



Mark Scheme (Results)

Summer 2024

Pearson Edexcel
GCSE Psychology (1PS0)
Paper 2

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Research methods – How do you carry out psychological research?

Question number	Answer	Mark
1	B – Informed consent The only correct answer is B A is incorrect as the ethical issue is informed consent B is incorrect as the ethical issue is informed consent D is incorrect as the ethical issue is informed consent	(1)

Question number	Answer	Mark
2(a)	One mark for each appropriate question (maximum two marks) For example: Open-ended question <ul style="list-style-type: none">• Why do you use social media sites? (1) Closed-ended question <ul style="list-style-type: none">• How many hours do you spend on social media each day? 0-3 hrs; 4-7 hrs; 8-10 hrs; more than 10 hrs (1). Accept any other appropriate response	(2)

Question number	Answer	Mark
2(b)	One mark for understanding of sampling method. One mark for application to the scenario. For example: <ul style="list-style-type: none">• A stratified sample is when the population is divided into categories and a representative number of people is calculated for the sample (1), so Jason could divide his target population of social media users into different age groups to get a proportionate sample of each age group (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
2(c)	<p>One mark for correct knowledge of qualitative data.</p> <ul style="list-style-type: none"> Qualitative data is data that is gathered in the form of words, descriptions or images (1). <p>Accept any other appropriate response.</p>	(1)

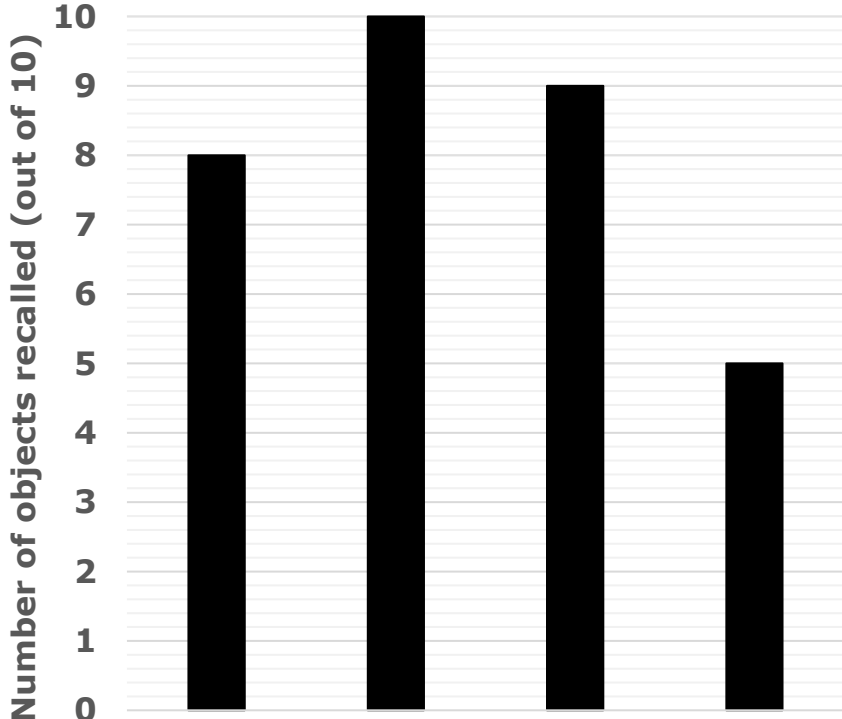
Question number	Answer	Mark
3(a)	<p>One mark for correct calculation.</p> <p>Calculation: $65 - 18$</p> <ul style="list-style-type: none"> 47 <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
3(b)	<p>One mark for correct calculation of remaining participants. One mark for correct answer.</p> <p>Calculation: $(180/3)*2=$</p> <ul style="list-style-type: none"> 120 participants <p>Calculation: 60:120 simplified using a common factor</p> <ul style="list-style-type: none"> 1:2 <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3(c)	<p>One mark for conclusion made. One mark for justification of conclusion through analysis of data.</p> <ul style="list-style-type: none"> The more hours of music a person listens to then the more likely they are to feel happy (1) as there is a positive correlation between hours listening to music and self-rated happiness scores out of 10 (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
4(a)	<p>One mark for correct calculation of percentage.</p> <ul style="list-style-type: none"> • $(3/4)*100 = 75\%$ <p>Reject all other answers.</p>	(1)

Question number	Answer	Mark
4(b)	<p>One mark for correct calculation of students who recalled less than five unusual objects as a fraction of all students.</p> <ul style="list-style-type: none"> • Total students = 4; students who recalled less than five unusual objects = 2 • $\frac{1}{2}$ <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark										
4(c)	<p data-bbox="311 246 758 280">One mark for labelling of y-axis.</p> <p data-bbox="311 286 861 320">One mark for plotting bar for Student A.</p> <p data-bbox="311 327 861 360">One mark for plotting bar for Student C.</p> <div data-bbox="311 398 1220 1400"><p data-bbox="454 425 1077 537" style="text-align: center;">A bar chart to show the number of typical objects recalled by the students</p><table border="1" data-bbox="343 560 1189 1276"><caption>Data from the bar chart</caption><thead><tr><th>Participant</th><th>Number of objects recalled (out of 10)</th></tr></thead><tbody><tr><td>Student A</td><td>8</td></tr><tr><td>Student B</td><td>10</td></tr><tr><td>Student C</td><td>9</td></tr><tr><td>Student D</td><td>5</td></tr></tbody></table></div> <p data-bbox="311 1467 845 1500">Accept any other appropriate response.</p>	Participant	Number of objects recalled (out of 10)	Student A	8	Student B	10	Student C	9	Student D	5	(3)
Participant	Number of objects recalled (out of 10)											
Student A	8											
Student B	10											
Student C	9											
Student D	5											

Question number	Answer	Mark
4(d)	<p>One mark for giving one way findings support conclusion.</p> <p>For example:</p> <ul style="list-style-type: none">• All of the students recalled less unusual objects in the classroom than typical objects (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
5(a)	<p>One mark for correct knowledge of a case study.</p> <ul style="list-style-type: none"> A case study is in-depth research often undertaken with a single person that collects a range of data using different methods (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
5(b)	<p>One mark for correct knowledge of quantitative data.</p> <p>One mark for an appropriate example from the scenario.</p> <ul style="list-style-type: none"> Quantitative data is data that can be counted or measured numerically (1), such as measuring the alcohol consumed by the patient each week in units (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
5(c)	<p>One mark for an appropriate estimation.</p> <p>300 - 60</p> <ul style="list-style-type: none"> 240 <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
5(d)	<p>One mark for correct calculation of the mode for units of alcohol consumed.</p> <ul style="list-style-type: none"> 79 (1). <p>Reject all other answers.</p>	(1)

Question number	Answer	Mark
5(e)	<p>One mark for correct rank ordering. One mark for correct answer.</p> <ul style="list-style-type: none"> • Rank ordering: 34 45 63 70 72 77 79 79 • $(70+72)/2 = 71$ <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
5(f)	<p>One mark for accurately giving 12.81924 to two decimal places.</p> <p>For example;</p> <ul style="list-style-type: none"> • 12.82 (1). <p>Reject all other answers.</p>	(1)

Question number	Indicative content	Mark
6	<p data-bbox="316 241 976 275">AO1 = 4 marks; AO2 = 4 marks; AO3 = 4 marks</p> <p data-bbox="316 324 1107 387">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="316 427 1158 618">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="316 663 368 689">AO1</p> <ul data-bbox="316 696 1193 1077" style="list-style-type: none"> <li data-bbox="316 696 1193 759">• A participant observation is when the observer takes part in the phenomena or context that they are observing. <li data-bbox="316 763 1193 853">• Detailed, qualitative information can be recorded in observations about the naturally occurring events that take place in the environment. <li data-bbox="316 857 1193 947">• Covert observations require the researcher to undertake their research without permission from those who are being observed. <li data-bbox="316 952 1193 1077">• Non-participant overt observations are when the researcher is not part of the group being researched and may also share the aim of their research with the participants to gain permission. <p data-bbox="316 1111 368 1137">AO2</p> <ul data-bbox="316 1144 1193 1559" style="list-style-type: none"> <li data-bbox="316 1144 1193 1234">• The observers behaved like patients on the ward, being part of the activities so as not to raise suspicion of their presence in the hospital. <li data-bbox="316 1238 1193 1328">• The diaries about patient behaviour and staff responses will provide in-depth information about the experiences of patients in a psychiatric ward of a hospital. <li data-bbox="316 1332 1193 1422">• Rosenhan (1974) did not gain informed consent from all the hospitals, staff, or patients on the wards to include their data in the observation records made by the fake patients. <li data-bbox="316 1426 1193 1559">• Knowing they were being observed and also perhaps the aims of the observation, the hospital staff could have changed their behaviour and treated the patients better and spent more time with them. <p data-bbox="316 1592 368 1619">AO3</p> <ul data-bbox="316 1626 1193 2000" style="list-style-type: none"> <li data-bbox="316 1626 1193 1715">• Immersion into the situation being observed can reduce the impact of demand characteristics on the data gathered as the staff will behave in their usual, normal manner. <li data-bbox="316 1720 1193 1809">• Qualitative data provides rich detail about behaviours which increases the validity of findings about mental health wards so the findings can relate to genuine experiences. <li data-bbox="316 1814 1193 1904">• Without knowing the research was taking place, none of the staff or patients on the wards could exercise a right to withdraw from being observed. <li data-bbox="316 1908 1193 2000">• Unnatural behaviour would decrease the validity of findings about patient care as it would not reflect a true to life account of the context and actions that normally take place. 	(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
7	B – Secondary The only correct answer is B A is incorrect as this does directly satisfy biological needs C is incorrect as it is not directly associated with biological needs D is incorrect as it is not directly associated with biological needs	(1)

Question number	Answer	Mark
8	One mark for knowledge of a positive punishment. <ul style="list-style-type: none">This is when an undesired consequence is received as a result of a behaviour which discourages the behaviour in the future (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
9	Up to two marks for understanding of the role of prison on recidivism. For example: <ul style="list-style-type: none">A prison sentence is where an individual's freedom is restricted for a set period of time (1) which reduces recidivism as the prisoner will understand the consequences of their behaviour and so will not commit a crime again (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
10	One mark for accurate understanding of modelling. One mark for exemplification of how modelling can be used to explain the scenario. For example: <ul style="list-style-type: none">Modelling is where a person's behaviour is observed and imitated by another person (1) so Rabia could learn to behave in a positive way from copying her the different group of friends' polite behaviour and not get in trouble (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
11	<p>One mark for identification of a reason. One mark for reasoning/justification through a study.</p> <p>For example:</p> <ul style="list-style-type: none"> Jack may be aware that the neighbours take note of how he behaves so he does not replicate the aggression in action movies or fighting games (1). Charlton et al. (2000) found being vigilant and supervising the behaviour of children by the community on the island may have contributed to children's good behaviour. (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
12	<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"> Kevin is male and had observed two girls taking part in the aggressive fighting which means he is less likely to copy the aggression and get in a fight (1), as boys imitated more physical and verbal aggression after being exposed to the male aggressive role model than to a female aggressive role model (1). Chloe may not have considered either of the girls she observed fighting to have been role models, so she walked away and did not imitate the fighting behaviour (1). Bandura, Ross, and Ross (1961) found exposure to aggressive role models may increase aggressive reactions, but this may not apply to people who are not seen as role models (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
13	<p data-bbox="331 241 997 275">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 324 1126 387">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 436 1179 629">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="331 678 391 712">AO1</p> <ul data-bbox="331 712 1169 936" style="list-style-type: none"> <li data-bbox="331 712 1169 801">• Eysenck’s theory divided people into two main personality temperaments of extroversion/introversion and neurotic/stable. <li data-bbox="331 801 1169 869">• A criminal tends to score high in the three dimensions of psychoticism, extroversion, and neuroticism (PEN). <li data-bbox="331 869 1169 936">• The dimension of psychoticism is where people who score highly for this trait tend to be cold, hostile, and antisocial. <p data-bbox="331 969 391 1003">AO2</p> <ul data-bbox="331 1003 1233 1294" style="list-style-type: none"> <li data-bbox="331 1003 1233 1093">• Bailey claimed his car theft had been for a laugh so that he could have fun with his friends, suggesting he has an extrovert personality trait. <li data-bbox="331 1093 1233 1193">• Bailey has committed a number of offences that include the car theft, drug use and burglary, but he has not stopped his criminal behaviour despite having been to prison for these. <li data-bbox="331 1193 1233 1294">• The lack of remorse and aggressive behaviour towards the police may indicate the criminal offending committed by Bailey is a result of him scoring highly for psychoticism. <p data-bbox="331 1328 391 1361">AO3</p> <ul data-bbox="331 1361 1225 1653" style="list-style-type: none"> <li data-bbox="331 1361 1225 1451">• Social Learning Theory would suggest that Bailey’s dad would be a role model who Bailey observed and imitated, so Bailey’s offending may be learned and not personality. <li data-bbox="331 1451 1225 1552">• McGurk and McDougal (1981) compared 100 delinquents with 100 non-delinquents and found the delinquent group to be higher in psychoticism, extroversion, and neuroticism. <li data-bbox="331 1552 1225 1653">• Steiner et al. (1999) showed a link between personality traits and recidivism in juvenile inmates, which may explain why habitual offenders like Bailey may not respond to punishment. 	(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
14	<p>D – Self-actualisation</p> <p>The only correct answer is D</p> <p>A is incorrect as this is not the term Rogers (1959) used when someone fulfils all potential</p> <p>B is incorrect as this is not the term Rogers (1959) used when someone fulfils all potential</p> <p>C is incorrect as this is not the term Rogers (1959) used when someone fulfils all potential</p>	(1)

Question number	Answer	Mark
15	<p>One mark for knowledge of incongruence.</p> <ul style="list-style-type: none">This is when a person's self-image and ideal-self are imbalanced and do not match (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
16	<p>Up to two marks for understanding the influence of cardinal traits on personality.</p> <p>For example:</p> <ul style="list-style-type: none">A cardinal trait is considered to be the trait which has the most powerful effect on personality (1) to the point where a person is known for that trait more than any other, for example loyalty or kindness (1) <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
17	<p>One mark for accurate understanding of unconditional positive regard.</p> <p>One mark for exemplification of how unconditional positive regard can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Unconditional positive regard is when praise is given to a person without requirements on their behaviour (1) so Maisy may start to feel happier about her time in college if she does not place conditions, such as test marks, on judging her success in the subject (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
18	<p>One mark for identification of a reason.</p> <p>One mark for reasoning/justification through a theory.</p> <p>For example:</p> <ul style="list-style-type: none"> • Patrick may have given socially desirable answers to achieve the personality trait scores he believed fit with his social values of being relaxed, tough and caring (1). Cattell's (1946) 16PF personality factor assessment would be measured using self-report data which then gives results of the 16PF's on a scale, such as caring to impersonal on the warmth scale, which Patrick may have given false answers to, so he achieved the outcome he wanted (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
19	<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">• Mable demonstrates high levels of autonomy by feeling confident in completing her schoolwork independently without the need to be in a group (1). Owning a dog may help with this independence as the findings suggested that pet ownership helped children develop greater autonomy (1).• Kelsey may have low self-esteem which is why he worries about whether other people like him and needs peer reassurance with his schoolwork (1), because he has no pets, and fifth and sixth grade non-pet owners reported lower self-esteem compared to those that did own pets (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
20	<p data-bbox="331 282 997 315">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 365 1126 427">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 477 1179 667">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="331 716 391 750">AO1</p> <ul data-bbox="331 752 1193 974" style="list-style-type: none"> <li data-bbox="331 752 1193 815">• Baumeister (2008) suggests qualities like self-control, being rational, and a sense of autonomy are involved in free will. <li data-bbox="331 817 1193 880">• He claims that a disbelief in free will can result in people acting in harmful ways for themselves or society. <li data-bbox="331 882 1193 974">• Free will is said to be an advanced level of control humans have in order to make prosocial choices even if these are in contradiction to a base human instinct or desire. <p data-bbox="331 1008 391 1041">AO2</p> <ul data-bbox="331 1043 1227 1330" style="list-style-type: none"> <li data-bbox="331 1043 1227 1137">• George lacks rationality and self-control as he wants to blame the teacher for his lack of work and is rude to Suzie who is trying to help him complete some revision. <li data-bbox="331 1140 1227 1234">• By believing that it is too late for revision, George is showing that he does not use a freedom to choose his role in his learning, but instead sees a poor exam result as determined. <li data-bbox="331 1236 1227 1330">• Despite having time to revise with Suzie, he has given in to an instinct to protect himself from distress that may come from failing the exam by saying he does not care about it. <p data-bbox="331 1364 391 1397">AO3</p> <ul data-bbox="331 1400 1222 1715" style="list-style-type: none"> <li data-bbox="331 1400 1222 1494">• Baumeister et al. (2006) found that inducing participants to disbelieve in free will made them more aggressive and less helpful toward others, which explain why George was rude. <li data-bbox="331 1496 1222 1590">• Determinism assumes there may be no human action that can change the outcome of an event, which may be the case for George as it is plausible it is now too late to pass the exam. <li data-bbox="331 1592 1222 1715">• Vohs and Schooler (2008) found that participants who disbelieved in free will were more likely to cheat on a test, thus making a choice that was instinctive rather than prosocial. 	(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
21	B - Binocular The only correct answer is B A is incorrect as this is vision from one eye C is incorrect as this is not vision from two eyes D is incorrect as this is vision outside the area of focus	(1)

Question number	Answer	Mark
22	One mark for knowledge of a visual illusion. <ul style="list-style-type: none">This is the perceptual experience of a physical object that deceives a viewer into seeing something misleading (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
23	Up to two marks for understanding the influence of emotion on perception. For example: <ul style="list-style-type: none">Emotions can cause stimuli in the environment to be viewed subjectively by a person (1) so feeling happy can make colours of objects be perceived as more vibrant (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
24	One mark for accurate understanding of linear perspective. One mark for exemplification of how linear perspective can be used to explain the scenario. For example: <ul style="list-style-type: none">Linear perspective is when parallel lines converge at a single point on a horizontal line to give the perception of depth (1). This will help Hakim draw his picture as buildings and roads in the drawing will narrow towards the horizon, so his drawing will appear to show objects near and far in the landscape (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
25	<p>One mark for identification of a reason. One mark for reasoning/justification through a concept.</p> <p>For example:</p> <ul style="list-style-type: none"> The size of a window has token variance because house windows can come in a variety of sizes, so Colin underestimated the size of curtains he needed (1). Haber and Levin (2001) found that token variance reduced the accuracy of peoples' size estimation as these objects have a greater divergence in size within the category, such as windows (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
26	<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 nature reserve warden had named the boats as canoes which may have changed Helga's perception and caused her to reproduce the named 'canoe' rather than boats (1), as 73% to 74% of reproductions in the study showed more resemblance to the named image rather than the actual image presented to them (1). Lena's map included the boats on the lake as there had been no other verbal naming of these map locations that would change her drawing (1). Only 45% of the control group reproduced images that resembled either list of names, suggesting that without verbal naming, people are more accurate in their drawn reproductions (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
27	<p data-bbox="331 241 997 275">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 324 1126 387">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 436 1181 627">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="331 676 391 710">AO1</p> <ul data-bbox="331 712 1220 936" style="list-style-type: none"> <li data-bbox="331 712 1220 801">• Gregory (1970) claims that perceiving objects requires a hypothesis to be formed from which a person makes a best guess at what they see around them. <li data-bbox="331 804 1220 866">• Cognitive information from prior knowledge is used to interpret sensory input to help understand what is being seen. <li data-bbox="331 869 1220 936">• Individuals can make a biased interpretation of sensory input because of expectations, emotions, and motivations. <p data-bbox="331 969 391 1003">AO2</p> <ul data-bbox="331 1005 1204 1288" style="list-style-type: none"> <li data-bbox="331 1005 1204 1095">• Shamila’s hypothesis may now include suspicion of people around her, particularly those with their hood up, from which her best guess perceives those people as a threat. <li data-bbox="331 1097 1204 1187">• Shamila has experienced her bag being stolen on her walk home which now informs her understanding of the journey home from work, influencing what she sees. <li data-bbox="331 1189 1204 1288">• The worry of being attacked again may have heightened Shamila’s fear, so her interpretation of the people she saw was made with a bias towards danger and being unsafe. <p data-bbox="331 1321 391 1355">AO3</p> <ul data-bbox="331 1357 1236 1713" style="list-style-type: none"> <li data-bbox="331 1357 1236 1447">• Evidence using illusions, such as the ‘Necker cube’, shows how people make errors in perception to form incorrect hypotheses like Shamila may have done with the people she saw. <li data-bbox="331 1449 1236 1579">• The theory considers multiple factors that influence individual perception, such as personal experiences that inform prior knowledge, hence why Shamila perceived people to be staring at her bag, but her friend did not. <li data-bbox="331 1581 1236 1713">• However, according to bottom-up processing, there would not be errors in Shamila’s perception, so she may have accurately perceived people staring and a genuine potential threat from the person with their hood up. 	(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
28	D - Circadian The only correct answer is D A is incorrect as this cycle is more often than 24 hours B is incorrect as this cycle is less often than 24 hours C is incorrect as this cycle is annual	(1)

Question number	Answer	Mark
29	One mark for knowledge of a sleep disorder <ul style="list-style-type: none">When someone has problems with the quality or amount of sleep they get which causes difficulty in daily functioning (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
30	Up to two marks for understanding the influence of the pineal gland and melatonin on a person's sleep. For example: <ul style="list-style-type: none">The pineal gland activates/deactivates when it receives information about levels of light (from the external environment) (1) Melatonin is then released by the pineal gland which makes a person feel sleepy (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
31	One mark for accurate understanding of light. One mark for exemplification of how light can be used to explain the scenario. For example: <ul style="list-style-type: none">Light and dark act as zeitgebers that signal to the body when it is time to wake up or go to sleep (1) so turning the light off creates the darkness so Tallulah's body will begin to prepare for sleep at the time she wants to sleep (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
32	<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"> • Archie’s brain circuits activated during his sleep which could have triggered random memories of his grandma, best friend and pizza and the gorilla which combined into his dream (1), as activation synthesis theory (Hobson and McCarley, 1977) suggests that this random activation of neurons takes place during REM sleep and are what the brain synthesizes in an attempt to create meaning, becoming a dream (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
33	<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"> • Leonardo may not know what day it is or when to sleep because of the lack of sunlight acting as an external cue to help him maintain his 24-hour sleep wake cycle (1). Siffre (1975) believed it was mid-July when he finished his study, but it was August, which shows how cues are important for maintaining bodily rhythms (1). • Being unable to sew buttons on a shirt shows that Leonardo began to struggle with his manual dexterity finding it hard to coordinate fine motor skills for sewing (1). Siffre (1975) highlighted that the effects of isolation from external cues could result in deterioration of physical dexterity (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
34	<p data-bbox="331 241 997 275">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 324 1126 387">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 436 1181 627">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="331 676 391 710">AO1</p> <ul data-bbox="331 712 1220 902" style="list-style-type: none"> <li data-bbox="331 712 1220 775">• Freudian theory suggests that dreams are where repressed, unconscious information filters into human awareness. <li data-bbox="331 777 1220 840">• Manifest content is what a person remembers from the dream and may include people or events from recent encounters. <li data-bbox="331 842 1220 902">• Latent content is the symbolic meaning behind the dream which could be considered an underlying wish to be fulfilled. <p data-bbox="331 936 391 969">AO2</p> <ul data-bbox="331 972 1220 1288" style="list-style-type: none"> <li data-bbox="331 972 1220 1093">• The negative comments about her appearance from the 30 men in the dream could represent an unconscious worry that the man from work may think that she is not as nice away from work. <li data-bbox="331 1095 1220 1193">• Aisha may have dreamt that the men resembled her dad as she could have seen or spoken to him that day, so he is in her recent memories. <li data-bbox="331 1196 1220 1288">• Aisha may wish to find a man who can protect and look after her so when she was rescued in the dream, she experienced wish fulfilment of her underlying desire. <p data-bbox="331 1321 391 1355">AO3</p> <ul data-bbox="331 1357 1220 1641" style="list-style-type: none"> <li data-bbox="331 1357 1220 1451">• The theory is based on evidence from Freud’s own wish fulfilment dream about one of his patients and supported by the case study of Little Hans (1909). <li data-bbox="331 1453 1220 1547">• Manifest content may be better explained by spikes in brain activity where the process of synthesis takes place, so Aisha’s dream may not have any meaningful content. <li data-bbox="331 1550 1220 1641">• The process of wish fulfilment through a dream can help Aisha reduce her worries about the meeting as dreamwork helps transform her worries into a safe format to reduce her anxiety. 	(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
35	C – Facial expression The only correct answer is C A is incorrect as this is body language B is incorrect as this is only in relation to eye movement D is incorrect as this is body language	(1)

Question number	Answer	Mark
36	One mark for accurate understanding pre-linguistic thought. <ul style="list-style-type: none">The view that thought is distinct from language and there is a symbolic thought process before language is spoken (1). Accept any other appropriate wording.	(1)

Question number	Answer	Mark
37	Up to two marks for understanding how linguistic relativism can influence our understanding of the world. For example: <ul style="list-style-type: none">Linguistic relativism claims that the language someone can speak influences their interpretation/view of the world (1) such as mandarin speakers seeing time differently due them using up and down rather than backwards and forwards (1). Accept any other appropriate response.	(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"> • The comfortable distance of personal space decreases as someone forms closer relationships with the people they are with (1). Initially Mark may have stayed approximately 4ft from the others at the social event, but as he made friends, he became comfortable with a closer personal space (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
39	<p>One mark for identification of a reason One mark for reasoning/justification through a concept</p> <p>For example:</p> <ul style="list-style-type: none"> • As a dog, Betty would not be able to use displacement to comprehend Harry's plan to wait for the rain to stop before going on a walk, she simply wags her tail at the sound of his voice (1). Aitchison's (1983) criteria claims humans can use displacement to communicate ideas that are hypothetical, whether these are real or not, so can share future plans with each other, but animals cannot (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
40	<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"> • Western students may place more focus on the mouth when determining happiness scores, so there was little difference in the average rating for emoticons A and B as the mouths were the same (1). Yuki et al. (2007) found that Americans gave more consideration to the cues from the mouth when determining the emotion expressed by an emoticon (1). • The average score from students from Eastern countries showed a greater difference for emoticon A and B suggesting they may have interpreted them using the eyes which were different on each emoticon (1), as Japanese participants in Yuki et al. (2007) gave higher happiness rating scores to emoticons with happier eyes where there was a neutral mouth (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Indicative content	Mark
41	<p data-bbox="331 241 995 275">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 324 1126 387">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="331 436 1179 627">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="331 696 389 723">AO1</p> <ul data-bbox="331 728 1203 918" style="list-style-type: none"> <li data-bbox="331 728 1203 790">• Linguistic determinism suggests that the language a person speaks can determine that person’s view of the world. <li data-bbox="331 795 1203 857">• Language influences how individuals think and without the words for a concept that concept cannot be imagined. <li data-bbox="331 862 1203 918">• Native speakers of one language will understand their worlds differently to people whose native language is different. <p data-bbox="331 954 389 981">AO2</p> <ul data-bbox="331 985 1220 1276" style="list-style-type: none"> <li data-bbox="331 985 1220 1081">• Moki’s native language only has one word for rain, so his understanding of rain is limited to within the one word that he knows to name rain as an idea. <li data-bbox="331 1086 1220 1182">• Struggling with multiple words like shower and downpour suggests that Moki finds it hard to conceptualise the different types of rain that can be named in the English language. <li data-bbox="331 1187 1220 1276">• Moki can say the words and process the images for the types of rain which shows an ability to learn the new words and meanings associated with the different types of rain. <p data-bbox="331 1312 389 1339">AO3</p> <ul data-bbox="331 1344 1230 1664" style="list-style-type: none"> <li data-bbox="331 1344 1230 1440">• Everett (2005) gives evidence from the Pirahã tribe who used one, two and ‘many’ to classify amounts, so there is evidence to show why Moki finds multiple words for rain confusing. <li data-bbox="331 1444 1230 1568">• However, linguistic universalism believes language and cognition are distinct, so it is only semantic meaning of words that differs, rather than Moki’s mental understanding of the variations in rain. <li data-bbox="331 1572 1230 1664">• Many people can speak multiple languages and understand the meaning in these languages, so linguistic determinism could overestimate the linguistic influence on world views. 	(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).