GradeMax



# Mark Scheme (Results)

## June 2025

### 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)**<br><br>Credit up to **two** marks for an accurate description about gathering the sample.<br><br>For example:<br>• 40 male participants from the New Haven area were invited to take part through a mail circular similar to the baseline study (1). A change of letterhead showed it was from a private firm called Research Associates of Bridgeport (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1(b)** | **AO1 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of a strength (AO1). Credit **one** mark for justification/exemplification of the strength (AO3).<br><br>For example:<br>• Moving the experiment to a less prestigious location in Bridgeport presented a complete disassociation with the Yale location (1), increasing internal validity as it allowed the researchers to see whether location influenced the participants' level of obedience (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1 (c)** | **AO1 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of an improvement (AO1).<br>Credit **one** mark for justification/exemplification of the improvement (AO3).<br><br>For example:<br>• Milgram could have recruited women as well as men in his sample for his rundown office block experiment to make it more representative (1) so that his results on obedience and location could also be generalised to women (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(a)** | **AO1 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of a reason (AO1).<br>Credit **one** mark for justification/exemplification of the reason (AO3).<br><br>For example:<br>• People with an external locus of control are more likely to be obedient than people with an internal locus of control as they take less responsibility for their actions (1). This is supported by Miller (1975) who found the 'externals' obeyed a high status experimenter more than a low status experimenter while 'internals' showed no difference (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question number | Answer | Mark |
|---|---|---|
| **2(b)** | **AO1 (2 marks), AO3 (2 marks)**<br><br>Credit **one** mark for accurate identification of each reason (AO1).<br>Credit **one** mark for justification/exemplification of each reason (AO3).<br><br>For example:<br>• Many studies find little difference in obedience between people with external locus of control and those with an internal locus of control (1) Schutz (1985) found that there was no difference in obedience to administering painful shocks suggesting personality is not influential (1).<br>• It is difficult to separate personality from upbringing, gender and situational influences (1) making it difficult to isolate personality as a variable and test scientifically as these other variables may affect the results (1).<br><br>**Look for other reasonable marking points.** | **(4)** |

| Question number | Answer | Mark |
|---|---|---|
| **3(a)** | **AO2 (1 mark)**<br><br>Credit **one** mark for a correct answer.<br><br>For example:<br>• 2:9 (1).<br><br>**Look for other reasonable marking points.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3(b)** | **AO2 (1 mark)**<br><br>Credit **one** mark for a correct answer.<br><br>For example:<br>• 77.8% (1).<br><br>**Look for other reasonable marking points.** | **(1)** |

| Question Number | Answer | Mark |
|---|---|---|
| **4** | **AO1 (2 marks), AO2 (2 marks)**<br><br>Credit up to **two** marks for an accurate description of minority influence (AO1).<br>Credit up to **two** marks for an accurate application to the scenario (AO2).<br><br>For example:<br>• Minority influence is when a small group of people change the private beliefs of the majority (1). Rachel and Lottie have shown their knowledge of the importance of being environmentally friendly by engaging with the students through talks (1). It is important for the minority to be consistent in their approach and knowledgeable (1). Rachel and Lottie have shown the students that they follow their beliefs by walking and cycling where possible (1).<br><br>**Look for other reasonable marking points.** | **(4)** |

| Question Number | Indicative content | Mark |
|---|---|---|
| **5** | **AO1 (4 marks), AO2 (4 marks)**<br><br>**AO1**<br>• Social power theory suggests five powers where a person perceived as a social agent could have an influence on an individual.<br>• Expert power suggests that the person has superior knowledge or expertise in their occupation.<br>• Referent power suggests a person can influence an individual because of their desire to identify with them.<br>• Legitimate power is when the power comes from an acknowledged leadership role.<br>**AO2**<br>• Jorge obeyed the advice of the car specialist rather than his friends as it made sure that his car was not damaged.<br>• Jorge thought that the car specialist had expert power and would know whether the noise was dangerous or not.<br>• He had spent time with the car specialist and admired his work, so it was important to Jorge to ask about his car and discuss with the car specialist to identify with him.<br>• Jorge knew that the car specialist had qualifications so had the legitimate power to say whether his car was roadworthy or not.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO2 (4 marks)<br>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)<br>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)<br>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)<br>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)<br>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) |

## Section B: Cognitive Psychology

| Question Number | Answer | Mark |
|---|---|---|
| **6** | **AO1 (2 marks), AO3 (2 marks)**<br><br>Credit **one** mark for an accurate identification of each weakness (AO1).<br>Credit **one** mark for justification/exemplification of each weakness (AO3).<br><br>For example:<br>• The precise details of the functioning of the central executive are unclear and is hard to measure (1) as the central executive is such an important component this affects the credibility of the working memory model (1).<br>• Lieberman (1980) found that blind people have spatial awareness without visual processing (1) suggesting that the visual spatial sketchpad (VSSP) is not accurate and should have separate visual and spatial components (1).<br><br>**Look for other reasonable marking points.** | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| **7 (a)** | **AO2 (2 marks)**<br><br>Credit **one** mark for correctly identifying the fully operationalised independent variable (IV).<br>Credit **one** mark for correctly identifying the fully operationalised dependent variable (DV).<br><br>For example:<br>Independent Variable<br>• Where the participants saw the trigrams in the morning or in the afternoon (1).<br><br>Dependent Variable<br>• Number of trigrams recalled (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **7(b)** | **AO2 (2 marks)**<br><br>Credit up to **two** marks for an accurate description of the level of measurement in relation to the scenario.<br><br>For example:<br>• Wout's trigrams are equal units of measurement, so it is interval data (1). Each of Wout's trigrams are of equal difficulty and length (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **7(c)** | **AO2 (2 marks)**<br>Credit up to **two** marks for an accurate description of a Type I error in relation to the scenario.<br><br>For example:<br>• A Type I error is when Wout rejects his null hypothesis which says time of day does not affect recall of trigrams, but it is true (1). Most research is carried out at $p \leq 0.05$, so because Wout used $p \leq 0.10$, he incorrectly found a significant difference in the number of trigrams recalled in the morning and afternoon (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **8(a)** | **AO2 (2 marks)**<br><br>Credit up to **two** marks for an accurate description in relation to the cognitive practical investigation.<br><br>For example:<br>• We gathered an opportunity sample who were readily available for our memory experiment on acoustic similarity (1). We asked 25 students over the age of 16 who were working in the library if they would take part in recalling two lists of words (1).<br><br>**Look for other reasonable marking points.**<br><br>**Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **8(b)** | **AO2 (2 marks)**<br><br>Credit up to **two** marks for an accurate description in relation to their cognitive practical investigation.<br><br>For example:<br>• We controlled the noise levels for our acoustic similarity task by having a teacher in the corridor to keep noise levels down (1). The participants recalled the lists of acoustically similar and dissimilar words without the level of noise being a distraction (1).<br><br>**Look for other reasonable marking points.**<br><br>**Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **8(c)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for identification of a strength in relation to the cognitive psychology practical investigation (AO2).<br>Credit **one** mark for justification/exemplification of the strength (AO3).<br><br>For example:<br>• We carried out a standardised procedure where each participant saw each word for 3 seconds and had 30 seconds to recall the list of 10 words (1). Each participant had a similar experience, and the procedure was replicable so our acoustic similarity experiment was reliable (1).<br><br>**Look for other reasonable marking points.**<br><br>**Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **8(d)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for identification of a strength in relation to the cognitive psychology practical investigation (AO2).<br>Credit **one** mark for justification/exemplification of the strength (AO3).<br><br>For example:<br>• We recruited 25 male and female participants to recall our list of words, who were representative of our target population (1) allowing us to generalise our findings of acoustic similarity to male and female students aged 16-18 years old (1).<br><br>**Look for other reasonable marking points.**<br><br>**Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Indicative content | Mark |
|---|---|---|
| **9** | **AO1 (4 marks), AO3 (4 marks)**<br>**AO1**<br>• BPS guidelines suggest that the participants in a study should be able to give informed consent.<br>• The participant must be protected from physical and psychological harm including distress.<br>• Privacy requires that that identity of the participant should be protected.<br>• The personal rights of the individual are sometimes balanced against the benefits to research.<br><br>**AO3**<br>• HM was an individual who had memory problems and was vulnerable thus was not in a position to provide informed consent for the tests that were carried out on him.<br>• HM could not create new long-term memories due to the loss of his hippocampus, so researchers managed information such as the death of his mother sensitively therefore protecting him from harm.<br>• HM was a unique case who could be identified so researchers maintained both confidentiality and anonymity by use of his initials only, making it ethical during his lifetime.<br>• HM provided invaluable knowledge about the differences between short-term and long-term memory however his personal rights may not have been balanced as he was extensively researched.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO3 (4 marks)<br>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)<br>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)<br>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)<br>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)<br>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 |
|---|---|---|
| **10** | **AO1 (6 marks), AO3 (6 marks)**<br>**AO1**<br>• Asch found in his later studies that the levels of conformity can be increased by the ambiguity or difficulty of the task.<br>• Asch (1951) found that in his study three quarters of participants conformed at least once in the critical trials<br>• People show compliance and agree with the majority in most situations and cultures.<br>• Research suggests that cultures that differentiate in group and out groups conform less.<br>• Collectivist cultures have cultural norms for group motivation and are more likely to conform because they prioritise the group.<br>• People in individualistic cultures focus on their personal goals rather than what is good for society so are less likely to conform.<br>**AO3**<br>• Experiments such as judging line lengths are artificial and might not be representative of conformity in difficult situations in real life.<br>• Asch's experiments lacked population validity as he did not use female participants so it cannot assume the women would conform in the same situation.<br>• Shultz (2008) found that hotel guests exposed to a normative message suggesting that 78% of people reuse their towels reduced their usage by 25% suggesting situational messages affect compliance.<br>• Kim and Markus (1999) suggested culture is important by looking at ads in popular magazines where US magazines focused on uniqueness whilst Korean ads focused more on conformity.<br>• Bond and Smith (1996) supported cultural influences as they analysed 133 studies based on Asch's line judging task and found conformity was greater in collectivist cultures.<br>• Visser and Krosnick (1998) found that younger and older individuals might be more likely to conform than those in middle age suggesting that age might be an alternative explanation of conformity.<br>**Look for other reasonable marking points.** | **(12)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (6 marks), AO3 (6 marks)**<br>**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)<br>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)<br>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material 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 knowledge and understanding. (AO1)<br>Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3) |
| Level 4 | 10–12 Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>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 a balanced judgement/decision. (AO3) |

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