

Section A : Social Influence

Question	answer	marks	Guidance
1	B – Vandalism	A01 1	
2	A – Prefrontal Cortex	A01 1	
3	D – All of the Above	A01 1	
4	One of the three key elements of Moscovici: <ul style="list-style-type: none"> • Message must be consistent • The minority must be committed • The argument must be persuasive 	A01 1	
5 a)	Sample could be described as: <ul style="list-style-type: none"> • 36 participants • Split between under 18s and over 18s • Participants who were directly involved in the riots 	A01 1	
5 b)	Criticisms could be any two from: <ul style="list-style-type: none"> • The memory of people isn't always reliable, questioning validity • Social Desirability could have an influence when reporting accounts • Distrust in authority could affect honesty of participants • The generalisability could have been questioned as the researchers may have had difficulty recruiting willing participants 	A03 2	
6 a)	Any two from: <ul style="list-style-type: none"> • It's the easiest technique to view people in a real life situation • Are able to view some behaviours that may only show in certain situations • If people are aware that they are being observed, they may not behave naturally • Any credible reason related to the source 	AO2 2	
6 b)	Two behaviours could include: <ul style="list-style-type: none"> • Chanting at opposition • Foul language at players/opposition/referee • Vandalism of sporting property • Gesturing • Violent behaviour towards opposition/police • Any credible response related to the source 	AO2 2	
7	Basic explanation of the difference for one	A01 3	Examples include: in-group –

	mark: In-group is someone/people who you consider to be part of your group, out-group is someone/people who you do not consider to be part of your group (1).		someone in your sports team, school class, lives in your area (1) out-group – someone in a different sports team, different school, lives in a different area (1).
8 a)	School uniform policy / school policies	A02 1	
8 b)	This quote is referring to the agentic shift/agentic state – answers could state the agentic shift/state but cannot get the mark for just stating, there needs to be an explanation. Explanation can include: Ted does not feel responsible for his actions as he is acting under the orders of an authoritative figure e.g. teachers.	A02 1	
9 a)	Independent measures design	A01 1	
9 b)	Opportunity sampling – biased, unrepresentative	A03 1	
9 c)	Any one from: <ul style="list-style-type: none"> • Wearing a uniform gives someone more power over the behaviour of others who are not in a uniform • Uniform perceived as having a higher status will have more influence over people's behaviour than uniform with a lower perceived status • How people think that they would behave in a certain environment is not a good predictor to how they would actually behave • Situational factors have an influence on obedience in real life settings • The higher the perceived status of the uniform, the more obedient people will be 	A02 2	
10	One mark for the correct locus of control: James is external (1) and Paul is internal (1). Justification should come from the source and other knowledge. E.g. James is external because he believes he has little or no control over his own life (1). Paul is internal because he believes that any success that comes to him is due to the choices he has made (1).	A01 2 A02 2	

Section B: Sleep and Dreaming

Question	answer	marks	Guidance
11	B	AO1 1	
12	B	AO1 1	
13	C	AO1 1	
14	$62 - 45 = 17$ $17/45 = 0.377$ $0.377 \times 100 = 37.7\%$	AO2 2	
15 a	<ul style="list-style-type: none"> • Participants were asked to keep a written journal • Recorded all dreams that they remembered – whether waking in the morning or the middle of the night • Also recorded mental activity during the day whilst awake if it related to fantasising • 60 dream reports and 60 fantasy reports were selected on the basis of length and because they described visual experiences • Divided into one sentence units and were scored separately for bizarreness using a scale adapted from the two-state system developed by Hobson. • Sentence units did get more than one score if they contained more than one bizarre element while a unit that had no bizarreness got a score of 0. • Three judges used the scale to score 120 reports for bizarreness. • Judges did not know whether they were scoring dream or fantasy, though they were asked to decide what it was after scoring. • They worked independently of each other so that inter-rater reliability could be tested. • Any other detail about procedure could be credited. 	3 AO1	Marks can be either one aspect outlined in detail or 2 in less detail or 3 identified
15 b	<ul style="list-style-type: none"> • Brain activity shown in REM sleep is associated with dreams being considered bizarre • Results showed that dreams contain more bizarreness as well as other dreamy features, such as remoteness of time and place compared to fantasies. • Both trained and untrained judges could distinguish dreams from fantasies with 90% accuracy • Other details about results and conclusions can be credited. 	2	One point expanded or two identified

15 c	<ul style="list-style-type: none"> Self-report techniques are often criticised due to social-desirability bias. (1) Participants may lie or exaggerate or confabulate the content of their dreams in order to not seem silly or be judged by the experimenter. This would mean that the research would lack reliability and validity. (2) 	2	1 mark for a limitation and 2 marks for expanding.
16	<ul style="list-style-type: none"> A limitation to Freud’s theory of dreaming is that it can be seen to be culturally and historically biased (1), being that it was developed in a time when discussing sex was socially forbidden, it could be inferred that he attempted to formalise it. Whereas modern societies are liberated enough to speak about it (2). Too subjective The theory is unreliable Culturally and historically biased 	6 AO3	<ul style="list-style-type: none"> 1 mark for the limitation, 2nd mark for expanding on the limitation This should be done 3 times
17 a	Sleep onset insomnia	1 AO2	
17 b	Ongoing stress – studying for her GCSEs Drinking caffeinated drinks Watching videos before bed	2 AO2	One elaborated or two identified
17 c	Not to drink as much caffeine during the day To not watch videos at night because the light stops the production of melatonin To try some relaxation techniques – yoga to try and calm herself down before she goes to sleep	3 AO2	Identify = 1 mark Elaborate = 1 mark Link to scenario = 1 mark Must refer to the scenario in order to gain all three marks.

Section C : Memory

Question	answer	marks	Guidance
Q 18	a) Retrograde Amnesia b) Anything related to short term memory – what he just ate, who he just saw, what he just said c) The hippocampus d) The frontal lobe	4 AO2	
Q19	1 mark for stating an evaluation, a further 1 mark for elaboration. For example: The multistore model of memory is too simple. (1 mark) It suggests that short-term memory is a single store but other research shows it is more than one. (2 marks) Neuropsychology has suggested that long term memory is more than one store. (1	A03 2	

	<p>mark) This is because more than one area of the brain activates when we access our long term memories. (2 marks)</p> <p>The model does not consider the semantic meaning of the memories moving into the long term memory. (1 mark) However, research shows that we may need to also attach meaning to the memory before it can pass into the long term store. (2 marks)</p> <p>The model places too much emphasis on the role of rehearsal. (1 mark) However, not all memories need to be rehearsed to move into the long term store. (2 marks)</p>		
Q20	Displacement is when information that is already in short-term memory is pushed out by new information, once the store becomes full.	A01 1	
Q21	<p>a. Information is converted into nerve impulses (which are recognised by the brain)</p> <p>b. Information is stored in the brain</p> <p>c. Retrieval</p> <p>d. You view the photo on your computer</p>	A01 4	
Q22	<p>There needs to be a thorough description of each type of disorder (one needs to be amnesia), with details of symptoms and treatment. This is done with accuracy and clarity. There needs to be a well-developed line of reasoning in the choice which is clear and logically structured. The information presented is relevant and substantiated. There is a thorough evaluation which offers both breadth and depth covering all areas discussed in AO1. Points are coherent and highly relevant, and the answer is developed in order to reach a substantiated judgement in response to the question. Some form of reference to the quote needs to be apparent.</p>	6 AO1, 7 AO3	<p>Possible content AO1:</p> <ul style="list-style-type: none"> - Amnesia patient Clive Wearing – damage from the influenza virus. Marks to be awarded for explanation of his symptoms and how these arose - Psychological problems – Schizophrenia, Depression - Sleep Disorders – Insomnia <p>Possible discussion points/evaluations</p> <ul style="list-style-type: none"> - Amnesia is worse because not having memories can cause psychological distress - Schizophrenia is worse because you can't trust your own mind - Schizophrenia/depression is worse because of the stigma around mental health - Depression and Schizophrenia can cause suicide

			<ul style="list-style-type: none"> - Insomnia is worse because it disrupts an internal process which is needed for recovery - Depression can cause insomnia so that is worse - Results from case studies like CW are hard to generalise to all patients, some may have it worse than others - It is unethical to test people consistently over a long period of time as this could cause distress and psychological harm as it did with CW <p>Credit other worthy evaluations.</p>
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Section D: Research methods

A psychologist investigated whether using coloured paper can improve student performance. He wanted to find out whether students who take a maths test printed on coloured paper will perform better than students who take the same maths test printed on white paper.

The psychologist chose twenty students to be his participants as they were available and convenient to him. He gave all participants a maths test printed on white paper. He recorded the scores for each participant. Exactly one week later, the psychologist gave all the participants the same maths test, this time printed on green paper. Again he recorded the scores for each participants.

Question	answer	marks	Guidance
23	'to investigate whether using coloured paper can improve student performance'. [1]	1 A02	Allow similar response. The response must be an aim not a hypothesis and cannot be in the past tense i.e. 'he investigated'.
24 a	Repeated measures	1 A01	
24 b	1 mark for identifying an appropriate disadvantage of using a repeated measures design. 1 mark for a contextualised explanation of the identified disadvantage. For example 'A disadvantage of repeated measures is practice effects. [1] As they do the same maths test twice, they may be better at it the second time round (because they've already done it once). [1] 'A disadvantage of repeated measures is demand characteristics. [1] After doing the first test, participants may guess the aim and change their behaviour.' [1]	2 A02	When explaining the disadvantage, candidates should make reference to aspects of the source. By the nature of this question, contextualisation should appear automatically for the second mark. E.g. same participants in each condition. Allow reference to tiredness / boredom / demand characteristics as a disadvantage of repeated measures designs.
25	1 mark for a vague response indicating that using the same maths test was a control / method of standardisation. 2 marks for an elaborated response indicating how or why	2 A02	No specific reference to control is needed. Answers which make implicit reference can be credited.

	<p>it acted as a control / method of standardisation (in relation to the IV).</p> <p>For example: 'Using different maths tests would have been an extraneous variable' [1] so we wouldn't know if it was the maths test affecting the scores or the coloured paper'. [1]</p>		<p>Allow 'fair' or 'standardised' to show control.</p> <p>The elaboration must make reference to how using the same test would allow the researcher to see the effect of the independent variable (coloured paper).</p>
26	<p>Credit evaluation points that refer to experimental method in psychology, points can be positive. The points should apply to the study described whether explicitly or implicitly</p> <p>Level 3 (4-5 marks): There is a thorough evaluation of the observational method. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the evaluation.</p> <p>Level 2 (2-3 marks): There is a good evaluation of the observational method. This should be done with some accuracy. Application to the source should be implicit if not explicit. There should be some evidence of coherency within the evaluation.</p> <p>Level 1 (1 marks): There is a basic attempt to evaluate the observational method. Evaluation may be more common sense than technical. Points may only apply to the source in an implicit way.</p> <p>(0 marks): No credit worthy response</p>	<p>2 A02 3 A03</p>	
26	<p>1 mark for a vague response indicating that using the same maths test was a control / method of standardisation.</p> <p>2 marks for an elaborated response indicating how or why it acted as a control / method of standardisation (in relation to the IV).</p> <p>For example: 'Using different maths tests would have been an extraneous variable' [1] so we wouldn't know if it was the maths test affecting the scores or the coloured paper'. [1]</p>	<p>2 A02</p>	<p>No specific reference to control is needed. Answers which make implicit reference can be credited. Allow 'fair' or 'standardised' to show control.</p> <p>The elaboration must make reference to how using the same test would allow the researcher to see the effect of the independent variable (coloured paper).</p>
27a	<p>Quantitative</p>	<p>1 AO1</p>	
27b	<p>2 marks for disadvantage 2 marks for an advantage</p>	<p>4 A03</p>	<p>Must be linked to the study</p>
28	<p>1 mark for a vague response indicating that there is a difference in the two sets of scores.</p>	<p>2 A03</p>	<p>The answer must go beyond stating the results to achieve 2 marks.</p>

Mark scheme GCSE Mock Collaboration Paper 2

	<p>1 mark for an elaborated response clearly indicating the findings. For example 'the mean score on the maths test was higher when it was printed on green paper, [1] so using coloured paper did improve student performance'. [1] 'the mean score on the maths test was higher (43 approximately) when it was printed on green paper than white (30 approximately).'</p> <p>[2]</p>		<p>Any elaboration either by results or a conclusion can be credited. Do not credit differences that imply independent groups</p>
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Mark scheme GCSE Mock Collaboration Paper 2

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	1			1
4	1			1
5a	1			1
5b			2	2
6a		2		2
6b		2		2
7	3			3
8a		1		1
8b		1		1
9a	1			1
9b	1			1
9c		2		2
10	2	2		4
11	1			1
12	1			1
13	1			1
14		2		2
15a	3			3
15b	2			2
15c	2			2
16			6	6
17a		1		1
17b		2		2
17c		3		3
18		4		4
19			2	2
20	1			1
21	4			4
22	6		7	13
23		1		1
24a	1			1
24b		2		2
25		2		2
26		2	3	5
27a	1			1
27b			4	4
28		2		2
Total	35	31	24	90