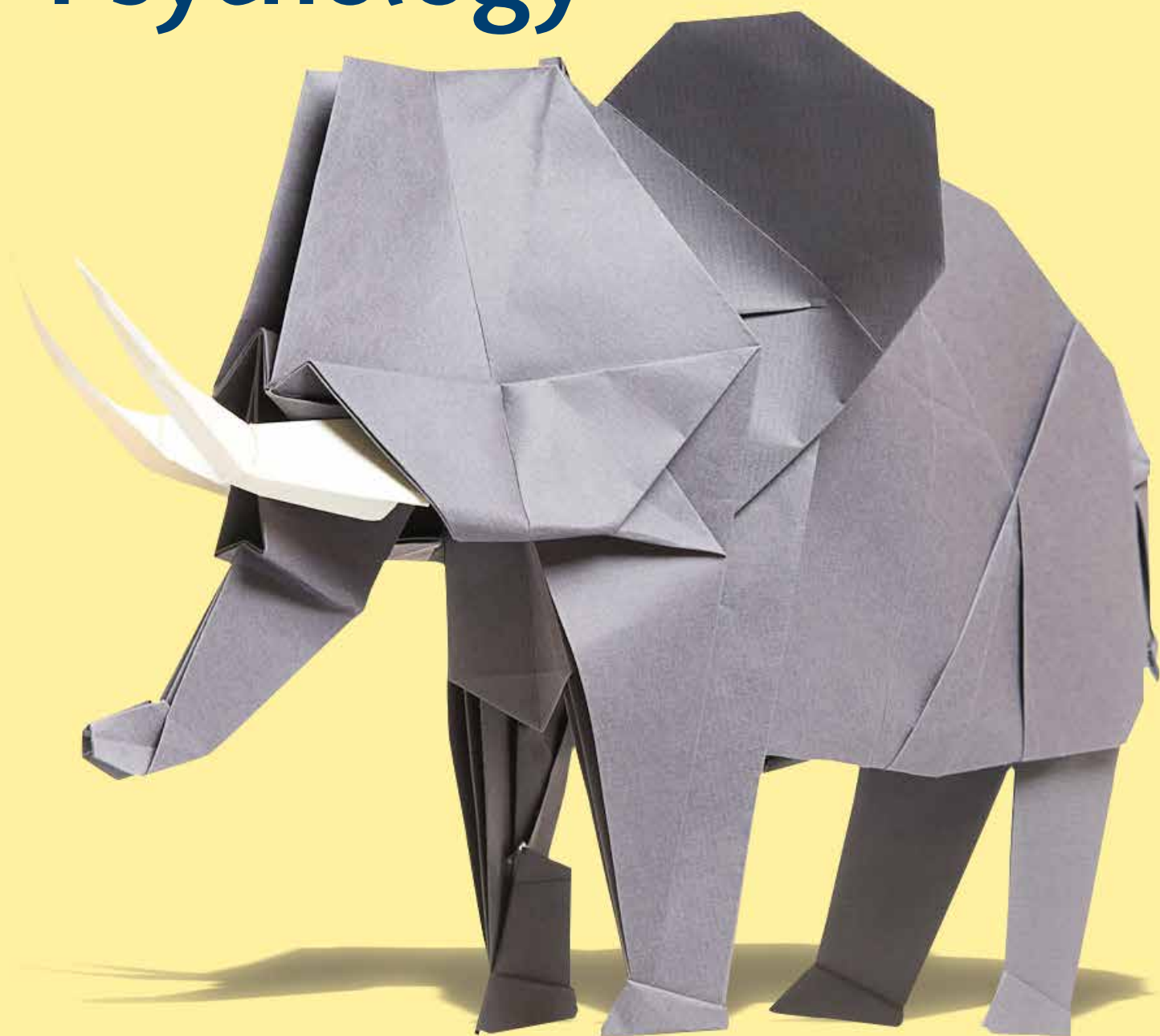


GCSE (9-1) Psychology



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Psychology (1PS0)

First teaching from September 2017

First certification from June 2019

Issue 2

Edexcel, BTEC and LCCI qualifications

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These sample assessment materials are Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Summary of Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Psychology (1PS0) sample assessment materials Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
The full question for Q44 has been inserted	95-96
Total marks for Section F and the whole paper has been inserted.	96

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html

Contents

Introduction	1
General marking guidance	3
Paper 1	5
Paper 1 Mark scheme	31
Paper 2	51
Paper 2 Mark scheme	97

Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Psychology is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

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.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Psychology

Paper 1

Sample assessment material for first teaching
September 2017

Time: 1 hour 45 minutes

Paper Reference

1PS0/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 98.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk** (*), marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: DEVELOPMENT – HOW DID YOU DEVELOP?

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Identify which of the following is a stage of cognitive development.

- ☐ A Formal assimilation stage
- ☐ B Formal concrete stage
- ☐ C Formal operational stage
- ☐ D Formal schema stage

(Total for Question 1 = 1 mark)

2 Identify the number of participants in Gunderson et al's (2013) final sample.

- ☐ A 43
- ☐ B 53
- ☐ C 63
- ☐ D 73

(Total for Question 2 = 1 mark)

3 Tom is playing with his children Jane and Paul in the garden. Tom hides a toy monkey under a pile of toy bricks.

Jane finds the toy monkey but Paul cannot.

(a) Name the stage of cognitive development Paul is in according to his behaviour.

(1)

Jane says to her dad that the toy monkey might be sad because it was hidden.

Jane asks him if she can be a pretend doctor to check if the toy monkey is okay.

(b) Name the stage of cognitive development Jane is in according to her behaviour.

(1)

(Total for Question 3 = 2 marks)

DO NOT WRITE IN THIS AREA

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- 4 Mrs Morgan is a nursery school teacher who wants to see whether praising effort or praising ability encourages children to paint pictures for longer.

She splits her class into three groups and asks two teachers to help.

- Teacher 1 praises the effort of children in group 1.
- Teacher 2 praises the ability of children in group 2.
- Mrs Morgan does not praise the children in group 3.

A fourth teacher observes all three groups and records how long the children paint during the day.

- (a) Explain what Mrs Morgan is likely to find in her study.

You should refer to Gunderson et al. (2013) in your answer.

(2)

- (b) Explain **one** strength and **one** weakness of Mrs Morgan's study.

(4)

Strength:

Weakness:

(Total for Question 4 = 6 marks)

5 Ahmet wants to know if his nephew is egocentric.

Ahmet places a large box between a chocolate bar and a teddy bear.

He asks whether the teddy bear can see the chocolate bar.

His 3-year-old nephew says 'yes'.

Ahmet concludes that his nephew is egocentric.

(a) Explain why Ahmet reached his conclusion.

You should refer to a study in your answer.

(2)

(b) Explain **two** ways Ahmet could improve his study.

(4)

Improvement one:

Improvement two:

(Total for Question 5 = 6 marks)

TOTAL FOR SECTION A = 16 MARKS

SECTION B: MEMORY – HOW DOES YOUR MEMORY WORK?

Answer ALL questions. Write your answers in the spaces provided.

- 6** Describe the encoding stage of memory.

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(Total for Question 6 = 2 marks)

- 7** (a) Describe the difference between anterograde amnesia and retrograde amnesia.

(2)

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- (b) Parul struggles to remember things due to a recent accident.

Explain how Parul could try and remember new events.

You should refer to the multi-store model in your answer.

(2)

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(Total for Question 7 = 4 marks)

- 8 Ajay is in his psychology class when a female intruder enters. She threatens the teacher and takes a mobile phone.

The next day Ajay says that the intruder was male and carrying a knife, which is not true.

Explain why Ajay's memory for the event may be inaccurate the next day.

You should refer to a theory in your answer.

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(Total for Question 8 = 2 marks)

- 9 Emma has created a study to test the accuracy of memory.

She used the following procedure.

- Asked 10 friends to participate in the study and sat them together in a classroom.
- Participant 1 read a story about a woman stealing from a shop using a knife.
- Participant 1 then told participant 2 what they had read.
- The story was passed on until participant 10 was asked to write down what happened in the story.

Table 1 shows Emma's results.

	Original story	Reproduction from participant 10
Number of words	500	227
Structure	One paragraph	Three paragraphs
Accuracy of content	100%	68%

Table 1

(a) Explain **one** conclusion Emma could make from the data in **Table 1**.

(2)

(b) Explain **two** weaknesses of Emma's study.

(4)

Weakness one:

Weakness two:

(c) Explain **one** improvement that Emma could make to her study.

(2)

(Total for Question 9 = 8 marks)

TOTAL FOR SECTION B = 16 MARKS

**SECTION C: PSYCHOLOGICAL PROBLEMS –
HOW WOULD PSYCHOLOGICAL PROBLEMS AFFECT YOU?**

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

10 Identify **two** symptoms of unipolar depression.

- ☐ **A** Hallucinations
- ☐ **B** High motivation
- ☐ **C** Intense sadness
- ☐ **D** Irrational fears
- ☐ **E** Low motivation

(Total for Question 10 = 2 marks)

11 Henna plays a video game and finds she needs to play it more each day.

She gets very angry when she is not allowed to play the video game at home.

On some occasions, Henna plays the video game through the night and this means that she does not finish her homework and has stayed awake all night before going to school.

Henna's friend finds her shaking and crying in the school toilets because her mobile phone would not connect to the game while at school.

(a) Name **two** symptoms of addiction that Henna is showing.

(2)

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(b) Explain, using **one** learning theory, why Henna may have her addiction.

(2)

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DO NOT WRITE IN THIS AREA

(c) Explain **one** strength and **one** weakness of learning theory to account for Henna's addiction.

(4)

Strength:

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Weakness:

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(Total for Question 11 = 8 marks)

- 12** Jim takes his GCSE mock examinations. He has not revised as much as he would have liked due to illness.

Jim finds that his results are a lot worse than he was expecting. He now feels worthless and believes there is no point getting out of bed in the morning because he will just fail again.

- (a) Explain **one** feature of cognitive behavioural therapy (CBT) that could be used to help Jim.

(2)

Dr Hall is trying to assess whether cognitive behavioural therapy (CBT) would be the best treatment for Jim.

She looks at the effectiveness of cognitive behavioural therapy (CBT) compared with antidepressant drugs and giving no treatment.

Table 2 shows her results.

	Cognitive behavioural therapy (CBT)	Antidepressant drugs	No treatment
Symptom reduction after 1 week	10%	30%	2%
Symptom reduction after 6 weeks	35%	32%	6%
Symptom reduction after 12 weeks	55%	38%	4%

Table 2

- (b) Explain two conclusions Dr Hall could make regarding the effectiveness of cognitive behavioural therapy (CBT).

(4)

Conclusion one:

Conclusion two:

(Total for Question 12 = 6 marks)

TOTAL FOR SECTION C = 16 MARKS

SECTION D: THE BRAIN AND NEUROPSYCHOLOGY – HOW DOES YOUR BRAIN AFFECT YOU?

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

13 Figure 1 shows an image of the human brain with two areas labelled.

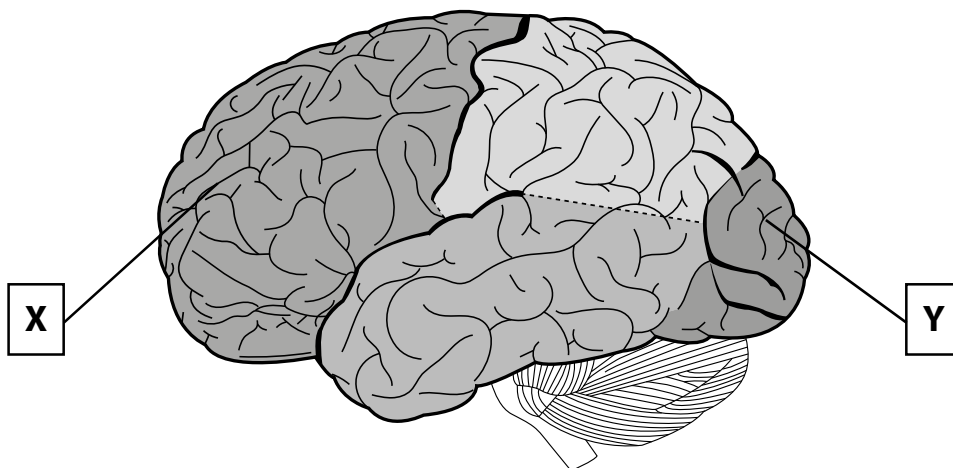


Figure 1

(a) Identify **one** function of the **area X** of the brain.

(1)

- ☐ **A** Balance/coordination
- ☐ **B** Interpreting auditory information
- ☐ **C** Planning/organisation
- ☐ **D** Sensory perception

(b) Identify **one** function of the **area Y** of the brain.

(1)

- ☐ **A** Consciousness
- ☐ **B** Emotions
- ☐ **C** Interpreting visual information
- ☐ **D** Language processing

(Total for Question 13 = 2 marks)

14 Define what is meant by 'prosopagnosia'.

(Total for Question 14 = 2 marks)

15 Alcohol is a drug that affects the central nervous system and influences human behaviour.

Simon drinks alcohol and experiences some pleasurable feelings but also some negative effects.

Explain, using synaptic functioning, why Simon may be experiencing different feelings from the effects of alcohol.

(Total for Question 15 = 2 marks)

16 Willow is studying the role of the hemispheres of the brain.

She invites two brain-damaged patients to participate in her study. One with damage to the right hemisphere and one with damage to the left hemisphere.

Willow gives the participants two tasks.

- Task 1 is identifying emotional expressions.
- Task 2 is suggesting synonyms for a given word.

(A synonym is a word that has the same meaning as a given word.)

Table 3 shows her results.

	Participant 1 – Damage to the right hemisphere	Participant 2 – Damage to the left hemisphere
Task 1 – Identifying emotional expressions	13% correct	86% correct
Task 2 – Suggesting synonyms for a given word	8 synonyms suggested	2 synonyms suggested

Table 3

(a) Explain **one** conclusion that can be made from Willow's study.

(2)

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(b) Explain the findings of Willow's study.

You should refer to Sperry (1968) in your answer.

(2)

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(c) Explain **one** way that Willow could improve her study of the role of the hemispheres.

(2)

(Total for Question 16 = 6 marks)

17 Thato investigates sex differences in activity of the hemispheres of the brain.

He times how long it takes participants to complete a verbal task and a spatial task.

Table 4 shows his results.

	Spatial task (time taken in seconds)	Verbal task (time taken in seconds)
Male 1	20	20
Male 2	25	51
Male 3	22	30
Male 4	19	27
Female 1	33	16
Female 2	39	23
Female 3	21	25
Female 4	28	22

Table 4

Explain **two** findings from Thato's results.

You must use theory/concepts about sex differences in hemispheric function to justify your answer.

Finding one:

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Finding two:

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(Total for Question 17 = 4 marks)

TOTAL FOR SECTION D = 16 MARKS

SECTION E: SOCIAL INFLUENCE – HOW DO OTHERS AFFECT YOU?

Answer ALL questions. Write your answers in the spaces provided.

- 18** Define the term 'obedience' as it is used in psychology. Use an example in your response.

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(Total for Question 18 = 2 marks)

- 19** Complete **Table 5** with the correct term for the situation.

Situation	Term
The fire alarm goes off at a shopping centre and Gina is unsure which way to go so follows the rest of the shoppers.	
Johnny's dad is very serious and stern when he is with his work colleagues but is very silly and is always joking when he is with Johnny.	

Table 5

(Total for Question 19 = 2 marks)

- 20** Dmitri works at a local football club. His team plays other teams twice – once at their home ground and once away at the opponent's ground.

Dmitri worries about levels of verbal abuse at home matches when all fans are wearing the same blue football shirt.

At away matches the fans do not wear the blue football shirt and do not display any verbal abuse.

- (a) Explain why the fans may show more verbal abuse when wearing the blue football shirt than when they do not.

You should refer to a study in your answer.

(2)

Dmitri records the levels of verbal abuse reported by the police at the next home and away matches.

Figure 2 shows the results.

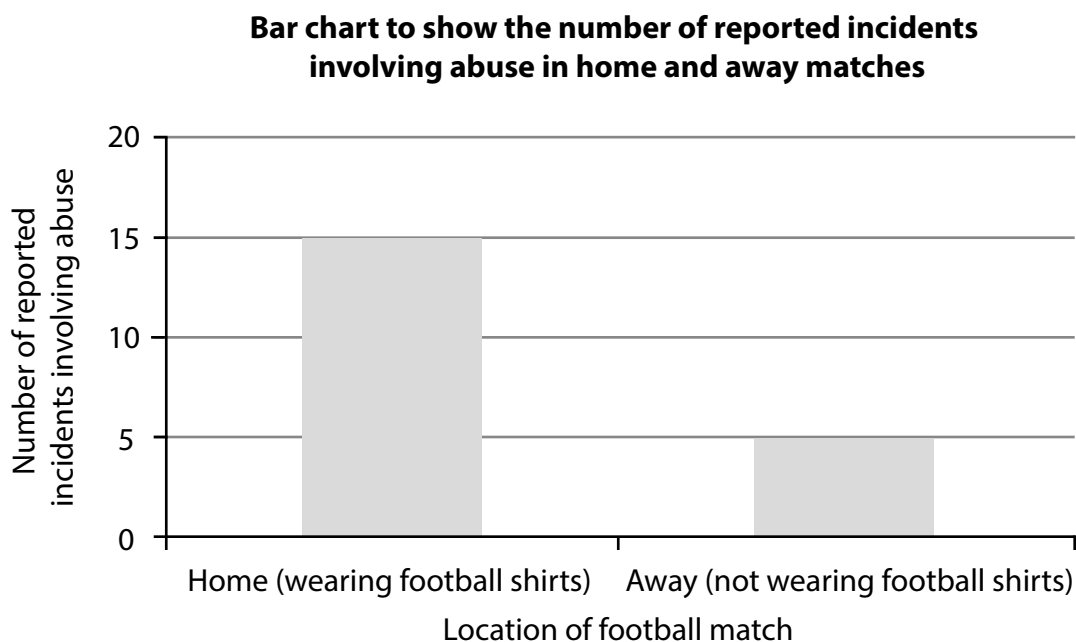


Figure 2

- (b) Explain **one** conclusion Dmitri can make regarding the abusive behaviour of the fans.

(2)

- (c) Explain **one** way Dmitri could improve his study.

(2)

(Total for Question 20 = 6 marks)

21 Kavya wants to see if people are more obedient if an authority figure is present or not.

Kavya asks a friend to wear a high-visibility jacket and to tell 10 people to cross the road only when the 'green man' shows at a crossing.

She then observes another 10 people when the authority figure is not at the crossing to see how many people cross once the 'green man' shows.

(a) Explain **two** outcomes that Kavya may find in her study.

You should use research evidence about factors affecting obedience to justify your answer.

(4)

Outcome one:

Outcome two:

The next day Kavya observes that most people do wait for the 'green man' at traffic lights but a minority do not wait.

(b) Explain why most people wait for the 'green man' in the above scenario.

You should refer to social influence in your answer.

(2)

(Total for Question 21 = 6 marks)

TOTAL FOR SECTION E = 16 MARKS

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SECTION F

Answer ALL questions. Write your answers in the spaces provided.

- *22** Hashim has recently been diagnosed with depression. His family believe that the disorder was caused by biological factors because his uncle and grandfather suffered from depression. Hashim believes that recent life experiences may have caused his disorder as recently his grandmother died and he also says he is struggling at work.

Assess how far nature and nurture would account for Hashim's disorder.

(9)

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(Total for Question 22 = 9 marks)

***23** Jagdeep is in her local shopping centre and her mum has just called to say she needs to come home quickly. Jagdeep sees a woman fall over in the centre of the walkway. Nobody goes to help, including Jagdeep. Once Jagdeep arrives home she tells her mum that she helped the woman.

Assess Jagdeep's behaviour using **two** areas of psychology that you have studied.

(9)

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(Total for Question 23 = 9 marks)

TOTAL FOR SECTION F = 18 MARKS

TOTAL FOR PAPER = 98 MARKS

Paper 1 mark scheme

Section A

Development – How did you develop?

Question number	Answer	Mark
1	C	(1)

Question number	Answer	Mark
2	B	(1)

Question number	Answer	Mark
3(a)	One mark for correct identification of the stage. Paul is in the sensorimotor stage (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
3(b)	One mark for correct identification of the stage. Jane is in the pre-operational stage (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
4(a)	One mark for accurate understanding of Gunderson et al (2013). One mark for exemplification of how the study can be used to explain the scenario. Gunderson et al. (2013) found praising effort increased motivation compared to praising ability (1) so Mrs Morgan is likely to find the group praised for effort will paint for longer (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
4(b)	One mark for identification of each strength/weakness (maximum two marks). One mark for justification which must be linked to the strength/weakness identified (maximum two marks). - One strength is that a fourth teacher was used as an independent observer (1). This would mean there is less researcher bias in what was observed and the results will be more valid (1). - One weakness is that children may not have liked painting (1). This means they will have stopped painting because they did not like it rather than due to lack of praise so there is a lack of cause and effect in Mrs Morgan's study (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
5(a)	One mark for demonstrating accurate understanding of relevant study selected. One mark for exemplification of how the study can be used to explain the scenario. Piaget and Inhelder (1956) found that children below 7 years old could not decentre (1), so his 3-year-old nephew is egocentric as he could not identify that the teddy bear could see the chocolate bar (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
5(b)	One mark for identification of each relevant improvement (maximum two marks). One mark for justification, which must be linked to the improvement identified (maximum two marks). - Ahmet could improve his study by having more children who were from a variety of backgrounds (1). This would increase the generalisability of the results as he would have a more representative sample (1). - Ahmet could use a more realistic scenario with people rather than a teddy bear and a chocolate bar (1). This would mean his study would be more representative of real life for the children, which increases validity (1). Accept any other appropriate response.	(4)

Section B

Memory – How does your memory work?

Question number	Answer	Mark
6	Up to two marks for description. This is the process of acquiring and coding the information in various forms (1). Encoding may process information semantically – by its meaning (1) Accept other appropriate ways of expressing the encoding stage.	(2)

Question number	Answer	Mark
7(a)	Up to two marks for description. Anterograde amnesia is where someone can remember events prior to brain damage but nothing afterwards (1) whereas someone with retrograde amnesia cannot remember events before the onset of amnesia (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
7(b)	One mark for accurate understanding of the multi-store model. One mark for exemplification of how the theory can be used to explain the scenario. Multi-store model suggests rehearsal is needed to transfer information to long-term memory (1) so Parul could verbally repeat information about new events over and over again to try and remember them (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
8	One mark for demonstrating accurate understanding of relevant theory selected. One mark for exemplification of how the theory can be used to explain the scenario. Reconstructive memory theory suggests people actively reconstruct events using their schema (1). Ajay's schema of an intruder is that they are male and carry weapons (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(a)	One mark for conclusion made. One mark for justification of conclusion through analysis/interpretation. Detail was lost from the original story to the reproduction (1) as there was a decrease of 273 words from the original story to the reproduction (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(b)	One mark for identification of each weakness (maximum two marks). One mark for justification, which must be linked to the weakness identified (maximum two marks). - One weakness is that all of the students were seated together so they could overhear the reproductions (1). This may mean that people cheated and overheard someone else's reproduction, which means the results will lack validity (1). - Another weakness is that Emma asked her friends, which may be a biased sample (1). Opportunity sampling like this is not representative and therefore their sample will lack generalisability (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
9(c)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. Emma could have asked participants to carry out the study in pairs rather than as a whole group (1). This would mean they could not overhear the story from a previous pairing so the results would have more validity (1). Accept any other appropriate response.	(2)

Section C

Psychological problems – How would psychological problems affect you?

Question number	Answer	Mark
10	One mark for each symptom identified. C E	(2)

Question number	Answer	Mark
11(a)	One mark for naming each symptom (up to a maximum of two marks). - Henna is showing physical symptoms of withdrawal (1). - Henna is showing tolerance (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
11(b)	One mark for demonstrating accurate understanding of relevant learning theory selected. One mark for exemplification of how the theory can be used to explain the scenario. For example: - Operant conditioning assumes people repeat behaviour when positively reinforced/rewarded (1) so Henna may have found the video game exciting and was reinforced to continue playing (1). - Social learning theory assumes people observe and imitate role models to acquire behaviour (1) so Henna may have watched an older brother/sister play the video game and copied him (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
11(c)	One mark for identification of a strength. One mark for identification of a weakness. One mark for justification, which must be linked to the strength/weakness identified (maximum two marks). Strength • Social Learning theory suggests that children would copy the action of a role model if they identify with the role model (1), which could support identification with a video game character as a role model as an explanation for Henna being addicted to the video game (1). • Operant conditioning suggests that when someone receives a positive consequence for behaviour they are more likely to repeat that behaviour (1), which could support reinforcement of the pleasure from playing the game as an explanation for Henna being addicted to the video game (1). Weakness • A weakness of social learning is that it ignores biological reasons for addictive behaviour such as the brain (1). It could be that dopamine release in the brain is responsible for Henna's video game addiction and not modelling (1). • A weakness of operant conditioning is that some addictive behaviours may not be rewarding (1) so the video game may have been too challenging/frustrating, which means enjoyment cannot adequately explain her addiction (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
12(a)	One mark for demonstrating accurate understanding of cognitive behavioural therapy. One mark for exemplification of how the therapy can be used to explain the scenario. CBT can involve identification of irrational beliefs and consideration of more rational beliefs (1). Jim could identify that he is not worthless for failing his test and recognise he did not study enough, which is a more rational explanation (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
12(b)	One mark for each conclusion made (maximum two marks). One mark for justification of conclusion through analysis/interpretation (maximum two marks). • CBT was the most effective treatment after 12 weeks (1) as it reduced more symptoms than antidepressant drugs and no treatment at all (1). • CBT was less effective in the short term than antidepressant drugs (1) as antidepressants had 20% more symptom reduction after one week than CBT (1). Accept any other appropriate response.	(4)

Section D

The brain and neuropsychology – How does your brain affect you?

Question number	Answer	Mark
13(a)	C	(1)

Question number	Answer	Mark
13(b)	C	(1)

Question number	Answer	Mark
14	Up to two marks for definition of prosopagnosia. Prosopagnosia is the inability to recognise faces of familiar people (1), while other aspects of visual processing and intellectual functioning remain intact (1). Accept other appropriate ways of expressing the definition of prosopagnosia.	(2)

Question number	Answer	Mark
15	One mark for accurate understanding of synaptic functioning. One mark for exemplification of how synaptic functioning can be used to explain the effects of alcohol. Drugs affect the level of neurotransmitter at the synapse, which then has an influence on human behaviour (1). Alcohol may have increased the neurotransmitter dopamine at the synapse, which may have led to Simon's pleasurable feelings (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
16(a)	One mark for conclusion made. One mark for justification of conclusion through analysis/interpretation. The participant with damage to the left hemisphere was better at identifying emotional expressions (1), which suggests that a role of the right hemisphere is in enabling individuals to identify emotions in others (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
16(b)	One mark for accurate understanding of Sperry (1968). One mark for exemplification of how the study can be used to explain the scenario. Sperry (1968) claimed that the left hand side of the brain was responsible for language (1) so the participants in Willow's study found it more difficult to give synonyms with damage to the left hemisphere (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
16(c)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. Willow could use a greater number and variety of brain damaged patients in her study (1). This could increase the generalisability of her results as she has used only two participants, which may not be representative (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
17	One mark for identification of each finding (maximum two marks). One mark for reasoning/justification of finding through theory/concepts (maximum two marks). • Thato found that females were quicker when completing verbal tasks than males (1), which could be due to sex differences in language processing in the left hemisphere (1). • Thato found that men are quicker at spatial tasks than women (1) because men generally perform better with spatial processing as this is a right hemispheric dominated processes whereas women tend to be less lateralised (1). Accept any other appropriate response.	(4)

Section E

Social influence – How do others affect you?

Question number	Answer	Mark
18	One mark for definition of obedience. One mark for example of obedience. Obedience is following the direct order of a legitimate authority (1). For example, a police officer asks someone to pick up litter and they do it (1). Accept other appropriate ways of expressing the definition of obedience.	(2)

Question number	Answer	Mark						
19	One mark for each correct key term. <table><tr><th>Situation</th><th>Key term</th></tr><tr><td>The fire alarm goes off at a shopping centre and Gina is unsure which way to go so follows the rest of the shoppers.</td><td>Conformity</td></tr><tr><td>Johnny's dad is very serious and stern when he is with his work colleagues but is very silly and is always joking when he is with Johnny.</td><td>Deindividuation</td></tr></table> Accept other appropriate ways of expressing the correct terms/concepts.	Situation	Key term	The fire alarm goes off at a shopping centre and Gina is unsure which way to go so follows the rest of the shoppers.	Conformity	Johnny's dad is very serious and stern when he is with his work colleagues but is very silly and is always joking when he is with Johnny.	Deindividuation	(2)
Situation	Key term							
The fire alarm goes off at a shopping centre and Gina is unsure which way to go so follows the rest of the shoppers.	Conformity							
Johnny's dad is very serious and stern when he is with his work colleagues but is very silly and is always joking when he is with Johnny.	Deindividuation							

Question number	Answer	Mark
20(a)	One mark for demonstrating accurate understanding of relevant study selected. One mark for exemplification of how the study can be used to explain the scenario. In Haney et al (1973) the participants were non-aggressive students when not wearing the prison guard uniform but showed brutal, sadistic behaviour when wearing the uniform (1). The football fans may be showing deindividuation where they act abusively as they believe football fans should act in that way when wearing a football shirt (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
20(b)	One mark for conclusion made. One mark for justification of conclusion through analysis/interpretation. There were three times more abuse-related incidents during the home match than the away match (5 versus 15) (1), which suggests that wearing football shirts leads to greater levels of abuse than when not wearing football shirts. (1) Accept any other appropriate response.	(2)

Question number	Answer	Mark
20(c)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. Dmitri could have repeated his study with different sets of football fans (1). This would enable him to check if fans are consistently more abusive when wearing football shirts by checking test-retest reliability (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
21(a)	One mark for identification of outcome (maximum two marks). One mark for reasoning/justification of outcome through research evidence (maximum two marks). • The presence of an authority figure is a situational factor that increases obedience (1) so Kavya is likely to find that when the person in the high-visibility jacket is present obedience will be higher (1). • If someone has an authoritarian personality they are more likely to follow orders and instructions (1) but if the participants do not have this then the presence of an authority will have no significant impact on when people cross the road(1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
21(b)	One mark for demonstrating accurate understanding of social influence. One mark for exemplification of how social influence can be used to explain the scenario. Conformity is when people tend to follow the majority of people in a group (1), which could explain why the majority of people did stop for the 'green man' because they were following the larger number of people and social norms rather than the minority who did not stop (1). Accept any other appropriate response.	(2)

Section F

Question number	Indicative content	Mark
22	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks Candidates who do not consider nature and nurture (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). 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. AO1 • Nature would say that depression is caused by inheritance of a gene predisposing a person to the symptoms of depression. • Nurture would argue that external factors, such as life events, cause depression. • Life events may trigger internal changes such as neurotransmitter imbalances, which cause depression. AO2 • Hashim has relatives who have suffered from depression, which suggests he may have inherited the condition from them through genes passed down, which is a nature cause. • Hashim's grandmother died recently, which is a major life event that could have triggered his symptoms, which led to a diagnosis of depression, which is a nurture cause. • His work situation is a nurture factor and could have contributed to increased stress, which may have caused his depression. AO3 • Caspi et al (2003) found evidence for the 5-HTT gene being linked to depression, which could support a nature argument for Hashim's disorder. • Cognitive behavioural therapy challenges faulty thinking and has been found to be effective in treating depression, this suggests depression is a result of irrational thoughts from experiences, so is nurture rather than nature. • Stressful life events that involve threat, loss, humiliation or defeat influence the onset and course of depression, which supports the nurture argument for Hashim's disorder.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1) • Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2) • Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
Level 2	4–6	• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2) • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7–9	• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2) • Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)

Question number	Indicative content	Mark
23	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks Candidates who do not consider two areas of psychology (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). 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. AO1 • A situational factor of lack of bystander intervention is diffusion of responsibility where an individual is unwilling to take personal responsibility for an emergency. • Attention and rehearsal is required for events to be transferred from the short-term memory to long-term memory. • Conformity is when an individual follows the majority of people in a social situation; they may behave differently when they are on their own. AO2 • Jagdeep may have felt that there were lots of other people in the shopping centre who could have helped so she did not take responsibility to help the woman. • Jagdeep may not have rehearsed the events fully and so did not correctly recall that she did not help the woman. • Jagdeep has been given a direct order from her mother to go home and she did so, which shows obedience. • Nobody in the shopping centre helped the woman so Jagdeep could be conforming to the majority. AO3 • Piliavin et al (1969) found that 90% of people who helped either the person with a cane or the person who was drunk were male, which supports Jagdeep not helping as she is female and so less likely to help. • Peterson and Peterson (1959) showed that prevention of rehearsal led to loss of more than 90% of material, which could be the case with Jagdeep. • However, Peterson and Peterson (1959) were laboratory experiments so lack validity, so her behaviour may be better explained by bystander intervention. • Jagdeep obeyed her mother's command, which is similar to participant obedience in a study where they obeyed an experimenter.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1) • Attempts to apply understanding to elements in the context of the question, with flawed or simplistic links and connections made. (AO2) • Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
Level 2	4–6	• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2) • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7–9	• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2) • Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Psychology

Paper 2

Sample assessment material for first teaching
September 2017

Time: 1 hour 20 minutes

Paper Reference

1PS0/02

You must have:

Calculator, a ruler

Total Marks

Instructions

- Use **black** ink or ball-point pen except for graph where you should use a pencil.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are six sections in this question paper.
Section A – answer **all** questions in Section A
Sections B to F – select **two** sections from B to F. Answer ALL questions in these sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Calculators may be used.
- You must **show all your working out**, with **your answer clearly identified** at the **end of your solution**.

Information

- The total mark for this paper is 79.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an **asterisk (*)**, marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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INSTRUCTIONS

	Topic studied	Page
Section A - answer all questions in this section	Research methods - How do you carry out psychological research?	XXXX

	Topic studied	Page
Sections B to F - select two sections from B to F. Answer ALL questions in these sections.	Section B: Criminal psychology - Why do people become criminals?	XXXX
	Section C: The self - What makes you who you are?	XXXX
	Section D: Perception - How do you interpret the world around you?	XXXX
	Section E: Sleep and dreaming - Why do you need to sleep and dream?	XXXX
	Section F: Language, thought and communication - How do you communicate with others?	XXXX

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SECTION A

Research methods – How do you carry out psychological research?

Answer ALL questions in this section. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 Samad asks students to take part in a study. Six boys and two girls agree to take part.

He tests the recall of the students by showing them 15 words and giving them a 5-second interference task. Then the students are given a set of 15 words and a 25-second interference task.

- (a) Identify the experimental research design used in Samad's study.

(1)

- ☐ A Independent measures design
- ☐ B Matched pairs design
- ☐ C Mixed design
- ☐ D Repeated measures design

- (b) Give **two** reasons why the sample used in this study is not representative.

(2)

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(c) The results of Samad's study are shown in **Table 1**.

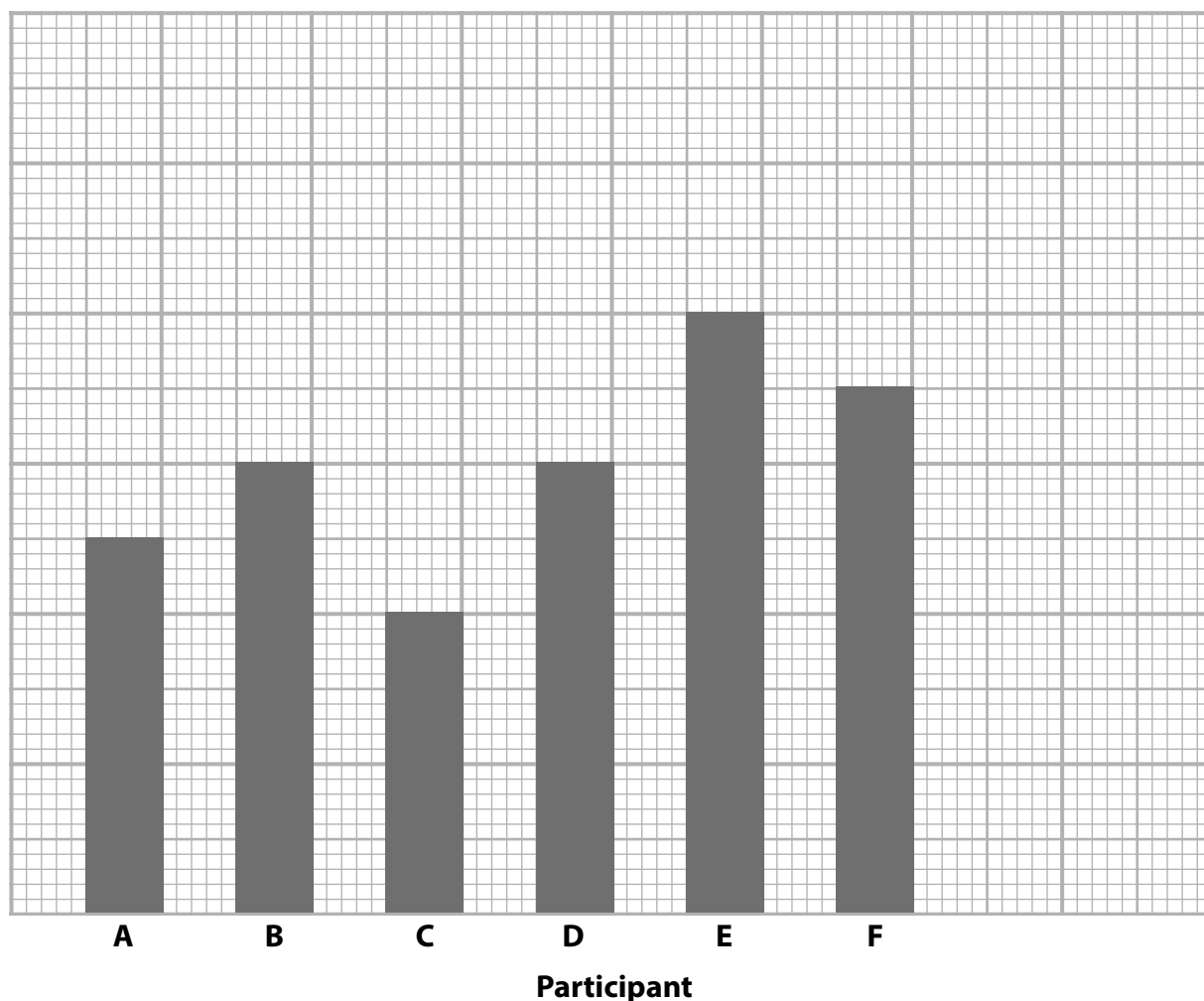
Participant	Condition A Number of words recalled after 5-second interference task	Condition B Number of words recalled after 25-second interference task
A	10	5
B	11	6
C	14	4
D	9	6
E	12	8
F	13	7
G	10	6
H	10	8

Table 1

- (i) Complete the bar chart for Condition B, including the label and scale for the y-axis.

(3)

A bar chart to show the number of words recalled from a list of 15 words by participants after a 25-second interference task



- (ii) Calculate the mean score for participant recall for Condition A (after 5 seconds of interference).

You should give your answer to 2 decimal places.

(2)

Mean score

- (iii) Calculate the median score for participant recall after 25 seconds of interference (Condition B).

(2)

Median score

- (d) Samad calculated the ratio of words recalled in each condition for his participants and displayed this in **Table 2**.

Participant	Condition A Number of words recalled after 5-second interference task	Condition B Number of words recalled after 25-second interference task	Ratio of words recalled in each condition
A	10	5	2 : 1
B	11	6	11 : 6
C	14	4	7 : 2
D	9	6	3 : 2
E	12	8	3 : 2
F	13	7	13 : 7
G	10	6	5 : 3
H	10	8	

Table 2

Calculate the ratio of words recalled for the remaining participant.

(1)

Ratio

(Total for Question 1 = 11 marks)

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- 2 Milgram investigated obedience to an authority figure. In his original study he wore an official laboratory coat as a uniform.

He told the participants to give a 450-volt electric shock to a fake 'learner' each time they answered a question wrong. The 'learner' and participants were not in the same room.

The electric shocks were not actually real.

Figure 1 shows the results from four different studies conducted by Milgram, including his original study.

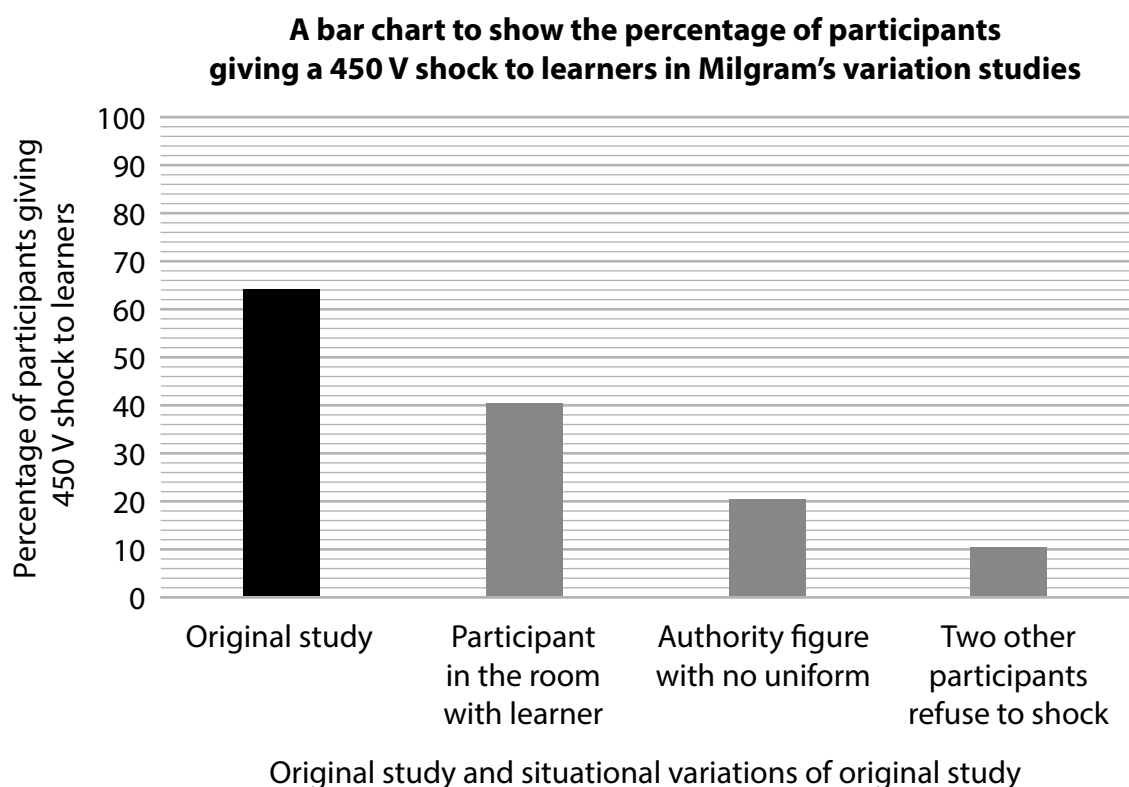


Figure 1

- (a) Describe, using the data in **Figure 1**, the results for wearing and not wearing a uniform on levels of obedience.

(2)

(b) It could be claimed that how close a person is to a 'learner' will impact on whether or not they would obey instructions to harm the 'learner'.

Give **one** reason why the data in **Figure 1** could support this claim.

(1)

(Total for Question 2 = 3 marks)

3 Dimah gathered data about the age that adults had been diagnosed with unipolar depression. The data is shown in **Table 3**.

Participant	Age when diagnosed with unipolar depression (years)
A	21
B	29
C	24
D	28
E	21
F	27
G	21
H	28

Table 3

Calculate the mode for this data.

Mode

(Total for Question 3 = 1 mark)

- 4 Indre investigated accuracy of recall. **Figure 2** shows the data gathered in Indre's investigation.

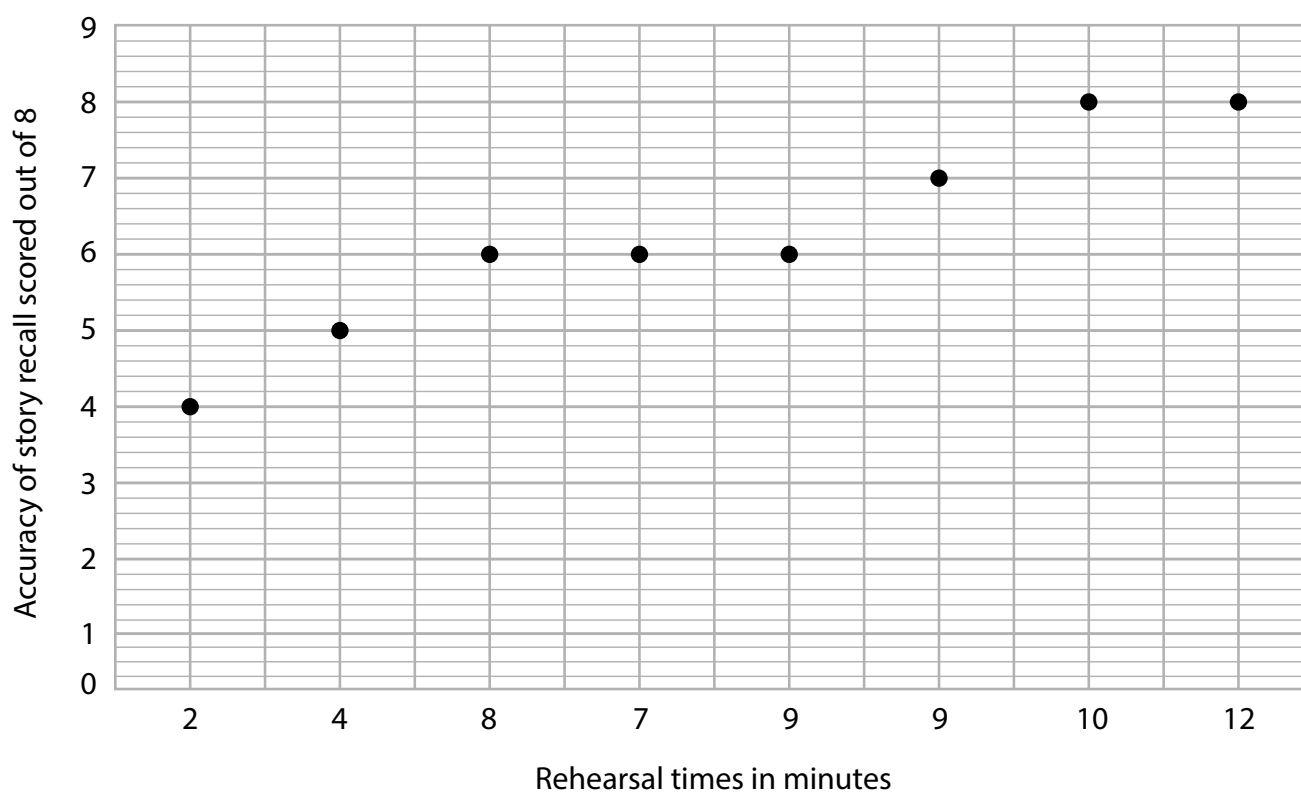


Figure 2

Explain **one** conclusion that can be reached from Indre's results.

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(Total for Question 4 = 2 marks)

5 Define what is meant by 'quantitative data'.

.....

.....

(Total for Question 5 = 1 mark)

6 A set of data gathered by a researcher in developmental psychology has the following set of scores: 18, 27, 47, 16, 39, 18, 11, 27, 41, 24, 19.

Calculate the **range** for this data.

Range

(Total for Question 6 = 1 mark)

7 Misha wants to conduct a study about conformity. The study will use the population of males and females aged between 21 years old and 49 years old in his local town. He decides to use stratified sampling.

Describe how Misha would use stratified sampling.

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(Total for Question 7 = 2 marks)

- 8 Ian investigates the onset of conservation of volume in children. He uses an equal number of children aged four, five, six and seven years old.

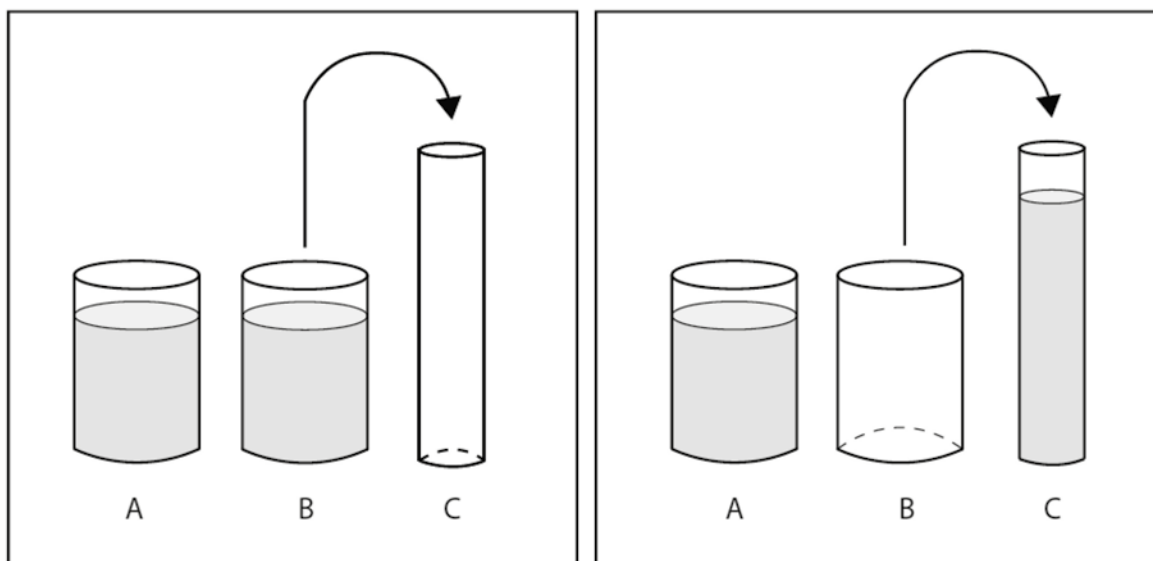


Figure 3

Ian uses three cups as shown in **Figure 3**.

Cups A and B are the same shape with the same volume of liquid.

He pours water from cup B into cup C, which is a different shape.

He asks the children whether cup A or cup C has more water in it.

Ian records the number of errors made by the children.

Ian writes a hypothesis for his study, which includes a dependent variable.

- (a) Name the dependent variable for Ian's study.

(1)

(b) The results for Ian's investigation are shown in **Table 4**.

Age of children (in years)	Total number of errors made by the children
4	338
5	180
6	104
7	54

Table 4

Calculate the percentage of errors made by the six-year-old children.

Percentage of errors made by the six-year-old children

Give **one** reason why Ian may use a double-blind technique in this study.

(Total for Question 8 = 4 marks)

- *9 Asch (1951) conducted an experiment to investigate whether social pressure from a majority group could affect conformity rates of others.

Asch sampled 50 male students to participate in a 'vision test' using a line judgement task shown in **Figure 4**.

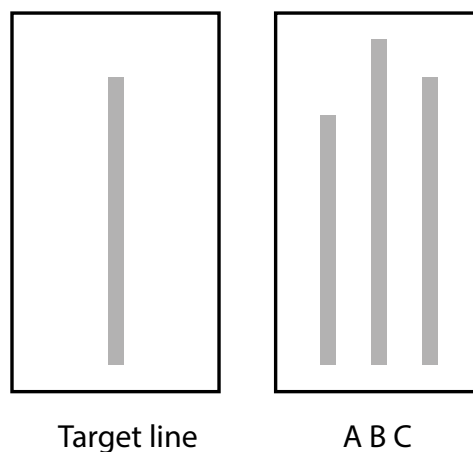


Figure 4

Seven confederates to the study had already been told to give the same response, some accurate and some inaccurate.

Asch then put a participant in a room with these seven confederates.

Each person in the room had to say which line (A, B or C) was most like the target line. The accurate answer was always obvious. The participant always gave their response last.

The number of times that each participant conformed to the majority view, when it was incorrect, was recorded by Asch.

Evaluate the use of laboratory experiments to test human behaviour.

(12)

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(Total for Question 9 = 12 marks)

TOTAL FOR SECTION A = 37 MARKS

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INSTRUCTIONS

	Topic studied	Page
Sections B to F - select two sections from B to F. Answer ALL questions in these sections.	Section B: Criminal psychology - Why do people become criminals?	XXXX
	Section C: The self - What makes you who you are?	XXXX
	Section D: Perception - How do you interpret the world around you?	XXXX
	Section E: Sleep and dreaming - Why do you need to sleep and dream?	XXXX
	Section F: Language, thought and communication - How do you communicate with others?	XXXX

Indicate which TWO sections you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new section with a cross ☒.

Chosen sections:

- ☐ Section B
- ☐ Section C
- ☐ Section D
- ☐ Section E
- ☐ Section F

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SECTION B**Criminal psychology – Why do people become criminals?**

If you have studied criminal psychology then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

10 Identify the personality type Eysenck (1964) claims is most likely to lead to criminal or anti-social behaviour.

- ☐ **A** High psychoticism, low neuroticism and high extraversion
- ☐ **B** High psychoticism, high extraversion and high introversion
- ☐ **C** High psychoticism, high neuroticism and high extraversion
- ☐ **D** High psychoticism, low extraversion and high introversion

(Total for Question 10 = 1 mark)

11 State what is meant by 'recidivism'.

.....

.....

(Total for Question 11 = 1 mark)

12 Give **two** findings from Bandura, Ross and Ross's (1961) study that are relevant to girls' behaviour.

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(Total for Question 12 = 2 marks)

13 A study to investigate how television affects aggression levels was carried out.

Television was introduced to people in a town where it had not been available before.

50 children aged between four years old and ten years old were randomly selected from the total population of 234 children aged two to 18 years old.

Aggression levels of the children one week after television was introduced and then again each week for 15 weeks were recorded.

Explain **one** weakness of the researchers' study into television and aggression.

(Total for Question 13 = 2 marks)

14 Brenda has stolen some clothes and jewellery from a shop.

This is not the first time she has stolen items from shops and she says there is no reason to stop.

Explain, using operant conditioning, why Brenda continues to steal from shops.

(Total for Question 14 = 2 marks)

Queenstown prison has decided to use a token economy programme to encourage prisoners to behave more positively towards each other.

The guards meet and discuss how to use the tick chart shown in **Figure 5** to record desirable behaviour. They decide that when each prisoner reaches 25 ticks in a week they can exchange their ticks for 30 minutes of free time.

Name

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Figure 5

- 15** Explain **two** reasons why the token economy programme in Queenstown prison may not be successful.

Reason one:

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.....

Reason two:

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(Total for Question 15 = 4 marks)

***16** Daniel is 14 years old and sees his 16-year-old-brother, James, in a fight with some other boys in the park.

The teenagers watching cheer and clap as James wins the fight. James is really pleased and his friends and other children tell him they think he did very well to win against the other boy. They all follow James to the shop, praising him about his fight.

The next day, Daniel gets into a fight with a group of boys outside the shop.

Assess whether the findings from Bandura, Ross and Ross (1961) can explain Daniel's anti-social behaviour.

(9)

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(Total for Question 16 = 9 marks)

TOTAL FOR SECTION B = 21 MARKS

SECTION C

The self – What makes you who you are?

If you have studied the self then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 17 Maslow (1943) suggests that in order to reach full potential, a person must have all their needs met.

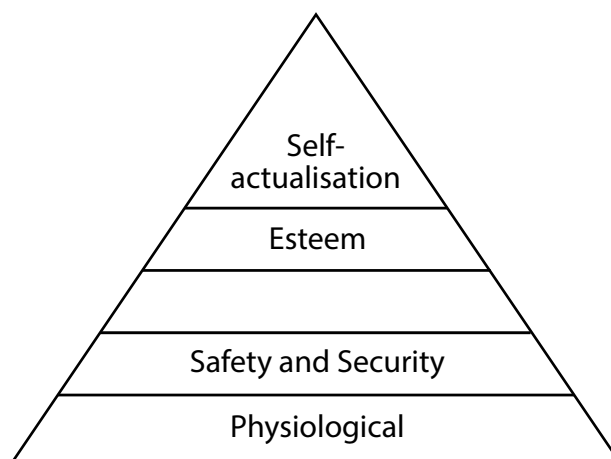


Figure 6

State the missing need that comes next after 'Safety and security' in **Figure 6**.

(Total for Question 17 = 1 mark)

18 Erikson (1959) claimed that during the life cycle a person passes through eight stages of development. One of these stages is 'identity versus role confusion'.

Identify the age group that would experience 'identity versus role confusion'.

- ☐ **A** Adolescent
- ☐ **B** Older adult
- ☐ **C** Toddler
- ☐ **D** Young adult

(Total for Question 18 = 1 mark)

19 Describe how 'temperament' influences the self.

(Total for Question 19 = 2 marks)

20 Aaron achieved a low grade on his recent English test. His parents reassure him that they know he can do better next time. They promise Aaron a cinema trip if he achieves a higher grade in his next test.

Explain the type of 'positive regard' Aaron's parents are demonstrating.

You must use theory to justify your answer.

(Total for Question 20 = 2 marks)

- 21** Anja has had a dog since she was a young girl and loves taking it on walks. She is an outgoing girl who likes to spend time with her friends. Anja is determined to study hard to pass her A Levels and go to university.

Explain **one** reason why Anja may feel this way.

You should refer to a study in your answer.

(Total for Question 21 = 2 marks)

- 22** Ellen has an incongruent view of herself and a low self-concept. She is shy about how she looks and worries about what other people think of her. Ellen decides to visit a therapist to help change her view to a more positive one.

Explain **two** ways the therapist may be able to help Ellen achieve congruence.

You must use theory to justify your answer.

First way:

Second way:

(Total for Question 22 = 4 marks)

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***23** It has been suggested that personality can be measured using traits. Individual characteristics such as sensitivity or liveliness are claimed to be a source of all human personality.

Gemma and Ryan decide to take a personality test.

Gemma is very pleased with her results and agrees with many of the traits. However, Ryan is upset by his test results, saying that the traits are not like him and the test must be wrong.

Assess whether traits are a valid measure of personality.

(9)

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(Total for Question 23 = 9 marks)

TOTAL FOR SECTION C = 21 MARKS

SECTION D

Perception – How do you interpret the world around you?

If you have studied perception then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

24 Identify the term that describes vision through one eye.

- ☐ A Binocular vision
- ☐ B Central vision
- ☐ C Monocular vision
- ☐ D Peripheral vision

(Total for Question 24 = 1 mark)

25 Figure 7 shows an example of a visual depth cue.



(Source: Richard Gregory <http://www.richardgregory.org>)

Figure 7

Give **one** reason why the people in **Figure 7** appear to be different sizes.

.....

.....

(Total for Question 25 = 1 mark)

- 26** Explain the purpose of the content in the field quadrant containing items such as a bicycle in Haber and Levin's (2001) study.

(Total for Question 26 = 2 marks)

- 27** Andrew uses an ambiguous figure to test perception. He conducts his test in a school which is close to a local pond. He asks 27 students what animal they see in **Figure 8**.

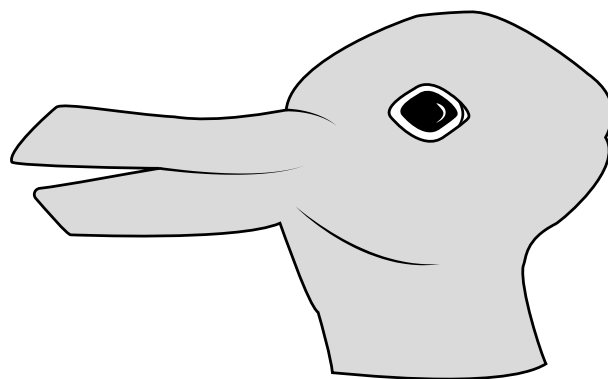


Figure 8

In Andrew's test, 3 students see a rabbit and 24 students see a duck.

Explain why there is a difference in the perception of the students.

You must use theory to justify your answer.

(Total for Question 27 = 2 marks)

28 Mary investigates perception using a visual constancies image test. She has eight participants, all 19 years old, and uses a repeated measures design.

Each image is of the same object, a ball, but changes are made to the colour and context of the ball in each of the ten images.

Explain why Mary used a repeated measures design in this study.

(Total for Question 28 = 2 marks)

29 Roy investigates the role of emotion and motivation on perception of ambiguous images.

He uses ten participants in his study. He does not give them food for four hours and then shows them ambiguous images.

Roy records how many participants interpret the ambiguous images as food and non-food items.

Explain **two** ways how 'emotion and motivation' may influence perception in this study.

You must use concepts or research evidence to justify your answer.

First way:

Second way:

(Total for Question 29 = 4 marks)

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***30** Caroline and Justin are travelling by train.

Caroline notices the speed of the train appears to be different as it passes by trees and houses. She judges slower-moving trees and houses to be in the distance and faster-moving trees and houses to be closer.

However, Justin says he knows the trees and houses are in the distance as he knows the relative size of trees and houses.

Assess, using Gregory (1970) and Gibson (1996), which explanation of perception is the strongest.

(9)

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(Total for Question 30 = 9 marks)

TOTAL FOR SECTION D = 21 MARKS

SECTION E

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

If you have studied sleep and dreaming then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 31 Freud (1909) conducted a case study of a phobia suffered by a five-year-old boy referred to as 'Little Hans'.

Identify the animal that 'Little Hans' had a fear of.

- ☐ A Dog
- ☐ B Horse
- ☐ C Rat
- ☐ D Spider

(Total for Question 31 = 1 mark)

- 32 Some people may struggle to get to sleep most nights, often waking up throughout the night, and find it hard to get back to sleep again.

State the name of this sleep disorder.

(Total for Question 32 = 1 mark)

- 33 Describe **one** symptom of narcolepsy that has a physical effect on people.

(Total for Question 33 = 2 marks)

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- 34** Victoria asks her doctor for advice about her sleep pattern because she is not tired at bedtime. Victoria tells her doctor that she does not like the dark and sleeps with the light on in her room. Her doctor suggests the light may be the problem.

Explain why the doctor believes that the light could be causing the sleeping problem.

You must use a study to justify your answer.

(Total for Question 34 = 2 marks)

- 35** Sarah tells her friend, that she dreamt about being a butterfly. In the dream she felt like she was flying, she could see the ground below her and could hear the wind as she flew.

Sarah thinks the dream means she should make plans to go on holiday. Her friend says that dreams do not have meaning, they are just brain processes.

Explain **one** reason that supports her friend's claim.

You should refer to a theory in your answer.

(Total for Question 35 = 2 marks)

36 Karl wants to investigate the effect of sleep deprivation on mood and emotion.

He plans a study that would include ten volunteers who complete mood and emotion questionnaires on day one of the study.

Karl then plans to keep the participants awake for four days, and ask them to complete the questionnaires again each day.

His psychology lecturer says he cannot complete his investigation in this way.

Explain **two** weaknesses of Karl's study.

Weakness one:

Weakness two:

(Total for Question 36 = 4 marks)

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***37** Iona is a dream analyst working with a patient who is unable to stop having nightmares about a bear.

The patient had an argument with his father several years ago which they have not resolved.

The patient's dream starts with him sitting in a room where there is an open door. He walks to the door and sees a large bear sitting silently and still in a garden. Seeing the bear terrifies him and he wakes up from his dream.

Assess how well Freud's theory of dreaming can explain dream content.

(9)

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(Total for Question 37 = 9 marks)

TOTAL FOR SECTION E = 21 MARKS

SECTION F

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

If you have studied language, thought and communication then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

38 'Dean smiles when Jennifer starts walking towards him'.

Identify the type of non-verbal communication Dean shows in this example.

- ☐ **A** Body language
- ☐ **B** Eye contact
- ☐ **C** Facial expression
- ☐ **D** Personal space

(Total for Question 38 = 1 mark)

39 State the term used to refer to when children gain the ability to use words to stand for real-life objects.

(Total for Question 39 = 1 mark)

40 Describe **one** feature of 'intimate' personal space.

(Total for Question 40 = 2 marks)

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- 41** Aitchison (1983) suggests that there are four criteria that makes human and animal communication different.

Lisa is talking to her friends about winning the lottery. She says she will buy a house, a nice car, and will go on a holiday around the world.

Describe which criteria Aitchison (1983) would suggest that Lisa is using.

(Total for Question 41 = 2 marks)

- 42** A telephone company uses the phrase 'happiness is keeping in touch' to advertise their telephone products to the public.

Explain why the advert is worded in this way.

You must use theory to justify your answer.

(Total for Question 42 = 2 marks)

43 Caitlin is sitting in a chair talking with Preston. Her arms are crossed over her chest and she has crossed her legs.

Explain **two** interpretations of Caitlin's body language that indicate how she feels during this conversation.

Interpretation one:

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.....

.....

Interpretation two:

.....

.....

.....

(Total for Question 43 = 4 marks)

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- *44** Natsuko and Becca were sending text messages to each other that included the use of emoticons to express how they were feeling. During this text message chat there was confusion between Natsuko and Becca about the meaning of each other's comments.

An extract from their text message chat is shown in **Figure 9**.

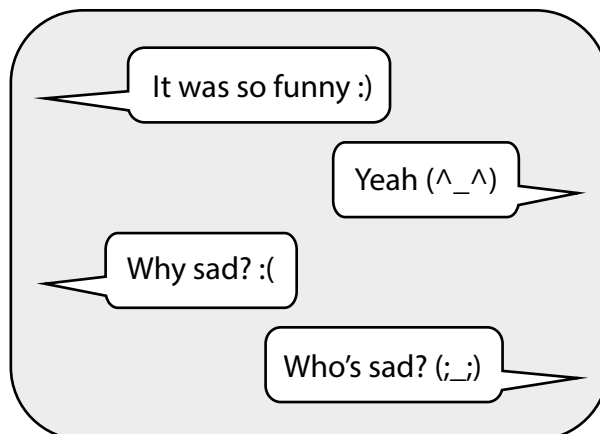


Figure 9

Assess how well the findings from Yuki et al. (2007) can explain why facial expression recognition may be different for Natsuko and Becca.

(9)

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(Total for Question 44 = 9 marks)

TOTAL FOR SECTION F = 21 MARKS

TOTAL FOR PAPER = 79 MARKS

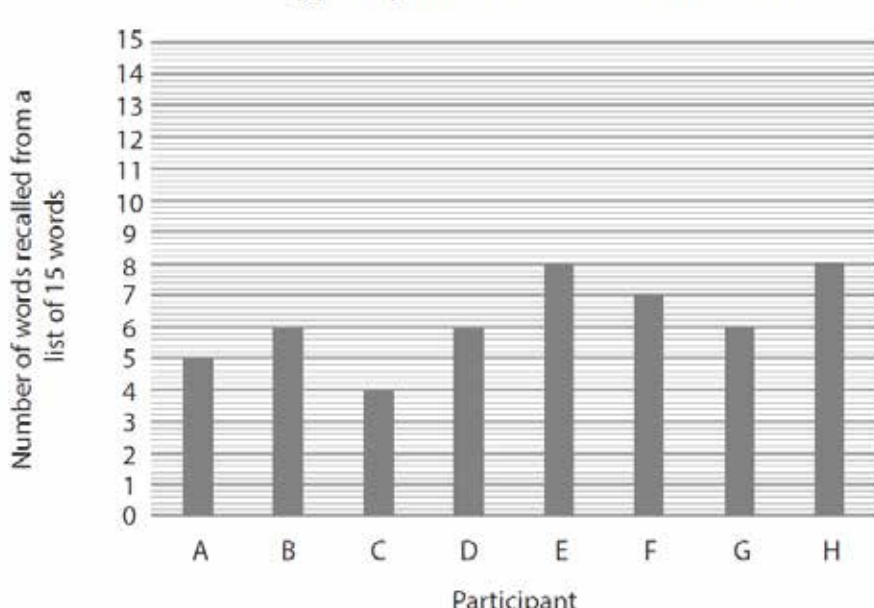
Paper 2 mark scheme

Section A

Research methods – How do you carry out psychological research?

Question number	Answer	Mark
1(a)	D	(1)

Question number	Answer	Mark
1(b)	One mark for each reason applied to scenario (up to a maximum of two marks). For example: • there is an uneven mix of boys and girls (1) • Samad had only 8 students volunteer for his study (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
1(c)(i)	One mark for labelling of <i>y</i>-axis. One mark for plotting bar for participant G. One mark for plotting for participant H. For example: A bar chart to show the number of words recalled from a list of 15 words by participants after a 25 second interference task  Accept any other appropriate response.	(3)

Question number	Answer	Mark
1(c)(ii)	One mark for calculating the mean. One mark for answer to 2 decimal places. - Calculation: $10 + 11 + 14 + 9 + 12 + 13 + 10 + 10 = 89/8 = 11.125$ 11.13	(2)

Question number	Answer	Mark
1c(iii)	One mark for correct rank ordering. One mark for correct answer. - Rank ordering: 4 5 6 6 6 7 8 8 (Calculation: $6 + 6 = 12/2$) 6 Reject all other answers.	(2)

Question number	Answer	Mark
1(d)	One mark for correct answer. - Calculation: 10:8 simplified using common factor = $10/2:8/2$ 5 : 4 Reject all other answers.	(1)

Question number	Answer	Mark
2(a)	Up to two marks for a description of the data. 65% of participants followed orders to electrocute to 450 V when experimenter is wearing a uniform (1) 80% of participants refused to follow orders to electrocute to 450 V when the experimenter was not in uniform (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
2(b)	One mark for a reason. The data shows a decrease from 65% to 40% of participants when in the same room as the 'learner' electrocuted them to the full 450 V (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
3	One mark for correct answer. 21	(1)

Question number	Answer	Mark
4	One mark for conclusion made. One mark for justification of conclusion through analysis of data. Indre's data has a positive correlation (1), showing that longer rehearsal time increases the accuracy of story recall (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
5	One mark for correct knowledge of quantitative data. Quantitative data is numerical data that can be analysed mathematically (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
6	One mark for correct calculation. Calculation: $47 - 11$ 36	(1)

Question number	Answer	Mark
7	One mark for understanding of sampling method. One mark for application to the scenario. Stratified sampling is when a sample is calculated using ratios to match the target population (1), so Misha would select participants that are specifically selected based on how well their age and gender represents the population of the town (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
8(a)	One mark for accurate understanding of the dependent variable. Number of errors made (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
8(b)	One mark for calculation of total number of errors made by all children One mark for calculation of percentage of errors made by the six-year-old children. - Total number of errors made by all children = 676 (1) - Percentage of errors made by the six-year-old children $(104/676) \times 100 = 15.4\%$ (accept 15%) (1)	(2)

Question number	Answer	Mark
8(c)	One mark for accurate understanding of double-blind technique. For example: a double-blind technique prevents bias from Ian and stops the children behaving differently than they would in real life (1).	(1)

Question number	Indicative content	Mark
9	AO1 = 4 marks; AO2 = 4 marks; AO3 = 4 marks Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). 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. AO1 • Laboratory experiments allow researchers to have strict control of extraneous variables. • The laboratory experiment has low ecological validity as it is an artificial setting. • Sampling can be unrepresentative if the sample is biased or has small numbers. • Laboratory experiments can be easily replicated to test for reliability as they have standardised procedures. AO2 • The length of lines and confederate responses were predetermined to control variables in the study. • Being tested on the length of lines is not a day-to-day task for participants to undertake. • Asch used an unrepresentative sample size of 50 male participants. • Each of the 50 participants experienced the same conditions. AO3 • The nature of a controlled task such as the line task can mean low task validity as guessing the length of lines in groups is not an everyday activity for participants. • Artificiality could increase demand characteristics as participants know they are being studied and may behave unnaturally, so may not reflect natural human behaviour. • The use of 50 participants is not a large enough sample to make generalisations about conformity to the behaviour of a wider population. • Test-retest replication of the study with 50 participants increases the accuracy of the findings about the conformity of the participants, reliably showing how people are likely to behave.	(12)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• 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	• 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	• 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	• 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
10	C	(1)

Question number	Answer	Mark
11	One mark for knowledge of recidivism. • Reoffending after punishment (1) Accept any other appropriate response.	(1)

Question number	Answer	Mark
12	One mark for each finding in relation to girls' behaviour (maximum two marks). For example: • girls can show physical aggression if they have observed aggressive male role models (1) • girls show no preferences for same-sex or opposite-sex role models so will imitate aggression of males as well as females (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
13	One mark for identification of weakness. One mark for justification, which must be linked to the weakness identified. For example: the researchers have used a sample of children aged between four and ten years old only, instead of all children up to 18 years old (1), this is not a representative sample of children in the study so the results cannot be generalised to all the children in the town (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
14	One mark for accurate understanding of appropriate operant conditioning concept. One mark for exemplification of how the theory can be used to explain the scenario. For example: positive reinforcement can explain stealing because it suggests that behaviour continues if people receive a positive consequence (1) and because Brenda steals things that she wants, she receives positive consequence for stealing (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
15	One mark for identification of each reason (maximum two marks). One mark for justification, which must be linked to the reason identified (maximum two marks). For example: - the prisoners have not been included in planning the rewards or ratio of exchange for the token economy programme (1) and if prisoners do not find the reward of free time desirable they will not be motivated to earn the ticks on the chart by behaving in a desired way (1) - the prisoners may be behaving negatively towards each other because of anger issues and not learned behaviour (1), therefore the prison should be using an anger-management programme to help prisoners change their behaviour, not a token economy programme (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
16	AO1 = 3 marks; AO2 = 3 marks; AO2 = 3 marks Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). 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. AO1 - Boys are more likely to imitate male role models. - More aggressive behaviours were seen in the experimental group observing an aggressive role model. - Boys imitate physical aggression more than girls. AO2 - His brother is a role model of the same gender with which Daniel can identify. - Daniel has imitated his brother's fighting so has learned aggressive behaviour through observational learning. - Daniel has witnessed vicarious reinforcement of aggression as the children cheered and praised his brother's fighting. AO3 - Testosterone plays a role in aggressive behaviour and could explain why both boys were fighting rather it being explained by social learning theory (SLT). - The use of a laboratory experiment limits the generalisability of Bandura's findings to real-life scenarios such as a park or school. - The influence of being in a group may explain anti-social behaviour, such as fighting, more accurately than the idea of learning behaviour from one observed incident.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• 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	• 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	• 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
17	Love and belonging (1) Accept any other appropriate wording of the answer.	(1)

Question number	Answer	Mark
18	A	(1)

Question number	Answer	Mark
19	Up to two marks for understanding of temperament when used to explain the self. For example: - temperament is a trait you are born with (1), which can make people extrovert or introvert (1). - temperament is fixed and does not change (1) so it is what makes you different from other people (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
20	One mark for identification of appropriate content from scenario. One mark for reasoning/justification through theory. For example: Aaron's parents are demonstrating 'conditional' positive regard by offering a trip to the cinema for doing better next time (1), which a study claims to be valuing someone only when they meet imposed conditions, such as Aaron's high grade (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
21	One mark for demonstrating accurate understanding of relevant study selected. One mark for exemplification of how the study can be used to explain the scenario. For example: - Van Houtte and Jarvis (1995) state that pets give unconditional positive regard, which can increase self-esteem (1), so Anja may have lots of friends and be outgoing because she has increased self-esteem from owning a dog (1). - Van Houtte and Jarvis (1995) state that having responsibility for a pet increases the autonomy of a person (1), so Anja is confident of her own/autonomous ability to study her subjects well enough to pass her exams (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
22	One mark for identification of each way (maximum two marks). One mark for reasoning/justification of each way identified which must be linked to theory (maximum two marks). For example: • a therapist would help Ellen to find out what is incongruent in her self-concept (1), so a therapist could help her reach congruence using Rogers' (1959) concept that this could be a negative mismatch between Ellen's ideal self, self-esteem and self-image (1). • the therapist would encourage Ellen to talk about her self-image as this helps find out where Ellen thinks she has weaknesses that others may not like (1), which would draw on Rogers' (1959) belief that Ellen's self-image may be very different to reality in some overly negative ways and she needs to balance this to become congruent (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
23	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). 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. AO1 • Traits are an inherited/genetic based set of characteristics of a person's behaviour. • Traits of a person mean they will act in the same way each time they are faced with a situation. • Cattell (1946) says there are 16 personality traits that are common to all people. AO2 • Gemma may be pleased with her results if they show a positive personality, such as happy or caring. • Ryan may be upset because he has a low 'emotional stability' personality, which would make his reaction moody. • Gemma may have given fake answers in her personality test to get an outcome that she wanted but Ryan may not have done so his may be more truthful. AO3 • Self-reported questionnaires can induce social desirability, which may be more dominant with emotionally-based tests such as personality, so the testing of traits is an invalid measurement of personality. • A personality test only provides results about how someone will behave, so fails to explain why they behave in that way. Vohs and Schooler (2008) found people would change their behaviour based on beliefs about controlling their destiny through free will, so not all personality is trait based so cannot be measured using traits.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• 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	• 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	• 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
24	C	(1)

Question number	Answer	Mark
25	One mark for accurate understanding of visual depth cue. The lines create a linear perspective, which means the men appear to be different sizes. Accept any other appropriate response.	(1)

Question number	Answer	Mark
26	One mark for identification of knowledge of study. One mark for expansion of understanding of study. For example: this quadrant of the field contained 15 real-world objects such as the bicycle (1) because they have a known actual size to participants so they could be placed at random distances to test perception (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
27	One mark for identification of why there is a difference. One mark for reasoning/justification of difference through theory. For example: more students may have perceived the ambiguous figure as a duck because Andrew tested participants who go to school near a pond (1), which according to constructivist theory is due to the role of previous experiences and expectations and often ducks can be seen around ponds (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
28	One mark for demonstrating accurate understanding of repeated measures design. One mark for exemplification why Mary used it in the scenarios. For example: a repeated measures design would mean participant variables are controlled as all participants do the test (1), so any constancies affected by context changes can be accurately compared as each participant sees all ten images of the ball (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
29	One mark for identification of each way (maximum two marks). One mark for reasoning/justification of each way through concepts or research evidence (maximum two marks). For example: • by withholding food, the participants would be feeling hungry so their emotions would be focused on hunger (1), which would mean they are more likely view the images as food because food appeals positively to their emotional need as supported by studies (1) • the hunger of the participants would result in them being motivated to want food to meet their needs (1) and in this emotional state people would be motivated to seek out food in the ambiguous images in order to meet their basic need (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
30	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). 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. AO1 • Gregory (1970) claims that perception is 'top-down' and that existing knowledge is used to interpret visual sensory input. • Gibson (1996) claims perception is 'bottom-up' and that there are sufficient environmental cues not to need interpretation of visual sensory input. • Visual cues, such as relative size or linear perspective, help with the perception of depth. AO2 • Justin is judging the distance of the trees and houses using interpretation based on his knowledge of the realistic size of the objects. • Caroline is using the environmental cue of speed to judge the distance of the trees and houses. • The linear perspective of the surrounding objects such as roads may give size cues to Caroline and Justin about the distance of the trees and houses. AO3 • Tests using optical illusions show that perception can change while sensory input remains the same, so interpretation must be required to perceive. • Gibson claims that visual input of size and distance is sufficient to interact with and understand the environment, so prior knowledge is unnecessary for interpretation. • Gregory suggested most information from retinal input is lost, so therefore perception is constructed through familiarity and experience of objects.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• 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	• 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	• 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
31	B	(1)

Question number	Answer	Mark
32	One mark for naming the correct sleep disorder. • Insomnia (1) Accept any other appropriate wording.	(1)

Question number	Answer	Mark
33	Two marks for accurate understanding of a physical symptom. For example: • sleep attacks have a sudden onset (1) and can cause people to fall asleep without any warning (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
34	One mark for identification of reason. One mark for reasoning/justification through a study. For example: the light that Victoria has on at night will act as an external cue that makes her brain believe it is still daytime (1) because the night light is an external zeitgeber, which regulates the sleep-wake cycle of day and night in the environment, resulting in Victoria's sleep problems (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
35	One mark for demonstrating accurate understanding of relevant theory selected. One mark for exemplification of how the theory can be used to explain the scenario. For example: activation synthesis theory suggests that neural activity during sleep is simply an electrical signal shown as spikes in an EEG (1) so Sarah's dream about being a butterfly has no meaning as her brain would just be processing neural activity not thought or emotion (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
36	One mark for identification of each weakness (maximum two marks). One mark for justification, which must be linked to the weakness identified (maximum two marks). For example: • Karl intends to deprive his participants of sleep, which could be considered unethical (1), there would be distress and potential physical harm caused by his work and so it will not meet BPS ethical criteria (1). • the intended use of questionnaires to score mood and emotion is subjective (1) as participants and Karl are likely to interpret concepts such as mood and emotion differently which reduces the validity of the data gathered (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
37	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). 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. AO1 • The way in which a dream is remembered is the manifest content. • Dreams have a latent content, which is a symbolic meaning of an unconscious wish. • Dream work is how the forbidden wish is changed into something unthreatening in the dream. AO2 • The manifest content of the dream is the imagery of the bear outside the door, which the patient remembers. • The latent content in the dream, such as the door being open, may represent an unconscious wish to resolve the argument with his father. • Dream work transformation has changed his father to something unthreatening, the still and silent bear. AO3 • Freudian dream theory is unfalsifiable so it cannot be scientifically tested, limiting accuracy in explaining dream content such as the bear and the open door. • Interpretation of dreams requires a trained psychoanalyst so it can be expensive and take a long time to analyse dream content. • Freud (1909) case study of ‘Little Hans’ informs his dream theory but the study was unrepresentative of a wider population as it was one child, so the theory is not generalisable to all people’s dreams.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• 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	• 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	• 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
38	C	(1)

Question number	Answer	Mark
39	One mark for correct answer. • Representational thinking (1) Accept any other appropriate wording.	(1)

Question number	Answer	Mark
40	One mark for knowledge of intimate personal space. One mark for understanding of intimate personal space. For example: • intimate personal space is within 1.5 feet of a person (1), this is the closest proxemics so usually only someone close, like a partner, comfortably enters this personal space (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
41	One mark for relevant understanding of Aitchison. One mark for application to Lisa. For example: Aitchison (1983) would say Lisa shows displacement where hypothetical discussion takes place (1), which is because Lisa has not actually won the lottery, she is talking about what she might do if it happened (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
42	One mark for identification of reason. One mark for reasoning/justification of reason through theory. For example: the advert is suggesting that to be happy you should stay in contact with people so people will buy the telephones to be happier (1), which, according to linguistic relativism, would be due to the process of language influencing a person's view of the world around them, rather than the world determining the use of language (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
43	One mark for identification of each interpretation (maximum two marks). One mark for justification, which must be linked to the interpretation identified (maximum two marks). For example: • Caitlin having her arms crossed would suggest she is unhappy with Preston (1) because arms crossed over the body is a defensive and closed form of body language, indicating anxiety or mistrust of the other person (1). • when Caitlin crossed her legs it shows she is not engaging in the conversation (1) because crossed legs are claimed to indicate an emotional withdrawal from the conversation and that she is unreceptive (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
44	AO1 = 3 marks; AO3 = 2 marks; AO3 = 3 marks Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). 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. AO1 • Emotional recognition from the expression of a person differs by culture/socialisation. • Yuki et al (2007) found that the Japanese culture uses eyes and the American culture uses mouths to determine emotion. • Facial expressions are a form of non-verbal communication used to interpret emotion. AO2 • Natsuko expressed happiness through the use of the eyes in her emoticon but Becca may not recognise this. • Becca expressed happiness using a smile in her emoticon to show her emotions. • Both girls use different emotional representations for happy and sad feelings, which they have learned in their culture. AO3 • Yuki et al (2007) found in their research that the use of eyes and mouths were culturally specific, so interpretation of emoticons is a cultural difference in individuals. • Emoticons are just representations of real-life emotion and feelings, so judging face-to-face emotional interpretation from emoticons lacks validity for determining actual facial expression recognition. • Yuki et al. (2007) tested only students in their research, so the findings may not represent the expression recognition of the wider population.	(9)

Level	Mark	Descriptor
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