GradeMax



Mark Scheme (Results)

January 2018

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 (1 mark)** Credit **one** mark for an accurate definition. For example: • Secondary data is data that has been gathered by someone else. (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1 (b)	**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** • Gathering secondary data may be less expensive than conducting experiments (1) so it is more economical for researchers so they can collect greater quantities of information increasing credibility (1). **Weakness** • Secondary data would have been gathered with the intention of testing a previous aim (1) which may not fully support the aim of the new research thereby reducing validity (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • Internalisation is where a person changes their external behaviour to conform because they internally accept the beliefs of others to be true (2). • Internalisation is when a person changes behaviour and beliefs (1) to conform. **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO1 (2 marks) AO3 (2 marks)** Credit up to **two** marks for accurate identification (AO1). Credit up to **two** marks for justification (AO3). For example: • Identification is when someone will change their external behaviours to the requirements of others (1) so they will appear to conform to expectations so effectively changing behaviour (1) however, people who identify do not change their own personal beliefs (1) so their behaviour can revert to their own preferences easily, reducing the effectiveness of any long term changes (1) **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3(a)	**AO2 (1 mark)** Credit **one** mark for correct answer. For example: • 7/12	**(1)**

	Reject all other answers.	
Question Number	Answer	Mark
3(b)	**AO2 (1 mark)** Credit **one** mark for correct answer. For example: • 42% **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
3 (c)	**AO2 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of each weakness in relation to the scenario (AO2). Credit **one** mark for justification of each weakness (AO3). For example: • Helen's sample group did not use participants under the age of 24 years (1) therefore her results cannot be generalised to the views of young people about behaviour in the park (1). • Helen did not interview an equal number of males and females in her local area (1) this means that her results are gender biased in favour of female perspectives of crowd behaviour (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
3 (d)	**AO2 (1 mark)** Credit **one** mark for accurate suggestion in relation to scenario. For example: • Helen would be able to ask the same questions about crowds to all her participants (1).	**(1)**

	Look for other reasonable marking points. **Generic answers score 0 marks.**	

Question Number	Indicative content	Mark
4	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Closed ended questions involved collecting quantitative data. • Qualitative data can be gathered using open questions. • It is recommended that questionnaires are not too long as participants can feel fatigued filling them. • A pilot study can be completed on draft questionnaires to ensure there are no design flaws. **AO2** • We used closed questions in our questionnaire which gave us numerical data for example, do you always obey an authority figure? Yes/No. • Our open questions included 'why would you obey a male authority figure more than a female one?' to provide us with qualitative data on obedience to authority figures. • We decided that our questionnaire on obedience to authority figures was no longer than 2 sides of A4 in length so that our participants did not get bored filling it out. • Once our draft questionnaire was created we carried out a pilot study on 5 participants in order to eliminate design flaws, for example, we took out the term "agentic" as some participants did not know what it meant. **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)

Section B: Cognitive Psychology

Question Number	Answer	Mark
5 (a)	**AO1 (4 marks)** Credit up to **two** marks for each accurate description. For example: **Capacity** • Capacity involves how many items a memory store can hold (1), in the STM the capacity is between 5 to 9 items (1). **Duration** • The duration involves how long a memory will last (1) for example, the STM can hold information from 0-30 seconds (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
5 (b)	**AO1 (2 marks) AO3 (2 marks)** Credit up to **two** marks for accurate identification (AO1). Credit up to **two** marks for justification/exemplification (AO3). For example: • HM had a functional STM but was unable to make new long-term memories (1) which demonstrates that memory has two distinct memory stores (1). • He could recall events from before the operation on his hippocampus but not any events that he experienced afterwards (1) showing that memory stores may be physically located in different regions of the brain (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
6(a)	**AO2 (2 mark)** Credit **one** mark for each accurate statement. For example: Independent variable • Practicing the computer game every day or not (1). Dependent variable • Score achieved on the computer game played (1) **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate suggestion in relation to the scenario (AO2) Credit **one** mark for accurate justification (AO3) For example: • Manon needs to consider whether the participants have played the game before (1), which would mean they have previously practiced and confound the results (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	
6 (c)	**AO2 (1 mark)** Credit **one** mark for a correct answer. For example; • 16.31 **Reject all other answers.**	**(1)**

Question Number	**Answer**	
6 (d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification in relation to data (AO2) Credit **one** mark for accurate justification (AO3). For example: • The mean score for females was 22 which is higher than males (1) therefore females take longer to complete car racing computer game than males (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	
6 (e)	**AO2 (1 mark)** Credit **one** mark for an accurate identification in relation to scenario. • Interval data (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
6(f)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification in relation to scenario (AO2) Credit **one** mark for accurate justification (AO3) For example: • Manon has an extreme value score of 30 from just one participant in the female condition (1) which would have less of an impact on the standard deviation data about time taken to complete the game (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Indicative content	Mark
7	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The working memory model proposes that the STM is an active processor made up of several stores. • The central executive is the main part which controls the "slave" systems. • The phonological loop holds speech-based information and is made up of the phonological store and articulatory process. • The visuo-spatial sketchpad within the STM deals with the temporary storage of visual and spatial information. **AO3** • The working memory model is not a complete explanation of memory because it only explains what happens in store within the STM it makes no reference to transference to the LTM, unlike the MSM. • Baddeley and Hitch (1974) proposed that the central executive is involved in attention but fails to explain what it is or how it works, so it is over simplistic. • Gathercole and Baddeley (1993) showed performance was much better in participants doing tasks which used separate STM systems, suggesting WMM is a more complete explanation of STM than MSM. • Alternative explanations of memory account for LTM processing, such as Bartlett (1932), which is ignored by WMM, so it is not a complete explanation. **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)

Question Number	Indicative content	Mark
8	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **AO1** • Milgram's agency theory suggests that when faced with demands from an authority figure we lose our sense of responsibility and obey. • When obeying we become agents of the authority figure and give up our own free will and allow the authority figure to take responsibility. • The purpose of the agentic state is to allow hierarchical social systems to function properly. • Individuals are autonomous and then undergo an agentic shift by becoming obedient. **AO2** • When wearing a business suit the public obeyed the request by Tobin to complete the task so he was the authority figure. • Casual clothes are ordinary and not usually associated with authority like business suits, reducing Tobin's authority. • The public became agentic when approached by Tobin wearing his business suit which may be seen as important in social hierarchy. • The public remained in an autonomous state when Tobin approached in his casual clothes. **AO3** • Milgram's (1963) original study of obedience gives evidence for agency theory, where participants obeyed the authority experimenter, so their study is reliably supported. • In Milgram's variation 13 there is evidence that obedience reduces to an ordinary man which explains why the public did not obey Tobin in casual clothing, so their findings are effectively supported. • Social power theory would suggest that obedience is associated with the type of power the leader holds, so may explain obedience to Tobin in a suit as a referent public response rather than an agentic shift. • Adorno (1950) suggested that people with an authoritarian personality are more likely to obey authority figure so agency is not fully effective in explaining why the public obeyed Tobin. **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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