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Mark Scheme (Results)

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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(a)	<p>D - Factual knowledge precedes skill</p> <p>The only correct answer is D. A is incorrect because this is not a concept in the theory. B is incorrect because this is not a concept in the theory. C is incorrect because this is not a concept in the theory.</p>	(1)

Question number	Answer	Mark
1(b)	<p>B - Practice and effort</p> <p>The only correct answer is B. A is incorrect because this was not emphasised in his theory. C is incorrect because this was not emphasised in his theory. D is incorrect because this was not emphasised in his theory.</p>	(1)

Question number	Answer	Mark
2	<p>Up to two marks for description.</p> <p>For example:</p> <ul style="list-style-type: none"> • Pre-conventional morality focuses on basic rules of reward and punishment, where a bad action would get punished whereas conventional morality does not (1), because conventional morality is linked to following societal rules and being liked, with the maintenance of social order through obedience to authority (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
3	<p>One mark for demonstrating accurate understanding of Daniel Willingham’s learning theory.</p> <p>One mark for exemplification of how the theory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Willingham’s theory would advocate the use of demonstrating the appropriate social behaviour by others, such as the teacher or peers, to improve social development (1), so Mrs Kumar could create activities where Molly and Mack work with children that do not snatch and ask nicely when wanting to play with a toy, so that their behaviour could be modelled by Molly and Mack (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
4(a)	<p>One mark for appropriate conclusion.</p> <p>One mark for justification of the conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> • When pupils were praised for effort they made more attempts to break running records than those given praise for ability (1) which is shown by an average 6 attempts for the 100m when praised for effort compared to just 1 attempt for the 1500m when praised for ability (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
4(b)	<p>One mark for identification of a relevant improvement.</p> <p>One mark for justification, which must be linked to the improvement identified.</p> <p>For example:</p> <ul style="list-style-type: none"> • The pupils in each class could have been given the same distance to run such as both running the 100m (1) so that there is a comparable distance to run and the impact of praise on attempts will not be influenced by the distance to run, increasing validity of her investigation (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
5(a)	<p>One mark for demonstrating accurate understanding of Piaget's Theory of Cognitive Development.</p> <p>One mark for exemplification of how the theory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Piaget's theory suggests that children acquire object permanence around 6 months old in the sensorimotor stage and therefore know objects exist even when they cannot see them (1). As Beth's daughter reaches behind the cushion for the ball and she is 8 months old it suggests she has developed object permanence and will know the ball still exists even when it cannot be seen (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
5(b)	<p>One mark for identification of each strength or weakness (maximum two marks).</p> <p>One mark for justification which must be linked to the strength or weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • Beth's daughter is likely to behave like any 8 month old infant would do in their home environment so the investigation will have high ecological validity (1) as her daughter will be in a familiar setting so will feel comfortable and will show her everyday behaviour with the ball (1). <p>Weakness</p> <ul style="list-style-type: none"> • Beth only looked at the behaviour of one child so may not be representative all children of 8 months old (1) because her daughter may be more advanced than other children and so would not be a generalisable sample of the cognitive development at that age (1). <p>Accept any other appropriate response.</p>	(4)

Section B
Memory – How does your memory work?

Question number	Answer	Mark
6	<p>One mark for appropriate completion of Figure 2 with the missing stage.</p> <p>For example:</p> <ul style="list-style-type: none">• Processing (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
7(a)	<p>One mark for definition of 'duration'.</p> <p>For example:</p> <ul style="list-style-type: none">• Duration would be the length of time Toby can remember the dinosaur names for (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
7(b)	<p>One mark for definition of 'capacity'.</p> <p>For example:</p> <ul style="list-style-type: none">• Capacity would be the amount of dinosaur names Toby could remember (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
8	<p>One mark for definition of 'retrograde amnesia'.</p> <p>For example:</p> <ul style="list-style-type: none"> • Retrograde amnesia is where a patient has difficulty recalling events prior to the onset of their condition (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
9	<p>One mark for accurate understanding of Bartlett (1932) War of the Ghosts.</p> <p>One mark for exemplification of how the study can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Bartlett (1932) found that participants transformed elements of the War of the Ghosts story such as 'canoes' to 'boats' (1). This means Ellis may transform elements of the elephant story to make them more relevant to him such as the elephant having a treasure hunt for gold rather than mangos (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10(a)	<p>One mark for accurate understanding of Multi-store Model of Memory.</p> <p>One mark for exemplification of how Multi-store Model of Memory can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Multi-store Model of Memory states that rehearsal of information is required to transfer it from the short-term memory to the long-term memory (1) so Robin could write down the names of the trees and say them out loud on regular occasions before his test (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
10(b)	<p>One mark for identification of each weakness (maximum two marks).</p> <p>One mark for justification, which must be linked to each weakness identified (maximum two marks).</p> <p>For example:</p> <p>Weakness one</p> <ul style="list-style-type: none"> The theory states there is one STM store but the case study of K.F. showed there is more than one type of STM so may not help Robin remember of the names of the trees effectively (1) because K.F. had an impairment for verbal information but not for visual information so may mean Robin struggles as the names of the trees would need verbal memory which the theory cannot account for (1). <p>Weakness two</p> <ul style="list-style-type: none"> The theory states there is one LTM store but case studies such as H.M. show more than one type of LTM so may not help Robin name the trees in the test (1) because H.M. could improve on procedural tasks but had no episodic memory of the task so Robin may struggle as the names of the trees would be declarative memory and not procedural which the theory cannot account for (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
11	<p>One mark for identification of each relevant improvement (maximum two marks).</p> <p>One mark for justification of each improvement, which must be linked to the improvement identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none">• Niamh could have pre-tested their memory ability before the study (1) so she could mean match them on their memory ability so she knows the mode of presentation is affecting what they can remember and not their prior memory ability (1).• Niamh could have made sure they all listened to the same song (1) so each participant would have had the same number and speed of lyrics to remember so she knows it is the mode of presentation affecting their performance and not the song choice (1). <p>Accept any other appropriate response.</p>	(4)

Section C

Psychological problems – How would psychological problems affect you?

Question number	Answer	Mark
12(a)	<p>A – 15%</p> <p>The only correct answer is A. B is incorrect because it was not 25% C is incorrect because it was not 35% D is incorrect because it was not 45%</p>	(1)

Question number	Answer	Mark
12(b)	<p>One mark for accurate statement.</p> <p>For example:</p> <ul style="list-style-type: none">• 17% (1). <p>Reject other answers.</p>	(1)

Question number	Answer	Mark
13	<p>Up to two marks for description.</p> <p>For example:</p> <ul style="list-style-type: none">• Nature is the internal factors that affect depression such as genes whereas nurture is not (1), because nurture is the external factors that affect depression such as stressful life events (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
14(a)	<p>One mark for demonstrating accurate understanding of learning theory.</p> <p>One mark for exemplification of how learning theory can be used for Aliyah's addiction.</p> <p>For example:</p> <ul style="list-style-type: none"> • Social learning theory suggests role model behaviour could be observed and imitated and could lead to addiction over time (1). Aliyah may see her older sister as a role model and observe her using her mobile phone and have wanted to imitate this as she looks up to her (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
14(b)	<p>One mark for demonstrating accurate understanding of Young (2007).</p> <p>One mark for exemplification of how Young (2007) can be used in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Young (2007) found most clients showed continuous improvement by session 3 and effective symptom management by sessions 8 and 12 in their study of Internet addiction (1). This means Aliyah is likely to be able to manage her mobile phone and Internet use by sessions 8 and 12 and spend less time checking her mobile phone (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
14(c)	<p>One mark for identification of the strength / weakness (maximum two marks).</p> <p>One mark for justification, which must be linked to the strength / weakness identified (maximum two marks).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • Young (2007) studied the effectiveness of CBT for Internet addiction which is similar to Aliyah’s addiction to her mobile phone and so it could be effective for her (1) because the techniques and strategies used that were effective for the participants in Young (2007) may also work for Aliyah as the form of addiction and types of behaviour targeted would be almost identical (1). <p>Weakness</p> <ul style="list-style-type: none"> • The participants in Young (2007) had a mean age of 46 for females so CBT may not work for Aliyah who is only 12 years old (1) because she may lack the maturity that the participants in Young (2007) had and so she may not do the regular homework assignments required for CBT therefore it may not be effective for her (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
15(a)	<p>One mark for a conclusion made. One mark for justification of the conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> • Diagnosis of mental health issues leads to individuals having more negative experiences than positive experiences (1), which is shown by most of the countries categorised as 'Low' on preferential treatment but 'High' on shunned and isolated (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
15(b)	<p>One mark for identification of a relevant improvement. One mark for justification, which must be linked to the improvement identified.</p> <p>For example:</p> <ul style="list-style-type: none"> • Jasper could have asked people in a wider range of countries, such as those outside of Europe (1) who may have experienced different treatment than only asking European countries so this would be more representative of people with mental health issues across the world (1). <p>Accept any other appropriate response.</p>	(2)

Section D

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

Question number	Answer	Mark
16(a)	<p>One mark for accurate statement.</p> <p>For example:</p> <ul style="list-style-type: none">11 patients (1). <p>Reject other answers.</p>	(1)

Question number	Answer	Mark
16(b)	<p>Up to two marks for description.</p> <p>For example:</p> <ul style="list-style-type: none">He found that if patients used their right hand they could name the object correctly with ease (1). When using their left hand they were unable to name the object but were able to retrieve it from the bag correctly (1). <p>Accept any other appropriate response.</p>	(1)

Question number	Answer	Mark
16(c)	<p>B – language processing</p> <p>The only correct answer is B.</p> <p>A is incorrect because this is not an appropriate conclusion for the research.</p> <p>C is incorrect because this is not an appropriate conclusion for the research.</p> <p>D is incorrect because this is not an appropriate conclusion for the research.</p>	(1)

Question number	Answer	Mark
17	<p>One mark for each conclusion made. One mark for justification of each conclusion through analysis/interpretation.</p> <p>For example:</p> <ul style="list-style-type: none"> Group 1 must have damage to a region of the brain involving balance and coordination (e.g. cerebellum) (1) because they had 16 errors on the balance task compared to the group with no brain damage who had 1 error on average (1). Group 2 must have damage to a region of the brain involving visual processing (e.g. occipital lobe) (1) because they could only name 1 household object on average compared to 10/10 for the group with no brain damage (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
18	<p>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).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> Allan has damage in the ventromedial region which is the same as Phineas Gage who reportedly struggled with impulse control so the prediction has validity (1) because the same brain region has been damaged in Allan and the patients in Damasio et al. (1994) all had difficulty in making rational decisions which means the same is likely to happen to Allan (1). <p>Weakness</p> <ul style="list-style-type: none"> Allan has damaged Broca's area which was undamaged in Phineas Gage so Allan is also likely to have additional problems so there is a lack of validity to the prognosis (1) because the damage to Broca's area will cause consequences for Allan that Damasio et al. (1994) will not be able to predict as the patients did not suffer from damage to this area (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
19	<p>One mark for accurate understanding of visual agnosia. One mark for exemplification of how visual agnosia can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Visual agnosia is where an individual can see but is unable to recognise and name what they can see (1). Carl can say that the patient is likely to see objects in the factory such as different ingredients for new chocolate bars, but he will be unable to recognise them, so will struggle to do his job (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
20	<p>One mark for demonstrating accurate understanding of the function of the parietal lobes. One mark for exemplification of how the function of the parietal lobes can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • The parietal lobe is involved in the perception of pain and touch (1). As Lynne's patients have damaged their parietal lobe, she is likely to find her patients struggle with the pain task as this lobe would enable them to distinguish which pad was active (1). <p>Accept any other appropriate response.</p>	(2)

Section E
Social influence – How do others affect you?

Question number	Answer	Mark
21	<p>One mark for accurate definition of conformity. One mark for suitable example of conformity.</p> <p>For example:</p> <ul style="list-style-type: none">• Conformity is when an individual follows the actions of the majority when in a group (1), such as starting drinking alcohol because most people in the friendship group drink alcohol (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
22	<p>Up to two marks for description.</p> <p>For example:</p> <ul style="list-style-type: none">• Culture could influence the level of conformity shown in society by individuals (1), so a person socialised into a Western culture may be less likely to conform than someone socialised in a collectivist culture who may be more likely to conform to the majority (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
23	<p>One mark for identification of each way (maximum two marks). One mark for justification, which must be linked to each way identified (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • If some of the soldiers decided to be disobedient and rebelled then it may be that peer support would lower the obedience to the high-ranking soldier (1) because Milgram (1974) had two peers rebel in a variation of his study and found that obedience fell (from 65% to 10%) because the two peers refused to continue at various points during the study (1). • If the distance between the high-ranking soldier and the other soldiers was increased so that he had to remotely give the orders from a different country then obedience could drop (1) because Milgram (1974) showed that if the authority figure had to give the verbal prods over the telephone rather than in person the obedience of participants dropped (from 65% to 22.5%) (1). <p>Accept any other appropriate response.</p>	(4)

Question number	Answer	Mark
24(a)	<p>One mark for demonstrating accurate understanding of pro-social behaviour. One mark for exemplification of how pro-social behaviour can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Pro-social behaviour is acting in a desirable way in society by being kind and caring to others and helping when they might be hurt (1). Kyle could have helped as he may have been trained in helping with injuries through a first aid course at work so felt more capable to act pro-socially and help the drunk man (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
24(b)	<p>One mark for demonstrating accurate understanding of Piliavin et al. (1969). One mark for exemplification of how Piliavin et al. (1969) can be used to explain the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Piliavin et al. (1969) found women are less likely to help a male victim than men with 90% of the spontaneous helpers being male (1) so as Joanne is female she may have chosen not to help because the cost to her is potentially higher than for Kyle who is male and she may feel threatened by the drunk man (1). <p>Accept any other appropriate response.</p>	(2)

Question number	Answer	Mark
24(c)	<p>One mark for each conclusion made. (maximum two marks). One mark for justification of conclusion through analysis/interpretation. (maximum two marks).</p> <p>For example:</p> <ul style="list-style-type: none"> • Females were unwilling to help the drunk man (1) which is shown by a total of five females who did not help compared to four males who did help (1). • Help was either given quickly or not at all (1) because four people helped within 30 seconds, but nobody helped within 30-60 seconds and they just chose not to instead (1). <p>Accept any other appropriate response.</p>	(4)

Section F

Question number	Indicative content	Mark
25	<p style="text-align: center;">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>Candidates who do not consider reductionism (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p>Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p>AO1</p> <ul style="list-style-type: none"> • Reconstructive memory is a more holistic approach to memory and proposes schemas are formed and modified through experiences in the world. • Multi-store Model of Memory is a more reductionist approach to memory and proposes memory consists of a single STM store and single LTM store. • Reducing memory down to attention and rehearsal as multi-store Model of Memory does is a more reductionist approach to memory. <p>AO2</p> <ul style="list-style-type: none"> • Lauren’s friend may have a schema that all girls wear dresses so transformed the original memory of a T-shirt to a dress. • Lauren’s friend may have had a good verbal memory of the conversations and gossip discussed at the party but a poor visual memory of what Lauren was wearing. • Lauren’s friend may have successfully encoded the memory of the unicorn bracelet but did not rehearse this in the month since the birthday so the accurate memory could not be retrieved. <p>AO3</p> <ul style="list-style-type: none"> • The transformation of information using schemas can be supported by Bartlett (1932) who showed participants would change a ‘canoe’ to ‘boats’ as they had a Western schema so maybe a more holistic approach is more realistic. • Case studies such as K.F. have shown that Multi-store Model is too simplistic as there is more than one type of STM and one type of LTM so could be considered too reductionist. • Peterson and Peterson (1959) showed the prevention of rehearsal led to less trigrams being successfully recalled so this reductionist approach has some support. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
26	<p style="text-align: center;">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p>Candidates who do not consider two areas of psychology (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p>Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p>AO1</p> <ul style="list-style-type: none"> • Deindividuation is where someone changes their behaviour when in a group situation as they do not see themselves as an individual so may act differently to what they normally would. • The cerebellum is involving in movement and coordination so damage to this part of the brain can cause difficulties in these skills. • A growth mindset is developed when an individual believes abilities can change and practice and effort can improve skills over time. <p>AO2</p> <ul style="list-style-type: none"> • Carlie’s change in behaviour from being quiet and shy at home to competitive when in the badminton team could be explained by deindividuation. • When Carlie hit her head, she may have damaged the cerebellum and this is why she struggled to hit the shuttlecock and lost the match. • Carlie practised with her friends and put in effort before the next badminton match to try and improve her abilities so may have a growth mindset. <p>AO3</p> <ul style="list-style-type: none"> • Haney, Banks, and Zimbardo (1973) studied prisoners and guards who were originally all very similar in their behaviour as students but changed when in a group situation in the Stanford Prison Experiment so supports deindividuation explaining Carlie’s change in behaviour. • Carlie may not have hurt her head or brain when she fell and it may have just been a lack of practice which would have increased her visuo spatial abilities so would have been able to hit the shuttlecock more successfully. • Yeager and Dweck (2012) showed that students who believed intellectual abilities could be developed demonstrated higher achievement across challenging school transitions and greater course completion rates in math courses so supports the use of a growth mindset and could account for Carlie ultimately improving at badminton. 	(9)

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)