GradeMax

Pearson Edexcel

Mark Scheme (Results)

October 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.

Section A: Social Psychology

Question Number	Answer	Mark
1 (a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • The agentic state involves an individual carrying out the orders of an authority figure by giving up their free will (1) and doing what the authority figure asks of them by giving up responsibility for their own actions (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1 (b)	**AO1 (2 marks), AO3 (2 marks)** Credit up to **two** marks for accurate identification of each strength (AO1). Credit up to **two** marks for justification/exemplification of each strength (AO3). For example: • Agency theory suggests that people will give up their free will and obey those whom they perceive as an authority figure which is supported by Milgram's (1963) study (1) in which participants delivered 65% of shocks to 450 volts when ordered to do so by the authority experimenter (1). • Agency theory can be applied to explain acts of genocide in society for example, the holocaust (1) as the Nazi soldiers obeyed the instructions of their commanding officers who were deemed authority figures, possibly giving up their free will and killing millions of people (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2	**AO1 (2 marks), AO3 (2 marks)** Credit up to **two** marks for accurate identification of each risk management consideration (AO1). Credit up to **two** marks for justification/exemplification of each risk management consideration (AO3). For example: • Researchers need to consider presumptive consent if they cannot obtain fully informed consent from participants, because it would change obedient behaviour (1). This can be gained by asking the general public, prior to an experiment, whether they would participate in social research where they may be manipulated by others (1). • In social psychology, researchers need to consider protection from harm throughout the research process (1). Milgram (1963) altered his debrief in order to protect participants by allowing them to meet Mr Wallace after he realised the level of distress he was causing was higher than he initially predicted (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description of a control. For example: • Our participants all received the same self-report questionnaire on perception of obedience (1) where the questions were agreed beforehand and given in a standard format (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.** **Answers must relate to the social practical investigation using a questionnaire.**	**(2)**

Question number	Answer	Mark
3 (b)	**AO2 (2 marks) AO3 (2 marks)** Credit **two** marks for accurate identification of each improvement (AO2). Credit **two** marks for justification/exemplification of each improvement (AO3). For example: • In our social practical investigation we could increase the age range of our participants to include up to 65 years of age (1) which would allow us to generalise our self-report questionnaire results on obedience to a larger age range (1). • Our sample could include an equal number of males and females from the college (1) which would give us a more representative number of participant responses from both genders to measure whether different genders perceive men or women to be more obedient (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.** **Answers must relate to the social practical investigation using a questionnaire.**	**(4)**

Question number	Answer	Mark
3 (c)	**AO2 (1 mark) AO3 (1 mark)** Credit **one** mark for weakness of gathering qualitative data (AO2). Credit **one** mark for justification/exemplification of weakness (AO3). For example: • The descriptive and detailed data gathered on which gender was more obedient could have been prone to subjectivity (1) as we may have interpreted the information in a biased way because 12 out of 14 of us are girls and have a gynocentric perspective on obedience (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.** **Answers must relate to the social practical investigation using a questionnaire.**	**(2)**

Question Number	Indicative content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Asch's (1951) conformity study was tested in a laboratory in order to see the extent to which social pressure from a majority group could influence a person to conform. • An opportunity sample of 50 male students from Swarthmore College in America participated in Asch's (1951) conformity experiment. • Participants in the experimental room had to state out loud which comparison line (1, 2, 3) was most like the target line. • Asch (1951) found that 74% of participants conformed at least once on the critical trials giving the incorrect answers and following the majority. **AO3** • Testing conformity in a laboratory environment provides control over variables that could have affected the dependent variable of the number of incorrect responses given by the participants. • Asch's (1951) experiment lacks population validity as he did not use female participants in his sample therefore his results lack generalisability as he cannot conclude that women would conform the same as men. • Judging line lengths is not a realistic way to measure conformity therefore Asch's (1951) experiment lacks task (internal) validity as a line task cannot be generalised to conformity examples in real life. • Asch replicated his research several times creating different variations which all supported his initial findings that the minority would conform to a majority increasing reliability of his 1951 study. **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
5(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description of sample. For example: Darling et al. (2007) • The sample consisted of 72 participants, of which 44 were female and 28 were male (1). They were members of a non-student volunteer participation panel at the University of Aberdeen (1). Sacchi et al. (2007) • The sample consisted of 187 undergraduates, of which 31 were male and 156 were female (1), with an age range of 19 to 39 and a mean age of 22.3 years (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
5(b)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description of results. For example: Darling et al. (2007) • The mean recall time for tapping interference tasks on location memory was 2.55 seconds in the 15.5 second condition (1). The appearance memory dynamic visual noise interference task of 15.5 seconds resulted in a 2.67 seconds mean recall time. (1) Sacchi et al. (2007) • The 34% of those participants who saw an original photograph of Rome, claimed there were injuries. (1) 67% of participants who saw a doctored photograph of Rome, claimed that injuries occurred. (1) **Look for other reasonable marking points.**	**(2)**

Question number	Answer	Mark
5 (c)	**AO1 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of each weakness (AO1). Credit **one** mark for justification/exemplification of each weakness (AO3). For example: Darling et al. (2007) • Darling et al. (2007) used a volunteer sample of non-students for their study (1) which is not generalisable to the wider population as many people do not choose to volunteer for research studies (1). • Darling et al. (2007) only measured one category of visual information from a black screen with white squares with 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). Sacchi et al. (2007) • Sacchi et al. (2007) used photographs of events that had taken place to test reconstructive memory (1) which may lack ecological validity as photographs were not representative of being at a real-life event (1). • Participants completed their ratings of the photographs through the completion of a questionnaire which may have been biased (1) as self-report questionnaires are prone to social desirability in which the participants may not have provided real answers to their attitudes of a past event (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
6(a)	**AO2 (2 marks)** Credit **one** mark for each correct answer. • Condition A = 3 • Condition B = 6 **Reject all other answers**	**(2)**

Question Number	Answer	Mark
6(b)	**AO2 (2 marks)** Credit **two** marks for an accurate description of p≤0.01 in relation to the scenario. For example: • The probability that the results of Cha and Dao's memory experiment were 99% or more of the time due to the one hour revision session (1) influencing the essay score awarded and 1% due to chance factors like access to additional reading materials (1). **Look for other reasonable marking points.** **Generic answers score 0 marks**	**(2)**

Question Number	Answer	Mark
6 (c)	**AO2 (1 mark) AO3 (1 mark)** Credit **one** mark for accurate identification in relation to the scenario (AO2). Credit **one** mark for each justification/exemplification (AO3). For example: • Cha and Dao could apply a sense check to determine whether their data shows any anomalies in the influence of revision on recall (1) which they could then use to justify additional research in order to prove that revision does aid memory recall of cognitive theories (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
6 (d)	**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/exemplification of each strength and each weakness (AO3). For example: Strength • Participants will take part in both conditions of the IV, revision and non-revision (1) which will eliminate participant variables such as IQ from affecting the DV of score out of 8, reducing inaccurate results (1). Weakness • In a repeated measures design, the participants take part in both the non-revision and revision conditions which could lead to demand characteristics (1) as they are more likely to guess the aim of the memory study and change their behaviour to how they think Cha and Dao want them to behave (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
7	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Reconstructive memory suggests that we actively try and make sense of new information based on what we already know. • Information may be remembered in a distorted way since memories are reconstructions based on an individual's past experiences and expectations. • Mental structures hold past experiences and expectations that we use to fill in the gaps within a story which are called schemas. • Schemas are mental "units" of knowledge that we already have and use to interpret new experiences. **AO2** • By asking the children to name the different types of transport the children make sense of new information about the types of transport based on what they already have stored in their memory. • By saying that the bus is a truck Emanuel has recalled the memory of the bus in a distorted way based on his experiences of trucks. • Madeline has tried to use her past experiences and expectations of a bird when she is asked to identify what an aeroplane is. • Alana has identified the car correctly which means she already had a schema for cars which she uses to identify the type of transport. **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
8	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **AO1** • Moscovici argued that a minority can exert influence over a majority if they are consistent and unchanging. • Moscovici suggested that if the minority has flexibility and compromise they are more likely to be considered by the majority. • Compliance involves publicly conforming to the group norms but privately disagreeing with them. • Internalisation involves changing private beliefs and public behaviour. **AO2** • Miska is consistent in insisting on using the new farming method for six months in order to see if it is successful. • Miska in a minority position shows compromise by suggesting to his majority brothers to try the new farming method alongside the existing one. • The workers may show compliance in working on the new farming method but not agreeing as it involves more physical work for them. • After trying his new farming method, his brothers internalised Miska's new farming method and believed it would work. **AO3** • The influence of minorities is supported by Moscovici's (1969) study which showed that a small consistent minority had more of an influence than an inconsistent minority. • Nemeth (1986) found that when the minority position changed towards the majority it was this compromise that led to minority influence. • Studies investigating social influence tend to be experiments that are set up which many lack validity and are not realistic of every day social influence. • Maass et al. (1982) found that a gay minority arguing for gay rights had less influence on a straight majority than a straight minority arguing for gay rights as the latter had identified with the non-gay minority. **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)