GradeMax



Mark Scheme (Results)

January 2026

Pearson Edexcel International Advanced level In Psychology
Biological Psychology, Learning Theories and Development
WPS02/01

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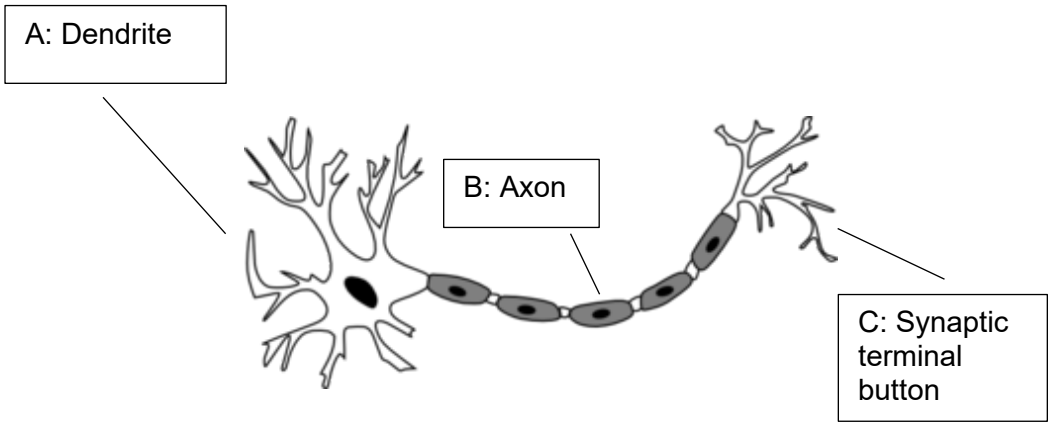
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General Marking Guidance

- 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.

Question Number	Answer	Mark
1(a)	**AO1 (3 marks)** Credit **one** mark for an accurate naming of each part.  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
1(b)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • The dendrites receive neurotransmitters from the synapse if they fit into the receptors (1). The level of neurotransmitters that are received by the receptor influences human behaviour, such as too much dopamine can lead to delusions (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(c)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of one weakness (AO1). Credit **one** mark for justification/exemplification of the weakness (AO3). For example: • The role of the neuron as an explanation of human behaviour can be seen as reductionist as it only focuses on biological aspects of human behaviour (1), it ignores social factors such as learning through reinforcement so is not a complete explanation of human behaviour (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Faryal used an opportunity sample as she only gathered her participants from the local internet cafe (1). Faryal only used those people available on a Saturday morning to answer her questions about time spent on social media and aggressive acts (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO2 (2 marks)** Credit **one** mark for each accurate statement in relation to the scenario. For example: • Faryal was looking for a correlation between the number of hours a day spent on social media and the number of aggressive acts in a week (1). • Faryal used at least ordinal data in her investigation on the number of hours a day spent on social media and the number of aggressive acts in a week (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>2(c)</td><td>
AO2 (4 marks)

Credit one mark for a correct calculation of total for d² = 2.5
Credit one mark for a correct calculation of 6 times the sum of d² = 15
Credit one mark for a correct calculation of 6 times the sum of d² divided by n(n²-1) = 0.125
Credit one mark for a correct answer to three decimal places = 0.875

<table>
<tr><th>Number of hours spent on social media in a day</th><th>Rank 1</th><th>Number of aggressive acts in a week</th><th>Rank 2</th><th>d</th><th>d²</th></tr>
<tr><td>2</td><td>2</td><td>0</td><td>1.5</td><td>0.5</td><td>0.25</td></tr>
<tr><td>6</td><td>5</td><td>4</td><td>5</td><td>0</td><td>0</td></tr>
<tr><td>3</td><td>3</td><td>3</td><td>4</td><td>-1</td><td>1</td></tr>
<tr><td>1</td><td>1</td><td>0</td><td>1.5</td><td>-0.5</td><td>0.25</td></tr>
<tr><td>4</td><td>4</td><td>2</td><td>3</td><td>1</td><td>1</td></tr>
<tr><td colspan="5">Total for d²</td><td>2.5</td></tr>
</table>

Look for other reasonable marking points.
</td><td>(4)</td></tr>
</table>

Question Number	Answer	Mark
2(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the improvement (AO3). For example: • Faryal could put a monitoring app on the participants social media to improve the validity of her data (1), as the monitoring app would give accurate readings of how many hours the participants spent on social media (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(a)	**AO2 (1 mark), AO3 (1 mark).** Credit **one** mark for an identification of one reason in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the reason (AO3). For example: • When Jin is trying to sleep at 7am it is light outside which will lower his levels of melatonin (1), lower levels of melatonin affect the brain and tells the brain that it is time to be awake so making it hard for Jin to sleep at 7am (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of a way in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the way (AO3). For example: • Jin could not use his mobile phone when he is trying to sleep as mobile phones emit a blue light (1), and the blue light signals to the brain that it should hinder melatonin production so increasing Jin's wakefulness after 7am (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
4 (a)	**AO1 (1 mark)** Credit **one** mark for an accurate identification. For example: • Testosterone is one hormone that may cause aggression (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
4 (b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of each strength (AO1). Credit **one** mark for justification/exemplification of each strength (AO3). For example: Strength 1 • Calvete and Orue (2023) found that hormones do affect aggression in adolescents that have been victimised (1), as they found those with high testosterone and cortisol, or low testosterone and cortisol responded in a more aggressive way when online (1). Strength 2 • The role of hormones in aggression is empirical, as it can gather directly observable data so it can be said to be a scientific explanation (1), the level of hormones can be directly observed in the blood, and the number of aggressive acts is directly observable by researchers (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative content	Mark
5	**AO1 (4 marks), AO2 (4 marks)** **AO1** • An fMRI scan uses a strong magnetic field that affects the nuclei in blood in the brain. • The nuclei, which are usually randomly aligned, will all align with the direction of the magnetic field. • As neural activity in the brain increases so does blood flow to those areas of the brain as more oxygen is needed. • The fMRI scan detects the increase in blood flow to areas of the brain, after an initial drop in blood flow to give a functional image of the brain. **AO2** • As an fMRI scan uses a strong magnetic field Darta ensured that all the participants removed any metal objects so that the scan did not affect anything that was magnetic. • Darta waited 12 seconds between showing the participants each picture so that the nuclei could all realign between the pictures. • Darta would use the fMRI scan to measure the blood flow of her participants brain to see which areas used more oxygen when observing the cute baby animals. • She would use the functional image of the brain from the fMRI scan to see if there were any differences in brain activity when seeing pictures of the cute baby animals or the adult animals hunting prey. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Section B

Question Number	Answer	Mark
6 (a)	**AO1 (1 mark), AO2 (1 mark)** Credit **one** mark for an accurate description (AO1). Credit **one** mark for an accurate example (AO2). For example: • Stimulus generalisation is when a conditioned response (CR) is elicited to stimuli that are similar to the conditioned stimulus (CS) (1). For example, Pavlov (1927) found that dogs salivated to metronomes that sounded similar to the original metronome (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6 (b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of a weakness (AO1). Credit **one** mark for justification/exemplification of the weakness (AO3). For example: • Classical conditioning can be seen as a limited explanation of behaviour as it only explains how new reflexive behaviours are learned (1), it does not explain the learning of new voluntary behaviours which are the majority of human behaviours (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7 (a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Diego could have created a tally chart with a list of what he considered to be helping behaviour when the children were completing the mathematical puzzles (1). Diego could have noted down on a tally chart every time a child helped another child with the mathematical puzzles (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7 (b)	**AO2 (1 mark)** Credit **one** for accurate calculation of the percentage. For example: • 57% (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
7 (c)	**AO2 (1 mark)** Credit **one** mark for accurate calculation of the ratio. For example: • 1:5 (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
7 (d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate use of the data in relation to the scenario (AO2). Credit **one** mark for an accurate conclusion (AO3). For example: • The girls helped another child 12 times, which is 3 more times than the boys helped another child (1), so it can be concluded that girls are more helpful when they are completing mathematical puzzles (1). **Look for other reasonable answers.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7 (e)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a reason in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the reason (AO3). For example: • Diego collected quantitative data in the form of the number of times a child helped another because it is easy to analyse objectively (1), as he could conduct a statistical test on the data to see if there is a significant difference in the helping behaviour of the boys and the girls (1). **Look for other reasonable answers.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8 (a)	**AO1 (4 marks)** Credit up to **four** marks for an accurate description. For example: • Systematic desensitisation is used to treat phobias through associating relaxation with the phobic stimulus (1). The therapist will conduct a functional analysis to understand the client's phobia and their reaction to it (1). The client will create a hierarchy of fear starting with the least fearful situation moving in stages to the most fearful situation (1). The client will be presented with each stage of the hierarchy of fear and will practice their relaxation techniques (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
8 (b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for an accurate identification of a strength and a weakness (AO1). Credit **one** mark for justification/exemplification of the strength and the weakness (AO3). For example: Strength: • Systematic desensitisation is more ethical then flooding as the client moves up the hierarchy at their own pace and does not move to the next stage until they are relaxed (1), therefore they are protected from harm, unlike flooding where they are deliberately exposed to their most feared object and subjected to severe distress (1). Weakness: • Psychoanalysis would argue that systematic desensitisation only removes the symptoms of the phobia but does not look at the underlying reasons for the phobia (1), therefore the client will not be cured and the phobia could come back as the original reasons for it are still in the unconscious (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
9 (a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Laila could use positive reinforcement, so every time her child tidied up their toys she could give them a treat (1). Laila could use behaviour shaping, so she would reinforce the child when they picked up one toy then when they picked up two toys, until they tidied up all their toys (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9 (b)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for an accurate identification of each strength in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of each strength (AO3). For example: • Skinner (1948) found pigeons learn superstitious behaviour if they received food after a specific behaviour, so Laila should be able to teach her child to pick up toys (1), as the pigeons showed behaviours such as turning anti-clockwise because they had associated the food with the behaviour, so the theory has credibility when teaching children to tidy up their toys (1). • Operant conditioning has been studied in controlled conditions in laboratories, so Laila can be confident that reinforcement will teach her child to tidy up their toys (1), as in the laboratory studies the extraneous variables were controlled so no other factors should influence the child picking up their toys (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** Prot (2014) • Prot (2014) aimed to investigate if there were any relations between prosocial and violent media use and empathy. • There were 2202 participants, who were adolescents and young adults, and came from seven different countries, 40% were male. • The participants had to name their three favourite television shows, movies and video games and then rated each one for prosocial and violent content. • Prot found that those who engaged in more prosocial media were also more prosocial themselves, across all the seven countries studied. Bastian et al. (2011) • Bastian et al. (2011) aimed to investigate whether experiencing cyber violence lead to a dehumanising effect. • There were 106 participants, who were all undergraduates, aged between 17 and 34, 74 of them were female. • The participants played either Mortal Kombat or Top Spin Tennis and then had to rate themselves, and their opponents on levels of humaneness. • Bastian et al. found that playing a violent game did reduce levels of the participants humaneness and those of their opponent when compared to the non-violent game. **AO3** Prot (2014) • There may have been social desirability when naming their favourite television shows, as some participants may not have wanted to admit to watching certain shows, so affecting the validity of the study. • The sample can be said to be generalisable as there was a large sample of 2202 from a variety of different countries so it is representative of the target population of adolescents and young adults. • Levels of empathy were measured using a scale, which may not accurately reflect the empathic behaviour of the participants in real life. • Prot (2014) statistically controlled for the age, gender and screen time so these factors did not affect his results, increasing the internal validity of his findings.	**(8)**

	Bastian et al. (2011) • The sample is not representative of all video game players, as it used undergraduates when most video game players may not be undergraduates, so the results are not generalisable to all video game players. • Mortal Kombat and Top Spin Tennis are both real video games, improving the validity of the study so the results reflect the participants reactions to commercial video games. • Levels of humanity were measured using scales, which may not accurately reflect how humane the participants may feel in real life interactions with their opponent. • Bastian et al. (2011) found that both games were equally frustrating for the participants, so this did not affect the results, increasing the internal validity of the findings. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Section C

Question Number	Indicative content	Mark
11	**AO1 (6 marks), AO3 (6 marks)** **AO1** • The aim of psychoanalysis is to access the unconscious to gain insight into issues the client may have and help resolve them. • Free association is used where the analysand is allowed to talk freely which will weaken defence mechanisms and allow unconscious slips. • The analysand may deny that there is any importance in any slips of the tongue, and this reaction will be explored by the analyst. • The analyst will listen to the manifest content of the analysand's dreams and interpret the latent, unconscious, content. • Transference may occur where the unconscious feeling an analysand has for a parent is projected onto the therapist. • Counter transference is when the therapist reacts to any transference, to gain a deeper understanding of the dynamics between the analysand and significant others. **AO3** • Psychoanalysis is more effective than other treatments such as drugs, as it gets to the root cause of the client's issues and offers a long term solution through insight. • Traditional psychoanalysis can take several years before the client is better, and the client can often feel worse before they gain insight, so it may not be as effective as shorter therapies such as systematic desensitisation. • De Jonghe et al. (2009) found that long term psychoanalysis was effective with a 71% success rate at the end of the therapy and that the effectiveness was long term, showing it is an effective therapy. • Psychoanalysis can be said to be subjective, as the analyst has to interpret the latent content of the dreams, so each analyst may come up with different interpretations, making it less effective as a therapy. • Little Hans (1909) shows that psychoanalysis is an effective therapy, as he was successfully treated for his phobia of horses through the use of psychoanalysis. • Psychoanalysis is not a scientific therapy, as it is hard to measure and directly observe the unconscious, so it may not be as effective as more scientific therapies such as drug therapy. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A judgement/decision may be presented but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4–6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments, but response may be imbalanced. (AO3)
Level 3	7–9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	10–12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

Question Number	Indicative content	Mark
12	**AO1 (6 marks), AO2 (4 marks), AO3 (6 marks)** **AO1** • The pre-frontal cortex controls our gratification of impulses, so if it is damaged we may not be able to delay gratification and so become more aggressive. • When stimulated the amygdala prepares us to fight or flight, so if we decide to fight we become aggressive. • A damaged amygdala may misinterpret situations as threatening when they are not, and so lead to aggression as a response to the incorrect perception of the situation. • Social learning theory says that we need to pay attention to a behaviour in order to notice it and remember how to imitate it. • Role models are people who we will observe and imitate because they have some relevance to us. • If a role model is reinforced for their behaviour we are more likely to imitate that behaviour in the hope that we will receive a similar reward. **AO2** • Antoni's pre-frontal cortex may be damaged as he likes to control footballs with his head, which may explain why he is aggressive when he plays football. • When an opposing team player comes up to Antoni he may perceive the situation as threatening, so leading him to run into them. • Antoni's role model is his favourite football player, so he observes that football player tackling aggressively and tries to imitate the behaviour when he is playing. • As Antoni's father is praised by his team member for being aggressive when playing football Antoni may imitate that behaviour to get praise when he is playing. **AO3** • Raine et al. (1997) found that murderers did have different levels of activity in the pre-frontal cortex compared to non-murderers, so brain functioning could explain Antoni's aggression. • Brain functioning as an explanation of aggression is reductionist as it does not take account of social factors, so it may not fully explain aggression. • Tebartz van Elst et al. (2000) found that a sub group of patients who had epilepsy and displayed aggressive behaviour also had atrophy of the amygdala, so the amygdala may be responsible for aggressive behaviour. • Social learning theory is not falsifiable, as if someone does not imitate a behaviour it is argued to be because that person was not a relevant role model, so it is not a scientific explanation of aggression. • Bandura, Ross and Ross (1961) found that six year old children will imitate the aggressive behaviour of adults and kick and punch	**(16)**

	a Bobo doll, so social learning theory may explain Antoni's aggression. • Social learning theory focuses on nurture and ignores the effect of nature on aggression such as the role of testosterone, so it is an incomplete explanation of aggression. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)