Mark Scheme (Results)

Summer 2024

Pearson Edexcel
GCSE Psychology (1PS0)
Paper 1

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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.

2024 1PS0/01

Paper 1 mark scheme

Section A
Development – How did you develop?

Question number	Answer	Mark
1(a)	One mark for accurate definition of the sensorimotor stage. For example: • The sensorimotor stage considers development from birth to two years old and is based around senses and motor skills (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
1(b)	One mark for accurate definition of the concrete operational stage. For example: • In the concrete operational stage children think logically and rationally about physical objects but are yet to think abstractly/hypothetically (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
2(a)	C – Three The only correct answer is C. A is incorrect because it was not one. B is incorrect because it was not two. D is incorrect because it was not four.	(1)

Question number	Answer	Mark
2(b)	D - 33 The only correct answer is D. A is incorrect because it was not 16. B is incorrect because it was not 21. C is incorrect because it was not 30.	(1)

Question number	Answer	Mark
3	One mark for demonstrating accurate understanding of Piaget's Theory of Cognitive Development. One mark for exemplification of how the theory can be used to explain the scenario. For example: • Assimilation is where a child can fit their understanding of the world into an existing schema (1). Shannon saw the aeroplane and thought it was a bird as it was flying in the sky like the bird the previous day, so assimilated the bird into her aeroplane schema (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
4(a)	One mark for demonstrating accurate understanding of Carol Dweck's mindset theory. One mark for exemplification of how the theory can be used to explain the scenario. For example: • A fixed mindset is when someone thinks their ability is always the same regardless of effort and practice (1). Sara appears to have developed a fixed mindset because she stopped reading when she felt it was difficult as she did not think she would improve (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
4(b)	One mark for identification of each strength or weakness (maximum two marks). One mark for justification which must be linked to the strength or weakness identified (maximum two marks). For example: Strength • There is experimental evidence to support the influence of praise on ability and effort, such as Mueller and Dweck (1998), which showed person praise led to fixed mindsets so could support Sara having developed a fixed mindset by stopping digging (1) as they found praising performance led to children decreasing performance and effort, so could account for Sara giving up digging as her father had previously praised her for this (1). Weakness • Evidence to support Dweck's theory have been based in artificial settings, such as Mueller and Dweck (1998), so may not account for Sara's behaviour as she is at home with her father (1), so any evidence from laboratory research into mindsets may only lead to artificial behaviour and not be able to fully explain Sara's reading or digging at home as this is in an everyday, normal setting for Sara (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
5(a)	One mark for appropriate conclusion. One mark for justification of the conclusion through analysis/interpretation. For example: • The ability to decentre and see the world from others' perspectives appears to have been developed by 10 years old (1). This is shown by 27/30 of the 10 year olds saying the rectangular building would have been at the front for the person on the opposite side of town which is not what they could personally see (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
5(b)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. For example: • The investigation about the placement of the buildings could have been carried out in different schools, in a variety of areas across the country and not just the local school (1) which would give a wider variety of pupils of 6,8,10 years old so the findings regarding the set of buildings and how egocentric the children were could be more representative of all children of those ages from that country (1). Accept any other appropriate response.	(2)

Section B
Memory – How does your memory work?

Question number	Answer	Mark
6	C – 7 +/- 2 digits The only correct answer is C. A is incorrect because it is not 3 +/- 2 digits B is incorrect because it is not 5 +/- 2 digits D is incorrect because it is not 9 +/- 2 digits	(1)

Question number	Answer	Mark
7	B – Keeping information The only correct answer is B. A is incorrect because it is not recalling information. C is incorrect because it is not noticing information. D is incorrect because it is not selecting information.	(1)

Question number	Answer	Mark
8	Up to two marks for description. For example: • The sensory register acquires information from the world around the individual in a modality specific way (1). For example, an image like a painting will be encoded in a visual way (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(a)	One mark for accurate understanding of the Theory of Reconstructive Memory. One mark for exemplification of how the Theory of Reconstructive Memory can be used to explain the scenario. For example: • The theory of reconstructive memory suggests people change their original memory when recalling by using their own schema (1). Simon found some of his students used confabulation to recall a word similar to those on the list, such as the word 'sour' being similar to 'bitter', as it fits into the same schema (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(b)	One mark for identification of the strength / weakness (maximum two marks). One mark for justification, which must be linked to the strength / weakness identified (maximum two marks). For example: Strength • Simon gave all his students the same 6 words and the same 15 seconds to remember the words so there were some controls (1) which is a strength because Simon can test his findings about memory of the 6 words for reliability to see if he gets consistent results from his students about recall (1). Weakness • Simon only recruited one group of his own students to investigate memory so this lacks generalisability to all students (1) because his students may all have a very good prior memory ability so any conclusions about memory would be affected by this and so not be representative of students in general (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
10	One mark for accurate understanding of the multi-store model of memory. One mark for exemplification of how the theory can be used to explain the scenario. For example: • Multi-store Model of Memory proposes rehearsal of information over time will mean it is transferred from the temporary short-term store to the long-term store (1). Jack's little brother is likely to remember a lot of the football players names as he has repeatedly rehearsed them over a week so they should be in his long-term store now (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
11(a)	One mark for a conclusion made. One mark for justification of the conclusion through analysis/interpretation. For example: • The painkiller appeared to cause the participants to have difficulty in remembering new information (anterograde amnesia) (1). This is because the average image recognition was 2.9 before the painkiller but was only 1.1 after they had experienced the painkiller (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
11(b)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. For example: • Lydia could have done the picture memory test with female participants, rather than just male participants (1) which would give her a more representative sample of whether the new painkiller affects memory as the findings could be generalisable to both males and females (1). Accept any other appropriate response.	(2)

Section C
Psychological problems – How would psychological problems affect you?

Question number	Answer	Mark
12(a)	Up to two marks for description. For example: • Caspi et al. (2003) recruited different participants using a longitudinal design at ages 3-21 and then virtually all again at age 26 (1). Of the 1037 participants from a previous study, 847 Caucasian non-Maori study members were selected (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
12(b)	One mark for accurate statement of each finding (maximum two marks). For example: • There were no differences across the three groups in terms of number of stressful life events experienced (1). • Individuals carrying an (s) allele had a significantly stronger interaction between life events and self-reported depression at age 26 (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
13	One mark for accurate understanding of nurture. One mark for exemplification of how nurture can be used to explain the scenario. For example: • Nurture is the external causes for behaviour that are from environmental factors, such as people, places and things (1). Dawood's friends could have contributed to his shoe addiction by repeatedly praising his purchase of shoes and how good he looks wearing them (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
14	One mark for identification of each conclusion (maximum two marks). One mark for justification of each conclusion through analysis/interpretation (maximum two marks). For example: • The established, already commonly used drug was more effective than the new drug 'rndo-7' for addiction (1) because the symptom severity reduced by an average of 3.3 for the established drug compared to 0.3 for the new drug (1). • The new drug 'rndo-7' was no more effective than taking no drugs at all for addiction (1) because symptom severity decreased by 0.3 by the end of the investigation which was the same as group C who took no drug at all (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
15(a)	One mark for accurate understanding of Young (2007). One mark for exemplification of how Young (2007) can be used to explain the scenario. For example: • Young (2007) used a client outcome questionnaire at the 3rd, 8th, 12th sessions and after 6-month follow-up which measured the effectiveness of the therapy using a 5-point Likert scale (1). The clinical psychologist could give Henrietta a questionnaire with Likert scale questions to measure how effective her motivation to quit gambling at the casino is after the 3rd, 8th, and 12th sessions and after a 6-month follow-up period (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
15(b)	One mark for identification of each weakness (maximum two marks). One mark for justification, which must be linked to each weakness identified (maximum two marks). For example: Weakness one • Henrietta's addiction is for gambling in casinos whereas participants in Young's (2007) study were addicted to the internet so this may not be useful (1) because there may be differences in how effective CBT is for addiction to the internet compared to addiction to live venues like casinos so it may not account for how effective it will be for Henrietta's gambling addiction (1). Weakness two • Henrietta has an addiction to gambling which may not be helped by CBT as Young (2007) did not specify which types of addictions specifically benefitted from CBT (1) so the findings about the effectiveness of CBT for online addiction from Young's (2007) study may not be representative to Henrietta's specific addiction to gambling (1). Accept any other appropriate response.	(4)

Section D
The brain and neuropsychology – How does your brain affect you?

Question number	Answer	Mark
16	Up to two marks for description. For example: • Damage to the pre-frontal cortex can lead to emotional blunting which means the individual may find it difficult to feel emotions such as joy or sadness (1). Impulsive behaviour can also occur where an individual may not consider the consequences of their actions and therefore react with more violent behaviour (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
17	One mark for accurate completion of each box. For example: • 1 – Neurotransmitter. • 2 – Receptor. Accept any other appropriate response.	(2)

Question number	Answer	Mark
18(a)	One mark for accurate understanding of a relevant concept of neurological damage. One mark for exemplification of how a relevant concept of neurological damage can be used to explain the scenario. For example: • Visual agnosia is where a person is able to physically see an object with no problem but is unable to recognise it (1). The patient cannot identify the objects, such as a set of keys, but is able to recognise a familiar face, so this indicates they may be suffering from visual agnosia (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
18(b)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. For example: • Matthew could have used objects that may be considered more familiar to people than the ones he chose in his assessment of the patients (1) such as using a toothbrush instead of a games console which would be more familiar to everyone so that errors in recognition are not due to being less familiar with the object, giving his assessment more credibility (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
19(a)	One mark for a conclusion made. One mark for justification of the conclusion through analysis/interpretation. For example: • The left hemisphere is involved in both verbal and spatial abilities (1). This is shown by the participant with damage to their left hemisphere performing poorly on both verbal and spatial tasks, scoring just 4% and 8% respectively (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
19(b)	One mark for identification of each strength/weakness (maximum two marks). One mark for justification, which must be linked to each strength/weakness identified (maximum two marks). For example: Strength • Mikel gave both the brain-damaged participants the same tasks involving words and shapes so the investigation has a standardised procedure (1) which is a strength because the investigation involving verbal and spatial abilities in the roles of the hemispheres can be replicated to test for consistency over time in different brain-damaged patients (1). Weakness • Mikel only used a single participant with left or right hemisphere damaged so there is a lack of generalisability in his investigation of the role of the hemispheres (1) because the brain-damaged participants who did the word and shape tasks may have specific damage in their brain that is not representative of all people with left or right hemisphere damage (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
20	One mark for accurate understanding of the role of the central nervous system. One mark for exemplification of how the role of the central nervous system can be used to explain the scenario. For example: • The central nervous system helps the brain communicate with the rest of the body via the spinal cord (1). As Serinda cannot feel the pads on her legs, the messages of hot and cold from her legs must not be being successfully sent to her brain via the spinal cord, indicating her central nervous system has been damaged (1). Accept any other appropriate response.	(2)

Section E
Social influence – How do others affect you?

Question number	Answer	Mark
21	One mark for accurate definition of 'anti-social behaviour'. One mark for an appropriate example. For example: • Anti-social behaviour is an action that causes alarm, distress or harassment to others (1). For example, a person making excessive noise during the night time can cause distress to neighbours (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
22(a)	C – 24 The only correct answer is C. A is incorrect because it was not 4 who were selected. B is incorrect because it was not 14 who were selected. D is incorrect because it was not 34 who were selected.	(1)

Question number	Answer	Mark
22(b)	One mark for stating the correct time period. For example: • The study was supposed to last for two-weeks (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
23(a)	One mark for identification of each conclusion (maximum two marks). One mark for justification of each conclusion through analysis/interpretation (maximum two marks). For example: Conclusion one • The presence of the authority figure influenced the level of obedience of the train passengers (1) because there were 20% more who obeyed the request to leave by a single exit if the authority figure was present compared to when they were absent (1). Conclusion two • The use of a uniform increased the level of obedience of the train passengers (1) because there were 30% more who obeyed the request to leave by a single exit if the authority figure wore a uniform compared to casual clothes (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
23(b)	One mark for identification of each strength/weakness (maximum two marks). One mark for justification, which must be linked to each strength/weakness identified (maximum two marks). For example: Strength • Hannah conducted her investigation in a real-life setting of a train station so the findings will have high levels of ecological validity (1) because the train passengers participating are in their natural setting of a train station so are more likely to act as they usually would when being given the order when exiting the station (1). Weakness • Hannah conducted her investigation during a busy rush hour period at the station so extraneous variables may have influenced the passengers behaviour (1) because high passenger numbers during the busy period may have forced the participants to use multiple exits so they did not get crushed, which will have affected the validity of her results (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
24	One mark for accurate understanding of a factor affecting crowd behaviour. One mark for exemplification of how the factor affecting crowd behaviour could be used to explain the scenario. For example: • Crowd behaviour may be influenced by an authority figure, who can give orders for the crowd to be peaceful or aggressive (1). The crowd may see the organiser of the football protest as an authority figure, so have chosen to follow the order to protest about the club ownership peacefully as a group (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
25	One mark for accurate understanding of Piliavin et al. (1969). One mark for exemplification of how of Piliavin et al. (1969) can be used to explain the scenario. For example: • Piliavin showed that females were less likely to help than males, with 90% of the spontaneous helpers (within 70 seconds) being male (1), so the female participant is less likely to raise the alarm about the theft of the purse than the male participant (1). Accept any other appropriate response.	(2)

Section F

Question number	Indicative content	Mark
26	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks Candidates who do not consider reductionism (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1. AO1 • Reductionism is the process of simplifying an idea to the sum of its parts and not considering the interrelationships between ideas. • Memory research such as Peterson and Peterson (1959) found evidence for the duration of short-term memory through isolating a variable and measuring how it is affected by prevention of rehearsal. • Holism is the process of considering the whole explanation for an idea and on understanding the interrelationships between the parts. AO2 • Declan simplified long-term memory into the recognition of public events or celebrities to understand human memory in the volunteers with amnesia or those without amnesia. • Similar to Peterson and Peterson (1959), Declan focussed on how isolated variables, such as the recognition of celebrities, was used to measure memory performance, and therefore see the long-term memory in the volunteers with or without amnesia. • Declan did not consider other factors that could be involved in the long-term memory of the volunteers with amnesia or without amnesia in the study or the interrelationships between them. AO3 • Memory research, such as that of K.F., have shown that breaking memory down into one type of STM and one type of LTM as multi-store model does, is too simplistic and shows reductionist research may not fully explain memory. • Research into multi-store model, such as Peterson and Peterson (1959) breaks down the memory process into isolated variables, such as the role of rehearsal on performance, so could be considered reductionist. • Bartlett (1932) considered the role of schemas in the memory process where the participants were found to rationalise content using effort after meaning so it was more acceptable to them, which is a more holistic approach to studying memory.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1) • Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2) • Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
Level 2	4–6	• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2) • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7–9	• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2) • Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)

Question number	Indicative content	Mark
27	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks Candidates who do not consider two areas of psychology (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3). Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1. AO1 • Conformity is when an individual follows the majority in a group situation to fit in. • Carol Dweck's mindset theory states that a fixed mindset is when someone believes abilities are static and they cannot therefore improve. • Multi-store model of memory assumes that attention and rehearsal are critical to information being transferred to the long-term memory. AO2 • Gerard was not competitive at school, but when playing games with his family, he followed their behaviour and conformed into becoming competitive. • Gerard's brother is showing a fixed mindset as he stops playing saying he will not improve, but Gerard is showing more of a growth mindset as he is investing effort to improve. • Gerard was struggling to remember the rules for the new card game so repeatedly rehearsed the rules by playing on his own, so the rules were transferred to his long-term memory and began winning some games. AO3 • Asch (1951) used a line study to support conformity to majority influence with about one third (32%) on average conforming to the majority, so can account for Gerard becoming competitive and loud with his family when playing games when he was not usually like this at school. • Evidence supporting mindset theory, such as Mueller and Dweck (1998), can be laboratory-based so participants may have shown artificial behaviour, so explaining Gerard and his brother's behaviour around card games at home using this evidence lacks credibility. • Peterson and Peterson (1959) provided evidence for the importance of rehearsal in memory with more than 90% of trigrams forgotten after 15 seconds, so could support Gerard not remembering the rules of the new card game as he had not rehearsed them.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1) • Attempts to apply understanding to elements in the context of the question, with flawed or simplistic links and connections made. (AO2) • Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)
Level 2	4–6	• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2) • Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)
Level 3	7–9	• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1) • Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2) • Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)