GradeMax



Mark Scheme (Results)

Summer 2018

Pearson Edexcel International GCE
In Psychology (WPS01)
Paper 1: Social and Cognitive Psychology

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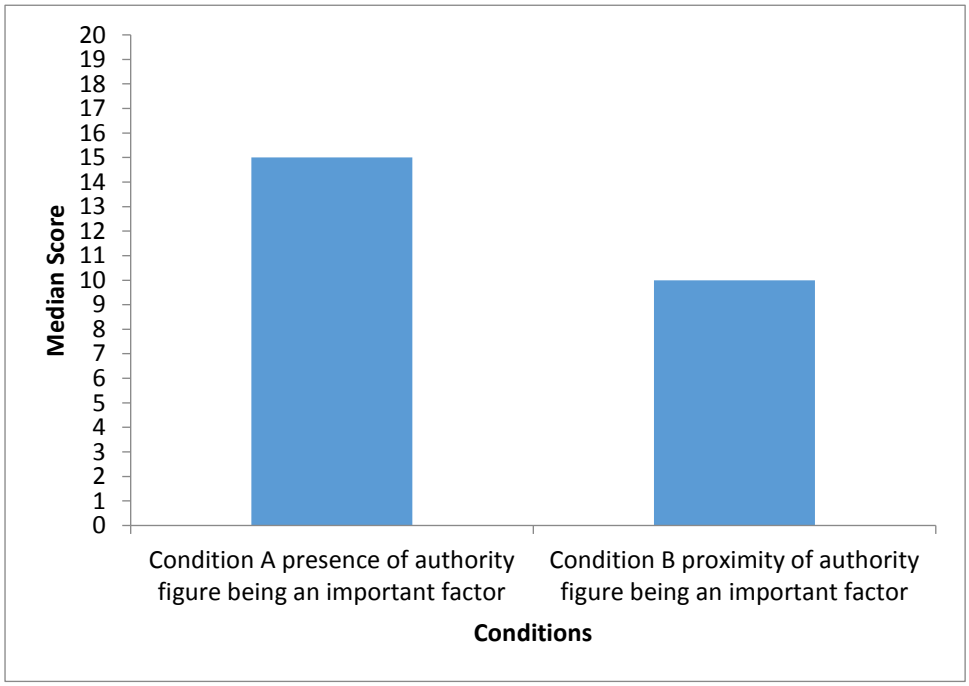
General Marking Guidance

- 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 (4 marks)** Credit up to **four** marks for an accurate description. For example: • Participants were shown 36 slides of different shades of blue and asked to say what colour the slide was (1). There were two confederates and four participants in each condition (1). In the consistent condition confederates answered green for all 36 slides (1). In the inconsistent condition confederates answered green 24 times and blue 12 times (1). **Look for other reasonable marking points.**	**(4)**

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** • Moscovici et al. (1969) controlled for extraneous variables such as lighting levels which may affect judgement of colour (1) so the results were a more reliable measure of minority influence being the cause of decision making (1). **Weakness** • The sample is unrepresentative as only female participants were used (1) therefore the results lack generalisability to the influence of a minority on male decision making (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(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: **Title: A bar chart to show the median scores for presence of authority figure and proximity of the authority figure**  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
2 (b)	**AO1 (1 mark) AO3 (1 mark)** Credit **one** mark for accurate identification of one strength (AO1). Credit **one** mark for justification of strength (AO3). For example: **Strength** • The median is not affected by extreme scores because it is the middle score in a set of ranked data (1), so the final result is less likely to be distorted by outliers and is more representative of the majority of scores (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2 (c)	**AO2 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of one strength and one weakness related to the scenario (AO2). Credit **one** mark for justification of each strength and each weakness (AO3). For example: **Strength** • Michelle's qualitative data about the factors affecting obedience will be high in validity (1) as the data will provide descriptive, detailed and realistic comments about obedience (1). **Weakness** • Michelle's thematic analysis of the qualitative data from her questionnaire may be subjective (1) which could lead to a biased analysis of the factors that influence obedience (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
2 (d)	**AO1 (1 mark)** Credit **one** mark for accurate definition. For example: • Quantitative is numerical and statistical data (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Indicative content	Mark
3	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Milgram's agency theory suggests that people obey an authority figure and give up their free will. • The agentic state shows that people are more likely to obey without questioning the authority figure and do as they are told. • Agency theory explains most people will behave agentically when ordered by an authority figure they believe to be legitimate. • Agency theory suggests that when the authority figure takes responsibility people are more willing to obey. **AO3** • Supporting evidence comes from Milgram's (1963) study which showed that 65% of his participant behaved agentically and shocked the learner to 450 volts. • Agency theory can be applied to explain the acts of genocide like the Holocaust in which the soldiers behaved agentically and blindly obeyed without question and murdered millions of Jews. • Charismatic leadership (House, 1976) suggests that it is the traits of the leader that are important in gaining obedience and not just the presence of the authority figure as agency theory suggests. • Milgram's agency theory does not consider individual differences in personality therefore it is an incomplete explanation of what influences a person to obey. **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(a)	**AO2 (1 mark)** Credit **one** mark for an accurate dependent variable. For example: • number of words recalled out of a list of 20 (1) **Answers must relate to their cognitive practical.** **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
4(b)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description of results from their cognitive practical. For example: • Our mean results showed 18 words recalled from the acoustically similar group (1) which was 4 words more than 14 from the acoustically different group (1). The acoustically similar word group only had a standard deviation of 1.2 (1). **Answers must relate to their cognitive practical.** **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
4(c)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description of one control. For example: • We made sure the word lists matched (1) by using the same number of words in each word list (1). **Answers must relate to their cognitive practical.** **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
5(a)	**AO1 (1 mark)** Credit **one** mark for an accurate statement. For example: • Schmolck et al. (2002) found that medial temporal lobe damaged patients scored 78.1% for pointing/naming pictures (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
5 (b)	**AO1 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate description of one strength and one weakness (AO1). Credit **one** mark for justification of each strength and each weakness (AO3). For example: **Strength** • Schmolck et al. (2002) used inter-rater reliability having 14 raters to check definitions on test 8 (1).This reduces bias and subjectivity in the interpretation of the data making any conclusions more reliable (1). **Weakness** • Schmolck et al. (2002) used an artificial task where participants had to name 48 items shown to them as a picture (1). This task lacks validity as it does not represent semantic recognition of items in real world scenarios (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
6(a)	**AO2 (2 marks)** Credit **two** marks for a fully operationalised non-directional null hypothesis. Credit **one** mark for a partially operationalised non-directional null hypothesis For example: • There will be no significant difference in the accuracy of recall score out of 30 of a poem when participants were 20 to 25 years of age compared to 60 to 65 years of age and any difference will be due to chance (2) • There will be no significant difference in the accuracy of the recall score out of 30 when the groups are different ages. Any difference will be due to chance. (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 accurate identification weakness in terms of scenario (AO2). Credit **one** mark for justification of weakness (AO3). For example: **Weakness** • Advertising for volunteers in a memory study may result in people with only good memory skills agreeing to take part (1). This may have resulted in an unrepresentative sample of people with specific memory characteristics or skills, so skewing the data (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
6(c)	**AO1 (1 mark)** Credit **one** mark for an accurate definition. For example: • Discrete data such as categories/classifications. (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
6(d)	**AO2 (1 mark)** Credit **one** mark for correct calculation. For example: • **24** **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
6(e)	**AO2 (1 mark)** Credit **one** mark for an accurate statement. For example: • Older people have a marginally better memory recall than younger people (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Indicative content	Mark
7	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Reconstructive memory suggests that when information is absent we fill in the gaps. • Schemas are units of knowledge that we use to help us fill in the gaps in our memory. • Reconstructive memory is supported by evidence from a number of studies conducted by Bartlett. • Memories are part traces that we encoded at the time of the event and part schemas of an event. **AO3** • Bartlett in the War of the Ghosts study (1932) found that participants filled in gaps in recall with their own schema for example, boats became a substitute for canoes. • Bransford and Johnson (1972) showed how schemas help to encode and store difficult to understand or ambiguous information. • Bartlett's research had minimal standardised controls when recalling was taking place, therefore the evidence underpinning the reconstructive memory theory lacks scientific rigour. • Reconstructive memory simply describes memory traces that we encode at the time of event rather than explaining how it is reconstructed. **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** • Field experiments take place in a more natural environment for the participants. • In laboratory and field experiments, researchers manipulate the independent variable. • Field and laboratory experiments allow researchers to measure a cause and effect relationship between the IV and DV. • Laboratory experiments take place in artificial, non-natural setting. **AO2** • Damon conducted his experiment in a local school where the children were in their familiar environment for learning. • Elisa's and Damon's independent variable was the number of digits in each list. • Elisa would find out if the change in digits had an effect on recall of numbers from the list. • The children would not be used to the university research laboratory they were brought to for Elisa's investigation. **AO3** • A field experiment may be higher in ecological validity than a laboratory experiment so more natural behaviour is likely to be recorded. • Manipulation of the independent variable can lead to artificial tasks which reduces the validity of the results. • Cause and effects relationships could be considered more accurate from laboratory experiments as a result of the controls so results are more reliable than a field experiment. • For certain participants like children, a laboratory experiment may be a distressing and uncomfortable environment making it less appropriate. **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)