



Mark Scheme (Results)

November 2021

Pearson Edexcel
GCSE Psychology (1PS0) Paper 2

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November 2021

Publications Code 1PS0_02_2111_MS

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General marking guidance

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

Marking guidance for levels-based mark schemes (LBMS) Construction of levels-based mark scheme grids

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

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

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

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

Finding the right level

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

must use the guidance below and your professional judgement to decide which level is most appropriate.

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

Placing a mark within a level

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

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

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

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

Imbalanced performance across skills

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

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

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

Indicative content

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

Section A

Research methods – How do you carry out psychological research?

Question number	Answer	Mark
1(a)	<p>B – laboratory experiment</p> <p>The only correct answer is B</p> <p>A is incorrect as no questionnaire was used</p> <p>C is incorrect as the experiment was not natural</p> <p>D is incorrect as he did not interview the patient</p>	(1)

Question number	Answer	Mark
1(b)	<p>One mark for correct knowledge of confidentiality</p> <p>One mark for application to the scenario</p> <p>For example:</p> <ul style="list-style-type: none"> Confidentiality makes sure the participant cannot be identified (1), so James could give the patient a pseudonym to protect their identity in his investigation (1). <p>Accept any other appropriate response</p>	(2)

Question number	Answer	Mark
2(a)	<p>One mark for correct knowledge of an observation</p> <p>For example:</p> <ul style="list-style-type: none"> An observation is where the researcher records behaviours they see displayed by their sample group (1). <p>Accept any other appropriate response</p>	(1)

Question number	Answer	Mark
2(b)	<p>One mark for understanding of sampling method</p> <p>One mark for application to the scenario</p> <p>For example:</p> <ul style="list-style-type: none"> An opportunity sample is of those who are available at the time (1), so Yolanda may record the activities of any children who happen to be playing during her time in the setting (1). <p>Accept any other appropriate response</p>	(2)

Question number	Answer	Mark
2(c) (i)	<p>One mark for correct calculation of children who played with arts and crafts toys.</p> <p>One mark for correct answer.</p> <p>Calculation: $74 - 23 - 11 - 29 =$</p> <ul style="list-style-type: none"> 11 <p>Calculation: 11:11 simplified using a common factor</p> <ul style="list-style-type: none"> 1:1 <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
2(c) (ii)	<p>One mark for calculation of percentage of children who played with role play toys.</p> <p>One mark for answer to two decimal places.</p> <ul style="list-style-type: none"> $(29/74) * 100 = 39.189189\%$ 39.19% (2d.p) <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
2(d)	<p>One mark for conclusion made.</p> <p>One mark for justification of conclusion through analysis of data.</p> <ul style="list-style-type: none"> Boys prefer to play with stereotypically male toys (1) as there were 13 more boys observed playing with vehicles than girls (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3(a)	<p>One mark for calculating the mean.</p> <p>Calculation: $458+211+641+189=1499/4$</p> <ul style="list-style-type: none"> • 374.75 <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
3(b)	<p>One mark for a correct calculation.</p> <p>$458+211+641+189+931+439+838+271$</p> <ul style="list-style-type: none"> • 3978 <p>Reject all other answers.</p>	(1)

Question number	Answer	Mark
3(c)	<p>One mark for correct calculation.</p> <p>Calculation: $931-271$</p> <ul style="list-style-type: none"> • 660 <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
4	<p>One mark for stating how to find the mode</p> <p>For example;</p> <ul style="list-style-type: none"> • You would find the data point that occurs the most often in the set of data you have gathered (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
5(a)	<p>One mark for identifying the independent variable</p> <p>For example:</p> <ul style="list-style-type: none"> Whole or grouped telephone numbers (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
5(b)	<p>One mark for reason given.</p> <ul style="list-style-type: none"> Group B correctly recalled twice as many telephone numbers compared to Group A (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
5(c)	<p>One mark for labelling of y-axis</p> <p>One mark for plotting bar for correct recall of participants aged 30-49.</p> <p>One mark for plotting bar for incorrect recall of participants aged 30-49.</p> <p style="text-align: center;">Number of correctly and incorrectly recalled telephone numbers in group B by age</p> <p style="text-align: center;"> Correct recall ■ Aged 18-29 ■ Aged 30-49 Incorrect recall </p> <p>Accept any other appropriate response.</p>	(3)

Question number	Answer	Mark
6(a)	<p>One mark for calculation of totals for all patients and placebo patients</p> <p>One mark for correct calculation of placebo patients as a fraction of all patients.</p> <ul style="list-style-type: none"> Total patients =60; patients receiving a placebo =20 $\frac{20}{60}$ simplified $20/20$ and $60/20 = \frac{1}{3}$ <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
6(b)	<p>One mark for a correct answer.</p> <p>Calculation: $20\% = 0.20$ $0.20 \times 20 = 4$</p> <ul style="list-style-type: none"> 4 <p>Reject all other answers.</p>	(1)

Question number	Answer	Mark
6(c)	<p>One mark for giving one way.</p> <ul style="list-style-type: none"> 65% more patients taking the new drug treatment reported a decrease in symptoms compared to the placebo group (1). <p>Accept any other appropriate response.</p>	(1)

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"> • Questionnaires can contain closed-ended and open-ended questions to gather quantitative and qualitative data. • A questionnaire can be retested to check for consistency and reliability of the items included in it. • The items in a questionnaire may reflect the ideas of the researcher and could contain bias or leading questions. • Questionnaires can be easy to distribute to a large sample of the population in comparison to other methods. <p>AO2</p> <ul style="list-style-type: none"> • The BPAQ gathers quantitative data through scaled questions that are then scored to give levels of aggression in the predetermined categories. • Since 1992 the BPAQ has been reused many times so can be considered a reliable test of levels of aggression in adults. • Being 'open with friends' may be considered a trait of honesty by some people, but researchers may score this as verbal aggression. • Using the internet enables the researcher to quickly distribute large numbers of the BPAQ questionnaire to adults to study levels of aggression. <p>AO3</p> <ul style="list-style-type: none"> • Respondents using the BPAQ are unable to explain the reasons for their choice in answer so the use of the questionnaire lacks depth and context. • Replication of the questionnaire means the data can be compared to previous research to identify trends in aggressive behaviour. • The subjectivity of how statements in the BPAQ are interpreted by the respondent reduces the validity of the questionnaire as a measure of aggression. • Large scale samples can reduce the effect of anomalies on the data, such as one or two extremely high or low aggression scores, so findings are more accurate. 	(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>B – Video recording</p> <p>The only correct answer is B</p> <p>A is incorrect as this was not how the data was gathered</p> <p>C is incorrect as this was not how the data was gathered</p> <p>D is incorrect as this was not how the data was gathered</p>	(1)

Question number	Answer	Mark
9	<p>One mark for knowledge of psychoticism.</p> <ul style="list-style-type: none"> Psychoticism is a personality trait that can include hostility and aggressiveness (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
10	<p>Up to two marks for understanding of criminal behaviour associated with high extraversion.</p> <p>For example:</p> <ul style="list-style-type: none"> A person with a high extraversion score may be involved in high risk sensation seeking crime (1) like joy riding in stolen cars to reach a higher arousal level (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11	<p>One mark for accurate understanding of prison as a punishment.</p> <p>One mark for exemplification of prison as a punishment can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Being sent to prison is a retributive punishment that removes an offender from society (1) so Kelly would be restricted in her day-to-day activities and who she can or cannot see in prison suffering a loss of freedom as her punishment for burglary (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
12	<p>One mark for identification of a way. One mark for reasoning/justification of the way through theory.</p> <p>For example:</p> <ul style="list-style-type: none"> Niall would not like his games console being removed as it is something he enjoys using and would desire to play with (1) therefore using negative punishment of removing something desired stops Niall's unwanted anti-social behaviour (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
13	<p>One mark for identification of strength/weakness (maximum two marks). One mark for justification, which must be linked to the strength/weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> Jacob and the prisoners have agreed the ratio of exchange for the credits and what luxuries they can be exchanged for (1) which is likely to make the token economy more successful as it is offering the prisoners desired consequences for pro-social behaviour (1). <p>Weakness</p> <ul style="list-style-type: none"> The credits each day are not an immediate primary reinforcer and some prisoners may not be able to delay gratification until they have 100 (1). This makes the token economy less likely to succeed as the prisoners may not be able to achieve all 100 credits to gain the rewards they desire (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
14	<p data-bbox="331 230 999 259">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 309 1131 376">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 423 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="331 672 387 701">AO1</p> <ul data-bbox="331 705 1233 963" style="list-style-type: none"> • Social learning theory states that a person will imitate the behaviour of a role model who they consider to have high status or importance to them. • Observers will pay attention to a behaviour and retain this behaviour in memory for reproduction at a later date. • Motivation to reproduce behaviour can be from vicarious reinforcement, where the observer sees the role model receive positive reinforcement for their actions. <p data-bbox="331 996 387 1025">AO2</p> <ul data-bbox="331 1030 1233 1288" style="list-style-type: none"> • Madeline may look up to her supervisor because she is of a higher status in the workplace than Madeline is. • Madeline observed the stealing behaviour of the supervisor and then retained this to be able to reproduce it when she stole clothes and money herself. • The supervisor is complimented for how nice she looks which would vicariously reinforce Madeline to steal herself so she can receive the same positive reinforcement. <p data-bbox="331 1321 387 1350">AO3</p> <ul data-bbox="331 1355 1233 1646" style="list-style-type: none"> • Bandura, Ross and Ross (1961) found that children would imitate the behaviour of adults who were of a higher status to them, suggesting Madeline would behave similarly. • Social learning theory does not take into account other factors such as Madeline having no money to buy the clothes, so may not fully explain her stealing from the shop. • Madeline may be biologically predisposed to criminality because of her personality type, so stealing from the shop may not have been a result of vicarious learning. 	(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	<p>C – weakening the belief in free will increased cheating</p> <p>The only correct answer is C</p> <p>A weakening the belief in free will had no effect on cheating</p> <p>B weakening the belief in free will decreased cheating</p> <p>D strengthening the belief in free will increased cheating</p>	(1)

Question number	Answer	Mark
16	<p>One mark for knowledge of the existential self.</p> <ul style="list-style-type: none"> This is when the individual realises they are separate to other objects and people (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
17	<p>Up to two marks for understanding the influence of self-image on incongruence.</p> <p>For example:</p> <ul style="list-style-type: none"> When a person has a self-image of themselves that is different to how they want to be (1) then this view of themselves does not overlap with their ideal self and results in incongruence (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
18	<p>One mark for accurate understanding of temperament. One mark for exemplification of how temperament can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Temperament is an innate trait that can regulate how people respond emotionally to different situations and impacts on self-esteem (1). Joe's temperament may be highly sensitive so he responded to his biology test with feelings of sadness and humiliation reinforcing the negative view of himself in biology lessons (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
19	<p>One mark for identification of Maria's stage of identity. One mark for reasoning/justification, which must be linked to the stage of identity.</p> <p>For example:</p> <ul style="list-style-type: none"> • Maria is 16 years old, so she will be in the 'identity versus confusion' stage of her identity development where she may have difficulty making life decisions such as attending school/college (1), which according to Erikson (1959) is because Maria is developing how she sees herself and deciding who she wants to be as a way to establish her autonomy (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
20	<p>One mark for identification of strength/weakness (maximum two marks).</p> <p>One mark for justification, which must be linked to the strength/weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • Julie has had to give up her employment because of her illness so her safety and physiological needs are not being fully met and she cannot move up the hierarchy (1) which could explain why she does not feel a sense of love and belonging as Maslow (1943) claimed the basic needs were required to move up to higher needs (1). <p>Weakness</p> <ul style="list-style-type: none"> • Julie is still close to her friends who meet the love and belonging need so has been able to maintain this level of the hierarchy without the basic needs (1), so Maslow's (1943) idea that Julie must meet all her lower needs before progressing to anything else may be a narrow and restrictive view of reaching self-actualisation (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
21	<p data-bbox="331 271 997 297">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="331 712 387 739">AO1</p> <ul data-bbox="331 745 1230 936" style="list-style-type: none"> <li data-bbox="331 745 1230 810">• Cardinal traits are rare, but when present they can shape the personality of an individual quite strongly. <li data-bbox="331 813 1230 878">• Central traits consist of a range of characteristics that can be present in varying degrees in an individual. <li data-bbox="331 880 1230 936">• Secondary traits are situational personality characteristics that are evident depending on the context of the behaviour. <p data-bbox="331 974 387 1001">AO2</p> <ul data-bbox="331 1008 1230 1294" style="list-style-type: none"> <li data-bbox="331 1008 1230 1099">• Bradley’s kindness could be a cardinal trait as it is how he is known by his friends and dominates his life style through the charity work he does. <li data-bbox="331 1102 1230 1193">• Honesty may be a central trait that Bradley has which is a characteristic that the charity recognises in him but it may not be as dominating in his personality. <li data-bbox="331 1196 1230 1294">• A secondary trait would be nervousness because even though Bradley is brave enough to travel to places of conflict the situation of public speaking makes him nervous. <p data-bbox="331 1332 387 1359">AO3</p> <ul data-bbox="331 1366 1230 1653" style="list-style-type: none"> <li data-bbox="331 1366 1230 1458">• Questionnaires can be used to objectively measure the extent to which traits are present in individuals providing quantitative measures of Bradley’s personality traits. <li data-bbox="331 1460 1230 1552">• Allport’s (1936) trait theory does not fully account for the role of nurture and socialisation which could explain Bradley’s kindness as he may have been brought up to behave this way. <li data-bbox="331 1554 1230 1653">• Cattell (1946) reduced Allport’s 4000 traits into 16 in his 16-point personality factor assessment, so traits like nervousness or bravery may be simpler to explain using Cattell. 	(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	A - superimposition The only correct answer is A B is incorrect as this is not the correct visual cue C is incorrect as this is not the correct visual cue D is incorrect as this is not the correct visual cue	(1)

Question number	Answer	Mark
23	One mark for knowledge of linear perspective. <ul style="list-style-type: none"> When parallel lines appear to join together as they go into the distance to give perception of depth (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
24	Up to two marks for understanding of colour constancy. For example: <ul style="list-style-type: none"> Colour constancy aids humans in the recognition of objects regardless of what light source is present (1) as they perceive that a colour remains the same even if the object is seen in the light or dark (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
25	One mark for accurate understanding of relative size. One mark for exemplification of how relative size can be used to explain the scenario. For example: <ul style="list-style-type: none"> Relative size would be when a smaller object is perceived as being further away if it is viewed with a similar object that is bigger (1) so Sadira would consider the large giraffe to be closer than the small giraffe as they are both similar objects that vary in size, so indicating distance (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
26	<p>One mark for identification of how motivation affects Mylee's perception. One mark for reasoning/justification which must be linked to a concept.</p> <p>For example:</p> <ul style="list-style-type: none"> • Mylee has heightened motivation as a police officer to look for actions and behaviours in people that could be criminal (1), therefore due to Mylee paying more attention to any specific visual input that is explicitly relevant to Mylee's motivation, her perception of the man is one of suspicion (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 justification which must be linked to the way identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • Alena may have interpreted the pond drawn on the map as a roundabout because she has seen a similar drawing where it was named as a roundabout (1). Carmichael et al. (1932) found that when perceiving a visual form the words given at the time can determine how it is perceived, which could explain why Alena misunderstood the map (1). • Rose has drawn the map with her own reproduction of images, so her drawing of the pond may not accurately resemble a pond to Alena (1), because 26-27% of figures reproduced by participants in Carmichael et al. (1932) did not resemble the name of the object they were given, so the drawing may be misleading (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
28	<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 611">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="331 667 387 701">AO1</p> <ul data-bbox="331 701 1230 992" style="list-style-type: none"> <li data-bbox="331 701 1230 790">• Gregory (1970) claims that perceiving objects requires the formulation of a hypothesis to make a best guess at what we are seeing. <li data-bbox="331 790 1230 880">• Sensory input is interpreted using cognitive information from prior knowledge and experience to help understand what is being seen. <li data-bbox="331 880 1230 992">• Gregory (1970) believes around 90% of information is lost between the visual input of information and reaching the brain for processing understanding of the visual information. <p data-bbox="331 1025 387 1059">AO2</p> <ul data-bbox="331 1059 1230 1350" style="list-style-type: none"> <li data-bbox="331 1059 1230 1149">• An incorrect perceptual hypothesis can explain why Archie perceived the lines and squares to be different to their actual form. <li data-bbox="331 1149 1230 1238">• Archie may have used prior knowledge of brickwork, shape and colour to interpret the size and shape of the rows in the visual illusion. <li data-bbox="331 1238 1230 1350">• Archie may have lost information about each individual square and line in the image so only 10% of the visual input is being processed. <p data-bbox="331 1384 387 1417">AO3</p> <ul data-bbox="331 1417 1230 1731" style="list-style-type: none"> <li data-bbox="331 1417 1230 1507">• Evidence from Gregory (1970) using illusions such as the 'necker cube' and the 'hollow mask' demonstrate humans make errors in perception and form incorrect hypotheses. <li data-bbox="331 1507 1230 1641">• The theory is holistic as it takes into account multiple factors, such as the experiences of the individual, that build on prior knowledge, so it can explain why Archie is confused by the illusion but other people may not be. <li data-bbox="331 1641 1230 1731">• Gregory (1970) used artificial images to test his theory so his explanation of perceptual hypothesis and visual input may not reflect how Archie would interpret real-life visual input. 	(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	<p>D - five years old</p> <p>The only correct answer is D</p> <p>A is incorrect as this was not Little Hans' age at the end of the case study</p> <p>B is incorrect as this was not Little Hans' age at the end of the case study</p> <p>C is incorrect as this was not Little Hans' age at the end of the case study</p>	(1)

Question number	Answer	Mark
30	<p>One mark for knowledge of insomnia.</p> <ul style="list-style-type: none"> Insomnia is when someone has difficulty falling asleep or staying asleep at night (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
31	<p>Up to two marks for understanding the effect of narcolepsy.</p> <p>For example:</p> <ul style="list-style-type: none"> They may struggle to concentrate because of excessive drowsiness during the day (1) meaning they may have to take daytime naps to try and control their drowsiness (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
32	<p>One mark for accurate understanding of REM sleep. One mark for exemplification of how REM sleep can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none">• Rapid eye movement (REM) sleep is a phase of sleep which paralyses the muscles of the body, the eyes move and the pulse quickens (1), so the eye movement of the participant could indicate to Izzy that the participant has increased brain activity which is when dreaming is said to occur (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
33	<p>One mark for identification of a reason. One mark for reasoning/justification through a theory.</p> <p>For example:</p> <ul style="list-style-type: none"> Juan may believe that the dream has no meaning because the family, house and teacher are just random thoughts that Sergio had which were being processed during sleep (1), as suggested in Activation Synthesis Theory (Hobson and McCarley, 1977) where dreams are said to be the random activation of neurons that the brain synthesises into a sequence to make sense of it (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
34	<p>One mark for identification of each way (maximum two marks). One mark for justification which must be linked to the way identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> The bright screen of the mobile phone could be a bright enough light source to result in Paolo struggling to sleep due to limited release of melatonin (1) as the light into the retina would prevent the suprachiasmatic nucleus (SCN) from triggering the pineal gland, so Paolo would not feel sleepy (1). When Paolo stopped using the mobile phone and made his house darker he was able to sleep due to the increase of melatonin into his blood stream (1) because the pineal gland would have been activated to produce the sleep hormone as a result of the darkness, making Paolo less alert (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
35	<p data-bbox="331 230 997 264">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 1230 902" style="list-style-type: none"> <li data-bbox="331 707 1230 768">• Siffre (1975) spent six months in a cave where there was no external cue of daylight to indicate when it was night or day. <li data-bbox="331 768 1230 835">• His sleep-wake cycle ranged from 18 to 51¾ hours, although each cycle felt like a single day. <li data-bbox="331 835 1230 902">• Several psychological and physiological deteriorations were recorded, such as poor memory, low mood and poor dexterity. <p data-bbox="331 936 387 963">AO2</p> <ul data-bbox="331 969 1230 1227" style="list-style-type: none"> <li data-bbox="331 969 1230 1037">• When the communities are in darkness for six months, this is the same period of time Siffre spent in the cave. <li data-bbox="331 1037 1230 1126">• People in the regions of the world in darkness may experience extended periods of being awake or asleep because of the lack of zeitgebers to indicate day and night. <li data-bbox="331 1126 1230 1227">• The communities may have high levels of seasonal affective disorder in the dark winter months due to the lack of natural light. <p data-bbox="331 1261 387 1288">AO3</p> <ul data-bbox="331 1294 1230 1641" style="list-style-type: none"> <li data-bbox="331 1294 1230 1384">• The findings of the study could realistically represent the experiences of the people in the communities as they are in darkness for a similar period of time. <li data-bbox="331 1384 1230 1518">• The study cannot explain what would happen during extended daylight months as Siffre (1975) only studied a period without natural light, so it may not explain the effect on the people in these regions. <li data-bbox="331 1518 1230 1641">• Rosen et al. (1990) found a correlation between the more north a person lived and a higher prevalence of winter SAD, supporting the low mood found by Siffre (1975) which may also affect the people living in the regions that are dark. 	(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 A

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

Question number	Answer	Mark
36	<p>C - English and Mandarin</p> <p>The only correct answer is C</p> <p>A is incorrect as these were not the languages studied</p> <p>B is incorrect as these were not the languages studied</p> <p>D is incorrect as these were not the languages studied</p>	(1)

Question number	Answer	Mark
37	<p>One mark for accurate knowledge of posture as a form of body language.</p> <ul style="list-style-type: none"> Posture is how a person positions their body when communicating with someone (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
38	<p>Up to two marks for understanding how facial expressions communicate emotion.</p> <p>For example:</p> <ul style="list-style-type: none"> Facial expressions can convey an emotional response to a situation through changes to the eyes and mouth (1) such as being 'wide eyed' and 'open mouthed' when in shock (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
39	<p>One mark for accurate understanding of pre-intellectual language.</p> <p>One mark for exemplification of how pre-intellectual language can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Pre-intellectual language is when words are uttered without thought about the meaning or use of the sounds (1) so Percy uses sounds such as 'bye' at random times without any direct purpose or reason behind his utterances (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
40	<p>One mark for identification of reason.</p> <p>One mark for reasoning/justification through a study.</p> <p>For example:</p> <ul style="list-style-type: none"> • The emoticon Rhianna used has a smiling mouth which is showing a happy emotion using the face so they would know she is feeling happy about winning the competition (1) because Yuki et al. (2007) found that Americans gave more consideration to the cues from the mouth when interpreting emoticons (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
41	<p>One mark for identification of a similarity/difference (maximum two marks).</p> <p>One mark for justification which must be linked to the similarity/difference identified (maximum two marks).</p> <p>For example:</p> <p>Similarity</p> <ul style="list-style-type: none">• Terry and Emily can both use sounds to communicate between each other, such as Terry whining or barking and Emily talking or saying 'walkies' (1), which is a type of signal that both humans and animals like dogs can use that shares some form of meaning in communication with others (1). <p>Difference</p> <ul style="list-style-type: none">• Emily can talk about her thoughts and feelings unlike Terry who cannot communicate abstract meanings using barking or wagging his tail (1) because animals cannot communicate the same type of symbolic ideas or thoughts about their day that humans can share with each other (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
42	<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 611">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="331 678 387 712">AO1</p> <ul data-bbox="379 719 1225 909" style="list-style-type: none"> • Linguistic determinism is the idea that language determines a person’s view of the world. • Speakers of one language will understand concepts differently to speakers of another language. • Language determines how individuals think, without words for an idea the person cannot think or imagine that idea. <p data-bbox="331 943 387 976">AO2</p> <ul data-bbox="379 983 1203 1234" style="list-style-type: none"> • The tribe view number and amount in ways that are determined by their ability to name these through words. • English speakers may recognise that 17 and 18 are different as there are words to name these, but the tribe cannot distinguish these specific amounts. • The tribe does have a concept of number, but this is in terms of general quantity such as ‘few’ or ‘many’ rather than specific amounts. <p data-bbox="331 1267 387 1301">AO3</p> <ul data-bbox="379 1308 1230 1682" style="list-style-type: none"> • Everett (2005) highlights that the Pirahã could only count to two, and above this was ‘many’, so there is evidence to support that language determines how the world is viewed. • Linguistic relativism would argue that language is relative to the culture of an individual, so the tribe may have no need to quantify a specific number of items and therefore language for this is unnecessary. • There is practical evidence that languages can be translated to other languages and not lose their meaning, therefore linguistic determinism may overestimate the influence of differences in language on understanding and thinking about the world. 	(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).