GradeMax



Pearson
Edexcel

Mark Scheme (Results)

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Pearson Edexcel International Advanced Subsidiary Level
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)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example; • If a person has an authoritarian personality they are more likely to be obedient (1) as they are more likely to obey to maintain order and maintain social rules and values (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(b)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example; • Gender may not affect obedience as both genders are equally likely to obey an authority figure (1) although females often report higher levels of stress and tension when following instructions to harm others (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO2 (4 marks)** Credit up to **four** marks for an accurate description in relation to the scenario. For example; • Hiromi would have been in an autonomous state on his way to work before the police officer boarded the bus and gave the order (1), he then obeyed the police officer as they were in a uniform which suggests legitimate authority (1), so Hiromi shifted to an agentic state of the police officer giving up his own free will and following the officers instruction to leave the bus (1) believing that the police officer will take responsibility for the outcome of getting off the bus, such as being late for work (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(b)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of each strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each strength (AO3) For example; • There is evidence from Milgram (1963) that Hiromi would follow the instruction of a police officer who had legitimate status, as 26 out of 40 participants administered a 450V shock (1) showing obedience to an experimenter who had legitimate authority from wearing their lab coat, similar to the officer wearing uniform (1). • Burger (2009) shows that agency theory remains a relevant explanation in modern day for why Hiromi would have followed the instructions of the police officer (1) because 70% of his participants demonstrated they would have continued beyond 150V to the next item in the test but were stopped by the experimenter (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(c)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an appropriate improvement (AO1) Credit **one** mark for justification/exemplification of the improvement (AO3) For example; • One improvement to Milgram's (1963) telephonic instructions study would be to conduct the experiment in the participants workplaces as a more realistic location (1) which would increase the ecological validity of the findings about the proximity of the authority figure on obedience as it would be more true to real life (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
3	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example; • There were 29 men and 41 women in the sample (1) with an age range from 20 to 81 years and a mean age of 42.9 years (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
4	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example; • The information from the group meeting may have been internalised by Milla, altering her own belief in the benefits of recycling (1) so she does not require the presence of others to change her public and private behaviour of recycling her waste (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The participants in Milgram's (1963) research were deceived, believing they were giving real electric shocks to the 'learner' during the experiment. • Distress was caused to participants during Milgram's (1963) research as the participants thought they had caused harm to the 'learner'. • Burger (2009) was able to replicate Milgram's research without the level of distress and harm caused to participants by screening for mental health issues and having a psychologist assess the participants. • Asch's (1951) study of conformity posed low risk to participants as the task of making judgements of line sizes is unlikely to cause harm. **AO3** • Deception could be justified as necessary when researching in social psychology to prevent demand characteristics and achieve valid results about obedience to an authority figure. • Milgram (1963) had asked colleagues about whether his participants would obey, and many agreed that they would not, so he did not predict the harm caused, however it could be unjustifiable to have continued with his variations knowing the distressing outcomes. • Replications based on Milgram (1963) have shown that research into obedience can be conducted within the boundaries of ethical considerations, so it would not be justified when more ethical procedures are available. • Asch (1951) was able to research conformity and manage the risk to his participants, so meeting the ethical guidelines by reducing the level of distress and harm when testing conformity, so research in social psychology can be conducted ethically. **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 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 (2 marks)** Credit up to **two** marks for an accurate description. For example; • Information processing is where input from our senses flows through the three stores in memory in a sequential order (1) being processed by each store in order to retain the information temporarily in STM or forever in LTM (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a weakness (AO1) Credit **one** mark for justification/exemplification of the weakness (AO3) For example; • The multi-store model is a reductionist explanation as it oversimplifies human memory to three very basic stores and encoding processes (1) so it does not account for the different types of human memory such as procedural memory for muscle movement or STM visual and spatial processing (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(a)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to the scenario. For example; • Betsy may have a schema about clowns being frightening which influences her recall of the clown at the party being scary (1) whereas Maria may not have had previous experiences of a clown being scary so she would recall the clown as funny (1). Betsy ate two slices of cake, so used previous knowledge to rationalise that cakes must be big if you can have two slices (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
7(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/exemplification of the strength and weakness (AO3) For example; Strength • Supporting evidence from Bartlett (1932) shows how prior knowledge can change their memories of the clown despite experiencing the same event (1). Participants in 'War of the Ghosts' changed the story content, such as canoes to boats, using prior knowledge, so Betsy and Maria may have done the same (1). Weakness • Maria and Betsy's schema for clowns being funny or scary cannot be empirically observed or tested so is a hypothetical explanation of their recall (1) so reconstructive memory may lack sufficient scientific credibility to explain Betsy and Maria's different memories of the party (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
8(a)	**AO2 (1 mark)** Credit **one** mark for correct answer. • 11 (1). **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
8(b)	**AO2 (1 mark)** Credit **one** mark for correct answer. • 8 (1). **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
8(c)	**AO2 (4 marks)** Credit **one** mark for correct completion of difference Credit **one** mark for correct completion of ranked difference Credit **one** mark for a correct calculation of sums of both ranks Credit **one** mark for a correct answer for **T= 1**	**(4)**

Participant	Condition A	Condition B	Difference	Rank	Rank if positive	Rank if negative
A	12	8	4	6	6	
B	12	10	2	2.5	2.5	
C	11	12	-1	1		1
D	10	8	2	2.5	2.5	
E	12	7	5	8.5	8.5	
F	12	8	4	6	6	
G	8	8	0	-	-	-
H	11	6	5	8.5	8.5	
I	12	9	3	4	4	
J	10	6	4	6	6	
				Total	44	1

Look for other reasonable marking points.

Question Number	Answer	Mark
8(d)	**AO2 (1 mark)** Credit **one** mark for correctly determining significance. For example: • The calculated value of 1 is less than the critical value of 8 so the difference is significant (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Control of extraneous variables in a laboratory experiment means the manipulation of the IV is the isolated variable affecting the DV. • A laboratory experiment is conducted in an artificial setting for the participants where the setting is highly controlled. • Having operationalised variables allows the effect of the IV on the DV to be measured accurately when the data is gathered. • Case studies, such as HM, provide detailed, rich data about the impact of brain damage on human memory. **AO3** • This is beneficial for testing memory as it can eliminate possible interferences like noise that could prevent STM rehearsal or overload working memory. • Bartlett (1932) controlled the learning of the War of the Ghosts, but recall was in different locations over a lengthy time span which may be a more valid test of recall than within an artificial laboratory. • The data can be retested through replication of the experimental procedure which increases the reliability of findings about memory. • The qualitative nature of a case study may be a more valid test of memory processes and functioning as they often measure memory in real life situations. **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 C

Question Number	Indicative Content	Mark
10	**AO1 (6 marks), AO3 (6 marks)** **AO1** • The sample included 8 male controls and 1 female and 5 male participants with brain damage. • All participants were given nine tests based on the same line drawings of 24 animals and 24 objects. • Each line drawing could also be assigned to sub-categories in living and non-living things; for example birds, vehicles or foreign land animals. • For the definitions tests, 8 and 9, the number of correct statements and incorrect statements was recorded and they assigned a quality score (0–4) to each definition. • Some participants and the control group were given four additional semantic tests using different images and cards to the line drawing tests. • Schmolck et al. (2002) concluded that deficits in semantic knowledge are most likely to be related to cortical damage lateral to the medial temporal lobe. **AO3** • Brain damaged patients are not representative of the wider population so findings about the role of brain regions in semantic knowledge may not be generalisable to all human memory. • The procedure was standardised with all participants seeing the same drawings which controls for variables increasing the reliability of the findings about semantic memory. • The sub-categories used may have been subjective, for example foreign and domestic animals might assume that participants had the same native background where domesticated animals were all the same. • Quantitative data is an objective measure of memory performance which reduces subjectivity in the interpretation of the data about memory functioning. • Not all of the original 6 participants completed the additional four tasks which increases the chance that anomalies could skew the data on such a small sample size. • They were unable to test semantic memory prior to brain damage so the conclusions do not take into account individual differences in memory as there was no baseline measure before brain damage. **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 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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