

Paper 1 mark scheme

Section A

Development – How did you develop?

Question number	Answer	Mark
1	C	(1)

Question number	Answer	Mark
2	B	(1)

Question number	Answer	Mark
3(a)	One mark for correct identification of the stage. Paul is in the sensorimotor stage (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
3(b)	One mark for correct identification of the stage. Jane is in the pre-operational stage (1). Accept any other appropriate response.	(1)

Question number	Answer	Mark
4(a)	<p>One mark for accurate understanding of Gunderson et al (2013). One mark for exemplification of how the study can be used to explain the scenario.</p> <p>Gunderson et al. (2013) found praising effort increased motivation compared to praising ability (1) so Mrs Morgan is likely to find the group praised for effort will paint for longer (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
4(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> <ul style="list-style-type: none"> • One strength is that a fourth teacher was used as an independent observer (1). This would mean there is less researcher bias in what was observed and the results will be more valid (1). • One weakness is that children may not have liked painting (1). This means they will have stopped painting because they did not like it rather than due to lack of praise so there is a lack of cause and effect in Mrs Morgan's study (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
5(a)	<p>One mark for demonstrating accurate understanding of relevant study selected.</p> <p>One mark for exemplification of how the study can be used to explain the scenario.</p> <ul style="list-style-type: none"> • Piaget and Inhelder (1956) found that children below 7 years old could not decentre (1), so his 3-year-old nephew is egocentric as he could not identify that the teddy bear could see the chocolate bar (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
5(b)	<p>One mark for identification of each relevant improvement (maximum two marks).</p> <p>One mark for justification, which must be linked to the improvement identified (maximum two marks).</p> <ul style="list-style-type: none"> • Ahmet could improve his study by having more children who were from a variety of backgrounds (1). This would increase the generalisability of the results as he would have a more representative sample (1). • Ahmet could use a more realistic scenario with people rather than a teddy bear and a chocolate bar (1). This would mean his study would be more representative of real life for the children, which increases validity (1). <p>Accept any other appropriate response.</p>	(4)

Section B

Memory – How does your memory work?

Question number	Answer	Mark
6	<p>Up to two marks for description.</p> <p>This is the process of acquiring and coding the information in various forms (1). Encoding may process information semantically – by its meaning (1)</p> <p>Accept other appropriate ways of expressing the encoding stage.</p>	(2)

Question number	Answer	Mark
7(a)	<p>Up to two marks for description.</p> <p>Anterograde amnesia is where someone can remember events prior to brain damage but nothing afterwards (1) whereas someone with retrograde amnesia cannot remember events before the onset of amnesia (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
7(b)	<p>One mark for accurate understanding of the multi-store model. One mark for exemplification of how the theory can be used to explain the scenario.</p> <p>Multi-store model suggests rehearsal is needed to transfer information to long-term memory (1) so Parul could verbally repeat information about new events over and over again to try and remember them (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
8	<p>One mark for demonstrating accurate understanding of relevant theory selected.</p> <p>One mark for exemplification of how the theory can be used to explain the scenario.</p> <p>Reconstructive memory theory suggests people actively reconstruct events using their schema (1). Ajay's schema of an intruder is that they are male and carry weapons (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9(a)	<p>One mark for conclusion made.</p> <p>One mark for justification of conclusion through analysis/interpretation.</p> <p>Detail was lost from the original story to the reproduction (1) as there was a decrease of 273 words from the original story to the reproduction (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9(b)	<p>One mark for identification of each weakness (maximum two marks).</p> <p>One mark for justification, which must be linked to the weakness identified (maximum two marks).</p> <ul style="list-style-type: none"> • One weakness is that all of the students were seated together so they could overhear the reproductions (1). This may mean that people cheated and overheard someone else's reproduction, which means the results will lack validity (1). • Another weakness is that Emma asked her friends, which may be a biased sample (1). Opportunity sampling like this is not representative and therefore their sample will lack generalisability (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
9(c)	<p>One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified.</p> <p>Emma could have asked participants to carry out the study in pairs rather than as a whole group (1). This would mean they could not overhear the story from a previous pairing so the results would have more validity (1).</p> <p>Accept any other appropriate response.</p>	(2)

Section C

Psychological problems – How would psychological problems affect you?

Question number	Answer	Mark
10	One mark for each symptom identified. C E	(2)

Question number	Answer	Mark
11(a)	One mark for naming each symptom (up to a maximum of two marks). <ul style="list-style-type: none"> • Henna is showing physical symptoms of withdrawal (1). • Henna is showing tolerance (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
11(b)	One mark for demonstrating accurate understanding of relevant learning theory selected. One mark for exemplification of how the theory can be used to explain the scenario. For example: <ul style="list-style-type: none"> • Operant conditioning assumes people repeat behaviour when positively reinforced/rewarded (1) so Henna may have found the video game exciting and was reinforced to continue playing (1). • Social learning theory assumes people observe and imitate role models to acquire behaviour (1) so Henna may have watched an older brother/sister play the video game and copied him (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
11(c)	<p>One mark for identification of a strength. One mark for identification of a weakness. One mark for justification, which must be linked to the strength/weakness identified (maximum two marks).</p> <p>Strength</p> <ul style="list-style-type: none"> • Social Learning theory suggests that children would copy the action of a role model if they identify with the role model (1), which could support identification with a video game character as a role model as an explanation for Henna being addicted to the video game (1). • Operant conditioning suggests that when someone receives a positive consequence for behaviour they are more likely to repeat that behaviour (1), which could support reinforcement of the pleasure from playing the game as an explanation for Henna being addicted to the video game (1). <p>Weakness</p> <ul style="list-style-type: none"> • A weakness of social learning is that it ignores biological reasons for addictive behaviour such as the brain (1). It could be that dopamine release in the brain is responsible for Henna's video game addiction and not modelling (1). • A weakness of operant conditioning is that some addictive behaviours may not be rewarding (1) so the video game may have been too challenging/frustrating, which means enjoyment cannot adequately explain her addiction (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
12(a)	<p>One mark for demonstrating accurate understanding of cognitive behavioural therapy. One mark for exemplification of how the therapy can be used to explain the scenario.</p> <p>CBT can involve identification of irrational beliefs and consideration of more rational beliefs (1). Jim could identify that he is not worthless for failing his test and recognise he did not study enough, which is a more rational explanation (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
12(b)	<p>One mark for each conclusion made (maximum two marks). One mark for justification of conclusion through analysis/interpretation (maximum two marks).</p> <ul style="list-style-type: none">• CBT was the most effective treatment after 12 weeks (1) as it reduced more symptoms than antidepressant drugs and no treatment at all (1).• CBT was less effective in the short term than antidepressant drugs (1) as antidepressants had 20% more symptom reduction after one week than CBT (1). <p>Accept any other appropriate response.</p>	(4)

Section D

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

Question number	Answer	Mark
13(a)	C	(1)

Question number	Answer	Mark
13(b)	C	(1)

Question number	Answer	Mark
14	<p>Up to two marks for definition of prosopagnosia.</p> <p>Prosopagnosia is the inability to recognise faces of familiar people (1), while other aspects of visual processing and intellectual functioning remain intact (1).</p> <p>Accept other appropriate ways of expressing the definition of prosopagnosia.</p>	(2)

Question number	Answer	Mark
15	<p>One mark for accurate understanding of synaptic functioning. One mark for exemplification of how synaptic functioning can be used to explain the effects of alcohol.</p> <p>Drugs affect the level of neurotransmitter at the synapse, which then has an influence on human behaviour (1). Alcohol may have increased the neurotransmitter dopamine at the synapse, which may have led to Simon's pleasurable feelings (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
16(a)	<p>One mark for conclusion made. One mark for justification of conclusion through analysis/interpretation.</p> <p>The participant with damage to the left hemisphere was better at identifying emotional expressions (1), which suggests that a role of the right hemisphere is in enabling individuals to identify emotions in others (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
16(b)	<p>One mark for accurate understanding of Sperry (1968). One mark for exemplification of how the study can be used to explain the scenario.</p> <p>Sperry (1968) claimed that the left hand side of the brain was responsible for language (1) so the participants in Willow's study found it more difficult to give synonyms with damage to the left hemisphere (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
16(c)	<p>One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified.</p> <p>Willow could use a greater number and variety of brain damaged patients in her study (1). This could increase the generalisability of her results as she has used only two participants, which may not be representative (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
17	<p>One mark for identification of each finding (maximum two marks). One mark for reasoning/justification of finding through theory/concepts (maximum two marks).</p> <ul style="list-style-type: none">• Thato found that females were quicker when completing verbal tasks than males (1), which could be due to sex differences in language processing in the left hemisphere (1).• Thato found that men are quicker at spatial tasks than women (1) because men generally perform better with spatial processing as this is a right hemispheric dominated processes whereas women tend to be less lateralised (1). <p>Accept any other appropriate response.</p>	(4)

Section E

Social influence – How do others affect you?

Question number	Answer	Mark
18	<p>One mark for definition of obedience. One mark for example of obedience.</p> <p>Obedience is following the direct order of a legitimate authority (1). For example, a police officer asks someone to pick up litter and they do it (1).</p> <p>Accept other appropriate ways of expressing the definition of obedience.</p>	(2)

Question number	Answer	Mark						
19	<p>One mark for each correct key term.</p> <table border="1" data-bbox="400 936 1158 1335"> <thead> <tr> <th>Situation</th> <th>Key term</th> </tr> </thead> <tbody> <tr> <td>The fire alarm goes off at a shopping centre and Gina is unsure which way to go so follows the rest of the shoppers.</td> <td>Conformity</td> </tr> <tr> <td>Johnny's dad is very serious and stern when he is with his work colleagues but is very silly and is always joking when he is with Johnny.</td> <td>Deindividuation</td> </tr> </tbody> </table> <p>Accept other appropriate ways of expressing the correct terms/concepts.</p>	Situation	Key term	The fire alarm goes off at a shopping centre and Gina is unsure which way to go so follows the rest of the shoppers.	Conformity	Johnny's dad is very serious and stern when he is with his work colleagues but is very silly and is always joking when he is with Johnny.	Deindividuation	(2)
Situation	Key term							
The fire alarm goes off at a shopping centre and Gina is unsure which way to go so follows the rest of the shoppers.	Conformity							
Johnny's dad is very serious and stern when he is with his work colleagues but is very silly and is always joking when he is with Johnny.	Deindividuation							

Question number	Answer	Mark
20(a)	<p>One mark for demonstrating accurate understanding of relevant study selected. One mark for exemplification of how the study can be used to explain the scenario.</p> <p>In Haney et al (1973) the participants were non-aggressive students when not wearing the prison guard uniform but showed brutal, sadistic behaviour when wearing the uniform (1). The football fans may be showing deindividuation where they act abusively as they believe football fans should act in that way when wearing a football shirt (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
20(b)	<p>One mark for conclusion made. One mark for justification of conclusion through analysis/interpretation.</p> <p>There were three times more abuse-related incidents during the home match than the away match (5 versus 15) (1), which suggests that wearing football shirts leads to greater levels of abuse than when not wearing football shirts. (1)</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
20(c)	<p>One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified.</p> <p>Dmitri could have repeated his study with different sets of football fans (1). This would enable him to check if fans are consistently more abusive when wearing football shirts by checking test-retest reliability (1).</p> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
21(a)	<p>One mark for identification of outcome (maximum two marks). One mark for reasoning/justification of outcome through research evidence (maximum two marks).</p> <ul style="list-style-type: none"> • The presence of an authority figure is a situational factor that increases obedience (1) so Kavya is likely to find that when the person in the high-visibility jacket is present obedience will be higher (1). • If someone has an authoritarian personality they are more likely to follow orders and instructions (1) but if the participants do not have this then the presence of an authority will have no significant impact on when people cross the road(1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
21(b)	<p>One mark for demonstrating accurate understanding of social influence. One mark for exemplification of how social influence can be used to explain the scenario.</p> <p>Conformity is when people tend to follow the majority of people in a group (1), which could explain why the majority of people did stop for the 'green man' because they were following the larger number of people and social norms rather than the minority who did not stop (1).</p> <p>Accept any other appropriate response.</p>	(2)

Section F

Question number	Indicative content	Mark
22	<p>AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>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>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"> • Nature would say that depression is caused by inheritance of a gene predisposing a person to the symptoms of depression. • Nurture would argue that external factors, such as life events, cause depression. • Life events may trigger internal changes such as neurotransmitter imbalances, which cause depression. <p>AO2</p> <ul style="list-style-type: none"> • Hashim has relatives who have suffered from depression, which suggests he may have inherited the condition from them through genes passed down, which is a nature cause. • Hashim’s grandmother died recently, which is a major life event that could have triggered his symptoms, which led to a diagnosis of depression, which is a nurture cause. • His work situation is a nurture factor and could have contributed to increased stress, which may have caused his depression. <p>AO3</p> <ul style="list-style-type: none"> • Caspi et al (2003) found evidence for the 5-HTT gene being linked to depression, which could support a nature argument for Hashim’s disorder. • Cognitive behavioural therapy challenges faulty thinking and has been found to be effective in treating depression, this suggests depression is a result of irrational thoughts from experiences, so is nurture rather than nature. • Stressful life events that involve threat, loss, humiliation or defeat influence the onset and course of depression, which supports the nurture argument for Hashim’s disorder. 	(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 data-bbox="331 271 997 300">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="331 349 1214 488">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 data-bbox="331 537 1182 725">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="331 779 384 808">AO1</p> <ul data-bbox="331 813 1230 1066" style="list-style-type: none"> <li data-bbox="331 813 1182 904">• A situational factor of lack of bystander intervention is diffusion of responsibility where an individual is unwilling to take personal responsibility for an emergency. <li data-bbox="331 909 1230 969">• Attention and rehearsal is required for events to be transferred from the short-term memory to long-term memory. <li data-bbox="331 974 1230 1066">• Conformity is when an individual follows the majority of people in a social situation; they may behave differently when they are on their own. <p data-bbox="331 1104 384 1133">AO2</p> <ul data-bbox="331 1137 1214 1424" style="list-style-type: none"> <li data-bbox="331 1137 1214 1229">• Jagdeep may have felt that there were lots of other people in the shopping centre who could have helped so she did not take responsibility to help the woman. <li data-bbox="331 1234 1214 1294">• Jagdeep may not have rehearsed the events fully and so did not correctly recall that she did not help the woman. <li data-bbox="331 1299 1214 1359">• Jagdeep has been given a direct order from her mother to go home and she did so, which shows obedience. <li data-bbox="331 1364 1214 1424">• Nobody in the shopping centre helped the woman so Jagdeep could be conforming to the majority. <p data-bbox="331 1462 384 1491">AO3</p> <ul data-bbox="331 1496 1198 1888" style="list-style-type: none"> <li data-bbox="331 1496 1198 1612">• Piliavin et al (1969) found that 90% of people who helped either the person with a cane or the person who was drunk were male, which supports Jagdeep not helping as she is female and so less likely to help. <li data-bbox="331 1617 1198 1709">• Peterson and Peterson (1959) showed that prevention of rehearsal led to loss of more than 90% of material, which could be the case with Jagdeep. <li data-bbox="331 1713 1198 1805">• However, Peterson and Peterson (1959) were laboratory experiments so lack validity, so her behaviour may be better explained by bystander intervention. <li data-bbox="331 1809 1198 1888">• Jagdeep obeyed her mother's command, which is similar to participant obedience in a study where they obeyed an experimenter. 	(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)
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