Mark Scheme (Results)

June 2022

Pearson Edexcel
GCSE Psychology 1PS0/01
Paper 1

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Marking guidance for levels-based mark schemes (LBMS)
Construction of levels-based mark scheme grids

The LBMS grids are broken down into levels where each level is represented by a descriptor which articulates the skill characteristics that the response is likely to demonstrate.

The increase in skills from one level to the next shows the progression between the levels.

The descriptor in each level is broken down into three traits; each trait relates to an Assessment Objective and the relationship is clearly identified. There is a balance of the skills across the levels.

The traits have been designed to reflect the intrinsic links between each of the skills, particularly where students are required to draw together their understanding in order to make judgements about a particular context. Knowledge and understanding of psychological ideas, processes and procedures (AO1) underpin the student's ability to apply this to a given context (AO2). Similarly, for a student to be able to make valid connections between this understanding in order to make appropriate and evidence-based judgements or conclusions (AO3) about the context, they must underpin it using their knowledge and understanding, and by applying it to the context of the question. As a consequence, the progression shown in each band reflects the relationship between these skills.

Finding the right level

The first stage is to decide in which level the answer should be placed. To do this, use a 'best fit' approach, deciding which level most closely describes the quality of the answer. Where an answer displays characteristics from more than one level you must use the guidance below and your professional judgement to decide which level is most appropriate.

For example, an answer that is logical and evidences application of accurate and thorough understanding to the context of the question, with sustained linkage throughout but with limited evidence to support their judgement, would be placed at the bottom of Level 3 as it has displayed most of the characteristics in a Level 3 response. An answer displaying accurate and thorough understanding but with limited application and unsupported judgements would be placed towards the bottom to middle of Level 2.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

If the answer meets the requirements of the level fully, you should be prepared to award full marks within the level. The top mark in the level is used for evidence that is as good as can realistically be expected within that level.
Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start with the mark at the middle of the level and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level: If it only barely meets the requirements of the level, you should consider awarding marks at the bottom of the level. The bottom mark in the level is used for evidence that is the weakest that can be expected within that level. Alternatively, be prepared to drop the mark to the top of the band below.

The middle marks of the level are used for evidence that has a reasonable match to the requirements. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Imbalanced performance across skills

Where a response has been placed within a level as it displays characteristics from more than one level, then the mark determined should be based on how well the characteristics of each level have been displayed.

Students may show an imbalanced performance against one or more of the traits/skills provided in the levels descriptors. To establish the correct level and mark, the traits/skills within each level should be used. For example, a student may show performance against the descriptors for AO1 and AO2 that displays characteristics of Level 2 but they make a limited attempt to analyse and evaluate (AO3) Level 1. In such instances, the student has demonstrated the Level 2 traits/skills for AO1 and AO2 and the Level 1 trait/skill for AO3, so would be placed in the middle of Level 2 as they achieve 4 marks (2 each) for AO1 and AO2 and 1 of the 3 marks assigned to AO3.

Given the intrinsic links between the trait/skills, if a response evidences performance against only **one** trait/skill it is likely to be for demonstrating knowledge and understanding.

Indicative content
Markers are reminded that indicative content is provided as an illustration of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Section A
Development – How did you develop?

Question number	Answer	Mark
1	**One** mark for accurate definition of morality. **One** mark for suitable example of morality. For example: • Morality is the understanding between 'right' and 'wrong' (1). For example, murder is wrong and helping people is right (1). Accept any other appropriate response.	(2)

Question number	Answer	Mark
2(a)	**D** - 14 months, 26 months, 38 months The only correct answer is D. A is incorrect because they used the recordings from 14 months, 26 months, 38 months. B is incorrect because they used the recordings from 14 months, 26 months, 38 months. C is incorrect because they used the recordings from 14 months, 26 months, 38 months.	(1)

Question number	Answer	Mark
2(b)	**A** - 'You must have tried hard' The only correct answer is A. B is incorrect because this is not process praise. C is incorrect because this is not process praise. D is incorrect because this is not process praise.	(1)

Question number	Answer	Mark
3	**One** mark for demonstrating accurate understanding of the role of the medulla. **One** mark for exemplification of how the role of the medulla can be used to explain the scenario. For example: • The medulla is involved in sending signals from the brain to the rest of the body via the spinal cord (1) so damage to this area of the brain could mean Finlay is unable to run or dance anymore as the signals cannot reach his legs to move (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
4(a)	**One** mark for demonstrating accurate understanding of Piaget's Theory of Cognitive Development. **One** mark for exemplification of how the theory can be used to explain the scenario. For example: • In the sensorimotor stage, from birth to around 2 years, children develop object permanence which is where they understand that objects still exist even when out of view (1). Georgia sits still and she is only 4 months old, so is unlikely to have developed object permanence so does not search for Mrs Duckie, her favourite toy, as she thinks it is does not exist (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
4(b)	**One** mark for identification of each strength or weakness (maximum **two** marks). **One** mark for justification which must be linked to the strength or weakness identified (maximum **two** marks). For example: Strength • Piaget (1954) found supporting evidence for his theory from the Three mountains task, so his theory could also account for Georgia sitting still when the duck is hidden (1) because the study showed children could not see from others perspectives until 7 years, so his theory has credibility and therefore could also explain why Georgia did not look for Mrs Duckie (1). Weakness • Piaget's research involved observations of selected children which required personal interpretation so could be subjective as an explanation of Georgia's reaction to the toy being hidden (1) because his ideas about the sensorimotor stage, which Georgia would be in as a 4 month old, may not accurately represent every child in the same way due to Piaget's interpretation of the selected children's' behaviour (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
5(a)	**One** mark for appropriate conclusion. **One** mark for justification of the conclusion through analysis/interpretation. For example: • Social learning appears to have improved the social development and specifically the sharing behaviour of the children (1) which is shown by the higher score given to all of those supervised by James (all scored 7-9) who used social learning compared to those supervised by the other teacher (all scored 4-6) (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
5(b)	**One** mark for identification of a relevant improvement. **One** mark for justification, which must be linked to the improvement identified. For example: • James could have asked someone independent to judge the ability of the children to share and take turns because he may have been biased (1) whereas another person would not know whether the children were exposed to social learning or not so would have made objective decisions regarding the ability to share and take turns (1). Accept any other appropriate response.	**(2)**

Section B
Memory – How does your memory work?

Question number	Answer	Mark
6(a)	**B** – 3,6,9,12,15,18 seconds The only correct answer is B. A is incorrect because it was not 2,4,6,8,10,12 seconds C is incorrect because it was not 4,7,10,13,16,19 seconds D is incorrect because it was not 5,7,9,11,13,15 seconds	**(1)**

Question number	Answer	Mark
6(b)	**C** – 3's or 4's The only correct answer is C. A is incorrect because it was not 1's or 2's B is incorrect because it was not 2's or 3's D is incorrect because it was not 4's or 5's	**(1)**

Question number	Answer	Mark
7	Up to **two** marks for description. For example: • Attention is when a person notices and is interested in a particular stimulus whereas rehearsal is not (1) because rehearsal is when a person repeats information again and again in an effort to remember it (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
8(a)	**One** mark for accurate understanding of the Multi-store Model of Memory. **One** mark for exemplification of how the Multi-store Model of Memory can be used to explain the scenario. For example: • The Multi-store Model of Memory suggests there is a separate short term and long term store for information (1). The words remembered from the beginning of the list would be in the LTM, as they had been rehearsed whilst the ones in the middle were being read out, so the higher percentages recalled for these words supports the theory (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
8(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 • Every volunteer was given the same list of words to remember so the study can be tested for reliability (1) because each individual had to learn the same 20 words so it is replicable and consistency can be assessed over time (1). Weakness • Some of the words on the list might be more familiar to some volunteers so this could have affected the validity of Pablo's study (1) because someone who frequently used the train may have been more likely to remember that word than someone that does not so experience and exposure could have affected the words remembered (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
9(a)	**One** mark for accurate understanding of the capacity of short-term memory. **One** mark for exemplification of how capacity of short-term memory can be used to explain the scenario. For example: • George Miller (1956) stated that the capacity of the short-term memory is around 7 units with most able to remember 5-9 units (1). Therefore Nishka could expect participants in her study to all remember 4 numbers and very few, if any, to remember 10 numbers correctly (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
9(b)	**One** mark for identification of a relevant improvement. **One** mark for justification, which must be linked to the improvement identified. For example: • Nishka could have tested the participants' memory of the numbers individually rather than as a group (1) so that she could be sure it was their memory of the numbers and were not copied from others so would be a more valid measure of the capacity of their short-term memory (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
10	**One** mark for a conclusion made. **One** mark for justification of the conclusion through analysis/interpretation. For example: • Humans on the whole, appear to process information actively and not passively (1) which is shown by almost all participants being able to read the paragraph (98%) compared to almost none who could not read the paragraph (2%) (1). Accept any other appropriate response.	**(2)**

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

Question number	Answer	Mark
11	**One** mark for accurate statement of each symptom (maximum **two** marks). For example: • Persistent sadness (1). • Low motivation (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
12	Up to **two** marks for description. For example: • Mental health problems cost society a lot of money due to the cost of treatments (1). For example, the King's Fund (2007) stated the treatment cost of depression in the UK in 2007 was £1.68bn and is expected to rise to £2-3bn by 2026 (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
13(a)	**One** mark for accurate understanding of drugs for addiction. **One** mark for exemplification of how drugs for addiction can be used to explain the scenario. For example: • If Claire is taking alcohol, she could take drugs, such as disulfiram (Antabuse), which can cause sickness if alcohol is consumed after taking it (1), so by taking this drug Claire would associate sickness with alcohol and avoid drinking alcohol (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
13(b)	**One** mark for identification of each weakness (maximum **two** marks). **One** mark for justification, which must be linked to each weakness identified (maximum **two** marks). For example: Weakness one • Claire could stop taking the drugs given for her addiction which means cravings would come back and she would relapse (1) so taking drugs may only be effective if Claire is motivated to quit using the drug as it would require willpower and determination to continue using the medication and avoid the drug (1). Weakness two • Some drugs prescribed for drug addiction can be highly addictive and dangerous substances so Claire may replace addiction for one drug for another drug (1) which could lead to further health problems and potential harmful effects of the new drug she has been prescribed to overcome drug addiction which means her problems have not been fully resolved by taking drugs (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
14(a)	**One** mark for a conclusion made. **One** mark for justification of the conclusion through analysis/interpretation. For example: • After reading the articles there was no real difference in the patient motivation to attend CBT (1) which is shown by just a 0.1 difference out of 10 for the likelihood of attending CBT after either reading a case study article or research evidence article (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
14(b)	**One** mark for identification of a relevant improvement. **One** mark for justification, which must be linked to the improvement identified. For example: • Jonah could have given all patients both articles to eliminate individual differences accounting for the results (1) because this would mean every individual patient read both articles and any differences in their personality, education or age could be removed as a reason for their responses (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
15	**One** mark for accurate understanding of Caspi et al. (2003). **One** mark for exemplification of how Caspi et al. (2003) can be used to explain the scenario. For example: • Caspi et al. (2003) showed that those with the short version of the 5-HTT gene and more stressful life experiences suffered from depression more than those without the gene (1). Bob's father had depression so he may have the 5-HTT gene and combined with stressful life experiences such as job losses he is very likely to develop depression (1). Accept any other appropriate response.	**(2)**

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

Question number	Answer	Mark
16	**One** mark for accurate statement of each process. For example: • The neurotransmitters are released into the synaptic gap (1). • The neurotransmitters will bind to the receptor like a lock and key (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
17	**One** mark for accurate completion of each box. For example: • 1 – Parietal lobe. • 2 – Temporal lobe. Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
18(a)	**One** mark for accurate understanding of Sperry (1968). **One** mark for exemplification of Sperry (1968) can be used to explain the scenario. For example: • Sperry (1968) found split brain patients could not name an object from a bag if they used their left hand to pick the item (1), so Hina is likely to be unable to say to the audience that she has picked a marble from the objects in the bag (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
18(b)	**One** mark for identification of each weakness (maximum **two** marks). **One** mark for justification, which must be linked to each weakness identified (maximum **two** marks). For example: Weakness one • Sperry (1968) reports on split brain patients from the USA who may not represent all split brain patients and so what happened with them might not happen with Hina at the magic show (1) because they might have had different outcomes from split brain surgery to Hina who is from Japan and so the results from Sperry regarding naming the objects might not apply to Hina (1). Weakness two • Sperry (1968) conducted his research in a carefully controlled laboratory situation whereas Hina is on a stage in a magic show so the situation is more like real life (1) which means that Hina's outcome may differ from the split brain patients in Sperry (1968) as she may be very nervous in front of an audience and name a random object rather than saying she did not know (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
19(a)	**One** mark for accurate understanding of research evidence regarding sex differences in lateralisation. **One** mark for exemplification of how research evidence regarding sex differences can be used to explain the scenario. For example: • Rilea et al. (2005) found differences in lateralisation and also sex differences in performance on some spatial ability tasks (1). This suggests that males may have differences in lateralisation and so a better performance compared to females, so males will get to the cake shop quicker than females (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
19(b)	**One** mark for identification of a relevant improvement. **One** mark for justification, which must be linked to the improvement identified. For example: • More than one man and woman could have been asked to do the as they could have been particularly good or bad at navigating (1) so it could have been more representative of all men and women in terms of spatial ability if Josh's investigation had more males and females complete the map reading task (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
20	**One** mark for a conclusion made. **One** mark for justification of the conclusion through analysis/interpretation. For example: • The participants all appeared to have prosopagnosia (1) because none of them could recognise the familiar face but they were able to all recognise familiar objects and this is a symptom of prosopagnosia (1). Accept any other appropriate response.	**(2)**

Section E
Social influence – How do others affect you?

Question number	Answer	Mark
21	**One** mark for accurate definition. For example: • Society is a collection of individuals who share the same location and social norms (1). Accept any other appropriate response.	**(1)**

Question number	Answer	Mark
22	Up to **two** marks for description. For example: • Obedience is when an individual follows a direct order from a legitimate authority figure whereas conformity is not (1) because conformity is where an individual changes their behaviour to follow the group (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
23	**C** – how behaviour changes when someone loses their personal identity The only correct answer is C. A is incorrect because this is bystander apathy. B is incorrect because this is diffusion of responsibility. D is incorrect because this is disobedience.	**(1)**

Question number	Answer	Mark
24(a)	**One** mark for identification of each finding (maximum **two** marks). **One** mark for reasoning/justification of finding through research evidence about factors affecting obedience (maximum **two** marks). For example: Finding one • The male and female participants are likely to show very similar levels of obedience to the 'firefighter' by lying down by the window (1) which is supported by Milgram (1974) who found that male and female obedience to authority for administering electric shocks was 65% to 450V for both sexes (1). Finding two • There is likely to be lower levels of obedience to the 'firefighter' who is giving the order over the loudspeaker (1) which is supported by Milgram (1974) who found that obedience to authority for administering electric shocks fell to 22.5% to 450V when the authority was not in the room when giving orders (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
24(b)	**One** mark for identification of each relevant improvement (maximum **two** marks). **One** mark for justification of each improvement, which must be linked to the improvement identified (maximum **two** marks). For example: • Adam could have used a female 'firefighter' as well as a male 'firefighter' so comparisons could be made (1) to enable him to see how people would react to a female giving the order and make comparisons to see the level of obedience to authority figures (1). • He could have had a control condition where the person giving the order to lie down by the window was not wearing a uniform (1) to see the true influence of obedience to authority because this would allow him to see if people react as obediently to the 'firefighter' by comparing the control and experimental conditions (1). Accept any other appropriate response.	**(4)**

Question number	Answer	Mark
25	**One** mark for accurate understanding of how personality affects conformity. **One** mark for exemplification of how personality affects conformity can be used to explain the scenario. For example: • 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). Leonard did not eat the snails as he may have had an internal locus of control so had greater personal control but the friends ate the snails as they may have had an external locus of control (1). Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
26	**One** mark for accurate understanding of Haney et al. (1973). **One** mark for exemplification of how Haney et al. (1973) can be used to explain the scenario. For example: • Haney et al. (1973) found that prisoners acted submissively and guards aggressively when in a simulated prison despite being similar at the beginning showing they had become deindividuated due to their role assignment (1). Casey is therefore likely to find that in the staff are more likely to speak more professionally and use more business jargon when wearing smart suits so will act more like their expected role compared to when in their casual clothes (1). Accept any other appropriate response.	**(2)**

Section F

Question number	Indicative content	Mark
27	AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks	**(9)**
	Candidates who do not consider how psychological understanding of the brain has changed over time (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
• Initially little thought was given to how the brain affected behaviour, but case studies over time have suggested how the brain affects behaviour, such as the frontal lobe has being involved in decision-making and impulsive behaviour.
• Research which initially linked the influence of stressful life events to depression has been updated over time to incorporate the idea of individual differences in reactance to stress.
• Over time experimental surgery has lead to new psychological understanding of the brain, such as that of the role of the corpus callosum in transferring information between the hemispheres.	
	AO2
• Case studies of brain-damaged patients, such as Phineas Gage helped to develop psychological understanding of the role of the frontal lobes as it was claimed that he became less responsible and showed impulsive decision-making after a region of his frontal lobe was destroyed.
• Studies, such as that of Caspi et al. (2003), showed the importance of individual differences in how people respond to stressful life events and has updated research in this area to take into account the role of genetics such as the 5-HTT gene.
• By severing the corpus callosum to create so-called 'split-brain' patients psychological understanding of how the right and left hemisphere interact developed over time, such as Sperry (1968) who found the left hemisphere was the primary hemisphere for language but that the right hemisphere also showed limited language processing too.	
	AO3
• The findings of studies, such as Damasio et al. (1994), which linked a region of the frontal lobe to decision making and impulsivity, rely on accurate accounts of the case studies but the accuracy of what happened to Phineas Gage after his accident have been questioned over time by a number of researchers (e.g. Macmilllan and Lena, 2010), so the conclusions made may not have been fully valid.	

- Caspi et al.'s (2003) study used a longitudinal design with 847 participants and assessed their level of depression against life events over a period of 23 years so offers credible evidence of the influence of genes and stressful life events on depression and supports the updated psychological perspective of the role of genetics in stress reactions.
- Since the work of Sperry (1968) newer methods of brain scanning, such as fMRI, have enabled psychologists to study the brain in greater spatial and temporal resolutions to gain more detailed psychological understanding of how specific parts of the brain are linked to certain tasks or skills.

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
28	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 where an individual changes their behaviour to fit in with the group behaviour. • Multi-store Model of Memory states that to remember information in the long-term information must be rehearsed over time. • Deinidividuation is where someone loses their identity when in a crowd situation so acts differently to how they normally would. AO2 • Lorenzo may not have had the money to buy a black T-shirt with a skull but still made one so he could fit in with the majority of the band so this shows he conformed to majority influence. • Lorenzo has been forgetting lyrics or notes in the songs of the band so must not have been rehearsing and repeating them enough to enable them to stay in his LTM correctly. • The band members have lost their identity during the performance as they have begun screaming and swearing which was not usual for them so they have deindividuated in the situation. AO3 • Asch (1951) showed that on average about one third of participants (32%) would change their response to conform with the majority over an obvious incorrect answer with 75% conforming at least once. • Peterson and Peterson (1959) showed the role of rehearsal was important to retain information even in the short-term as participants lost over 90% of the trigrams after 15 seconds without rehearsal. • Haney et al. (1973) provides evidence for deindividuation with the prisoners and guards acting consistently with those roles but it could have been the lack of legitimacy of the situation that could have influenced their behaviour, such as that a prison is not normally in a basement of a university, so the evidence may not be credible.	**(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)