



Mark Scheme (Results)

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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)	C - closed-ended question The only correct answer is C A is incorrect as this is not a question type B is incorrect as this would not include limited answer options D is incorrect as this is not a question type	(1)

Question number	Answer	Mark
1(b)	One mark for correct knowledge of the type of data gathered. • Quantitative data (1). Accept any other appropriate response.	(1) EXP

Question number	Answer	Mark
1(c)	One mark for correct answer. • $\frac{9}{15}$ simplified $9/3$ and $15/3 = \frac{3}{5}$ (1) Reject all other answers.	(1)

Question number	Answer	Mark
2(a)	One mark for calculating the mean. One mark for answer to two decimal places. • Calculation: $16+28+27+34+35+26+21 = 187/7$ = 26.714285 • 26.71 Reject all other answers.	(2)

Question number	Answer	Mark
2(b)	<p>One mark for correct rank ordering. One mark for correct answer.</p> <ul style="list-style-type: none"> Rank ordering: 18 24 29 30 31 35 38 30 <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
2(c)	<p>One mark for correct calculation.</p> <p>Calculation: $38 - 16$</p> <ul style="list-style-type: none"> 22 <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
3(a)	<p>One mark for correct knowledge of a feature of a laboratory experiment</p> <p>For example:</p> <ul style="list-style-type: none"> A laboratory experiment takes place in an artificial environment for the participants (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
3(b)	<p>One mark for knowledge of sampling method One mark for application to the scenario</p> <p>For example:</p> <ul style="list-style-type: none"> A volunteer sample is where people offer to take part in a piece of research (1), so Becca could advertise her experiment and ask for males and females to sign up to take part (1). <p>Accept any other appropriate response</p>	(2)

Question number	Answer	Mark
3(c)	<p>One mark for knowledge of single-blind technique. One mark for application to the scenario.</p> <ul style="list-style-type: none"> A single-blind technique hides the true aim of the study from the participants taking part (1) so that the males do not change their behaviour and try harder on the coordination task (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3(d)	<p>One mark for correct answer.</p> <p>Calculation: 30:25 simplified using common factor 30/5:25/5</p> <ul style="list-style-type: none"> 6:5 <p>Reject all other answers.</p>	(1)

Question number	Answer	Mark
3(e)	<p>One mark for calculating the difference. One mark for answer to two significant figures.</p> <ul style="list-style-type: none"> $63.51 - 57.24 = 6.27$ (1) 6.3 (1) <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3(f)	<p>One mark for conclusion made. One mark for justification of conclusion through analysis of data.</p> <ul style="list-style-type: none"> Females are better at word-meaning tasks than males (1) as the female participants were 12.15 seconds quicker than the male participants at this task (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
4(a)	<p>One mark for calculation of totals for students. One mark for calculation of percentage of students who completed the work set.</p> <ul style="list-style-type: none"> • $16+15+8+10= 49$ • $(31/49)*100 = 63.27\%$ <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark									
4(b)	<p>One mark for labelling of y-axis One mark for plotting bar for sociology students who did complete the work. One mark for plotting bar for sociology students who did not complete the work set.</p> <p style="text-align: center;">A bar chart to show the number of English and Sociology students who did and did not complete the work set by the teacher.</p> <table border="1"> <caption>Data for the bar chart</caption> <thead> <tr> <th>Category</th> <th>English students</th> <th>Sociology students</th> </tr> </thead> <tbody> <tr> <td>Students who completed the work</td> <td>16</td> <td>15</td> </tr> <tr> <td>Students who did not complete the work</td> <td>8</td> <td>10</td> </tr> </tbody> </table> <p>Accept any other appropriate response.</p>	Category	English students	Sociology students	Students who completed the work	16	15	Students who did not complete the work	8	10	(3)
Category	English students	Sociology students									
Students who completed the work	16	15									
Students who did not complete the work	8	10									

Question number	Answer	Mark
4(c)	<p>One mark for giving one way findings support conclusion.</p> <p>For example:</p> <ul style="list-style-type: none">• There was only one more English student that completed the work compared to Sociology students (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
4(d)	<p>One mark for giving a participant variable.</p> <ul style="list-style-type: none">• Ricky could have made sure that the students participating were from the same school year group (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Indicative content	Mark
5	<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"> • Case studies are not representative of a larger population as they usually focus on one person's individual experiences. • A case study gathers in-depth and detailed qualitative data about a person's life. • Case studies can follow the ethical requirements of the BPS to ensure risk to the participant is limited. • A researcher can combine different research methods in a case study to check their findings and make comparisons. <p>AO2</p> <ul style="list-style-type: none"> • HM had an operation that had unexpected side effects that provides a rare opportunity to study memory impairment. • In the case of HM he was studied for over 50 years which gives in depth and detailed information about his progress. • HM struggled to remember beyond his short-term memory, so may not have been aware of taking part in research. • Being observed and completing experimental tasks meant the data gathered about HM came from multiple research methods. <p>AO3</p> <ul style="list-style-type: none"> • Rare conditions such as HMs memory loss are unique to the one person which can limit the generalisability of findings. • Researching HM for most of his adult life gave detailed data that is a valid representation of how memory affected him. • In brain damage cases like HM, it is questionable as to whether ethical guidelines such as informed consent can be fully achieved. • Reliability of case study data can be improved when those being studied repeat experimental tasks to retest findings. 	(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>B – 12 boys and 12 girls</p> <p>The only correct answer is B</p> <p>A is incorrect as 6 is the number of boys/girls in each sub-group C is incorrect as 36 is the total sample split by boys and girls D is incorrect as the total sample was 72 children</p>	(1)

Question number	Answer	Mark
7	<p>One mark for knowledge of conclusion by Charlton et al. (2000).</p> <ul style="list-style-type: none"> They concluded that television did not appear to influence behaviours such as hitting, fighting, or kicking. (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
8	<p>Up to two marks for understanding how token economy can increase pro-social behaviour.</p> <p>For example:</p> <ul style="list-style-type: none"> Secondary reinforcers are given to offenders each time they show a specified pro-social behaviour (1) that can be exchanged for something desired, like longer visitation time, encouraging repetition of pro-social behaviour (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9	<p>One mark for identification of weakness. One mark for justification, which must be linked to the weakness identified.</p> <p>For example:</p> <ul style="list-style-type: none"> • Melanie may not think a verbal warning for exceeding the speed limit is a severe punishment (1) therefore it is not enough of an undesired consequence to stop her driving in excess of the speed limit again (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10	<p>One mark for accurate understanding of restorative justice One mark for exemplification of how restorative justice can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Restorative justice would involve members of the local town community in the decisions about the type of penalty used (1) so Bart may be ordered to repair the damage he caused to the local park as well as the other damage in the town (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11	<p>One mark for identification of strength and weakness (maximum two marks). One mark for justification, which must be linked to the strength and weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none">• Extraversion includes impulsivity which plausibly explains why Kylee's behaviour changed from taking an illegal drug to selling the illegal drug (1) which is supported by evidence from Rushton and Christjohn (1981) who found delinquents had higher scores for extraversion, psychoticism and neuroticism (1). <p>Weakness</p> <ul style="list-style-type: none">• Kylee may have decided to sell the illegal drugs just to gain the monetary reward and not because of her personality (1). The reward of money would act as positive reinforcement for Kylee and therefore encourage her to repeat the drug selling behaviour (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
12	<p data-bbox="331 230 999 264">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 309 1129 376">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 421 1182 622">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="331 674 387 701">AO1</p> <ul data-bbox="331 705 1193 898" style="list-style-type: none"> <li data-bbox="331 705 1193 772">• Anger management therapy helps a person recognise the things that trigger their anger. <li data-bbox="331 772 1193 840">• The therapy helps a person replace anger with calmer responses to a situation using breathing techniques. <li data-bbox="331 840 1193 898">• Clients can learn to reflect on their anger through becoming more emotionally aware. <p data-bbox="331 931 387 958">AO2</p> <ul data-bbox="331 963 1233 1155" style="list-style-type: none"> <li data-bbox="331 963 1233 1030">• Krystian would have a better understanding of what causes him to get into the fights he is having with his friends. <li data-bbox="331 1030 1233 1097">• He could use breathing techniques to remain calm in situations that cause his anger and avoid getting into fights. <li data-bbox="331 1097 1233 1155">• His father is in prison for similar behaviour which could mean Krystian has inherited his aggressive nature from his dad. <p data-bbox="331 1189 387 1216">AO3</p> <ul data-bbox="331 1220 1233 1512" style="list-style-type: none"> <li data-bbox="331 1220 1233 1310">• Being able to recognise signs of anger gives Krystian the ability to manage his own behaviour when he finds himself in trigger situations so he can cope with them independently. <li data-bbox="331 1310 1233 1422">• Ireland (2000) found that prisoners who had completed anger management programmes reported they felt less anger, so the treatment may help Krystian feel less angry. <li data-bbox="331 1422 1233 1512">• If aggression is a predisposition then anger management may not be as effective in helping Krystian manage his aggressive tendencies where he may have limited self-control. 	(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>D – Temperament</p> <p>The only correct answer is D</p> <p>A is incorrect because this is not an innate trait B is incorrect because this is not an innate trait C is incorrect because this is an influence not a trait</p>	(1)

Question number	Answer	Mark
14	<p>One mark for knowledge of one aim of the study by Vohs and Schooler (2008).</p> <ul style="list-style-type: none"> To investigate whether participants would cheat if they believed human behaviour was predetermined. (1) <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
15	<p>Up to two marks for understanding the influence of positive regard on conditions of worth.</p> <p>For example:</p> <ul style="list-style-type: none"> When conditional positive regard is given for a person meeting values and expectations placed on them by others they internalise those standards (1) and determine their own self-worth based on meeting those imposed conditions (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
16	<p>One mark for identification of Toby's categorical-self. One mark for justification, which must be linked to categorical-self.</p> <p>For example:</p> <ul style="list-style-type: none"> The description of himself shows Toby can give himself characteristics, such as being bigger than his sister or his age (1). Lewis (1990) would suggest Toby has the realisation he is an 'object' with concrete labels that distinguish him from others (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
17	<p>One mark for accurate understanding of Van Houtte and Jarvis (1995). One mark for exemplification of how study can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Van Houtte and Jarvis (1995) suggested that the use of pets may be an appropriate source of support in times of stress (1), so the counsellor could suggest Jessica takes her neighbour's dog for walks more often than once a month as an intervention to reduce her stress (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
18	<p>One mark for identification of each way (maximum two marks). One mark for reasoning/justification of each way identified which must be linked to theory (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none">• Jim takes time to research all his topics and information and be precise and organised which he may not have been able to do in two days (1). Organisation would be a central personality trait that shapes Jim's behaviour making him nervous if he feels unprepared (1).• Jim may feel nervous speaking in front of his class and teacher because of a secondary personality trait such as shyness (1) which Allport (1936) claims is dependent on the context so explains why Jim is not usually a nervous person in lessons (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
19	<p data-bbox="331 271 995 297">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 349 1129 414">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 465 1182 660">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="331 712 389 739">AO1</p> <ul data-bbox="331 745 1235 936" style="list-style-type: none"> <li data-bbox="331 745 1235 810">• This stage takes place between approximately 19 and 40 years old and focusses on relationships conflicting with loneliness. <li data-bbox="331 813 1235 878">• The conflict in this stage is about forming intimate and loving relationships with other people, including partners. <li data-bbox="331 880 1235 936">• Resolving this stage results in the basic virtue of love, whereas remaining in conflict can lead to isolation and loneliness. <p data-bbox="331 974 389 1001">AO2</p> <ul data-bbox="331 1008 1225 1198" style="list-style-type: none"> <li data-bbox="331 1008 1225 1072">• Jacob separated from his partner when he was 26 years old, which can explain why he is becoming isolated and alone. <li data-bbox="331 1075 1225 1140">• Jacob is showing he is in conflict to as he wants a new partner but has isolated behaviour of going to a bar alone. <li data-bbox="331 1142 1225 1198">• His strong relationship with his friend shows Jacob still has some intimacy and is not in conflict with all his relationships. <p data-bbox="331 1236 389 1263">AO3</p> <ul data-bbox="331 1270 1235 1550" style="list-style-type: none"> <li data-bbox="331 1270 1235 1357">• Isolation and feelings of loneliness may indicate Jacob has a mental health condition such as depression, rather than unresolved conflict, which can explain his behaviour. <li data-bbox="331 1359 1235 1447">• The concept that unhappiness is when there is a gap between the relationship you have and what you desire can explain why Jacob feels alone but unsure about falling in love. <li data-bbox="331 1449 1235 1550">• There is limited scientific evidence for the psychosocial development stages so it can be difficult to empirically test whether Jacob is behaving this way due to conflicts. 	(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>B – 109 male undergraduate students</p> <p>The only correct answer is B</p> <p>A is incorrect because there were not 99 male students C is incorrect because there were not 119 male students D is incorrect because there were not 129 male students</p>	(1)

Question number	Answer	Mark
21	<p>One mark for knowledge of a perceptual hypothesis.</p> <ul style="list-style-type: none"> When 'best guesses' about visual information are made, in order for a person to attempt to process and make sense of the sensory input (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
22	<p>Up to two marks for understanding of ambiguous figures.</p> <p>For example:</p> <ul style="list-style-type: none"> The image in Figure 2 is an ambiguous figure because the cube can be perceived in more than one way (1) and a viewer is usually able to experience reversal to see both image forms (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
23	<p>One mark for identification of a reason One mark for reasoning/justification of reason identified, which must be linked to a concept.</p> <p>For example:</p> <ul style="list-style-type: none"> • Mark has heightened fear due to feeling frightened in the dark room so he sees frightening images instead of the coat (1) because emotion affects human perception of the world leading to a perceptual set for Mark of a person being present (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
24	<p>One mark for accurate understanding of a visual cue. One mark for exemplification of how the visual cue can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Stereopsis requires both eyes to focus on an image so that images from both eyes can be combined into one to provide 3D perception (1) so Katie is unable to judge depth as one eye is not providing a second image needed for depth perception from the scene she is perceiving (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
25	<p>One mark for identification of each reason (maximum two marks).</p> <p>One mark for reasoning/justification of each reason through reference to the study (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none">• Zak would not correctly identify the original shapes because the name given when he saw them will distort his perception of the shape (1) as Carmichael et al. (1932) found that words given when perceiving a visual form can determine how it is reproduced, making Zak less able to distinguish between the paired shapes (1).• Zak may not correctly identify all shapes if the name for the shape was not something Zak was otherwise familiar with (1). In Carmichael et al. (1932) they found around 25% of figures reproduced did not resemble the name, so Zak may also have a 25% inaccuracy (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
26	<p data-bbox="331 230 999 264">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 309 1129 376">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 421 1182 622">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="331 674 387 701">AO1</p> <ul data-bbox="331 707 1233 992" style="list-style-type: none"> <li data-bbox="331 707 1233 797">• Direct theory claims that optic array is the visual information at the retina and optic flow provides the information on movement or location. <li data-bbox="331 804 1233 898">• Gibson claimed that invariants, such as texture gradient where texture is less defined as things get further away, provide optic information to perceive scenes. <li data-bbox="331 904 1233 992">• The concept of affordances suggests that all the information needed to make sense of surroundings is present in the visual input. <p data-bbox="331 1028 387 1055">AO2</p> <ul data-bbox="331 1061 1225 1346" style="list-style-type: none"> <li data-bbox="331 1061 1225 1151">• Kim was able to interpret the two people were running as a result of the optic flow of information about their speed coming towards her. <li data-bbox="331 1158 1225 1247">• The river in the distance would have less clear texture gradients so the invariant provided Kim with the perception of the river as being far away. <li data-bbox="331 1254 1225 1346">• Kim was not afraid of the people running towards her as they were wearing sports clothing which suggests she used prior knowledge of how people look when running for exercise. <p data-bbox="331 1382 387 1408">AO3</p> <ul data-bbox="331 1415 1233 1798" style="list-style-type: none"> <li data-bbox="331 1415 1233 1543">• Warren and Hannon (1988) found people could judge direction of movement from just optic flow information, so Kim would be able to interpret the direction of the runners without needing any prior understanding. <li data-bbox="331 1550 1233 1677">• Invariants may help distance perception but cognitive processing would be required to determine the object perceived as a river or a horse, so direct theory may only partially explain Kim’s interpretation of her surroundings. <li data-bbox="331 1684 1233 1798">• Direct theory ignores prior knowledge that can be used to interpret our environment, such as a schema for sportswear when running, so Gibson (1966) does not fully explain how Kim can interpret 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>B – memory tests</p> <p>The only correct answer is B</p> <p>A is incorrect as this was not a measure used C is incorrect as this was not a measure used D is incorrect as this was not a measure used</p>	(1)

Question number	Answer	Mark
28	<p>One mark for accurate knowledge of a symptom of narcolepsy.</p> <ul style="list-style-type: none"> A person will fall asleep unexpectedly without warning (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
29	<p>Up to two marks for understanding the benefit of REM sleep</p> <p>For example:</p> <ul style="list-style-type: none"> REM sleep benefits learning as it can stimulate the cerebral cortex brain regions associated with learning (1) which helps the development of the brain especially during infancy when babies have more REM sleep (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
30	<p>One mark for identification of a reason. One mark for justification, which must be linked to the reason identified.</p> <p>For example:</p> <ul style="list-style-type: none"> Marcus is argumentative with friends as he would be feeling tired and irritable due to not having enough sleep to be properly rested (1) because insomnia is characterised by being unable to get to sleep and having a lack of sleep which can result in the symptom of mood changes (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
31	<p>One mark for accurate understanding of pineal gland. One mark for exemplification of how pineal gland can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • The pineal gland regulates the secretion of melatonin so when it is light melatonin will reduce (1), so Pragya struggles to wake and is too tired and sleepy because her pineal gland is not sufficiently reducing her melatonin level enough to stay awake (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
32	<p>One mark for each identification of each weakness (maximum two marks). One mark for each justification, which must be linked to the weakness identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • The details that the client recalls from their dream about running or saving someone may not be remembered correctly, reducing validity of the analysis (1) because secondary elaboration means Marcel may not have accurate dream content on which to base his analysis (1). • Marcel's interpretations of what the falling objects or running represent to identify hidden meanings is subjective (1), so the latent content that Marcel identifies is based on personal opinion and so cannot be objectively measured (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
33	<p data-bbox="331 230 999 264">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 309 1129 376">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 421 1182 622">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="331 674 387 701">AO1</p> <ul data-bbox="331 712 1225 913" style="list-style-type: none"> <li data-bbox="331 712 1118 779">• A circadian rhythm is an internal cycle in the biological processes of people that lasts approximately 24 hours. <li data-bbox="331 786 1225 853">• Circadian rhythms include the sleep-wake cycle that can make people sleepy and wake them up after sleeping. <li data-bbox="331 860 1150 913">• They are mainly endogenous but they can be affected by external cues such as light. <p data-bbox="331 949 387 976">AO2</p> <ul data-bbox="331 987 1235 1272" style="list-style-type: none"> <li data-bbox="331 987 1182 1077">• Libby felt tired when she arrived at her destination because her sleep-wake cycle from home will be telling her to go to sleep and not stay awake for breakfast. <li data-bbox="331 1084 1182 1173">• Libby found it difficult to eat at breakfast because her body clock is still telling her it is evening, and time to go to sleep and not eat food. <li data-bbox="331 1180 1235 1272">• The external cue of daylight could help Libby adjust to her new time zone and therefore to her sleep-wake cycle, as light is a cue for her to stay awake. <p data-bbox="331 1339 387 1366">AO3</p> <ul data-bbox="331 1377 1230 1659" style="list-style-type: none"> <li data-bbox="331 1377 1182 1467">• The circadian rhythm only focuses on biological mechanisms but individuals can override these with stimulant drugs like caffeine, so it does not fully explain her sleep pattern. <li data-bbox="331 1473 1230 1563">• Eating food can help bodily rhythms adjust to time zone differences, but one meal is not sufficient to keep Libby awake as eating does not completely 'reset' circadian rhythms. <li data-bbox="331 1570 1166 1659">• Siffre (1975) found external zeitgebers of light altered his circadian rhythm so external cues can be used to 'reset' Libby's internal cycle but this takes longer than one day. 	(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>D - language influences how you view the world</p> <p>The only correct answer is D</p> <p>A is incorrect as relativisms is not linked to relatives or family B is incorrect as this is language development C is incorrect as this is the reverse of linguistic relativism</p>	(1)

Question number	Answer	Mark
35	<p>One mark for accurate knowledge of the type of spatial prime.</p> <ul style="list-style-type: none"> • A horizontal prime question (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
36	<p>Up to two marks for understanding of one similarity between human and animal communication.</p> <p>For example:</p> <ul style="list-style-type: none"> • Humans and animals both use facial expressions to communicate with others (1) such as the similar fear responses of wide eyes and open mouths in humans and apes (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
37	<p>One mark for identification of reason. One mark for justification which must be linked to the reason identified.</p> <p>For example:</p> <ul style="list-style-type: none"> • Tim's facial expression with the corners of the mouth turned down indicates he felt sadness when he opened the present which did not match his words (1). Facial expression can non-verbally signal an innate emotional reaction which Andrea would have interpreted regardless of the words Tim used (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
38	<p>One mark for accurate understanding of proxemics. One mark for exemplification of how proxemics can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Personal space is said to be between 46cm/18 inches and 122cm/4 feet so an individual would feel uncomfortable with strangers in this space (1), which is why Kendra avoids sitting on the bench as this would place the two strangers at the bus stop within her own personal space (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
39	<p>One mark for identification of each reason (maximum two marks).</p> <p>One mark for justification which must be linked to the reason identified (maximum two marks).</p> <p>For example:</p> <p>Strength:</p> <ul style="list-style-type: none">• The students can check their findings against Yuki et al. (2007) to ensure the task itself is a valid measure of emotional recognition in their four chosen countries (1) as they are using the same emoticons task to test emotional recognition of eyes and mouths across cultures (1). <p>Weakness:</p> <ul style="list-style-type: none">• The use of symbolic emoticons such as :) is an outdated form of communication so the task the students have used lacks validity (1) meaning that their test of cultural differences is not an appropriate measure of the eyes and mouth as a cue so emojis should have been used (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
40	<p data-bbox="331 230 999 264">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 309 1129 376">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 421 1182 622">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="331 689 389 723">AO1</p> <ul data-bbox="379 723 1193 981" style="list-style-type: none"> • Vygotsky (1981) believed language and thought were separate systems during the early years of development until around three years old. • Pre-intellectual language is using words to refer to concrete objects in the surroundings rather than social communication. • Pre-linguistic thought is a cognitive process used by very young children before they have the ability for language. <p data-bbox="331 1014 389 1048">AO2</p> <ul data-bbox="379 1048 1230 1238" style="list-style-type: none"> • Calvin demonstrates that thought about the purpose of the game is not required to name an object as a 'rattle'. • Calvin is able to name the objects of baby, floor and rattle but does not use speech for social interactions with Katie. • The daughter is able to use pre-linguistic thought to throw the rattle and know that Katie will return it to her. <p data-bbox="331 1272 389 1305">AO3</p> <ul data-bbox="379 1305 1214 1630" style="list-style-type: none"> • Neither child has developed inner-speech to connect thought processes and language which can explain why Calvin is not communicating about the properties of the objects he names. • Piaget (1950) argues representational thinking is required before language, so Calvin would be able to think about the objects intellectually before naming them. • The concept of pre-linguistic thought cannot be scientifically measured as researchers would not know whether a child is thinking in words or symbols. 	(9)

Level	Mark	Descriptor
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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).

