GradeMax



Mark Scheme (Results)

January 2017

Pearson Edexcel International GCE
In Psychology (WPS01)
Paper 01: 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.

Question Number	Answer	Mark
1(a)	**AO1 (1 marks)** Credit **one** mark for a correct definition of coercive power For example: • When the authority figure has an ability (perceived or real) to punish a person for disobedience. **Look for other reasonable marking points.**	**(1)**

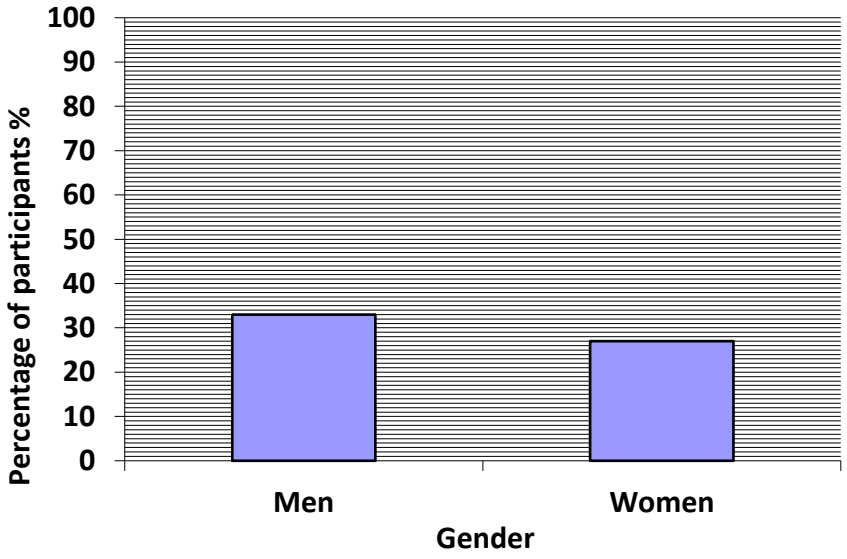
Question Number	Answer	Mark
1(b)	**AO1 (1 marks)** Credit **one** mark for a correct definition of expert power For example: • The authority figure has superior knowledge/skills (perceived or real) to a subordinate person. **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1(c)	**AO1 (1 marks)** Credit **one** mark for a correct definition of legitimate power For example: • An authority figure who is in a formal position to expect obedience from a person they make demands of. **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(a)	**AO2 (2 marks)** Credit **one** mark correct use of formula Credit **one** mark for a correct answer For example: • Standard Deviation SD = $\sqrt{\left(\frac{120.74}{4-1}\right)} = \sqrt{40.25}$ = **6.34 SD** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario For example: • The nurses would have considered the doctor to be an authority figure so they acted in an agentic state (1). They would believe that the consequences of incorrect medication would lie with the doctor not themselves (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification in relation to scenario (AO2) Credit **one** mark for justification/exemplification (AO3) For example: • Telephone instructions meant the nurses were not in the presence of the authority figure (1), Milgram (1963) showed that the lack of close proximity between authority figure and subordinate is a situational factor that reduces obedience (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
3(a)	**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: **A bar chart to show the percentage of men and women who stopped at 150 electrical volts or earlier.**  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
3(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of strength (AO1) Credit **one** mark for justification of strength (AO3) For example: • Burger sampled 29 male and 41 female adults between 20 and 81 years old (1), this makes the study generalisable to a wide population of adults in America (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
3(c)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for each weakness identified (AO1) Credit **one** mark for each weakness justified (AO3) For example: • Burger used an electric shock voltage task for teachers and learners (1) this lacks task validity as people do not normally use electrocution as a punishment for poor learning (1). • The sample of participants were screened for mental health concerns prior to taking part (1) but this does not make the study fully ethical as electrocuting others may still cause distress for participants (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Milgram (1963) gave participants a right to withdraw, but used verbal prods to encourage continuation in the study. • Burger (2009) reduced the voltage in his replication study to reduce distress. • Asch (1951) tested conformity using a non-distressing perception task matching line sizes in groups. • Moscovici (1969) did not gain fully informed consent from participants to take part. **AO3** • The use of verbal prods was necessary in order to test the concept of obedience to authority, without this our knowledge of obedience would not have progressed. • Reduced distress makes Burger's (2009) study more ethical and still tests obedience, so Milgram's 450 volts was unnecessary trauma to participants. • Distress was unlikely to be caused by Asch's (1951) study, therefore it is an ethical test of conformity so breach of guidelines is not necessary. • Fully informed consent will give away the aim of a study and create demand characteristics, therefore mild deception can be justified. **Look for other reasonable marking points.**	**(8)**

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.		
	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)

Section B: Cognitive Psychology

Question Number	Answer	Mark
5(a)	**AO2 (1 marks)** Credit **one** mark for the correct level of measurement identified. • Nominal Data/Nominal **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
5(b)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description of independent groups design in relation to scenario. For example: • Kaleb would have used independent measures to prevent demand characteristics of participants guessing the aim of the study from the leading questions they are asked (2). • Kaleb used this to stop participants guessing the experiment was on leading questions (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
5(c)	**AO2 (2 marks)** Credit **one** mark for each accurate reason given in relation to scenario. For example: • Using standardised leading and non leading questions would mean Kaleb was using the same questions for all participants in each condition (1). • Kaleb can retest his investigation using the same leading and non leading questions to check his results (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
5(d)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • Reconstructive memory is an individual's perception of an event is affected by their experiences and their interpretation of the memory happens through schema which store an individual's expectations (2). • Reconstructive memory is when someone's experiences effect their interpretation of the memory (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6	**AO1 (3 marks), AO3 (3 marks)** Credit up to **three** marks for accurate points identified (AO1) Credit up to **three** marks for accurate analysis of points (AO3) For example: • HM could not create any new declarative long term memories (1) this suggests new information entering his STM was not transferred to LTM indicating there are two distinct stores that process information, so case studies benefit our understanding of memory function (1). • However, case studies are unique and HM was an individual with brain damage (1) so his, and other case studies may not be representative of memory functions in all people, so case studies cannot be generalised to a wider population to help explain memory function (1). • The case study of KF indicated that the STM has both a visual and verbal processing ability (1) which has broadened our understanding of memory and supports theories such as Baddeley and Hitch's (1974) working memory model, so case studies increase our knowledge of memory function (1). **Look for other reasonable marking points.**	**(6)**

Question Number	Answer	Mark
7(a)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for weakness identified (AO1) Credit **one** mark for weakness justified (AO3) For example: • The multi-store model of memory is over simplistic and it doesn't fully explain short term memory functions (1). Baddeley and Hitch's (1974) working memory model shows STM is more complex and active than Atkinson and Shiffrin (1968) suggested (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(b)	**AO2 (2 marks)** Credit up to **two** marks for description of multi-store model of memory in relation to scenario For example: • Mahmood's short term memory capacity is approximately five to nine items, but the list was 14 items so he cannot store all of them in STM (1). Primacy and recency effect will mean Mahmood is only likely to remember the first and last items from the list of 14 food items (1). **Look for other reasonable marking points.** **Generic responses score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(c)	**AO2 (1 mark)** Credit **one** mark for correct answer • 64.29% **Reject all other answers.**	**(1)**

Question Number	Indicative content	Mark
8	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Studied 6 participants with brain damage and 8 control participants. • In tests 8 and 9 qualitative definition responses were quality scored for quantitative analysis. • In tests 1 to 5, and test 7, participant answers were scored. • Categorising pictures of common items was used to test participant memory. **AO3** • Limited sample size of 6 reduces the generalisability of the findings to the use of memory in a wide population. • Qualitative data encoding can be subjective, but Schmolck et al (2002) used inter-rater testing to increase reliability. • Objectivity is increased by using a scoring system as a quantitative measure for participant responses which eliminates experimenter bias. • The task of picture categorising is unnatural and so the test of memory lacks internal (task) validity as people do not usually categorise pictures of common items. **Look for other reasonable marking points.**	**(8)**

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)

Question Number	Indicative content	Mark
9	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **AO1** • Tasks that take place in experiments may be false for participants. • Laboratory experiments take place in an unnatural, artificial setting for the participants. • The experimental method has a standardised procedure. • Variables, such as situational and participant, are well controlled in laboratory experiments. **AO2** • The professor could say their study of word lists does not measure realistic use of memory in an everyday situation. • Participants in each condition were shown the same word list of acoustically similar or dissimilar words. • Mia and Felipe had a control group of 6 participants to compare their experimental group to. • Mia and Felipe would have been able to gain consent from the sample of 14 participants prior to the study. **AO3** • Artificial settings and contexts lack ecological validity as it is not a natural environments for participants to be tested for memory skills. • Memory tests like learning and recalling items as completed by Peterson and Peterson (1959) are not an everyday task so an experiment can lack internal (task) validity. • Control of variables means cause and effect can be better established between IV and DV as was done by Baddeley (1966b) when testing similar and dissimilar words affecting memory recall of a list of words. • Participants know they are involved in the study so are able to withdraw at any time, unlike in field experiments where participants would be unaware of the study. **Look for other reasonable marking points.**	**(12)**

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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