



Edexcel A Level Psychology 2023 Exam Feedback Training

Paper 1 Exemplars – marks awarded

Q1c

Response A: 2 marks, 1st mark - for the identification of interpretation of qualitative data, then says where the qual data was in the study to make link to the question.

2nd mark - Justification is given at the bottom 'as may not be analysed consistently' explaining the impact of lacking reliability.

Response B: 2 marks, 1st mark – identifying that there was a lack of standardised procedure and giving examples of where this was in the study. 2nd mark – giving a justification of the negative impact this would have on the reliability of the study, such as knowing this limits replicability and why this is negative.

Q4b

Response A: 4 marks.

1st – The identification of the standardised procedure is specific and relevant to the cognitive practical, the justification point demonstrates good understanding of why 'standardisation' had a positive impact on the practical investigation too.

2nd – Whilst the first point about control is not specific to the practical investigation, the justification then makes this apparent, which allows the strength to be awarded 2 marks.

Response B: 0 marks.

1st – This is too vague, when using standardisation as a strength, candidates need to be specific to demonstrate how the procedure is standardised, this response, doesn't do this, it simply states features that were the same without giving details.

2nd – This is generic. Candidates are choosing to use generalisability and whilst they can gain credit, many are not due to not specific contextualisation to the cognitive practical. This evaluation could be for any of the 6 practicals being studied in the specification.

Q4c

Response A – 1 mark for the identification of the improvement, such as changing the design and giving specific information of how this would be carried out. The justification is not enough to gain credit, as it does not specify the impact of reducing order effects and which order effects would be reduced.

Response B – 2 marks, identification mark for identifying what to change and how, justification for the positive impact this improvement would have on the cognitive practical investigation.



Q10

Response A: 4 marks.

Strength – the identification mark is for understanding behaviour shaping is an ethical method as it is a gradual process. The AO3 justification explains why this would work as it is not abrupt and would ease him into change building a rapport, demonstrating why shaping would be successful.

Weakness – identification for understanding it is ‘time consuming’. Justification mark for understanding the why it might not worked successfully due to practical limitations for Marigold ‘whole class to look after’ implicitly explain why this may not be a successful method.

Response B: 2 marks.

Strength – one mark for identification in that they are easy small steps / small levels of accomplishment. But nothing there to justify why small steps are a strength.

Weakness – one mark, identified time consuming with an example linked to the scenario. For 2 marks the candidate could have gone on to justify by linking to less useful as other children would be disadvantaged from Marigold using it or it is impractical for other children in the classroom etc.

Q3

Response A – 3 marks.

AO1 – level 2, brief descriptions of the 2 states and links to authority, they also mention moral strain and whilst they do not define it they understand how it is displayed, as in Milgram’s study.

AO3 – level 1, limited attempt to address the question, only two brief points made, (cannot be sure of what they are thinking and Locus of control) but neither are beyond identification to move into level 2.

Therefore because the AO1 was judged level 2 and the AO3 level 1 , this pulled it down to the bottom of level 2.

Response B – 6 marks.

AO1 – top level 3 description of the two states and socialisation, linking to influence of authority figure and mentions of moral strain. However, even though the knowledge demonstrates a breath of knowledge there is not real depth to the description of these concepts to reach level 4 to demonstrate thorough knowledge and understanding.

AO3 – level 3, A common evaluation is to use Milgram’s research, this response is able to demonstrate which findings are relevant to support the theory, however, lacks development in determining which concepts are being supporting, falling short of being ‘well developed’. The same is then found in other evaluations. It is ok to use evaluations of the research, but these need to be linked back to the theory to show how they are a strength or weakness. This is also the same when using alternative explanations, there needs development in explaining why the alternative is a strength or a weakness.

Therefore, both AO’s are level 3, started at 6 marks and felt no reason to move it down, so stayed at 6.



Q5

4 marks.

AO1 – level 2, mostly accurate knowledge and understanding of reconstructive memory and schema theory., with a bit more knowledge of what the different concepts were, this could have tipped into level 3 knowledge and understanding.

AO2 – level 2, the application is imbalanced in relation to the AO1 presented in the essay. There isn't enough AO2 to move this into level 3.

Overall both AOs were level 2, there was nothing to move it down, therefore scored 4 marks.

Q11

6 marks

This type of answer is quite common where candidates will weave in the AO1 knowledge into the AO2, to help demonstrate their links to the scenario and knowledge and understanding of the concepts, however, by doing this sometimes the knowledge and understanding are less well developed.

AO1 – level 3 at the bottom, accurate knowledge and understanding demonstrated, more so when explaining the maintenance of phobias using operant conditioning. If the Classical conditioning part of the response was better detailed and each concept was outlined, this would have pushed the AO1 to the top of level 3/4

AO2 – level 4, the application was developed and contained logical chains of reasoning, in relation to the concepts within the response, there was clear sustained application of relevant evidence as well, such as understanding the tea and comfort would be encouraging Dora to maintain her phobia.

Therefore due to the AO1 this response was kept in level 3 at 6 marks.