Cambridge IGCSE™

PSYCHOLOGY **0266/01**

Paper 1 **For examination from 2027**

MARK SCHEME

Maximum Mark: 90

Specimen

This document has **16** pages. Any blank pages are indicated.

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Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1: Marks must be awarded in line with: • the specific content of the mark scheme or the generic level descriptions for the question • the specific skills defined in the mark scheme or in the generic level descriptions for the question • the standard of response required by a candidate as exemplified by the standardisation scripts.
GENERIC MARKING PRINCIPLE 2: Marks awarded are always **whole marks** (not half marks, or other fractions).
GENERIC MARKING PRINCIPLE 3: Marks must be awarded **positively**: • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate • marks are awarded when candidates clearly demonstrate what they know and can do • marks are not deducted for errors • marks are not deducted for omissions • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
GENERIC MARKING PRINCIPLE 4: Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.
GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

Social Sciences-Specific Marking Principles
(for point-based marking)

1	**Components using point-based marking:** • Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion. From this it follows that we: **a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term) **b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct **c** DO credit answers where candidates give more than one correct ansr in one prompt/ numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …). **d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.) **e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities **f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted). **g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)
2	**Presentation of mark scheme:** • Slashes (/) or the word 'or' separate alternative ways of making the same point. • Semi colons (;) bullet points (•) or figures in brackets (1) separate different points. • Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).
3	**Calculation questions:** • The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer • If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown. • Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages. • Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
4	**Annotation:** • For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking. • For levels of response marking, the level awarded should be annotated on the script. • Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Question	Answer	Marks
1	**Ling is reading a book on a topic she is learning. Ling reads each sentence 10 times before reading the next sentence.**	
1(a)	**Use the multistore model of memory to explain <u>one</u> reason why reading each sentence 10 times might help Ling learn.** 2 marks for explanation 2 marks for link to scenario For example: The MSM says rehearsal / repetition [1] helps transfer information from STM to LTM (explanation) [1]; This makes the information (relatively) permanent (explanation) [1]; If Ling reads the sentence 10 times that will act as rehearsal (link) [1]; If Ling does it before reading the next sentence (link) [1] that will allow consolidation (explanation) [1].	**4**
1(b)	**Explain <u>one</u> reason why reading each sentence 10 times might <u>not</u> help Ling learn.** 2 marks for explanation 2 marks for link to scenario For example: The MSM says the STM has limited capacity (explanation) [1]); It only holds 7 ± 2 items (explanation) [1]; The sentences in the book may be longer than 7 items (link) [1]; So she would forget the end of the sentence each time (link) [1]; Repetition may not help as it is only shallow processing (explanation) [1]; Ling would not learn by repeating the sentences (link) [1] as it is only structural (explanation) [1]; Ling might learn better using phonemic or semantic processing instead, by writing notes in her own words (link) [1].	**4**

Question	Answer	Marks
2	**Explain why the study about serial position effect (Murdock) supports the argument for the multistore model of memory (MSM).** 1 mark for each relevant point (× 4) • It is a graph of how well items on a list are recalled according to their order [1]; • It shows STM and LTM are different [1]; • The primacy effect [1]; • Good memory for the start of the list [1]; • Is caused by recall from the LTM [1]; • Because it has been consolidated early / before the middle of the list arrives [1]; • This is separate from the recency effect [1]; • Good memory for the end of the list [1]; • Which is caused by recall from STM [1]; • Items are still in STM as there are no more incoming items to displace them [1].	**4**

Question	Answer	Marks
3	**Alice has brain damage which has affected her memory. Alice cannot remember what she has just done or eaten. She has learned to play a musical instrument that she did not play before her brain damage.** **Each time she is given the musical instrument to play, Alice is confused and says she cannot play the instrument.** **Use knowledge of the role of the brain in memory and forgetting to explain Alice's:** • **memory abilities** • **forgetting.** 1 mark for each descriptive point about biological explanations ($\times$ 4) 1 mark for each point linking biological explanations to scenario ($\times$ 4) Max 4 descriptive points about biological explanations Max 4 points linking biological explanations to scenario Max 6 for explaining only memory abilities or only forgetting For example: The hippocampus helps lay down new memories (biological explanation) [1]; This is called consolidation (biological explanation) [1]; And is important for declarative memories (biological explanation) [1]; Alice cannot do this as she cannot remember what she has just done / eaten (link) [1]; These memories should be transferred to LTM / made permanent, but they are not (link) [1]; So Alice may have damage in her hippocampus (link) [1]; The cerebellum is used for procedural memories (biological explanation) [1]; These are physical skills / motor memories (biological explanation) [1]; Alice is able to make these memories, for example she has learned to play a musical instrument (link) [1]; So Alice cannot have damage to her cerebellum (link) [1]; Alice is not able to remember that she can play a musical instrument because this is a declarative memory (link) [1]; This is possible because the memories of eating and playing a musical instrument are stored in different places (link) [1].	8

Question	Answer	Marks
4	**State <u>three</u> mechanisms of dreamwork, according to psychodynamic theory.** 1 mark for each mechanism • Condensation • Displacement • Secondary elaboration	3

Question	Answer	Marks
5	**Shane is preparing for a competition at school. She has a dream in which she becomes the first person to climb a mountain.**	
5(a)	**State <u>two</u> types of dream content, according to psychodynamic theory.** 1 mark for each type (× 2) • Manifest • Latent	**2**
5(b)	**Suggest <u>one</u> reason for Shane's dream, according to psychodynamic theory.** 1 mark for suggestion 1 mark for link to scenario For example: It is Shane's wish to win the competition (link) [1]; Climbing the mountain is wish fulfilment (linked suggestion) [1].	**2**
5(c)	**Shane thinks her dream is not meaningful.** **Explain the argument against the psychodynamic theory of dreaming.** 1 mark for each relevant point (× 4) Points can be generic or linked. For example: Cannot observe the content of a person's dreams [1]; Relies on a person reporting their dreams accurately / people often forget their dreams [1]; Interpretation of meaning of dream may be subjective [1]; Dream content may be random / activation synthesis theory of dreaming [1]. Shane thinks there could be other reasons for her dream content [1]; e.g. she recently read a story about a mountain climber [1].	**4**

Question	Answer	Marks
6	**Angelo has travelled on a long-distance flight with an eight-hour time difference between home and his destination. Angelo is now experiencing symptoms of jetlag.**	
6(a)	**State two symptoms of jetlag.** 1 mark for each symptom ($\times$ 2) For example: Problems falling sleep at night [1]; Problems concentrating when awake [1]; Difficulty making decisions [1]; Irritable / in a bad mood [1].	**2**
6(b)	**Explain the role of biological rhythms in Angelo's experience of jetlag.** 1 mark for each relevant point ($\times$ 3) For example: Angelo's internal clock / sleep-wake cycle is synchronised to his home timezone [1]; The travel has disrupted his sleep-wake cycle [1]; The exogenous cues in the new environment will take time to influence his endogenous pacemakers [1]; Melotonin is being produced at the 'wrong' time so Angelo feels awake when it is time to sleep at his destination [1]	**3**
6(c)	**Suggest two ways Angelo can reduce the symptoms of jetlag the next time he takes this flight.** 1 mark for suggestion ($\times$ 2) 1 mark for detail ($\times$ 2) For example: Angelo can make small adjustments to his sleep routine before his journey (suggestion) [1] like going to bed slightly earlier/later to better match the destination timezone (detail) [1]; Angelo can spend time outside during the day (suggestion) [1] which will help his body clock adjust to the new timezone (detail) [1]; Angelo can try to go to sleep at the same time each day, once he reaches his destination (suggestion) [1] which will help readjust his circadian rhythm to the new timezone (detail) [1]; Angelo should avoid light exposure at the wrong time (suggestion) [1] for example, staying up looking at mobile phone when he cannot sleep (detail) [1].	**4**

Question	Answer	Marks
7(a)	**State two brain areas involved in prosocial behaviour.** 1 mark for each brain area ($\times$ 2) • prefrontal cortex • amygdala	**2**

Question	Answer	Marks
7(b)	**State <u>one</u> neurotransmitter involved in prosocial behaviour.** 1 mark for neurotransmitter • serotonin	**1**

Question	Answer	Marks
8	**Nine-year-old Zayn was watching a cartoon on television. He saw his favourite cartoon character, The Caterpillar, holding a door open for another character. Zayn also saw that The Caterpillar was then praised by its mother for this prosocial behaviour. On the following day, Zayn held a door open for another person.**	
8(a)	**State the type of model observed by Zayn, according to social learning theory.** 1 mark for accurate type of model • symbolic	**1**
8(b)	**Use vicarious reinforcement to explain Zayn's prosocial behaviour.** 1 mark for explanation 1 mark for link to scenario For example: Zayn held the door open for the next person (link) [1] as The Caterpillar was praised / positively reinforced for its prosocial behaviour (explanation) [1].	**2**
8(c)	**Outline <u>two</u> steps in the modelling process shown by Zayn, other than motivation.** 1 mark for each step (× 2) 1 mark for link to scenario (× 2) For example: Attention [1]; noticing The Caterpillar holding the door open for another character [1]. Retention [1]; remembering The Caterpillar holding the door open for another character [1]. Reproduction can be credited.	**4**

Question	Answer	Marks
9	**A psychologist has been asked to advise on making a new video game. The game will have characters who have to work together to complete a journey with challenges on the way.** **Suggest how empathy can be used in the video game to encourage prosocial behaviour.** 1 mark for explanation 1 mark for link to scenario For example: The video game characters are designed to understand another person from their point of view rather than one's own (explanation) [1], to advance in the game (link) [1].	**2**

Question	Answer	Marks
10	**A school has senior classes and junior classes. The junior students organised a community clean-up event. The junior students were actively involved in planning and helping at the event. Seniors did not help as much as juniors.** **Explain how social identity theory can be used to understand the differences in prosocial behaviour between the juniors and the seniors during the event.** 1 mark for explanation 1 mark for each detail ($\times$ 3) One point must be linked to the scenario for 4 marks For example: The junior students socially identified (explanation) [1] with the juniors and socially compared themselves against the seniors (linked detail) [1]; The junior students contributed more as they perceive themselves to be ingroup members (linked detail) [1] while the senior students were less involved because they perceived the junior students as outgroup members (linked detail) [1].	**4**

Question	Answer	Marks
11	**Explain <u>one</u> argument for and <u>one</u> argument against the social identity theory of prosocial behaviour.** 1 mark for each relevant point (× 4) Max of 3 marks if both sides are not addressed *Argument for from the syllabus: Helping behaviour (Levine et al., study 1 only).* *Argument against from the syllabus: Prosocial behaviour is not just influenced by social identity (e.g. individual differences between members of the same social groups and cultural factors).* For example: *Argument for:* We are more likely to show prosocial behaviour towards ingroup members [1] than towards outgroup members [1]. The study of helping behaviour (Levine et al) showed that an injured stranger wearing an ingroup team shirt (Manchester United) is more likely to be helped [1] than when wearing a rival team shirt (Liverpool) or an unbranded sports shirt [1]. *Argument against:* There are individual differences in prosocial behaviour between members of the same social groups [1] for example some people have more prosocial personality traits [1]. Cultures that are more communal may show more prosocial behaviours [1] suggesting that social identity theory does not accurately explain group behaviours of people of all cultures [1].	4

Question	Answer	Marks
12	**Taylor is planning an experiment about how often old people and young people use 'filler words' in speech, for example 'ah' and 'hmm'. Taylor will use a volunteer sample.**	
12(a)	**State what is meant by a 'volunteer sample'.** 1 mark for appropriate definition For example: Participants <u>choose</u> to take part in research by responding to an invitation to participate. [1]	1
12(b)	**Suggest <u>two</u> ways Taylor can select a volunteer sample for this experiment.** 1 mark for suggestion (× 2) For example: In a home for old people [1]; On websites that old people use often [1]; On the internet sites that young people use often [1]; On social media [1]; In schools [1].	2

Question	Answer	Marks
12(c)	**Suggest <u>one</u> way that Taylor could test how often 'filler words' are used.** 1 mark for suggestion 1 mark for each detail ($\times$ 3) For example: Set up a conversation (suggestion) [1]; Observe natural talking (with permission) / listen to phone calls (with permission) (suggestion) [1]; About a topic that is difficult (detail) [1]; So there would be doubt / make people hesitant (detail) [1]; Then count the number of each filler word (detail) [1]; Such as um/er/well/like/oh/uh huh/hmm (detail) [1]; In a fixed period of time of 10 minutes (detail) [1]. Note: No marks for ah and hmm (repetition of question)	4

Question	Answer	Marks
13	**Dr Shah is planning an experiment to investigate how well 5-year-old children recognise symbols. She has nine cards with numbers and nine cards with letters. Dr Shah mixes the cards and shows them one by one to each individual child. She asks each child to read the symbol on each card.**	
13(a)	**Identify the independent variable (IV) of the experiment.** 1 mark for the IV Numbers and letters [1]; The type of symbol on the card [1].	1
13(b)	**Identify the dependent variable (DV) of the experiment.** 1 mark for the DV The child's response/symbol named [1].	1
13(c)	**Suggest how Dr Shah could operationalise the dependent variable (DV) in her experiment.** 1 mark for operationalising DV 1 mark for detail, e.g. scale / scoring For example: Count up the number of letters and numbers the child gets correct [1]; each would be a score out of nine [1].	2
13(d)(i)	**State the experimental design that Dr Shah is using in her experiment.** Repeated measures [1].	1
13(d)(ii)	**Give a reason for your answer to 13(d)(i).** 1 mark for linked reason For example: Every child is tested on numbers and letters [1].	1

Question	Answer	Marks
13(e)	**Suggest <u>one</u> reason why it is important that Dr Shah mixes the cards.** 1 mark for reason 1 mark for detail One point must be linked for 2 marks For example: So the children do not get bored and perform worse on either numbers or letters (linked reason) [1] which would make the test invalid (generic detail) [1]; To reduce predicting / guessing (generic reason) [1] so the children are reading the card / not guessing the pattern (linked detail) [1].	2
13(f)	**Suggest <u>one</u> control Dr Shah could use when making the cards with numbers and cards with letters.** **Include a reason for your answer.** 1 mark for suggestion 1 mark for justification For example: Use the same font / type size for all numbers and letters on the cards [1] because different size fonts could be easier / more difficult for children to read [1]. Print the letters and numbers rather than hand write [1] so that each number and letter is equally clear [1].	2
13(g)	**Describe how Dr Shah can find the mean number of letters each child has correctly identified.** 1 mark for adding all the scores together 1 mark for dividing by the number of scores Note: Answer does not have to be linked as this is in the question.	2

Question	Answer	Marks
14	**Max is planning an independent measures experiment to investigate the effect of music on students' ability to revise for a test. Max will have an experimental group of participants who will listen to a piece of music he will choose. He will also have a control group of different participants.**	
14(a)	**Suggest why it is important that Max chooses the music for the experiment, rather than each student choosing the music.** 1 mark for suggestion 1 mark for link / detail For example: To reduce extraneous variables (suggestion) [1]; It means all the participants are treated the same (suggestion or detail) [1]; Some people might choose faster/slower music (link) [1].	2

Question	Answer	Marks
14(b)	**State what is meant by a 'control group'.** 1 mark for definition For example: Participants who do not experience the experimental condition(s) [1] / are used as a comparison group [1].	1
14(c)	**The experimental group will listen to music as part of the procedure.** **Suggest how the procedure could be different for the control group.** 1 mark for suggestion For example: (Participants hear) no music [1]; (Participants hear) white noise [1].	1
14(d)	**Once the students have taken the test, Max and another researcher plan to mark the tests.** **Suggest two ways they can make the marking reliable.** 1 mark for suggestion (× 2) For example: Use the same answers / mark scheme [1]; Both mark same / every test [1]; Check with each other if they are not sure [1].	2

Question	Answer	Marks
14(e)	**Max has decided to use a repeated measures design instead of an independent measures design.** **Outline a plan of how Max could conduct his repeated measures experiment.** **In your answer, <u>only</u> refer to the following:** • **organising experimental conditions** • **controls** • **choosing materials.** 1 mark for each appropriate step ($\times$ 5) For example: All Max's participants will take part in both experimental and control conditions [1]; (In the experimental condition,) all Max's participants have music in room/via headphones [1]; (In the control condition,) all Max's participants will have no music [1]; Max can counterbalance/change the order in which participants do the conditions [1]; Ask participants to revise while the music plays/does not play [1]; Allow participants to revise for the same amount of time in both conditions [1]; Provide participants with similar types of revision materials in both conditions [1]; Give a test to participants after each condition [1]. Participants answer a multiple-choice test after each condition [1]	5

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