



# Mark Scheme (Results)

Autumn 2020

Pearson Edexcel

GCE Psychology 8PS0/01

Paper 1: Social and Cognitive Psychology

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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.

## Social Psychology

Question Number	Answer	Mark
<b>1(a)</b>	<b>A02 (2 marks)</b>  Up to <b>two</b> marks for description of how Jamshid could carry out volunteer sampling.  For example:  <ul style="list-style-type: none"> <li>• Jamshid could put an advertisement in the school newsletter (1). He can give a time and date when he will be in school to conduct the semi-structured interviews (1).</li> </ul> <b>Look for other reasonable marking points.</b>  <b>Answers must relate to the scenario.</b>  <b>Generic answers score 0 marks.</b>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<b>A01 (1 mark)</b>  <b>One</b> mark for defining an open question.  For example:  <ul style="list-style-type: none"> <li>• An open question is where respondents have a free choice to elaborate on the answers that they give (1).</li> </ul> <b>Look for other reasonable marking points.</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>1(c)</b>	<b>A01 (1 mark)</b>  <b>One</b> mark for a definition of subjectivity in relation to psychology  <ul style="list-style-type: none"> <li>• Subjectivity is where the personal opinion of the researcher may affect the collection and interpretation of research data in psychology. (1)</li> </ul> <b>Look for other reasonable marking points.</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>1(d)</b>	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p><b>One</b> mark for identification of each strength in relation to the scenario (AO2)  <b>One</b> mark for justification of each strength (AO3)</p> <p>For example:</p> <p>Strength one</p> <ul style="list-style-type: none"> <li>• Jamshid can gather rich and in-depth valid data in respect of the views about the proposed 'no parking zone' (1) as he can explain his questions and fully explore any answers the parents may give (1).</li> </ul> <p>Strength two</p> <ul style="list-style-type: none"> <li>• Jamshid could repeat his semi-structured interview with the different parents at the school and compare their responses to test for reliability (1) because he will be beginning with the same pre-set questions for each of the parents (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>1(e)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p><b>One</b> mark for identification of an improvement in the context of the study (AO2)  <b>One</b> mark for justification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Jamshid could ensure he includes closed questions in his semi-structured interview about the 'no parking zone' (1) which will increase the objectivity of Jamshid's analysis as the parent responses will be less open to interpretation (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><b>One</b> mark for stating an aim from their chosen contemporary study.</p> <p>For example:</p> <p><b>Burger (2009)</b></p> <ul style="list-style-type: none"> <li>• To partially replicate Milgram’s (1963) study into obedience to explore whether people would still obey authority in contemporary society in 2006 (1).</li> </ul> <p><b>Reicher and Haslam (2006)</b></p> <ul style="list-style-type: none"> <li>• To construct an artificial institution and over a period of eight days, examine the factors that determine how people respond when a system of inequality is imposed upon them by others (1).</li> </ul> <p><b>Cohrs et al. (2012)</b></p> <ul style="list-style-type: none"> <li>• To examine associations between the Big Five personality dimensions, Right-Wing Authoritarianism (RWA), Social Dominance Orientation (SDO) and generalised prejudice using self-report data (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p><b>One</b> mark for identification of a strength (AO1)  <b>One</b> mark for justification of the strength (AO3)</p> <p>For example:</p> <p><b>Burger (2009)</b></p> <ul style="list-style-type: none"> <li>• Burger's (2009) findings are more representative of the obedience of males and females (1) as he used 29 males and 41 females as opposed to Milgram (1963) who only used males in his baseline five (1).</li> </ul> <p><b>Reicher and Haslam (2006)</b></p> <ul style="list-style-type: none"> <li>• Reicher and Haslam's (2006) findings were more representative of the group behaviours in a genuine prison population (1) as they chose 15 participants from different ethnic backgrounds, age and social class (1).</li> </ul> <p><b>Cohrs et al. (2012)</b></p> <ul style="list-style-type: none"> <li>• Cohrs et al. (2012) were able to test for the effects of social desirability on personality and prejudice self-report scoring (1) as they gathered peer-report data to assess the validity of the self-report data regarding personality and prejudice (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(a)</b>	<p style="text-align: center;"><b>AO2 (3 marks)</b></p> <p>Up to <b>three</b> marks for a description of how primary data could be collected in relation to scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Fiona would gather her data regarding their hobbies directly from the residents (1). She could use open questions to establish the views of the residents as to why they may share the same hobbies (1). Fiona could collect information about the number of times each resident reports playing chess each week (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Up to <b>one</b> mark for each reason in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The residents that share the same hobbies may see themselves as the in-group and those that have different hobbies as the out-group (1).</li> <li>• Through the process of social categorisation the residents may become friends with others of the same physical abilities who may want to participate in the more energetic activities (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>



Question Number	Answer	Mark
4	<p style="text-align: center;"><b>AO1 (3 marks)</b></p> <p>Up to <b>three</b> marks for description of how personality can affect obedience.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>An individual with an external locus of control is more likely to be obedient as they believe that their behaviour is outside of their control (1). People with an internal locus of control are less likely to be obedient as they attribute their behaviour to their own actions (1). An individual may have a high desire for control which has been related to lower levels of obedience because they want to be in charge of their own decisions (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(3)

Question Number	Indicative Content	Mark
5	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>Social impact theory suggests that obedience occurs due to social forces which are pressures put on people to change their behaviours.</li> <li>The strength of the source for example the persons' status or position of authority affects levels of obedience.</li> <li>Immediacy affects obedience and refers to how close the targets and sources are in terms of space and time.</li> <li>Number is when the more sources there are, the greater the impact on the target in terms of obedience levels.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>In Milgram's (1963) study, the source Mr Williams brought about high levels of impact due to his strength as a legitimate authority figure.</li> <li>The features of individuals are not taken into account, for example some people are not as easily persuaded as others, so status and knowledge of the 'expert' does not lead to obedience in everyone.</li> <li>In Milgram's variation where immediacy was reduced by the participant receiving orders over the phone, levels of obedience reduced from 65% to 22.5% (9 out of 40).</li> <li>French and Raven (1959) can equally explain obedience such as reward power where followers carrying out instructions receive incentives which can increase obedience levels.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(8)

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b>		
<b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer</b>		
	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)

## Cognitive Psychology

Question Number	Answer	Mark
<b>6 (a)</b>	<b>AO2 (1 mark)</b>  <b>One</b> mark for correct identification of the independent variable  For example: <ul style="list-style-type: none"> <li>• Completing the Word Search whilst the radio is playing or not playing (1).</li> </ul> <b>Look for other reasonable marking points.</b>  <b>Answers must relate to the scenario.</b>  <b>Generic answers score 0 marks.</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>6 (b)</b>	<b>AO1 (2 marks), AO3 (2 marks)</b>  <b>One</b> mark for identification of the strength/weakness (AO1) <b>One</b> mark for justification of the strength/weakness (AO3)  For example:  Strength <ul style="list-style-type: none"> <li>• The same participants are used in both conditions which makes the results more valid as there are no differences between participants (1) so the researcher can be sure it was not differences in the participants' ability that may have affected the results (1).</li> </ul> Weakness <ul style="list-style-type: none"> <li>• Participants may experience practice effects as they complete the same task twice which could reduce validity (1) because repeated exposure to the same task may mean their improved performance is due to completing the same task twice rather than due to the manipulation of the IV (1).</li> </ul> <b>Look for other reasonable marking points.</b>	<b>(4)</b>

Question Number	Answer	Mark																																																																																				
6 (c)	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p><b>One</b> mark for correct completion of difference column  <b>One</b> mark for correct completion of ranked difference columns  <b>One</b> mark for correct completion of sum of both ranks  <b>One</b> mark for correct answer <b>T = 4.5</b></p> <p>For example:</p> <table border="1" data-bbox="288 593 1378 1525"> <thead> <tr> <th>Participant</th> <th>Number of words found in the Word Search puzzle with radio playing loudly</th> <th>Number of words found in the Word Search puzzle without the radio playing</th> <th>Difference</th> <th>Rank</th> <th>Rank if positive</th> <th>Rank if negative</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>8</td> <td>11</td> <td>-3</td> <td>4</td> <td></td> <td>4</td> </tr> <tr> <td>B</td> <td>7</td> <td>7</td> <td>0</td> <td>-</td> <td></td> <td></td> </tr> <tr> <td>C</td> <td>9</td> <td>16</td> <td>-7</td> <td>6</td> <td></td> <td>6</td> </tr> <tr> <td>D</td> <td>11</td> <td>12</td> <td>-1</td> <td>1.5</td> <td></td> <td>1.5</td> </tr> <tr> <td>E</td> <td>13</td> <td>18</td> <td>-5</td> <td>5</td> <td></td> <td>5</td> </tr> <tr> <td>F</td> <td>9</td> <td>8</td> <td>1</td> <td>1.5</td> <td>1.5</td> <td></td> </tr> <tr> <td>G</td> <td>8</td> <td>16</td> <td>-8</td> <td>7</td> <td></td> <td>7</td> </tr> <tr> <td>H</td> <td>5</td> <td>17</td> <td>-12</td> <td>9</td> <td></td> <td>9</td> </tr> <tr> <td>I</td> <td>13</td> <td>11</td> <td>2</td> <td>3</td> <td>3</td> <td></td> </tr> <tr> <td>J</td> <td>6</td> <td>17</td> <td>-11</td> <td>8</td> <td></td> <td>8</td> </tr> <tr> <td colspan="5" style="text-align: right;"><b>Total:</b></td> <td><b>4.5</b></td> <td><b>40.5</b></td> </tr> </tbody> </table> <p><b>Look for other reasonable marking points.</b></p>	Participant	Number of words found in the Word Search puzzle with radio playing loudly	Number of words found in the Word Search puzzle without the radio playing	Difference	Rank	Rank if positive	Rank if negative	A	8	11	-3	4		4	B	7	7	0	-			C	9	16	-7	6		6	D	11	12	-1	1.5		1.5	E	13	18	-5	5		5	F	9	8	1	1.5	1.5		G	8	16	-8	7		7	H	5	17	-12	9		9	I	13	11	2	3	3		J	6	17	-11	8		8	<b>Total:</b>					<b>4.5</b>	<b>40.5</b>	(4)
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Question Number	Answer	Mark
<b>6 (d)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p><b>One</b> mark for identification of an improvement in the context of the study (AO2)  <b>One</b> mark for justification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Bernadette could have used an independent groups design to avoid practice effects whilst completing the Word Search puzzle to improve validity (1) as any increase in words found would not be due to practice as each participant would only take part in one condition of the IV (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7 (a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Up to <b>two</b> marks for description of the visuo-spatial sketchpad</p> <p>For example;</p> <ul style="list-style-type: none"> <li>The visuo-spatial sketchpad is responsible for the temporary storage and manipulation of visual and spatial information (1) and recreating images either in real time, or things we have seen in the past (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7 (b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p><b>One</b> mark for identification of a strength of the working memory model (AO1)  <b>One</b> mark for justification of a strength of the working memory model (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The working memory model is supported by the case study of KF which shows there are separate STM components for visual and verbal information (1) as KF's impairment was mainly for verbal information whilst his memory for visual information was largely intact (1).</li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8 (a)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p><b>One</b> mark for a basic hypothesis  <b>Two</b> marks for an operationalised hypothesis</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Participants will recall more acoustically dissimilar words (1).</li> <li>Participants will recall more acoustically dissimilar words out of 10 compared to acoustically similar words (2).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Answers must relate to their cognitive practical investigation.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8 (b)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Up to <b>two</b> marks for description of a way that situational variables were controlled for.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>We placed a 'do not disturb' sign on the door to make sure no one entered the room (1) to prevent interruptions disrupting the participants whilst undertaking the memory test (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Answers must relate to their cognitive practical investigation.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8 (c)</b>	<p style="text-align: center;"><b>AO2 (1 mark), (AO3) 1 mark</b></p> <p><b>One</b> mark for identification of a conclusion (AO2).  <b>One</b> mark for justification of the conclusion (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Acoustically similar words were more difficult to recall (1) as the students recalled a mean average of five fewer acoustically similar sounding words to dissimilar sounding words from our word list (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Answers must relate to their cognitive practical investigation.</b></p>	<b>(2)</b>

Question Number	Indicative content	Mark
9	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Semantic memory can work on a set of stored rules but does not rely on stored information to be retrieved.</li> <li>• Episodic memory is time-referenced like a mental diary that receives and stores information about events, these are linked to time and context.</li> <li>• Semantic memory is responsible for storing information about the world such as facts, general knowledge and the meaning of words.</li> <li>• Episodic memory can only be retrieved if it has been encoded and stored.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Case studies of brain damaged patients such as KC by Rosenbaum et al. (2005) found that KC could not make or recall episodic memories, but could recall semantic facts and information supporting the existence of two separate memory stores.</li> <li>• Squire and Zola (1998) suggest there is no support that episodic and semantic memory are affected differently in the medial temporal lobe so episodic memory may not be a distinct memory store.</li> <li>• Ostergaard (1987) supports Tulving's idea that there is a separate semantic store as a 10 year old boy who suffered damage to both his episodic and semantic memory was able to make academic progress.</li> <li>• Steyvers and Hemmer (2012) suggest that it is may not be possible to study both forms of memory separately as episodic memory relies on prior knowledge which is semantic so suggesting two separate stores may not be valid.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>



Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	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)

Question Number	Indicative content	Mark
10	<p style="text-align: center;"><b>AO1 (6 marks), AO3 (6 marks)</b></p> <p><b>AO1</b></p> <p><b>Sherif et al. (1954/1961)</b></p> <ul style="list-style-type: none"> <li>• Sherif used two groups of 11 white middle class American boys to study prejudice in Robbers Cave state park.</li> <li>• The first superordinate goal was introduced where the two groups of boys had to work together to restore a safe water supply.</li> <li>• The second goal was to encourage the two groups to contribute equally so they could watch a film.</li> </ul> <p><b>Baddeley (1966b)</b></p> <ul style="list-style-type: none"> <li>• The aim was to study the influence of acoustic and semantic similarity on long-term memory.</li> <li>• For experiment three words were visually presented on a slide projector for three seconds.</li> <li>• In experiment three, participants recalled significantly fewer semantically similar words than semantically dissimilar words.</li> </ul> <p><b>AO3</b></p> <p><b>Sherif et al. (1954/1961)</b></p> <ul style="list-style-type: none"> <li>• The all-male sample that was from a single ethnic group from America limits the generalisability of Sherif's findings regarding prejudice.</li> <li>• Communities are brought together to provide safe environments for children that are bullied and change the behaviour of children that bully by The Stopbullying.gov programme so reducing bullying.</li> <li>• Lemmer and Wagner (2015) found that intergroup contact interventions resulted in improved attitudes toward other ethnicities, supporting the view that joining forces can reduce prejudice.</li> </ul> <p><b>Baddeley (1966b)</b></p> <ul style="list-style-type: none"> <li>• The study simplified encoding in LTM so the study is reductionist, in real life most sentences consider both types of encoding so LTM may use different kinds of encoding not just semantic.</li> <li>• If long-term memory is mainly encoded semantically, when revising it would be prudent to make mind-maps with semantic links to improve recall in examinations.</li> <li>• It is questioned as to whether measuring acoustically and semantically similar words can be applied to real-life as our memory is not restricted to learning lists of random monosyllabic words.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(12)

Level	Mark	Descriptor
<b>AO1 (6 marks), AO3 (6 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	0	No rewardable material.
Level 1	1-3 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	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 superficial conclusion being made. (AO3)
Level 3	7-9 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	10-12 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)