



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE

In Psychology (1PS0)

Paper 2

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Research methods – How do you carry out psychological research?

Question Number	Answer	Mark
1(a)	The only correct answer is C - The number of participants who obeyed the man's instruction to remain silent. A is incorrect as this is the independent variable. B is incorrect as this is a control measure. D is incorrect as this is not the dependent variable.	(1)

Question Number	Answer	Mark
1(b)	One mark for understanding of a participant variable. One mark for application to the scenario. For example: A participant variable is any characteristic of a person that could affect the study's results, other than the independent variable (1) for example, Thomas may have considered the gender of his sample as one gender/age may naturally be more obedient than the other (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
1(c)	One mark for calculation of total number of participants. One mark for calculation of percentage. $22+11+8+19 = 60$ $(33/60)*100 = 55\%$ Accept any other appropriate response.	(2)

Question Number	Answer	Mark
1(d)	One mark for calculation of total number of participants who disobeyed. One mark for correct answer. Calculation: $8 + 19 = 27$ Calculation: 27:60 simplified using a common factor 9:20 Accept any other appropriate response.	(2)

Question Number	Answer	Mark
1(e)	One mark for giving one way the findings support the conclusion. For example: More than twice as many participants disobeyed the instruction to be silent when the man was wearing a jeans and t shirt than when the man was wearing a uniform. Accept any other appropriate answer.	(1)

Question Number	Answer	Mark
2(a)	One mark for understanding of an opportunity sampling technique. One mark for appropriate application to the scenario. For example Opportunity sampling is where participants are selected based upon their availability at the time (1), so Jenna could stand outside a lecture room and ask students who exit if they are willing to participate in her research on the effect of stress on memory (1). Accept any other appropriate response.	(2)

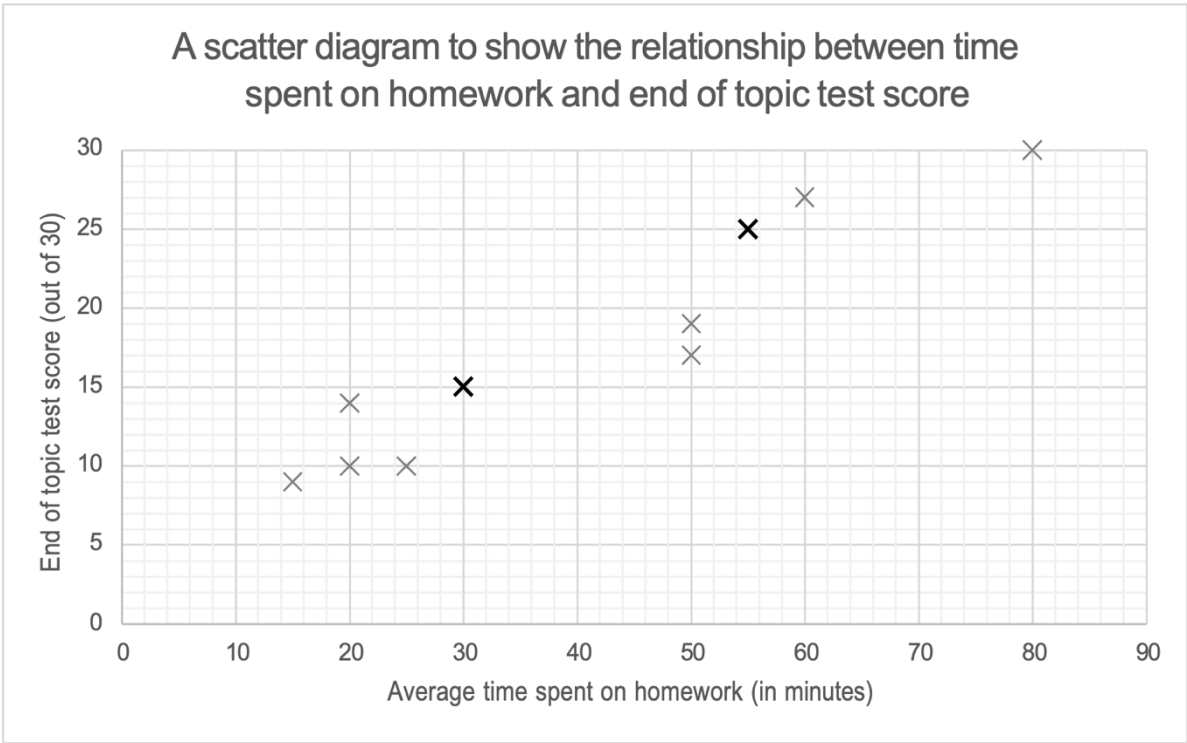
Question Number	Answer	Mark
2(b)	One mark for identification of the correct experimental research design. Repeated measures as all participants were tested before and after their examinations. Accept any other appropriate response.	(1)

Question Number	Answer	Mark
2(c)	One mark for correct calculation of the mean. Calculation: $5+6+7+4+5+3+9+10+6+5=60/10$ 6 Reject all other answers.	(1)

Question Number	Answer	Mark
2(d)	One mark for correct rank ordering. One mark for correct answer. - Rank ordering: 6,7,7,7, 8, 8, 8, 9, 9, 11 $(8+8)/2 = 8$ Accept any other appropriate response.	(2)

Question Number	Answer	Mark
3(a)	One mark for correct calculation of the range. Calculation: $30-9$ 21 Accept any other appropriate response.	(1)

Question Number	Answer	Mark
3(b)	One mark for calculation of number of students spending more than 30 minutes on homework. One mark for correct calculation of students spending more than 30 minutes on homework as a fraction of all students in the lowest form. - Total students = 10 and number of students spending more than 30 minutes = 5 $\frac{5}{10}$ simplified $\frac{5}{5}$ and $\frac{10}{5} = 1 \frac{1}{2}$ Accept any other appropriate response.	(2)

Question Number	Answer	Mark																						
3(c)	One mark for correct plotting of participant C. One mark for correct plotting of participant E. One mark for appropriate label and scale for x-axis. For example: A scatter diagram to show the relationship between time spent on homework and end of topic test score <table><caption>Data points from the scatter diagram</caption><tr><th>Average time spent on homework (in minutes)</th><th>End of topic test score (out of 30)</th></tr><tr><td>15</td><td>9</td></tr><tr><td>20</td><td>14</td></tr><tr><td>20</td><td>10</td></tr><tr><td>25</td><td>10</td></tr><tr><td>30</td><td>15</td></tr><tr><td>50</td><td>19</td></tr><tr><td>50</td><td>17</td></tr><tr><td>55</td><td>25</td></tr><tr><td>60</td><td>27</td></tr><tr><td>80</td><td>30</td></tr></table> Accept any other appropriate response.	Average time spent on homework (in minutes)	End of topic test score (out of 30)	15	9	20	14	20	10	25	10	30	15	50	19	50	17	55	25	60	27	80	30	(3)
Average time spent on homework (in minutes)	End of topic test score (out of 30)																							
15	9																							
20	14																							
20	10																							
25	10																							
30	15																							
50	19																							
50	17																							
55	25																							
60	27																							
80	30																							

Question Number	Answer	Mark
4(a)	One mark for correct calculation of the mode before the ban. • 7 Reject all other answers.	(1)

Question Number	Answer	Mark
4(b)	One mark for conclusion made. One mark for justification of conclusion through analysis of data. For example: • Putting in place an unhealthy food ban leads to a more negative attitude towards eating unhealthy food (1), as ratings are at least two points lower for all participants after the ban (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
4(c)	One mark for accurate definition of qualitative data. One mark for suitable example of qualitative data. For example: • Qualitative data is non-numerical/descriptive data which allows researchers to explore a topic in more depth (1). For example, using open questions to gather opinions on a specific topic area (1). Accept any other appropriate response.	(2)

Question number	Indicative content	Mark
5	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 • Unstructured interviews are an informal self-report technique where researchers ask questions about specific topic areas, but these questions are not pre planned. • Unstructured interviews more commonly use open-ended questions which produce in-depth qualitative data. • An unstructured format allows an interview to flow like a conversation with questions often constructed after a participant's previous response. • Unstructured interviews are often used when topic areas may be more sensitive or complex. AO2 • Schaffer and Emerson (1964) conducted unstructured interviews over 12 months in the mother's own home focusing on several contact behaviours shown by infants towards their mothers. • Schaffer and Emerson's (1964) study used open-ended questioning with mothers, giving full descriptions of their children's behaviours meaning in-depth qualitative data was gathered. • Many mothers gave spontaneous demonstrations of their infant's behaviour, which gave further detail about the previous responses that they had given. • Schaffer and Emerson's (1964) study looked at reactions to avoidance of physical contact which may be classed as a sensitive topic area for parents. AO3 • Unstructured interviews are very flexible which allows the researcher to establish a rapport with the mothers, meaning they	(12)

	were more likely to give truthful responses, increasing the validity of the findings. • Qualitative data is more susceptible to researcher bias with the information given by the mothers such as 'restless until put back in cot' having to be interpreted by the researchers. • Unstructured interviews allow researchers to check they have understood the meaning of a response through further questioning, lowering misunderstandings and increasing the credibility of the findings. • The use of face-to-face interviews rather than questionnaires for sensitive topic areas may lead to responses which show social desirability bias leading to inaccurate conclusions.	
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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
6	The only correct answer is C – Vicarious reinforcement A is incorrect as this is not the observation of others being rewarded B is incorrect as this is not the observation of others being rewarded D is incorrect as this is not the observation of others being rewarded	(1)

Question Number	Answer	Mark
7	One mark for knowledge of restorative justice. • Restorative justice gives the victims of a crime a chance to communicate with the offender in order to explain the impact of the crime on their life (1). • Restorative justice allows the victims of crime to have a meeting with an offender to find a way to repair the damage caused (1). Accept any other appropriate response.	(1)

Question Number	Answer	Mark
8	Up to two marks for understanding of community sentencing. For example: • Community sentencing is a non-custodial sentence where an offender carries out specified activities in the local area (1). This could include the offender doing a set number of hours of unpaid work within their local area such as removing graffiti (1). • Community sentencing is where the criminal gives back to the community through unpaid work (1). This could include cleaning up graffiti or picking up litter for a set number of hours (1) Accept any other appropriate response.	(2)

Question Number	Answer	Mark
9	One mark for accurate understanding of negative punishment. One mark for exemplification of how negative punishment can be used to explain the scenario. For example: - Negative punishment is where a desired outcome, such as being able to drive, is removed (1), so Tamara could lose her driving license for a period of time which means she will not be able to drive faster than the speed limit (1). - Negative punishment is where a desired outcome, such as being able to drive, is removed (1), so Tamara could be banned from driving her car for a set period to ensure that she will not drive dangerously and nearly cause accidents (1). Accept any other appropriate response	(2)

Question Number	Answer	Mark
10	One mark for identification of a reason. One mark for reasoning/justification through the theory. For example: - Jamal may be biologically predisposed to engaging in risk taking behaviours such as getting into fights and not following the rules in school (1). Eysenck (1964) suggested that individuals who score highly on the psychoticism scale may be predisposed to engaging/likely to engage in more criminal/anti-social behaviours (1). - Jamal is displaying personality traits such as lack of empathy and aggression which is why he continues to get into fights and not follow rules. (1) Eysenck (1964) suggested that individuals who score highly on the psychoticism scale may be predisposed to engaging/likely to engage in more criminal/anti-social behaviours (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
11	One mark for identification of each way (maximum two marks). One mark for justification, which must be linked to the way identified (maximum two marks). For example: • Simone's behaviour would not change as she lives in a small village where her mother knows what she is doing all the time (1). Charlton (2000) found that living in a small community where there is a large amount of vigilance and supervision contributed to the lack of change in behaviour of the children (1). • Simone's behaviour would not change as she is subject to a significant amount of supervision where 'everyone knows everyone' (1). Charlton (2000) found that living in a small community where there is a large amount of vigilance and supervision contributed to the lack of change in behaviour of the children (1). • Paul may have got into trouble for the first time as he is more likely to be antisocial than Simone because he is male (1), as Charlton (2000) found that boys committed nearly four times as many antisocial acts than girls, but this did not seem to be related to the television programmes (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
12	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 • Token economy programmes are based upon principles of operant conditioning and involve using a reward system to reduce maladaptive behaviour. • When specified pro-social behaviours are shown individuals are rewarded with a token which acts as a secondary reinforcer. • Tokens can be exchanged for a primary reinforcer such as increased visitation rights which encourages repeated pro-social behaviour. AO2 • The managers and guards have identified increased levels of negative behaviours such as violence and fighting, and hope that the use of rewards will encourage pro-social behaviours. • One token will need to be given to prisoners every time they show the desirable behaviours which have been suggested by the guards such as 'not fighting for a week'. • Once prisoners have received the required number of 10 tokens, they can be exchanged in the prison shop for something that they desire and meets a basic need. AO3 • Hobbs & Holt (1971) found that using rewards for prosocial behaviours such as cooperation in young offenders, significantly increased the amount of target behaviours observed suggesting that token economies could improve the prisoner's behaviour. • Token economies may only improve behaviour if the rewards are consistently given, however terms such as 'being polite to others' are subjective and may result in a token being given for different behaviours. • Token economies are only effective if the prisoners are motivated,	(9)

	which may not be the case as they suggest guards will be unfair and there is nothing in the shop, meaning it is less likely to be successful in improving behaviour.	
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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
13	The only correct answer is D – Secondary traits A is not correct as these are not traits that change due to the situation. B is not correct as these are not traits that change due to the situation. C is not correct as there are not traits that change due to the situation.	(1)

Question Number	Answer	Mark
14	One mark for knowledge of free will. • Free will is the idea that we play an active role and have choice in how we behave (1). • Free will is the idea that we have full control over our own decisions and behaviours (1). Accept any other appropriate response.	(1)

Question Number	Answer	Mark
15	Up to two marks for understanding how conditional positive regard may affect self-esteem. For example: • Conditional positive regard is when an individual is shown love and support only when they meet certain conditions such as achieving good marks in a test (1). This may affect self-esteem as individuals are constantly under pressure to meet these conditions leading to insecurity and self-doubt (1). • Conditional positive regard is where an individual is only valued when certain standards or expectations are met (1). This may lead to lower self-esteem as the individuals are constantly worried that they are not good enough leading to low self-worth (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
16	One mark for accurate understanding of Maslow's hierarchy of needs. One mark for exemplification of how Maslow can be used to explain the scenario. For example: Maslow (1943) suggests that physiological needs are basic survival needs which need to be met for the body and mind to function properly (1). Raymond's physiological needs are not being met as he is cold and struggling to sleep due to his heating being broken which has led to his performance at work declining (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
17	One mark for identification of a reason. One mark for reasoning/justification through theory. For example: - Talia's desire to become a doctor and help people does not match the reality of her struggling to talk to patients and other members of staff, leading to her feeling she is no longer good enough (1), which Rogers (1959) would suggest is due to incongruence where your ideal self does not match your actual real-life experiences leading to lower levels of self-esteem and self-belief (1). - Talia's real-life experiences of struggling to talk to patients and staff do not match her desire to become a doctor leading to her feeling she is no longer good enough (1), which Rogers (1959) would suggest is due to incongruence where your ideal self does not match your actual self, leading to lower levels of self-esteem and self-belief (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
18	One mark for identification of each way (maximum two marks). One mark for justification, which must be linked to the way identified (maximum two marks). For example: • Daniel's scores remain low due to the criticism he receives from his mathematics teacher who informs him that he does not work hard enough outside of school (1). Argyle (2008) suggests that the reaction of others is an important influence on self- esteem with criticism leading to lower self-esteem and a lack of belief in your own ability (1). • Daniel compares himself negatively to his twin sister Zoe who always gets high scores, leading to him believing he will never be good enough at mathematics (1). External influences suggest that comparing yourself to people who are better than you will lead to negative self-image and a lack of confidence to perform well in the future (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
19	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 • Van Houtte and Jarvis (1995) defined pet ownership as owning a cat or dog with no other animals included in this category. • Van Houtte and Jarvis (1995) found that children who owned pets showed higher levels of autonomy than children who did not own pets. • Fifth and sixth grade children who owned pets showed higher levels of self-esteem than fifth and sixth grade children who did not own pets. AO2 • Sammie’s pet was a rabbit suggesting that she would be classed as a non-pet owner in Van Houtte and Jarvis (1995) study. • Sammie showed higher levels of autonomy after looking after her pet rabbit for a few months leading to her going to play at a friend’s house. • Sammie seemed more confident in herself after looking after her rabbit suggesting that owning a pet at the age of 10 increased her self-esteem. AO3 • Sammie increased her confidence and autonomy despite being classed as a non-pet owner in Van Houtte and Jarvis (1995) study, suggesting that their results may not explain Sammie’s behaviour fully. • Van Houtte and Jarvis (1995) only looked at how parents were perceived, as a measure of autonomy, rather than increased independence, so it cannot be established that pet ownership is the reason for Sammie’s higher levels of autonomy. • Pets have been used as an effective intervention strategy for children/adults with low self-esteem, suggesting that the results Van Houtte and Jarvis (1995) are a reliable explanation of Sammie’s behaviour.	(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
20	The only correct answer is B – <i>Distortion</i> A is not correct as the image is not an ambiguous figure. C is not correct as this is a binocular cue and not an illusion. D is not correct as the image is not a fiction.	(1)

Question Number	Answer	Mark
21	One mark for knowledge of superimposition. For example: • When the image of one object blocks part of another from view, suggesting that the object partially blocked from view is further away (1). • When one object is partially blocked from view by another object suggesting that it is further away (1). Accept any other appropriate response.	(1)

Question Number	Answer	Mark
22	Up to two marks for understanding of how visual constancies keep perception of colour the same. For example: - Visual constancy is the ability of our visual system to perceive colour as constant even when the retinal image changes (1). In artificial light a colour may seem darker than in sunlight, but the brain discounts the level of illumination and retains the images' true colour (1). - Visual constancy is the ability of our visual system to perceive a colour as constant even when the environment changes (1). For example, the brain uses past experiences and expectations to perceive an apple as red no matter whether it is seen in poor or bright light (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
23	One mark for accurate understanding of texture gradient. One mark for exemplification of how texture gradient can be used to explain the scenario. For example: Texture gradient is a monocular depth cue where an object is seen as further away if its surface appears less detailed and less clear (1). Jimmy knew that the people were closer than the building as the clothes on the people were clear and the shape of the stones visible, whereas the building was blurred and the path lacked detail (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
24	One mark for identification of a reason. One mark for reasoning/justification through the use of influences on perceptual set. For example: - Students in Group 1 saw more food related items as they were more motivated to do so, as they were hungry unlike students in Group 2 who had eaten before testing (1). Allport (1955) stated that hunger is a physiological motivator which causes individuals to perceive stimuli in a particular way due to bodily needs (1). - Students in Group 1 were hungry and needed to eat meaning that the desired object of food would be more noticeable than for students in Group 2 who had eaten before testing (1). Allport (1955) stated that the way we perceive stimulus can be altered by physiological motivators such as hunger (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
25	One mark for identification of a strength/weakness (maximum two marks). One mark for justification, which must be linked to the strength/ weakness identified (maximum two marks). For example: Strength • It provides an explanation of why Rhonda can see both the rabbit and duck, as they are both equally plausible explanations, but the brain can only focus on one at a time (1). Gregory (1970) states that when the visual information is received, the brain may develop two equally plausible hypotheses and is unable to decide and so 'flips' between the two (1). • It provides an explanation of why Rhonda can see both the rabbit and duck as due to past experiences they are both equally plausible explanations (1) Gregory (1970) states that when the visual information is received, the brain may develop two equally plausible hypotheses due to prior knowledge and experience and is unable to decide and so 'flips' between the two (1). • Weakness • Visual illusions are artificial, two-dimensional objects, so if Rhonda was given more contextual information she would not flip between the duck and the rabbit (1). Gibson (1966) states than in the real world there is enough rich sensory information given through vision to mean that perceptual hypothesis testing is not needed (1). • It may be that the image seen depends purely on the part of the visual image that Rhonda is attending to at the time (1) as studies have shown that babies can perceive object without prior knowledge showing that perceptual hypothesis is not needed (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
26	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 • Carmichael, Hogan, and Walter (1932) presented ambiguous images to participants, with a word or phrase heard just before the image appeared. • Results showed that 74% of the pictures drew in list 1, and 73% of the pictures drew in list 2 resembled the shape of the object that participants were told the image looked like but for the control group only 45% of the pictures resembled either of the names in list 1 or 2. • Carmichael, Hogan, and Walter (1932) concluded that the use of words and phrases prior to the observation of an image affects the way that the image was perceived. AO2 • Jessie’s study replicated Carmichael, Hogan, and Walter’s (1932) procedure, showing a number of ambiguous images to participants, with words or descriptions heard prior to the image being shown to one of the groups. • Jessie’s results showed that group 1 drawings were more similar to the words given prior to the image shown, whilst group 2 drawings were more like the original, similar to Carmichael, Hogan, and Walter (1932). • Participants who were given the description of ‘ice cream cone’ perceived the image of the upside-down triangle differently to the group who had no descriptions. AO3 • Both studies were conducted in controlled conditions using a similar artificial task and a control group, suggesting that the conclusions of Carmichael, Hogan, and Walter (1932) study can be reliably applied to Jessie’s results. • There were some differences in the way Jessie conducted her study compared with Carmichael, Hogan, and Walter (1932) such as fewer participants, and fewer images that were presented in a different way, so their findings may not totally explain the differences in drawings. • Jessie only used males whereas Carmichael, Hogan, and Walter (1932)	(9)

	used both males and females, so Jessie's conclusions may have been different if he had used females as they may perceive images differently.	
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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
27	The only correct answer is B – Stage 2 A is not correct as this stage does not have the named characteristics C is not correct as this stage does not have the named characteristics D is not correct as this stage does not have the named characteristics	(1)

Question Number	Answer	Mark
28	One mark for knowledge of dreamwork. • Dreamwork is the process of the unconscious mind altering the meaning of a dream to something which an individual finds less disturbing (1). • Dreamwork is the unconscious process that changes the real meaning of a dream through mechanisms such as displacement/condensation (1). Accept any other appropriate response.	(1)

Question Number	Answer	Mark
29	Up to two marks for understanding how the sleep cycle can be classed as an ultradian rhythm. For example: • Ultradian rhythms are biological cycles which repeat within 24 hours (1). The whole sleep cycle lasts around 90 mins per cycle and consists of passing through both REM and NREM sleep four or five times a night (1). • Ultradian rhythms are biological cycles which last less than 24 hours (1). The whole sleep cycle repeats every 90 minutes and can be experienced 4 to 5 times a night (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
30	One mark for accurate understanding of one sleep disorder. One mark for exemplification of how the identified sleep disorder can be used to explain the scenario. For example: • Insomnia is a sleep disorder which is characterized by lying awake for long periods at night and not feeling refreshed or alert during the day (1), which is shown by Dennis as he lies awake after only sleeping for an hour suggesting he is suffering from insomnia leading to him constantly feeling tired and making errors at work (1). • Insomnia is a sleep disorder where individuals wake up during the night and then struggle to get back to sleep again leading to tiredness and irritability during the day (1), which is shown by Dennis as he wakes up after an hour's sleep and then lies awake, meaning he is unable to concentrate at work leading to errors (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
31	One mark for identification of a reason. One mark for reasoning/justification through the use of theory. For example: • Belinda's high brain wave activity and lack of muscle movement is due to the random firing of neurons during her rapid eye movement (REM) stage of sleep (1). Activation synthesis theory (1977) states that dreaming is due to the random activation of brain activity during REM sleep, which is also characterized by movement inhibition (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
32	One mark for identification of each way (maximum two marks). One mark for justification, which must be linked to the way identified (maximum two marks). For example: - Deandre struggles with tiredness as he is working during the circadian trough which has the lowest core body temperature and lowest production of cortisol (1), therefore during his first night shift he is working during a time when bodily functions such as alertness are low which would allow us to sleep more easily (1). - The change in Deandre's exposure to the light and dark on his first night shift results in disruption to circadian rhythms as it is no longer in line with exogenous zeitgebers (1). This leads to Deandre struggling to sleep as light is a cue for the sleep-wake cycle meaning he is trying to sleep when the light is telling him he should be awake. (1). - Deandre is tired due to him going to work in the dark which results in an increased production of melatonin (1). This leads to Deandre feeling tired as his body is preparing him for sleep by decreasing his alertness and temperature (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
33	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 • Freud (1909) suggested that Little Hans' phobia of horses with blinkers was an example of displacement and was actually a fear of his father who also wore glasses. • Freud (1909) stated that Little Hans' phobia developed just as he had reoccurring dreams about losing his mother. • Freud (1909) suggested that Little Hans was going through the Oedipus complex meaning the horses represented an unconscious fear of his father who is a rival for his mother's affection. AO2 • Joel's fear of police officers could be displacement, and the police officer could represent his father as both the police officer and his father wore glasses. • Joel was having reoccurring dreams about being in a shop alone and looking for his mother who he could not find suggesting he is worried about losing her. • Joel is likely to be going through the Oedipus complex, so the police officers are representations of his father who then takes his mother away from him by driving her away in a car. AO3 • Joel's fear of police officer may instead be due to association due the incident he observed where a police officer chased a criminal and ran past his father and knocked his glasses off. • There are number of similarities between Joel and Little Hans including his age, the types of dreams and also the anxiety he suffers which means that the case study can account for Joel's phobia of police officers. • The Little Hans case study is just one male so his experiences cannot be generalized to Joel as they may be unique to him alone, so may not account for Joel's phobia.	(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
34	The only correct answer is A – Turn-taking B is not correct as this is a feature unique to human language C is not correct as this is a feature unique to human language D is not correct as this is a feature unique to human language	(1)

Question Number	Answer	Mark
35	One mark for knowledge of representational thinking. • The process where children acquire the ability to use symbols, such as words, to stand for real-life objects (1). • The symbols which children acquire and use to represent objects or events in the world (1) Accept any other appropriate response.	(1)

Question Number	Answer	Mark
36	Up to two marks for understanding how non-verbal communication is a product of evolution. For example: • Darwin suggests that non-verbal communication is used by individuals as a mechanism of survival (1) For example, an expression of anger on your face warning someone away who may be dangerous (1). • Darwin suggests that non-verbal communication is a way of expressing emotions which can be of survival value (1). For example, baring your teeth will show that you are angry which may stop a person from attacking you (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
37	One mark for accurate understanding of body language. One mark for exemplification of how body language can be used to explain the scenario. For example: • Body language is a range of non-verbal behaviours such as gestures and posture which are used to communicate your feelings (1). Jamie believed his mother was annoyed as she was using negative gestures such as placing her hands on her head, pointing, and crossing her arms in front of her (1). • Body language such as hand movements can be used to communicate negative emotions to another person (1). Jamie believed his mother was annoyed as she was using negative gestures such as placing her hands on her head, pointing, and crossing her arms in front of her (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
38	One mark for identification of a reason. One mark for reasoning/justification through the study. For example: • The difference of opinion may have occurred as Callum focused on cues shown in the mouth such as smiling whereas Itsuki looked at facial cues from Emma's eyes which may show higher levels of happiness (1), as Yuki et al. (2007) found that American people gave more consideration to cues from the mouth when judging emotions in both emoticons and real faces whereas Japanese people focus on other facial cues such as from the eyes (1). Accept any other appropriate response.	(2)

Question Number	Answer	Mark
39	One mark for identification of each way (maximum two marks). One mark for justification, which must be linked to the way identified (maximum two marks). For example: • Frances does not want to eat her food but cannot use language to say so, therefore she shows her thoughts through shutting her mouth and knocking the spoon onto the floor (1). Vygotsky (1981) suggests that pre-linguistic thought is the cognitive process that young children use prior to them having the ability to use language (1). • Tamina is saying 'milk and spoon' as she can see these objects but is not using them to communicate with her parents, as she walks away whilst saying them (1). Vygotsky (1981) suggests this is pre-intellectual language which is when children name concrete objects in their environment but do not use them to communicate with others (1). • Tamina is saying 'milk and spoon' as she can see these objects but is not using them to communicate with her parents, as she walks away whilst saying them (1). Vygotsky (1981) suggests this is pre-intellectual language where speech has no meaning behind it and is based on imitation (1). Accept any other appropriate response.	(4)

Question number	Indicative content	Mark
40	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 • Linguistic relativism is the idea that the language a person uses can influence their understanding of the world around them. • Language is connected to the society or culture that a person lives in so different words can have different meanings. • Linguistic relativism is known as ‘weak whorf’ as it does not suggest we only see the world in the way our language dictates unlike linguistic determinism. AO2 • Tyler and Zhang have different ways of perceiving time with Tyler talking about moving the meeting forwards and backwards whilst Zhang talks about moving the meeting above the time agreed which is why Tyler was confused. • Tyler’s understanding and use of the words above and below are different to Zhang which is why he did not understand fully what Zhang meant when he said above three in the afternoon. • Although Zhang uses different words for time, he showed some understanding what Tyler meant when he talked about forwards and backwards from the specific time therefore language is an influence not a determinant of time perception. AO3 • Boroditsky (2001) found that Mandarin and English speakers differ when talking about time with Mandarin speakers using vertical metaphors and English speakers using horizontal metaphors, suggesting that Tyler’s confusion can be explained by linguistic relativism. • Schooler & Schooler (1990) found that individuals who are shown a face and asked to describe it, performed less well on a later facial recognition test, than a group who were shown the same face but not asked to describe it, suggesting that the language used affects our perception and memory.	(9)

	It may be that Tyler is more confused about what time to call the meeting due to linguistic determinism, which suggests that use of words completely determines our thoughts rather than just influencing them, suggesting linguistic relativism may not completely explain Tyler's confusion.	
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Level	Mark	Descriptor
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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).

