

Mark Scheme (Results)

October 2018

Pearson Edexcel International GCE

In Psychology (WPS01 01)

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	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of one factor affecting conformity (AO1). Credit **one** mark for justification of factor (AO3). For example: • Being part of a collectivist culture will affect conformity as people value group decisions (1) Smith and Bond (1998) found collectivist cultures are more conformist than individualistic cultures (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2 (a)	**AO2 (1 mark)** Credit **one** mark for accurate identification in relation to the scenario. For example: • Whether the naïve participant was on their own or in a group with four others when listening to the music (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question number	Answer	Mark
2 (b)	**AO2 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of one strength and one weakness in relation to the scenario (AO2). Credit **one** mark for justification of each strength and each weakness (AO3). For example: **Strength** • Helena's conformity investigation used common songs that participants were familiar with (1) which increased task (internal) validity as participants were more likely to know the song they were being asked to identify (1). **Weakness** • Helena completed her conformity investigation in a local school that may have made it difficult to control all extraneous variables, such as noise (1) therefore decreasing reliability as participants could have been distracted from naming the song by the noise around them (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
2(c)	**AO2 (1 mark)** Credit **one** mark for accurate conclusion in relation to the scenario. For example: • Conformity on song title choice increased for most participants when they were in a group of four others than when participants were on their own (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(d)	**AO2 (2 marks)** Credit **one** mark for a correct calculation. Credit **one** mark for a correct answer to two decimal places. For example: • Standard Deviation SD = $\sqrt{\left(\frac{63.48}{8-1}\right)} = \sqrt{9.07}$ = **3.01 SD** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
3	**AO1 (2 marks)** Credit up to **two** marks for accurate description of normal distribution. For example: • A bell-shaped symmetrical frequency curve (1) showing a mean, median and mode which all fall at the mid-point (1) **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
4(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to social practical. For example: • After reading participant answers I identified a number of different agentic and autonomous patterns and themes (1) that allowed me to determine whether men or women in my sample were more or less obedient (1). **Generic answers score 0 marks.** **Answers must relate to the social practical of a questionnaire analysed using thematic analysis.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
4 (b)	**AO2 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of one strength and one weakness related to your practical (AO2). Credit **one** mark for justification of each strength and each weakness (AO3). For example: **Strength** • In my practical I defined eight fixed themed categories for gender differences in obedience that increased reliability (1) as other researchers could use the same categories to retest my results in other studies (1). **Weakness** • Reducing qualitative data to themes to analyse my participants answers on why they are sometimes obedient when in class may reduce validity (1) as breaking down the data in this way may lose the context of why participants obeyed in one class and not another (1). **Look for other reasonable marking points.** **Answers must relate to the social practical.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Social power theory by French and Raven (1959) suggests that there are five types of power that influence whether someone will obey an authority figure or not. • Legitimate power involves the authority figure having a formal position which demands obedience from a person. • Coercive power is when an authority figure has the power to punish a person for disobedience. • Reward power involves the authority figure giving an incentive in order to get a person to obey. **AO3** • Social Power theory is not a complete explanation of obedience because Milgram's Agency theory (1973) suggests we are obedient when in an agentic state and not because of a type of social power. • Social Power theory is a complete explanation of obedience as it shows how we obey in society in terms of the legitimate power that a police officer has over people in getting them to obey. • Latane's Social Impact theory (1981) says that people obey because of the social force put on them due to strength, immediacy and number which does not consider how legitimate power gets others to obey so may not be as strong an explanation of obedience. • Charismatic Leadership theory (House 1977) suggests that people have certain behavioural characteristics that enables them to get others to obey which does not involve any form of external reward as suggested by social power theory.	(8)

	Look for other reasonable marking points.	

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
6(a)	**AO1 (3 marks)** Credit up to **three** marks for an accurate description of the procedure. For example: **Darling et al. (2007)** • Participants were randomly allocated to one of six possible combinations of memory task and interference task (1). Each participant took part in three sets of 24 trials (1). Depending on the condition, participants had an interval delay of either 0.5, 5.5 or 15.5 seconds (1). **Sacchi et al. (2007)** • Participants viewed one combination of the photographs for the Beijing event and the Rome event (1). Three sets of multiple-choice questions were used eg, attitude questions (1). Photographs and questions were presented in a printed questionnaire that participants completed in classroom settings (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
6 (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: **Darling et al. (2007)** **Strength** • Darling randomly allocated his 72 participants into one of six groups (1) which is an unbiased way of allocating participants to their memory tasks therefore avoiding experimenter bias (1). **Weakness** • Darling's study only measured one category of visual information from a black screen with white squares and a P positioned on it (1), often our visual memory deals with lots of visual stimuli therefore this task was not a valid measurement of everyday visual processing (1). For example: **Sacchi et al. (2007)** **Strength** • Sacchi's task involved using doctored photographs of two famous events, the Tiananmen Square protest in Beijing or the peaceful protest near the Coliseum, in Rome (1) which are real events that happened in society therefore increasing task (internal) validity (1) **Weakness** • Only 31 out of 187 undergraduate participants used in the original group were male (1) this reduces generalisability	**(4)**

	to the male target population as there were more females used from the two universities sampled (1). **Look for other reasonable marking points.**	

Question Number	Answer	Mark
7(a)	**AO2 (1 mark)** Credit **one** mark for correct answer. For example: • 1/13 **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
7(b)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Philippa would have put all 208 names on her college student register into a hat (1) and then used the first 16 names pulled out of the hat for the two conditions (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(c)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • The first half of the participants on Philippa's list could have learned and recalled in the quiet classroom (Condition A) and then the noisy coffee shop (Condition B) (1), the second half of the participants could have learned and recalled in the noisy coffee shop (Condition B) and then the quiet classroom (Condition A) (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7 (d)	**AO2 (2 marks) AO3 (2 marks)** Credit **one** mark for each accurate identification in relation to the scenario (AO2). Credit **one** mark for each justification/exemplification (AO3). For example: • Philippa would have needed to ensure that there were the same number of words on each list (1) so results could have been compared in terms of number of words recalled as both lists are the same length (1). • Philippa could have needed to ensure that each word list was made up of common words that all participants could understand (1) therefore one word list was not more difficult to learn than the other (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
7(e)	**AO1 (1 mark)** Credit **one** mark for an accurate statement. For example: • Less than or equal to (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
7(f)	**AO3 (1 mark)** Credit **one** mark for an accurate justification. For example: • The phonological loop would have been overloaded from the noise and auditory processing of words both competing for capacity (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Indicative content	Mark
8	**AO1 (4 marks), AO2 (4 marks)** **AO1** • The sensory store's duration is about ¼ to ½ a second and focuses on sense specific material. • The capacity of the STM is 7+/-2 items of information. • Information goes from the STM to the LTM when it is rehearsed. • The encoding in the LTM is mainly semantic. **AO2** • Femi may have seen lots of different competitive events which may have been lost quickly from his sensory store. • During the sporting event Asha's STM may have been overloaded with information of the sporting events so her account may be different. • Femi may have seen the same event as Asha but because he did not talk about it with anyone he did not rehearse and therefore remember it, therefore his recall was different to Asha's. • Femi may have more knowledge and interest in sporting events so the information goes into his LTM easier so he can recall more. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **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 (6 marks), AO3 (6 marks)** **AO1** • Burger's (2009) laboratory experiment involved using the same rigged draw and shock generator for all his participants. • Milgram's (Experiment 10) was completed in a rundown office block in Bridgeport away from the prestigious university. • At the end of his procedure Milgram (1963) debriefed his participants on the true aim of the research, allowing them to meet the learner. • Milgram's task in all his experiments involved giving supposed electric shocks to the learner. • Burger (2009) informed his participants that they were completing a study on learning. • Milgram's experiments were accurately scripted using four verbal prompts to encourage the teacher to obey the authority figure. **AO3** • Burger's (2009) standardised procedure allowed him to replicate his study with all 70 volunteer participants. • The Bridgeport office block (Experiment 10) allowed for higher ecological validity as it was a more natural setting for testing obedience as participants are likely to have been in an office before. • Milgram's met ethical standards as his debrief (1963) ensured that there were no lasting effects to participants, even up to 12 months later.	**(12)**

	• Milgram's experiments lacked validity as being asked to give an electric shock to another person does not reflect a task that people would do in everyday life. • Even though Burger (2009) used direct deception when he told his participants the study was on learning when it was on obedience it was approved by an ethical committee. • Even though Milgram's experiments were accurately scripted using four verbal prompts, the experimenter did deviate from this which resulted in inconsistencies making the conditions not completely comparable. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1-3 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	4-6 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	7-9 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	10-12 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)