all of the topic areas in both papers. Although there were some questions where many students did well, there were also some clear areas of weakness. It is highly recommended that centres provide as many opportunities as possible for students to develop their research methods skills. This may be done by including these skills at appropriate places within other topic areas, and by carrying out practical work. It is also recommended that centres are aware of the specification content contained in Appendix A: mathematical requirements, as this is not exactly the same as the Data Handling content listed as part of the Research Methods topic.

Because scripts are marked online, there are some specific concerns about the ways students use the answer booklets and additional sheets, which centres need to be aware of so that they can advise their students accordingly:

- Most students are now using the additional sheets provided at the back of the booklet to continue answers that do not fit within the allocated area. Where the additional sheets are used to finish an answer, it is helpful if students indicate that they have done this in the main answer booklet
- Students should be encouraged to clearly identify which question they are answering on the additional sheets. Where there are several questions with similar numbers, it is important that students identify the correct one - for example, writing '2.2' rather than just '2'
- Students should be encouraged to write in black ink because lighter colours do not scan well and make it harder for examiners to read students' work.
- Students should be encouraged to use sensibly sized writing as tiny handwriting results in answers that are very challenging to read. They should also be encouraged to write as legibly as possible.

Comments relating to students' performance on specific questions are provided below. It is hoped that these comments will be helpful in guiding the teaching of the specification and the preparation of students for future exams.

Copyright © 2022 AQA and its licensors. All rights reserved.

Areas where students performed well.

General strengths seen in Paper 2 in 2024 included the level of AO1 knowledge. This was seen in answers to both of the definition type questions (Q2 and Q17). Students also did well in answering other questions with AO1 elements, such as the personal space question (Q7), when describing studies (Q4, Q11), theories (Q8, Q13) and intervention/therapies (Q20).

Evaluating named studies/theories (Q3.4, Q15, Q18) was often carried out successfully when the question was read accurately.

Some elements of the mathematical skills were areas of strength, particularly the questions requiring the use of the data handling skill of interpreting the display of quantitative data (Q12.2 and Q12.3).

Areas where students performed less well.

Issues seen in previous years continue to be in evidence in 2024. In particular, issues around the misreading of questions, not addressing the command term, not answering the actual question and an over-reliance on the stimulus material. These errors unfortunately resulted in students, who often seem to have relevant knowledge, receiving few or no marks for questions they may otherwise have achieved a much higher mark for.

Another issue was the imbalance in the amount written for each element of a question. This is a downside to students feeling more comfortable addressing the AO1 element as it can often result in a lot more being written than the marks can actually reward. This also has a knock-on effect on the AO2/AO3 marks. An example of this is shown for Q11.

Although understanding of the research method topics has shown some improvement in recent papers, it was concerning to see that less than 50% of students were able to correctly identify the independent variable in a described study (Q9.1).

Understanding of research methods and practical research skills is a fundamental element of psychology. This is reflected in the composition of the papers for 8182 where at least 20% of the overall marks are awarded for skills, knowledge and understanding in relation to research methods. The specification states that 'These skills should be developed by studying the specification content and through ethical, practical research activities. It is important therefore that the research methods topic is not just learnt as a stand-alone topic but is integrated into each of the other topic areas. The scheme of work for Paper 1 available on the AQA website includes some examples of research methods being taught alongside other topic areas. Scheme of work: Paper 1 Cognition and behaviour) https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/teaching-resources

At least 10% of the overall assessment of 8182 is for the use of mathematical skills. These marks make a difference to the students' final grade. Although these questions were generally answered well, this year there were some notable exceptions. In Q3.2, many students lost marks by rounding 37.5 downwards to 37 rather than upwards to 38, and by not rounding to 2 significant figures . In Q12.1, only 50% of the responses correctly identified the median. The error here was caused by confusion about how to deal with an even number of scores or presenting a descriptive statistic that was not asked for – generally the mean.

Copyright © 2022 AQA and its licensors. All rights reserved.

Social influence

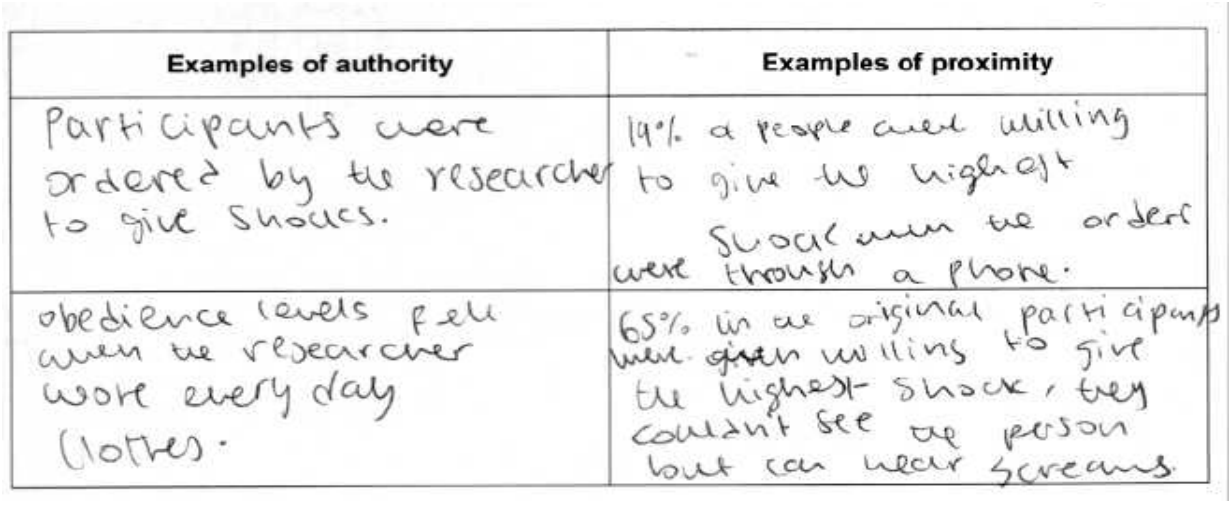
Questions where students performed well.

Q3.1

Around 40% of students got full credit for this question, and around 90% received at least 1 mark. Where full marks were not awarded, it was generally because the example of proximity that was 'the participant could not see the person receiving the shock' was missed.

The most common wrong 'example' was 'participants were ordered to by the researcher' (as seen in the first box of Script A). However, this is only an example of obedience rather than an example of how obedience is affected by authority or proximity.

Script A

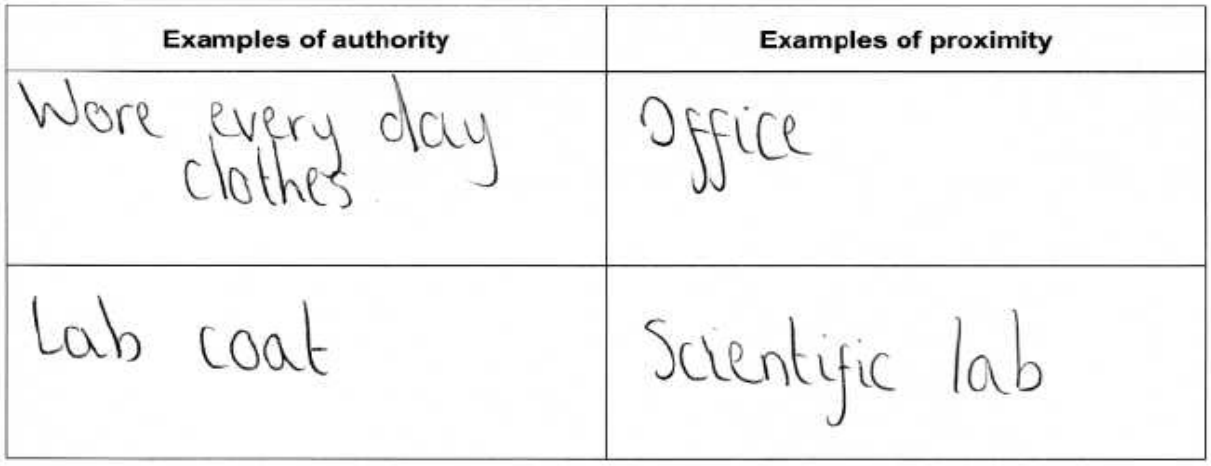


Examples of authority	Examples of proximity
Participants were ordered by the researcher to give shocks.	14% of people were willing to give the highest shock when the order was through a phone.
obedience levels fell when the researcher wore every day clothes.	65% in the original participants were ~~given~~ willing to give the highest shock, they couldn't see the person but can hear screams.

Another common issue was the same example being split across both vertical boxes, e.g. 'when researcher wore a lab coat' and 'when researcher wore everyday clothes', (as seen in Script B).

It is important in these types of questions that students write enough information to clearly identify their answer. Students who know the answer risk losing marks if they do not write enough.

Script B



Examples of authority	Examples of proximity
Wore every day clothes	Office
Lab coat	Scientific lab

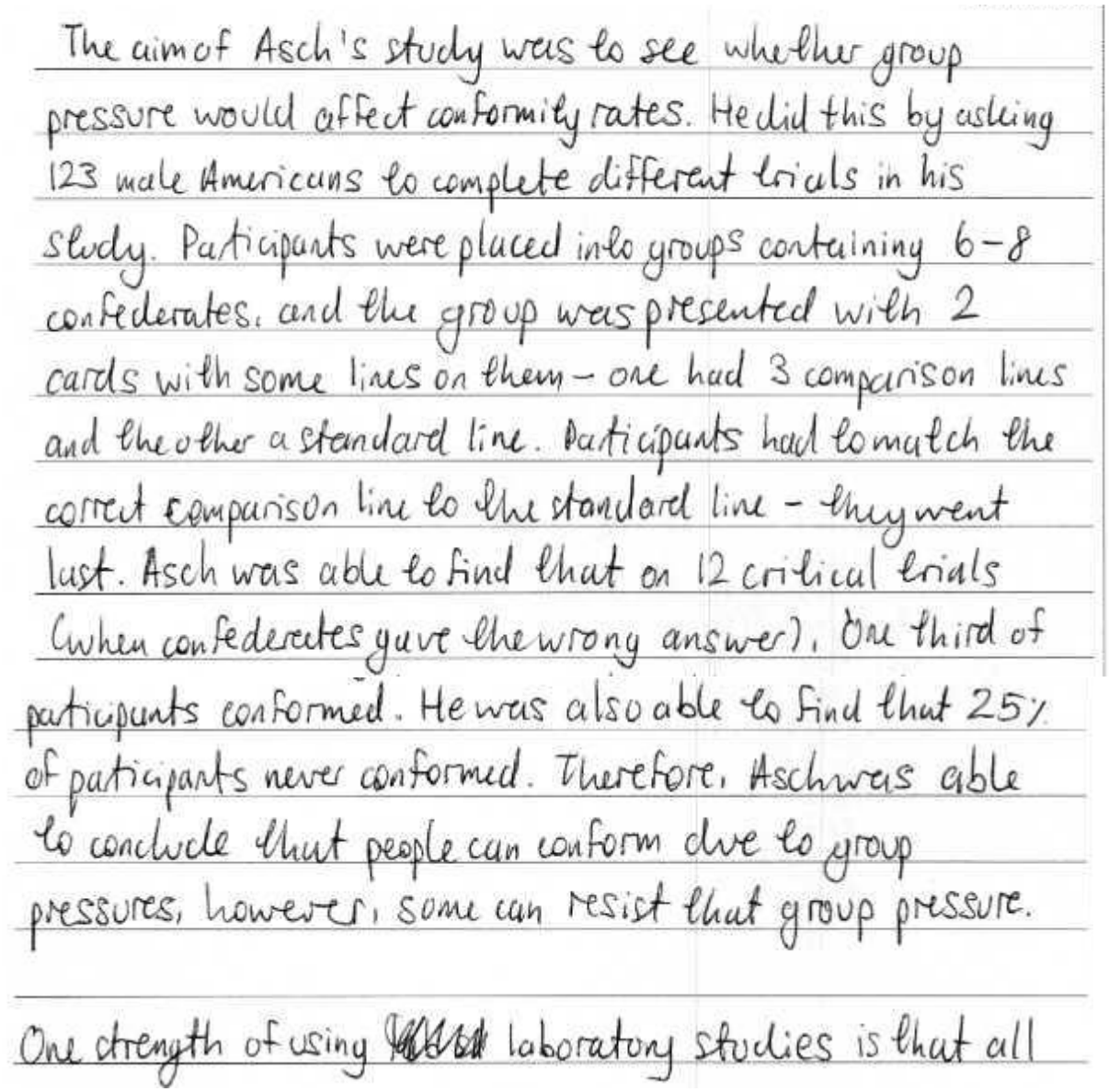
Copyright © 2022 AQA and its licensors. All rights reserved.

Q4

Both of the 9-mark questions in the 2024 Paper 2 used a 3/3/3 assessment objective split. This has been used slightly less in past papers than the more common four/ five split. This may be a reason that for the synoptic question (Q4), more than a quarter of students received a mark of 6 or more. This is higher than in previous years and may have been because the evaluative comments that were not about the research method (as per the AO3 element of the question), were still often relevant to the AO2 element and could therefore be credited.

Common errors include evaluating Asch's study rather than the research method used (i.e. a laboratory experiment) and the imbalance in the amount written for each element of a question. Script C is an example of a level three/detailed answer that has a good balance of all of the assessment objectives.

Script C



The aim of Asch's study was to see whether group pressure would affect conformity rates. He did this by asking 123 male Americans to complete different trials in his study. Participants were placed into groups containing 6-8 confederates, and the group was presented with 2 cards with some lines on them - one had 3 comparison lines and the other a standard line. Participants had to match the correct comparison line to the standard line - they went last. Asch was able to find that on 12 critical trials (when confederates gave the wrong answer), one third of participants conformed. He was also able to find that 25% of participants never conformed. Therefore, Asch was able to conclude that people can conform due to group pressures, however, some can resist that group pressure.

One strength of using ~~[illegible]~~ laboratory studies is that all

Copyright © 2022 AQA and its licensors. All rights reserved.

Extra space variables can be controlled. This means that there were no extraneous variables which could have affected the change in the dependent variable - so we are sure it was the change in the independent variable that caused a change in the dependent variable. This increases the ~~validity~~ reliability of Asch's results.

However, one weakness of Asch's study is that it used artificial materials. This means that the task did not reflect everyday life, just like Myla said when she wondered if it had something to do with them being in a situation that wasn't like everyday life. This reduces the generalisability of Asch's results.

Another weakness of Asch's study is that in laboratory studies, participants can realise that they're being studied. This means they may change the way they behave in order to please the researchers - which is why Aneeta may not have conformed in that situation. This therefore decreases the validity of Asch's results.

Questions where students performed less well.

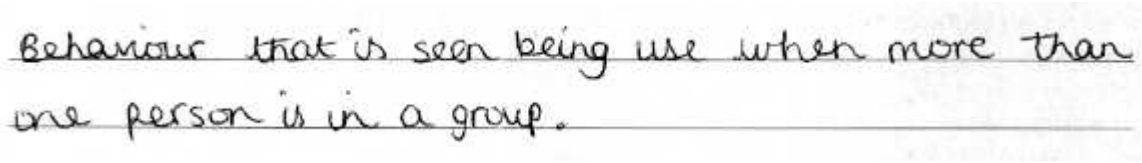
Q2

Over three quarters of students received at least 1 mark for this question, however only around a quarter received both available marks. This shows that there was relevant knowledge present in the majority of answers, however the technique in answering the question was often flawed, or the accuracy of the knowledge was lacking. In definition type questions, it is important that all of the words within the phrase are defined. Not doing so was a main reason that marks were lost in this question. This occurred most commonly with the word 'behaviour', (as seen in Script D). The other most common error was

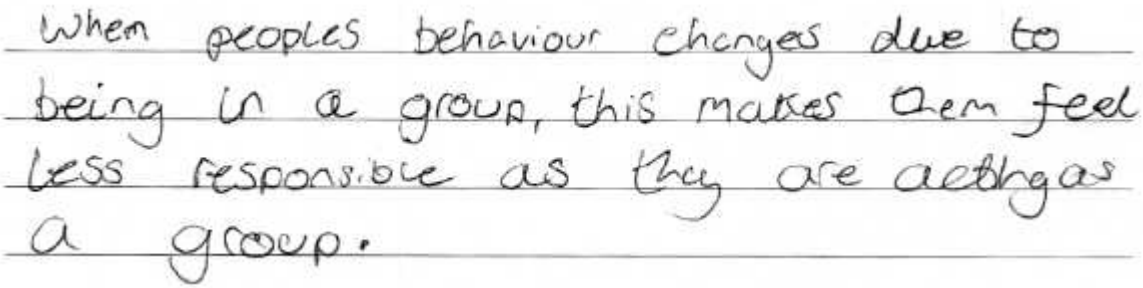
Copyright © 2022 AQA and its licensors. All rights reserved.

answers that strayed into outlining the meaning of related terms such as 'deindividuation', 'conformity' or 'social loafing', (as seen in Script E).

Script D



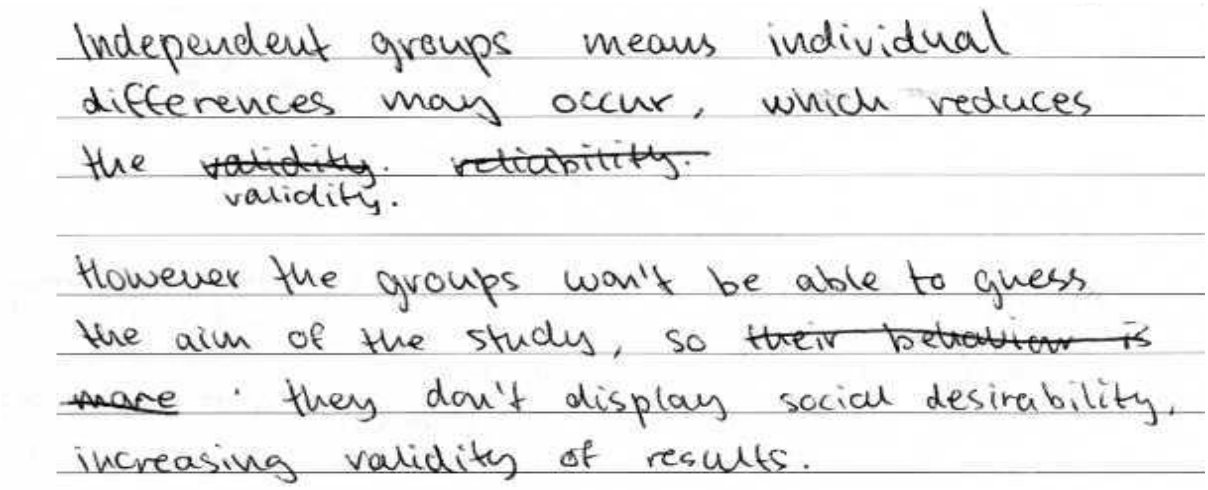
Script E



Q3.3

Only 50% of students achieved at least 1 mark and almost 10% of students made no attempt to answer this question. However, there were also some excellent responses which were detailed and discussed how features such as order effects and participant variables would affect the results of a study and therefore increase or decrease validity/reliability. Apart from a lack of understanding of the concepts of validity and reliability, one common error here was not addressing both concepts (as seen in Script F). This immediately limited the possible marks to 2.

Script F

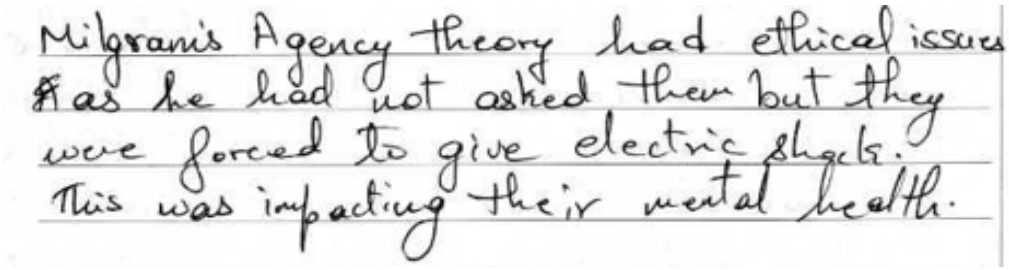


Copyright © 2022 AQA and its licensors. All rights reserved.

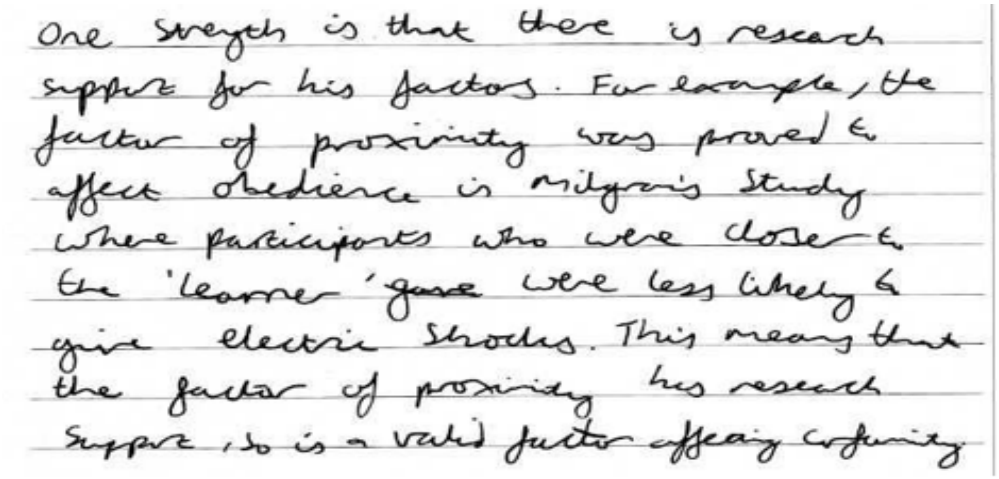
Q3.4

Although this question was about a named theory, less than 50% of students were awarded any marks and only 15% received 3 marks. Many answers just described Milgram's theory, or his experiment(s). The other most common reason for marks not being awarded was giving an evaluation of Milgram's study without any reference to how this would impact on his theory (as seen in Script G). It was possible to use his study as an example of supporting research evidence or as support for other points (such as the theory not fully explaining why some people are less obedient than others). Script H shows how this is different to simply evaluating the study.

Script G



Script H



Common misunderstandings.

Q2

Collective behaviour is not when people in groups all act the same way.

A common misunderstanding about the term 'collective behaviour' is that when people are in a group, they automatically act in the same way. This does often happen, but it is not always the case and nor is it part of the meaning of this term.

Copyright © 2022 AQA and its licensors. All rights reserved.

Language, thought and communication.

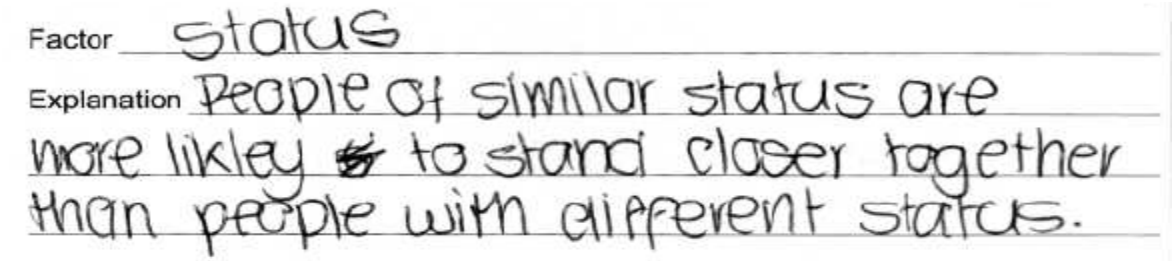
Questions where students performed well.

Q7

Around 80% of students were able to achieve at least 1 mark by naming an accurate factor. 'Culture' and 'gender' were the most popular answers. Answers that just affect the amount of space available without altering the personal preference for space between self and another were not creditworthy (e.g. a crowded room). Good answers provided a comparison between 2 groups to show the effect of the factor and they focused on the amount of space rather than level of comfort (as seen in Script I).

There is some variation in the research findings in this area, in particular, there are some findings from recent research that contradict those found previously. Therefore, the mark scheme has been written as a comprehensive guide for examiners and teachers. However, it is important to note that students **do not** need to know all of this research, nor the researcher or date of the research included in the mark scheme to gain full credit in this question.

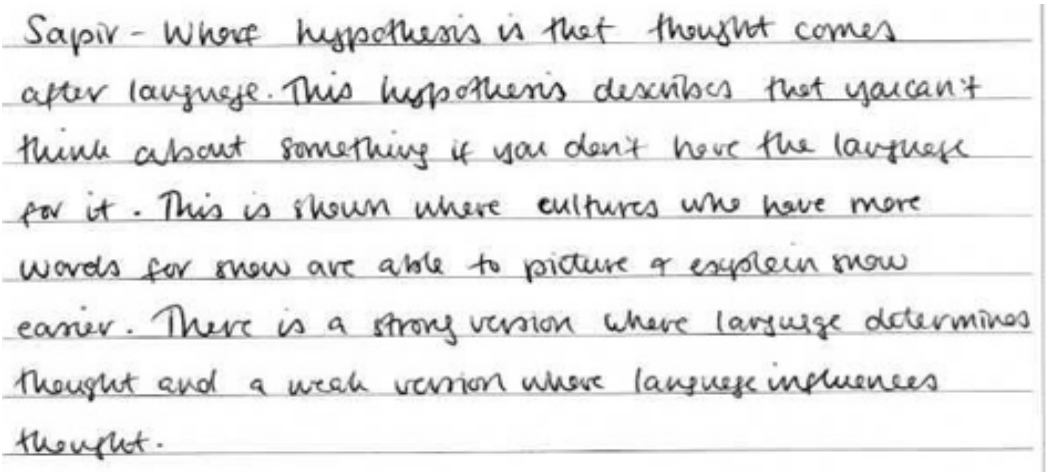
Script I



Q8

Although this was one of the least attempted questions on the paper, over 65% of students gained at least 1 mark and over a third gained at least 3 marks. The most common error was confusing the Sapir-Whorf hypothesis with Piaget's theory. Quite a high number of answers also included information about the variation in recall of events and recognition of colours in Native American cultures. This could be used to support/evaluate the hypothesis, but it is not relevant as part of a description. Script J is an example of a level 2/clear answer.

Script J

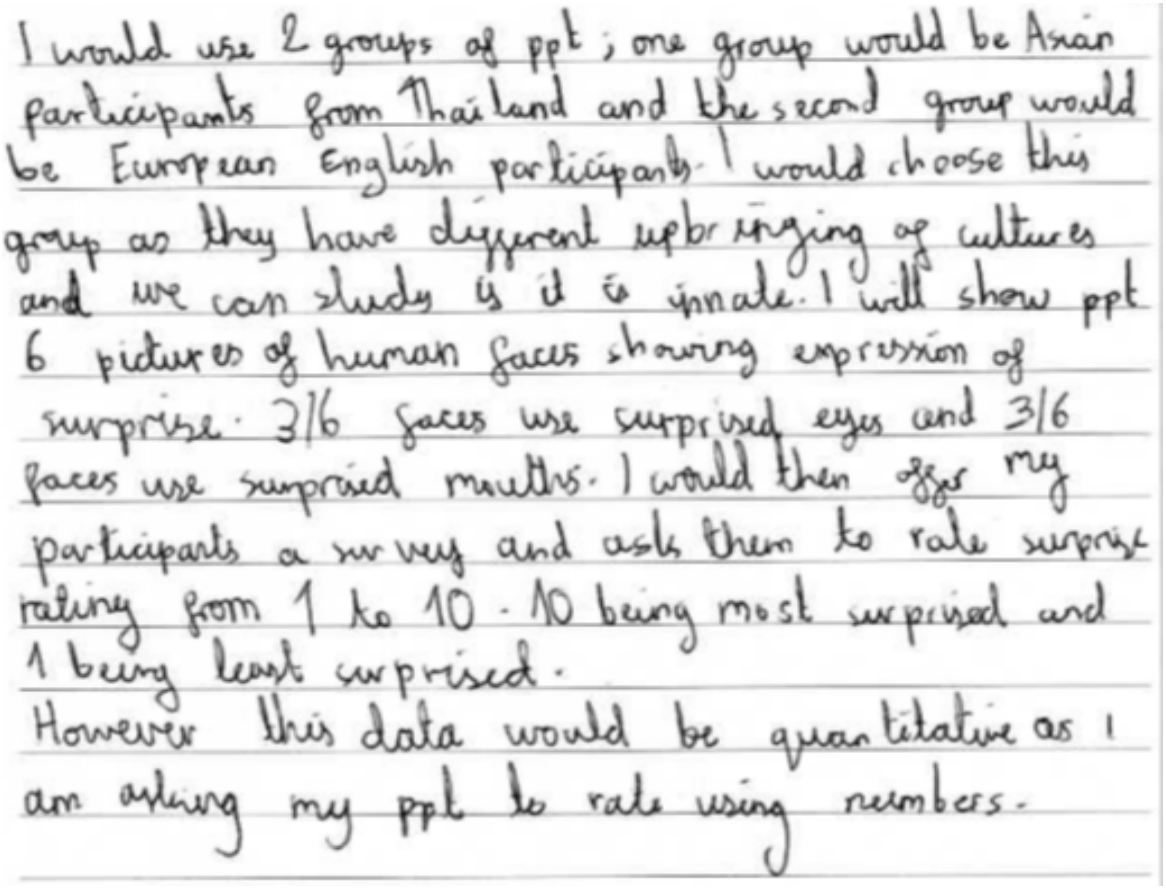


Copyright © 2022 AQA and its licensors. All rights reserved.

Q10

This 6-mark 'design a study' scenario question saw over 50% of students achieve at least 3 marks and over 80% getting at least 1 mark. The majority of answers were based on Yuki's study of emoticons. Common reasons for lost marks were the described task not investigating the facial expression of surprise. When this was the case, it was generally just investigating sadness and happiness. Issues with accurately identifying whether the data collected would be qualitative or quantitative also occurred frequently. (Please also see the section below on 'Common misunderstandings').Script K is an example of full mark answer.

Script K



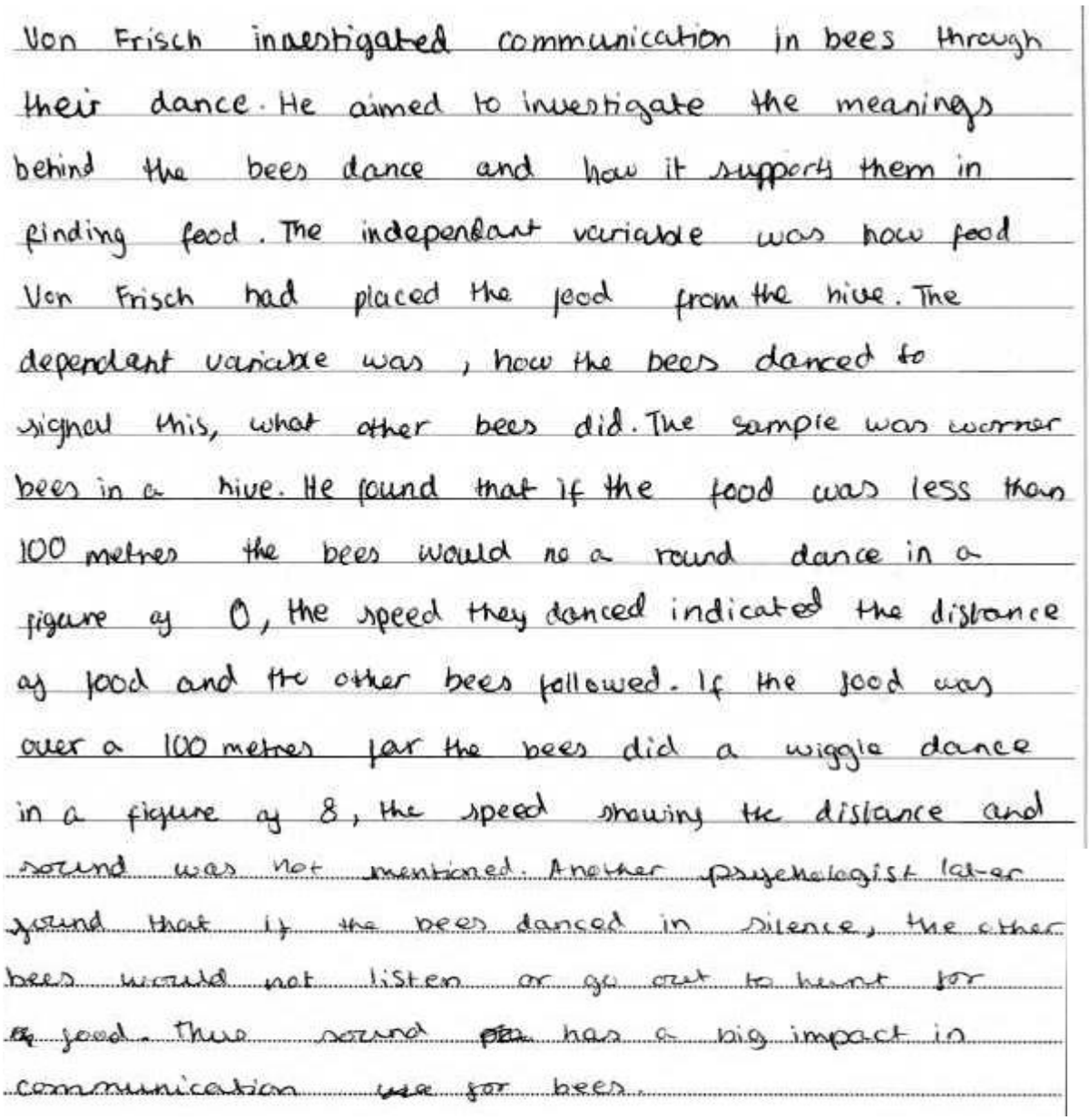
I would use 2 groups of ppt; one group would be Asian participants from Thailand and the second group would be European English participants. I would choose this group as they have different upbringing of cultures and we can study is it is innate. I will show ppt 6 pictures of human faces showing expression of surprise. 3/6 faces use surprised eyes and 3/6 faces use surprised mouths. I would then ask my participants a survey and ask them to rate surprise rating from 1 to 10. 10 being most surprised and 1 being least surprised.
However this data would be quantitative as I am asking my ppt to rate using numbers.

Q11

The 6-mark question on Von Frisch's bee study saw almost 90% of students receive 1 or more marks and almost 50% getting 4 or more marks. Some of the less successful responses confused details of the study or missed out key features such as the distances of the sugar-water from the hive. Script L provides an example of the issue with the imbalance in the amount written for each element of a question. Here there are 12 lines used for the description/AO1 and only 6 for the evaluation/AO3. Although an answer does not need to be balanced to score a high mark, it is likely that answers such as these will miss available marks for some of the assessment objectives because they have spent too much time just on AO1.

Copyright © 2022 AQA and its licensors. All rights reserved.

Script L



Von Frisch investigated communication in bees through their dance. He aimed to investigate the meanings behind the bees dance and how it supports them in finding food. The independant variable was how food Von Frisch had placed the food from the hive. The dependent variable was, how the bees danced to signal this, what other bees did. The sample was worker bees in a hive. He found that if the food was less than 100 metres the bees would do a round dance in a figure of 0, the speed they danced indicated the distance of food and the other bees followed. If the food was over a 100 metres far the bees did a wiggle dance in a figure of 8, the speed showing the distance and sound was not mentioned. Another psychologist later found that if the bees danced in silence, the other bees would not listen or go out to hunt for food. Thus sound has a big impact in communication use for bees.

Questions where students performed less well.

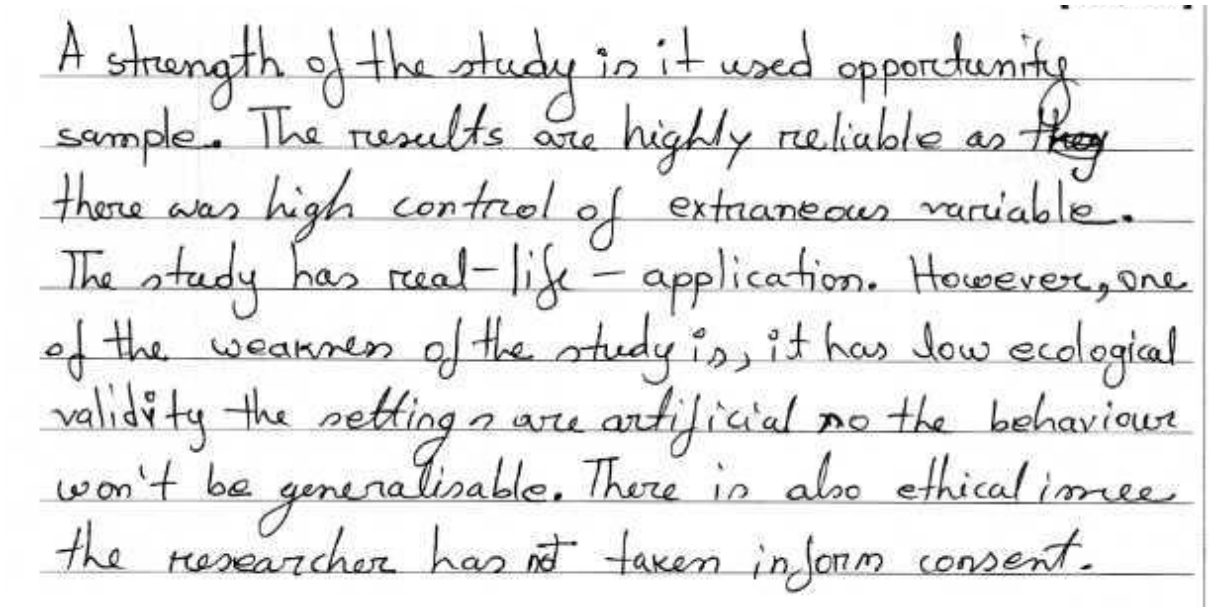
Q9.2

Despite only around a quarter of answers receiving the full 3 marks, this was the highest scoring short evaluative question on the paper. Responses that got full credit discussed features of the study which were stated in the stem, such as opportunity sampling and the use of videoclips. Many answers were generic (as seen in Script M) or included under-developed points (as seen in script N), meaning that they scored less highly than expected despite evidence of relevant knowledge.

Copyright © 2022 AQA and its licensors. All rights reserved.

A weakness is that an opportunity sample is very unrepresentative, since the people available at that time may be all similar due to certain factors of them being there. So the people being selected are unrepresentative of the target population, therefore decreases validity.

Script N


A strength of the study is it used opportunity sample. The results are highly reliable as ~~they~~ there was high control of extraneous variable. The study has real-life - application. However, one of the weakness of the study is, it has low ecological validity the settings are artificial so the behaviour won't be generalisable. There is also ethical issue the researcher has not taken inform consent.

Common misunderstandings.

Q10

The use of words does not automatically mean that data is qualitative.

When the data being collected is in word form, **but** the intention is to count the number of each answer, then it is **not** qualitative. Examples would include when questions only have a very limited number of answers, e.g. asking 'is this surprise?' (i.e. answers = yes/no) or having a number of emotions that need to be identified by name, but with the intention that the number of answers for each one are then counted. These are the types of answers that are likely to be recorded on a tally sheet - which may be a way of helping students to understand when they are quantitative despite involving a word.

Copyright © 2022 AQA and its licensors. All rights reserved.

Q11

Von Frisch's study was not lacking because he didn't investigate the effect of water.

Although it is true that other researchers have found that putting food in the middle of a body of water changes the behaviour seen by Von Frisch, it is not a weakness of his study that he did not discover this. It is relevant to say that more recent research has found that there are things that affect whether or not the behaviour seen by Von Frisch is carried out by bees, but it is not a robust evaluative point to say that research is lacking simply because it did not investigate every possible aspect that could be relevant to a particular topic. A similar issue often arose with answers evaluating Kaij's twin study of alcohol abuse (Q18).

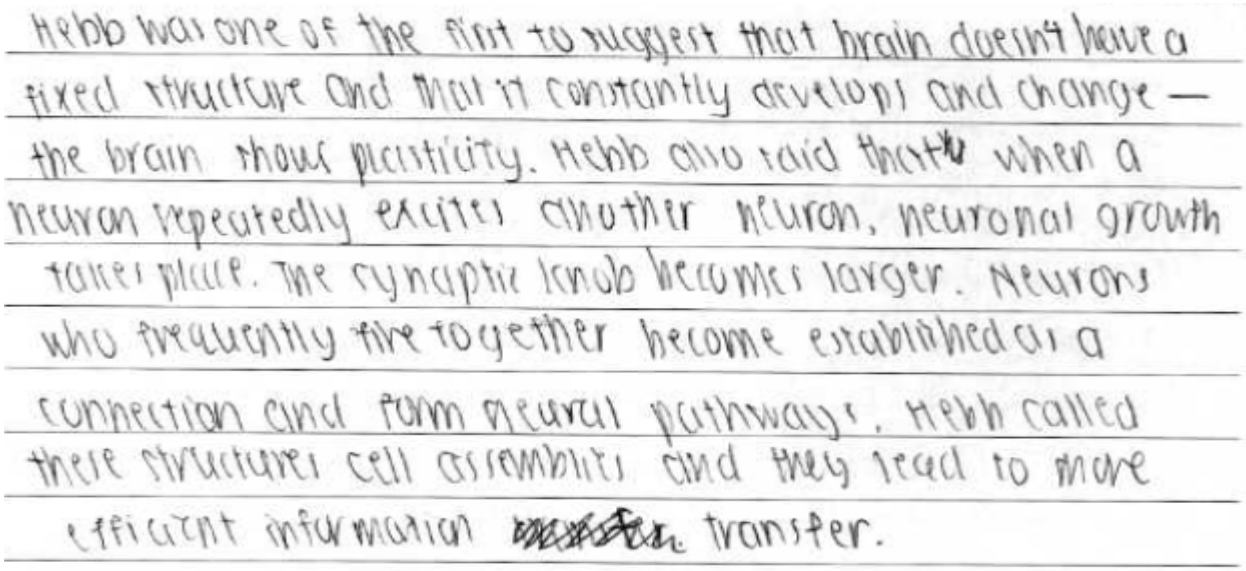
Brain and neuropsychology

Questions where students performed well.

Q13

The 4-mark question on Hebb was the least attempted question on the paper with 15% of students not providing an answer. However, over 25% of the responses were level 2 (clear answer). This suggests that those students who did know the theory, knew it well. Script O is an example of a level 2 (clear answer).

Script O

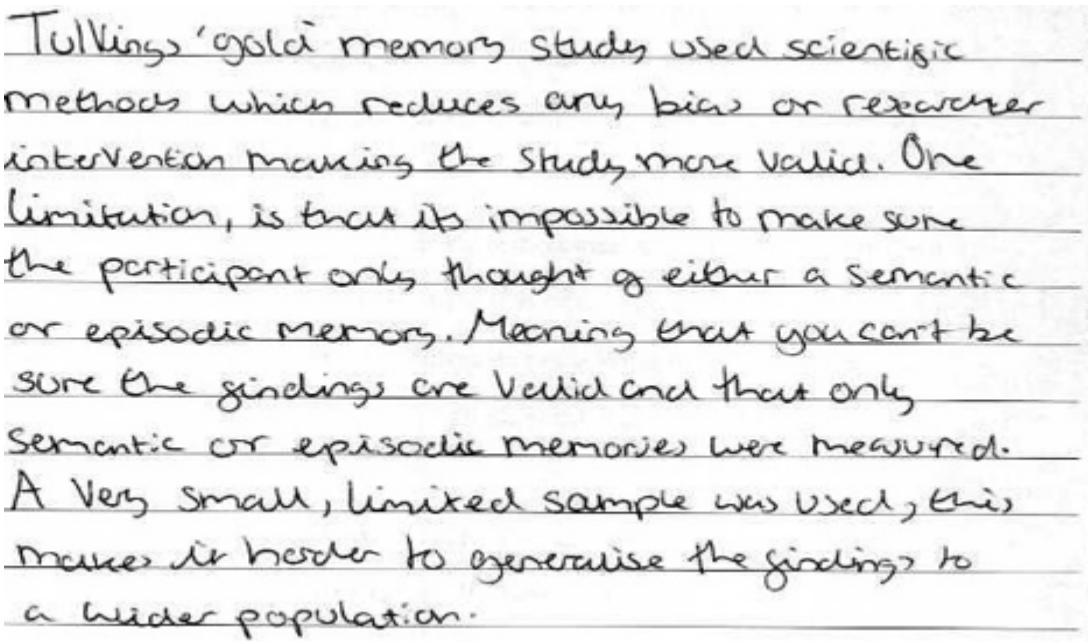

Hebb was one of the first to suggest that brain doesn't have a fixed structure and that it constantly develops and change — the brain shows plasticity. Hebb also said that when a neuron repeatedly excites another neuron, neuronal growth takes place. The synaptic knob becomes larger. Neurons who frequently fire together become established as a connection and form neural pathways. Hebb called these structures cell assemblies and they lead to more efficient information transfer.

Q15

On the whole, the question was answered well with around 60% of students presenting a level 2 (clear answer). Common errors included giving a description of the study rather than an evaluation or addressing Penfield's study instead. Issues with addressing the use of radioactive gold occurred frequently. (Please see the section below on 'Common misunderstandings'). Script P is an example of a level 3/detailed answer.

Copyright © 2022 AQA and its licensors. All rights reserved.

Script P


Tulvings 'gold' memory study used scientific methods which reduces any bias or researcher intervention making the study more valid. One limitation, is that its impossible to make sure the participant only thought of either a semantic or episodic memory. Meaning that you can't be sure the findings are valid and that only semantic or episodic memories were measured. A very small, limited sample was used, this makes it harder to generalise the findings to a wider population.

Questions where students performed less well.

Q12.4

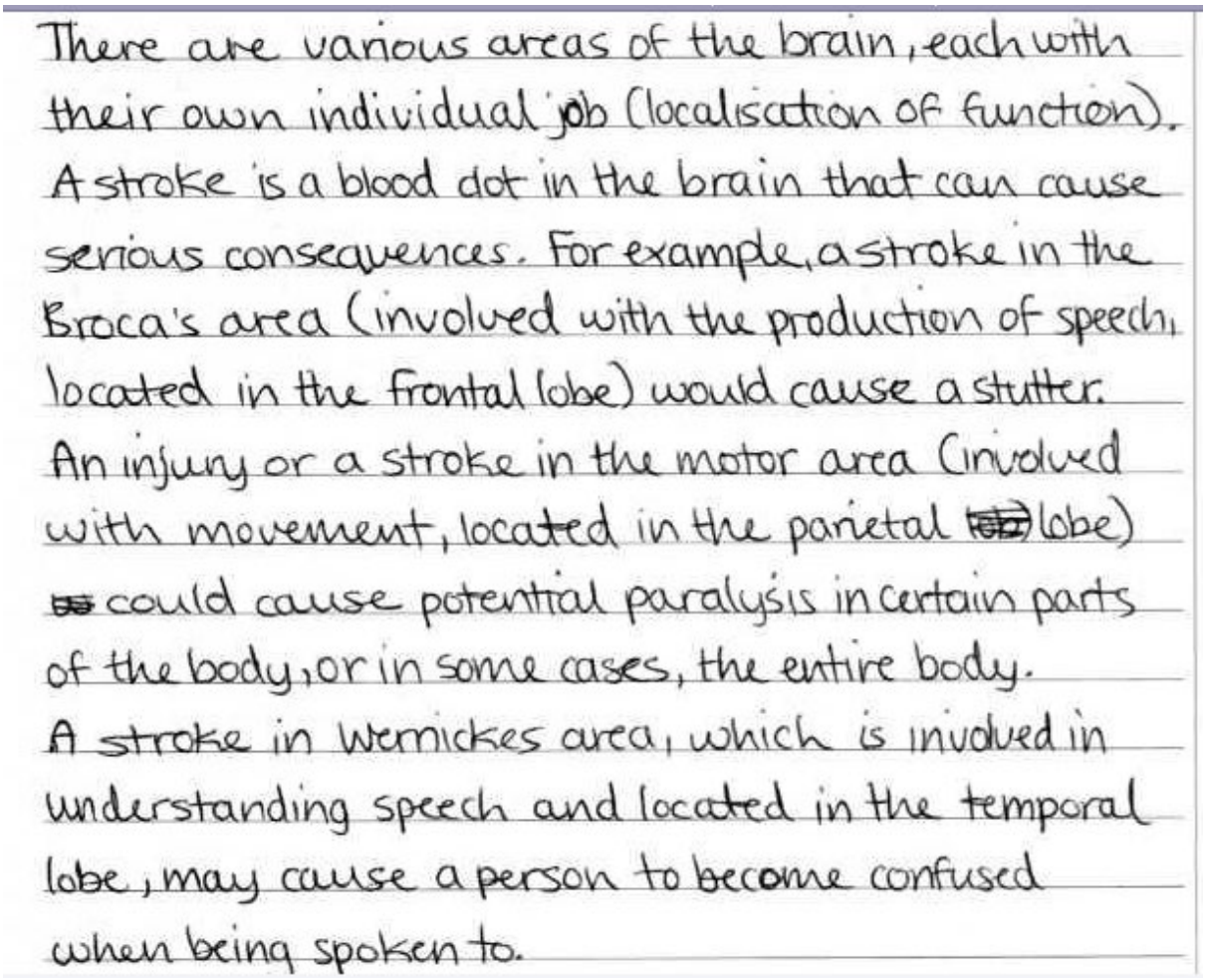
The scatter graph showed a positive correlation so it was expected that responses would focus on the fact that this does not show a cause-and-effect relationship and that there may be another factor causing anxiety and/or language difficulties. Less than 50% of answers did this and less than 25% did this well enough to receive both available marks. A common incorrect response was trying to identify particular pieces of data from the results table which seemed to be less supportive of the positive correlation.

Q12.5

This 6-mark question on neurological damage saw only around 2% of students achieve full marks. However almost 60% received more than 2 marks. Students seemed to be quite knowledgeable about the different areas of the brain and the functions they are linked to, but fewer students were able to then write explicitly about behaviour and motor abilities that are affected by damage to these parts of the brain. (i.e. they knew that the cerebellum is linked to balance but did not write that damage to it could lead to someone losing their balance). The required elements were often not all addressed, especially localisation of function. This immediately limited the available marks. Script Q is an example of a level 3/detailed answer.

Copyright © 2022 AQA and its licensors. All rights reserved.

Script Q


There are various areas of the brain, each with their own individual job (localisation of function). A stroke is a blood clot in the brain that can cause serious consequences. For example, a stroke in the Broca's area (involved with the production of speech, located in the frontal lobe) would cause a stutter. An injury or a stroke in the motor area (involved with movement, located in the parietal ~~lobe~~ lobe) ~~could~~ could cause potential paralysis in certain parts of the body, or in some cases, the entire body. A stroke in Wernickes area, which is involved in understanding speech and located in the temporal lobe, may cause a person to become confused when being spoken to.

Q14

This 4-mark 'design a study' scenario question was less accessible to students than Q10. A wide-ranging acceptance of the meaning of a stressful social situation was used when marking these answers in order to ensure they were marked in a way that recognised students' psychological knowledge. Although two-thirds of students were able to obtain at least 1 mark, less than 5 % achieved a mark of 4. The reason for this was almost always because of the description of data and the justification for its collection. One commonly seen incorrect answer was simply stating that they would record whether or not there was fight/flight or tend/befriend behaviours – rather than giving some idea of what relevant behaviours they might measure (e.g. how many participants ran away). The other most commonly seen incorrect answer was misunderstanding the requirement of this part of the question and stating whether the data would be quantitative or qualitative. It is helpful for students to be aware of what appropriate data in psychological research would be (i.e. measurable). When the required answer is around the quantitative or qualitative nature of data, this will be made clear within the question. Script R is an example of a stronger answer.

Copyright © 2022 AQA and its licensors. All rights reserved.

Script R

To study possible gender differences in the fight or flight response, I would ask both my male and female participants to play a computer video game involving an encounter with a violent criminal, a highly stressful social situation. They would be given a number of options in order to respond, either fight the criminal single handedly, run away, protect a nearby group of school childeren, or ask a police officer for help. They would have a short amount of time, less than five seconds, and an active timer on screen to make their decision. I would collect the percentage data of male and female participants who chose each option. This data should be collected to find out how gender differences are expressed in fight or flight situations, without placing anyone in any actual danger.

Common misunderstandings.

Q15

Injecting radioactive gold is not necessarily dangerous.

Answers evaluating Tulving's 'gold' memory study often addressed the danger of the radioactive gold injection as an ethical issue, however they rarely identify the fact that the participants were volunteers, had given their consent and that the half-life of the isotope used was around 30 seconds (meaning that the risk to the participants was actually very small). Another related misunderstanding seen quite often was that the gold was injected directly into the brain – which would no doubt be dangerous. However, the gold was actually injected safely into the body and taken up into the brain via the blood stream.

Psychological problems

Questions where students performed well.

Q17

Although two-thirds of students received at least 1 mark, only one-third received both marks. As with Q2, most students appeared to have good knowledge of this term, but the technique in answering the question was flawed as all of the words within the phrase were not being defined. This occurred most commonly with the word 'genetic', (as seen in Script S). Script T is an example of an answer that accurately defined the term and both words.

Copyright © 2022 AQA and its licensors. All rights reserved.

Script S

~~D2 receptors~~ When someone has a genetic code that is vulnerable to addiction to substances.

Script T

Genetic vulnerability is inherited genes causing someone to be more susceptible to something including an addiction. Meaning, when faced with similar stressors, a person with genetic vulnerability will be more likely to fall into addiction.

Q18

Around 60% of students received at least 1 mark for this answer. However, given that it is a question about a named theory, it is perhaps surprising that only 20% received all 3 marks. Popular choices for evaluation related to the nature of Kaj's sample, although many responses lacked the clarity needed to get full credit. For example, phrases such as 'it lacks generalisability' required elaboration both in terms of exactly what was not 'generalisable' and what 'lack of generalisability' implied (see Script U for an example of an answer that addresses this area well). The most successful responses tended to include another evaluative point, such as the gathering of subjective data from interviews with the participants and their families lacking some validity (see Script V for an example of an answer that addresses this area well), and the issues around the finding of participants from the Temperance Board records. (Please also see the section below on 'Common misunderstandings')

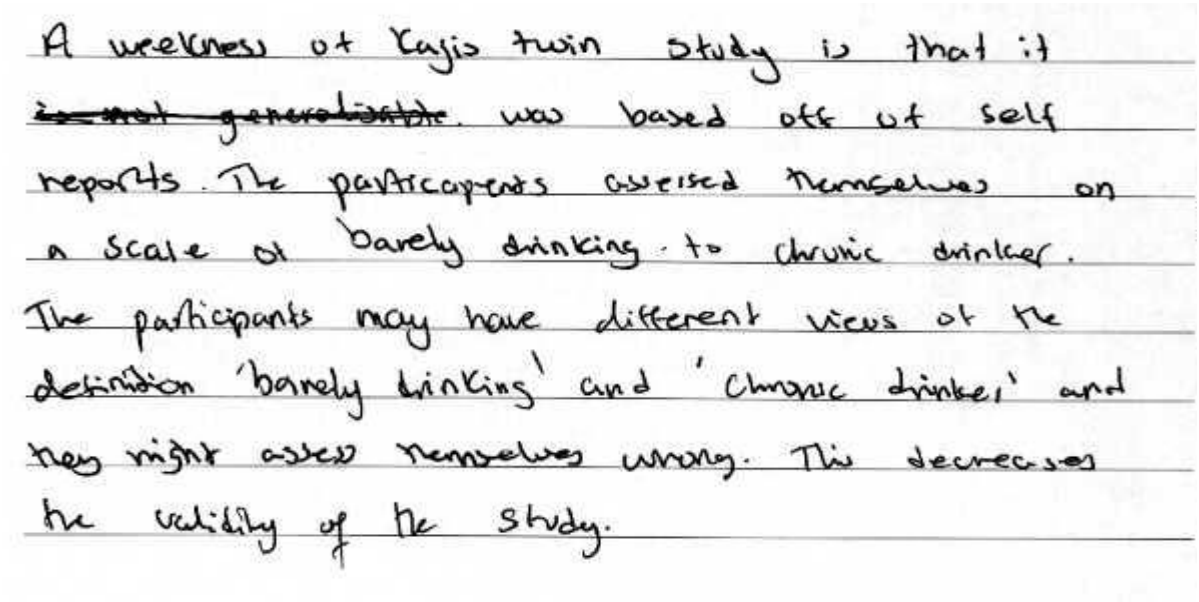
Script U

[3 marks]

A weakness of Kaij's twin study of alcohol abuse is that it is not generalisable. This is because of all of the ~~male~~ participants were male twins from Sweden. This means that we do not know how female twins from other countries results would be and we cannot ~~plan~~ apply Kaij's results to these groups. This decreases the validity of Kaij's study.

Copyright © 2022 AQA and its licensors. All rights reserved.

Script V


A weakness of Kajis twin study is that it ~~is not generalisable~~. was based off of self reports. The participants assessed themselves on a scale of 'barely drinking' to chronic drinker. The participants may have different views of the definition 'barely drinking' and 'chronic drinker,' and they might assess themselves wrong. This decreases the validity of the study.

Q20

This 9-mark question also used a 3/3/3 assessment objective split. Although the marks were not as high as they were with Q4, over 20% did achieve a mark of at least 6 and almost 60% achieved a mark of 3 or more. The responses to this answer did not make as effective use of the conversation as was seen with Q4. It is important that students are aware of how to effectively use a conversation or similar material when they are asked to refer to it in their answer. Script W is an example of an answer that addresses AO1 and AO3 well enough to meet the level 3/detailed descriptors, however the AO2 is not as strong.

Copyright © 2022 AQA and its licensors. All rights reserved.

Script W

Cognitive behaviour therapy (CBT) is a long-term treatment to depression it involves working with a therapist to target irrational or faulty thoughts and replace them with more positive rational ones. can change behaviour through Challenging thoughts as it works to improve mood - for example planning pleasant activities everyday to improve mood and well being. It disputes irrational thoughts as patients can keep a thought diary, where any irrational or negative thoughts caused by depression are recorded and then rated. the patient then assesses the through and comes up with a more rational and positive response to displace the negative one. The positive response is then recorded and rated. Works to improve well being and improve mood, response to the psychological explanation for depression.

A strength of CBT is it focuses on improving the whole person by targeting irrational thought to overcome depression which will improve mood and

Copyright © 2022 AQA and its licensors. All rights reserved.

physical and mental well being. Another strength is it can be paried with other treatment methods such as antidepressants for a more holistic approach which can be more effective in treating depression. However a weakness is it is time consuming and requires a lot of effort and motivation from the patient as they become discouraged or give up CBT is less effective in treatment of depression. This applies to Vinesh who nearly gave up when it didn't work straight away. CBT could help treat depression and help her feel better but is a long term commitment and treatment method - it takes time and results aren't immediate.

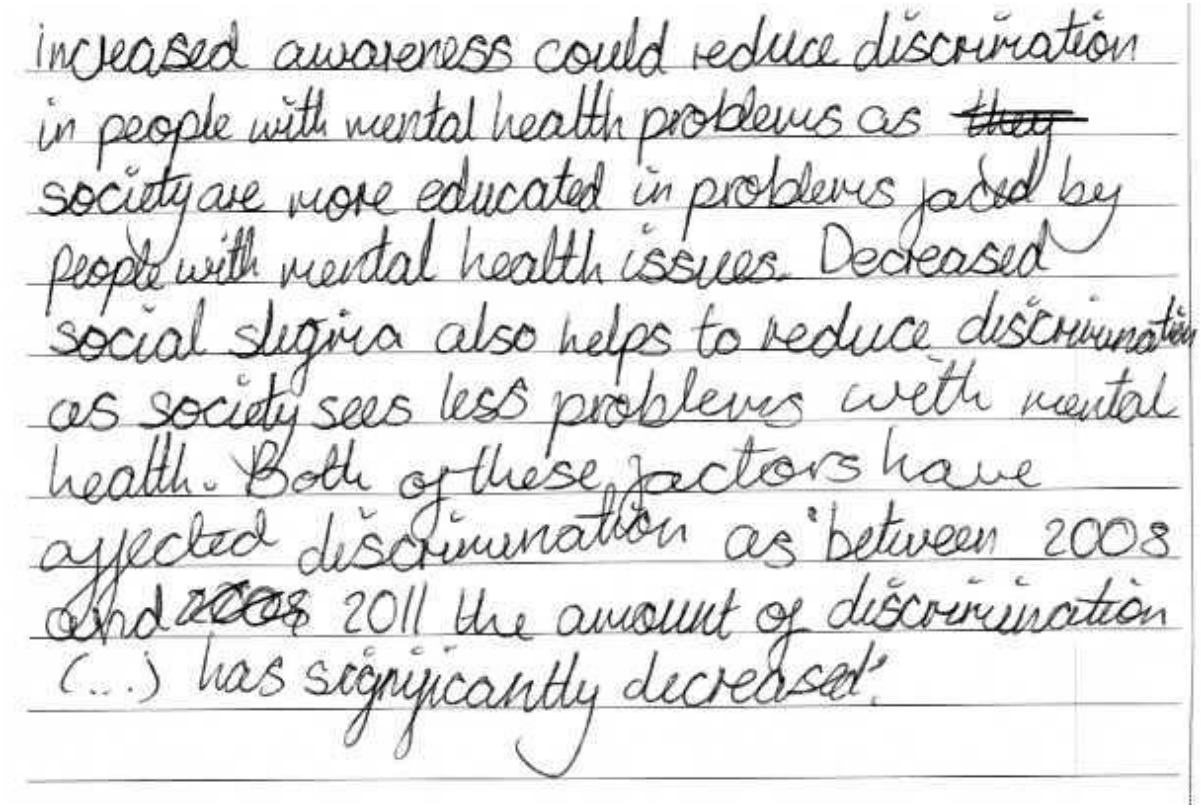
Questions where students performed less well.

Q19

This 6-mark question on changes in the recorded rates of mental health problems was also split over all of the assessment objectives. Less than 1% achieved full marks for this question, however two-thirds received at least 2 marks. A common error was mixing up the change in the recorded rates of mental health problems (which is an increase) with the decrease in discrimination mentioned in the stem (see Script X for an example of an answer that does this). Another common reason for losing marks was not addressing all of the required elements - increased awareness of mental health problems, a decrease of the social stigma and referring to the article. Script Y is an example of a script that deals well with the AO1 and AO3 elements but does not include any AO2. This immediately limits the available marks to 4.

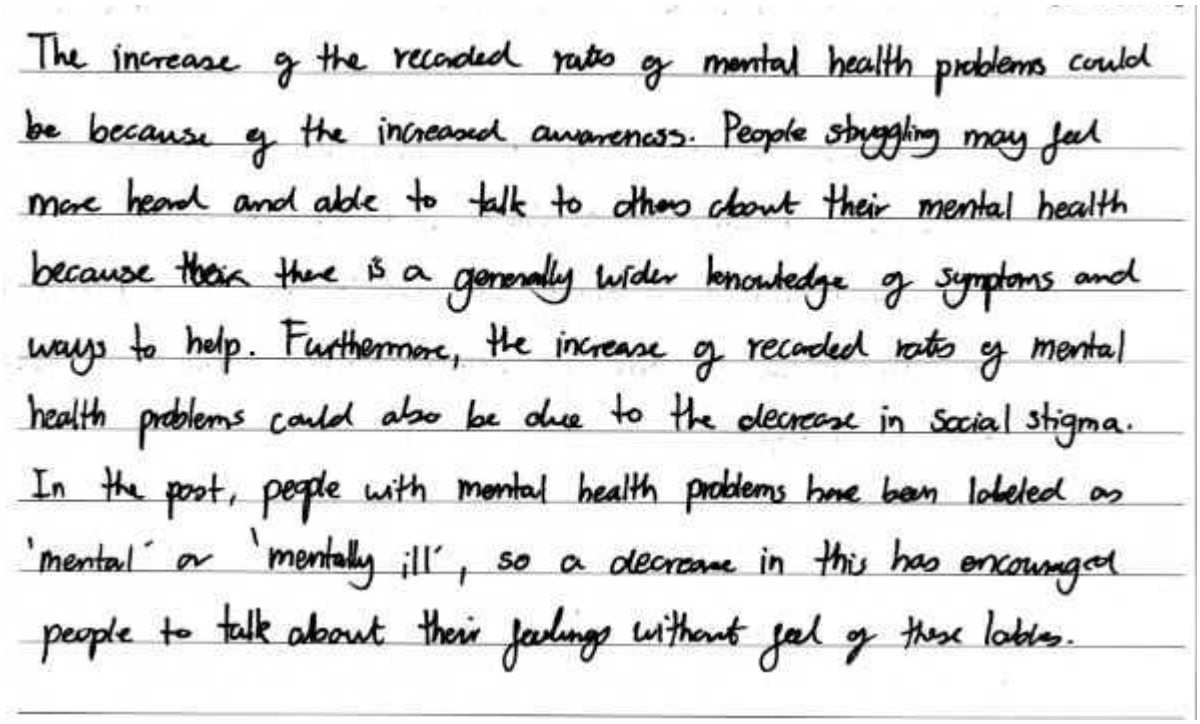
Copyright © 2022 AQA and its licensors. All rights reserved.

Script X



increased awareness could reduce discrimination in people with mental health problems as ~~they~~ society are more educated in problems faced by people with mental health issues. Decreased social stigma also helps to reduce discrimination as society sees less problems with mental health. Both of these factors have affected discrimination as 'between 2008 and ~~2008~~ 2011 the amount of discrimination (...) has significantly decreased'.

Script Y



The increase of the recorded rate of mental health problems could be because of the increased awareness. People struggling may feel more heard and able to talk to others about their mental health because there is a generally wider knowledge of symptoms and ways to help. Furthermore, the increase of recorded rate of mental health problems could also be due to the decrease in social stigma. In the past, people with mental health problems have been labeled as 'mental' or 'mentally ill', so a decrease in this has encouraged people to talk about their feelings without fear of these labels.

Copyright © 2022 AQA and its licensors. All rights reserved.

Common misunderstandings.

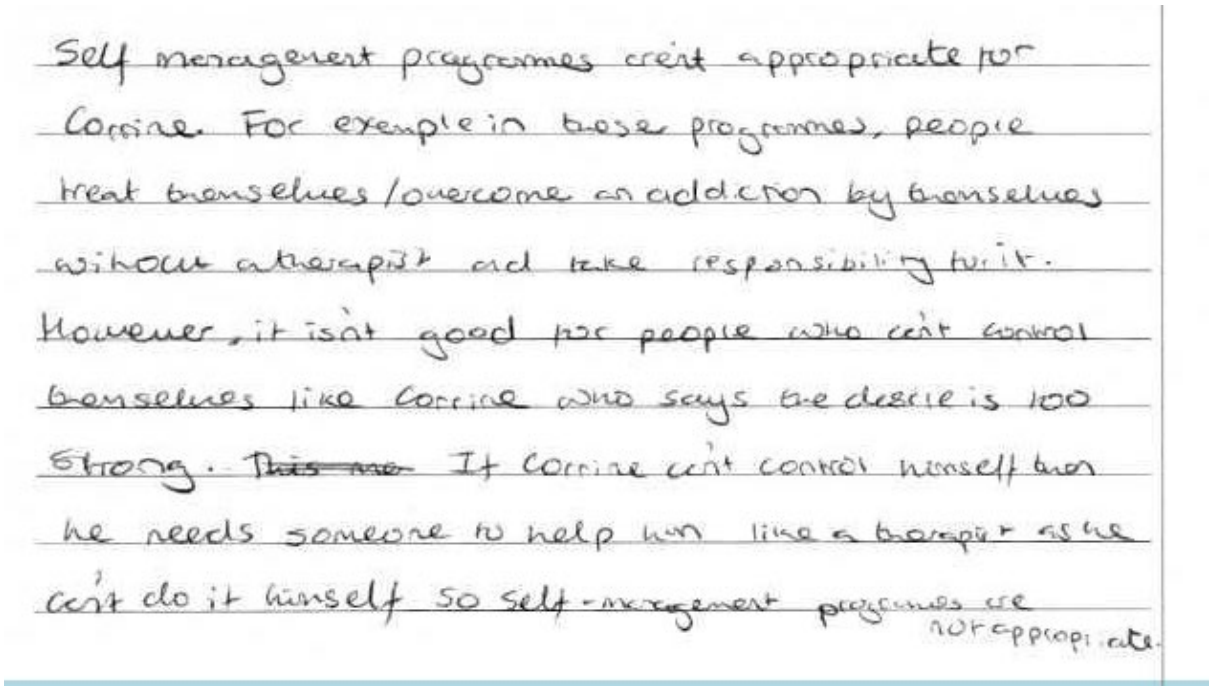
Q16.3

Self-management programmes are not managing your addiction by yourself.

Many students seemed to not know what a self-management programme is and thought it involved managing your addiction at home, either alone or with some form of programmes to watch (see Script Z for an example of this).

Another misunderstanding in this question seemed to be around how to refer to the conversation in a way that supports the rest of the answer. Many answers just referred to the conversation and made no relevant connection to self-management programmes.

Script Z


Self management programmes aren't appropriate for Corrine. For example in these programmes, people treat themselves/overcome an addiction by themselves without a therapist and take responsibility for it. However, it isn't good for people who can't control themselves like Corrine who says the desire is too strong. ~~This~~ It Corrine can't control herself then he needs someone to help her like a therapist as she can't do it himself so self-management programmes are not appropriate.

Q18

Studies do not need to consider every possible aspect in order to be a good study.

A common misunderstanding seen in questions asking for a study to be evaluated was the idea that because it had not considered a certain aspect, it was lacking in some way. While it is appropriate to say that **a theory** is reductionist because it has a limited focus, this is not the case with studies. These are specifically designed to look at certain aspects. Scripts 1 and 2 show some examples of this type of answer.

Copyright © 2022 AQA and its licensors. All rights reserved.

Script 1

One weakness of the study is that Kai's only tested alcohol addiction this means it is not generalisable as we cannot be sure that the results would be the same for another addictive substance such as cocaine therefore reducing reliability and validity of the study.

Script 2

A strength is that it proved the biological cause for addiction, as monozygotic twins were more likely to both be addicted to alcohol. However it is reductionist and focuses on biological ~~fact~~ factors and ignores psychological factors such as social influence.

Copyright © 2022 AQA and its licensors. All rights reserved.

Support and guidance

Our reports on the exams are part of a suite of support we offer to enhance your understanding of our assessments and your students' performance.

Mark ranges and award of grades

Grade boundaries and cumulative percentage grades are available on the results statistics page of our website.

Enhanced Results Analysis (ERA)

Use our exam results analysis tool to create and customise different reports to help understand your students' performance.

ERA is our free online service for you to gain a detailed insight into your students' results. You can:

- analyse your students' scores for each exam question
- identify topics, skills and types of question where students may need further support
- compare your students' performance with those of other classes and with students in other AQA schools nationally.

For more information on ERA, log in through Centre Services.

Professional development

Attend one of our feedback courses where you can review example responses from students and commentaries from our examiners.

Copyright © 2022 AQA and its licensors. All rights reserved.

Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

Tel: 01483 477 822

Email: psychology@aqa.org.uk

Copyright © 2022 AQA and its licensors. All rights reserved.