Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE
In Psychology (9PS0 01)
Paper 1: Foundations in Psychology

Edexcel and BTEC Qualifications

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

Pearson: helping people progress, everywhere

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

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.

Social Psychology

Question Number	Answer	Mark
1	**AO1 (4 marks)** Up to two marks for a description of each ethical guideline from the BPS code of ethics and conduct (2009) (maximum four marks). For example: • One ethical guideline to consider is privacy and confidentiality; if a researcher conducts a study involving sensitive personal data, they must ensure that participants' identities are kept confidential (1). For example, the researcher should anonymise data, store and only share findings in a way that prevents individual participants from being identified (1). • Researchers should provide the right to withdraw to allow participants to leave the study when they wish without any pressure to remain in the research (1). For example, in Milgram's (1963) obedience studies participants were ordered to continue shocking the learner, making them feel like there was little opportunity to remove themselves from the research (1). • One guideline is to ensure participants are debriefed at the conclusion of their participation, to inform them of the outcomes and nature of the research (1). This also provides opportunity for the researcher to identify any unexpected harm and allow them to arrange for assistance as needed to restore the wellbeing of the participant at the beginning of the study (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO2 (2 marks)** One mark for stating each reason why using social impact theory in relation to the scenario (maximum two marks). For example: • Mr Jennings was a teacher so has strength as a source of authority, so can explain why the students followed his instruction (1). • Mr Jennings was immediate as he was in front of the students in the canteen when giving his instruction, so he had a bigger impact on them (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

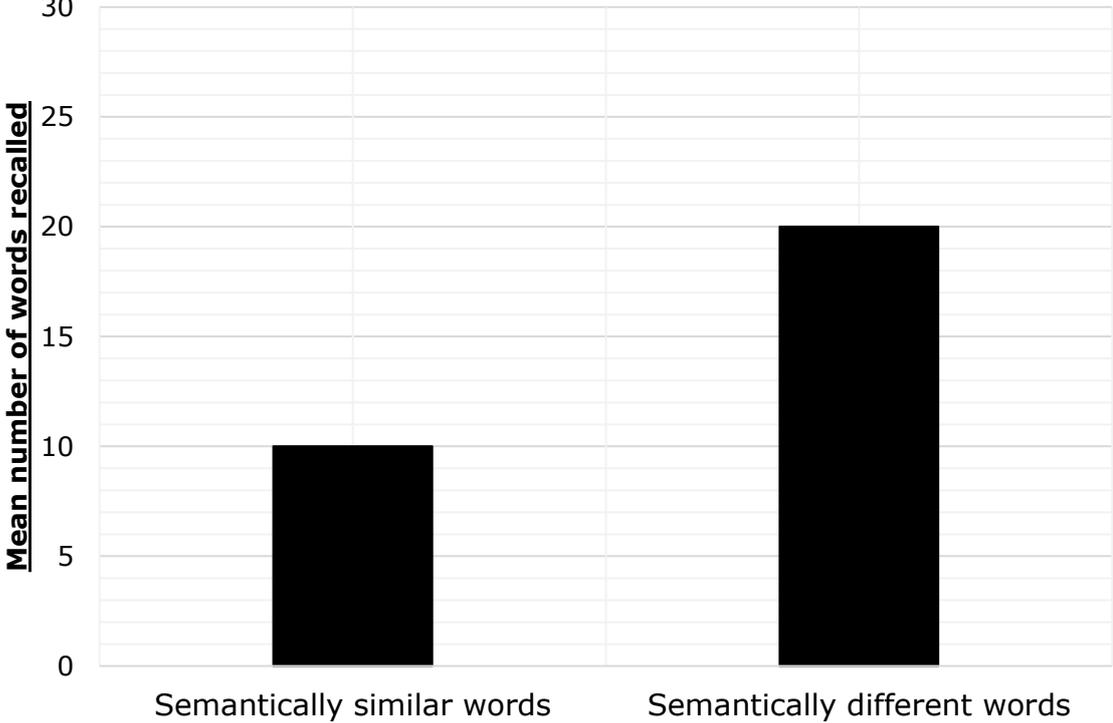| Question Number	Answer	Mark
2(b)	**AO1 (1 mark), AO3 (1 mark)** One mark for identification of a weakness (AO1). One mark for justification of the weakness (AO3). For example: • One weakness is that social impact theory does not account for individual differences such as personality, and focuses only on situational factors like number of sources present (1). Those with a high authoritarian personality are more likely to obey as they believe in order and discipline, so the theory is an incomplete theory of social influence (1). • Hofling (1966) found that low immediacy did not reduce the impact of the doctor's orders to administer a lethal dose to a patient, lowering the credibility of theory (1). 21 out of the 22 nurses still obeyed the order given over the phone, demonstrating blind obedience even when the doctor was not physically present (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative Content	Mark
3	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Realistic conflict theory suggests that conflict between groups is a result of competition over a finite and limited resource and not just the existence of two groups. • The process begins with group formation, where individuals are categorised by themselves or others into a particular group which become the ingroup and outgroup. • Intergroup conflict arises when there is competition between the two groups to gain ownership of the scarce resource. • Resolutions for conflict are proposed by the use of superordinate goals, whereby the ingroup and outgroup need to join together to achieve a goal that supersedes the competitive goal. **AO3** • Ember et al. (1992) found that in tribal societies intergroup hostility increased when social or natural conditions meant that competition for resources became necessary, during periods of famine or natural disasters, warfare was more likely. • Sherif (1954/1961) found the boys showed hostility towards each other during the first phase of the study where finite resources had not yet been introduced, which indicates that prejudice may not always be a result of competition for resources. • Filindra and Person-Merkowitz (2013) found that a perceived increase in presence of immigrants correlated with restrictive immigration policy but only when pessimistic of the state's economy, showing competition for resources may cause prejudice. • Social identity theory suggests that conflict is due to the mere presence of groups which can explain situations where prejudice arises without material objects or competition, which would limit the effectiveness of using a superordinate goal to combat prejudice if no initial competition actually exists. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
		AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer**
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Cognitive Psychology

Question Number	Answer	Mark
4	**AO1 (2 marks)** One mark for stating each feature of the short-term memory store (maximum two marks). For example: • The short-term memory store has a limited capacity for storing up to 7 +/-2 chunks of information (1). • The short-term memory store has a short duration of up to 30 seconds (1). • The short-term memory uses acoustic encoding for the formation of memories (1). **Look for other reasonable marking points.**	**(2)**
Question Number	Answer	Mark

Question Number	Answer	Mark
5(a)	**AO2 (1 mark)** One mark for stating the fully operationalised dependent variable (DV). For example: • The number of words accurately recalled out of 30 (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
5(b)	**AO2 (3 marks)** One mark for appropriate title. One mark for appropriate labelling of axes. One mark for correct plots. For example: **A bar chart to show the mean number of words recalled (out of 30) by participants shown semantically similar or semantically different words** **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
6	**AO2 (2 marks), AO3 (2 marks)** One mark for identification of a strength and a weakness in relation to the scenario (AO2). One mark for justification of the strength and the weakness (AO3). For example: Strength • Colin would be able to triangulate his data from the experiments, interviews, and observational notes of the patient's memory to gather comprehensive data about the dysfunctions of her episodic memory skills (1). This will allow him to compare the data from the different methods for similarity to ensure his findings are valid about long-term memory dysfunction (1). Weakness • The accident may have resulted in unique brain damage to the patient which may not represent long-term memory dysfunctions that are experienced by other brain damaged patients (1), which would mean Colin's results about episodic, semantic, and procedural memory are not generalisable to a wider population of brain damaged patients (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
7	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Working memory is an explanation of short-term memory processing that includes a central executive (CE) as the main coordinator of subsystems and also problem solving. • The phonological loop (PL) has a phonological store which holds verbal and sound information for short periods of time when processing information. • The articulatory rehearsal loop is within the PL and is responsible for subvocalising auditory sound in order to maintain acoustic information within the short-term memory. • The visuo-spatial sketchpad (VSS) processes input about location and spatial positioning data along with information about the visual field such as images and colour. **AO2** • Leoni may be struggling with delays in the CE function of delegating to appropriate subsystems, resulting in her taking longer to take in the visual input from the board and write this down. • Asking a question to Leoni requires her to hold the verbal question she's asked while also processing auditory recall of an answer, so she may have slower processing speeds in the phonological loop. • When Leoni forgets things from the list of shopping items, it may indicate that she is unable to subvocalise the list of food items in order to maintain them through articulatory rehearsal. • The dual task of spatial processing during driving, of changing gears and taking directions to turn left or right, whilst also visualising the roads and other cars, may overload the capacity in Leoni's VSS causing her to miss the turns in the road. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
		AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer**
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments, but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Biological Psychology

Question Number	Answer	Mark
8(a)	**AO1 (1 mark)**	**(1)**
	One mark for stating a finding.	
	For example:	
	Li et al. (2013)	
	• Heroin users showed significantly greater activation in the posterior cingulate cortex (PCC) during exposure to drug related cues compared to controls (1).	
	• Heroin users showed a significant increase in subjective craving scores after being exposed to the cue-induced craving task from around 3.21 (1).	
	Brendgen et al. (2005)	
	• It was found that social aggression had a weak genetic link, with 60% attributed to non-shared environment, 20% to shared environment, and 20% to genes (1).	
	• It was found there was a strong positive correlation for a genetic link between social and physical aggression (r = 0.79 teacher ratings) (1).	
	Van den Oever et al. (2008)	
	• Out of 417 proteins there were 6 that had changed significantly after cue exposure of the rats exposed to cues when compared with control rats (1).	
	• Rats that received the GluR2-blocking peptide in the (ventral medial) PFC made significantly fewer nose-pokes for heroin cues compared to rats that received a control peptide (1).	
	Look for other reasonable marking points.	

Question Number	Answer	Mark
8(b)	**AO1 (1 mark), AO3 (1 mark)** One mark for identification of a weakness (AO1) One mark for justification of the weakness (AO3) For example: Li et al. (2013) • The researchers only used 14 male participants aged 25-47 years from a drug rehab centre in China which reduces generalisability of the results to the target population of heroin addicts (1) as the sample used is not fully representative as it does not include female participants, as they were recruited from a single country and were selected from a restricted age group (1). Brendgen et al. (2005) • In Brendgen et al.'s (2005) study not all the twins were DNA tested for identicalness as they were only judged by their physical resemblance to decide if they were identical or not (1) which means some of the twins may not have been appropriately allocated and so in the wrong group, making the results regarding the genetic contribution to aggression less valid (1). Van den Oever et al. (2008) • The study used male Wistar rats so may not be generalisable to human heroin addicts in terms of the injection used to prevent relapse to heroin (1) because there are differences in aspects of human and animal behaviour in relation to drug seeking so the synaptic changes that happened in the brain of the rats may not fully apply to humans (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
9(a)	**AO2 (2 marks)** Up to two marks for a description of using a volunteer sampling technique in relation to the scenario. For example: • Mandy could place adverts around the university campus asking students to put their name forward to take part in her study on sleep and time outdoors (1), she would provide details for the students to sign up to the investigation such as a QR code link to the survey (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9(b)	**AO2 (2 marks)** One mark for stating each reason why Mandy would use a Spearman's rho for her investigation (maximum two marks). For example: • Mandy is looking for a correlation / relationship between quality of sleep and time outdoors (1). • Mandy is using at least ordinal level data for her measurement of sleep and time outdoors (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9(c)	**AO2 (1 mark), AO3 (1 mark)** One mark for identification of an improvement in relation to the scenario (AO2) One mark for justification of the improvement (AO3) For example: • Mandy could recruit a more representative sample of adults from a range of demographic backgrounds who may have more or less available time than students to spend outdoors (1), this would increase the generalisability of her findings about any relationship between sleep and being outdoors to a wider population than just students at university (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Indicative Content	Mark
10	**AO1 (4 marks), AO3 (4 marks)**	**(8)**

For example;

Heston (1966)

AO1
- The 58 participants were born between 1915 – 1945 to schizophrenic mothers in an American psychiatric hospital, put up for adoption by the mother, the father's psychiatric status was not checked but none were known to be hospital patients.
- The researchers checked that the mother had a diagnosis of schizophrenia, evidence of behaviour consistent with schizophrenia, no diseases and that the child and mother were separated from birth.
- Two psychiatrists independently evaluated information for each participant blindly, a third evaluation was made by Heston, with a diagnosis of schizophrenia only given when all raters agreed, and the participant was also diagnosed by a psychiatric hospital.
- The rate of schizophrenia in those born to schizophrenic mothers was 10.6% compared with 0% in the matched control group who were not born to schizophrenic mothers.

AO3
- There is a lack of internal validity in the checking of hereditary schizophrenia as the fathers were not found and checked for mental health disorders or schizophrenia.
- The controls in place increased the reliability of the study as the mothers status was confirmed to ensure that the children being evaluated contained no anomalies.
- The independent rating and confirmations from psychiatric institutions reduces any potential researcher bias in the assessment of the participants psycho-social disability.
- The results do not give a causal factor in the inheritance of schizophrenia, with Heston (1966) reporting that half of the participants born to the schizophrenic mothers were successful adults.

Ketty et al (1968)

AO1
- The 33 adoptees diagnosed with schizophrenia (including chronic, acute, and borderline types) were identified from a cohort of 5483 adopted individuals in Copenhagen, Denmark. Each was matched with a control adoptee with no psychiatric hospitalisation history.
- All adoptees were separated from their biological families early in life, with 19 of them separated within the first month of birth, and raised by unrelated adoptive parents, using Danish national registers (Adoption, Population, and Psychiatric registers), resulting in 463 identified relatives (biological and adoptive).
- Diagnoses of mental illness among relatives were made independently by four psychiatrists using anonymised and coded summaries, such as "B1" was used to label cases diagnosed with chronic undifferentiated schizophrenia,

- Results showed that 8.7% of biological relatives of schizophrenic adoptees had schizophrenia-spectrum disorders (e.g. schizophrenia, borderline, or inadequate personality), compared to 1.9% in biological relatives of controls.
- No significant differences were found in the adoptive families of the schizophrenic adoptees versus controls, indicating genetic influence rather than environmental transmission.

AO3

- The study had only 33 index cases, and some had limited separation from biological families, this may increase the risk of confounding variables on the findings in finding a genetic vs environmental contrast.
- The study benefited from Denmark's high-quality population and psychiatric records, ensuring accurate tracking of individuals and diagnoses across decades increasing validity.
- Ensuring Psychiatric assessments were made independently and blindly, reduced the influence of researcher bias and improving the validity of the findings.
- While the findings support a genetic link, they do not pinpoint specific genes or mechanisms, and do not rule out environmental contributions entirely (e.g. stress, trauma) increasing the lack of causal certainty.

Look for other reasonable marking points.

Level	Mark	Descriptor
		AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer**
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Learning Theories

Question Number	Answer	Mark

11	**AO2 (2 marks)**
	One mark for identification of the unconditioned stimulus (UCS) in relation to the scenario.
	One mark for identification of the neutral stimulus (NS) in relation to the scenario.
	
	For example:
	
	Unconditioned stimulus (UCS)
	    • The scratch from the cat is the unconditioned stimulus (UCS) (1).
	
	Neutral stimulus (NS)
	    • The cat is the neutral stimulus (NS) (1).
	
	Look for other reasonable marking points.
	
	Answers must relate to the scenario.
	
	Generic answers score 0 marks.
		(2)

Question Number	Answer	Mark
12	**AO2 (4 marks)** Up to four marks for a description of social learning theory in relation to the scenario. For example: • Spencer may identify with his brother Mark as a role model as they are the same gender and Mark has a higher status being older than Spencer (1). While Mark is showing Spencer how to wash the wheels, Spencer is retaining the information and replicates this by washing the 3 other wheels (1). Spencer watched Mark gain £5.00 for washing the car which acts as vicarious reinforcement to Spencer who may also desire £5.00 (1). After helping his brother wash the car several times, this gave Spencer high self-efficacy, which led him to confidently wash the car by himself when his mum later asked him to (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
13(a)	**AO2 (4 marks)** One mark for accurate completion of O-E column. One mark for accurate completion of $(O-E)^2$ column. One mark for accurate completion of $(O-E)^2/E$ column. One mark for correct answer to two decimal places **4.61**	**(4)**

		Observed	Expected	O-E	$(O-E)^2$	$(O-E)^2$ /E
Large car	**Below the speed limit**	10	13.57	**-3.57**	**12.74**	**0.94**
	Above the speed limit	12	8.43	**3.57**	**12.74**	**1.51**
Small car	**Below the speed limit**	19	15.43	**3.57**	**12.74**	**0.83**
	Above the speed limit	6	9.57	**-3.57**	**12.74**	**1.33**
				Chi-squared =		**4.61**

Look for other reasonable marking points.

Question Number	Answer	Mark
13(b)	**AO2 (1 mark)** One mark for a correct determination of significance. For example: • The calculated value (4.61) is more than the critical value (3.84), so the results are significant (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Indicative Content	Mark
14	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The therapist first carries out a functional analysis to determine what triggers the phobic response to the stimulus and how this is impacting on the client. • The client then makes a hierarchy of fears where they will rank the phobic stimuli from the least fear inducing situation, such as a photograph, to the most fear inducing, such as holding the object. • The therapist teaches the client relaxation techniques, such as deep breathing exercises and control of muscle tension, that they will use when exposed to the stimulus. • The client is then presented with the lowest fear inducing stage in the hierarchy of fear and utilises the relaxation techniques while exposed to the stimuli, which can be in-vitro (imaginary) or in-vivo (actual phobic stimuli). **AO3** • The therapy may be more ethical than other therapies as the client has their own input into designing the hierarchy of fear and the steps they take during the treatment, so they may feel ownership over their therapy which limits dropping out of treatment. • Capafons et al. (1998) found that that systematic desensitisation is effective is reducing the fear of flying, so the treatment may work with specific phobias. • Psychoanalysis would argue that this does not tackle the cause ofa phobia if the fear is for unconscious reasons that are projected onto an object or situation, so relaxation may just tackle physical responses to stimuli but not the underlying reasons for a phobia. • Toozandehjani (2011) found that after treatment for a social phobia, neither systematic desensitisation nor assertiveness training had lasted the 3 months, so effectiveness may only be short term. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Issues and Debates

Question Number	Indicative Content	Mark
15	**AO1 (4 marks), AO2 (4 marks)** **AO1** • The process of gathering a sample requires the use of sampling techniques such as volunteer, opportunity, random or stratified sampling to gather representative participants. • Issues of validity come from making sure that variables are clearly operationalised, and that data is recorded in a non-biased and objective way. • Making sure the procedure is standardised so researchers are able to replicate the investigation to ensure consistency of findings should be considered in designing research. • During an observation researchers can use inter-observer checks to increase the reliability of the information being recorded by each researcher. **AO2** • We were limited in choice to an opportunity sampling technique as we were observing whichever drivers were driving on the road outside our school on the day that we conducted the observation. • Our independent variable was the gender of the driver which we operationalised as male or female and the dependent variable was the measure of speed in seconds between two agreed positions along the road. • We conducted a pilot study to test our measure of fast and slow driving, in timing the teacher driving her car at the speed limit between the two points to ensure all researchers understood how to record the data . • Three students independently gathered data at the same time about the gender of the driver and the time in seconds between, so we could compare records to check for reliability. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
		AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer**
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments, but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Question Number	Indicative Content	Mark
16	**AO1 (6 marks), AO3 (6 marks)**	**(12)**

AO1
- Science involves the empirical investigation of observable and measurable phenomena to gain insight into human behaviour.
- Science uses objective methods to gather and analyse data about human behaviour, such as in the cognitive topic Sebastian Hermnedez-Gill (2012) measured the digit span of the children.
- Falsification is the idea that for a theory to be scientific, it must make predictions that can be tested and potentially show which aspects are incorrect.
- Standardised procedures and the use of the experimental method allow researchers to isolate specific variables, for example, in the cognitive topic, Lab experiments are used to investigate components of memory.
- Reductionism, in relation to psychology as a science, is the approach of breaking down complex human behaviours into simpler, measurable components.
- Controlling extraneous variables refers to the process of minimizing the influence of variables other than the independent variable that could affect the outcome of an experiment which is crucial because it allows researchers to establish cause and effect relationships

AO3
- Milgram (1963) used a laboratory context to test obedience which included the measurement of obedience in the level of voltage participants gave when ordered, so these measures can be considered scientific as it allows clear cause and effect to be established.
- Sebastian Hernandez Gill (2012) collected quantitative data, where participants had to get 2/3 sequences correct to measure digit span, this is scientific as it reduces the risk of research bias.
- In social psychology, falsification can be difficult, for example in social identity theory it explains behaviour like in-group favoritism, but it doesn't consider other situational factors like competition, reducing its scientific status.
- Baddeley's study had a standardised procedure as, words were presented at a rate of one every 3 seconds via a projector, therefore this consistent procedure across all conditions enhanced the reliability of the findings, supporting psychology's status as a science.
- Case studies in the cognitive topic often focus on unique, in-depth accounts of individuals, such as brain-damaged patients (e.g. HM), which limits the ability to break behaviour down into universally measurable components reducing the scientific credibility of conclusions drawn.
- Sherif's Robbers Cave study lacked control over extraneous variables due to its natural camp setting, making it difficult to determine if intergroup conflict was caused by the manipulated variables and challenges the study's scientific credibility.

Look for other reasonable marking points.

Level	Mark	Descriptor
		AO1 (6 marks), AO3 (6 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4-6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7-9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	10-12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)