



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCSE
In Psychology (1PS0)
Paper 1

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Summer 2025

Question Paper Log Number P78772

Publications Code 1PS0_01_2506_MS

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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.

Section A
Development – How did you develop?

Question number	Answer	Mark
1	A – Boys received more process praise than girls. E – Process praise at 14-38 months was significantly correlated to incremental (malleable) motivational framework at 7-8 years old. The only correct answers are A and E. B is incorrect praise of any type was on average 3% of all utterances by parents. C is incorrect because person praise at 14-38 months was not significantly correlated to children's entity (fixed) motivational framework at 7-8 years old. D is incorrect because girls received more person and other praise than boys.	(2)

Question number	Answer	Mark
2	Up to two marks for description. For example: The conventional stage of morality is where someone is focused on maintaining social order by following laws and obeying authority whereas post-conventional morality is not (1) because this is where the individual has their own ideas of what is right or wrong and can go against the laws set by society if these are not the same as their own ethical code (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
3(a)	One mark for each appropriate conclusion (maximum two marks). One mark for justification of each conclusion through analysis/interpretation (maximum two marks). For example: • Doing a task that is more challenging and reasonably difficult leads to the most effective learning (1) which is shown by the group doing the reasonably difficult task improving by 30% which is the most of all groups (1). • Doing a task that is too difficult can lead to no improvement in learning a new concept (1) which is shown by the group doing the very complex task having no improvement to still achieving 50% by the end of the week (1). • Doing a very easy task gives less improvement in learning a new concept than a more challenging, reasonably difficult task (1) which is shown by the group doing the very easy task showing a 10% improvement by the end of the week compared a 30% improvement by those doing a more challenging, reasonably difficult task (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
3(b)	One mark for identification of a strength/weakness (maximum two marks). One mark for justification which must be linked to the strength/weakness identified (maximum two marks). For example: Strength • Alessia gave the students a test at the beginning of the week which gave them a baseline measure of performance on the new science concept (1) which enabled Alessia to accurately measure how effective the task given was as she could compare before to after with the same students which increases validity (1). • Alessia gave all the students in each group the same task with the same activities included so there were some controls (1) which is a strength because Alessia can test her findings about difficulty of task when learning a new concept for reliability to see if she gets consistent results from her students about learning. Weakness • Alessia gave the different tasks to her students in groups during their lessons at school so they could have been distracted or helped by others (1) which means that Alessia cannot be sure it was the task that led to the test performance at the end of the week as being helped by other students could have improved their understanding of the science concept (1). • Alessia only recruited her own students from a single school to investigate difficulty of task in learning a new concept so this lacks generalisability to all students (1) because her students may all have a high prior attainment so any conclusions about difficulty of task in learning something new would be affected by this and so not be representative of students in general (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
4(a)	One mark for demonstrating accurate understanding of the pre-operational stage. One mark for exemplification of how the pre-operational stage can be used to explain the scenario. For example: Children in the pre-operational stage will be unable to conserve so would find difficulty in judging something being the same if it looks larger (1). As such, children in this stage are likely to say Circle A has more marbles as the circle is larger (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
4(b)	One mark for demonstrating accurate understanding of the formal operational stage. One mark for exemplification of how the formal operational stage can be used to explain the scenario. For example: Someone in the formal operational stage will be able to manipulate hypothetical ideas and consider what might happen in the future (1). Therefore, they are likely to predict that the person may get a very good job that requires lots of qualifications as they work hard at school so have predicted this could happen in the future (1). Accept any other appropriate response.	(2)

Section B
Memory – How does your memory work?

Question number	Answer	Mark
5	One mark for accurate definition. One mark for an appropriate example. For example: • Reductionism is the process of explaining complex psychological phenomenon into smaller units which make it up (1). For example, if memory is explained using simple units such as the sensory register, short-term and long-term memory (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
6	One mark for statement of each part of the procedure. For example: • The participant had to count backwards in 3's or 4's to prevent rehearsal (in experiment part 1) (1). • Once the red light came on, the participant had to immediately recall the trigram (in experiment part 1) (1). • Each participant was tested eight times at each of six recall intervals: 3, 6, 9, 12, 15 and 18 seconds (in experiment part 1) (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
7	One mark for demonstrating accurate understanding of the role of attention in memory. One mark for exemplification of how attention can be used to explain the scenario. For example: • Paying attention to incoming information means the information will be transferred from the sensory register to the short-term memory (according to Multi Store Model) (1). As Ronald was distracted and so did not pay attention when the safety briefing was given, it is likely they will be unable to remember where the life vest is located or how to inflate it (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
8(a)	One mark for demonstrating accurate understanding of anterograde amnesia. One mark for exemplification of how anterograde amnesia can be used to explain the scenario. For example: Anterograde amnesia is where an individual cannot form new memories since the onset of the condition (1). The psychologist is likely to find the patient is unable to recall the 10 news events as they will have been unable to form new memories of these events since their fall (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
8(b)	One mark for identification of a relevant improvement. One mark for justification of the improvement, which must be linked to the improvement identified. For example: The psychologist could have given Lucía's partner something like a puzzle to remember for them to recall rather than the 10 news events (1) because they may never have known about the news events as they did not use social media so the solution to the puzzle will be a new memory and would be a more valid test of whether they cannot form new memories (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(a)	One mark for appropriate conclusion. One mark for justification of the conclusion through analysis/interpretation. For example: - The accuracy of the children's memory of the story deteriorated over time (1). This is shown by the number of errors increasing from 5 the day after they read the story to 18 errors 24 weeks afterwards (1). - The children's memory of the detail in the story deteriorated over time (1). This is shown by the average number of words accurately recalled decreasing by 150 words over the 24-week period (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
9(b)	One mark for identification of a strength/weakness (maximum two marks). One mark for justification, which must be linked to the strength/weakness identified (maximum two marks). For example: Strength - One strength is that Bartlett (1932) also used a story that was unfamiliar to the participants in his study on recall so the findings may reflect the Japanese children's memory of the story (1) because the War of the Ghosts also had unfamiliar names and unusual content that the participants had not seen before which is similar to Megan's investigation so could account for the errors in their memory over the 24 weeks (1). Weakness - Megan used participants from Japan in their investigation of memory so Bartlett's findings using participants from England may not apply to the children (1) as the schema of participants from a Western country will be different to those from an Eastern country and so may not account for why the children forgot a large amount of the unfamiliar story (1). Accept any other appropriate response.	(4)

Section C

Psychological problems – How would psychological problems affect you?

Question number	Answer	Mark
10	C – The main problem associated with compulsive internet use was time. D – Most clients showed continuous improvement to their symptoms by session 3. The only correct answers are C and D. A is incorrect because after session 12, the highest mean rating for how helpful they found the sessions was for 'engagement in offline activities'. B is incorrect because the most problematic online applications reported by men were pornography, chat (sexual), gambling for men. E is incorrect because at the 6-month follow-up, mean ratings for how helpful they found the sessions for all outcome goals had not increased.	(2)

Question number	Answer	Mark
11	Up to two marks for description. For example: • Antidepressants, such as an SSRI, can be used to increase serotonin at the synapse (1). The SSRI drug would prevent reuptake of the serotonin so more would stimulate the post-synaptic receptor sites and attempt to rebalance neurochemistry (1). • Antidepressants, such as Tricyclics, can be used to increase serotonin and noradrenaline at the synapse (1). The TCA drug would prevent reuptake of the serotonin and noradrenaline so more would stimulate the post-synaptic receptor sites and attempt to rebalance neurochemistry (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
12(a)	One mark for accurate understanding of a symptom of addiction. One mark for exemplification of how a symptom of addiction can be used to explain the scenario. For example: - One symptom of addiction is that the individual will suffer from withdrawal symptoms if the substance or activity is not used for a period of time (1). If Jeremie stops using online auction sites for a period of time, he will experience withdrawal symptoms such as anxiety and irritability if he cannot go online and buy items from the internet (1). - One symptom of addiction is that there is psychological dependence where the individual feels a strong craving and need for the substance or activity (1). Jeremie will have an intense urge to use online auction sites and buy items all the time and will be constantly thinking about his next online purchase throughout the day (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
12(b)	One mark for identification of the strength / weakness (maximum two marks). One mark for justification, which must be linked to the strength / weakness identified (maximum two marks). For example: Strength - Learning theory has received support from studies, such as Bandura et al. (1961), which have found that children will observe and imitate their role models behaviour so could account for Jeremie modelling his father on online auction sites (1) as children copied aggressive behaviour from adult role models to hit and shout at a Bobo doll so could support how Jeremie observed and imitated online shopping to become addicted (1). Weakness - Learning theory does not take biological factors into account, such as genes or neurotransmitters so may not fully explain why Jeremie became addicted to online auction sites (1) because biological factors, such as a gene linked to addiction which was inherited from Jeremie's father, could have made Jeremie more vulnerable to developing an Internet addiction rather than learning theory (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
12(c)	One mark for accurate understanding of cognitive behavioural therapy (CBT). One mark for exemplification of how cognitive behavioural therapy (CBT) can be used to explain the scenario. For example: • Cognitive behavioural therapy (CBT) involves 'homework' which is where the patient practises using the new, more rational ways of thinking between sessions (1). So, Jeremie will need to practise thinking more logically about whether he needs to keep buying items from the online auction sites by focusing on what is important in his life and how many items he really needs (1). • Cognitive behavioural therapy (CBT) involves the client and therapist identifying and challenging irrational ways of thinking (1). So, Jeremie will need to work with his therapist to identify why him buying so many items from online auctions is irrational and to challenge these ways of thinking by considering how many items he really needs (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
13(a)	One mark for appropriate conclusion. One mark for justification of the conclusion through analysis/interpretation. For example: - Stressful life events did not affect the severity of depressive symptoms experienced (1) which is shown by there being less than 1 point difference between the severity across all ranges of life events with the lowest being 12.5 and highest 13.2 (1). - Stressful life events did affect the length of time depressive symptoms were experienced (1) which is shown by participants reporting 6.3 months on average for 0-5 stressful life events which increased to 25.6 months on average for 16+ stressful life events (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
13(b)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. For example: - Mary could have asked participants who had suffered depression from a range of businesses across the country, rather than just a single local business (1) which would have given her a more representative understanding of how life events affected depression as a broader cross-section of participants would have been sampled, increasing generalisability (1). - Mary could have included open-ended questions about stressful life events on her questionnaire, rather than just using closed-ended questions (1) which would have given her a more detailed understanding of the ways in which stressful life events affected their depression as participants could freely express how stressful life events have impacted them, increasing validity (1). Accept any other appropriate response.	(2)

Section D

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

Question number	Answer	Mark
14	Up to two marks for description. For example: • The parietal lobe is responsible for interpreting body sensations such as the sense of touch (1). It integrates information from other parts of the brain such as the visual system and occipital lobe to give an overall picture of spatial orientation (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
15(a)	One mark for accurate statement of each conclusion (maximum two marks). For example: • The left hemisphere was the primary hemisphere for language processing (1). • The right hemisphere was better than the left hemisphere at spatial skills (1). • The right hemisphere was able to process emotional reactions (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
15(b)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. For example: • Sperry could have used participants from a wider variety of cultures across the world, such as Eastern cultures like Japan as well as Western participants (1) because this would enable conclusions about the specialisation of the hemispheres to be more representative of people across the world, increasing the generalisability of his study (1). • Sperry could have compared his findings from the split brain patients with epilepsy to patients with epilepsy without the surgery (1). This would have enabled him to attribute any differences found to the operation, rather than other effects of epilepsy or medication, increasing the validity of the findings (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
16(a)	One mark for accurate understanding of Damasio et al. (1994). One mark for exemplification of how the Damasio et al. (1994) can be used to explain the scenario. For example: Damasio et al. (1994) found that patients who had damage to the ventromedial area had difficulty in making rational decisions and processing their emotions (1). Therefore, Marvin may also have difficulty in making rational decisions and control his emotions when working with people who are learning languages at the evening school (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
16(b)	One mark for identification of a strength/weakness (maximum two marks). One mark for justification, which must be linked to the strength/weakness identified (maximum two marks). For example: Strength - Marvin has damaged his ventromedial region which is the same as Phineas Gage who reportedly had impairments to his impulse control after his accident so using this case study has validity (1) because the same brain region has been damaged in Marvin and the patients in Damasio et al. (1994) all had impairments in making rational decisions which means the same is likely to happen to Marvin (1). Weakness - Marvin has damaged Broca's area which were undamaged in the case study of Phineas Gage so Marvin is likely to have some different impairments so using this case study is not fully valid (1) as the damage to Broca's area will cause consequences that Damasio et al. (1994) would not be able to fully predict as their patients did not suffer damage to this region (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
17 (a)	One mark for accurate understanding of the occipital lobes. One mark for exemplification of how the occipital lobes can be used to explain the scenario. For example: The occipital lobes are responsible for processing visual information and interpreting what we are seeing (1). The patient has damaged their occipital lobes as they have performed poorly on the colour naming test which would involve the eyes seeing the coloured paper and interpreting this (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
17(b)	One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified. For example: Sandy could have also done the tests on male patients who had damaged 'Region G' as well as her female patient (1) as this would make her findings about the function of the damaged region 'Region G' more representative to both male and females, increasing the generalisability of her results (1). Accept any other appropriate response.	(2)

Section E

Social influence – How do others affect you?

Question number	Answer	Mark
18(a)	One mark for accurate statement of each type of clothing from Haney, Banks and Zimbardo (1973). For example: • The guards had military-style clothing (1). • The prisoners had a plain smock with an ID number (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
18(b)	B – Scheduled exercise and movie times. D – Lining up to be counted three times a day. The only correct answers are B and D. A is incorrect because they had three supervised toilet visits per day. C is incorrect because they had three meals per day. E is incorrect because they had two visits per week.	(2)

Question number	Answer	Mark
19	One mark for each appropriate conclusion (maximum two marks). One mark for justification of each conclusion through analysis/interpretation (maximum two marks). For example: • The size of the majority influenced conformity to majority influence in Callum's students (1) which is shown by 10% more students giving the same wrong answer when there were 85% confederates / stooges compared to 55% (1). • The difficulty of the quiz influenced conformity to majority influence in Callum's students (1) which is shown by those in class one giving the same wrong answer on average 35% more on the hard quiz compared to the easy quiz (1). • When a quiz is more difficult, conformity to the majority influence is greater (1) which is shown by 5% of the students in class two on average giving the same wrong on the easy quiz compared to 30% on the hard quiz (1). Accept any other appropriate response.	(4)

Question number	Answer	Mark
20(a)	One mark for accurate understanding of a situational factor affecting bystander intervention. One mark for exemplification of how the situational factor can be used to explain the scenario. For example: - One situational factor could be diffusion of responsibility which is where the larger the crowd in an emergency, the less an individual will help as they think others will help (1). Keira may not have helped the younger student as she saw lots of other students see the verbal and physical harassment so may have believed someone else will help the student (1). - One situational factor could be the cost of helping which is where someone may not intervene if they judge the situation as too dangerous (1). Keira may not have helped the younger student as she may have felt there could have been negative repercussions for her from the other students, such as being harmed herself (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
20(b)	One mark for accurate understanding of the personal factor affecting bystander intervention. One mark for exemplification of how the personal factor can be used to explain the scenario. For example: - One personal factor could be external locus of control which is where someone feels external factors are in control of their behaviour (1). If Keira has an external locus of control, she will be more influenced by external factors like the other students who are choosing not to help the student, so she has chosen not to help either (1). - One personal factor could be having an altruistic personality type, which could include empathy and low egocentrism, which could lead to someone being more likely to intervene to help others in need (1). Keira may have low levels of empathy and high egocentrism amongst other traits, which is why she did not help the younger student who was being abused by the older students (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
21	One mark for identification of each way (maximum two marks). One mark for justification, which must be linked to the way identified (maximum two marks). For example: • If the distance between the players and the manager is increased, such as the football manager not being allowed in the stadium, the blind obedience to hurt the opposition players may drop (1) because Milgram (1974) showed that if an authority figure gave verbal prods remotely over the telephone obedience dropped (from 65% to 22.5%) than when they were giving the orders in person (1). • If a number of the players decided to disobey the football manager and not hurt the opposition players and rebel, this would increase peer support and lower obedience to the manager (1) because Milgram (1974) found that when two peers rebelled, he found obedience levels dropped (from 65% to 10%) when the two peers refused to continue the experiment at various points during the study (1). • The players could be told that any actions they take on the football pitch they would have to take full personal responsibility for, which may reduce their blind obedience to the football manager (1) because Milgram (1974) showed that if someone could instruct someone to give an electric shock, rather than administer it themselves and take responsibility for their actions, obedience rose dramatically (from 65% to 92.5%) (1). Accept any other appropriate response.	(4)

Section F

Question number	Indicative content	Mark
22	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks Candidates who do not consider nature and nurture in 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). 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. AO1 • Nature factors are internal causes for depression, which could involve an imbalance of a neurotransmitter in the brain, such as a lack of serotonin. • Nurture factors are external causes for depression, which could involve negative life events as involved in the onset of the condition. • The stress-diathesis model suggests it is a combination of nature and nurture factors affecting depression, such as a gene(s) being triggered by negative life events. AO2 • Individuals may find it difficult to cope with employment if they are constantly thinking about highly stressful, negative life events such as death of a loved one. • It is estimated that depression can cost England £20.2-23.8bn a year (King’s fund, 2008) or £26bn a year (MacDaid et al., 2022) so finding out whether it is caused by nature or nurture factors and preventing or treating it could save the economy billions each year which could be spent on alternative costs. • Research showing genetic factors influencing depression is important to society as it can reduce the blame and stigma placed on the individual with depression. AO3 • Drug therapy using SSRIs have been shown to be successful in treating depressive symptoms (e.g. Cipriani et al., 2018) with them being rated as more effective than placebos, so this suggests nature factors must be involved in depression. • Cognitive behavioural therapy (CBT) can be used to challenge irrational thoughts in relation to life events and has been effective in treating depression (e.g. Beltman et al., 2010) with depressed patients using CBT improving more than those waiting for treatment, so supports a nurture explanation for depression. • Caspi et al. (2003) found evidence that those with the short version of the 5-HTT gene who had also experienced stressful life events were more likely to experience depression, so can support both nature and nurture factors being involved.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• 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	• 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	• 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	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks 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). 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. AO1 • Conformity to majority influence is when an individual follows the behaviour of the majority in a group. • The right hemisphere is more specialised in tasks involving spatial awareness whereas the left hemisphere is more specialised in tasks involving language processing. • Attention and rehearsal are critical in retaining information in the long-term, according to the Multi Store Model of memory. AO2 • Giovanni was conforming with his friends by getting a part-time job as most of his friends had jobs and were all saving for the concert. • By learning the route for his paper deliveries which took him from the shop to the houses and back to the shop in the correct way, Giovanni will use his right hemisphere to navigate the route. • Giovanni had to remember a route and which houses to visit to make his paper deliveries successfully, so would have had to pay attention and rehearse the houses and route to remember this correctly in the long-term. AO3 • Asch (1951) supported conformity to majority influence using a line judgement task, where 74% of participants conformed at least once to an obvious incorrect judgement, which could explain why Giovanni wanted to get a part-time job like most of his friends. • Research investigating the role of the hemispheres, such as Sperry (1968), takes place in laboratories under strictly controlled conditions so may not fully reflect how the brain would function in the real-world, such as Giovanni navigating their route to make his paper deliveries. • Peterson and Peterson (1959) support the role of rehearsal in Giovanni's memory of his paper deliveries as they found that approximately 90% of the information was lost when rehearsal was prevented for 18 seconds, so suggests rehearsal is critical to retaining information.	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	• 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	• 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	• 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)