



# Mark Scheme

Summer 2019

Pearson Edexcel  
GCSE Psychology 1PS0/01  
Paper 1

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2019

Publications Code 1PS0\_01\_msc\_210908022

All the material in this publication is copyright

© Pearson Education Ltd 2019

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## Marking guidance for levels-based mark schemes (LBMS)

### Construction of levels-based mark scheme grids

The LBMS grids are broken down into levels where each level is represented by a descriptor which articulates the skill characteristics that the response is likely to demonstrate.

The increase in skills from one level to the next shows the progression between the levels.

The descriptor in each level is broken down into three traits; each trait relates to an Assessment Objective and the relationship is clearly identified. There is a balance of the skills across the levels.

The traits have been designed to reflect the intrinsic links between each of the skills, particularly where students are required to draw together their understanding in order to make judgements about a particular context. Knowledge and understanding of psychological ideas, processes and procedures (AO1) underpin the student's ability to apply this to a given context (AO2). Similarly, for a student to be able to make valid connections between this understanding in order to make appropriate and evidence-based judgements or conclusions (AO3) about the context, they must underpin it using their knowledge and understanding, and by applying it to the context of the question. As a consequence, the progression shown in each band reflects the relationship between these skills.

### Finding the right level

The first stage is to decide in which level the answer should be placed. To do this, use a 'best fit' approach, deciding which level most closely describes the quality of the answer. Where an answer displays characteristics from more than one level you must use the guidance below and your professional judgement to decide which level is most appropriate.

For example, an answer that is logical and evidences application of accurate and thorough understanding to the context of the question, with sustained linkage throughout but with limited evidence to support their judgement, would be placed at the bottom of Level 3 as it has displayed most of the characteristics in a Level 3 response. An answer displaying accurate and thorough understanding but with limited application and unsupported judgements would be placed towards the bottom to middle of Level 2.

### **Placing a mark within a level**

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

If the answer meets the requirements of the level fully, you should be prepared to award full marks within the level. The top mark in the level is used for evidence that is as good as can realistically be expected within that level.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start with the mark at the middle of the level and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level: If it only barely meets the requirements of the level, you should consider awarding marks at the bottom of the level. The bottom mark in the level is used for evidence that is the weakest that can be expected within that level. Alternatively, be prepared to drop the mark to the top of the band below.

The middle marks of the level are used for evidence that has a reasonable match to the requirements. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

### **Imbalanced performance across skills**

Where a response has been placed within a level as it displays characteristics from more than one level, then the mark determined should be based on how well the characteristics of each level have been displayed.

Students may show an imbalanced performance against one or more of the traits/skills provided in the levels descriptors. To establish the correct level and mark, the traits/skills within each level should be used. For example, a student may show performance against the descriptors for AO1 and AO2 that displays characteristics of Level 2 but they make a limited attempt to analyse and evaluate (AO3) Level 1. In such instances, the student has demonstrated the Level 2 traits/skills for AO1 and AO2 and the Level 1 trait/skill for AO3, so would be placed in the middle of Level 2 as they achieve 4 marks (2 each) for AO1 and AO2 and 1 of the 3 marks assigned to AO3.

Given the intrinsic links between the trait/skills, if a response evidences performance against only **one** trait/skill it is likely to be for demonstrating knowledge and understanding.

**Indicative content**

Markers are reminded that indicative content is provided as an illustration of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## Section A

### Development – How did you develop?

| Question number | Answer  | Mark |
|-----------------|---|------|
| 1(a)            | <p><b>C</b> 10</p> <p><b>The only correct answer is C</b></p> <p><b>A</b> is not correct because there were not 8 20 x 28cm pictures</p> <p><b>B</b> is not correct because there were not 9 20 x 28cm pictures</p> <p><b>D</b> is not correct because there were not 11 20 x 28cm pictures</p> | (1)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 1(b)            | <p><b>B</b> 100</p> <p><b>The only correct answer is B</b></p> <p><b>A</b> is not correct because there were not 90 participants</p> <p><b>C</b> is not correct because there were not 110 participants</p> <p><b>D</b> is not correct because there were not 120 participants</p> | (1)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 2 (a)           | <p><b>One</b> mark for stating the type of mindset.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Fixed mindset (1).</li> </ul> <p>Accept any other appropriate response.</p> | (1)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 2 (b)           | <p><b>One</b> mark for stating the type of mindset.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Growth mindset (1).</li> </ul> <p>Accept any other appropriate response.</p> | (1)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 3(a)            | <p><b>One</b> mark for accurate understanding of Willingham’s learning theory.</p> <p><b>One</b> mark for exemplification of how the theory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Willingham’s theory suggests that children need to practise movement skills repeatedly to make them automatic (1). Mario could involve the pupils in activities such as cutting using scissors repeatedly, offering corrective feedback (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 3(b)            | <p><b>One</b> mark for identification of each strength or weakness (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification which must be linked to the strength or weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>• Willingham’s theory has received experimental support which means practising the skills in Mario’s class could help (1), such as that of Ericsson, Krampe, Tesch-Romer (1993) who found the best violinists engaged in more practice during their training and supports using practice for cutting skills in Mario’s class (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• The theory does not account for individual differences in the physical development of Mario’s pupils (1), which means that some pupils in Mario’s class may not have their needs met by the universal strategies suggested by Willingham and could need more individualised support (1).</li> </ul> <p>Accept any other appropriate response.</p> | (4)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 4(a)            | <p><b>One</b> mark for demonstrating accurate understanding of Piaget's theory of cognitive development.</p> <p><b>One</b> mark for exemplification of how the theory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Piaget suggested that children who could show conservation and accurately say that both lines had the same number of sweets would be in the concrete operational stage (1), but as Danielle has said there are different numbers of sweets she must be in the pre-operational stage as she cannot conserve as yet (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 4(b)            | <p><b>One</b> mark for each conclusion made. (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification of conclusion through analysis/interpretation. (maximum <b>two</b> marks).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Nearly all 8-11 year olds were in the concrete operational stage (1), which is shown by all of them aged 9-11 and 45/50 aged 8 got the answer correct so could conserve (1).</li> <li>• Participants aged 5-6 years old only got 15 out of a possible 100 correct responses (1), which shows that the majority were still in the pre-operational stage as they had not developed the ability to conserve (1).</li> </ul> <p>Accept any other appropriate response.</p> | (4)  |

## Section B

### Memory – How does your memory work?

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| 5(a)            | <p><b>One</b> mark for correctly stating a finding.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Participants could recall less than 10% of the trigrams after a 15 second interval (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(1)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| 5(b)            | <p><b>B</b> Trigrams</p> <p><b>The only correct answer is B</b></p> <p><b>A</b> is not correct because they did not use word lists</p> <p><b>C</b> is not correct because they did not use numbers</p> <p><b>D</b> is not correct because they did not use lights</p> | <b>(1)</b> |

| Question number | Answer  | Mark       |
|-----------------|---|------------|
| 6               | <p>Up to <b>two</b> marks for description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Reductionism is a way of explaining complex phenomenon in terms of smaller units which make it up whereas holism is not (1) because holism considers that the smaller units never add up to the whole due to the relationship between the units (1).</li> </ul> <p>Accept any other appropriate response.</p> | <b>(2)</b> |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 7               | <p><b>One</b> mark for accurate understanding of the Theory of Reconstructive Memory.</p> <p><b>One</b> mark for exemplification of how the theory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Reconstructive Memory Theory assumes recall is influenced by schemas and memory is malleable (1), so Bamboo may have people being dressed in black and not blue clothes as being robbers as part of his schema which is why his recall was altered (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 8               | <p><b>One</b> mark for demonstrating understanding of Multi-store Model of Memory.</p> <p><b>One</b> mark for exemplification of how the theory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Multi-store model suggests that attention is required for an individual to move the information to the short-term store (1), but William did not pay attention to the words when the teacher was communicating them to the class so could not keep them, even temporarily (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 9(a)            | <p><b>One</b> mark for each conclusion made. (maximum <b>two</b> marks).<br/> <b>One</b> mark for justification of each conclusion through analysis/interpretation. (maximum <b>two</b> marks).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The participant with anterograde amnesia showed difficulty in learning new skills (1) because they scored at least 18 less on the picture task, which relied on learning after the onset of amnesia, compared to the other two participants (1).</li> <li>The participant with retrograde amnesia scored only 40/100 vs. at least 80/100 compared to the other two participants on Task 2 (1), which shows that they found difficulty in remembering before the onset of their amnesia as the news events happened prior to their amnesia (1).</li> </ul> <p>Accept any other appropriate response.</p> | (4)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 9(b)            | <p><b>One</b> mark for identification of the strength / weakness (maximum <b>two</b> marks).<br/> <b>One</b> mark for justification, which must be linked to the strength / weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>Dekota used a healthy control participant to compare the amnesic participants to (1) which is a strength as they can see the impact of amnesia against the baseline measure scored by the control (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>Dekota only recruited one participant with amnesia (or a control) for each condition (1) which is a weakness as each participant may have been unique in their amnesia so the study has limited generalisability to the target population of amnesics (1).</li> </ul> <p>Accept any other appropriate response.</p> | (4)  |

## Section C

### Psychological problems – How would psychological problems affect you?

| Question number | Answer   | Mark |
|-----------------|--|------|
| 10              | <p><b>One</b> mark for correctly naming each measure (up to a maximum of <b>two</b> marks).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Motivation to quit abusing the internet (1).</li> <li>• Improved relationship functioning (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 11(a)           | <p><b>One</b> mark for correctly stating one aspect of 'nature'.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• His father also had depression so it could have been genetically inherited (1).</li> </ul> <p>Accept any other appropriate response.</p> | (1)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 11(b)           | <p><b>One</b> mark for correctly stating one aspect of 'nurture'.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• His mother has been diagnosed with a life-threatening illness which would be a stressful life event (1).</li> </ul> <p>Accept any other appropriate response.</p> | (1)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 11(c)           | <p><b>One</b> mark for demonstrating accurate understanding of the use of drugs as a treatment for depression.</p> <p><b>One</b> mark for exemplification of how drugs could be used as a treatment to help Shaun.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Antidepressants, such as an SSRI, can work to increase serotonin in the brain (1) so this may improve Shaun's motivation and mood so he is able to get out of bed more easily and go to work (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 11(d)           | <p><b>One</b> mark for identification of each strength/weakness (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification which must be linked to the strength/weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>• Drug treatments for depression have experimental support and have been shown to help alleviate symptoms compared to a placebo so should help Shaun (1), which was shown by Geddes et al. (2003) who found relapse of 41% for a placebo compared to 18% for those taking antidepressants (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• Antidepressants can be criticised for being a short-term measure so may not help Shaun in the long-term (1) because once he stops taking the antidepressants the symptoms are likely to return so the drugs have not treated his condition (1).</li> </ul> <p>Accept any other appropriate response.</p> | (4)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 12              | <p><b>One</b> mark for demonstrating accurate understanding of the influence of genes for addiction.</p> <p><b>One</b> mark for exemplification of how the influence of genes can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Alleles of the DRD2 gene have been associated with drug abuse, such as alcohol abuse (1) so it may be that Olivia has inherited a susceptibility to addiction as her parents both suffered with drug addiction (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 13(a)           | <p><b>One</b> mark for a conclusion made.</p> <p><b>One</b> mark for justification of the conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Siobhan will need to plan for increased staffing costs over the next 5 years (1) because as the number of patients has increased by 11, the staffing costs have increased by £220,000 (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark       |
|-----------------|--|------------|
| 13(b)           | <p><b>One</b> mark for identification of a relevant improvement.<br/><b>One</b> mark for justification, which must be linked to the improvement identified.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Siobhan could look at the incidence of mental health issues in other wards in the area over the last 5 years (1), which would give her a more representative idea of the likely change in number of admissions over the next 5 years which will affect staffing costs (1).</li></ul> <p>Accept any other appropriate response.</p> | <b>(2)</b> |

## Section D

## The brain and neuropsychology – How does your brain affect you?

| Question number | Answer  | Mark |
|-----------------|---|------|
| 14              | <p>Up to <b>two</b> marks for defining what is meant by 'visual agnosia'.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Visual agnosia is a condition where an individual can see but is unable to recognise what they can see (1). It may be that their eyes can see an everyday object like a table but are unable to name what it is when asked (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 15              | <p><b>A</b> The neurotransmitters will bind to the receptor like a lock and key</p> <p><b>C</b> The neurotransmitters are released into the synaptic gap</p> <p><b>The only correct answer is A and C</b></p> <p><b>B</b> is not correct because receptors do not bind to the synapse like a lock and key</p> <p><b>D</b> is not correct because receptors are not released into the synaptic gap</p> <p><b>E</b> is not correct because neurotransmitters do not always block the receptors</p> | (2)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 16              | <p><b>One</b> mark for accurate understanding of the role of the left hemisphere.</p> <p><b>One</b> mark for exemplification of how the role of the left hemisphere can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The left hemisphere is heavily involved in language processing, such as that of Broca's area in speech (1), so Antoine may struggle with talking due to the damage to his left hemisphere (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 17              | <p><b>One</b> mark for identification of the strength / weakness (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification, which must be linked to the strength / weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>There is experimental evidence showing sex differences in spatial ability which could account for Ahmed enjoying competitive activities and Sadiah enjoying cooperative activities (1) such as that of Rilea et al. (2005) who showed men outperforming women on a waterlevel task that used spatial ability therefore supporting the difference between Ahmed and Sadiah's choice of activity (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>Experimental evidence does not consistently find a difference between men and women in spatial ability so lateralisation is not a complete explanation of why Ahmed and Sadiah enjoy different activities (1), which is shown in Rilea et al. (2005) where no sex or hemispheric differences were observed in a paperfolding task which used spatial ability (1).</li> </ul> <p>Accept any other appropriate response.</p> | (4)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 18(a)           | <p><b>One</b> mark for accurate understanding of a relevant study selected.</p> <p><b>One</b> mark for exemplification of how the study can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Damasio et al. (1994) reported that Phineas Gage had become irreverent and capricious after his pre-frontal cortex had been damaged (1), so it is likely that Holly will find that the ten male participants will have become more disrespectful and unpredictable after their pre-frontal cortex damage (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 18(b)           | <p><b>One</b> mark for identification of each relevant improvement (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification of each improvement, which must be linked to the improvement identified (maximum <b>two</b> marks).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Holly could have asked female participants as well as male participants (1) so that the findings from her study regarding damage to the pre-frontal cortex could be representative of both sexes and not just to men (1).</li> <li>• Holly could have asked the participants' family or peers about their differences in personality before and after the damage (1) because the participant with a damaged brain may not be accurate in their account of the differences in personality whereas their peers or family may be more objective (1).</li> </ul> <p>Accept any other appropriate response.</p> | (4)  |

## Section E

### Social influence – How do others affect you?

| Question number | Answer  | Mark |
|-----------------|---|------|
| 19(a)           | <p><b>B 6</b></p> <p><b>The only correct answer is B</b></p> <p><b>A</b> is not correct because it was not 5 days</p> <p><b>C</b> is not correct because it was not 7 days</p> <p><b>D</b> is not correct because it was not 8 days</p> | (1)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 19(b)           | <p><b>One</b> mark for accurate statement.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 75 (1).</li> </ul> <p>Reject other answers.</p> | (1)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 20              | <p>Up to <b>two</b> marks for description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Pro-social behaviour is when an individual acts in a desirable manner in society whereas anti-social is not (1), because anti-social behaviour is when an individual goes against social values and expectations (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 21(a)           | <p><b>One</b> mark for demonstrating accurate understanding of Piliavin et al. (1969).<br/> <b>One</b> mark for exemplification of how Piliavin et al. (1969) can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Piliavin et al. (1969) found that the drunk victims were helped spontaneously in 19/38 (50%) of trials (1) which suggests that Tunji will have about 1 in 2 chance of being helped spontaneously by strangers on the train (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 21(b)           | <p><b>One</b> mark for identification of the strength / weakness (maximum <b>two</b> marks).<br/> <b>One</b> mark for justification, which must be linked to the strength / weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>Piliavin et al. (1969) was conducted on a real New York subway train so the study had ecological validity (1) which means that the participants are likely to have acted naturally and can therefore be comparable to Tunji's situation as she is on a public train (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>Piliavin et al. (1969) was conducted in a natural setting of a subway train and so there are uncontrolled variables that could have influenced the results (1) so there could be things in Tunji's setting that are not the same as in the study so the findings may not be applicable to explain if people will help her (1).</li> </ul> <p>Accept any other appropriate response.</p> | (4)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 22              | <p><b>One</b> mark for demonstrating accurate understanding of a factor affecting conformity to majority influence.</p> <p><b>One</b> mark for exemplification of how the factor affecting conformity to majority influence can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The unanimity of the majority could affect majority influence with a unanimous group being more likely to lead others to conform (1). As all of Leonora's friends were in unanimous agreement about watching the car racing film this is likely to have a bigger influence on her behaviour than if some had wanted to watch the unicorn film instead (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer  | Mark |
|-----------------|---|------|
| 23(a)           | <p><b>One</b> mark for conclusion made.</p> <p><b>One</b> mark for justification of conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Males were the most disobedient (1) as 92% of the males did not obey compared to just 17% of females (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

| Question number | Answer   | Mark |
|-----------------|--|------|
| 23(b)           | <p><b>One</b> mark for identification of a relevant improvement.</p> <p><b>One</b> mark for justification which must be linked to the improvement identified.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Michael could have conducted the study in different locations than just on a bus (1) which would mean he would have a more representative understanding of male and female obedience than in a single setting (1).</li> </ul> <p>Accept any other appropriate response.</p> | (2)  |

## Section F

| Question number | Indicative content   | Mark       |
|-----------------|--|------------|
| 24              | <p style="text-align: center;">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>Candidates who do not consider the stages of morality (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).</p> <p>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.</p> <p>AO1</p> <ul style="list-style-type: none"> <li>• Post-conventional morality is where an individual has abstract thinking and considers actions as good or bad against a higher level understanding which is beyond societal rules.</li> <li>• Pre-conventional morality focuses on basic rules of reward and punishment, where a bad action would get punished and a good action would be rewarded.</li> <li>• Conventional morality is linked to following societal rules and being liked, with the maintenance of social order through obedience to authority.</li> </ul> <p>AO2</p> <ul style="list-style-type: none"> <li>• Man A is showing they are in the post-conventional stage of morality as they think beyond laws and that ethical principles are more important than societal rules by saying that everyone is equal in the world.</li> <li>• Man B is showing they are in stage 1 of pre-conventional stage of morality as they think the action was wrong as they might get in trouble so is punishing a bad action.</li> <li>• Man C is showing a conventional morality as they want to be liked by their family and by stealing the money they have gained the approval of them.</li> </ul> <p>AO3</p> <ul style="list-style-type: none"> <li>• Only men were asked and Kohlberg's theory has been criticised for being gender-biased as only men were used when proposing the stages, so the theory may not therefore explain the moral development of women, if they were questioned by the researchers.</li> <li>• The ideas of the three men here are supported by experimental evidence which confirmed the sequential development of morality, with Colby et al. (1983) re-interviewing Kohlberg's participants at 3-4 year intervals which shows reliability over time, and eliminates individual differences.</li> <li>• Evidence has suggested that only more developed nations may show post-conventional morality (e.g. Snarey and Keljo, 1991) so this stage may not exist in less developed nations, and only England was asked in this study, so there are limited cross-cultural implications.</li> </ul> | <b>(9)</b> |

| Level   | Mark | Descriptor   |
|---------|------|--|
|         | 0    | No rewardable material.  |
| Level 1 | 1–3  | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1)</li> <li>• Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2)</li> <li>• 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)</li> </ul>                               |
| Level 2 | 4–6  | <ul style="list-style-type: none"> <li>• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)</li> <li>• 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)</li> </ul> |
| Level 3 | 7–9  | <ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)</li> <li>• 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)</li> </ul>    |

| Question number | Indicative content  | Mark |
|-----------------|---|------|
| 25              | <p style="text-align: center;">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>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).</p> <p>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.</p> <p>AO1</p> <ul style="list-style-type: none"> <li>• Obedience is the process of following a direct order from a legitimate authority figure.</li> <li>• The frontal lobe plays an important role in decision-making and the ventromedial pre-frontal cortex (vmPFC) in aggression.</li> <li>• The temporal lobe has a role in memory with the hippocampus transferring short-term to long-term memories.</li> </ul> <p>AO2</p> <ul style="list-style-type: none"> <li>• Samantha may not have viewed Molly as a legitimate authority compared to someone in her school like a teacher.</li> <li>• Samantha's frontal lobe would have been unaffected before being injured and so she rationally decided not to follow the command to punch the boy.</li> <li>• When injuring her head it is possible that Samantha has damaged her temporal lobe and her memory has been negatively affected.</li> </ul> <p>AO3</p> <ul style="list-style-type: none"> <li>• Milgram (1963) found that 65% of participants were willing to shock a learner at 450V, which Milgram claimed was due to obedience to an authority figure (the experimenter), so would explain Samantha following the order of a teacher but not someone she did not see as a legitimate authority.</li> <li>• Phineas Gage's case shows the potential impact of damage to the frontal lobe and so the role of the frontal lobes, but this was a unique case study so the findings may not be generalisable to Samantha.</li> <li>• Case studies such as that of H.M. suggest that the hippocampus, which is located in the temporal lobe, is involved in memory as he could not remember certain things after an operation which removed the hippocampus, which shows that if Samantha had damaged her brain it could have affected her memory.</li> </ul> | (9)  |

| Level   | Mark | Descriptor  |
|---------|------|---|
|         | 0    | No rewardable material.   |
| Level 1 | 1–3  | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1)</li> <li>• Attempts to apply understanding to elements in the context of the question, with flawed or simplistic links and connections made. (AO2)</li> <li>• 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)</li> </ul>                               |
| Level 2 | 4–6  | <ul style="list-style-type: none"> <li>• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)</li> <li>• 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)</li> </ul> |
| Level 3 | 7–9  | <ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)</li> <li>• 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)</li> </ul>     |