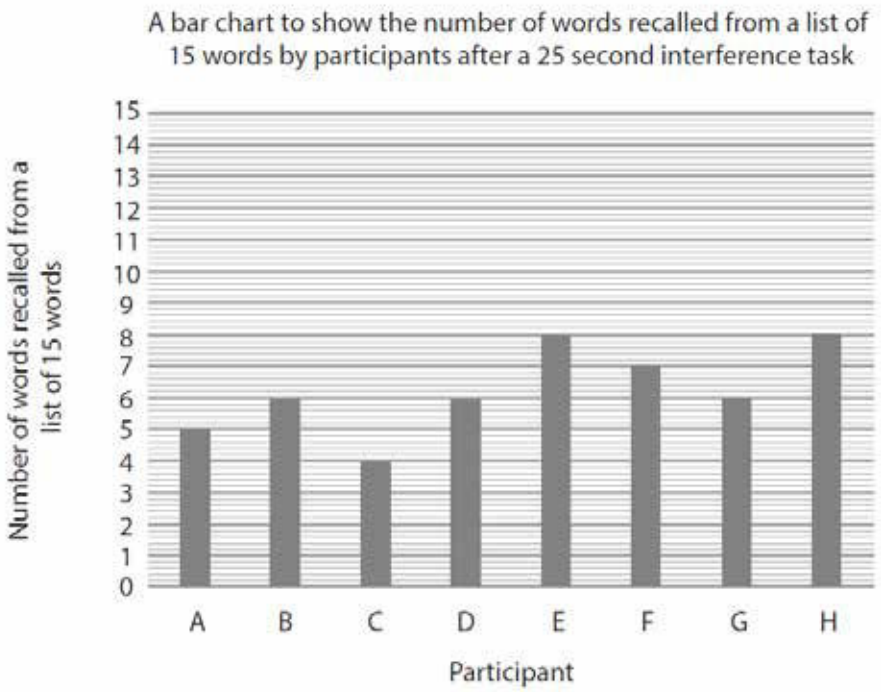
Paper 2 mark scheme

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 y-axis. **One** mark for plotting bar for participant G. **One** mark for plotting for participant H. For example:  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)*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)**

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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
	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).

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