



Mark Scheme (Results)

Summer 2019

Pearson Edexcel
GCSE Psychology (1PS0) Paper 2

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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) | A - structured interview The only correct answer is A B is incorrect as this uses open questions C is incorrect as this uses mixed question types D is incorrect as this is not an interview method | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 1(b) | One mark for correct knowledge of right to withdraw. <ul style="list-style-type: none"> A right to withdraw is when a participant can stop taking part in a research investigation (1). Accept any other appropriate response. | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 1(c) | One mark for each way to ensure confidentiality (maximum of two marks). For example: <ul style="list-style-type: none"> Real names of the patients with depression interviewed would not be included in the research (1). The location of the mental health service provider could be kept out of the public domain (1). Accept any other appropriate response. | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 1(d)(i) | One mark for calculation of decrease in score. One mark for calculation of percentage decrease. <ul style="list-style-type: none"> $4 - 1 = 3$ $(3/4) * 100 = 75\%$ Reject all other answers. | (2) |

| Question number | Answer | Mark | | | | | | | | | | | | | | |
|--|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|------------|
| 1(d)(ii) | <p>One mark for labelling of y-axis.</p> <p>One mark for plotting data for participant A.</p> <p>One mark for plotting data for participant C.</p> <p>For example:</p> <div data-bbox="386 512 1225 1144" style="border: 1px solid black; padding: 10px; text-align: center;"><p><u>A scatter diagram to show the relationship between tiredness and drug treatment.</u></p><table border="1" data-bbox="427 667 1200 1115"><caption>Data points from the scatter diagram</caption><thead><tr><th>Score (out of 5) for tiredness before drug treatment</th><th>Score (out of 5) for tiredness after drug treatment</th></tr></thead><tbody><tr><td>3</td><td>0</td></tr><tr><td>4</td><td>1</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>1</td></tr><tr><td>5</td><td>2</td></tr><tr><td>5</td><td>3</td></tr></tbody></table></div> | Score (out of 5) for tiredness before drug treatment | Score (out of 5) for tiredness after drug treatment | 3 | 0 | 4 | 1 | 4 | 3 | 5 | 1 | 5 | 2 | 5 | 3 | (3) |
| Score (out of 5) for tiredness before drug treatment | Score (out of 5) for tiredness after drug treatment | | | | | | | | | | | | | | | |
| 3 | 0 | | | | | | | | | | | | | | | |
| 4 | 1 | | | | | | | | | | | | | | | |
| 4 | 3 | | | | | | | | | | | | | | | |
| 5 | 1 | | | | | | | | | | | | | | | |
| 5 | 2 | | | | | | | | | | | | | | | |
| 5 | 3 | | | | | | | | | | | | | | | |

| Question number | Answer | Mark |
|-----------------|---|------|
| 2(a) | <p>One mark for naming the independent variable.</p> <ul style="list-style-type: none"> The gender (male and female) of the participants (1). <p>Accept any other appropriate response.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 2(b) | <p>One mark for calculation of totals for all participants and male participants One mark for correct calculation of males as a fraction of all participants.</p> <ul style="list-style-type: none"> Total participants = 48 and total males = 18 (1) $\frac{18}{48}$ simplified $18/6$ and $48/6 = \frac{3}{8}$ (1) <p>Reject all other answers.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 2(c) | <p>One mark for a reason given</p> <ul style="list-style-type: none"> The data shows that over twice as many females took the mobile phone to the police station than males (1). <p>Accept any other appropriate response.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3(a) | <p>One mark for correct calculation.</p> <ul style="list-style-type: none"> $9-5 = 4$ <p>Reject all other answers.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 3(b) | <p>One mark for correct answer.</p> <p>Calculation: 12:18 simplified using a common factor</p> <ul style="list-style-type: none"> $12/6:18/6 = 2:3$ <p>Accept any other appropriate response.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 3(c) | <p>One mark for identification of a relevant improvement</p> <p>One mark for justification, which must be linked to the improvement identified</p> <p>For example:</p> <ul style="list-style-type: none"> Vanessa could observe driving behaviour on a number of different roads in different towns (1). This would improve the representativeness of the findings about driving speed of young and mature drivers in general (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 4 | <p>One mark for correct answer.</p> <ul style="list-style-type: none"> Positive skewed distribution (1). <p>Accept any other appropriate response.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 5 | <p>Up to two marks for describing how to find the median score.</p> <p>For example:</p> <ul style="list-style-type: none"> Put all the scores in rank order and work out the middle number (1), if the middle is between two numbers, add them together and divide by two (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 6(a) | <p>One mark for a correct answer</p> <ul style="list-style-type: none"> $39,980,000 = 3.998 \times 10^7$ <p>Reject all other answers.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 6(b) | <p>One mark for an appropriate estimation</p> <p>40,000,000 – 10,000,000</p> <ul style="list-style-type: none"> 30,000,000 <p>Accept any other appropriate response.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 6(c) | <p>One mark for a correct answer</p> <p>Calculation:</p> <p>63% = 0.63</p> <p>$0.63 \times 39,980,000 = 25,187,400$</p> <ul style="list-style-type: none"> 25,187,400 <p>Reject all other answers.</p> | (1) |

| Question number | Answer | Mark | | | | | | |
|-----------------|--|--------------|------------------------------------|--------------|-----------------------------|----------------|-------------------------------|-----|
| 6(d) | <p>One mark for correct identification of primary data example</p> <p>One mark for correct identification of secondary data example</p> <table border="1"> <thead> <tr> <th>Type of data</th> <th>Example from Kayla's investigation</th> </tr> </thead> <tbody> <tr> <td>Primary data</td> <td>Online questionnaire</td> </tr> <tr> <td>Secondary data</td> <td>Two newspaper articles</td> </tr> </tbody> </table> <p>Accept any other appropriate response.</p> | Type of data | Example from Kayla's investigation | Primary data | Online questionnaire | Secondary data | Two newspaper articles | (2) |
| Type of data | Example from Kayla's investigation | | | | | | | |
| Primary data | Online questionnaire | | | | | | | |
| Secondary data | Two newspaper articles | | | | | | | |

| Question number | Indicative content | Mark |
|-----------------|---|-------------|
| 7 | <p>AO1 = 4 marks; AO2 = 4 marks; AO3 = 4 marks</p> <p>Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p>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>AO1</p> <ul style="list-style-type: none"> • Structured observations allow the observer to carefully control the setting and apparatus. • Participants can be either aware of the observation, making it overt; or unaware they are being observed making it covert. • Overt observations allow the researcher to meet ethical issues of informed consent and right to withdraw. • Naturalistic observations take place in real-life settings where the researcher does not manipulate the context. <p>AO2</p> <ul style="list-style-type: none"> • Ainsworth used a structured observation with standardised procedures for the mother to follow and used the same toys with each infant observed. • Mothers were aware of the eight phases in the observation, but the infants were observed covertly. • The mothers would be able to agree to take part and stop taking part if their infant was too distressed by the observation. • The room was artificial not natural, meaning the mother and infant behaviour in the phases may not reflect their real-life behaviour at home. <p>AO3</p> <ul style="list-style-type: none"> • Strict controls mean the observation can be replicated to test the reliability of findings about human behaviour such as attachment. • By using covert observations issues of social desirability can be reduced, as the infants would be behaving naturally so the findings would be more valid to human behaviour. • Overt observation would mean the mothers were aware of the aims which can lead to demand characteristics, so the findings may not represent the mother's natural behaviour. • Artificiality reduces the ecological validity of the observed attachment behaviours, so results may not represent how infants and mothers would behave in natural settings. | (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 |
|-----------------|--|------|
| 8 | <p>C - secondary reinforcer</p> <p>The only correct answer is C</p> <p>A is incorrect as a token does not directly meet basic needs</p> <p>B is incorrect as this is not a type of reinforcer</p> <p>D is incorrect as this is not a type of reinforcer</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 9 | <p>One mark for knowledge of community sentencing.</p> <ul style="list-style-type: none"> A non-custodial sentence that can include unpaid work in the local area (1). <p>Accept any other appropriate response.</p> | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 10 | <p>One mark for knowledge of the role of the community.</p> <p>One mark for understanding of the influence of the community on findings.</p> <p>For example:</p> <ul style="list-style-type: none"> St Helena had a close-knit community where adults on the island were vigilant in supervising children's behaviour (1) which may have reduced the children's reproduction of any anti-social behaviour observed on television (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 11 | <p>One mark for identification of strength. One mark for justification, which must be linked to the strength identified.</p> <p>For example:</p> <ul style="list-style-type: none"> • Sadie will be given coping mechanisms that she can use whenever she is angry with other people such as her family (1) which will reduce her aggression as she will be able to react in a more pro-social way to things that trigger her anger (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 12 | <p>One mark for accurate understanding of personality (Eysenck, 1964). One mark for exemplification of how the theory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Criminal personality is associated with high psychoticism, high extroversion and high neuroticism (1) so Raj may be biologically predisposed to getting into trouble and therefore unable to change his nature (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 13 | <p>One mark for identification of each way (maximum two marks). One mark for reasoning/justification of each way identified through theory (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • Siobhan may have observed her new friends misbehaving when they are all together (1). Social learning theory claims that through observational learning Siobhan will reproduce the behaviour of the friends she pays attention to (1). • Her new friends are the same age as Siobhan, so she identifies with them (1). Bandura (1977) would suggest she will therefore be more likely to reproduce the behaviour she has seen modelled by her new friends (1). <p>Accept any other appropriate response.</p> | (4) |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 14 | <p data-bbox="331 271 999 300">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 349 1129 416">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 465 1182 663">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="331 757 389 786">AO1</p> <ul data-bbox="331 790 1182 1043" style="list-style-type: none"> <li data-bbox="331 790 1142 880">• Positive reinforcement is when a desired consequence is received following a particular behaviour, so behaviour continues. <li data-bbox="331 884 1182 952">• Positive punishment is receiving an undesired consequence that is supposed to stop a behaviour. <li data-bbox="331 956 1142 1043">• Negative reinforcement is the removal of an undesired consequence because of a behaviour, which encourages behaviour to continue. <p data-bbox="331 1077 389 1106">AO2</p> <ul data-bbox="331 1111 1235 1366" style="list-style-type: none"> <li data-bbox="331 1111 1193 1178">• Maurice desires the things he steals and they make him feel good, so his stealing behaviour is reinforced and continues. <li data-bbox="331 1182 1235 1272">• The consequence of a community sentence may not have been considered sufficiently undesirable, so would not have stopped Maurice stealing. <li data-bbox="331 1276 1134 1366">• Being able to feel better about providing for his family removes Maurice’s sense of worthlessness and he gains pleasure from stealing. <p data-bbox="331 1400 389 1429">AO3</p> <ul data-bbox="331 1433 1235 1722" style="list-style-type: none"> <li data-bbox="331 1433 1235 1523">• Skinner (1938) found that rats continued a behaviour for a food pellet so there is evidence that positive reinforcement can lead to the continuation of behaviour like Maurice’s stealing. <li data-bbox="331 1527 1235 1617">• Positive punishment such as a prison sentence may be a more undesirable consequence than community sentencing, so could stop Maurice from stealing more effectively. <li data-bbox="331 1621 1214 1722">• Maurice may be predisposed to criminal behaviour as a result of his inherent personality, therefore the consequences of his behaviour would have no effect on his stealing. | (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 |
|-----------------|--|------|
| 15 | A – integrity versus despair The only correct answer is C B is incorrect as this stage is in adolescence C is incorrect as this stage is in infancy D is incorrect as this stage is mid to late adulthood | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 16 | One mark for knowledge of self-esteem. <ul style="list-style-type: none"> How much value someone places on themselves (1) Accept any other appropriate response. | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 17 | One mark for knowledge of how to measure personality. One mark for understanding a way to use measure for personality. For example: <ul style="list-style-type: none"> Personality can be measured using self-report questionnaires that test personality (1) such as Catell's (1946) 16PF which is a way to assess an individual's personality factors (1). Accept any other appropriate response. | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 18 | One mark for identification of influence of 'safety' on Katie. One mark for justification, must be linked to higher needs. For example: <ul style="list-style-type: none"> Katie's safety needs are not being satisfied as she has no income so struggles to pay rent on her home where she feels safe (1). This causes a loss of motivation towards achieving higher needs such as love and belonging as she has stopped socialising with friends (1). Accept any other appropriate response. | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 19 | <p>One mark for demonstrating accurate understanding of study. One mark for exemplification of how the study can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Vohs and Schooler (2008) found that a reduction in a belief in free will increased cheating behaviours (1), so the teacher could help the classes increase their belief in free will which would reduce their cheating behaviour on the class tests (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 20 | <p>One mark for identification of each reason (maximum two marks). One mark for reasoning/justification of each reason identified which must be linked to theory (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • Sam's belief that he is not good at sport shows he has a negative self-image (1) which according to Rogers (1959) would be incongruent with his ideal-self as he wants to be better at playing sport so his self-concept is low (1). • Sam may have a lack of confidence which is why he will not ask for help, reinforcing his low self-esteem (1) which Rogers (1959) would suggest adds to his negative self-concept, as he may be unable to self-actualise without the help (1). <p>Accept any other appropriate response.</p> | (4) |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 21 | <p data-bbox="331 271 999 300">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 349 1129 416">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 465 1182 663">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="331 712 389 741">AO1</p> <ul data-bbox="331 745 1214 936" style="list-style-type: none"> <li data-bbox="331 745 1190 813">• Van Houtte and Jarvis (1995) found that pet owning groups scored significantly higher for autonomy. <li data-bbox="331 815 1214 882">• They found that pet owners reported higher self-esteem than non-pet owners. <li data-bbox="331 884 1190 936">• The benefits of having a pet came from the presence of the pet, not attachment to it. <p data-bbox="331 976 389 1005">AO2</p> <ul data-bbox="331 1010 1225 1227" style="list-style-type: none"> <li data-bbox="331 1010 1225 1099">• Confidence in making decisions for themselves increased in the children, showing that the pets helped them become more autonomous. <li data-bbox="331 1102 1198 1169">• Increases in feelings of usefulness may indicate the children have increases in self-esteem from the presence of the pets. <li data-bbox="331 1171 1177 1227">• The ‘pets at school’ service only allows the children to take ownership of a pet for short periods of time. <p data-bbox="331 1267 389 1296">AO3</p> <ul data-bbox="331 1301 1230 1682" style="list-style-type: none"> <li data-bbox="331 1301 1182 1424">• Van Houtte and Jarvis (1995) concluded that pets could be used as an intervention strategy for children with low self-esteem and negative self-concept, supporting that changes from the ‘pets at school’ service are a result of the pets. <li data-bbox="331 1426 1230 1550">• Rogers (1951) would suggest that pets may give unconditional positive regard to their owners and thus the increase in self-esteem may be through achieving congruence when caring for the pets in school. <li data-bbox="331 1552 1150 1682">• The experience of looking after a pet may be an external influence on the children’s development of self and self-esteem highlighting the importance of nurturing positive experiences, not just the use of pets. | (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 |
|-----------------|---|------|
| 22 | D – linear perspective The only correct answer is D A is incorrect as this is not an ambiguous figure B is incorrect as this is not stereopsis C is incorrect as this is not superimposition | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 23 | One mark for knowledge of relative size. <ul style="list-style-type: none"> Relative size is when a smaller object is considered further away when perceived with a similar object that is bigger (1). Accept any other appropriate response. | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 24 | Up to two marks for understanding how expectation can affect perception For example: <ul style="list-style-type: none"> Expectation is when someone has a pre-conceived idea about what they are going to see (1) which can result in what someone sees being what they anticipate, rather than reality (1). Accept any other appropriate response. | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 25 | <p>One mark for identification of a reason One mark for reasoning/justification of reason identified, which must be linked to the theory.</p> <p>For example:</p> <ul style="list-style-type: none"> Carly would need prior knowledge to understand the movement of the car she was perceiving and not just her sensory input (1). Gregory (1970) explained that without prior knowledge Carly would not have a schema for cars so would not be able to determine the actions of the car, such as speed (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 26 | <p>One mark for demonstrating accurate understanding of visual constancy. One mark for exemplification using the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Shape is a visual constancy where an individual will know an object stays the same even if the visual input is different (1) so Norman would be able to perceive that the position of door does not mean the shape of the door has changed, so he is able to give the correct shape as a rectangle (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 27 | <p>One mark for identification of each way (maximum two marks). One mark for reasoning/justification of each way through reference to the study (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> Kia would need to select 12 ambiguous modern-day images and two names for each image to use in her study (1) which replicates the 12 images used in Carmichael et al (1932) but makes it more relevant to 2019 (1). Kia could sample participants from the local community with different educational backgrounds (1) so her sample will not just be college students and teachers, so will be more representative of the general public (1). <p>Accept any other appropriate response.</p> | (4) |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 28 | <p data-bbox="331 309 997 338">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 389 1129 454">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 506 1182 701">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="331 752 387 781">AO1</p> <ul data-bbox="331 786 1230 981" style="list-style-type: none"> • Haber and Levin (2001) found that distance estimates reduced when an object was not known. • They concluded that memory and prior knowledge have a role in size estimating rather than just perception. • Participants in Haber and Levin (2001) could estimate the size of unknown objects quite accurately. <p data-bbox="331 1010 387 1039">AO2</p> <ul data-bbox="331 1043 1230 1301" style="list-style-type: none"> • Zara could judge the distance of most of the familiar objects because she may have known the relative size of objects she sees on a regular basis. • The inaccuracies that Zara made could be because objects, for example the coffee machine, may not have actually been familiar to her. • Zara could not always estimate the size of the objects with accuracy, only being able to judge 15 of the 30 she saw. <p data-bbox="331 1330 387 1359">AO3</p> <ul data-bbox="331 1364 1230 1655" style="list-style-type: none"> • The inaccuracies of distance estimates Zara made are consistent with the findings from Haber and Levin (2001) so knowing the object's size can aid distance judgements. • Size perception relied on Zara's accurate identification of the object suggesting the findings of Haber and Levin (2001) can explain her inaccurate judgement if objects are unfamiliar. • Inaccuracy in size showed that Haber and Levin (2001) cannot fully explain the size judgements made by Zara, she may have been using visual constancies to determine her judgement. | (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 |
|-----------------|---|------|
| 29 | A – falling asleep suddenly The only correct answer is A B is incorrect as this is not a symptom of narcolepsy C is incorrect as this is a symptom of insomnia D is incorrect as this is not a symptom of narcolepsy | (1) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 30 | One mark for knowledge of ultradian rhythm. <ul style="list-style-type: none"> An endogenous cycle that repeats itself in periods of less than 24 hours (1) Accept any other appropriate response. | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 31 | Up to two marks for understanding how dreamwork is used to uncover latent content in dreams. For example: <ul style="list-style-type: none"> Dreamwork uses the manifest content of a dream to find the hidden meaning (1) uncovering the latent dream content by analysis of processes such as displacement (1). Accept any other appropriate response. | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 32 | One mark for identification of a strength. One mark for justification, which must be linked to the strength identified. For example: <ul style="list-style-type: none"> Simon has used open questions as well as closed questions in his study so he will have qualitative data about the effect of insomnia on someone's daily life (1) which means he will achieve more valid findings as participants can explain their experience of insomnia in more detail than in closed questions (1). Accept any other appropriate response. | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 33 | <p>One mark for demonstrating accurate understanding of insomnia.</p> <p>One mark for exemplification of how insomnia can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Insomnia is a sleep disorder that can result in people not being able to get to sleep at night and waking from sleep frequently (1) which would explain why Karl feels tired during the day as he is not getting the full amount of sleep he would need to be completely rested for the day (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 34 | <p>One mark for each identification of each reason (maximum two marks).</p> <p>One mark for each justification, which must be linked to the reason identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • The dark curtain will block light during the daytime which will be waking Nick up and preventing him from sleeping (1) because daylight is an external zeitgeber regulating the sleep-wake cycle making Nick feel awake (1). • The use of a special lamp in the evening will help Nick feel awake as it replicates daylight (1). This reduces the influence of the darkness on Nick's circadian rhythm so that he will not feel sleepy at night (1). <p>Accept any other appropriate response.</p> | (4) |

| Question number | Indicative content | Mark |
|-----------------|--|------|
| 35 | <p>AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p>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>AO1</p> <ul style="list-style-type: none"> • Freud suggested Hans's anxiety dream was about losing his mother which Hans displaced onto an object (the horse). • Little Hans' phobia of a horse was interpreted to be a representation of how he feared his father. • Freud claimed that Hans was not a normal child, that he was prone to neurosis. <p>AO2</p> <ul style="list-style-type: none"> • The boy's dream about being unable to find his mother may represent his fear that she will leave him • The boy does not mention his father to Sean so the bats may not represent him. • The boy Sean is working with is a happy and normal child whose only worry is about his mother leaving him. <p>AO3</p> <ul style="list-style-type: none"> • There are similarities between both the boy and Little Hans fearing the loss of their mother so the case study can help explain the reason for the boy's dreams • The fear of bats may be as a result of a real-life experience with a bat where the boy has developed a phobia, so he may have been classically conditioned to fear bats. • Little Hans cannot be generalised to all children as the case is of just one child, therefore it may not represent the boy's experiences or dreams. | (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 |
|-----------------|---|------|
| 36 | B - smiling The only correct answer is B A is incorrect as this is written verbal communication C is incorrect as this is oral verbal communication D is incorrect as this is written verbal communication | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 37 | One mark for knowledge of gestures. <ul style="list-style-type: none"> Communication of meaning that is shown through physical movements (1) Accept any other appropriate response. | (1) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 38 | Up to two marks for understanding a feature of human communication not naturally found in animals For example: <ul style="list-style-type: none"> Humans can use language to convey ideas but animals cannot (1) as they have no ability to communicate abstract meaning in this way (1). Accept any other appropriate response. | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 39 | One mark for identification of stage. One mark for reasoning/justification of stage through theory. For example: <ul style="list-style-type: none"> Monica babbles at her grandmother and father, showing she is in the pre-intellectual language stage (1) where Vygotsky (1981) would consider Monica to have no understanding behind the sounds or noises she is making (1). Accept any other appropriate response. | (2) |

| Question number | Answer | Mark |
|-----------------|---|------|
| 40 | <p>One mark for relevant understanding of Yuki et al. (2007). One mark for application to understanding why Kenji may be unsure what the emoticon symbol means.</p> <p>For example:</p> <ul style="list-style-type: none"> • Yuki et al. (2007) found that the Japanese gave more consideration to cues from the eyes when considering the emotion of a symbol (1) so Kenji would find it difficult to determine the emotions of the :) symbol as it has a focus on the mouth to show emotion and not the eyes (1). <p>Accept any other appropriate response.</p> | (2) |

| Question number | Answer | Mark |
|-----------------|--|------|
| 41 | <p>One mark for identification of each strength (maximum two marks). One mark for justification, which must be linked to the strength identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • It can explain why Olly can name things like wheels which he is familiar with and understands (1). Piaget (1950) supports this idea that cognitive ability precedes language ability to name an object (1). • It shows why Olly cannot name the truck as an object itself, even though he knows what a car and bus are (1) because Piaget (1950) would suggest Olly has not yet developed a cognitive schema for trucks so cannot linguistically name the truck (1). <p>Accept any other appropriate response.</p> | (4) |

| Question number | Indicative content | Mark |
|-----------------|---|------|
| 42 | <p data-bbox="331 271 997 300">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 349 1129 416">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 465 1182 663">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="331 712 387 741">AO1</p> <ul data-bbox="379 748 1225 936" style="list-style-type: none"> <li data-bbox="379 748 1225 815">• Linguistic relativism says that language influences the way you interpret the world around you. <li data-bbox="379 817 1225 884">• Culture can affect linguistic relativism as different experiences can lead to differences in language. <li data-bbox="379 887 1225 936">• Concepts can exist before language is available to name or describe the concept. <p data-bbox="331 976 387 1005">AO2</p> <ul data-bbox="379 1012 1225 1223" style="list-style-type: none"> <li data-bbox="379 1012 1225 1079">• The people in the village may not have experienced a camera and have no words to describe it. <li data-bbox="379 1081 1225 1149">• Thinking a painting can be a photograph suggests that the experience of making images exists but is named differently. <li data-bbox="379 1151 1225 1223">• The mobile telephone exists even though the villagers cannot give it a name or description. <p data-bbox="331 1263 387 1292">AO3</p> <ul data-bbox="379 1299 1225 1621" style="list-style-type: none"> <li data-bbox="379 1299 1225 1420">• Boroditsky (2001) shows native language had an effect on how their participants thought about the world, so new experiences like the camera can influence the future interpretations the villagers have of the world. <li data-bbox="379 1422 1225 1520">• Linguistic determinism suggests that until the photograph had been given a linguistic name it would not have existed at all in this culture as an object. <li data-bbox="379 1523 1225 1621">• The concept of thought before language can explain how cameras and telephones are cognitive concepts before they are linguistically described. | (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). |