GradeMax



Pearson
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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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Question Number	Answer	Mark
1(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description of one finding. For example: • Asch (1951) found that around three-quarters of participants conformed at least once in the critical trials (1) with estimation errors being in the direction of the distorted majority answer (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each strength/weakness (AO1) Credit **one** mark for justification of the strength/weakness (AO3) For example: Strength • The line length and presentation of the lines was standardised across his groups so all participants experienced the same controlled conditions (1), therefore Asch's (1951) study can be replicated to check if it is a reliable test of social pressure to conform when in a majority group (1). Weakness • Asch (1951) used a sample of 50 male students from Swarthmore College in America which is unrepresentative of females (1) so his results lack generalisability to a wider population as he cannot conclude that females would conform in the same way as males (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO2 (4 marks)** Credit up to **four** marks for an accurate description of the procedure. For example: • We designed a questionnaire that included open and closed questions about obedience to authority figures in uniform and everyday clothing (1) and gave this to five students as a pilot study to check that the wording of the obedience questions could be understood by respondents (1). We gathered an opportunity sample of 17 respondents from the staff and students at our college (1) based on who was available to complete our obedience questionnaire in our Psychology classroom at lunchtime on a Thursday (1). **Look for other reasonable marking points.** **Answers must relate to the social practical of a questionnaire to gather quantitative and qualitative data.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
2(b)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description of results in relation to the quantitative data. For example: • We found that 64% more respondents said they would obey an authority figure in uniform than obey someone in everyday clothing (1). We also found a mean average score of 9/10 for participants scoring how likely they were to obey uniformed police officers (1). **Look for other reasonable marking points.** **Answers must relate to the social practical of a questionnaire that gathers quantitative data.** **Generic answers score 0 marks**	**(2)**

Question Number	Answer	Mark
3(a)	**AO2 (1 mark)** Credit **one** mark for an accurate calculation. • 276 **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark)** Credit **one** mark for an accurate ratio in the lowest form. • 30 : 270 = **1 : 9** **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
4	**AO1 (2 marks), AO3 (2 marks)** Credit up to **two** marks for accurate identification of each ethical issue (AO1) Credit up to **two** marks for exemplification/justification of the ethical issue in relation to social psychology (AO3) For example: • One BPS ethical issue is making sure researchers do not cause distress or harm to participants as they should leave the research in the same emotional and physical state as when they arrived (1) which must be considered when researching obedience as experiments such as Milgram (1963) caused participants high levels of distress and harm, such as a seizure, which should be prevented by researchers under the BPS (2009) guidance (1). • Another BPS ethical issue is to ensure that participant confidentiality is maintained and that they cannot be identified in any way when research is published (1). This should be considered as a participant in research that looks at obedient personality types may not want others to know how they scored in Adorno's F-Scale as it may change other people's views of them (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** . **AO1** • Individuals are said to experience moral strain when given orders that go against their values which they resolve by giving up their free will and autonomy. • Agency theory suggests people become an agent of the authority figure, obeying instructions because they believe that responsibility for their actions lies with the authority figure. • The close proximity of the authority figure increases the likelihood of obedience to their instructions. • Agency theory suggests that obedience is more likely where an authority figure is of high status and has legitimacy. **AO3** • Gretchen Brandt did not give up free will and dissented against the authority figure in Milgram's research because of her experiences in Nazi Germany, so agency theory cannot explain how all people in society will respond to authority. • Burger's (2009) replication of Milgram's original study found that participants do still follow instructions as they administered shocks to the learners, so agency theory is still relevant in modern society. • There is an absence of authority in the majority of cases of following social rules and orders, such as driving to a speed limit, so not all types of obedience can be fully explained by agency theory. • Soldiers that massacred civilians in My Lai in 1968 claimed they were following the orders of their superiors in the army hierarchy, so agency theory can explain some atrocities in society. **Look for other reasonable marking points.**	**(8)**

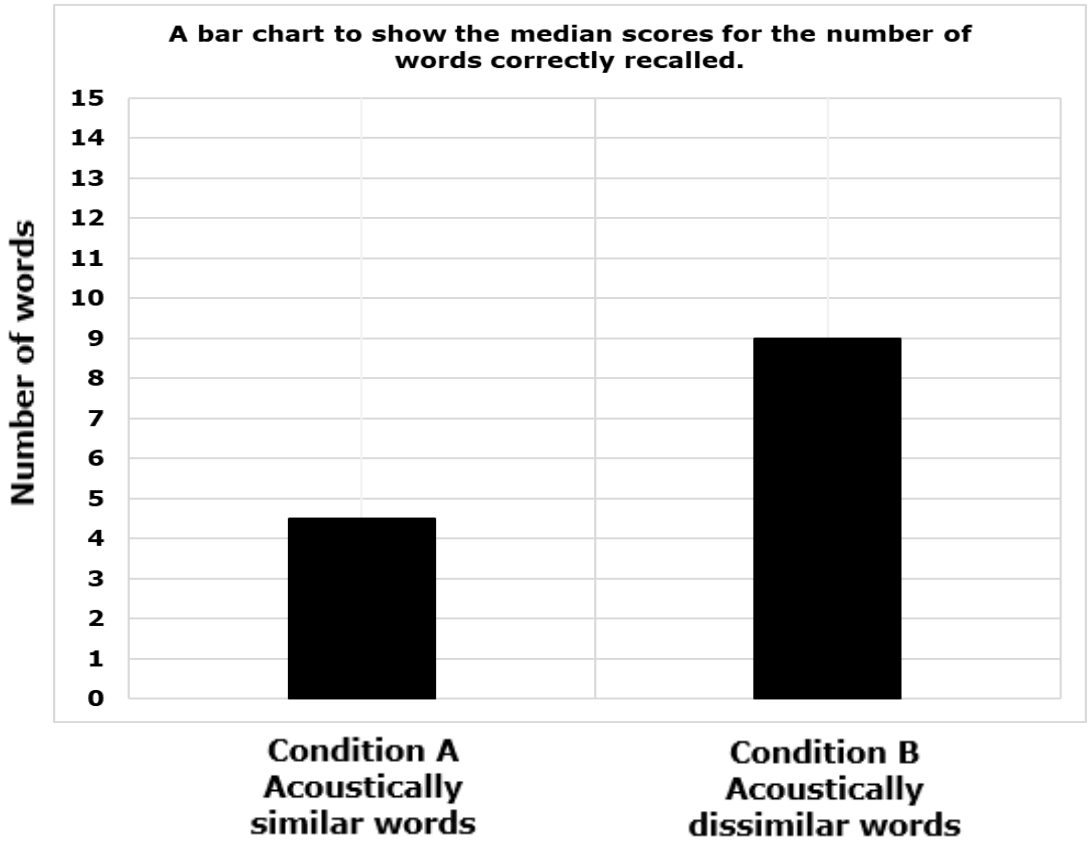
Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions 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

Question Number	Answer	Mark
6(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • The phonological loop is responsible for storing auditory information in working memory for a limited duration (1) although it can use subvocal rehearsal to maintain the auditory information in the short-term memory (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each strength/weakness (AO1) Credit **one** mark for justification/exemplification of each strength/weakness (AO3) For example: Strength • Research with patients who have memory deficiencies such as Alzheimer's disease provides evidence that supports the idea that the central executive is responsible for the delegating tasks (1). Baddeley et al. (1986) found those with Alzheimer's were less able than controls to perform dual visual and verbal tasks that required central executive decision making and delegation (1). Weakness • There is a lack of scientific evidence to support the function of the central executive as the master system in short term memory processes (1). Therefore, Baddeley and Hitch (1974) only describe how they believe central executive works rather than providing empirical research that demonstrates actual functioning and processing capability (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
7(a)	**AO2 (1 mark)** Credit **one** mark for a correct calculation. For example: • 4.7 **Look for other reasonable marking points.**	**(1)**

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

Question Number	Answer	Mark
7(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an appropriate reason (AO2) Credit **one** mark for justification/exemplification of the reason (AO3) For example: • The short-term store encodes acoustically, making the acoustically similar words that George used more difficult for the short-term store to process (1), so the phonological similarity effect on the words that sound the same is why George found twice as many dissimilar words were recalled correctly compared to acoustically similar (1). **Look for other reasonable marking points.** **Generic answers score 0 marks**	**(2)**

Question Number	Answer	Mark
7(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • George used the same participants in each of the two word-list conditions of his experiment which eliminates any participant variables that could affect his results (1) so he can be more certain that it is acoustic similarity and dissimilarity affecting the words recalled and not individual differences such as short-term memory processing speed (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(e)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each improvement (AO3) For example: • George should use similar and dissimilar words that are the same length in his two word lists, for example he can use just three letter words (1) which would increase the validity of his findings as word size would not have an impact on the number of words correctly recalled (1). • George could use an independent measures design with participants completing either the acoustic similarity or acoustic dissimilarity condition (1) which would reduce the impact of any order effects on the participants, such as boredom, that could be a confounding variable on recall accuracy of some participants in Condition B (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
8	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Memory is not like a video recorder as memories are reconstructions of events and usually contain errors. • Reconstructive errors of people's recent experiences can be influenced by past experiences of an event/object/person that was similar. • People hold stereotypes that can also affect the accuracy of a memory as they fill in blanks with preconceived ideas they have. • Schemas are packets of knowledge about a person/object that could be personally experienced or acquired from other sources. **AO2** • Diego and Theresa may have made errors in their police statements about the supermarket robbery as their memory would not be like a video of what happened. • Theresa may have a past experience of young males with knives that could have created reconstructive errors in her memory of the robbery when she recounted it to the police. • Diego may have given his description to the police based on stereotypes of what an armed robber looks like which could be black clothing and holding a gun. • Diego and Theresa may have a schema of a robbery acquired from television programmes or films that lead them to tell the police that a gun or knife was involved. **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
9	**AO1 (6 marks), AO3 (6 marks)** **AO1** • The participants in Burger's (2009) research were aged between 20 and 81 years old with different levels of education ranging from high school to Master's degree level. • The participants were required to give an electric shock to a confederate 'learner' when they gave a wrong answer using a shock generator machine. • The study had good controls such as the same experimenter, the same script read by the experimenter and all participants were paid $50. • Burger (2009) took place in a laboratory at Santa Clara University in a controlled, artificial setting. • A two-step screening process took place where the initial volunteers were screen for emotional difficulties or psychological problems and those who passed this had a more comprehensive assessment. • Burger (2009) found high levels of obedience as 70% of participants in the base condition continued after 150 volts. **AO3** • The age range and educational experiences of the sample represents the target population which gives the findings of the study generalisability to other American adults • The task of shocking individuals for incorrect responses in a test is unrealistic as this is not something that individuals would normally do, so there is a lack of task validity • The standardised procedure meant that Burger's (2009) experiment could be replicated to test the findings about obedience for reliability. • 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. • The screening made the study ethical as Burger (2009) was able to exclude any participants with emotional issues that indicated they may find the procedure highly distressing. • As the procedure was not a full replication of Milgram (1963) it gives only limited evidence that people would actually still obey to the same extent as the experiment did not go to the full 450 volts. **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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