



Mark Scheme (Results)

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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>One mark for stating what is meant by a 'fixed mindset'.</p> <p>For example:</p> <ul style="list-style-type: none"> When someone thinks their ability is always the same regardless of effort and practice. <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
1(b)	<p>One mark for stating what is meant by a 'growth mindset'.</p> <p>For example:</p> <ul style="list-style-type: none"> When someone thinks that effort and practice can improve their ability. <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
2	<p>Up to two marks for accurate description of the role of the cerebellum during development.</p> <p>For example:</p> <ul style="list-style-type: none"> The cerebellum manages motor commands sent from the central nervous system (1) which helps with motor skills such as balance when learning to walk (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3(a)	<p>One mark for demonstrating accurate understanding of Piaget and Inhelder's (1956) Three Mountains task.</p> <p>One 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"> Piaget and Inhelder (1956) reported that children who could not see the mountains from the doll's perspective were considered egocentric (1) and Sarah's daughter does not appear to be able to see the playground from the toy robot's perspective so she must be in the pre-operational stage (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3(b)	<p>One mark for identification of each strength / weakness (maximum two marks). One mark for justification which must be linked to the strength / weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • Sarah's study took place in a real playground setting so it has high ecological validity (1) because her daughter would be more likely to act naturally when giving her perspective of what the toy robot could see as it was a real life setting (1). <p>Weakness</p> <ul style="list-style-type: none"> • The task of asking her daughter what the toy robot could see lacks mundane realism (1) because this is not a normal thing to ask a child who would be playing in a playground so the findings may lack validity (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
4(a)	<p>One mark for each conclusion made (maximum two marks). One mark for justification of each conclusion through analysis/interpretation (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • The children in the class have not made much improvement over the four days (1) with an increase of only 1% in the average percentage getting the order of planets correct from day 1 to day 4 assessments (1). • The children have not got quicker on the task on average over the four days (1) which is shown by the average time taken to name the planets in order from the Sun remaining at around 21 seconds from day 1 to day 4 assessments (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
4(b)	<p>One mark for accurate understanding of Willingham's learning theory. One 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"> • Willingham's learning theory suggests that in order to improve a new cognitive skill, practice is required using effort (1) so Mr Harris could ask his class to put pictures of the planets in the correct order repeatedly to reinforce the correct order of planets which will help them practise the new skill (1). <p>Accept any other appropriate response.</p>	(2)

Section B

Memory – How does your memory work?

Question number	Answer	Mark
5(a)	<p>C - 20</p> <p>The only correct answer is C.</p> <p>A is incorrect because it was not 10.</p> <p>B is incorrect because it was not 15.</p> <p>D is incorrect because it was not 25.</p>	(1)

Question number	Answer	Mark
5(b)	<p>Up to two marks for correctly stating two findings.</p> <p>For example:</p> <ul style="list-style-type: none"> Participants made transformations with the original text, such as changing 'canoes' to 'boats' (1). The participants kept the order of events and main themes of the story the same in their reproduction as it was in the original story (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
6	<p>One mark for a definition of 'retrieval'.</p> <p>For example:</p> <ul style="list-style-type: none"> The process of recalling information that had previously been stored in the memory (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
7(a)	<p>One mark for accurate understanding of Multi-store Model of Memory.</p> <p>One mark for exemplification of how Multi-store Model of Memory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Multi-store model states capacity of the STM is limited so chunking the information would help remember it better (1) which is why class 1 have performed better since they have grouped the information about capital cities into manageable chunks (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
7(b)	<p>One mark for appropriate conclusion made. One mark for justification of conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> The graph shows a negative skew in terms of the distribution of scores on the test for capital cities (1) which is shown by the majority of scores by class 1 being at the higher end of the histogram with less in the middle and at the lower end (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
7(c)	<p>One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified.</p> <p>For example:</p> <ul style="list-style-type: none"> Lara could have used more than just a single test with a single skill to increase generalisability of the findings (1) because using the revision techniques with numerical data as well as the words would mean she can make conclusions that are more applicable to different types of content (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
8(a)	<p>One mark for accurate understanding of Peterson and Peterson (1959). One 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"> Peterson and Peterson (1959) found that vocal repetition led to greater recall of trigrams than silent repetition (1) and Chelsea performed vocal rehearsal on Sunday but silent rehearsal on Saturday so this accounts for her improved memory on Sunday (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
8(b)	<p>One mark for identification of each weakness (maximum two marks).</p> <p>One mark for justification, which must be linked to each weakness identified (maximum two marks).</p> <p>For example:</p> <p>Weakness one</p> <ul style="list-style-type: none">• Peterson and Peterson (1959) used trigrams which are not an everyday stimulus for learning so lack validity (1) whereas Chelsea was learning a list of items to buy at the shop which are an everyday stimulus for learning so perhaps the study cannot fully explain Chelsea's memory of the items (1). <p>Weakness two</p> <ul style="list-style-type: none">• Peterson and Peterson (1959) used controlled repeated intervals for rehearsal, which enabled them to compare accurately between conditions (1) whereas Chelsea may have not repeated the items for the shop or had controlled intervals so the study may not be able to account for Chelsea's memory of the items (1). <p>Accept any other appropriate response.</p>	(4)

Section C

Psychological problems – How would psychological problems affect you?

Question number	Answer	Mark
9(a)	<p>D - USA</p> <p>The only correct answer is D.</p> <p>A is incorrect because it was not the UK.</p> <p>B is incorrect because it was not Australia.</p> <p>C is incorrect because it was not Canada.</p>	(1)

Question number	Answer	Mark
9(b)	<p>C – 6 month follow-up</p> <p>The only correct answer is C.</p> <p>A is incorrect because it was not 1 month.</p> <p>B is incorrect because it was not 3 months.</p> <p>D is incorrect because it was not 12 months.</p>	(1)

Question number	Answer	Mark
9(c)	<p>One mark for correctly stating each finding (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> The most common problematic online application reported by men was pornography (1). The most common problematic online application reported by women was online chat rooms, both sexual and general (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10(a)	<p>One mark for demonstrating accurate understanding of cognitive behavioural therapy.</p> <p>One mark for exemplification of how the therapy can be used for Kesia's addiction.</p> <p>For example:</p> <ul style="list-style-type: none"> As CBT can involve identification of any irrational beliefs and work towards more rational beliefs (1), Kesia could recognise that she can only wear one set of clothes at once so has enough already which is a more rational thought process (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10(b)	<p>One mark for identification of a weakness. One mark for justification which must be linked to the weakness identified.</p> <p>For example:</p> <ul style="list-style-type: none"> • CBT relies on Kesia wanting to change her shopping habits but she may not identify that it is a problem (1) which means that until she can recognise her shopping is a problem she will not be motivated to stop and her addiction will remain (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11(a)	<p>One mark for demonstrating accurate understanding of a suitable study. One 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"> • Caspi et al. (2003) concluded that the 5-HTT gene interacted with life events to predict depressive symptoms and a diagnosis of depression (1). Rachel may have the 5-HTT gene which interacted with her serious injury and abusive messages to cause the onset of depression (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11(b)	<p>One mark for identification of a weakness. One mark for justification which must be linked to the weakness identified.</p> <p>For example:</p> <ul style="list-style-type: none"> • The influence of genes to explain Rachel's depression is reductionist as it simplifies a complex disorder to faulty gene(s) being the cause (1) but gene(s) alone may not be the cause and significant life events like Rachel's serious injury may also contribute to depression which is a more holistic approach (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
12(a)	<p>One mark for a conclusion made. One mark for justification of the conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> The drug 8-Gv2 has not been effective in reducing depression in the participants (1) which is shown by almost identical self-reported symptoms of depression with only a 0.1 decrease (out of 10) after 12-months (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
12(b)	<p>One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified.</p> <p>For example:</p> <ul style="list-style-type: none"> The study could have used a control group where some participants were not given the 8-Gv2 drug (1) which would have given a baseline measure of symptom severity to compare against the drug condition to see how much impact the drug has on depression (1). <p>Accept any other appropriate response.</p>	(2)

Section D

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

Question number	Answer	Mark
13(a)	<p>One mark for understanding of an aim of Damasio et al. (1994).</p> <p>For example:</p> <ul style="list-style-type: none"> To attempt to locate the areas of damage in Phineas Gage using modern neuroimaging techniques (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
13(b)	<p>One mark for understanding of a part of the procedure used in Damasio et al. (1994).</p> <p>For example:</p> <ul style="list-style-type: none"> The researchers used a coordinate system (Talairach's stereotactic space) to map out Phineas Gage's skull (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
13(c)	<p>One mark for each finding identified</p> <p>A - Broca's area was undamaged C - The ventromedial region of the frontal lobes were damaged The only correct answers are A and C.</p> <p>B is incorrect because the motor cortices were undamaged. D is incorrect because some of the damage was in the frontal lobes. E is incorrect because the dorsolateral region of the front lobes were undamaged.</p>	(2)

Question number	Answer	Mark
14	<p>One mark for accurate understanding of prosopagnosia. One mark for exemplification of how prosopagnosia can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Prosopagnosia is a neurological condition which means the sufferer is unable to recognise faces of familiar people (1) which means Neha would struggle to continue working as an Art teacher as she would struggle to recognise each of her students (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
15(a)	<p>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).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> Ishfaq gathered both qualitative and quantitative data through interviews and experiments with his brain-damaged patient so his findings could be tested for reliability (1) as the information collected from the interviews could be checked for consistency with the experimental data on the role of the corpus callosum (1). <p>Weakness</p> <ul style="list-style-type: none"> Only one patient has been studied with damage to their corpus callosum so the investigation lacks generalisability (1) because the problems the patient suffers from may be unique to them and may not be representative of all people with damage to the corpus callosum (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
15(b)	<p>One mark for accurate understanding of the role of the corpus callosum.</p> <p>One mark for exemplification of how the role of the corpus callosum can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> The corpus callosum is a bundle of fibres that transfers information from one hemisphere to the other (1) so the damage experienced by Ishfaq's patient may result in them being able to handle an object correctly but not being able to name it (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
16	<p>One mark for each conclusion made.</p> <p>One mark for justification of each conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> 'Drug JL-2' does not affect memory ability but it does affect speed of memory (1) which is shown by only a 1% drop for ability but 14 seconds longer for time taken (1). The drug does not really affect coordination but does affect navigation (1) with navigation errors increasing by 5/10 but coordination only increased by 1/20 (1). <p>Accept any other appropriate response.</p>	(4)

Section E

Social influence – How do others affect you?

Question number	Answer	Mark
17	<p>One mark for accurate definition of culture.</p> <p>For example:</p> <ul style="list-style-type: none"> • Culture is the human-made traditions, customs and social behaviour of a particular set of people or society (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
18(a)	<p>D – three meals per day</p> <p>The only correct answer is D.</p> <p>A is incorrect because there were not two supervised toilet visits per day.</p> <p>B is incorrect because there were not three visits per day.</p> <p>C is incorrect because they were not lined up to be counted four times per day.</p>	(1)

Question number	Answer	Mark
18(b)	<p>One mark for demonstrating accurate understanding of Haney, Banks, and Zimbardo (1973)</p> <p>One mark for exemplification of how Haney, Banks, and Zimbardo (1973) can be used to explain the scenario.</p> <p>For example:</p> <p>Haney, Banks, and Zimbardo (1973) found that people given military style guard uniforms changed their behaviour to act with more power and control than without the uniforms through deindividuation (1). Junbin and his friends have face masks and hoods to hide their identity at the park but are more identifiable at the shopping centre so are less likely to act aggressively as they are more accountable for their actions (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
18(c)	<p>One mark for identification of each weakness (maximum two marks).</p> <p>One mark for justification, which must be linked to each weakness identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • Haney et al. (1973) took place in a Stanford University basement and in a prison setting so is different from a park and shopping centre so lacks validity (1) which means that what happened in the study may be different to what happens in more natural, real life settings such as the park and shopping centre (1). • In Haney et al. (1973) there was a group of prisoners dressed in uniforms too, to diminish their status compared to the guards so lacks validity as this was not the case for Junbin and his friends (1) because passers-by in the park or at the shopping centre would not be dressed in uniforms / prisoner outfits to reduce their power and identity so the study cannot comparably explain what would happen with Junbin and his friends (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
19	<p>Up to two marks for accurate understanding of one situational factor affecting bystander intervention.</p> <p>For example:</p> <ul style="list-style-type: none"> • There may be lots of people around during a situation with a bystander which could create a diffusion of responsibility (1) which is where people feel less individually responsible for helping someone in distress as they feel one of the other large number of people in the area will help so they do not have to (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
20	<p>One mark for demonstrating accurate understanding of a personal factor affecting bystander intervention.</p> <p>One mark for exemplification of how the personal factor affecting bystander intervention can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • One personal factor affecting bystander intervention is personality with those high in empathy more likely to help a bystander in distress (1). Kareem may not help if he has low levels of empathy as the woman is not similar to him and he may feel she should have waited for the bus to stop before going down the stairs (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
21	<p>One mark for identification of each relevant improvement (maximum two marks).</p> <p>One mark for each justification which must be linked to the improvement identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • Joe could have gained full informed consent from the students passing in the corridor before they participated (1) by briefing them about his study about conformity to majority influence and asking for their permission before being involved (1). • Joe could have repeated his study on a number of other lunch times with different students to test for reliability (1) so he would be able to see if he got the same results in the conformity to majority scenario to assess the consistency of his findings (1). <p>Accept any other appropriate response.</p>	(4)

Section F

Question number	Indicative content	Mark
22	<p data-bbox="363 241 1031 275">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="316 309 1214 434">Candidates who do not consider nature and nurture (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 data-bbox="316 472 1166 658">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 data-bbox="316 703 373 730">AO1</p> <ul data-bbox="316 734 1198 992" style="list-style-type: none"> <li data-bbox="316 734 1198 797">• Nature arguments state that internal factors are responsible for addiction, such as addictive gene(s). <li data-bbox="316 801 1198 893">• Nurture arguments state that external factors are responsible for addiction, such as role models being observed and imitated. <li data-bbox="316 898 1198 992">• Observation of role models performing a behaviour may trigger a genetic predisposition to addiction and cause an individual to be more likely to repeatedly imitate the action. <p data-bbox="316 1025 373 1052">AO2</p> <ul data-bbox="316 1057 1222 1413" style="list-style-type: none"> <li data-bbox="316 1057 1222 1149">• In terms of nature, Amir may have inherited gene(s) from his parents or close relatives that made him vulnerable to addiction to the computer video game. <li data-bbox="316 1153 1222 1245">• In terms of nurture, Amir may have had role models like parents or cousins that he looks up to who played computer video games. <li data-bbox="316 1249 1222 1413">• Amir may have inherited addictive gene(s) which were triggered when watching a role model he admires playing the games and led to a need to repeat the behaviour for the desire of pleasure, so a combination of nature and nurture is the cause of his addiction. <p data-bbox="316 1447 373 1473">AO3</p> <ul data-bbox="316 1478 1206 1957" style="list-style-type: none"> <li data-bbox="316 1478 1206 1641">• Blum et al. (1991) reported that alcoholics had increased frequency of alleles of the dopamine D2 receptor gene (DRD2) compared to non-alcoholic controls so could be used to support genetic links to addiction and Amir could have these alleles. <li data-bbox="316 1646 1206 1809">• Bandura showed in his studies (e.g. Bandura, Ross, Ross, 1961) that children would observe and imitate role model aggression, which may be the case regarding observation and imitation of role model addiction behaviour to computer video games. <li data-bbox="316 1814 1206 1957">• Lots of studies have failed to replicate the findings concerning DRD2 and alcohol addiction (e.g. Suarez et al., 1994) so the link is controversial and other nurture factors such as role models or environmental cues must be influential in addiction too. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
23	<p>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"> • Accommodation is where a child takes a new experience and uses it to expand an existing schema. • Obedience is where an individual follows a direct command from a legitimate authority figure. • Multi-store model of memory states that attention and rehearsal lead to storage of the information. <p>AO2</p> <ul style="list-style-type: none"> • Petra will have to expand her 'pet' schema to include dogs as well as cats after being told by her mother that the dog in the park is a pet like the cat is at home. • Petra was instructed by her mother to stroke the dog and even though she felt nervous she still obeyed her mother's command to do so as her mother was a legitimate authority to her. • Petra was told to consider the cat she has at home when she was confronted with the dog so could have remembered that the cat does not harm her when she strokes it and enjoys the attention. <p>AO3</p> <ul style="list-style-type: none"> • Piaget's ideas such as accommodation of schemas, which is what Petra is doing with her 'pet' schema, have led to important practical applications in education through the encouragement of 'discovery' play for children. • Research, such as that of Hofling (1966), has shown nurses are willing to administer an overdose to a patient if a doctor tells them to as they are a legitimate authority in the situation, which could explain why Petra stroked the dog after her mother told her to. • Studies that support multi-store model of memory, such as that of Peterson and Peterson (1959), generally use artificial tasks, such as remembering trigrams, which may not be useful or realistic when trying to remember everyday experiences like incidents with pets. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

