



Mark Scheme (Results)

June 2023

Pearson Edexcel
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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme.
- Examiners should also be prepared to award zero marks if the **candidate's** response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a **candidate's response**, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Marking guidance for levels-based mark schemes (LBMS)

Construction of levels-based mark scheme grids

The LBMS grids are broken down into levels where each level is represented by a descriptor which articulates the skill characteristics that the response is likely to demonstrate.

The increase in skills from one level to the next shows the progression between the levels.

The descriptor in each level is broken down into three traits; each trait relates to an Assessment Objective and the relationship is clearly identified. There is a balance of the skills across the levels.

The traits have been designed to reflect the intrinsic links between each of the skills, particularly where students are required to draw together their understanding in order to make judgements about a particular context. Knowledge and understanding of psychological ideas, processes and procedures (AO1) underpin the **student's** ability to apply this to a given context (AO2). Similarly, for a student to be able to make valid connections between this understanding in order to make appropriate and evidence-based judgements or conclusions (AO3) about the context, they must underpin it using their knowledge and understanding, and by applying it to the context of the question. As a consequence, the progression shown in each band reflects the relationship between these skills.

Finding the right level

The first stage is to decide in which level the answer should be placed. To do this, **use a 'best fit' approach, deciding which level most closely describes the quality of** the answer. Where an answer displays characteristics from more than one level you must use the guidance below and your professional judgement to decide which level is most appropriate.

For example, an answer that is logical and evidences application of accurate and thorough understanding to the context of the question, with sustained linkage throughout but with limited evidence to support their judgement, would be placed at the bottom of Level 3 as it has displayed most of the characteristics in a Level 3 response. An answer displaying accurate and thorough understanding but with limited application and unsupported judgements would be placed towards the bottom to middle of Level 2.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

If the answer meets the requirements of the level fully, you should be prepared to award full marks within the level. The top mark in the level is used for evidence that is as good as can realistically be expected within that level.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start with the mark at the middle of the level and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level: If it only barely meets the requirements of the level, you should consider awarding marks at the bottom of the level. The bottom mark in the level is used for evidence that is the weakest that can be expected within that level. Alternatively, be prepared to drop the mark to the top of the band below.

The middle marks of the level are used for evidence that has a reasonable match to the requirements. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Imbalanced performance across skills

Where a response has been placed within a level as it displays characteristics from more than one level, then the mark determined should be based on how well the characteristics of each level have been displayed.

Students may show an imbalanced performance against one or more of the traits/skills provided in the levels descriptors. To establish the correct level and mark, the traits/skills within each level should be used. For example, a student may show performance against the descriptors for AO1 and AO2 that displays characteristics of Level 2 but they make a limited attempt to analyse and evaluate (AO3) Level 1. In such instances, the student has demonstrated the Level 2 traits/skills for AO1 and AO2 and the Level 1 trait/skill for AO3, so would be placed in the middle of Level 2 as they achieve 4 marks (2 each) for AO1 and AO2 and 1 of the 3 marks assigned to AO3.

Given the intrinsic links between the trait/skills, if a response evidences performance against only one trait/skill it is likely to be for demonstrating knowledge and understanding.

Indicative content

Markers are reminded that indicative content is provided as an illustration of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Section A

Research methods – How do you carry out psychological research?

Question number	Answer	Mark
1(a)	<p>B – gender</p> <p>The only correct answer is B</p> <p>A is incorrect as this is not the independent variable.</p> <p>C is incorrect as this is not the independent variable.</p> <p>D is incorrect as this is not the independent variable.</p>	(1)

Question number	Answer	Mark
1(b)	<p>One mark for each correct ethical issue given (maximum two marks)</p> <p>For example:</p> <ul style="list-style-type: none"> • Informed consent can be gained by explaining the study to parents when asking if the children can take part (1). • Gary could use pseudonyms for the children to make sure none of them could be identified from his research (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
1(c)	<p>One mark for calculation of total number of participants.</p> <p>One mark for calculation of percentage.</p> <ul style="list-style-type: none"> • $50 + 50 = 100$ • $(25/100) * 100 = 25\%$ <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
1(d)	<p>One mark for correct calculation.</p> <p>Calculation: $32 - 24$</p> <ul style="list-style-type: none"> • 8 <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
1 (e)	One mark for correct calculation of number of children.	(2)
	<p>One mark for correct answer.</p> <p>Calculation:</p> <ul style="list-style-type: none"> • $32 + 24 = 56$ <p>Calculation: 56:100 simplified using a common factor</p> <ul style="list-style-type: none"> • 14:25 <p>Accept any other appropriate response.</p>	

Question number	Answer	Mark
1 (f)	<p>One mark for conclusion made.</p> <p>One mark for justification of conclusion through analysis of data.</p> <ul style="list-style-type: none"> • At six years old, girls can conserve number more accurately than boys (1) as more than twice as many girls than boys identified that the rows contained the same number of buttons (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
2(a)	<p>One mark for understanding of observation research method. One mark for application to the scenario.</p> <ul style="list-style-type: none"> An observation research method can allow a researcher to record naturally occurring behaviour in a situation (1) so Kamira will be able to record how the different people actually respond to someone else's property that has been lost in a realistic way (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark												
2(b)	<p>One mark for drawing an appropriate table structure. One mark for appropriate column headings. One mark for appropriate row headings.</p> <p>For example:</p> <table border="1"> <thead> <tr> <th>Behaviour of passers-by</th><th>Tally</th><th>Frequency</th></tr> </thead> <tbody> <tr> <td>Ignored the item</td><td></td><td></td></tr> <tr> <td>Gave the item to staff</td><td></td><td></td></tr> <tr> <td>Took the item</td><td></td><td></td></tr> </tbody> </table> <p>Accept any other appropriate response.</p>	Behaviour of passers-by	Tally	Frequency	Ignored the item			Gave the item to staff			Took the item			(3)
Behaviour of passers-by	Tally	Frequency												
Ignored the item														
Gave the item to staff														
Took the item														

Question number	Answer	Mark
2(c)	<p>One mark for understanding of a situational variable. One mark for application to the scenario.</p> <ul style="list-style-type: none"> A situational variable is a variable created from the context or environment in which a study takes place that can affect the results (1) so Kamira may have considered the location of the observation so that she was not near the security office which may change the likelihood of returning the item (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3(a)	<p>One mark for correct calculation of participants recalling nine objects as a fraction of all participants.</p> <ul style="list-style-type: none"> $\frac{2}{10}$ simplified $2/2$ and $10/2 = \frac{1}{5}$ (1) <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
3(b)	<p>One mark for correct rank ordering. One mark for correct answer.</p> <ul style="list-style-type: none"> Rank ordering: 6, 7, 8, 8, 8, 9, 9, 10, 10, 11 $(8+9)/2 = 8.5$ <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3(c)	<p>One mark for correct calculation of the mode.</p> <ul style="list-style-type: none"> 8 (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
3(d)	<p>One mark for understanding how to calculate a mean score.</p> <ul style="list-style-type: none"> He would add together all the scores and divide that total by the number of participants (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
4(a)	<p>One mark for correct knowledge of a correlation research method.</p> <ul style="list-style-type: none"> Correlational research is used to find out if there is a relationship between two co-variables (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
4(b)	<p>One mark for accurate identification of the type of correlation.</p> <p>For example;</p> <ul style="list-style-type: none"> A negative correlation between test scores and the number of homework tasks missed (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
4(c)	<p>One mark for accurate identification of the number who scored more than 70.</p> <ul style="list-style-type: none"> 7 (1). 	(1)

Question number	Indicative content	Mark
5	<p data-bbox="316 264 975 297">AO1 = 4 marks; AO2 = 4 marks; AO3 = 4 marks</p> <p data-bbox="316 342 1102 409">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="316 454 1158 656">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="316 701 368 734">AO1</p> <ul data-bbox="316 734 1158 992" style="list-style-type: none"> • Field experiments take place in a realistic environment that participants would be familiar with. • Researchers will manipulate the independent variable (IV) and conditions that the participants experience. • There is a dependent variable that is measured by the researcher to test the impact of the IV. • The researchers are not always able to control extraneous variables, such as situational variables. <p data-bbox="316 1025 368 1059">AO2</p> <ul data-bbox="316 1059 1182 1317" style="list-style-type: none"> • Scuba divers would be familiar with being underwater from their experiences as divers. • The independent variable was the manipulation of the environment of underwater or dry land when recalling words. • The number of words recalled by the scuba divers was measured by Godden and Baddeley (1975). • Distractions underwater or on land could not be controlled in the field experiment to prevent them impacting on memory. <p data-bbox="316 1350 368 1384">AO3</p> <ul data-bbox="316 1384 1182 1765" style="list-style-type: none"> • There is higher ecological validity in the findings of a field experiment as the environment is not artificial to the participants so reflects more realistic use of memory. • By manipulating the IV, field experiments enable researchers to test specific variables, to establish cause and effect conclusions about recall. • Learning and recalling word lists would not be a normal task for scuba divers which reduces the validity of the findings about memory recall as the task is artificial. • Extraneous variables can reduce the accuracy of the results as there may be influences other than the IV of the environmental context on the number of words recalled. 	(12)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of psychological processes and procedures, may not always be relevant (AO1). • Little or no application of psychological processes and procedures to the context (AO2). • Limited attempt to evaluate psychological processes and procedures. Little or no connections between the elements in the question, with unsupported, generic judgements. Limited conclusion that is not fully justified (AO3).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of relevant psychological processes and procedures (AO1). • Some application of psychological processes and procedures to the context but may be limited or lack relevance (AO2). • Some attempt to evaluate psychological processes and procedures but may draw on limited evidence. Mostly logical chains of reasoning, leading to judgements. Basic conclusion reached but may be superficial (AO3).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological processes and procedures (AO1). • Relevant and accurate application of psychological processes and procedures to the context (AO2). • Sustained and accurate evaluation of psychological processes and procedures, supported with accurate evidence. Sustained and logical chains of reasoning, leading to relevant judgements with justified conclusion (AO3).
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates comprehensive and accurate knowledge and understanding of relevant psychological processes and procedures throughout (AO1). • Sustained relevant and accurate application of psychological processes and procedures to the context (AO2). • Comprehensive evaluation of psychological processes and procedures supported with accurate and thorough use of evidence. Sustained and logical chains of reasoning, leading to fully supported judgements with well-justified conclusion (AO3).

Section B

Criminal psychology – Why do people become criminals?

Question number	Answer	Mark
6	<p>C – Primary</p> <p>The only correct answer is C</p> <p>A is incorrect as this does not satisfy basic human needs</p> <p>B is incorrect as this does not satisfy basic human needs</p> <p>D is incorrect as this does not satisfy basic human needs</p>	(1)

Question number	Answer	Mark
7	<p>One mark for knowledge of vicarious reinforcement.</p> <ul style="list-style-type: none"> Observing the positive consequences received by another person for performing a particular behaviour, so the observer performs the behaviour to receive the same outcome (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
8	<p>Up to two marks for understanding how negative reinforcement could encourage criminal behaviour.</p> <p>For example:</p> <ul style="list-style-type: none"> Negative reinforcement encourages a behaviour by preventing something unwanted from happening (1) so stealing money to buy food stops them being hungry, which reinforces the criminal act of theft (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9	<p>One mark for accurate understanding of positive reinforcement. One mark for exemplification of how positive reinforcement can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Positive reinforcement is when a desired consequence is received for a particular behaviour or action (1) so Li could be given a reward by the support worker in the meeting when Li reports that he has been kind to other people (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10	<p>One mark for identification of a reason. One mark for reasoning/justification through the study.</p> <p>For example:</p> <ul style="list-style-type: none"> Bella may behave pro-socially as she lives in a small community and the people who live in her village know her through her volunteering (1), which is supported by Charlton et al. (2000) who claimed that in the close-knit community of the island there was evidence of supervising the behaviour of children which may have contributed to children's good behaviour (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11	One mark for identification of strength/weakness (maximum two marks).	(4)
	<p>One mark for justification, which must be linked to the strength/weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> Calvin will be prevented from driving dangerously during his six months in prison as he is physically removed from society and has no access to cars to drive (1) which is a strong punishment that may result in Calvin understanding the severity of his behaviour to prevent him repeating his actions once he is released from his custodial sentence (1). <p>Weakness</p> <ul style="list-style-type: none"> A six-month custodial sentence for Calvin's driving offences is only a retributive punishment that may not deal with why Calvin was driving under the influence of alcohol (1). This means Calvin could reoffend when he is released from prison as the triggers or issues underlying his behaviour may not have been resolved through imprisonment (1). <p>Accept any other appropriate response.</p>	

Question number	Indicative content	Mark
12	<p data-bbox="331 226 991 253">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 306 1123 369">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 421 1177 607">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="331 660 384 687">AO1</p> <ul data-bbox="331 694 1230 981" style="list-style-type: none"> • Bandura, Ross and Ross (1961) claimed that children appear to learn by imitation, and this seems more likely if the adult role model is male. • Participants in the aggressive groups in their study reproduced more physical and verbal aggressive behaviour than those in the non-aggressive groups. • Bandura, Ross and Ross (1961) found that boys imitated more physical aggression than girls, although verbal aggression was similar in boys and girls. <p data-bbox="331 1014 389 1041">AO2</p> <ul data-bbox="331 1048 1230 1335" style="list-style-type: none"> • Captain Michael is a male role model to Delun, so he has imitated the behaviour he has seen the superhero demonstrate in the television show. • Delun has reproduced the behaviour of Captain Michael at school where he considered the boy to be a villain, so he jumped on him to save the other child. • Delun is a young boy and is more likely to imitate the physical aggression he sees in the Captain Michael television show than he would if the superhero was a girl. <p data-bbox="331 1368 389 1395">AO3</p> <ul data-bbox="331 1402 1230 1787" style="list-style-type: none"> • Charlton et al. (2000) found that there was little change in pro- or anti-social behaviour replicated by children after the introduction of television, so aggressive behaviour may not be from imitation of television characters. • Bandura, Ross and Ross (1961) conducted their study within a controlled environment which strengthens their findings that being exposed to an aggressive role model influenced the way children then played with the Bobo doll. • Aggression may not be due to imitation of role models, but due to nature, such as the MAOA gene which may explain the differences between boys and girls, so Bandura, Ross and Ross (1961) may not fully explain Delun's behaviour. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding of a limited range of psychological ideas (AO1). • Provides little or no reference to relevant psychological ideas related to the context (AO2). • Limited attempt to deconstruct relevant psychological ideas. Limited consideration of supporting/refuting evidence, leading to generic judgements (AO3).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates mostly accurate understanding of some relevant psychological ideas (AO1). • Provides some reference to relevant psychological ideas related to the context but this may be limited or lack relevance at times (AO2). • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. Some consideration of supporting/refuting evidence, leading to a judgement (AO3).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas (AO1). • Provides sustained reference to relevant psychological ideas related to the context (AO2). • Deconstructs relevant psychological ideas using logical chains of reasoning. Sustained consideration of supporting/refuting evidence, showing an awareness of competing arguments, leading to a judgement (AO3).

Section C

The self – What makes you who you are?

Question number	Answer	Mark
13	<p>B – Existential self</p> <p>The only correct answer is B</p> <p>A is incorrect as this is not the term Lewis (1990) used</p> <p>C is incorrect as this is not the term Lewis (1990) used</p> <p>D is incorrect as this is not the term Lewis (1990) used</p>	(1)

Question number	Answer	Mark
14	<p>One mark for knowledge of self-image.</p> <ul style="list-style-type: none"> How a person perceives and thinks about themselves in areas such as their appearance or abilities (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
15	<p>Up to two marks for understanding why meeting physiological needs is important before achieving safety needs.</p> <p>For example:</p> <ul style="list-style-type: none"> Physiological needs underlie all other needs as they are basic survival needs such as food, air, and water (1) so these are important as they are a foundation before any safety needs such as employment or resources can begin to be met (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
16	<p>One mark for accurate understanding of temperament. One mark for exemplification of how temperament can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Temperament can be considered a long-term predisposition that determines a person's dominant emotional behaviour (1). Natalie has a happy and cheerful temperament which helps Natalie value herself leading to a high self-esteem where she is confident and secure (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
17	<p>One mark for identification of a reason. One mark for reasoning/justification through theory.</p> <p>For example:</p> <ul style="list-style-type: none"> Lorenzo shows unconditional positive regard for his daughter when he tells her she is perfect as she is and does not attach requirements to the reason why he is proud of her (1), which leads to her confidence in new things as she knows Lorenzo offers full acceptance of her regardless of whether she achieves or fails at activities (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
18	<p>One mark for identification of strength/weakness (maximum two marks).</p> <p>One mark for justification, which must be linked to the strength/weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> Kim is in Stage 2 of the psychosocial stages of development which helps her mother understand why Kim is saying 'no' and not eating vegetables to try and be autonomous (1). This enables her mother to have a clearer grasp of Kim's development so she is aware of expected behaviours during this stage and can allow Kim freedom to show autonomy (1). <p>Weakness</p> <ul style="list-style-type: none"> Erikson (1959) could be considered a simplified description of behaviours expected from Kim in her stage of development such as trying to be independent and putting her shoes on (1) but it does not provide practical solutions for successful completion of each stage, which means it may not be helpful when trying to support Kim to achieve her basic virtue of autonomy (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
19	<p data-bbox="331 264 991 293">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 344 1123 409">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 461 1177 649">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="331 694 384 723">AO1</p> <ul data-bbox="331 725 1214 1014" style="list-style-type: none"> • Vohs and Schooler (2008) found a strong negative correlation between cheating behaviour and free will scores on the questionnaire. • Participants who read the anti-free-will passage cheated on the mental arithmetic problems more often than those in the control group. • Vohs and Schooler (2008) suggested their findings raised concerns for the development of moral behaviour if deterministic perceptions of individuals are promoted. <p data-bbox="331 1048 389 1077">AO2</p> <ul data-bbox="331 1079 1222 1368" style="list-style-type: none"> • The students who deleted the chat message and did not look at the questions or answers may have a stronger belief in free-will. • Some students may believe their ability is already determined as they had not worked hard in their history lessons so far, so they chose to cheat instead of revise. • The students at the front of the classroom who photographed the questions and answers may believe it was more important to pass the test than to demonstrate their ability in history. <p data-bbox="331 1402 389 1431">AO3</p> <ul data-bbox="331 1433 1230 1823" style="list-style-type: none"> • Vohs and Schooler (2008) may not fully explain the student's behaviour as it does not account for individual differences such as self-confidence and high self-esteem which could be why some students deleted the message and did not cheat. • The findings may help identify the reasons for cheating in the class which can then be combatted by raising the student's belief in free-will and prevent further cheating behaviour. • Kohlberg (1958) would suggest that morality may not relate to determinism but may be the interpersonal relationships between the student and teacher where the students at the front do not seek approval or feel they need to be perceived as 'good' by the teacher. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding of a limited range of psychological ideas (AO1). • Provides little or no reference to relevant psychological ideas related to the context (AO2). • Limited attempt to deconstruct relevant psychological ideas. Limited consideration of supporting/refuting evidence, leading to generic judgements (AO3).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates mostly accurate understanding of some relevant psychological ideas (AO1). • Provides some reference to relevant psychological ideas related to the context but this may be limited or lack relevance at times (AO2). • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. Some consideration of supporting/refuting evidence, leading to a judgement (AO3).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas (AO1). • Provides sustained reference to relevant psychological ideas related to the context (AO2). • Deconstructs relevant psychological ideas using logical chains of reasoning. Sustained consideration of supporting/refuting evidence, showing an awareness of competing arguments, leading to a judgement (AO3).

Section D

Perception – How do you interpret the world around you?

Question number	Answer	Mark
20	<p>A - Stereopsis</p> <p>The only correct answer is A</p> <p>B is incorrect as this is not a visual depth cue</p> <p>C is incorrect as this is when only one eye is used</p> <p>D is incorrect as this is not a visual depth cue</p>	(1)

Question number	Answer	Mark
21	<p>One mark for knowledge of visual constancy.</p> <ul style="list-style-type: none"> When a person perceives an object as remaining the same despite variations in visual input to colour, size, or shape (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
22	<p>Up to two marks for understanding of how superimposition creates depth perception.</p> <p>For example:</p> <ul style="list-style-type: none"> Superimposition is when the positioning of one object partially blocks the perception of another object making it appear to be at the front (1) which would give the perception of depth that the object blocked from view appears to be further behind the object that can be seen in full (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
23	<p>One mark for accurate understanding of height in the plane. One mark for exemplification of how height in the plane can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Height in the plane is a depth cue where the perceived distance of an object from a horizon line gives the perception of depth (1) so Anaya is able to identify that the objects that are nearest to the horizon line, such as the house, would be considered as furthest from her viewing position (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
24	<p>One mark for identification of a reason One mark for reasoning/justification through theory</p> <p>For example:</p> <ul style="list-style-type: none"> Alex would have used his prior knowledge of being in a city with people and buildings to come to an interpretation of what he can perceive in the blurred image (1), which Gregory (1970) explains as hypothesis testing which is when the sensory input reaches the brain and Alex determines the most likely content of the image from his stored memories and experiences (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
25	<p>One mark for identification of strength/weakness (maximum two marks).</p> <p>One mark for justification, which must be linked to the strength/weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> The hotel building could be considered a token variant object explaining why Killian was judging the size inaccurately as there are a large range of sizes for hotel buildings (1) which Haber and Levin (2001) found in their research, where more inaccuracy of size estimates was found for objects that had a larger variance in size, which supports why Killian was inaccurate in his estimation (1). <p>Weakness</p> <ul style="list-style-type: none"> Killian was able to use his prior understanding of token invariant object size from the cars he could see outside the hotel building to make his judgement which was not researched by Haber and Levin (2001) (1) as they did not test size estimations of token variant objects where there was a cue or indicator present from a token invariant object in the same quadrant, so it may not explain Killian's size estimation (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
26	<p data-bbox="331 226 991 253">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 306 1123 369">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 421 1177 607">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="331 660 384 687">AO1</p> <ul data-bbox="331 694 1222 880" style="list-style-type: none"> • Gibson (1966) suggests that changes in the flow of the optic array contain information about any movement taking place. • Direct perception of the texture gradient of an object indicates distance as the grain becomes smoother and less distinct. • The use of relative size helps indicate when an object is far away from the eye as the object appears smaller. <p data-bbox="331 918 389 945">AO2</p> <ul data-bbox="331 952 1225 1238" style="list-style-type: none"> • Liz was able to see the direction and speed at which objects out of the window passed through her visual field so she could perceive that the train was travelling fast. • Liz was able to determine the church as far away because the features of the church building were blurry and not clear indicating it was in the distance. • Liz was able to understand that the train was still quite far from the station as the station appeared smaller in comparison to the trees, indicating it was far away from the train. <p data-bbox="331 1272 389 1299">AO3</p> <ul data-bbox="331 1305 1214 1720" style="list-style-type: none"> • Gibson (1966) is a reductionist theory as it focuses solely on sensory input and ignores factors such as emotion or motivation that can influence a person's perception so does not fully explain perception. • Gibson and Walk (1960) found that babies would not crawl over a perceived 'cliff edge', which suggests depth perception is an innate trait providing humans with depth cues to interpret their surroundings, which can account for how Liz was able to interpret depth. • Direct theory of perception cannot account for misinterpretations of visual input such as illusions where prior knowledge is used, therefore it may not fully account for the way Liz interpreted her surroundings. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding of a limited range of psychological ideas (AO1). • Provides little or no reference to relevant psychological ideas related to the context (AO2). • Limited attempt to deconstruct relevant psychological ideas. Limited consideration of supporting/refuting evidence, leading to generic judgements (AO3).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates mostly accurate understanding of some relevant psychological ideas (AO1). • Provides some reference to relevant psychological ideas related to the context but this may be limited or lack relevance at times (AO2). • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. Some consideration of supporting/refuting evidence, leading to a judgement (AO3).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas (AO1). • Provides sustained reference to relevant psychological ideas related to the context (AO2). • Deconstructs relevant psychological ideas using logical chains of reasoning. Sustained consideration of supporting/refuting evidence, showing an awareness of competing arguments, leading to a judgement (AO3).

Section E

Sleep and dreaming – Why do you need to sleep and dream?

Question number	Answer	Mark
27	<p>D – Latent content</p> <p>The only correct answer is D</p> <p>A is incorrect as this is not the hidden meaning of a dream.</p> <p>B is incorrect as this is not the hidden meaning of a dream.</p> <p>C is incorrect as this is not the hidden meaning of a dream.</p>	(1)

Question number	Answer	Mark
28	<p>One mark for knowledge of bodily rhythm</p> <ul style="list-style-type: none"> A bodily rhythm is a natural, biological cycle in the body that regulates bodily functions such as sleeping (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
29	<p>Up to two marks for understanding how random activation accounts for dreaming.</p> <p>For example:</p> <ul style="list-style-type: none"> Random activation is when areas of the brain activate and fire signals during REM sleep (1) that the brain then attempts to synthesize with meanings which create the dream (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
30	<p>One mark for accurate understanding of a benefit of sleep.</p> <p>One mark for exemplification of how a benefit of sleep can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> One of the benefits of making sure you have sufficient sleep is that this will help with attention and concentration (1) which would help Aditi focus her attention in the decision-making activities and concentrate in her test about the roles of a nurse (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
31	<p>One mark for identification of a reason. One mark for reasoning/justification through a study.</p> <p>For example:</p> <ul style="list-style-type: none"> Chris was in a dark room with no natural light cue to indicate whether it was day or night which could have affected his sleep-wake cycle and confused him about how long he was in the underground bunker (1). Siffre (1975) found that during his time in the cave he lost track of his sleep-wake cycle and even when he had extended cycles of over 48 hours, they still only felt like a day to him (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
32	<p>One mark for identification of strength/weakness (maximum two marks). One mark for justification, which must be linked to the strength/weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> Tilly can have scientific medical tests for a low production of melatonin that could be making her unable to sleep at night and staying awake when she should be sleeping (1), which gives the hormonal explanation of sleep problems credibility as hormones can be empirically tested to measure the levels when someone like Tilly is struggling to sleep (1). <p>Weakness</p> <ul style="list-style-type: none"> There may be other factors causing Tilly not to be able to sleep as she could be worrying about her schoolwork so much that it is causing her to be unable to go to sleep at night (1) which would mean that considering just her hormone levels ignores any other factors such as stress that could be causing the problems as it focuses too much on biological factors and ignores environmental factors (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
33	<p data-bbox="331 226 991 255">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 306 1123 371">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 421 1177 611">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="331 660 384 689">AO1</p> <ul data-bbox="331 694 1198 918" style="list-style-type: none"> • External influences on sleep are exogenous pacemakers that can help regulate the internal body clock, such as light or social cues. • Light is a zeitgeber that helps trigger the suprachiasmatic nucleus (SCN) to send messages to the pineal gland. • Mealtimes and activities are social cues that can also help regulate biological rhythms. <p data-bbox="331 949 389 978">AO2</p> <ul data-bbox="331 983 1214 1272" style="list-style-type: none"> • Artez may be feeling tired at work because it is dark, and his body clock would be expecting to sleep during the night-time due to there being no natural light. • The use of bright lighting when Artez wakes up would help trigger the SCN to send a message to the pineal gland to stop secreting melatonin so Artez would feel more awake. • Artez may feel less tired if he has large breakfast when he wakes as his body will be metabolising energy from the food at the right times for his 24-hour cycle. <p data-bbox="331 1303 389 1332">AO3</p> <ul data-bbox="331 1337 1222 1727" style="list-style-type: none"> • Evidence from Siffre (1975) suggests that zeitgebers have an influential role as exogenous pacemakers in setting the internal body clock for the sleep-wake cycle, so his colleagues' advice should help Artez with his sleeping. • Skene and Arendt (2007) showed that blind people with some light perception have normal circadian rhythms but those without light perception show abnormal circadian rhythms, so the bright light may help Artez wake up. • Mealtimes and activities may be less successful than light as they do not directly trigger the SCN to message the pineal gland, therefore this advice may not help Artez with his sleep-wake cycle or resolve his tiredness at work. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding of a limited range of psychological ideas (AO1). • Provides little or no reference to relevant psychological ideas related to the context (AO2). • Limited attempt to deconstruct relevant psychological ideas. Limited consideration of supporting/refuting evidence, leading to generic judgements (AO3).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates mostly accurate understanding of some relevant psychological ideas (AO1). • Provides some reference to relevant psychological ideas related to the context but this may be limited or lack relevance at times (AO2). • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. Some consideration of supporting/refuting evidence, leading to a judgement (AO3).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas (AO1). • Provides sustained reference to relevant psychological ideas related to the context (AO2). • Deconstructs relevant psychological ideas using logical chains of reasoning. Sustained consideration of supporting/refuting evidence, showing an awareness of competing arguments, leading to a judgement (AO3).

Section F

Language, thought and communication – How do you communicate with others?

Question number	Answer	Mark
34	<p>C – Non-verbal communication</p> <p>The only correct answer is C</p> <p>A is incorrect as this is not a non-verbal form of communication.</p> <p>B is incorrect as this is not a non-verbal form of communication.</p> <p>D is incorrect as this is not a non-verbal form of communication.</p>	(1)

Question number	Answer	Mark
35	<p>One mark for knowledge of personal space.</p> <ul style="list-style-type: none"> This is a comfortable physical distance between two or more people which helps prevent them from feeling uneasy (1). <p>Accept any other appropriate wording.</p>	(1)

Question number	Answer	Mark
36	<p>Up to two marks for understanding how eye contact can signal emotion when communicating.</p> <p>For example:</p> <ul style="list-style-type: none"> Eye contact is a form of non-verbal communication where people's eyes meet and transmit messages using gaze or eye movement (1) which can signal attraction to another person from dilated pupils or sadness when a person diverts their gaze from another (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
37	<p>One mark for accurate understanding of animal communication One mark for exemplification of how animal communication can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Aitchison (1983) suggested animals are unable to communicate about abstract, hypothetical thought or meaning during their interaction with each other (1) which differs to Angela and Missy who are communicating the abstract concept of an imaginary situation of their shared flat and its contents (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
38	<p>One mark for identification of a reason. One mark for reasoning/justification through a study.</p> <p>For example:</p> <ul style="list-style-type: none"> Peter is able to process thoughts about what he wants, knowing that he is thirsty and that a drink is needed to satisfy this thirst (1) which Vygotsky (1981) suggests is because thought and language are separate in the early years, so Peter would not require the language to name the drink to understand he needs it (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
39	<p>One mark for identification of each way (maximum two marks). One mark for justification, which must be linked to the way identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • When George narrowed his eyes without conscious thought, he would be blocking distraction from his peripheral vision to focus his eyes on Edward (1). Darwin (1872) gives a biological explanation for non-verbal communication which can account for instinctive reactions in situations like the argument (1). • George may have bared his teeth at Edward as a threat towards him in order show Edward that he was the strongest out of the two of them (1). Darwin (1872) suggested that evolution explains serviceable behaviours like baring teeth that have a purpose of aiding survival of the fittest within a species (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
40	<p data-bbox="331 226 991 255">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 306 1123 371">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 421 1177 611">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="331 660 384 689">AO1</p> <ul data-bbox="331 694 1219 884" style="list-style-type: none"> • Language determines how individuals think, without words for an idea the person cannot think or imagine that idea. • Linguistic determinism suggests that people can only view the world through the language they have. • Speakers of one language will understand concepts and ideas differently to speakers of another language. <p data-bbox="331 918 389 947">AO2</p> <ul data-bbox="331 952 1219 1238" style="list-style-type: none"> • Naadir would not have the language to name the laptop as a laptop and he interprets it to be a television and the keyboard as a remote control. • Naadir was able to tell his friends information about the special television that the visitor had brought to the community. • Naadir may not be familiar with the word 'keyboard' but he is able to understand how this works and views this as similar to a remote control for a television. <p data-bbox="331 1272 389 1301">AO3</p> <ul data-bbox="331 1305 1219 1693" style="list-style-type: none"> • Everett (2005) highlights that the Pirahã could only count to two, and above this was 'many', so there is evidence to support that language determines how Naadir would form his views of the world. • The deterministic view may overestimate the influence language has, as it does not account for Naadir being able to describe the laptop to friends before having the language to name it as a laptop. • Boroditsky (2001) found that native language had an effect on how their participants thought about the world, so Naadir thinks about the laptop by using the linguistics he has available. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding of a limited range of psychological ideas (AO1). • Provides little or no reference to relevant psychological ideas related to the context (AO2). • Limited attempt to deconstruct relevant psychological ideas. Limited consideration of supporting/refuting evidence, leading to generic judgements (AO3).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates mostly accurate understanding of some relevant psychological ideas (AO1). • Provides some reference to relevant psychological ideas related to the context, but this may be limited or lack relevance at times (AO2). • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. Some consideration of supporting/refuting evidence, leading to a judgement (AO3).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas (AO1). • Provides sustained reference to relevant psychological ideas related to the context (AO2). • Deconstructs relevant psychological ideas using logical chains of reasoning. Sustained consideration of supporting/refuting evidence, showing an awareness of competing arguments, leading to a judgement (AO3).