GradeMax



Mark Scheme (Results)

January 2020

Pearson Edexcel International Advanced Subsidiary In Psychology (WPS01)
Paper 01 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 **one** mark for each accurate type of social power named. For example: • Coercive power (1) • Expert power (1) **Look for other reasonable marking points.**	**(2)**

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/exemplification of each strength and each weakness (AO3). For example: **Strength** • Social power theory can be applied to society as soldiers in the Holocaust may have perceived their officers to have legitimate power (1) as the officers were in an appointed position of authority therefore ensuring obedience from the soldiers to carry out their orders (1). **Weakness** • French and Raven claim that obedience is influenced by the type of power the authority figure possesses which is not the only explanation of obedience (1). Alternatively, Milgram's (1963) agency theory suggests that being in an agentic state and giving up free will to an authority figure will make a person obedient (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO2 (1 mark)** Credit **one** mark for correct answer. • 75% **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
2(b)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description of gathering qualitative data in relation to the scenario. For example: • The researchers could use an unstructured interview with the students who attended the meeting (1). They could ask students open questions such as 'why did you chose not to go for lunch today?' (1) and use a tape recorder to record the reasons given by the students for later analysis (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(3)**

Question number	Answer	Mark
2 (c)	**AO2 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of each individual difference in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of each individual difference (AO3). For example: • Students who did not attend the meeting after being sent an email request may have a neurotic extrovert personality (1) which according to Eysenck (1975) is a type of personality more likely to disobey instructions such as the email request (1). • Students who chose to attend the meeting instead of having a lunch break may have an external locus of control (1) which Rotter suggests is a reliance on external forces making decisions for them so followed the instructions that were given in the email (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
3 (a)	**AO1 (1 mark)** Credit **one** mark for an accurate definition. For example: • Primary data involves the researcher collecting the data themselves during their research (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
3(b)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to the scenario. For example: • Molly will decide on the different subgroups for her sample of employees for example, males and females (1). She will calculate the percentage of employees in each subgroup that would represent the full range of the target population in the office building (1). Molly will then gather a proportionate number of employees from the 250 in the office building in terms of different subgroups (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(3)**

Question Number	Indicative content	Mark
4	**AO1 (4 marks), AO3 (4 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 American female 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. **AO3** • Moscovici et al.'s (1969) laboratory environment is artificial therefore having low ecological validity as it lacked the atmosphere of real-life situations in which minorities like pressure groups have influence over a majority. • The sample used is not generalisable to those who are not female or American as others may not respond in the same way to a minority influence. • Using standardised controls like testing for colour-blindness reduces extraneous variables that may have affected participant's ability to complete the colour perception task. • Participants were randomly allocated into one of the three conditions of the experiment on minority influence which reduced experimenter bias. **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 schema. For example: • A schema is a mental structure that helps us interpret information (1) which represents an individual's knowledge and experiences about the world (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
5 (b)	**AO1 (2 marks) AO3 (2 marks)** Credit **one** mark for an accurate identification of one strength and one weakness (AO1). Credit **one** mark for justification/exemplification of each strength and each weakness (AO3). For example: **Strength** • Reconstructive memory suggests that when information is absent we fill in the gaps as supported by Bartlett in the War of the Ghosts study (1932) (1) who found that participants filled in gaps in recall from their own schema for example, boats became a substitute for canoes when recalling War of the Ghosts story (1). **Weakness** • Reconstructive memory theory is not a complete explanation of memory as it suggests that memories are part traces part schemas that we encode at the time of the event (1) which fails to explain how memory is reconstructed at the point of recall making it a partial explanation of memory processing (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
6(a)	**AO2 (1 mark)** **One** mark for correctly identifying the fully operationalised independent variable (IV). For example: • Before and after using the memory game (1) **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
6(b)	**AO2 (4 mark)**	**(4)**

Participant	Before memory game Number of words recalled out of 100	After memory game Number of words recalled out of 100	Difference	Rank	Rank if positive	Rank if negative
A	44	78	-34	6		6
B	47	74	-27	4		4
C	56	88	-32	5		5
D	65	76	-11	2		2
E	68	80	-12	3		3
F	54	53	1	1	1	
				Total:	1	20

One mark for accurate completion of difference columns.

One mark for accurate completion of rank column.

One mark for accurate completion of sum of positive and sum of negative ranks.

One mark for correct value of T = 1.

Question Number	Answer	Mark
6(c)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description of control in relation to the scenario. For example: • The researchers would have needed to ensure that the words in each list were matched (1) for word length and commonality to ensure both lists were of the same difficulty (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6(d)	**AO1 (1 mark)** Credit **one** mark for an accurate definition of randomisation. For example: • Randomisation involves something being assigned based on chance (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
7(a)	**AO2 (1 mark)** Credit **one** mark for accurate statement of the aim. For example: • The aim of my cognitive practical investigation was to test the duration of the STM through the use of an interference task (1). **Look for other reasonable marking points.** **Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
7 (b)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to cognitive practical procedure. For example: • My participants were given a list of 25 three-letter nonsense trigrams, for example WXT, to learn (1). They had an interference task after each trigram of counting backwards from 84 (1). The interference tasks increased in length after each trigram from 3, 6, 9, 12 to 15 seconds (1). **Look for other reasonable marking points.** **Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.** **Generic answers score 0 marks.**	**(3)**

Question Number	Indicative content	Mark
8	**AO1 (4 marks), AO3 (4 marks)** **Darling et al. (2007)** **AO1** • 72 participants were recruited from members of the non-student volunteer participation panel of the Department of Psychology at the University of Aberdeen. • Participants were randomly allocated to one of the six possible combinations of memory task (location or appearance) and interference task (control, tapping and DVN). • Participants were shown a black screen with 30 white squares, one of these squares was filled with a lowercase letter P in different font styles. • The findings imply that appearance information is accessed differently from location information. **AO3** • Only used participants from Aberdeen University to which may not be representative of the memory skills of the non-student population, so the findings may not be generalisable. • Randomly allocating the participants to their memory tasks avoids any experimenter bias in participant selection. • Darling only measured one category of visual information in black and white but visual memory deals with a wider variety of visual stimuli so task was not a valid measurement. • This is supported by Tresch et al (1993) who found that location recall was disrupted by a movement discrimination task. **Look for other reasonable marking points.**	**(8)**

Question Number	Indicative content	Mark
8	**AO1 (4 marks), AO3 (4 marks)** **Sacchi et al. (2007)** **AO1** • The sample consisted of 187 undergraduates, of which 31 were male and 156 were female, with an age range of 19 to 39 and a mean age of 22.3 years. • Two well-known photographs were used, such as the Beijing image of a student standing in front of tanks in Tiananmen Square. • Participants completed ratings of the photographs using three sets of multiple choice questionnaires including manipulation checks, critical questions and attitude questions. • Participants viewed either two original photos, two doctored photos, the doctored Beijing photo and original Rome photo, the original Beijing photo and doctored Rome photo. **AO3** • Sacchi et al. (2007) used more females than males which is not representative of the wider population as it is gender biased, limiting generalisability. • The original photographs were real-life events which increases task validity as images of events are commonly used to record events. • When completing the self-report questionnaires participants may not have given valid answers about their attitudes due to social desirability to give socially acceptable views of the historic event. • By randomising the combinations of the photographs order effects can be eliminated, such as fatigue which may influence ability to concentrate on the image. **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
9	**AO1 (6 marks), AO3 (6 marks)** **AO1** • The working memory model proposes that the STM is an active processor made up of several stores. • Working memory model does not provide an explanation of long-term memory processes. • There are three seperate components to WMM which include the central executive, phonological loop, visuospatial sketch pad. • The central executive is the main part of the WMM which controls the "slave" systems. • The phonological loop holds speech-based information and is made up of the phonological store and articulatory loop. • The visuospatial sketchpad processes images, dimensions and the positions of objects in the environment. **AO3** • The model has been applied successfully to helping children with dyslexia/memory impairments so it has a credible use in society. • The working memory model is not a credible explanation of memory processes because it does not fully consider transference to/recall from the LTM. • There is credible evidence to support the existence of distinct components, for example the case of KF who had unaffected visuospatial STM but impaired phonological STM. • PET scans have been inconclusive in locating where central executive functioning takes place, bringing its credibility into question. • The case of VP, who could retain vocabulary from a second language, gives credibility to speech based processing in the phonological loop. • Lieberman (1980) criticises the VSS as people who are blind can have spatial awareness without visual input, which reduces the credibilty of the VSS as a single component. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer**		
	0	No rewardable material.
Level 1	1–3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A judgement/decision 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) Arguments developed using mostly coherent chains of reasoning leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	7–9 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced and well-supported judgement/decision. (AO3)
Level 4	10–12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to an effective nuanced and balanced judgement/decision. (AO3)

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