GradeMax



# Mark Scheme (Results)

## Summer 2019

## Pearson Edexcel International Advanced Subsidiary 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.

| Question Number | Answer | Mark |
|---|---|---|
| **1(a)** | **AO1 (2 marks)**<br><br>Credit up to **two** marks for accurate description.<br><br>For example:<br><br>• In experiment 13 only 20% of participants gave the maximum 450V shock (1). Obedience level dropped from 65% in Milgram's original experiment to 20% (1)<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1(b)** | **AO1 (2 marks), AO3 (2 marks)**<br><br>Credit **one** mark for accurate identification of each strength/weakness (AO1)<br>Credit **one** mark for justification of each strength/weakness (AO3)<br><br>For example:<br><br>Strength<br>• The procedure was standardised so could be replicated to test for reliability (1). The accomplice was always given the task of recording times at the experimenter's desk and the experimenter was always called away by a rigged phone call (1).<br><br>Weakness<br>• The participant was deceived so the study has questionable ethics (1). The experimenter and ordinary man were accomplices of the study which the participant was not made aware of so was lied to (1).<br><br>**Look for other reasonable marking points.** | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(a)** | **AO2 (2 marks)**<br><br>Credit **one** mark for partially operationalised directional hypothesis.<br>Credit **one** mark for fully operationalised directional hypothesis.<br><br>For example:<br><br>• Students eat more fruit after Dr Foster's talk than before (1).<br>• Students will eat more fruit per week after Doctor Foster's talk compared to before the talk (2).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(b)(i)** | **AO2 (1 mark)**<br><br>Credit **one** mark for accurate identification of the sampling method.<br><br>For example:<br><br>• Random sampling.<br><br>**Look for other reasonable ways of expressing the sampling method.**<br><br>**Generic Answer score 0 marks** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(b)(ii)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of strength (AO2)<br>Credit **one** mark for justification of strength (AO3)<br><br>For example:<br><br>• Random sampling would have low bias for the high school study compared to other methods of sampling (1) because every student in | **(2)** |

| | | |
|---|---|---|
| | the high school had an equal chance of being selected from the hat which is not the case in other methods of sampling (1).<br><br>**Look for other reasonable marking points.** | |

| Question Number | Answer | Mark |
|---|---|---|
| **2(c)** | **AO2 (1 mark)**<br><br>Credit **one** mark for correct calculation.<br><br>• 16.7<br><br>**Reject all other answers.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(d)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate use of graph/data (AO2)<br>Credit **one** mark for conclusion (AO3)<br><br>For example:<br><br>• The histogram of the fruit consumption has a negative skew (1) so students consume more fruit when a health expert speaks to them about healthy eating (1)<br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3** | **AO1 (2 marks), AO3 (2 marks)**<br><br>Credit up to **two** marks for accurate description (AO1)<br>Credit up to **two** marks for justification/exemplification (AO3)<br><br>For example:<br><br>• Collectivist cultures may conform more than individualistic cultures (1). This was shown by Bond and Smith (1988) who found across 113 studies in 17 countries the collectivist cultures such as Fiji showed higher conformity than the individualist cultures such as the US (1).<br>• People may not be more conformist in collectivist cultures, just to certain in-groups (1). Triandis et al. (1988) found Japanese students reported conforming less than US students in general and it was that the Japanese differentiated in-groups from out-groups more sharply (1).<br><br>**Look for other reasonable marking points.** | **(4)** |

| Question Number | Indicative Content | Mark |
|---|---|---|
| **4** | **AO1 (4 marks), AO3 (4 marks)**<br><br>**AO1**<br>• Burger (2009) had males and females and participants had different levels of education and varied ethnicity.<br>• The study had a lot of controls such as the same experimenter, the same script read by the experimenter and all participants were paid $50.<br>• Burger (2009) took place in a laboratory at Santa Clara university in a controlled, artificial setting.<br>• Burger (2009) found high levels of obedience as 70% of participants in the base condition continued after 150 volts.<br><br>**AO3**<br>• Burger's (2009) study had population validity as the sample had variety in terms of gender, education and ethnicity so could be generalised to the US population.<br>• The standardised procedure meant that Burger (2009) could be replicated to test for reliability which is a strength of the study.<br>• The 'teacher' who gave the shocks may not have acted in the way they would have normally as they were in an unfamiliar setting so the study lacks ecological validity.<br>• There is test-retest reliability in Burger (2009) because the obedience levels were consistent to that of Milgram's original obedience research in the 1960s.<br><br>**Look for other reasonable marking points.** | **(8)** |

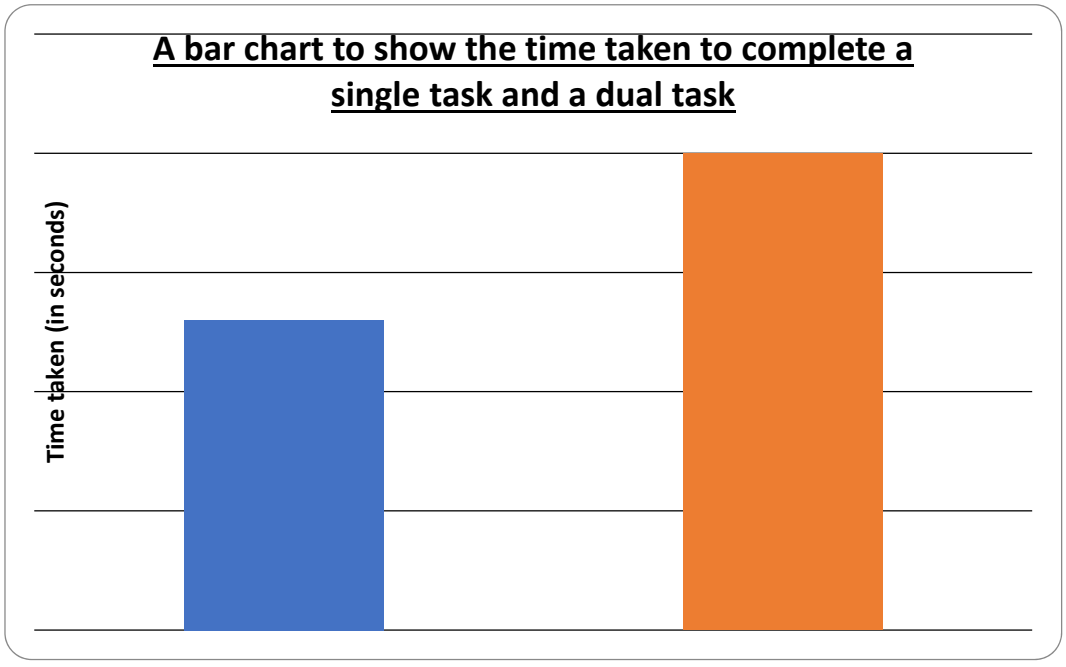
| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO3 (4 marks)<br>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.** | | |
| | 0 | No rewardable material. |
| Level 1 | 1-2<br>Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates accurate knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>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 | Answer | Mark |
|---|---|---|
| **5(a)** | **AO1 (1 mark)**<br><br>Credit **one** mark for accurate statement of the aim.<br><br>For example:<br><br>• To see if memory of a story is affected by prior knowledge.<br><br>**Look for other reasonable marking points.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **5(b)** | **AO1 (2 marks)**<br><br>Credit **one** mark for each result accurately stated.<br><br>For example:<br><br>• Seven of the participants omitted the title of the story (1).<br>• A lot of the content was transformed using their schemas such as 'canoes' changed to 'boats' (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **5(c)** | **A01 (1 mark),AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of improvement. (A01).<br>Credit **one** mark for justification of improvement. (A03)<br><br>For example:<br><br>• Bartlett could have kept the intervals between recall of the war of the ghosts story the same for all participants (1). This would have increased internal validity because the different intervals between recall time would have not influenced the study (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **6(a)** | **AO2 (1 mark)**<br><br>Credit **one** mark for accurate statement.<br><br>For example:<br><br>• It has been operationalised by the amount of time in seconds to complete either task (1).<br><br>**Look for other reasonable marking points.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **6(b)** | **AO2 (3 marks)**<br><br>Credit **one** mark for appropriate **title**.<br>Credit **one** mark for appropriate **labelling of axes**.<br>Credit **one** mark for correct **plots**.<br><br><br><br><br>**Look for other reasonable marking points.** | **(3)** |

| Question Number | Answer | Mark |
|---|---|---|
| **6(c)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate use of the data (AO2)<br>Credit **one** mark for justification of significance (AO3)<br><br>For example:<br><br>• The critical value for a two-tailed test at p=0.05 is 8 which is equal to the calculated value (1) so there was a significant difference between the time taken to do the single and dual tasks (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **6(d)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of variable in relation to scenario (AO2)<br>Credit **one** mark for justification/exemplification (AO3)<br><br>For example:<br><br>• All the participants selected were not assessed for their working memory before the study (1) so may have had difficulties in their working memory which meant they were slower in the dual task due to their prior ability (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **7(a)** | **AO1 (1 mark)**<br><br>Credit **one** mark for accurate definition.<br><br>For example:<br><br>• Encoding is the process of formatting information in different ways (1).<br><br>**Look for other reasonable marking points.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **7(b)** | **AO1 (2 marks), AO3 (2 marks)**<br><br>Credit **one** mark for accurate identification of each strength (AO1)<br>Credit **one** mark for justification of each strength (AO3)<br><br>For example:<br><br>Strength one<br>• Research evidence supports the idea of the STM and LTM being separate stores (1). For example, Glanzer and Cunitz (1966) showed in the primacy-recency effect that words remembered at the beginning of the list were in the LTM and the ones at the end were in the STM (1).<br><br>Strength two<br>• Peterson and Peterson (1959) found more than 90% of trigrams were forgotten when rehearsal was prevented after 18 seconds (1) which is evidence to support the role of rehearsal in memory which is proposed by the multi-store model (1).<br><br>**Look for other reasonable marking points.** | **(4)** |

| Question Number | Indicative Content | Mark |
|---|---|---|
| **8** | **AO1 (4 marks), AO2 (4 marks)**<br><br>**AO1**<br>• Memory is not like a video recorder – memories are reconstructions and usually contain errors.<br>• Past experiences of an event/object/person can create reconstructive errors for a more recent experience.<br>• People hold stereotypes that can also affect the accuracy of a memory.<br>• Schemas are mental constructs of knowledge about a person/object that could be personally experienced or acquired from other sources.<br><br>**AO2**<br>• Zahra and Namra may have both made errors in their recall of the robber as their memory would not be like a video of the incident.<br>• Zahra and Namra's past experience of bank robberies could have created reconstructive errors for their memory of the incident.<br>• Namra may have stereotypes of what a bank robber looks like which could be black hair with a knife.<br>• Zahra and Namra may have a schema of a bank robbery acquired from TV/films/books that lead them to believe a gun or knife is always involved.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO2 (4 marks)<br>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)<br>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)<br>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)<br>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)<br>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) |

GradeMax

| Question Number | Indicative Content | Mark |
|---|---|---|
| **9** | **AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)**<br><br>**AO1**<br>• Working memory model proposes that STM is not a single unitary store but a three-component system.<br>• The working memory model has a phonological loop which is assumed to be responsible for maintaining speech-based information.<br>• The phonological loop holds the amount of information that can be said in 1.5-2 seconds.<br>• The model proposes a visuo-spatial sketchpad which is responsible for holding and manipulating visual and spatial information.<br><br>**AO2**<br>• Patient A may not perform well on the verbal task but well on the visual task due to the different types of STM.<br>• Patient A may have had their phonological loop impaired as they performed poorly on the recall task that was read aloud.<br>• Patient B can hold more short words than longer words because the phonological loop only has a limited duration.<br>• Patient C has performed better when there was one visual and one verbal task rather than two verbal tasks as there would be conflict with the same part of STM being used.<br><br>**AO3**<br>• Working memory model focuses only on STM and does not really explain LTM so is not a complete explanation of memory.<br>• Tasks involving word lists carried out in laboratories lack validity so the credibility of working memory model can be questioned.<br>• Baddeley et al. (1975) found the 'word length effect' when participants were able to remember more when given lists of one syllable words compared to five syllable words.<br>• Klauer and Zhao (2004) found participants were better at a visual and spatial task rather than two visual tasks.<br><br>**Look for other reasonable marking points.** | **(12)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)<br>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)<br>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2)<br>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)<br>Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2)<br>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)<br>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)<br>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)<br>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)<br>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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