



# Mark Scheme (Results)

June 2023

Pearson Edexcel  
GCSE Psychology (1PS0)  
Paper: 01

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Answer	Mark
<b>1(a)</b>	<p><b>One</b> mark for accurate completion of each box.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 1 - Forebrain</li> <li>• 2 - Hindbrain</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question number	Answer	Mark
<b>1(b)</b>	<p>Up to <b>two</b> marks for description of the medulla.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The medulla begins to form around the 6<sup>th</sup> to 7<sup>th</sup> week of gestation (1). The medulla controls involuntary responses, such as breathing (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question number	Answer	Mark
2	<p><b>One</b> mark for demonstrating accurate understanding of a growth mindset.</p> <p><b>One</b> mark for exemplification of how growth mindset can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>To develop a growth mindset a child should be praised for their effort and not for their ability (1), so Martha could praise Emily's effort during the maths puzzle by saying 'I like how hard you're trying' to encourage Emily to persevere and develop a growth mindset (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3	<p><b>One</b> mark for demonstrating accurate understanding of the conventional stage of morality.</p> <p><b>One</b> mark for exemplification of how the conventional stage of morality can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Individuals in the conventional stage of morality will want to maintain social order by obeying authority and see themselves as a good member of society (1), so if Javier's son is in this stage he will say that the women should not have stolen the food as people stealing food does not maintain social order in society (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
4(a)	<p><b>One</b> mark for each appropriate conclusion (maximum <b>two</b> marks).</p> <p><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>One conclusion is that practice and effort improves juggling skills (1), which is shown by Sergio's niece being able to juggle for 10 seconds longer by day 7 (14 seconds) compared to day 1 (4 seconds) (1).</li> <li>A conclusion could be that getting supportive messages praising effort helps to encourage practise and learning to juggle (1) which is shown by his niece being able to juggle for 10 seconds longer than his nephew by day 7, who did not get any messages (1).</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
4(b)	<p><b>One</b> mark for identification of each weakness (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification which must be linked to the weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Weakness one</p> <ul style="list-style-type: none"> <li>Sergio only used his own niece and nephew so the investigation lacks generalisability as they may not reflect others when juggling (1) as his niece may have been naturally gifted at juggling and her improvement may not have been shown by other individuals within the same time period (1).</li> </ul> <p>Weakness two</p> <ul style="list-style-type: none"> <li>Sergio did not specify exactly how long his niece should practise for or check that his nephew did not practise juggling (1) so the lack of controls used in his investigation means that it is difficult to infer cause and effect as the practice and praise may not have actually caused his niece's improvement (1).</li> </ul> <p>Accept any other appropriate response.</p>	(4)

**Section B**  
**Memory – How does your memory work?**

Question number	Answer	Mark
5	<p><b>One</b> mark for appropriate completion of Figure 3 with the missing stage.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Encoding (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(1)</b>

Question number	Answer	Mark
6	<p><b>One</b> mark for statement of one feature for each.</p> <p>For example:</p> <p>Duration</p> <ul style="list-style-type: none"> <li>• The duration of short term memory is said to be 15-30 seconds (1).</li> </ul> <p>Capacity</p> <ul style="list-style-type: none"> <li>• The capacity of short term memory is usually between 5-9 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 definition.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Holism is the focus upon the interactions between the individual parts so that the whole is greater than simply a sum of the parts (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(1)</b>

Question number	Answer	Mark
8(a)	<p>One mark for demonstrating accurate understanding of retrograde amnesia.</p> <p><b>One</b> mark for exemplification of how retrograde amnesia can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Retrograde amnesia is when an individual cannot remember information and events from before the onset of their condition (1), so Ivana is likely to find the patient having difficulty in recognising many of the faces of famous people from the past five years if they have retrograde amnesia (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
8(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>Ivana could have used more than 20 famous faces, such as 200 faces (1) which would give a more representative understanding of who they remember from the past five years because they may just have not been familiar with the 20 Ivana chose (1).</li> <li>Ivana could have chosen to test them on things other than just faces, such as world events that happened in the past 5 years too (1) which would give her a better assessment of what they can remember than just famous faces as they may not have engaged with celebrity news so would give a more valid assessment (1).</li> </ul> <p>Accept any other appropriate response.</p>	(4)



Question number	Answer	Mark
9(a)	<p><b>One</b> mark for demonstrating accurate understanding of the Theory of Reconstructive Memory.</p> <p><b>One</b> mark for exemplification of how the Theory of Reconstructive Memory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Reconstructive Memory Theory states memory is malleable and recall is influenced by schemas (1), so Leah may have a schema of dogs barking and being large which causes people to get upset which is why her recall of the event changed (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
9(b)	<p><b>One</b> mark for identification of each weakness (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification, which must be linked to the weakness identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Weakness one</p> <ul style="list-style-type: none"> <li>Bartlett interpreted the evidence from his stories and pictures himself so his ideas of how recall alters could be subjective and not be relevant for Leah saying the dog barked when it did not (1) because other researchers may have interpreted the reproductions of the stories Bartlett received differently so Leah using her schema of a dog for the event may not be why she said it barked and was large (1).</li> </ul> <p>Weakness two</p> <ul style="list-style-type: none"> <li>Bartlett used a variety of adults from England and gave them stories and pictures to try and remember but the findings from these may not apply to Leah as she is a child (1) so using Bartlett's theory of a schema for Leah may not represent why she said the dog is large and it barked as Bartlett's ideas may only be relevant to adults from England using inanimate pictures and stories (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 accurate statement of each feature.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Impaired control over use of the substance in terms of onset/frequency/intensity/duration/termination/context (ICD 11) (1).</li><li>• Increasing importance of substance use over other aspects of life, such as personal health or responsibilities (ICD 11) (1).</li></ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
11	<p>Up to <b>two</b> marks for accurate definition.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Nurture includes the external, environmental factors that can influence someone in misusing a drug (1). For example, someone's friends could continually encourage someone to take cocaine which could lead to someone becoming addicted (1).</li></ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
12(a)	<p><b>One</b> mark for accurate understanding of cognitive theory.  <b>One</b> mark for exemplification of how cognitive theory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Beck's cognitive triad suggested someone may show symptoms of depression if they have a negative view of the self, the world, and the future (1). For example, Maddie believes she will always be a failure so there is no point in work anymore, which suggests she has developed a negative view of the future (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
12(b)	<p><b>One</b> mark for identification of the strength / weakness (maximum <b>two</b> marks).  <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>Cognitive theory has received support from studies, such as Evans et al. (2005), which have found women with the most negative self-beliefs were more likely to later become depressed so this could have happened to Maddie with her negative beliefs of her not getting a future promotion (1), as women with the highest negative self-schema scores were more likely to become depressed so can support Maddie becoming depressed as a result of her negative schema (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>Cognitive theory does not take biological factors into account, such as genes or imbalanced neurotransmitters so may not fully explain why Maddie thinks work is pointless and is depressed (1) because biological factors, such as gene linked to depression, could have made Maddie more vulnerable to developing depression rather than cognitive theory because there does not appear to have been any significant negative events to activate negativity in Maddie (1).</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
<b>12(c)</b>	<p><b>One</b> mark for appropriate conclusion.  <b>One</b> mark for justification of the conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The new antidepressant 'H3-a' had less chance of relapse to depression than the standard antidepressant so may be effective for Maddie (1), which is shown by 13% less chance on average to relapse to depressed symptoms for 'H3-a' compared to standard antidepressant after 1 year (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question number	Answer	Mark
<b>12(d)</b>	<p><b>One</b> mark for accurate understanding of cognitive behavioural therapy (CBT).  <b>One</b> mark for exemplification of how cognitive behavioural therapy (CBT) can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Cognitive behavioural therapy (CBT) involves 'homework' which is where the patient practises using the new, more rational ways of thinking between sessions (1). So, Maddie will need to practise thinking more logically about getting a promotion by focusing on areas highlighted in her performance review and showing her boss that she has the necessary skills for a promotion (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question number	Answer	Mark
13	<p><b>One</b> mark for identification of a relevant improvement.  <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>• Young (2007) could have asked a peer that knows the internet addict well to also rate them on the client outcome questionnaires (1). The peer would have a more objective view on whether the CBT was effective for the addict, and could have checked if the addict was lying, so would have increased the validity of the study (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

## Section D

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

Question number	Answer	Mark
14	<p><b>One</b> mark for accurate definition of each term.</p> <p>For example:</p> <p>Synapse</p> <ul style="list-style-type: none"><li>• A synapse is a junction between neurons where messages are passed from one cell to another (1).</li></ul> <p>Neurotransmitter</p> <ul style="list-style-type: none"><li>• A neurotransmitter is a chemical messenger in the brain that helps neurons pass messages to other neurons (1).</li></ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
15	<p>Up to <b>two</b> marks for description.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• The left hemisphere is specialised for language whereas the right hemisphere is not (1) because the right hemisphere is specialised for spatial tasks (1).</li></ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
16	<p><b>One</b> mark for accurate understanding of the temporal lobes.  <b>One</b> mark for exemplification of how the temporal lobes can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The temporal lobe is the primary target for auditory information, such as speech based information (1). Diogo is likely to find those without damage to the temporal lobe will be able to hear and then sing the song, whereas those with damage to the temporal lobes will find difficulty in singing the song (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
17(a)	<p><b>One</b> mark for each appropriate conclusion (maximum <b>two</b> marks).  <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 training programme improved the ability of patients to recognise faces (1) because those in the training programme improved their performance by 19% from before to after the training programme (1).</li> <li>The training programme was more effective than the control condition for the patients (1) which is shown by a similar performance before treatment but the training programme were 22% better on average than control at recognising faces at the end of treatment (1).</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
<b>17(b)</b>	<p><b>One</b> mark for identification of each strength (maximum <b>two</b> marks).</p> <p><b>One</b> mark for justification, which must be linked to the strength identified (maximum <b>two</b> marks).</p> <p>For example:</p> <p>Strength one</p> <ul style="list-style-type: none"> <li>A strength is that Mattéo recorded the performance of those on the training programme before treatment to gain a baseline measure (1) which enabled Mattéo to accurately measure how effective the training programme was as he could compare before to after with the same patients which increases validity (1).</li> </ul> <p>Strength two</p> <ul style="list-style-type: none"> <li>Mattéo used a control group in his study to compare with the treatment programme patients which increases validity (1) because he can compare the performance of patients with prosopagnosia with and without the training programme to see the impact of the treatment accurately (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(4)</b>

Question number	Answer	Mark
<b>18</b>	<p><b>One</b> mark for accurate understanding of Sperry (1968).</p> <p><b>One</b> mark for exemplification of how Sperry (1968) can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Sperry (1968) presented a picture of a nude to the right hemisphere of split brain patients who giggled or blushed but could not report seeing anything (1), so Amy is likely to find that her patients laugh in response to seeing the dogs doing silly things in the video but will not report seeing the video (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>



## Section E

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

Question number	Answer	Mark
19(a)	<b>D</b> – 65  The only correct answer is D. A is incorrect because it was not 62 B is incorrect because it was not 63 C is incorrect because it was not 64	<b>(1)</b>

Question number	Answer	Mark
19(b)	<b>B</b> – 70 seconds (early) or 150 seconds (late)  The only correct answer is B. A is incorrect because it was not 60 seconds (early) or 140 seconds (late) C is incorrect because it was not 80 seconds (early) or 160 seconds (late) D is incorrect because it was not 90 seconds (early) or 170 seconds (late)	<b>(1)</b>

Question number	Answer	Mark
19(c)	<b>One</b> mark for each conclusion from Piliavin et al. (1969).  For example: <ul style="list-style-type: none"><li>• Bystanders are more likely to offer immediate help to a victim who is ill than one who is drunk (1).</li><li>• Men are more likely than women to help a male victim (1).</li></ul> Accept any other appropriate response.	<b>(2)</b>

Question number	Answer	Mark
20(a)	<p><b>One</b> mark for each appropriate conclusion (maximum <b>two</b> marks).</p> <p><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 presence of the stooges/confederates seemed to increase the conformity to majority influence to run in the morning (1) which is shown by an increase of 12-18 minutes use on the fifth running machine across the three days (1).</li> <li>The presence of the stooges/confederates did not appear to influence conformity to majority influence to run in the afternoon (1) because there is very little difference on all three days with no consistent pattern and differences of only 2-3 minutes across the three days (1).</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
20(b)	<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>Ada used a controlled two-hour period in the morning and afternoon sessions so could test for reliability (1) because using the same time period in each session meant her study was replicable and direct comparisons could be made to check for consistency (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>Ada only went to her local gym so her results about conformity to majority influence may not be generalisable to other gyms (1) because people who frequent other gyms in different areas may have responded differently to the stooges/confederates so the results may only be representative of her local gym (1).</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
<b>21(a)</b>	<p><b>One</b> mark for accurate understanding of the personality.  <b>One</b> mark for exemplification of how personality can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>An authoritarian personality is when an individual has respect for authority and a strong belief in justice, so tend to be more obedient (1). Eniola may have an authoritarian personality and respects the teacher as she is an authority figure so could explain why she decided to stop playing on her mobile phone (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

Question number	Answer	Mark
<b>21(b)</b>	<p><b>One</b> mark for accurate understanding of the situational factors.  <b>One</b> mark for exemplification of how situational factors can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>When an authority figure is close in proximity, obedience tends to increase but when they are far away, obedience decreases (1). Eniola's friend may not have obeyed the teacher as they were across the hall so they were not in close proximity to Eniola and her (1).</li> </ul> <p>Accept any other appropriate response.</p>	<b>(2)</b>

## Section F

Question number	Indicative content	Mark
22	<p data-bbox="437 304 1102 338">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="317 360 1193 456">Candidates who do not consider social and cultural issues in psychology (as instructed in the question) cannot achieve marks beyond Level 2.</p> <p data-bbox="317 461 1114 524">Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="317 557 1166 748">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="317 797 373 826">AO1</p> <ul data-bbox="317 831 1187 1021" style="list-style-type: none"> <li>• Obedience involves following a direct order from a legitimate authority figure in a given situation.</li> <li>• Compliance is when an individual goes along with a group majority even when they privately disagree with them.</li> <li>• Bystander intervention is when someone chooses to help a person in need or not.</li> </ul> <p data-bbox="317 1055 373 1084">AO2</p> <ul data-bbox="317 1088 1209 1476" style="list-style-type: none"> <li>• Blind obedience to authority figures could lead to unlawful killing and harming of other groups, and could explain why Nazis killed so many people during World War II.</li> <li>• Normative social influence may explain why people in groups may purposefully kill other humans in other groups as they do not want to be rejected by the group and potentially harmed by them either.</li> <li>• People from individualistic cultures may be less inclined to help others in need during conflict as they are encouraged to be more independent and stand out from the crowd, whereas people from collectivist cultures may see themselves as more similar, so may be more inclined to help.</li> </ul> <p data-bbox="317 1509 373 1538">AO3</p> <ul data-bbox="317 1543 1214 2058" style="list-style-type: none"> <li>• Milgram’s obedience research shows that when a legitimate authority is wearing a uniform obedience is higher at 65% to 450V compared to just 20% obedience to 450V when they were wearing ordinary clothes, so could contribute to our understanding of social and cultural issues in obedience.</li> <li>• Milgram’s research took place in laboratories under carefully controlled conditions so it could be questioned how much his findings could represent real life situations so lack validity to societal and cultural issues.</li> <li>• Piliavin (1969) found people were more likely to help others of the same race as them, such as 68% of white victims being helped by white helpers, compared to 50% of black victims, so could help support the idea that people are more willing to help others similar to them and help explain social and cultural issues such as unlawful killing of people who are different to them.</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>

Question number	Indicative content	Mark
23	<p data-bbox="432 259 1102 293">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="317 331 1203 461">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="317 499 1166 685">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="317 736 373 763">AO1</p> <ul data-bbox="365 770 1214 1059" style="list-style-type: none"> <li>• Multi store model of memory suggests to remember information rehearsal is important in keeping the information.</li> <li>• Conformity to majority influence is when someone changes their behaviour to follow what most people in a group are doing.</li> <li>• The left hemisphere is specialised in language processing whilst the right hemisphere is more specialised in spatial tasks.</li> </ul> <p data-bbox="317 1095 373 1122">AO2</p> <ul data-bbox="365 1128 1211 1447" style="list-style-type: none"> <li>• Lukas repeats his lines a lot so he is using rehearsal to try to retain the information for when he has to use them in the musical.</li> <li>• Lukas is joining in with the majority of his friends in mocking the other cast members at lunch as he does not want to feel left out by his friends.</li> <li>• By practising his lines, Lukas will be using his left hemisphere and when he speaks and sings them he will be using Broca's area, but his dance moves will be more focused on using his right hemisphere.</li> </ul> <p data-bbox="317 1482 373 1509">AO3</p> <ul data-bbox="365 1516 1214 1995" style="list-style-type: none"> <li>• Peterson and Peterson (1959) found that almost 90% of information was lost when rehearsal was prevented for 18 seconds so supports rehearsal as an important factor in memory, so could explain why Lukas is repeating his lines.</li> <li>• Asch (1951) used a line study to support conformity to majority influence with 74% conforming at least once to an obvious incorrect answer, so can account for Lukas mocking the other cast members with his friends.</li> <li>• Research investigating the role of the hemispheres frequently uses brain-damaged patients and takes place in laboratories in strictly controlled conditions with standardised procedures so may lack ecological validity, so could be limited in explaining brain function in the real world such as Lukas practising dance moves and learning lines for a musical.</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>