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# Mark Scheme (Results)

# Summer 2026

Pearson Edexcel GCSE In Psychology

1PS0/01

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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.

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## Section A
## Development – How did you develop?

| Question Number | Answer/Indicative content | Mark |
|---|---|---|
| 1 | **B** – Medulla.<br>The only correct answer is **B**.<br>A is incorrect because the temporal lobe would not be the most important for breathing and heart rate in early brain development.<br>C is incorrect because the cerebellum would not be the most important for breathing and heart rate in early brain development.<br>D is incorrect because the occipital lobe would not be the most important for breathing and heart rate in early brain development. | **(1)** |

| Question number | Answer | Mark |
|---|---|---|
| 2 | **A** – Asking children to balance across a narrow bench repeatedly.<br><br>The only correct answer is **A**.<br>B is incorrect because children watching an adult modelling turn-taking when reading in a group would support a child's social development.<br>C is incorrect because giving children a challenging quiz on a topic they have just learned would support a child's cognitive development.<br>D is incorrect because using age-appropriate language on a task given to children would support a child's cognitive development. | **(1)** |

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| Question number | Answer | Mark |
|---|---|---|
| **3(a)** | **One** mark for accurate statement of an aim from Piaget and Inhelder (1956).<br><br>For example:<br><br>• To study the perspectives of children and investigate relationships between the child's viewpoint and their perception of the viewpoint of others (1).<br><br>• Piaget and Inhelder (1956) aimed to find out what age a child stops being egocentric and develops decentration (1).<br><br>Accept any other appropriate response. | **(1)** |

| Question number | Answer | Mark |
|---|---|---|
| **3(b)** | **One** mark for accurate statement of a finding from Piaget and Inhelder (1956).<br><br>For example:<br><br>• The children aged 7 to 9 years attempt to reflect the viewpoint of the doll, but this is not consistent (1).<br><br>• Between 9 and 12 years old, the children demonstrate a mastery in the skill of viewing the model from the viewpoint of the doll (1).<br><br>Accept any other appropriate response. | **(1)** |

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| Question number | Answer | Mark |
|---|---|---|
| **4(a)** | **One** mark for a conclusion.<br>**One** mark for justification of the conclusion through analysis/interpretation.<br><br>For example:<br><br>• The children in Red class do not appear to have developed the ability of seriation as yet (1). This is shown by 28/30 of Red class being unable to correctly order the five footballs from smallest to largest by size (1).<br><br>Accept any other appropriate response. | **(2)** |

| Question number | Answer | Mark |
|---|---|---|
| **4(b)** | **One** mark for a conclusion.<br>**One** mark for justification of the conclusion through analysis/interpretation.<br><br>For example:<br><br>• The children in Purple class appear to have developed the ability of conservation by size (1). This is shown by 27/30 of Purple class being able to correctly say that the two pieces of clay have the same amount of clay despite one being flattened (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **5** | **One** mark for demonstrating accurate understanding of the post-conventional stage of morality.<br>**One** mark for exemplification of how the post-conventional stage of morality can be used to explain the scenario.<br><br>For example:<br><br>• Post-conventional morality is where a person 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), so Sanni's friend may say that the man is right to take the fruit and vegetables from the farmer's land as ethical rules about people being equal and surviving would be more important than any societal laws about stealing (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **6(a)** | **One** mark for demonstrating accurate understanding of Carol Dweck's mindset theory.<br>**One** mark for exemplification of how the theory can be used to explain the scenario.<br><br>For example:<br><br>• When someone is praised for effort rather than ability, they are more likely to develop a growth mindset and believe they can improve through hard work (1). Therefore, as The Mavericks have been praised for their effort by Birgit and not their ability, they would be more likely to be trying harder to improve their sporting ability after six weeks (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **6(b)** | **One** mark for identification of each weakness (maximum **two** marks).<br>**One** mark for justification, which must be linked to each weakness identified (maximum **two** marks).<br><br>For example:<br><br>Weakness one<br>• There may be other factors that could affect the mindset that someone develops as the theory does not account for individual differences, so may have influenced the sports players' reactions (1) because some of the children may have not tried as hard playing sports as they were tired, and not due to the type of mindset they had developed, meaning the theory has limited usefulness in accounting for the outcome of Birgit's investigation (1).<br><br>Weakness two<br>• Any evidence to support Dweck's theory that has been based in artificial settings, such as Mueller and Dweck (1998), may not be able to account for the sports players' behaviour as they are training and playing matches in their usual environment (1), so any evidence from laboratory research into mindsets may only lead to artificial behaviour and not be able to fully predict Birgit's players' motivation levels as this is in an everyday, normal setting for them (1).<br><br>Accept any other appropriate response. | **(4)** |

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

| Question number | Answer | Mark |
|---|---|---|
| **7** | **D** – Simplifying an idea to the sum of its parts.<br><br>The only correct answer is **D**.<br>A is incorrect because finding the complete understanding for an idea is a more holistic perspective. | **(1)** |

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|---|---|---|
| | B is incorrect because focussing on the interrelationships between ideas is a more holistic perspective.<br>C is incorrect because looking at the whole explanation for an idea is a more holistic perspective. | |

| Question number | Answer | Mark |
|---|---|---|
| **8** | **C** – Transforming sensory information into your memory.<br><br>The only correct answer is **C**.<br>A is incorrect because recalling information from your memory is the retrieval process.<br>B is incorrect because keeping information in your memory is the storage process.<br>D is incorrect because rehearsing information for your memory moves is part of the storage process. | **(1)** |

| Question number | Answer | Mark |
|---|---|---|
| **9** | **One** mark for accurate definition of anterograde amnesia.<br>**One** mark for an appropriate example.<br><br>For example:<br><br>• Anterograde amnesia is where a patient has difficulty recalling events after the onset of their condition (1). For example, Barry had a motorbike accident where he banged his head, and he now cannot remember new information presented to him after the accident in the long-term (1).<br><br>Accept any other appropriate response. | **(2)** |

| Question number | Answer | Mark |
|---|---|---|
| **10(a)** | **One** mark for demonstrating accurate understanding of Peterson and Peterson (1959).<br>**One** mark for exemplification of how Peterson and Peterson (1959) can be used to explain the scenario.<br><br>For example: | **(2)** |

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| | | |
|---|---|---|
| | • Peterson and Peterson (1959) found participant recall in the 'vocal' group improved with repetition, with longer repetition leading to more accurate recall compared to the 'silent' group (1). This suggests that Group A who had to repeat the names of the people at the wedding tables out loud would remember more names than those in who rehearsed silently (1).<br><br>Accept any other appropriate response. | |

| Question number | Answer | Mark |
|---|---|---|
| **10(b)** | **One** mark for identification of a relevant improvement.<br>**One** mark for justification of the improvement, which must be linked to the improvement identified.<br><br>For example:<br><br>• Participants could have been given list of trigrams instead of names of wedding guests (1) as trigrams would hold no significance to the participants, but names of people might, so their recall of the stimulus would be a more valid test of 'vocal' versus 'silent' repetition in recall (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **10(c)** | **One** mark for identification of a relevant improvement.<br>**One** mark for justification of the improvement, which must be linked to the improvement identified.<br><br>For example:<br><br>• Participants could have been recruited from a variety of areas and not just a local business to take part in the memory task learning names of wedding guests (1). This would ensure that people from different geographical areas were represented in the final sample, so any findings related to the differences in 'vocal' and 'silent' repetition of the guests' names would be more generalisable to the target population (1).<br><br>• Males could have been included in the sample to take part in the memory task learning names of wedding guests and not just females (1). This would ensure that both genders were represented in the final sample, so any findings related to the differences in 'vocal' and 'silent' repetition of the guests' names would be more generalisable to both males and females (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **11(a)** | **One** mark for accurate understanding of a relevant theory.<br>**One** mark for exemplification of how a relevant theory can be used to explain the scenario.<br><br>For example:<br><br>• Multi Store Model of memory assumes that attention is required to move information from the sensory register to the short-term store (1). Therefore, those who were alerted prior to the presentation of the numbers are likely to remember more as they are likely to be paying attention to the numbers, whereas the other group may not be so the numbers will be lost (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **11(b)** | **One** mark for identification of a strength/weakness (maximum **two** marks).<br>**One** mark for justification, which must be linked to the strength/weakness identified (maximum **two** marks).<br><br>For example:<br><br>Strength<br>• Tanja gave both the groups of university students the same sets of numbers and same amount of time to recall the numbers so the investigation has a standardised procedure (1) which is a strength because the investigation involving the role of attention in memory of sets of numbers can be replicated to test for consistency over time in different participants (1).<br><br>Weakness<br>• The university students were recruited by a volunteer sampling technique so may be more motivated to remember more lists of numbers (1) which means the findings concerning the role of attention in memory would lack generalisability as they would only be representative of people with a certain personality and not the target population (1).<br><br>Accept any other appropriate response. | **(4)** |

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## Section C
## Psychological problems – How would psychological problems affect you?

| Question number | Answer | Mark |
|---|---|---|
| **12** | **One** mark for statement of each part of the procedure.<br><br>For example:<br><br>• All participants had been screened using the Internet Addiction Test (1).<br>• A client outcome questionnaire was given to the participants at the 3rd, 8th and 12th online sessions (1).<br>• A client outcome questionnaire was given to the participants at a 6-month follow-up (1).<br><br>Accept any other appropriate response. | **(2)** |

| Question number | Answer | Mark |
|---|---|---|
| **13** | Up to **two** marks for description.<br><br>For example:<br><br>• Cognitive behavioural therapy (CBT) can involve identifying any irrational beliefs that the person diagnosed with depression may have and challenge these beliefs (1). They may be set 'homework' assignments between sessions to practise new ways of thinking about situations in a more rational way (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **14(a)** | **One** mark for accurate understanding of genes as an explanation of addiction.<br>**One** mark for exemplification of how a genes can be used to explain the scenario.<br><br>For example:<br><br>• Alleles of the DRD2 gene have been associated with addiction to drugs, such as alcohol dependence (1) so it may be that Connor has inherited alleles of the DRD2 gene from his mum, which has made him susceptible to addiction (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **14(b)** | **One** mark for identification of a strength / weakness (maximum **two** marks).<br>**One** mark for justification, which must be linked to the strength / weakness identified (maximum **two** marks).<br><br>For example:<br><br>Strength<br>• There is research evidence to support the influence of genes in addiction, such as Prescott and Kendler (1999), so could support why Connor became addicted to food (1) as they found genetic factors played a major role in the development of alcoholism amongst US males, so could account for Connor being more susceptible for addiction to food as his mum may have also been addicted to food and passed this gene on to him (1).<br><br>Weakness<br>• The influence of genes to explain Connor's addiction is reductionist as it simplifies a complex disorder of addiction down to faulty gene(s) being the cause (1), but gene(s) alone may not be the cause and significant life events like Connor's recent job loss may also contribute to addiction which is a more holistic approach (1).<br><br>Accept any other appropriate response. | **(4)** |

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| Question number | Answer | Mark |
|---|---|---|
| **15** | **One** mark for accurate understanding of nurture.<br>**One** mark for exemplification of how nurture can be used to explain the scenario.<br><br>For example:<br><br>• Nurture is the external causes for behaviour that are from environmental factors, such as people, places and things (1). Sofie's stressful life events, such as her divorce from her long-term partner, may have contributed to her developing symptoms of depression (1).<br><br>Accept any other appropriate response. | **(2)** |

| Question number | Answer | Mark |
|---|---|---|
| **16(a)** | **One** mark for appropriate conclusion.<br>**One** mark for justification of the conclusion through analysis/interpretation.<br><br>For example:<br><br>• The celebrities from the internet influenced the amount of exercise that was carried out (1). This is shown by the participants in group A exercising for 46 minutes on average after watching celebrity videos compared to those who watched funny videos who only exercised for 25 minutes on average (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| 16(b) | **One** mark for identification of a relevant improvement.<br>**One** mark for justification, which must be linked to the improvement identified.<br><br>For example:<br><br>• Callum could have recruited a wider age range for the participant groups who were watching the celebrity or funny videos and then exercising (1) by increasing the range from 18-25 years old to 18-70 years old so that the sample includes a more representative range of ages than just younger people, which would increase the generalisability of the results to the target population (1).<br><br>• Callum could also have a group who watch a video of a non-celebrity exercise as well as the group who watched a celebrity and those who watched funny pet videos (1) so that he gains a measure of how much exercise the participants would do after watching a video of a non-celebrity exercising and see the true impact of the celebrity on time spent exercising (1).<br><br>Accept any other appropriate response. | **(2)** |

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

| Question number | Answer | Mark |
|---|---|---|
| 17 | Up to **two** marks for description.<br><br>For example:<br><br>• Understanding of the role of the hemispheres of the brain has changed over time, with research suggesting the left hemisphere is the primary hemisphere for language (1), as shown by Sperry's research into the hemispheres in 1968 and also more recent brain scans | **(2)** |

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| | such as fMRI which have supported this link between language and the left hemisphere (1).<br><br>• One way psychological understanding of the brain has changed over time is the use of modern technology to view the brain, such as the invention of MRI or PET scans (1). These brain-scanning techniques have enabled researchers to gain a better understanding of anatomy and function of the brain whilst a person is alive, which had to be investigated post-mortem beforehand (1).<br><br>Accept any other appropriate response. | |

| Question number | Answer | Mark |
|---|---|---|
| **18** | Up to **two** marks for description.<br><br>For example:<br><br>• Visual agnosia is where an individual can see but is unable to recognise and name common objects whereas prosopagnosia is not (1) because this is where an individual can see but is unable to recognise and name familiar faces (1).<br><br>Accept any other appropriate response. | **(2)** |

| Question number | Answer | Mark |
|---|---|---|
| **19** | **One** mark for accurate understanding of the function of the cerebellum.<br>**One** mark for exemplification of how the function of the cerebellum can be used to explain the scenario.<br><br>For example:<br><br>• The cerebellum is involved with the control of movement and is important for coordination and balance (1). Damage to this region means Paige may not be able to use ladders or paint whole rooms | **(2)** |

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| | anymore as she would find it difficult to balance and coordinate her movements (1).<br><br>Accept any other appropriate response. | |

| Question number | Answer | Mark |
|---|---|---|
| **20** | **One** mark for accurate understanding of Sperry (1968).<br>**One** mark for exemplification of how Sperry (1968) can be used to explain the scenario.<br><br>For example:<br><br>• When Sperry (1968) showed participants a picture of a wall clock to the patient's right hemisphere, they picked a wristwatch with their left hand, which was the closest object to what they had seen (1). Therefore, Frederico's patients are likely to pick a mobile phone with their left hand as this is the object closest to the tablet computer (1).<br><br>Accept any other appropriate response. | **(2)** |

| Question number | Answer | Mark |
|---|---|---|
| **21(a)** | **One** mark for each appropriate conclusion (maximum **two** marks).<br>**One** mark for justification of each conclusion through analysis/interpretation (maximum **two** marks).<br><br>For example:<br><br>Conclusion one<br>• Males had better spatial ability than females (1). This is because males scored an average of 23.4 on the mental rotation object matching task compared to females with 16.1 objects matched (1). | **(4)** |

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|---|---|---|
| | Conclusion two<br>• Males and females had very similar language ability, with no real difference (1). This is because there was less than one animal named between males and females on average, with females scoring 34.6 and males 35.2 in a five-minute period (1).<br><br>Accept any other appropriate response. | |

| Question number | Answer | Mark |
|---|---|---|
| **21(b)** | **One** mark for identification of each strength (maximum **two** marks).<br>**One** mark for justification, which must be linked to each strength identified (maximum **two** marks).<br><br>For example:<br><br>Strength one<br>• All of the male and female participants were tested separately on the animal-naming and object rotation tasks, so this increases the validity of their investigation into sex differences in cognitive abilities (1) because they were unable to copy others and had no | **(4)** |

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|---|---|---|
| | distractions, so Martina will have shown the genuine performance on the language task, without being influenced by others (1).<br><br>Strength two<br>• The participants had their age and intelligence matched prior to the animal-naming task, which increases the validity of the findings concerning language ability (1) because age and intelligence are extraneous variables that could have influenced performance, so the experiment could be more confident that they were measuring the difference in male and female language ability (1).<br><br>Accept any other appropriate response. | |

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

| Question number | Answer | Mark |
|---|---|---|
| **22** | **One** mark for accurate definition.<br>**One** mark for an appropriate example.<br><br>For example:<br><br>• Deindividuation is where an individual behaves differently to their usual behaviour when they lose their personal identity (1). For example, a football fan may be abusive and rude to rival fans when wearing a football | **(2)** |

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|---|---|---|
| | shirt in a crowd of other football fans, when they would not usually do so when not in a crowd (1).<br><br>Accept any other appropriate response. | |

| Question number | Answer | Mark |
|---|---|---|
| **23(a)** | **C** – 90 per cent.<br><br>The only correct answer is **C**.<br>A is incorrect because it was 90% and not 70%.<br>B is incorrect because it was 90% and not 80%.<br>D is incorrect because it was 90% and not 100%. | **(1)** |

| Question number | Answer | Mark |
|---|---|---|
| **23(b)** | **D** – 52 / 57 trials.<br><br>The only correct answer is **D**.<br>A is incorrect because it was 52/57 and not 22/57.<br>B is incorrect because it was 52/57 and not 32/57.<br>C is incorrect because it was 52/57 and not 42/57. | **(1)** |

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| Question number | Answer | Mark |
|---|---|---|
| **24** | **One** mark for accurate understanding of a situational factor affecting bystander intervention.<br>**One** mark for exemplification of how the situational factor can be used to explain the scenario.<br><br>For example:<br><br>• 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). Therefore, Bradley may have helped the injured jogger because there was nobody else to help on the very quiet, narrow path, so could not diffuse responsibility and so decided to accept responsibility for helping them (1).<br><br>• 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). Therefore, Bradley may have helped the injured jogger because he considered that the jogger was not a threat to him and that being late home and getting punished was not as great a consequence as leaving the injured jogger without help (1).<br><br>Accept any other appropriate response. | **(2)** |

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| Question number | Answer | Mark |
|---|---|---|
| **25** | **One** mark for accurate understanding of a personality factor affecting conformity.<br>**One** mark for exemplification of how the personality factor can be used to explain the scenario.<br><br>For example:<br><br>• People with an internal locus of control believe they have greater personal control over their own behaviour and so conform to majority influence less than those with an external locus of control (1). Max did not join in throwing stones at the windows of the toilets in the park as he may have had an internal locus of control so had greater personal control (1).<br><br>Accept any other appropriate response. | **(2)** |

| Question number | Answer | Mark |
|---|---|---|
| **26(a)** | **One** mark for each appropriate conclusion (maximum **two** marks).<br>**One** mark for justification of each conclusion through analysis/interpretation (maximum **two** marks).<br><br>For example:<br><br>• Males would be more affected by the clothing worn by an authority figure in relation to their obedience (1). This is shown by the difference in the male average obedience score of 29/30 for questions related to authority figures wearing a uniform compared to females with 21/30 (1).<br>• Females would be less affected by the presence of others who rebelled in relation to their obedience (1). This is shown by the difference in the female average obedience score of 28/30 for questions related to others being present and disobeying the authority figure compared to males with 18/30 (1).<br><br>Accept any other appropriate response. | **(4)** |

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| Question number | Answer | Mark |
|---|---|---|
| **26(b)** | **One** mark for identification of a strength/weakness (maximum **two** marks).<br>**One** mark for justification, which must be linked to the strength/weakness identified (maximum **two** marks).<br><br>For example:<br><br>Strength<br>• The use of closed-ended questionnaires to find out the male and female attitudes to obedience will produce quantitative data, which is more objective (1). This means that there will be no subjective, individual interpretation of the data from the researcher involved in the analysis of the responses related to male and female obedience, increasing validity of the findings (1).<br><br>Weakness<br>• One weakness of Deanne's investigation is that only closed-ended questions were used to investigate the obedience of males and females, reducing validity (1). This is because closed-ended questions would provide limited detail on whether they would obey or not but would not provide any detail or reasons why they would or would not obey the authority figure in the circumstances provided (1).<br><br>Accept any other appropriate response. | **(4)** |

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## Section F

| Question number | Indicative content | Mark |
|---|---|---|
| **27** | AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks<br><br>Candidates who do not consider social and cultural issues in psychology (as instructed in the question) cannot achieve marks beyond Level 2.<br>Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).<br><br>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<br>AO1.<br><br>AO1<br>• Culture can be classified into independent or interdependent and where and when someone is socialised can impact on their levels of obedience and conformity.<br>• Individualistic cultures tend to encourage independence, where people are socialised to think about themselves as in control and responsible for their own actions, so may show less obedience.<br>• Collectivist cultures tend to encourage focus on the group, where people are socialised to think about society first before their own individual goals, so may be more willing to help others in need.<br><br>AO2<br>• Heather and Saki's responses indicate different values so may lead to them responding differently in their new job, with Saki appearing to conform more whereas Heather may not wish to change her behaviour to fit into any group norms.<br>• Heather's response about being unique indicates she values independence so may be from an individualistic culture and be less obedient whereas Saki emphasises fitting in with others so values group membership, so may be from a collectivist culture and more obedient. | **(9)** |

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|---|---|---|
| | • Heather's response about leading a team suggests she wants to be in control which is more of an independent way of thinking and could indicate lower chance of helping others compared to Saki who appears happy to work with others as part of a team, suggesting a more interdependent way of thinking.<br><br>AO3<br>• There is experimental evidence to support the influence of culture in conformity to majority influence, such as Bond and Smith (1996) who found collectivist cultures would be more conformist over 17 countries, giving credibility to Heather and Saki perhaps behaving differently at work.<br>• Blass (2012) found very similar rates of obedience when comparing the US to other countries, so it may be that cultural factors have limited impact on how obedient people are, and it may be that the situation Heather and Saki are placed in determines their obedience.<br>• Cross-cultural research into bystander intervention can focus on self-report measures using questionnaires, such as Pozzoli et al. (2012), so may not represent how people would react in real life situations, which may not be able to fully account for how Heather and Saki would respond in their new workplaces. | |

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| Level | Mark | Descriptor |
|---|---|---|
| | **0** | No rewardable material. |
| **Level 1** | **1–3** | • Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1)<br>• Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2)<br>• 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)<br>• Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)<br>• 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)<br>• Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)<br>• 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) |

for more papers: jadedamien673@gmail.com

| Question number | Indicative content | Mark |
|---|---|---|
| **28** | AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks<br><br>Candidates who do not consider two areas of psychology (as instructed in the question) cannot achieve marks beyond Level 2.<br>Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).<br><br>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<br>the top of Level 1, no matter how strong the performance is in<br>AO1.<br><br>AO1<br>• Multi store model states that attention and rehearsal are needed to transfer information to the long-term memory.<br>• Damage to the pre-frontal cortex can lead to impaired decision making and more impulsive behaviour.<br>• Conformity to majority influence is where an individual changes their behaviour to copy the behaviour of most individuals in a group to fit in.<br><br>AO2<br>• Alex paid attention to the recipes and practised making the cakes repeatedly at home which led to him being able to remember how to make them perfectly every time.<br>• When Alex banged his head, he may have damaged his pre-frontal cortex as his decision making regarding the recipes became impaired which it was not before the fall.<br>• Alex copied the other competitors in their preparation of the cake when he had no recipe which shows conformity to majority influence.<br><br>AO3<br>• Studies have showed the importance of rehearsal in the memory process, such as Peterson and Peterson (1959) who found trigrams were rapidly lost without rehearsal, so supports Alex using rehearsal to try to remember the recipes after practising them repeatedly.<br>• Research investigating the role of the brain regions, such as the pre-frontal cortex, frequently uses unique brain-damaged patients using artificial settings and tasks, so could be limited in explaining the impact on Alex's behaviour.<br>• There is research evidence supporting the influence of conformity to majority influence, such as Asch (1951), who found around one third (32%) would change their | **(9)** |

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| | | |
|---|---|---|
| | answer in a line study to fit in, so can account for why Alex may have copied the other competitors. | |

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| Level | Mark | Descriptor |
|---|---|---|
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| **Level 2** | **4–6** | • Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1)<br>• Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)<br>• 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)<br>• Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)<br>• 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) |

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