Contents

Introduction

The Pearson Edexcel Level 3 Advanced GCE in Psychology is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

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.
- In a levels-based mark scheme there are two distinct parts – the indicative content and the levels descriptors:
    - Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.
    - The mark grid identifies which assessment objective is being targeted by each bullet point within the level descriptors, and describes the ways in which they will be evidenced across the ability range.
- When deciding how to reward an answer using a levels based mark scheme, the 'best fit' approach should be used:
    - Examiners should first decide which descriptor most closely matches the candidate answer and place it in that band.
    - The mark awarded within the band according to each of the assessment objectives will be decided according to how securely all bullet points are displayed at that level.
    - In cases of uneven performance, this will still apply. Candidates will be placed in the band that best describes their answer, and they will be awarded marks towards the top or bottom of that band depending how securely they have evidenced bullet points in that, or other descriptors.
- Detailed guidance how to apply all mark schemes, with exemplars for this unit, will be given at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a team leader must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Write your name here

Surname	Other names

Pearson Edexcel
Level 3 GCE

Centre Number	Candidate Number

Psychology

Advanced
Paper 1: Foundations in psychology

Sample assessment materials for first teaching
September 2015
Time: 2 hours

Paper Reference
9PS0/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- The list of formulae and critical value tables are printed at the start of this paper.
- Candidates may use a calculator.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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FORMULAE AND STATISTICAL TABLES

Standard deviation (sample estimate)

$$\sqrt{\left(\frac{\sum(x-\bar{x})^2}{n-1}\right)}$$

Spearman's rank correlation coefficient

$$1-\frac{6\sum d^2}{n(n^2-1)}$$

Critical values for Spearman's rank

	Level of significance for a one-tailed test				
	0.05	**0.025**	**0.01**	**0.005**	**0.0025**
	Level of significance for a two-tailed test				
N	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**
4	1.000	1.000	1.000	1.000	1.000
5	0.700	0.900	0.900	1.000	1.000
6	0.657	0.771	0.829	0.943	0.943
7	0.571	0.679	0.786	0.857	0.893
8	0.548	0.643	0.738	0.810	0.857
9	0.483	0.600	0.683	0.767	0.817
10	0.442	0.564	0.649	0.733	0.782
11	0.418	0.527	0.609	0.700	0.755
12	0.399	0.504	0.587	0.671	0.727
13	0.379	0.478	0.560	0.648	0.698
14	0.367	0.459	0.539	0.622	0.675
15	0.350	0.443	0.518	0.600	0.654
16	0.338	0.427	0.503	0.582	0.632
17	0.327	0.412	0.482	0.558	0.606
18	0.317	0.400	0.468	0.543	0.590
19	0.308	0.389	0.456	0.529	0.575
20	0.299	0.378	0.444	0.516	0.561
21	0.291	0.369	0.433	0.503	0.549
22	0.284	0.360	0.423	0.492	0.537
23	0.277	0.352	0.413	0.482	0.526
24	0.271	0.344	0.404	0.472	0.515
25	0.265	0.337	0.396	0.462	0.505
26	0.260	0.330	0.388	0.453	0.496
27	0.255	0.323	0.381	0.445	0.487
28	0.250	0.317	0.374	0.437	0.479
29	0.245	0.312	0.367	0.430	0.471
30	0.241	0.306	0.361	0.423	0.463

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

Chi squared distribution formula

$$X^2 = \sum \frac{(O-E)^2}{E} \qquad df = (r-1)(c-1)$$

Critical values for chi-squared distribution

	Level of significance for a one-tailed test					
	0.10	**0.05**	**0.025**	**0.01**	**0.005**	**0.0005**
	Level of significance for a two-tailed test					
df	**0.20**	**0.10**	**0.05**	**0.025**	**0.01**	**0.001**
1	1.64	2.71	3.84	5.02	6.64	10.83
2	3.22	4.61	5.99	7.38	9.21	13.82
3	4.64	6.25	7.82	9.35	11.35	16.27
4	5.99	7.78	9.49	11.14	13.28	18.47
5	7.29	9.24	11.07	12.83	15.09	20.52
6	8.56	10.65	12.59	14.45	16.81	22.46
7	9.80	12.02	14.07	16.01	18.48	24.32
8	11.03	13.36	15.51	17.54	20.09	26.12
9	12.24	14.68	16.92	19.02	21.67	27.88
10	13.44	15.99	18.31	20.48	23.21	29.59
11	14.63	17.28	19.68	21.92	24.73	31.26
12	15.81	18.55	21.03	23.34	26.22	32.91
13	16.99	19.81	22.36	24.74	27.69	34.53
14	18.15	21.06	23.69	26.12	29.14	36.12
15	19.31	22.31	25.00	27.49	30.58	37.70
16	20.47	23.54	26.30	28.85	32.00	39.25
17	21.62	24.77	27.59	30.19	33.41	40.79
18	22.76	25.99	28.87	31.53	34.81	42.31
19	23.90	27.20	30.14	32.85	36.19	43.82
20	25.04	28.41	31.41	34.17	37.57	45.32
21	26.17	29.62	32.67	35.48	38.93	46.80
22	27.30	30.81	33.92	36.78	40.29	48.27
23	28.43	32.01	35.17	38.08	41.64	49.73
24	29.55	33.20	36.42	39.36	42.98	51.18
25	30.68	34.38	37.65	40.65	44.31	52.62
26	31.80	35.56	38.89	41.92	45.64	54.05
27	32.91	36.74	40.11	43.20	46.96	55.48
28	34.03	37.92	41.34	44.46	48.28	56.89
29	35.14	39.09	42.56	45.72	49.59	58.30
30	36.25	40.26	43.77	46.98	50.89	59.70
40	47.27	51.81	55.76	59.34	63.69	73.40
50	58.16	63.17	67.51	71.42	76.15	86.66
60	68.97	74.40	79.08	83.30	88.38	99.61
70	79.72	85.53	90.53	95.02	100.43	112.32

The calculated value must be equal to or less than the critical value in this table for significance to be shown.

Mann-Whitney U test formulae

$$U_a = n_a n_b + \frac{n_a(n_a+1)}{2} - \sum R_a$$

$$U_b = n_a n_b + \frac{n_b(n_b+1)}{2} - \sum R_b$$

(U is the smaller of U_a and U_b)

Critical values for the Mann-Whitney U test

	N_b															
N_a	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
***p* ≤ 0.05 (one-tailed), p ≤ 0.10 (two-tailed)**																
5	4	5	6	8	9	11	12	13	15	16	18	19	20	22	23	25
6	5	7	8	10	12	14	16	17	19	21	23	25	26	28	30	32
7	6	8	11	13	15	17	19	21	24	26	28	30	33	35	37	39
8	8	10	13	15	18	20	23	26	28	31	33	36	39	41	44	47
9	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54
10	11	14	17	20	24	27	31	34	37	41	44	48	51	55	58	62
11	12	16	19	23	27	31	34	38	42	46	50	54	57	61	65	69
12	13	17	21	26	30	34	38	42	47	51	55	60	64	68	72	77
13	15	19	24	28	33	37	42	47	51	56	61	65	70	75	82	84
14	16	21	26	31	36	41	46	51	56	61	66	71	77	82	87	92
15	18	23	28	33	39	44	50	55	61	66	72	77	83	88	94	100
16	19	25	30	36	42	48	54	60	65	71	77	83	89	95	101	107
17	20	26	33	39	45	51	57	64	70	77	83	89	96	102	109	115
18	22	28	35	41	48	55	61	68	75	82	88	95	102	109	116	123
19	23	30	37	44	51	58	65	72	80	87	94	101	109	116	123	130
20	25	32	39	47	54	62	69	77	84	92	100	107	115	123	130	138

	N_b															
N_a	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
***p* ≤ 0.01 (one-tailed), p ≤ 0.02 (two-tailed)**																
5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
6	2	3	4	6	7	8	9	11	12	13	15	16	18	19	20	22
7	3	4	6	7	9	11	12	14	16	17	19	21	23	24	26	28
8	4	6	7	9	11	13	15	17	20	22	24	26	28	30	32	34
9	5	7	9	11	14	16	18	21	23	26	28	31	33	36	38	40
10	6	8	11	13	16	19	22	24	27	30	33	36	38	41	44	47
11	7	9	12	15	18	22	25	28	31	34	37	41	44	47	50	53
12	8	11	14	17	21	24	28	31	35	38	42	46	49	53	56	60
13	9	12	16	20	23	27	31	35	39	43	47	51	55	59	63	67
14	10	13	17	22	26	30	34	38	43	47	51	56	60	65	69	73
15	11	15	19	24	28	33	37	42	47	51	56	61	66	70	75	80
16	12	16	21	26	31	36	41	46	51	56	61	66	71	76	82	87
17	13	18	23	28	33	38	44	49	55	60	66	71	77	82	88	93
18	14	19	24	30	36	41	47	53	59	65	70	76	82	88	94	100
19	15	20	26	32	38	44	50	56	63	69	75	82	88	94	101	107
20	16	22	28	34	40	47	53	60	67	73	80	87	93	100	107	114

N_a	N_b 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
***p* ≤ 0.025 (one-tailed), p ≤ 0.05 (two-tailed)**																
5	2	3	5	6	7	8	9	11	12	13	14	15	17	18	19	20
6		5	6	8	10	11	13	14	16	17	19	21	22	24	25	27
7			8	10	12	14	16	18	20	22	24	26	28	30	32	34
8				13	15	17	19	22	24	26	29	31	34	36	38	41
9					17	20	23	26	28	31	34	37	39	42	45	48
10						23	26	29	33	36	39	42	45	48	52	55
11							30	33	37	40	44	47	51	55	58	62
12								37	41	45	49	53	57	61	65	69
13									45	50	54	59	63	67	72	76
14										55	59	64	67	74	78	83
15											64	70	75	80	85	90
16												75	81	86	92	98
17													87	93	99	105
18														99	106	112
19															113	119
20																127

N_a	N_b 5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
***p* ≤ 0.005 (one-tailed), p ≤ 0.01 (two-tailed)**																
5	0	1	1	2	3	4	5	6	7	7	8	9	10	11	12	13
6		2	3	4	5	6	7	9	10	11	12	13	15	16	17	18
7			4	6	7	9	10	12	13	15	16	18	19	21	22	24
8				7	9	11	13	15	17	18	20	22	24	26	28	30
9					11	13	16	18	20	22	24	27	29	31	33	36
10						16	18	21	24	26	29	31	34	37	39	42
11							21	24	27	30	33	36	39	42	45	48
12								27	31	34	37	41	44	47	51	54
13									34	38	42	45	49	53	57	60
14										42	46	50	54	48	63	67
15											51	55	60	64	69	73
16												60	65	70	74	79
17													70	75	81	86
18														81	87	92
19															93	99
20																105

The calculated value must be equal to or less than the critical value in this table for significance to be shown.

Wilcoxon Signed Ranks test process

- Calculate the difference between two scores by taking one from the other
- Rank the differences giving the smallest difference Rank 1

  Note: do not rank any differences of 0 and when adding the number of scores, do not count those with a difference of 0, and ignore the signs when calculating the difference
- Add up the ranks for positive differences
- Add up the ranks for negative differences
- T is the figure that is the smallest when the ranks are totalled (may be positive or negative)
- N is the number of scores left, ignore those with 0 difference

Critical values for the Wilcoxon Signed Ranks test

	Level of significance for a one-tailed test		
	0.05	0.025	0.01
	Level of significance for a two-tailed test		
n	0.1	0.05	0.02
N=5	0	-	-
6	2	0	-
7	3	2	0
8	5	3	1
9	8	5	3
10	11	8	5
11	13	10	7
12	17	13	9

The calculated value must be equal to or less than the critical value in this table for significance to be shown.

Answer ALL questions.

SECTION A: SOCIAL PSYCHOLOGY

1 Annabel carried out research to investigate prejudice. She gave 20 students two reports of a person who had dropped their bag and needed help. One report described the person wearing a hooded top and the other report described the person wearing a suit. The students had to decide if they would help the person in the report or not.

Table 1 shows the total number of students who said they would help or not help a person wearing a hooded top or a person wearing a suit.

	Person wearing a hoodie	**Person wearing a suit**
Total number of students who would help	5	15
Total number of students who would not help	15	5

Table 1

Annabel concluded that people were more prejudiced against people wearing hooded tops.

(a) Identify the level of measurement used in Annabel's study.

(1)

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(b) Identify the experimental design Annabel used.

(1)

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(c) Explain **one** improvement that could be made to the experimental design used in Annabel's research.

(2)

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(Total for Question 1 = 4 marks)

2 Tom is busy with his schoolwork and revision. He is told by his teacher, Mrs Smith, to make sure he turns up to lessons early so that he can run errands for her. Mrs Smith orders Tom to do her photocopying and help prepare the classroom for her lessons.

Using agency theory, explain why Tom might have obeyed Mrs Smith's orders even though he was busy.

(Total for Question 2 = 4 marks)

3 Evaluate whether research into obedience can be conducted without violating ethical guidelines.

(Total for Question 3 = 8 marks)

TOTAL FOR SECTION A = 16 MARKS

SECTION B: COGNITIVE PSYCHOLOGY

4 Describe the theory of reconstructive memory.

(Total for Question 4 = 4 marks)

5 A recent research project into brain damage has shown that people tend to retain their episodic memory in remembering their previous personal history. For instance, they could recall the names of their children, what type of food they preferred and their favourite colour. However, they had problems in updating their episodic memory and creating new semantic memories.

Describe how this information could be used to provide appropriate care for brain damaged patients in a hospital situation.

(Total for Question 5 = 3 marks)

6 A group of researchers is testing whether the number of words that can be recalled from a list is affected by age.

One group of participants is under 30 years old, and the other group of participants is over 50 years old.

Participants have to learn and recall words from a list of 100.

Each participant is given a recall score out of 100.

(a) State why an 'independent groups' design is suitable for this investigation.

(1)

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.....

Table 2 shows the data from the investigation.

	Under 30 years old	**Over 50 years old**
Mean score out of 100	22	39

Table 2

(b) Explain which statistical test the researchers could have used to analyse the data.

(2)

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(Total for Question 6 = 3 marks)

7 Two possible methods of learning a language are either learning in a formal classroom setting where the language is taught, or acquiring the language by living in the relevant country.

Discuss how the multi-store model of memory explains how language is learnt in a formal classroom setting. You must make reference to the context in your answer.

(Total for Question 7 = 8 marks)

TOTAL FOR SECTION B = 18 MARKS

SECTION C: BIOLOGICAL PSYCHOLOGY

8 Mrs Khan is a recently widowed woman suffering from bouts of intense anger, which is having serious consequences in terms of her health. She has visited a counsellor who believes that her problems might be caused by the events that have happened to her in the last year.

The counsellor carries out an assessment using a well-known scale that gives an arbitrary score for every time a particular event happens. These scores are added up to give an overall score. The size of this score gives an indication of a person's level of stress, which could be the cause of Mrs Khan's recent increase in aggressive behaviour.

Table 3 shows a portion of the scale showing the events that have happened and how Mrs Khan scored on it.

Event	Arbitrary score	Times occurred in the year	Total for each type of event
Death of a spouse	100	1	100
Personal injury	53	4	212
Change in financial status	38	1	38
Son or daughter leaving home	29	2	58
Minor violations of the law	11	2	22
		Total	430

Table 3

(a) State **one** aspect of Mrs Khan's situation that could be described as nature and **one** aspect that could be described as nurture.

(2)

(b) Describe how the counsellor could use this data to advise his client to reduce her aggression.

(4)

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(Total for Question 8 = 6 marks)

9 Val was conducting research into aggression. She asked seven participants to rate their own aggression on a scale of 1–9 and then asked the best friend of each participant to give a peer rating of their friend's aggression level using the same scale.

Table 4 shows the data from the investigation.

Complete the table and calculate Spearman's rank correlation coefficient between self-rated aggression and peer-rated aggression.

Self-rated aggression	Rank 1	Peer-rated aggression	Rank 2	d	d^2
2	6.5	3	6		
2	6.5	6	4		
4	5	2	7		
5	4	5	5		
8	3	7	3		
9	1.5	8	2		
9	1.5	9	1		
				Total:	

Table 4

Spearman's rank correlation coefficient .....

(Total for Question 9 = 4 marks)

10 Assess how both biological and psychodynamic theories have been used to explain aggression.

(Total for Question 10 = 8 marks)

TOTAL FOR SECTION C = 18 MARKS

SECTION D: LEARNING THEORIES

11 Two psychology students are arguing as to whether males or females would be more likely to stop and help a woman with a baby in a pushchair up the stairs at a busy train station.

They decide to settle the argument by carrying out a structured observation.

(a) State an operationalised directional hypothesis for this study.

(2)

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(b) State **two** reasons why chi-squared might be an appropriate statistical test for this study.

(2)

1 .....

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2 .....

.....

(c) Explain how the students could make their observation as reliable as possible.

(3)

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(Total for Question 11 = 7 marks)

12 Suraj has severe ornithophobia (fear of birds).

Describe how **one** therapy based on classical conditioning could be carried out to help Suraj overcome his phobia.

(Total for Question 12 = 3 marks)

13 The media is said to have an ever growing impact on our lives, including the behaviours we show and how we view ourselves and others. For example, the media can be said to affect the style of clothes that young people choose to wear.

Claims have been made that the media is responsible for the increasing number of young people with eating disorders, both male and female.

Discuss the key issue for society of the effect of the media on young people, using concepts, theories and/or research from learning theories. You must make reference to the context in your answer.

(Total for Question 13 = 8 marks)

TOTAL FOR SECTION D = 18 MARKS

SECTION E: ISSUES AND DEBATES

14 Assess the scientific status of the classic studies of Sherif et al. (1954, 1961) and Baddeley (1966b).

(Total for Question 14 = 8 marks)

15 Evaluate the issue of reductionism in relation to the use of biological and learning theories in explaining human behaviour.

(Total for Question 15 = 12 marks)

TOTAL FOR SECTION E = 20 MARKS
TOTAL FOR PAPER = 90 MARKS

GCE Advanced-Level Psychology Paper 1 Mark Scheme

Question Number	Answer	Mark
1(a)	**AO2 (1 mark)** One mark for identifying the level of measurement used. Nominal/nominal data.	**(1)**

Question Number	Answer	Mark
1(b)	**AO2 (1 mark)** One mark for identifying the experimental design used. Repeated measures design/repeated measures/related/related design/within group design.	**(1)**

Question Number	Answer	Mark
1(c)	**AO2 (1 mark), AO3 (1 mark)** One mark for identifying an improvement and one mark for justifying that improvement **in the context** of Annabel's research. For example: **Repeated measures design problem** Engage two groups of students, each seeing only one report (1), because this removes order effects (so they are not influenced about one report by seeing the other reports) (1). OR **Small sample size** The sample size needs to be larger (1) to allow Annabel to generalise to the target population (1). OR **Biased sample** The sample needs to target a wider range of people (not only students) (1) to allow Annabel to generalise to the target population (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2	**AO2 (4 marks)** One mark for each point related to agency theory which in combination provides a logical explanation up to a maximum of four marks. The answer must be contextualised with the scenario of Tom/Mrs Smith/preparing her lessons. For example: Agency theory would explain that Mrs Smith is an authority figure who has given Tom, a subordinate, an order (1) so Tom would have chosen not to run errands if in an autonomous state, but will experience moral strain if he refuses to obey (1). Therefore moral strain will cause an agentic shift and Tom will become an agent for Mrs Smith (1). Any negative aspects associated with his obedience, such as not doing his homework, will be displaced on to Mrs Smith/he will lay the responsibility for consequences of his obedience such as not doing his homework, on Mrs Smith (1). Generic description of obedience theory/research gains no marks. **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative content	Mark
3	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Ethical guidelines include the right to withdraw, which means someone can leave a study at any time. • Ethics mean obtaining informed consent so everything about the study must be explained to the participants beforehand. • Ethical guidelines include keeping participants from harm/ensuring they leave the study as they arrived. Society as a whole needs to be considered in terms of future use of the research outcomes. • Research into obedience includes Milgram's (1963) study that showed that 65% of participants obeyed and gave what they thought were electric shocks to someone they thought was a fellow participant. • Milgram gained consent but deceived the participants as to the nature of the study. • Milgram de-briefed the participants after the study. • Milgram's work was considered very unethical as he did not give the right to withdraw properly; he used verbal prods when they wanted to leave, even when showing signs of distress. **AO3** Concluding points to suggest that research into obedience **can or cannot** be conducted without violating ethical guidelines, linked from applied knowledge, for example: • Burger (2009) replicated Milgram's work but did so just up to 150 volts, which he felt was ethical. • Less distressing research **has** been conducted into obedience such as Milgram et al. (1986) who used 'queue jumpers' to see if people would push them out of the queue and only about 10% did that – this has contributed to our understanding of obedience without using stressful situations, and this explains mundane obedience. • Obedience research is likely to use deception to avoid demand characteristics, which would violate the ethical guidelines.	**(8)**

Question Number	Indicative content	Mark
3 cont.	• Without deception, no meaningful conclusions can be conducted from Milgram's obedience research. • Reasonable assumptions can be made regarding continued obedience based on ethically sound research, eg. Burger (2009) found that obedience research cannot stretch human behaviour beyond what is ethically acceptable in terms of distress. • A right to withdraw is often violated in obedience research, without which obedience cannot be produced readily. • Certain types of social research (obedience, conformity) are expensive/extensive to run and may require funding/support from notable interested parties (military, government), so the intentions and outcomes of such research may be aligned with certain organisational expectations. The outcomes therefore could be used against certain groups of people **Look for other reasonable marking points.**	

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

Question Number	Answer	Mark
4	**AO1 (4 marks)** One mark for each point related to reconstructive memory which in combination provides a logical description up to a maximum of four marks. Memories are reconstructed each time they are recalled (1). The schema we possess alters the content of our memories which we recall to be consistent with our belief/previous experiences (1). Our existing schema affects our memory in line with our beliefs or previous experience (1). We use our schemas to fill in the gaps (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
5	**AO2 (3 marks)** One mark for each point, which in combination provides a logical description up to a maximum of three marks. Three marks to be drawn from the following ideas: Patients should be asked about their personal preferences such as with reference to their diet (1). A history of the patient should be documented in terms of their family relations (1). Patients should be provided with care that reflects this information, e.g. photos of their family in their room and their preferred foods should be provided (1). Any new information that the patients need to know should be written down and not left to just telling the patient (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
6(a)	**AO2 (1 mark)** One mark for identifying why independent groups design **in this investigation** is suitable. For example: Researchers are unlikely to wait the 20 years to retest the same participants at age 30 and then age 50. OR The study needs people in two different age groups, so that would require different people if the study is cross-sectional/done at one moment in time. **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
6(b)	**AO2 (2 marks)** One mark for identifying which statistical test, **related to the data**, should have been used, and one mark for saying that this data is ordinal/interval data and/or a test of difference is being carried out and/or that the study uses an independent groups design/focuses on two ages. For example: Mann Whitney/Mann Whitney U test can be used (1) because the data is ordinal/interval data, and it is testing the difference in scores between under 30yrs olds compared to over 50 year olds (1). So it satisfies the conditions. **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Indicative content	Mark
7	**AO1 (4 marks), AO2 (4 marks)** **AO1** • The multi-store model of memory (Atkinson and Shiffrin, 1968) divided memory into sensory store/sensory register, short-term memory and long-term memory. • Attention to information in the sensory store means it goes into short-term memory, or else it is lost. • Short-term memory has a capacity of 5 to 9 items (e.g. Miller, 1956) and duration of up to 30 seconds (probably shorter) (e.g. Posner, 1966), and it is thought to be acoustic in processing. • Memories in short-term memory can go into long-term memory if they are rehearsed, but if they are not rehearsed, they are lost (e.g. Hebb, 1961). • Interference tasks, such as that done by Peterson and Peterson (1959), show that one memory can prevent another memory being formed. **AO2** • Rehearsal is often used in a formal teaching setting to learn. • Revising the rehearsal of information in the classroom to ensure long-term memory retention. • Application of interference theory, e.g. learning one list of words after having learned another list to explain why learning vocabulary is so difficult. • The distinction between short-term memory and long-term memory is useful in understanding how learning a language by rote learning can move information into long-term memory. The model has a vast amount of experimental research to support it as a useful memory model that holds reliability (e.g. Milner, 1966, using case studies of brain damaged patients to show evidence for the two separate stores). **Look for other reasonable marking points.**	**(8)**

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

Question Number	Answer	Marks
8(a)	**AO2 (2 marks)** One mark for an answer relating to nature. One mark for an answer relating to nurture. **Nature** • Level of hormones (testosterone). • Gender. • She may have brain dysfunction. **Nurture** • Death of a spouse. • Personal injury. • Change in financial status. • Son or daughter leaving home. • Minor violations of the law. **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Marks
8(b)	**AO2 (4 marks)** One mark for each point that in combination provides a logical description up to a maximum of four marks. The counsellor will explain to Mrs Khan that: • She has suffered some serious events that have affected her aggression, e.g. death of her spouse (1). • There are some events she can do something about (e.g. taking a holiday) and some she cannot (e.g. children leaving home) (1). • Looking at the figures will get her to rationalise her situation (1). • Devising a strategy (e.g. to increase her circle of friends and take a holiday) will reduce the environmental causes of her aggression and help her to control her anger (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
9	**AO2 (4 marks)**	**(4)**

Self-rated aggression	**Rank 1**	**Peer-rated aggression**	**Rank 2**	**D**	**d^2**
2	6.5	3	6	0.5	0.25
2	6.5	6	4	2.5	6.25
4	5	2	7	-2	4
5	4	5	5	-1	1
8	3	7	3	0	0
9	1.5	8	2	-0.5	0.25
9	1.5	9	1	0.5	0.25
				Total:	12

One mark for accurate completion of column d (minus signs can be present or not for the mark).

One mark for accurate completion of d^2.

One mark for substituting into equation

$$1 - \frac{6 \times 12}{7(49-1)}$$

One mark for 0.786/0.79.

Question Number	Indicative content	Marks
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The biological explanation sees human behaviour being primarily determined by innate factors such as our genesand hormones. • The biological explanation argues that things such as our genes, hormones, brain structure, neurochemicals (e.g. low levels of serotonin are linked to aggression) etc. influence our behaviour, e.g. aggression can be caused by an increased level of testosterone. • The biological explanation includes survival of the fittest and evolution, and aggression may have been a survival trait in humans. • The biological explanation features parts of the brain related to aggression such as pre-frontal lobes and the amygdala. • The psychodynamic explanation sees our experiences and environment as being important in determining our behaviour, such as the superego coming from our interactions with others, and catharsis being a method of releasing aggression. • The psychodynamic approach has innate features such as the focus on drives, for example aggression as being innate. The death instinct is in everyone and 'comes out' as aggression. • The psychodynamic theory considers that aggression comes from anger, which comes from frustration such as the id's desires being blocked. • Use of catharsis to explain how tension within the family, unconscious wishes and desires, can be released through aggression. **AO3** • The role of testostrone may explain why the male is most often the aggressor in the family. However, evidence suggests that testosterone does not lead to aggression (see below).	**(8)**

Question Number	Indicative content	Marks
10 cont.	• The psychodynamic explanation lies more clearly within the nurture side of the argument because there is such a strong emphasis on environment, such as in the development of the superego. The superego comes from others and is the conscience and ideal self, so this shows the emphasis on nurture, and the biological explanation is about nature. However, the psychodynamic explanation is about drives and the death instinct, which is nature. • The psychodynamic approach holds that the three parts of the personality: id, ego, and superego, are innate, so there is a nature side there too. • The biological approach does take into account environmental influences such as taking recreational drugs and alchohol (which can also affect serotonin levels, and low serotonin levels link with aggression), taking medication, the influence of accidents, or surgery. So even with the biological approach, it is not the case that all behaviour is determined by innate factors. • There is evidence for the biological explanation such as low levels of serotonin being indicated by low levels of metabolites, and people who engage in aggressive behaviour and have poor levels of control have been found to have low levels of metabolites. • Mann et al. (1990) found that people given a drug that lowers levels of serotonin were found to be more aggressive (measured by questionnaire). • Measuring testosterone and aggression by looking for a correlation in fact does not show a link between the two (e.g. Archer et al., 1991 and Brook et al., 2001), so this is evidence against the hormone link to aggression. • Narabyashi et al. (1972) found that 43 out of 51 patients who had had their amygdala removed showed reduced aggression, which is evidence that the amygdala relates to aggression. • Bushman (2002) carried out a study to see if hitting a punch bag and thinking about the person who had made someone angry in fact led to more aggression not less aggression, which suggests the catharsis idea is not true, which goes against the psychodynamic explanation. **Look for other reasonable marking points.**	

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

Question Number	Answer	Marks
11(a)	**AO2 (2 marks)** One mark for a partially correct operationalised directional hypothesis and two marks for a fully correct operationalised directional hypothesis. For example: 'Females will stop more times than males to help a woman carry her baby's pushchair up the stairs' (2). For example: 'Females will stop more times than males to help' (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Marks
11(b)	**AO2 (2 marks)** Two marks for any two of the following points about the study details justifying chi-squared: • Male versus female helping behaviour is being compared for any significant difference, therefore it needs a test of difference/association (between groups) (1). • The data gathered is nominal (males or females, help or not). Each person can only belong to one category (1). • The independent variable is gender (males and females), so the research design is 'independent measures/independent groups'/ 'between subjects design' (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Marks
11(c)	**AO2 (1 mark), AO3 (2 marks)** One mark for identification of an improvement (1 AO3), one mark for how this would be carried out (1 AO2) and one mark for how it would improve reliability (1 AO3). For example: • The students could use inter-rater reliability, which would involve them using more than one observer to rate the behaviour (1). The scores from the raters could be compared to see if they showed a positive correlation/matched (1). This would ensure that the tallying of helpful behaviour was accurate/objective and consistent/reliable (1). OR • The students could ensure reliability through retest, which would mean that they carried out the same observation again at different times/stations (1). Then the results from the two observations could be compared to see if they matched/correlated (1). This would ensure the finding was not a one-off and would allow for a measure of consistency(1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Marks
12	**AO1 (1 mark), AO2 (2 marks)** One mark for naming an appropriate therapy (AO1). Two marks for stating how this therapy would be carried out to treat Suraj's phobia (2 AO2). For example: Systematic desensitisation (accept 'gradual exposure') is the process of gradual exposure to the phobic stimulus while relaxation is practised (1). Suraj, with the therapist, would create a list of fearful situations involving birds and Suraj would also learn relaxation techniques to deal with increasingly fearful situations (1). Suraj would replace the fear response with the relaxed response when he encounters birds, so that would remove the phobia (1). **Accept alternative appropriate therapies.**	**(3)**

Question Number	Indicative content	Marks
13	**AO1 (4 marks), AO2 (4 marks),** **AO1** • Operant conditioning shows that when rewarded, behaviour is repeated and when punished/ignored, it stops, as Skinner (e.g. Schacter et al., 2011) showed. • Classical conditioning shows that an unconditioned stimulus leads to an unconditioned response, which is reflex behaviour. • Even when conditioned responses are extinguished and the association between the unconditioned stimulus and neutral stimulus is no longer present, there can be spontaneous recovery, as Pavlov (1929) showed. • When a stimulus is presented alongside the unconditioned stimulus, that stimulus can lead to the same response but is now a conditioned response. And the original/unconditioned stimulus is no longer needed. • Social learning theory holds that people learn through observation. There is imitation of role models (e.g. Bandura et al., 1961 and 1963). • There are stages of observational learning, including there being motivation to learn and attention to the behaviour that will be copied. • Vicarious reinforcement occurs when role models are seen to be gaining the reward desired by the young person. • Role models will be people like them in some way, people they admire and look up to, or of the same gender. **AO2** • Advertisers use classical conditioning to associate products with pleasurable feelings, e.g. thinness/fashion with fame and popularity, and operant conditioning may also have an effect as there are rewards in terms of peer approval for following fashion. Young people can be affected by such associations, as can other people. • Companies use operant conditioning to increase magazine sales by special offers, e.g. free lipstick (positive reinforcement). Young people are affected by what they see as a reward; it has to appeal to them.	**(8)**

Question Number	Indicative content	Marks
13 cont.	• Celebrities are used to advertise products such as fashionable clothing. Social learning theory suggests that consumers will imitate these role models. Young people will imitate those they see as role models/someone like them/someone they want to be like. • If the models in the media are seen to be rewarded, the consumer will be vicariously reinforced to buy the product. This will apply to young people, such as when they see someone they see as like them or someone they want to be like. • Bandura (1963, 1965) provides strong evidence for the imitation of role models and for the effect of vicarious reinforcement. • Media programmes can present role models that young people might imitate, such as the X Factor showing 'ordinary' people getting rewards from being in the limelight. • Anderson and Dill (2000) show how boys are affected by video game playing and become aggressive towards others if playing violent games. • Becker et al. (2002) carried out a study in Fiji, looking at before and after TV to see if levels of anorexia grew, and they found a link between the introduction of TV and girls focusing more on diet. • Bastian et al. (2011) found that playing violent video games made people show less humanity. **Look for other reasonable marking points.**	

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

Question Number	Indicative content	Mark
14	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Scientific method is where there is a theory, a hypothesis is generated, the statement is tested empirically, and then the theory amended or accepted – and then tested again perhaps in a different way to build a body of knowledge. • Sherif et al. (1954/1961) studied prejudice and both the acquisition of prejudice and the reduction of prejudice, using a field experiment. • Two groups of boys in a summer camp were kept separate, then put together with competitive tasks to undertake in their two groups. • Then they had to cooperate to succeed in the tasks that both groups needed to achieve (superordinate goals). • The researchers found that the boys were hostile even when they had not met. • They were prejudiced when in competition. • However, they worked together when faced with superordinate goals and prejudice was reduced. • Baddeley (1966b) carried out a laboratory experiment to look at long-term memory and whether it was affected by acoustic or semantic similarity. • Baddeley in previous studies, and considering previous studies of others, had found that short-term memory was acoustic, and he wondered (1966b) whether long-term memory was the same. • He had a control list as well as an 'acoustic' list and a 'semantic' list, so there were controls in his experiment, as well as standardised instructions. • He did three experiments within his 1966b study and found similar results, showing that there was semantic memory in long-term memory and that short-term memory and long-term memory did not share the same processing.	**(8)**

Question Number	Indicative content	Mark
14 cont.	**AO3** • Sherif et al. used a field experiment with careful controls up to a point but using the natural environment, so less controlled as the setting was natural. This means the experimental aspect of the study is scientific but the natural situation (uncontrolled) is not so scientific. There are elements of science in the study. • Ecological validity: the Sherif et al. study utilises a real life summer camp so has high ecological validity. By adding ecological validity, Sherif et al.'s study moves away from science as it moves away from controls to an extent. • Mundane validity: Sherif et al.'s study used everyday activities, such as competitions and cooperative tasks, that we would undertake in an everyday situation. • Sherif et al.'s study by moving into everyday tasks moves away from scientific study. • Controls: Sherif et al.'s research was carried out at a number of summer camps, which were uncontrolled situations, so showed an element of lack of science. • Replication: Sherif et al.'s studies were replicated. So reliability could be demonstrated, and reliability is a scientific requirement. • Reductionism: Sherif et al. reduced prejudice to a) separating groups, b) setting groups up to compete, c) putting groups back together to work on a superordinate goal, which shows a scientific element to their work. • Sherif et al. did aim to study the boys' whole behaviour in the situations they set up, so it is a field experiment. This makes it less scientific and holism is valued more. • Baddeley (1966b) uses more controls than Sherif et al because he uses a lab set up, and the setting of the study is controlled as well as other features. Science requires studies to be carried out in a controlled environment because cause and effect conclusions are then more readily drawn.	

Question Number	Indicative content	Mark
14 cont.	• Baddeley (1966b) reduces memory to short-term and long-term memory and reduces acoustic and semantic memory to lists of words. By using a reductionist approach he can draw cause and effect conclusions, which is scientific. • However, memory is more than recall of lists of words and a holistic approach to studying memory might be less scientific but more valid. **Look for other reasonable answers.** **Scientific status refers to concepts such as replicability, reliability, validity, reductionism, falsification, empiricism, hypothesis testing and use of controls.**	

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

Question Number	Indicative content	Mark
15	**AO1 (6 marks), AO3 (6 marks)** **AO1** • Reductionism refers to studying something by looking at parts rather than the whole. • Social learning theory studies parts of learning by looking at motivation, attention, and reproduction and so on. • Learning theories include classical and operant conditioning and social learning theory. • A scientific study of biological psychology is to take one element, such as how the brain works chemically (neurotransmitters) and to study it in detail. • Biological psychology covers brain functioning and structure, genes, hormones and issues like evolution. • Biological psychology links very closely to biology, chemistry and science and, like them, involves studying aspects of a person not the whole. • Reductionism applies when studying learning because of the scientific way it is studied, using experiments and controls. To do this, parts must be focused on. • Reductionism applies to biological psychology when neurotransmitter functioning is studied because the brain is a lot more complex than that, so this is about looking at one specific part of the working of the brain. • Reductionism also applies to learning theories because they look only at behaviour and not the 'black box' in between, which is where information processing takes place. • Reductionism applies to biological theories in that they study aspects such as biochemistry, genetics and neuro-anatomy. Reductionism also applies to learning theories in that they take aspects of behaviour and study them separately, such as in classical conditioning where just stimulus and response (including reflexes) are studied.	**(12)**

Question Number	Indicative content	Mark
15 cont.	**AO3** **Learning** • Bandura (e.g. 1961, 1963, 1965) showed how aggression can be modelled through observation and used experimental method, so this is evidence that learning theories are reductionist in how they study behaviour. • This ignores the complexity of human behaviour acquisition, such as the role of emotions and thinking. • Behaviourism ignores the role of cognition in human behaviour acquisition, which means that what makes up a whole person is not touched by reducing learning to parts. • However, if it is learning that is studied, that is in itself just part of human behaviour, and so it might be acceptable to use a reductionist approach. Separating material for study, as learning theories do, is in itself reductionist. • Becker et al. (2002) in Fiji used questionnaires and self-report data before and after TV was introduced, then drew conclusions about the girls' focus on weight issues and dieting. This is reductionist as other factors might also be there as it was years between their two sets of data and there would be changes other than the introduction of TV in that time. Reductionism can give useful data by isolating areas for study but can miss a wider view of human behaviour. **Biological** • The biological explanation is reductionist in the sense that all human behaviour is fragmented and explained in the simplest sense by our biology. The biological approach, for example, sees behaviour as arising from neurological/neuroanatomical factors. As this is about science, then it is not surprising that a scientific approach to study is used. Also, as humans are complex, perhaps studying in a reductionist way is a strength as it enables the study of aspects of humans that would otherwise not be reachable. The study of how lower serotonin levels, which is linked to greater aggression is carried out using animals and human studies. These studies support each other.	

Question Number	Indicative content	Mark
15 cont.	• For example, behaviour such as depression is a result of a lack of the neurotransmitter serotonin. This helps society and so it is perhaps not 'wrong' to be reductionist, although the word does imply bias. • Pharmacological drug effectiveness offers some support for the biological explanations of mental health issues. However, it cannot be the whole explanation as many patients are drug resistant. This shows that a reductionist approach can miss out valuable issues. **Other arguments** • Reductionist explanations can be useful as they isolate variables to investigate, and causal relationships can be assumed. • Holists would argue that reductionist views ignore the complexity of human behaviour and the understanding of the whole individual. • Humanists argue that reductionist approaches dehumanise us and result in ignoring the 'self' as the most important factor in psychology. Reductionism ultimately ignores the unique qualities of humanness that collectively contribute to human behaviour and mind. • However, reductionist approaches are consistent with the prevailing scientific ideology – the hypothesis testing method and the emphasis on isolation of variables. In fact, it would be very difficult to investigate human behaviour without first isolating variables and establishing control over 'other factors'. **Look for other reasonable answers.**	

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