GradeMax

Pearson

Mark Scheme (Results)

January 2026

Pearson Edexcel International Advanced Subsidiary level
In Psychology
Social and Cognitive Psychology
WPS01/01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2026
Question Paper Log Number P79149A
Publication Code WPS01_01_2601_MS
All the material in this publication is copyright
© Pearson Education Ltd

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

Question Number	Answer	Mark
1(a)	**AO1 (1 mark), AO2 (1 mark)** Credit **one** mark for an accurate description of a type of conformity (AO1). Credit **one** mark for an example of the type of conformity (AO2). For example: • Compliance is when someone changes their behaviour to fit in with the group but does not change their beliefs (1). For example, someone may agree to go and watch an action film with friends, but they think the comedy film would have been better (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 the strength and the weakness (AO3). For example: Strength • Kosloff et al. (2017) found that personality does affect the level of conformity when deciding how funny a non-humorous cartoon was (1), as they found that levels of conformity were positively correlated with the personality trait of stability (1). Weakness • Culture may also affect conformity, as people from collectivist cultures are more likely to conform to social norms (1), so personality is not a complete explanation of conformity, therefore can be said to be reductionist (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO2 (1 mark)** Credit **one** mark for an accurate statement of the sampling technique. For example: • Luis used an opportunity sample as he gathered drivers who turned up to the event (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
2(b)	**AO2 (2 marks)** Credit **two** marks for a fully operationalised non-directional hypothesis. Credit **one** mark for a partially operationalised non-directional hypothesis. For example: • There will be a difference between drivers who look under 30 years old and drivers who look over 50 years old and whether they do or do not park where they are directed to by a traffic officer (2). • Age will affect whether drivers will park where they are directed to park at a local event (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(c)	**AO2 (1 mark)** Credit **one** mark for a correct answer. For example: • 60% (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(d)	**AO2 (1 mark)** Credit **one** mark for a correct answer. For example: 4:1 (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(e)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the improvement (AO3). For example: • Luis could have gone to the drivers and once they had parked their car, asked them how old they were (1), which would improve the validity of his investigation as he could be certain that he was measuring the age accurately and not guessing how old the driver looked (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(a)	**AO1 (3 marks)** Credit up to **three** marks for an accurate description of social power theory. For example: • According to social power theory there are five types of power that make it more likely that people will obey orders from another person (1). If someone has legitimate power then those obeying think that person has the right to give them orders that they should follow, such as a police officer has the right to give orders (1). Expert power is when someone has high levels of knowledge or skills in a given situation so others will obey their orders when in that situation, such as obeying a builder on a building site (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
3(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of a weakness (AO1). Credit **one** mark for justification/exemplification of the weakness (AO3). For example: • Social power theory does not explain what happens to us when we obey unlike agency theory of obedience (1), which states that we go into the agentic state and no longer feel responsible for the consequences of our actions, so it is not a complete theory of obedience (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Asch aimed to see if participants would conform to the majority even when the answer they were conforming to was obviously incorrect. • The participant was seated with seven confederates who all gave the same incorrect answer when asked which line was the same length as the original line. • In the 1952 variation study there were two naïve participants who did not know the other people in the study were confederates. • In the variation study the number of times the participant agreed with the incorrect answer fell to 10.4% compared to 32% in the original study. **AO3** • The study can be said to lack validity as we do not often have to conform to obviously incorrect answers in everyday life, so it may not be reflective of everyday conformity. • The procedure was standardised as all participants were seated with seven other people and all saw the same lines, which increases the replicability of the study so the results can be checked for consistency. • Asch's studies can be said to be unethical as the two naïve participants were not aware that the other people giving an answer were confederates and had been told to give an incorrect answer so there was a lack of informed consent. • The study collected quantitative data, the participants either gave an incorrect answer or gave a correct answer, which increases objectivity as there is no interpretation when comparing the percentages from the two studies. **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

Question Number	Answer	Mark
5	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for an accurate identification of each strength (AO1). Credit **one** mark for justification/exemplification of each strength (AO3). For example: Strength 1 • The working memory model can be said to be a more complete explanation of short-term memory than the multi-store model of memory (1), as it can explain how we can do several tasks at the same time in our short-term memory due to having the different slave systems (1). Strength 2 • Shallice and Warrington (1974) found evidence for separate verbal and visual stores in the short-term memory, supporting the working memory model (1), as they found that KF could recall short term visual memory but had impaired verbal information from the phonological loop. (1). • **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
6 (a)	**AO2 (1 mark)** Credit **one** mark for an accurate calculation. For example: • 13.78 (1). **Look for other reasonable marking points.**	**(1)**

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>6 (b)</td><td>
AO2 (3 marks)

Credit one mark for correct calculation of sum of differences² = 41.9
Credit one mark for correct calculation of dividing the sum of the differences² by (n-1) = 5.99
Credit one mark for correct answer for standard deviation = 2.45

For example:
<table>
<tr><th></th><th>Condition B: Number of words recalled out of 20</th><th>$(x-\bar{x})$</th><th>$(x-\bar{x})^2$</th></tr>
<tr><td>J</td><td>8</td><td>-1.63</td><td>2.66</td></tr>
<tr><td>K</td><td>12</td><td>2.37</td><td>5.62</td></tr>
<tr><td>L</td><td>7</td><td>-2.63</td><td>6.92</td></tr>
<tr><td>M</td><td>9</td><td>-0.63</td><td>0.40</td></tr>
<tr><td>N</td><td>10</td><td>0.37</td><td>0.14</td></tr>
<tr><td>O</td><td>14</td><td>4.37</td><td>19.10</td></tr>
<tr><td>P</td><td>7</td><td>-2.63</td><td>6.92</td></tr>
<tr><td>Q</td><td>10</td><td>0.37</td><td>0.14</td></tr>
<tr><td colspan="2">Mean number of words recalled out of 20 = 9.63</td><td colspan="2">Sum of differences² = 41.9</td></tr>
<tr><td colspan="4">Standard deviation = 2.45</td></tr>
</table>
Look for other reasonable marking points.
</td><td>(3)</td></tr>
</table>

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>6 (c)</td><td>
AO2 (1 mark), AO3 (1 mark)

Credit one mark for an accurate identification of one control in relation to the scenario (AO2).
Credit one mark for justification/exemplification of the control (AO3).
For example:

Inga could have ensured that both of her word lists had the same words on them (1), so that the use of 20 different words did not affect the results and become a confounding variable (1).

Look for other reasonable marking points.

Generic answers score 0 marks.
</td><td>(2)</td></tr>
</table>

Question Number	Answer	Mark
6 (d)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of a strength and a weakness (AO1). Credit **one** mark for justification/exemplification of the strength and the weakness (AO3). For example: Strength • Independent groups design reduces order effects such as improving the second time the experiment is being done due to practice (1), as each participant only takes part in one experimental condition, so increasing the validity of the experiment (1). Weakness • As there are different participants in each condition participant variables may affect the results (1), as the results could be due to differences in memory or mood and not the independent variable so reducing the validity (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
7	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of a strength and a weakness (AO1). Credit **one** mark for justification/exemplification of the strength and the weakness (AO3). For example: Strength • The procedure was standardised, as each participant had nine tests with the same 48 line drawings, 24 of animals and 24 of objects (1), which increases the reliability of the study as others can carry out the same procedure to check for consistent results (1). Weakness • The sample size was small as there was HM, three participants with extensive damage to the medial temporal lobe and two with damage to the hippocampal formation (1), which reduces generalisability as the brain damage is unique to a small group of participants who may not be representative of the target population (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative content	Mark
8	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Reconstructive memory (Bartlett 1932) says that memory is not an exact replica of what happens but is changed by our schemas. • A schema is a mental framework based on our past experiences which helps us to make sense of the world and can change our memories, so they make sense to us. • Confabulation is where schemas are used to add information to a memory so that it makes sense to the person recalling an event. • Rationalisation is when things are left out of the memory as they do not make sense according to the schema. **AO2** • Effie has a different schema of an amusement park to Naadir as she has never been to one before, which affects her recall of the day. • Naadir's schema of an amusement park is based on rides he has been on in previous amusement parks, which explains why he did not think these rides were big when Effie thought they were. • Effie may have added a lot of noisy children to her memory of the amusement park to make sense of the fact that she felt the day was spoilt. • Naadir may have rationalised and forgot about some noisy children as they went to the amusement park on a school day so children should have been in school. **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)

Section C

Question Number	Indicative content	Mark
9	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **AO1** • The multi-store model of memory states that only information in the sensory memory that is paid attention to will transfer to the short-term memory. • The short-term memory stores between 5 to 9 pieces of information for up to 30 seconds in acoustic form. • Elaborative rehearsal involves thinking about the meaning of new information and linking it to information that is stored in the long-term memory. • Once information is in the long-term memory it can last for a lifetime, as long as it does not decay through lack of use. **AO2** • Ashvi may be paying attention to her mobile phone, so her revision does not get attended to and does not go into her short-term memory. • Ashvi should break her revision down into smaller chunks of information rather than revise a topic for an hour so the information can stay in her short-term memory. • When revising Ashvi could use music that has some link to the topic to enable elaborative rehearsal which will enable her to remember more information. • Ashvi should revise over several days and keep going over material that she has revised, rather than doing it all in one-hour slots, which should reduce the amount of information decaying. **AO3** • Peterson and Peterson (1959) found that the longer participants had a distraction task the more information was forgotten so Ashvi should pay attention to her revision. • Studies on chunking information often use number sequences which may not be reflective of Ashvi's revision, so revising in small chunks of information may not be effective for her. • Roberts et al. (2014) found that students who were part of a learning programme that encouraged elaborative rehearsal outperformed students who were not part of the programme, showing elaborative rehearsal does help learning. • The multi-store model of memory has been criticised for being too simplistic, as the working memory model says that the short-term memory consists of several stores, which may all play a different role in helping Ashvi revise. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) 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) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) 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) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) 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) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)