GradeMax

edexcel

Mark Scheme (Results)

October 2016

Pearson Edexcel International GCE PSYCHOLOGY (WPS01)

PAPER 1: SOCIAL AND COGNITIVE PSYCHOLOGY

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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Question Number	Answer	Mark
1(a)	**AO3 (2 mark)** Credit **one** mark for each accurate conclusion**.** For example: • People were more likely to obey a stranger wearing a uniform (1). • People showed more resistance to instructions from people in everyday clothes (1) **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(b)	**AO2 (1 mark)** Credit **one** mark for correct calculation. **Condition A** • $\frac{3}{4}$ **Look for other correct expression equivalent to $\frac{3}{4}$.**	**(1)**

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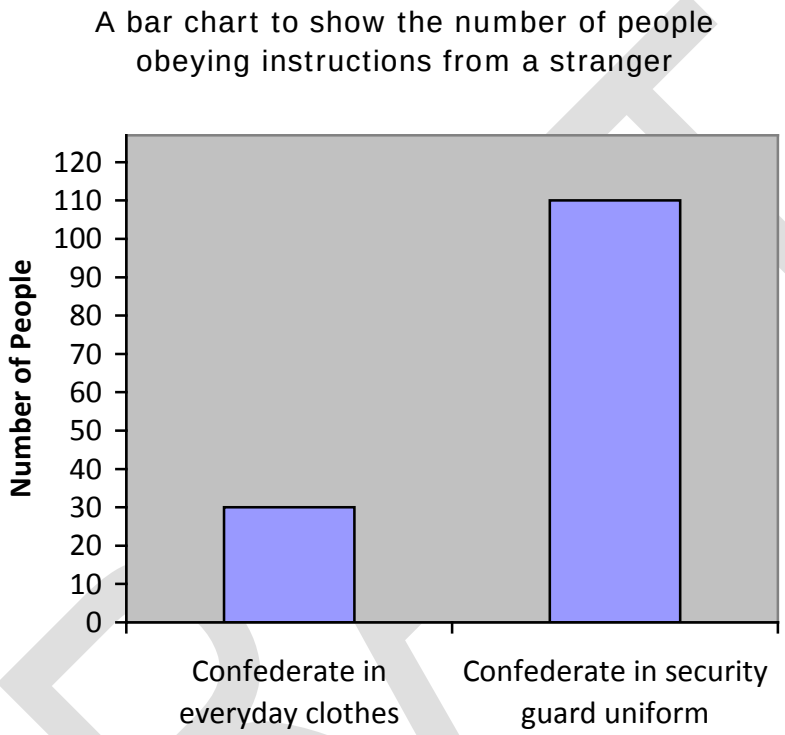
Question Number	Answer	Mark
1(c)	**AO2 (3 marks)** **One** mark for appropriate **title**. **One** mark for appropriate **labelling of axes**. **One** mark for correct plots in **two bars**. For example:  	**(3)**

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Question Number	Answer	Mark
2(a)	**AO1 (3 marks), AO3 (3 marks)** Credit **one** mark for accurate identification of each ethical issue (AO1) Credit **one** mark for justification of each ethical issue (AO3) For example: • The right to withdraw was explicitly given to the participants at the start of study (1) but by using verbal prods it made it very difficult to actually withdraw during the experiment itself so it was unethical (1). • Informed consent was not obtained as they were told the experiment was about learning not obedience (1) therefore participants were not aware of aims of study which was unethical but necessary to reduce demand characteristics and gather more reliable obedience data (1). • Milgram caused severe distress to a number of the participants during the experiment (1) however after debriefing the participants were glad to have been involved despite the unethical levels of distress the experiment had caused them at the time, they felt it was worthwhile (1). **Look for other reasonable marking points.**	**(6)**

Question Number	Answer	Mark
2(b)	**AO1 (2 marks)** Credit **one** mark for each accurate conclusion. For example: • Obedience decreases when the authority figure was not in close proximity (1). • Obedience decreases the lower the prestige/status of authority figure is to the teacher (1). **Look for other reasonable marking points.**	**(2)**

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Question Number	Answer	Mark
2(c)	**AO1 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of one strength and one weakness (AO1) Credit **one** mark for justification of each strength and each weakness (AO3) **Strength** For example: • Agency theory, which includes the concept of blind obedience, is supported by a number of research studies (1). Burger's (2009) replication of Milgram's original study found that participants followed instructions and administered shocks to the learners, supporting blind obedience (1). **Weakness** For example: • The theory relies on the concept of agentic state behaviour in the presence of authority (1) so it does not explain obedience to authority when an authority figure is distant, such as following the law when police are not nearby (1). **Look for other reasonable marking points.**	**(4)**

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Question Number	Indicative Content	Mark
3	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Internalisation is a change in behaviour to the group norm as a result of agreement with the group. • Internalisation is when the group beliefs become part of the individuals personal belief system. • Compliance is a change in behaviour to the group norm in order to fit in. • When complying a person does not change their individual belief system as they privately disagree with the group. **AO2** • Students agree that wearing a school uniform is appropriate so follow the group norms. • Students individual beliefs about punctuality have been changed to reflect the school expectations. • Students are trying to fit into peer groups so comply with the majority of other students who wear a uniform. • Students do not believe in the school expectations but they attend school regularly and disagree in private. **Look for other reasonable marking points.**	**(8)**

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Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	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)

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Question Number	Answer	Mark
4(a)	**AO2 (2 marks)** Credit **two** marks for a full description of how variables were operationalised. Credit **one** mark for a partial description of how variables were operationalised. For example: • The same groups rehearsed trigrams without interference and again with interference through counting backwards (1). The dependent variable was the number of trigrams recalled out of 15 (1). **Answers must be relevant the cognitive practical.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
4(b)	**AO3 (2 marks)** Credit **one** mark for each accurate conclusion. For example: • Recall is higher without interference and decreases with interference (1). • There is no difference between male and female recall of trigrams (1). **Answers must be relevant the cognitive practical.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

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Question Number	Answer	Mark
4(c)	**AO2 (1 mark) AO3 (1 mark)** Credit **one** mark for accurate identification of how demand characteristic were controlled for in cognitive practical (AO1) Credit **one** mark for justification of the how demand characteristic were controlled for in cognitive practical (AO3) For example: • We used deception so that participants thought the experiment was about learning not memory (1) this meant they were less likely to guess the experiment was about interference in STM and change their behaviour to purposely answer incorrectly (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
5(a)	**AO1 (1 mark)** Credit **one** mark for a correct aim For example: • (To investigate) the effects of damage to the medial temporal lobe and anterolateral temporal cortex on semantic knowledge (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
5(b)	**AO1 (3 marks)** Credit **one** mark for each accurate conclusion. For example: • Deficits in semantic knowledge are most likely related to cortical damage lateral to the medial temporal lobe (1). • The patients with damage limited to the hippocampal formation performed normally in every respect on tests of semantic knowledge (1). • HM's language deficits are more likely related to his interrupted education than his brain damage (1).	**(3)**

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	Look for other reasonable marking points.	

Question Number	Answer	Mark
6(a)	**AO2 (2 marks)** Credit **two** marks for a fully operationalised non-directional (two-tailed) hypothesis. Credit **one** mark for a partially operationalised non-directional (two-tailed) hypothesis. For example: • There will be a difference between the number of words recalled by participants of different genders (1) • There will be a difference between the number of words recalled from a list of 50 by male and female participants (2) **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO2 (1 mark)** Credit **one** mark for median score for male participants. **Male participants** • 20 **Reject other answers.**	**(1)**

Question Number	Answer	Mark
6(c)	**AO2 (1 mark) AO3 (1 mark)** Credit **one** mark for accurate identification of median as an appropriate measure of central tendency for this study (AO2) Credit **one** mark for justification/conclusion (AO3) For example: • The data in the study contains a skewed set of results with extreme high and low scores (1) and the median looks at just at the middle two scores so will give a central tendency that excludes the extreme scores (1) **Look for other reasonable marking points.**	**(2)**

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Question Number	Answer	Mark
7	**AO2 (2 marks) AO3 (1 mark)** Credit up to **two** marks for application to cognitive psychology (AO2) Credit **one** mark for justification/conclusion (AO3) For example: • Experiments testing memory have strict controls to eliminate extraneous variables (1) unlike case studies of memory which are unique so variables cannot be controlled (1) meaning the data gathered can more accurately measure the cause of the differences in memory (1). **Look for other reasonable marking points.**	**(3)**

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Question Number	Indicative Content	Mark
8	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Working memory model is an explanation of short term memory processes. • There are three seperate components to WM which include the central executive, phonological loop, visuospatial sketch pad. • The central executive is claimed to control attention to stimulus and delegate processes to the other STM components. • The phonological loop has been found to be necessary to the learning and development of language, Baddeley et al (1988). **AO3** • It does not deal with long term memory so cannot provide a complete explanantion of human memory. • There is evidence to support the existence of distinct components, for example the case of KF who had unaffected visuospatial STM but impaired phonological STM. • There is no evidence to support the existence of the central executive meaning it is highly subjective and its role/existence cannot be tested. • The model has been applied successfully to helping children with attention problems/dyslexia/memory impairments/SPLD so it has a practical use in society. **Look for other reasonable marking points.**	**(8)**

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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.**		
	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)

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Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **AO1** • One power base in social power theory is that leaders hold referent power, as they often have attractiveness, worthiness and/or a right to respect • Leaders may be seen to have and expert power from their skill and knowledge of a specific area. • Deindividuation occurs when people are part of a large crowd and they lose self-awareness and accountability so commit destructive acts that they normally would not. • Agency theory suggests that people give up their free will and follow the orders of an authority figure. **AO2** • The leaders of The Crew/The Squad may have referent power from being seen as having a right to be respected as they are leading to benefit the members • The leaders have expert power as they appear knowledgeable in the meetings about the territory, so can exert power over group members. • Group members may fear the consequences of noncompliance enabling leaders to have coercive power over the groups. • The leaders of The Crew/The Squad would be considered authority figures that the groups members do not question. **AO3** • Coercive power requires surveillance otherwise power decreases and group leaders may not always be present to monitor their members, so social power theory cannot explain all aspects of group behaviour. • Social power theory as studied by French and Raven (1959) is difficult to operationalise therefore cannot always be measured accurately, so it may not be supported by reliable evidence. • Deindividuation can explain behaviour in crowds at the time of fighting and conflict which is supported by Festinger et al, so may be more appropriate than social power theory. • Milgram (1963) provides evidence to show that individuals follow authority figures although he does not fully explain whole group behaviour. **Look for other reasonable marking points.**	**(12)**

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Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) 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) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) 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) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) 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) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

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