GradeMax



Mark Scheme (Results)

January 2019

Pearson Edexcel 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 (a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Billy is showing compliance by helping the people over 70 with everyday tasks, showing public conformity to the volunteer group (1) but shows no private change as he would prefer to be playing basketball with his friends (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
1 (b)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Billy has shown internalised conformity by changing his behavior publicly through agreeing to train the children basketball (1) as he privately believes this is important in order to improve their skills so does not play basketball with his friends (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2	**AO1 (3 marks), AO3 (3 marks)** Credit **one** mark for accurate identification of each strength (AO1). Credit **one** mark for justification of each strength (AO3). For example: • In Milgram's (1963) research he completed his obedience to authority experiment in a controlled laboratory environment (1) which allowed him to measure a cause and effect relationship between the IV – presence of the authority figure and DV – level of shocks administered (1). • Milgram's (1963) research used a standardised procedure for all participants including using the same electric shock volts delivered through the generator (1) which increased reliability as participants would have thought they were delivering the same shock level consistently to all 40 learners (1). • Participants showed genuine stress reactions when delivering shocks to the learner indicating they believed the shocks were real (1) which increased validity/mundane realism as the task had authenticity leading participants to deliver the electric shocks as instructed (1). **Look for other reasonable marking points.**	**(6)**

Question Number	Answer	Mark
3(a)	**AO2 (1 mark)** Credit **one** mark for data named. For example: • Business article which is a secondary data source (1) **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
3(b)(i)	**AO2 (1 mark)** Credit **one** mark for correct answer to three significant figures. For example: • 1.07 **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
3(b)(ii)	**AO2 (1 mark)** Credit **one** mark for a correct interpretation. For example: • Reward power had the largest spread of scores. **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
3(b)(iii)	**AO2 (1 mark)** Credit **one** mark for correct calculation of the mode for coercive power. For example: • 6 **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
3(c)	**AO3 (2 marks)** Credit **one** mark for each accurate justification. For example: • Performance will be maximised when the authority figure has the ability to reward an employee for working hard (1). • Performance will be improved when the authority figure holds a formal position of expertise from which they can make demands (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.**	**(2)**

Question Number	Answer	Mark
3(d)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of weakness (AO1). Credit **one** mark for justification of weaknesses (AO3). For example: • Social Power theory only measures obedience to authority in terms of different types of power such as reward which may not be a complete explanation of obedience (1), as agency theory suggests that being in an agentic state influences obedience to an authority figure and not just the type of power held (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Being in an agentic state to an authority figure leads to obedience. • Proximity to an individual is a situational factor which influences how obedient people are. • Dispositional factors like having an authoritarian personality can lead to higher levels of obedience. • People with an external locus of control tend to be more obedient, believing that what happens to them is due to fate or luck. **AO2** • Riya was obedient to her manager who was an authority figure when she was carrying out her store tasks so was rewarded by being selected for the store manager training programme. • Riya worked in close proximity to her store manager every day therefore she was more likely to obey his requests and be successful in her job. • Riya may have an authoritarian personality which means she is more likely than another employee who does not have an authoritiarian personality to obey her store manager and be successful. • Riya could have a strong external locus of control which means success in her job is due to her belief in luck rather than her hard work. **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)

Section B: Cognitive Psychology

Question Number	Answer	Mark
5 (a)	**AO1 (2 marks)** Credit **two** marks for an accurate description of the central executive. For example: • The central executive is involved in problem-solving and decision making (1) controlling the actions of the phonological loop and the visuo-spatial sketchpad (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
5 (b)	**AO1 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of each weakness (AO1). Credit **one** mark for justification of weaknesses (AO3). For example: • The working memory model does not fully explain how the central executive works (1) as it does not clearly provide us with an understanding of how it supervises and coordinates the slave sub-systems (1). • The working-memory model is simplistic as it does not clearly explain processing in the LTM (1) Tulving (1972) proposed that the LTM is divided into different memory stores such as the semantic and episodic memory which the working-memory model does not consider (1) **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
6(a)	**AO3 (2 marks)** Credit **one** mark for each accurate justification. For example: • Words recalled from the beginning of the list will have been rehearsed and placed in the LTM so are remembered better (1). • Words in the middle of the list have been displaced out of the STM due to lack of rehearsal and forgotten which is why recall was lower (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO2 (1 mark)** Credit **one** mark for correct calculation. • 16.7% • 16.67% • 16.667% • 16.6667% • 16.66667% • 16.6 recurring% • 17% **Reject all other answers.**	**(1)**

Question Number	Answer	Mark

6(c)	**AO2 (1 mark)** Credit **one** mark for the correct level of measurement stated. • Nairi and Talia used nominal data. **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
6(d)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of each improvement in relation to the scenario (AO2). Credit **one** mark for justification of each improvement (AO3). For example: • Nairi and Talia could use more than 12 participants in their study to increase representativeness (1) which would make their data more generalizable to the recall skills of the target population (1). • Nairi and Talia could use a more realistic task such as a putting the words in context like a shopping list (1) which would increase the task validity and make their results a more valid representation of real life memory use (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
7	**AO1 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of each weakness (AO1). Credit **one** mark for justification of each weakness (AO3). For example: • Schmolck's study lacks generalisability as they used 6 participants, 3 with severe damage to the MTL/hippocampus and 3 with temporal cortex damage (1) which may not have been representative of the target population as their memory problems and damage would have been unique to them (1). • Schmolck's task of getting participant to name and categorise drawings on cards is unrealistic (1) as this is not an everyday task, therefore it is not a valid measurement of everyday memory (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content	Mark
8	**AO1 (4 marks), AO2 (4 marks)** **AO1** • A laboratory experiment takes place in an artificial setting which enables researchers to control their variables. • A repeated measures design involves participants completing all conditions of the independent variable. • Within a laboratory experiment artificial tasks like recalling the number of words on a list can be used. • Numerical, statistical data is quantitative and it is usually easier to analyse than qualitative data. **AO2** • Our laboratory experiment allowed us to control for extraneous variables like noise which may have distracted our participants from learning the trigrams. • Our cogntiive practical used a repeated measures design in which all participants learned a list of trigrams and recalled them after three different time delays in order to ensure that participants variables were controlled for. • Our memory task involved participants learning a list of 30, simple three consonant non-sense trigrams for example, TLZ. • In our cogntive practical the data was quantitative and involved totalling the number of trigrams remembered after 6, 18 and 21 seconds in order to see if delayed recall affects memory recall. **Look for other reasonable marking points.** **Answers must refer to the cognitive practical investigation using a laboratory method to gather quantitative data.**	**(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 (6 marks), AO3 (6 marks)** **AO1** • Moscovici et al. (1969) used a laboratory experiment in which participants were randomly allocated to either a consistent, inconsistent or control condition. • 172 participants were used in total with each condition consisting of six participants; four naïve participants (the majority), and two confederates (the minority). • All participants were offered a free eye test to establish good eyesight for example, whether they were colour-blind or not. • Participants in their groups of six were asked to estimate the colour of 36 slides - all the slides were blue, but of differing shades. • In the consistent condition, the two confederates described all the slides as green. In the inconsistent condition, the two confederates described 24 out of 36 slides as green and the rest as blue. • Moscovici et al. (1969) used a control condition which involved no confederates, just six participants. **AO3** • Moscovici et al.'s (1969) artificial laboratory environment had low ecological validity as it lacked the atmosphere and environmental factors of real-life situations in which minorities like pressure groups expert influence over a majority (1). • They used a biased sample of 172 female American participants to test minority influence over a majority therefore his results cannot be generalised to those who are not female or American as others may not respond in the same way to a minority influence. • Moscovici et al. (1969) used a number of standardised controls like testing for colour-blindness in order to reduce extraneous variables that may have affected participant's ability to complete the colour perception task. • Moscovici et al. (1969) deceived his participants informing them that the experiment involved a colour perception test, although unethical Moscovici's argument was that demand characteristics may have affected their ability to get valid results. • Participants were randomly allocated into one of the three conditions of the experiment on minority influence which reduced experimenter bias.	**(12)**

	• Moscovici et al.'s (1969) conclusion that a consistent minority can influence a majority has supporting evidence from Wood et al. (1994) whose meta-analysis with 97 studies found that minorities perceived to be consistent were influential in changing the views of the majority. **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)

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