GradeMax



Mark Scheme (Results)

Summer 2021

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.

SOCIAL PSYCHOLOGY

Question Number	Answer	Mark
1(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example; • A person may have a strong desire to be liked if they have a low self-esteem making them more likely to be compliant (1) due to normative influence as they seek approval and want to be accepted by the others around them so will conform (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; • Situations, such as schools, have rules that shape or create social roles and responsibilities that could increase conformity (1) as individuals may display the expected behaviours associated with the roles allocated, such as appropriate student uniform (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; • Victor would have obeyed because the manager has legitimate power due having a more senior job than him (1), so Victor will have tidied the store cupboard as he perceives the manager to have a right to ask him to do this (1). He may perceive the manager to have coercive power to punish him if he did not tidy up (1) or believe that by tidying up his manager may use reward power to give Victor a pay rise (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 weakness in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each weakness (AO3) For example; • Social impact theory could suggest Victor obeyed the manager because the manager is a source of authority giving an instruction to tidy up rather than the type of power the manager has (1). Latané (1981) suggested that sources with importance or status would have a greater influence on the target being given the order, so Victor obeyed because of source status rather his power to punish or reward (1). • Victor may have tidied up the cupboard due to agency theory and not because of the managers social power as Milgram (1963) suggested the legitimacy of authority figures increases obedience (1) as 26 out of 40 participants obeyed an experimenter with perceived legitimate status, giving a 450V shock, which is similar to Victor's manager having status in their place of work (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example; • All participants were asked to take a Polack test to check their visual abilities (1) to eliminate any participants who might have abnormalities affecting colour perception (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
3(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a weakness (AO1) Credit **one** mark for justification/exemplification of the weakness (AO3) For example; • Moscovici et al. (1969) only used female liberal arts, law and social science students as participants who are not representative of male behaviour (1) which limits the generalisability of their findings about conformity to a minority influence on only females in the population (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; • Katrina has given up her free will and act as an agent of the doctor when following the instructions to give a high dose of medication (1). Her moral strain from the worry about the increased dosage is reduced by displacing responsibility onto the doctor for any outcome (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** • A questionnaire is a method for gathering self-report data from respondents or their peers related to social attitudes. • Closed-ended questions can be used to gather quantitative data, such as Likert scales to find out about self-rated prejudice scores. • The use of open questions in a questionnaire enables participants to expand on their answers about why they obey certain instructions. • Questionnaires can be easily replicated so all respondents receive the same set of standardised questions about their social attitudes. **AO3** • Self-reported data may be subject to social desirability whereby respondent may falsely present their views on prejudice or authority in a way that makes them appear more favourable. • Adorno et al.'s (1950) F-scale lacks validity as it only tests how much respondents agree with certain statements to give a score for authoritarian personality but not why they gave the answer. • In depth answers contain rich detail about why individuals may consider others to have authority or power increasing the validity of the data gathered by social psychology researchers. • The replication of standardised questionnaires on prejudice can be used to research differences in prejudice across cultures, allowing comparisons to be made. **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; • A schema is a stored experience or prior knowledge that forms a mental representation of the world (1) which can influence how we categorise and recall information from our memory (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 strength (AO1) Credit **one** mark for justification/exemplification of the strength (AO3) For example; • Unlike other models of memory, schema theory can explain why people make mistakes in their recall of events or places as they actively reconstruct information using prior expectations to fill in gaps (1). Brewer and Treyens (1981) found that an 'office schema' significantly affected the accuracy of participant recall for objects in an office with objects being added that were not actually present (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example; • Milo is paying attention to the textbook information, so it enters the short-term memory store (1) and by reading the page five times he is using rehearsal to transfer this to long-term memory (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(b)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of a way in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each way (AO3) For example; • Milo could improve his revision by only reading 7 +/- 2 pieces of information at a time so as not to overload short-term memory capacity (1). As Miller (1956) found that on average the short-term store could only hold 5 to 9 items before forgetting due to displacement, so Milo is less likely to forget information (1). • Milo should only read parts of the textbook for up to thirty seconds at a time as the duration of the short-term store is said to be 15 to 30 seconds (1). Peterson and Peterson (1959) found that, without rehearsal, by 18 seconds participant ability to recall trigrams reduced, so Milo would be more likely to transfer information to long-term memory if he rehearsed it within 30 seconds of reading it (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. • 2 (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 **column** $(x-\bar{x})^2$ Credit **one** mark for correct calculation of **sum of differences²** = **9.5000** Credit **one** mark for correct calculation of **dividing the sum of the differences² by (n-1)** = **1.357** Credit **one** mark for correct answer for **standard deviation** =**1.165**	**(4)**

Participant	**Condition B**	$(x-\bar{x})$	$(x-\bar{x})^2$
I	8	0.25	**0.0625**
J	10	2.25	**5.0625**
K	8	0.25	**0.0625**
L	8	0.25	**0.0625**
M	7	-0.75	**0.5625**
N	8	0.25	**0.0625**
O	7	-0.75	**0.5625**
P	6	-1.75	**3.0625**
Mean score	**7.75**	**Sum of differences² =**	**9.5000**

Standard deviation = **1.165**

Look for other reasonable marking points.

Question Number	Answer	Mark
8(d)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description. For example: • The standard deviation is less affected by extremes as it takes into account all data points in the results (1) not just the smallest and largest figures which are used to calculate the range (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **Darling et al. (2007)** **AO1** • The sample consisted of 44 females and 28 males from a non-student volunteer participation panel at the University of Aberdeen. • Darling et al (2007) randomly allocated their 72 participants into one of six possible combinations of memory task and interference task. • Darling's study only measured one category of visual information from a black screen with white squares and a P positioned on it. • Each trial was standardised, so all participants experienced the same presentation to the location and font of the 'P' in the visual display. **AO3** • The volunteer sample may not represent a range of individuals as not everyone would have time to volunteer in research studies so the findings may not reflect the memory skills of a wider population. • Random allocation is an objective way of allocating participants to their memory tasks therefore avoiding any experimenter bias increasing reliability. • Visual memory in humans deals with lots of visual stimuli therefore this task was not a valid measurement of everyday visual processing. • Controlling the trials give the findings about visuo-spatial processing internal validity as Darling et al. (2007) can be more certain that the task was the only impact on memory accuracy. **Sacchi et al. (2007)** **AO1** • Sacchi's task involved using doctored photographs of two famous events, the Tiananmen Square protest in Beijing and the peaceful protest near the Coliseum, in Rome. • The sample consisted of 187 undergraduates, of which 31 were male and 156 were female with an age range of 19 to 39 years. • Participants viewed one of four possible combinations of the photographs for the Beijing event and the Rome event which were counterbalanced and randomised when presented. • The photographs and three sets of multiple-choice questions were presented in a printed questionnaire that participants completed in classroom settings. **AO3** • The photographs were of real events that happened in society therefore increasing task validity as people are often presented with visual images of events in the media. • The sample is unrepresentative of males so findings about memory reconstruction lack population validity. • Random allocation is an objective way of allocating the photograph combinations to participants therefore avoiding experimenter bias and increasing reliability. • The ratings of the photographs may have been biased as self-report questionnaires are prone to social desirability so participants may give socially appropriate attitude scores reducing internal validity. **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** • Milgram (1963) used an androcentric volunteer sample of all male participants in his experiment 5 and the experiment 7, 10 and 13 variation studies. • Milgram's (1963) variations replicated the standardised procedure, such as the voltage machine and verbal prods used by the experimenter. • Using a rundown office block allowed Milgram (1963) to test obedience in a more realistic situation than the artificial lab setting in Yale University. • The participants in Milgram's (1963) research were all deceived, believing they were giving real electric shocks to the 'learner' during the experiment. • Distress was caused to participants during Milgram's (1963) experiment 5 research as the participants thought they had caused harm to the 'learner'. • The findings that 65% of participants in experiment 5 would follow the experimenter order to administer a lethal electric shock can be applied to society. **AO3** • The sample is not representative females, so generalisability of findings from his variations is limited to the obedience of males in these circumstances. • The use of the same procedure with the only change being to the circumstance, such as telephonic instructions or an ordinary man giving orders increases the reliability of the findings that obedience can vary in different situations. • An artificial task of electrocuting a learner for incorrect answers was still used in the office block variation, which lacks task validity for real world instructions that people might obey. • Deception prevented demand characteristics, so his research was more likely to achieve valid results about obedience to an authority figure. • Continuing with multiple variation studies could be considered in breach of ethical considerations with the further findings about obedience not outweighing the harm he continued to cause knowing the level of distress. • Atrocities, such as the actions of Nazi soldiers and Abu Ghraib, can be explained because of authority figures which can help prevent blind obedience by military personnel in the future. **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)