GradeMax



Mark Scheme (Results)

October 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

Question Number	Answer	Mark
1(a)	**AO1 (1 mark)** Credit **one** mark for an accurate aim. For example: • Milgram aimed to see whether the physical distance between the experimenter and the teacher would affect obedience levels. (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1(b)	**AO3 (1 mark)** Credit **one** mark for an accurate conclusion. For example: • Milgram concluded that reduced proximity of the experimenter lead to fewer participants obeying. (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1 (c)	**AO1 (1 mark) AO3 (1 mark)** Credit **one** mark for identification of weakness (AO1). Credit **one** mark for justification of weakness (AO3). For example: • One weakness in Milgram's Experiment 7 is that he placed participants in an artificial laboratory setting to answer the telephone (1) which is not an ecologically valid setting for measuring everyday obedience to an authority figure giving instructions over the telephone (1) **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1 (d)	**AO1 (1 mark) AO3 (1 mark)** Credit **one** mark for accurate identification of individual difference (AO1). Credit **one** mark for justification of individual difference (AO3). For example: • Adorno (1950) claimed that those with an authoritarian personality tend to obey (1) Elms and Milgram (1966) found that those with an authoritarian personality are said to like rules, which leads to high levels of obedience (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2 (a)	**AO2 (1 mark)** Credit **one** mark for stating an accurate closed question in relation to scenario. For example: • Do you always obey your parents? Yes/No (1) **Look for other reasonable marking points.** **Generic answers score 0 marks**	**(1)**

Question Number	Answer	Mark
2(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of weakness in relation to scenario (AO2) Credit **one** mark for justification of weakness (AO3) For example: • Quantitative data lacks detail about why the participants are more likely to obey (1) because it only provides numerical data which lacks depth about obedience so it is less valid than qualitative data (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(c)	**AO2 (1 marks)** Credit **one** mark for a relevant open question in relation to scenario. For example: • Explain why you would obey your teacher? (1) **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
2(d)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to scenario. For example: • Rendi could read through the interview answers and look for common themes or patterns on why the students said they would obey (1). She could then collate the answers and total up the most common reasons for obeying different people (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(e)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of improvement in relation to scenario (AO2) Credit **one** mark for justification of improvement (AO3) For example: • Reliability can be improved by comparing secondary data from previous studies on obedience to her own data (1) this helps confirm that her results are similar to previous findings showing consistency across studies into obedience (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(a)	**AO1 (2 marks)** Credit **one** mark for each accurate statement. For example: • 8.42% of responses in the consistent minority condition were green (1) • Only 1.25% of responses in the inconsistent minority condition were green (1) **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
3(b)	**AO1 (1 mark) AO3 (1 mark)** Credit **one** mark for accurate identification of improvement (AO1) Credit **one** mark for a justification of the improvement (AO3) For example: • Moscovici could have used a more representative sample of the target population (1), rather than just females he could include males to increase generalisability (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Research into conformity is often conducted in artificial laboratory environments. • Tasks are often unrealistic such as asking how much a light is moving. • Using a line judgment task, Asch put a naive participant in a room with seven confederates. • Asch replicated his 1951 study twice to check results. **AO3** • Asch (1951) used a laboratory experiment to test conformity which ensures a cause and effect relationship can be established. • Sherif's (1936) autokinetic effect study lacked task validity so judgements about conformity may not apply to real life. • Asch (1951) used standardised controls including the same confederates being used for each condition, therefore increasing reliability. • Research into conformity has been re-tested for reliability therefore findings are scientifically credible. **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
5	**AO1 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of each strength (AO1). Credit **one** mark for justification of each strength (AO3). For example: **Strength** • The working memory model is a more detailed explanation of STM than the multi store model (1), it includes separate systems which reflect the complexities of everyday memory processes (1). • There is supporting evidence for the different functions explained by the working memory model (1). Baddeley and Hitch (1976) found that verbal reasoning tasks made use of the central executive and digit span tasks made use of the phonological loop. (1) **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
6(a)	**AO2 (1 mark)** Credit **one** mark for a correct answer. • 16.5 **Reject all other answers.**	**(1)**

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>6(b)</td><td>
AO2 (4 marks)

Credit one mark for correct completion of column $x - \bar{x}$
Credit one mark for correct completion of column $(x - \bar{x})^2$
Credit one mark for correct calculation of sum of differences^2
Credit one mark for correct calculation of standard deviation

<table>
<tr><th>Participant</th><th>Score</th><th>$x - \bar{x}$</th><th>$(x - \bar{x})^2$</th></tr>
<tr><td>A</td><td>16</td><td>-0.6</td><td>0.36</td></tr>
<tr><td>B</td><td>17</td><td>0.4</td><td>0.16</td></tr>
<tr><td>C</td><td>15</td><td>-1.6</td><td>2.56</td></tr>
<tr><td>D</td><td>18</td><td>1.4</td><td>1.96</td></tr>
<tr><td>E</td><td>19</td><td>2.4</td><td>5.76</td></tr>
<tr><td>F</td><td>18</td><td>1.4</td><td>1.96</td></tr>
<tr><td>G</td><td>17</td><td>0.4</td><td>0.16</td></tr>
<tr><td>H</td><td>15</td><td>-1.6</td><td>2.56</td></tr>
<tr><td>I</td><td>16</td><td>-0.6</td><td>0.36</td></tr>
<tr><td>J</td><td>15</td><td>-1.6</td><td>2.56</td></tr>
<tr><td>Mean score</td><td>16.6</td><td>Sum of differences^2</td><td>18.4</td></tr>
<tr><td colspan="4">Standard deviation for group 1 = 1.43</td></tr>
</table>

Look for other reasonable marking points.
</td><td>(4)</td></tr>
</table>

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>6(c)</td><td>
AO2 (1 mark) AO3 (1 mark)

Credit one mark for accurate identification of conclusion in relation to scenario (AO2)

Credit one mark for justification of conclusion (AO3)

For example:

• Testing spellings each week leads to improved accuracy in spelling of words (1) which suggests that rehearsal of the words leads to transference into the LTM store (1).

Look for other reasonable marking points.
</td><td>(2)</td></tr>
</table>

Question Number	Answer	Mark
6 (d)	**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). For example: Strength • Validity increases as participants only take part in one condition (1) because it avoids order effects of practice, fatigue and boredom (1). Weakness • Reliability decreases because there is limited control over participant variables (1) as the separate groups may have individual differences such as social background that may affect results (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
7(a)	**AO1 (1 mark)** Credit up to **one** mark for accurate statement of aim. For example: Darling et al. (2007) • To find out if the visuo-spatial memory can be divided into subsystems of visual appearance and spatial location. Sacchi et al. (2007) • To find out if doctored photographs of past public events affect memory for those events. **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
7 (b)	**AO1 (1 mark) A03 (1mark)** Credit **one** mark for accurate identification of weakness (AO1). Credit **one** mark for justification of the weakness (AO3). For example: Darling et al. (2007) • Darling et al. (2007) only used participants from the Department of Psychology at Aberdeen University to complete the research (1) which may not be generalisable to the entire population as only one location was sampled (1). Sacchi et al. (2007) • Sacchi et al. (2007) used 31 males and 156 females as their sample for this study (1) this is not representative of the target population because it is gender biased, so population validity is reduced (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative content	Mark
8	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Case studies in cognitive psychology are often completed on unique individuals. • Researchers can gather qualitative and detailed data from using different methods. • Data from case studies may involve researcher interpretation of the data gathered. • Individuals can be studied longitudinally to investigate how the memory processes change over time. **AO2** • Papel is unique in his problems with transference between memory stores such as recalling special events from the past. • Papel's ability to remember who his children are may be documented in case notes and observations. • Papel's short-term memory lasts 7 to 30 seconds which shows he has normal capacity. • Papel's anterograde amnesia could be monitored over time to see if he improves making new memories of his children. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
(4 AO1, 4 AO2) **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)

Question Number	Indicative content	Mark
9	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **AO1** • Reconstructive memory suggests that in the absence of all information, we fill in the gaps to make more sense of what happened. • Bartlett (1932) claimed that we reconstruct memories using our existing schema. • Schemas are previous knowledge and experiences of a situation that we use to process memories. • The memory is made up of traces, not all information is encoded at the time of the event. **AO2** • Antonio may have had a poor view of the player so filled gaps in his memory from previous football knowledge. • Enrique has a favourable schema of his football team that he used to reconstruct his memory. • The football player may have done this before, so Antonio used this previous knowledge to process these actions • Enrique may not have had all necessary information about the foul, so his memory traces are incomplete. **AO3** • Supporting evidences comes from Brewer and Treyens (1981) who found that subjects falsely recalled expected objects that were not actually in an office. • Supporting evidence from Bartlett (1932) from his "War of the Ghosts" experiment which showed recall is shorter and distorted by culture. • Many of Bartlett's experiments had little standardised controls when subsequent recall was taking place, therefore the evidence underpinning the theory lacks scientific rigour. • Reconstructive memory simply describes that memory is reconstructive rather than explaining how it is reconstructed. **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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