GradeMax



Mark Scheme (Results)

Summer 2017

Pearson Edexcel International GCE
In 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.

Section A: Social Psychology

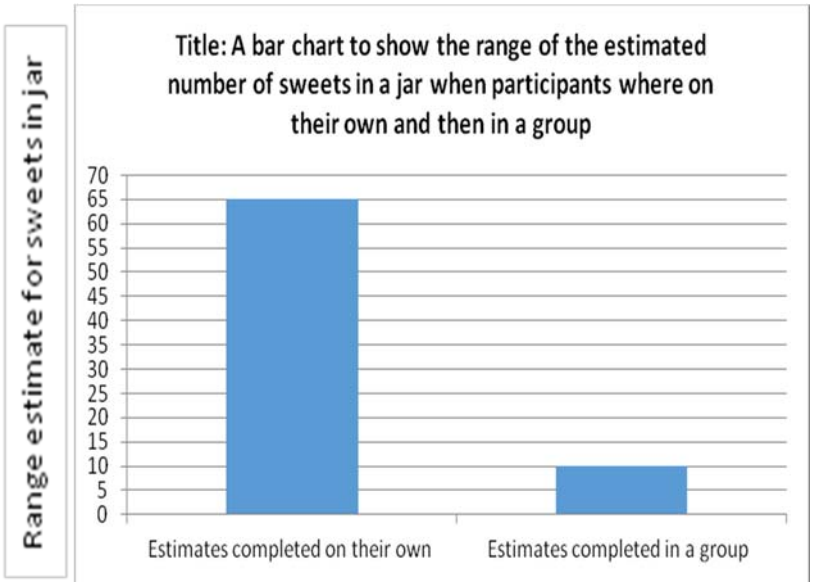
Question Number	Answer	Mark
1(a)	**AO1 (3 marks)** Credit **one** mark for accurate identification of specific Experiment 10 rundown office block procedure. Credit up to **two** marks for accurate description procedure. For example: • Milgram paid volunteer participants to take part in a study conducted by research associates of Bridgeport (1). A rigged draw was used to allocate the participant to the role of teacher and confederate to the role of learner (1). The original apparatus from Milgram's (1963) experiment was used such as the shock generator which went from 15v to 450v (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
1(b)	**AO1 (2 marks) AO3 (2 marks)** Credit **one** mark for each accurate identification of a strength (AO1). Credit **one** mark for each justification of a strength (AO3). For example: • Experiment 10 took place in a more realistic setting of an office block in Bridgeport (1) which increases the ecological validity of the research for completing an obedience task (1). • The study in Bridgeport used Milgram's standardised procedure, for example, the verbal prods (1), which increases the reliability of the obedience study as it can be replicated (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO2 (2 marks)** Credit **two** marks for a fully accurate non-directional hypothesis. Credit **one** mark for a partially accurate non-directional hypothesis. For example: • There will be a significant difference in the estimations of the number of sweets in a jar when a participant is asked individually compared to when asked after a group discussion (2). • There will be a difference in the estimations of the sweets when an individual is on their own compared to after a group discussion (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO2 (1 mark)** Credit **one** mark for correct mean. • 63.2 **Reject all other answers**	**(1)**

Question Number	Answer	Mark
2(c)	**AO1 (1 mark)** Credit **one** mark accurate definition. • The mode is the score that appears most often in a set of data. (1) **Look for other reasonable marking points**	**(1)**

Question Number	Answer	Mark
2(d)	**AO2 (3 marks)** Credit **one** mark for appropriate **title**. Credit **one** mark for appropriate **labelling of axes**. Credit **one** mark for correct plots in **two bars**. For example:  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
2(e)	**AO2 (2 marks), A03 (2marks)** Credit **one** mark for identification of each control in relation to scenario (AO2). Credit **one** mark for justification of each control (AO3). For example: • The researcher may have ensured the number of sweets in the jar was kept the same (1) this would control extraneous variables such as having one jar more difficult to estimate than the another (1). • The researcher may have needed to ensure that participants did not communicate with each other during Condition A (1) so that estimates were truly individual and not influenced by other participants (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative content	Mark
3	**AO1 (4 marks), AO3 (4 marks)** **AO1** • French and Raven (1959) identified five types of power that a person may perceive others to have that could induce compliance. • Reward power is the perception that the agent has the ability to give an incentive of some form. • Expert power is the target's belief that the agent has superior knowledge, ability and expertise in what they do. • Coercive power involves perceiving the agent to have the ability to administer punishment. **AO3** • Social power theory can be applied to society as soldiers in the Holocaust may have perceived their officers to have legitimate power and obeyed them. • However, Milgram's agency theory says that obedience is to do with being in an agentic state to the authority figure. • In Milgram's studies, the experimenter could be perceived to have expert power due to his superior knowledge. • Alternatively, Latane's social impact theory suggests that obedience is caused by strength, immediacy and number of sources. **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)

Section B: Cognitive Psychology

Question Number	Answer	Mark
4	**AO2 (4 marks)** Credit up to **four** marks for appropriate description of procedure in relation to scenario. (AO2) For example: • Recall of words is tested at the beginning of the experiment to have a baseline measure (1). Participants are given 30 words to learn in 5 minutes (1), and then carry out a word-search interference task (1). Finally, they are tested on how many words they can recall after the interference task (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
5(a)	**AO2 (1 mark)** **One** mark for correct answer • 112 **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
5(b)	**AO2 (1 mark)** Credit **one** mark for correct ratio of familiar to unfamiliar. For example: • 2:1 **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
5 (c)	**AO2 (2 marks) AO3 (2marks)** Credit **one** mark for identification of strength/weakness in relation to the scenario (AO2). Credit **one** mark for justification of strength/weakness (AO3). For example: **Strength** • One strength of the volunteer sample is that participants have chosen to take part in the study about the features of a building (1), which means they are not forced, so are more likely to complete the study tasks willingly (1). **Weakness** • One weakness of volunteer sampling is that participants put themselves forward for the building features experiment, (1), which means the sample may be biased as these participants may be more interested in identifying features of buildings (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
6(a)	**AO1 (4 marks)** Credit up to **four** marks for accurate description. For example: • Bartlett's serial reproduction involved participants hearing a story and reproducing it after a short time (1). Bartlett asked the participants to read a Native American Legend, called "War of Ghosts" (1). The story contained unfamiliar names and terms (1). The participants repeated the story after several days, weeks, months and years (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
6(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark identification of strength/weakness (AO1) Credit **one** mark justification of strength/weakness (AO3) For example: Strength • The study can be applied to eyewitness testimony when recalling a crime (1). Bartlett found that participants rationalised the story and eyewitnesses may rationalise in order to make sense of the crime they have seen (1). Weakness • Bartlett did not have strong controls between reading and recall in the time spans for serial reproduction of the story (1), which reduces the reliability of the results as the participants may have re-read the story again in the days/weeks/years before recall (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative content	Mark
7	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The multi-store model of memory can be described as an information processing model. • Information is detected by the sense organs and enters the sensory store. • Miller (1956) suggests the capacity of STM is 7 +/-2 items. • The LTM encoding is mainly semantic but can be acoustic or visual. **AO3** • Peterson and Peterson (1959) found that decay occurs in the STM store over a period of 18 seconds therefore there must be two distinct stores. • The case of KF shows that material in the STM is analysed for meaning, and not simply for sound as proposed by the multi-store model. • Baddeley and Hitch (1974) showed that short term memory comprises of different components, so the multi-store model is over simplistic. • Supporting evidence for separate memory stores comes from the case study of HM who could not make new semantic long term memories. **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
8	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **AO1** • Moscovici proposed that minorities influence others through their behavioural style. • Behavioural style involves consistency of opinion over time and between members of the minority. • Consistency gives an impression of certainty and causes doubt in the majority norms. • If the majority identifies with the minority they are more likely to take the views of the minority seriously. **AO2** • The local shop owners could encourage people visiting the area not to drop food waste near their shops through using leaflets. • The local shop owners could inform people of the benefits of putting food waste in bins. • The local shop owners could explain to people why dropping food waste encourages rats into the area. • The local shop owners could place signs around the buildings reinforcing the message not to drop food which is encouraging rats. **AO3** • Moscovici's study showed that when the majority consistently judged the slides to be green rather than blue, the majority followed them on 8.42% of trials. • Mass and Clark (1983) found that minorities caused a change in private/opinions/attitudes before a change in public behaviour. • Minority influence does not always lead to social change; minorities are not only lacking in social power but may also be seen as "deviant" by the majority. • The social impact theory predicts that as the size of the majority grows, the influence of the minority decreases, both in public and in private there is an attitude change. **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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