



Mark Scheme (Results)

Summer 2024

Pearson Edexcel

GCE Psychology (9PS0)

Paper 1: Foundations in 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 |
|-----------------|--|------|
| 1 | <p>AO2 (2 marks)</p> <p>Up to two marks for a description of realistic conflict theory in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> The dress is a limited resource as there is only one shared dress available that both girls wanted to wear to the party (1). Nicola demonstrates out-group hostility towards Jacinda when saying the dress suits her more and she should wear it (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2(a) | <p>AO2 (1 mark)</p> <p>One mark for a correct conversion to a percentage.</p> <ul style="list-style-type: none"> 75% (1) <p>Look for other reasonable marking points.</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2(b) | <p>AO2 (1 mark)</p> <p>One mark for a correct conversion to a ratio in the lowest form.</p> <ul style="list-style-type: none"> 3:1 (1) <p>Look for other reasonable marking points.</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2(c) | <p>AO2 (1 mark)</p> <p>One mark for calculation of the fraction of male participants.</p> <ul style="list-style-type: none"> 1/3 (1) <p>Look for other reasonable marking points.</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 3 | <p style="text-align: center;">AO2 (2 marks), AO3 (2 marks)</p> <p>One mark for identification of a strength and a weakness in relation to the scenario (AO2). One mark for justification of the strength and the weakness (AO3).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> Suzanne would be able to gather in-depth qualitative details from the 20 participants about their reasons for likely obedience or dissent by encouraging them to elaborate on their answers (1), which gives the findings about obedience high validity as there is a more comprehensive explanation about why each participant chose to obey or not obey (1). <p>Weakness</p> <ul style="list-style-type: none"> The participants may show social desirability when saying whether or not they would obey as they may want to demonstrate obedient behaviours that are considered acceptable within their society (1), which would reduce the accuracy of Suzanne's findings about obeying instructions as it would not be a valid representation of the true likelihood of obedience (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (4) |

| Question Number | Indicative Content | Mark |
|-----------------|--|------|
| 4 | <p style="text-align: center;">AO1 (4 marks), AO2 (4 marks)</p> <p>For example: Key question: Can knowledge of social psychology be used to help prevent atrocities such as genocide?</p> <p>AO1</p> <ul style="list-style-type: none"> • The UN describes genocide as an extreme form of identity based crime committed against members of a national, ethnic, racial, or religious group. • Preventing genocide can contribute to peace and stability on both a regional and international level by reducing tensions between different groups. • Whether real or socially constructed, identity differences can be manipulated as a deliberate tactic for personal or political gain and may be used to deepen social divisions. • An example of genocide would be the WWII Holocaust where millions of people of Jewish heritage were killed by the Nazi soldiers. <p>AO2</p> <ul style="list-style-type: none"> • Agency theory suggests that people will give up their free will and become an agent to someone in authority, so genocide could be prevented by encouraging people to report hate based orders. • Social Identity theory suggests that becoming part of an ingroup and identifying with an outgroup causes hostility, so by promoting group similarities the hostility behind genocide could be reduced. • Inter-group contact may help prevent genocide as this can help people eliminate any stereotypes or prejudices they may have about members of outgroups as being different from them. • Altemeyer (1996) correlated right-wing authoritarianism with prejudiced attitudes which may indicate that rigid right-wing thinking may be a personality dimension to consider for those most likely to instigate or commit acts of genocide. <p>Look for other reasonable marking points.</p> | (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) |

Cognitive Psychology

| Question Number | Answer | Mark |
|-----------------|---|------|
| 5 | <p style="text-align: center;">AO1 (2 marks)</p> <p>Up to two marks for a description of one developmental influence on memory.</p> <p>For example:</p> <ul style="list-style-type: none"> One developmental influence is the effect of Alzheimer's disease which can result in progressive memory loss when an individual suffers with this disease (1). Individuals with Alzheimer's will first begin to lose their short-term memory functioning and eventually develop long-term memory loss (1). <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 6 | <p style="text-align: center;">AO1 (2 marks)</p> <p>Up to two marks for a description of one individual difference in memory.</p> <p>For example:</p> <ul style="list-style-type: none"> One individual difference is the autobiographical nature of human memory where people have different memories of events to others (1) resulting from the way that individuals encode aspects of daily life into episodic or semantic memories depending on the depth of meaning they attribute to the events (1). <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 7(a) | <p style="text-align: center;">AO2 (2 marks)</p> <p>Up to two marks for a description of the multi-store model of memory in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Dylan used maintenance rehearsal when learning the six words by sounding out each letter as he copied the word out when practicing them (1), this would help transfer the spelling of the words from his short-term store to long-term memory for him to recall when his Dad tested his spellings (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 7(b) | <p style="text-align: center;">AO2 (1 mark), AO3 (1 mark)</p> <p>One mark for identification of a weakness in relation to the scenario (AO2).</p> <p>One mark for justification of the weakness (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> One weakness is that the MSM overemphasises the process of auditory rehearsal as a mechanism for Dylan to transfer the words to LTM and does not fully explain why he could not spell one of the words (1). HM was able to make new procedural memory despite being unable to make new declarative LTM, showing that acoustic rehearsal may not be how Dylan learned his spelling, but instead he learned the procedural writing of the word shapes (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (2) |

| Question Number | Indicative Content | Mark |
|-----------------|---|------|
| 8 | <p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • A laboratory experiment takes place in a controlled, artificial environment for participants with controlled tasks so the effect of the IV on the DV can be measured. • Many of the tasks that are used to test memory, such as digit span tests or trigram recall, are not a true reflection of real life use of human memory. • Field experiments are where the researcher manipulates the IV and DV in a setting that is more natural for the participants, such as children memorising information in their normal environment. • Sacchi et al. (2007) used doctored photographs to test whether pictures that had been modified could influence the attitudes a person has towards a real past event. <p>AO3</p> <ul style="list-style-type: none"> • Controls increase internal validity so researchers such as Baddeley (1966b) can make sure the measurement of sequential word order recall is an accurate test of acoustic and semantic similarity, not an extraneous variable such as a word familiarity. • The artificiality of experimental tasks may result in a lack of mundane realism making them an unrealistic measure of memory that result in low task validity. • Natural settings decrease the replicability of research such as Godden and Baddeley (1975) who tested the recall of divers learning word lists on land and underwater as the limited controls in place would reduce the re-test reliability of the results about memory. • The use of photographs to test reconstructive memory has good application as this can be used to challenge how the media portrays news with selective imagery, so experiments can have a real world use for understanding memory. <p>Look for other reasonable marking points.</p> | (8) |

| 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) |

Biological Psychology

| Question Number | Answer | Mark |
|-----------------|---|------|
| 9 | <p style="text-align: center;">AO2 (2 marks)</p> <p>Up to two marks for a description of catharsis in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> The kickboxing is a more appropriate way for Jude to use aggression to regulate her worry and anger about the manager shouting at her and being nasty than attacking the manager (1) and may have helped Jude release her emotions about the manager's behaviour, so her energy is not spent on repressing her anger and she is calmer (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 10 | <p style="text-align: center;">AO2 (4 marks)</p> <p>Up to four marks for a description of hormones in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> A football match may increase adrenaline in both players arousing a reactionary fight or flight response where the opposition player tripped Dan over to defend his team from conceding a goal (1) and when the penalty was awarded, the opposition player may not have had sufficient cortisol to deal with the stress immediately and swore at the referee (1). Both male players may have high testosterone resulting in the impulsive aggression of getting into a fight even though it caused them to be sent off the pitch (1). Dan and the opposition player may have had an imbalance of testosterone to cortisol (T/CRT ratio) which could have contributed to them being aggressive in the match (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (4) |

| Question Number | Answer | Mark | | | | | |
|--|-----------------------------|--------|--------------------------|--------|------|-----|----------------|
| 11(a) | AO2 (4 marks) | | | | | (4) | |
| | Hours spent on social media | Rank 1 | Hours of sleep per night | Rank 2 | d | | d ² |
| | 4 | 2.5 | 9 | 5.5 | -3 | | 9 |
| | 6 | 4 | 8 | 4 | 0 | | 0 |
| | 3 | 1 | 9 | 5.5 | -4.5 | | 20.25 |
| | 8 | 6 | 7 | 2.5 | 3.5 | | 12.25 |
| | 7 | 5 | 6 | 1 | 4 | | 16 |
| | 9 | 7 | 7 | 2.5 | 4.5 | | 20.25 |
| | 4 | 2.5 | 10 | 7 | -4.5 | | 20.25 |
| | Total: | | | | | | 98 |
| One mark for calculating column d | | | | | | | |
| One mark for calculating column d ² | | | | | | | |
| One mark for substituting into the equation | | | | | | | |
| $1 - \frac{6 \times 98}{7 \times (49 - 1)}$ | | | | | | | |
| One mark for calculating Spearman's rank correlation coefficient -0.750 | | | | | | | |
| Look for other reasonable marking points. | | | | | | | |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 11(b) | <p style="text-align: center;">AO2 (1 mark)</p> <p>One mark for a correct determination of significance.</p> <p>For example:</p> <ul style="list-style-type: none"> The calculated value (0.750) is less than the critical value (0.786), so the results are not significant (1). <p>Look for other reasonable marking points.</p> | (1) |

| Question Number | Indicative Content | Mark |
|-----------------|--|------|
| 12 | <p style="text-align: center;">AO1 (4 marks), AO2 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Recreational drugs are taken by a person for the purpose of a pleasurable reaction, they can be illegal, legal or prescription drugs. • Drugs hijack the reward systems, such as the basal ganglia which plays an important role in positive forms of motivation, to produce pleasurable feelings of euphoria. • Some drugs mimic the role of a neurotransmitter and can bind to the receptor sites of the post-synaptic neuron in order to increase neurotransmission functions. • Other drugs can cause the neurons to release large amounts of natural neurotransmitters or prevent the normal recycling of these brain chemicals by interfering with transporters. <p>AO2</p> <ul style="list-style-type: none"> • Phencyclidine (PCP), known as 'Angel Dust' acts at the NMDA glutamate receptor to block the effects of glutamate inducing symptoms of psychosis and cognitive dysfunction. • Amphetamine (speed) is a psychostimulant which stimulates dopamine synapses, leading to increased concentrations of dopamine and glutamate, which enhances excitatory neurotransmission by reducing the clearance of glutamate from the brain. • Heroin sufficiently resembles the chemical structure of the brain's natural opioids and binds to the opioid receptor sites which results in increases in natural endorphin levels. • When cocaine attaches to dopamine transporters, the dopamine cannot re-enter the neuron, building up in the synapse and stimulating D-receptors to increase the effect at the post-synaptic neuron. <p>Look for other reasonable marking points.</p> | (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) |

Learning Theories

| Question Number | Answer | Mark |
|-----------------|---|------|
| 13(a) | <p style="text-align: center;">AO2 (2 marks)</p> <p>Up to two marks for a description of tallying in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Mischa would have decided on predefined categories of food that he considered to be healthy, such as salad, and unhealthy, such as chips (1) and he would have then recorded every time he saw each type of food being purchased by a customer at the local café (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 13(b) | <p style="text-align: center;">AO2 (2 marks)</p> <p>Up to two marks for a description of the sampling technique in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Mischa used an opportunity sampling technique to gather his sample of participants buying healthy or unhealthy food (1), as he recorded the food choices of the customers that happened to be visiting the café on the day he was there (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 13(c) | <p>AO2 (2 marks), AO3 (2 marks)</p> <p>One mark for each identification of an improvement in relation to the investigation (AO2) One mark for justification of each improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> Mischa could have used different cafes from different locations than just his local café (1) so that the results of the healthy food choice study would have been more representative of the wider population beyond the local town, increasing generalisability (1). Mischa could gather qualitative data from his observation by noting down further details of the purchases, such as cost of food item (1). This would increase the validity of the findings to provide further insight into the reasons behind the healthy and unhealthy food choices made by customers (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> | (4) |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 14 | <p>AO1 (1 mark), AO3 (1 mark)</p> <p>One mark for identification of a strength (AO1) One mark for justification of the strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> Bandura (1961) had a standardised procedure as all the children were observed for 20 minutes in five second intervals whilst in the room with toys (1). This increases the reliability of the findings about imitative aggression because the study can be fully replicated to check the results for consistency (1). <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Indicative Content | Mark |
|-----------------|---|------|
| 15 | <p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Pavlov (1927) used dogs to test whether the unconditioned stimulus-response of food-salivation could be conditioned to a neutral stimulus of a metronome which did not normally elicit a response in a dog. • The metronome (NS) was presented at the time that the UCS of food was given to the dog to pair the UCS and after several pairings the metronome elicited the conditioned response of salivation. • Pavlov removed the dog's oesophagus creating an opening in their throat so the food would fall out and not make it to the stomach to maintain the desire for the UCS of food. • By creating additional holes along the digestive system Pavlov collected various secretions to quantitatively measure the level of salivation in response to the stimuli. <p>AO3</p> <ul style="list-style-type: none"> • The experiment is only a valid test of classical conditioning in dogs, so it does not represent the process of classical conditioning in humans who have more complex thinking skills than dogs. • The pairing process was reliable as the dogs were in a harness and the conditions were well controlled, such as sound proofing and no other stimuli than the metronome and food were present. • The treatment of the dogs could be considered unethical, with many dying unnecessarily from the procedure, which would not meet the current Animals (Scientific Procedures) Act 1986 guidelines for ethics. • The objective measurement of the salivation responses gives scientific credibility to the findings about stimulus-response pairing and the process of classical conditioning. <p>Look for other reasonable marking points.</p> | (8) |

| 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) |

Issues and Debates

| Question Number | Indicative Content | Mark |
|-----------------|---|------|
| 16 | <p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • The BPS code of ethics and conduct (2009) includes the overall principles of respect, competence, integrity, and responsibility. • Researchers are required to inform the participants of their right to withdraw from participating in studies at any time. • A debrief should be given at the end of a study to ensure the participants are aware of the outcomes of research and the findings that may relate to them and ensure their wellbeing. • The ethical considerations under the Animals (Scientific Procedures) Act 1986 guidelines would need to be considered when designing research to test biological ideas and theories. <p>AO3</p> <ul style="list-style-type: none"> • Researchers in biological psychology should ensure their participants are legally competent to consent, especially in studies such as Raine et al. (1997) where the 41 NGRI's were doing so as part of a sentencing process for murder. • Wong et al. (1997) undertook MRI scans of 19 violent male criminals in Broadmoor hospital where the prisoners may not have felt they had the autonomy to be able to withdraw due to their position as prisoners. • In studies such as Barzman et al. (2013), where 17 boys aged 7-9 from a psychiatric hospital were tested for aggressive hormones like testosterone in saliva and rated for aggression, a debrief should ensure there is no labelling effect on the children, and they understand that such a correlation is not deterministic. • Andy and Velamati (1978) stimulated the hypothalamus and basal ganglia of cats and found they had aggressive seizures, such research would now need to consider the criteria of refinement, reduction, and replacement to be implemented under current ethical guidance. <p>Look for other reasonable marking points.</p> | (8) |

| Level | Mark | Descriptor |
|--|-----------|---|
| AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer | | |
| | 0 | No rewardable material. |
| Level 1 | 1–2 Marks | Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3) |
| Level 3 | 5–6 Marks | Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3) |
| Level 4 | 7–8 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3) |

| Question Number | Indicative Content | Mark |
|-----------------|---|------|
| 17 | <p style="text-align: center;">AO1 (6 marks), AO3 (6 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Socially sensitive research has implications beyond the research itself impacting on researchers, individuals, or groups in society. • Sensitivity can also arise as people might be treated differently because of the way research findings are interpreted or reported. • Psychologists should separate their roles of researcher and member of society to ensure there is no abuse of their power. • Cognitive research that looks at information processing is unlikely to have socially sensitive implications to individuals or society. • Participants in Reicher and Haslam (2006) knew they would be on television but may not have realised how much their behaviour may change in the mock prison. • Sieber and Stanley (1988) suggested five key features of socially sensitive research that required consideration, which has led to ethical improvements when researching socially sensitive topics. <p>AO3</p> <ul style="list-style-type: none"> • Cohrs et al. (2012) suggested personality types were indicators of prejudice which could lead to screening the population for those traits and marginalisation of those individuals. • Patients with memory loss, such as Clive Wearing, are often vulnerable and sensitivity should be shown to ensure they and their carers fully understand the implications of the research. • Sherif (1954/1961) showed that conflict comes more from the situation, such as competition over material resources, than from the person which is less sensitive to individuals in society. • However, cognitive research has contributed insensitively to issues of racial difference, with Goddard (1913) using intelligence tests on immigrants arriving in New York, and subsequently claiming that specific groups were "feeble-minded" and influencing American social policies for immigration. • Reicher and Haslam (2006) needed social sensitivity in explaining to society their findings and in debriefing participants who were by then known to the public for their actions in the prison. • Although Berghmans (1998) suggests a high level of decision-making capacity is needed for valid consent to participate in some research, and so questions whether people with dementia, even in the early stages of the disorder, would really satisfy this criteria. <p>Look for other reasonable marking points.</p> | (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) |