GradeMax

Pearson

Mark Scheme (Results)

Summer 2026

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

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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 (4 marks)** Credit up to **four** marks for accurate description of the procedure. For example: • Each participant was taken individually to a room where there was a shock generator with switches labelled from 15V to 450V (1). The participant (teacher) read out a series of word pairs and then read out just the first word of the pair (1). The learner had to indicate the second word of the original pair of words (1). For every incorrect answer the teacher administered a shock to the learner in 15V increments (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
1(b)	**AO1 (2 marks)** Credit **one** mark for each accurate conclusion. For example: • Milgram (1963) concluded that people would obey an authority figure even if it involves causing harm to another person (1). • Milgram (1963) concluded that the participants obeyed the authority figure despite their moral standards (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO1 (1 mark)** Credit **one** mark for naming a factor affecting conformity. For example: • Whether they live in an individualist or collectivist culture (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of one reason in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the reason (AO3). For example: • Zander did not conform to the answer of the other students as he was confident in his mathematical calculation and his own judgement (1), as Asch (1951) found that participants who displayed confidence in their own judgement of line length did not conform to group pressure, which is why Zander gave a different answer to the first seven students (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question number	Answer	Mark
3(a)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of one improvement in relation to generalisability (AO2). Credit **one** mark for justification/exemplification of the improvement (AO3). For example: • We could ask males and females from different countries such as America and China to complete our questionnaire on obedience (1) as our findings about a gender response to obedience may have increased generalisability as they are more representative of different cultures (1). **Look for other reasonable marking points.** **Answers must relate to their social practical questionnaire to gather both qualitative and quantitative data.** **Generic answers score 0 marks.**	**(2)**

Question number	Answer	Mark
3(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of one improvement in relation to reliability (AO2). Credit **one** mark for justification/exemplification of the improvement (AO3). For example: • We could have included more than one researcher in our thematic analysis to code the data we collected about gender and obedience (1), so we could see if the themes identified by the coders agree with each other to improve the inter-rater reliability of our gender and obedience practical investigation (1). **Look for other reasonable marking points.** **Answers must relate to their social practical of a questionnaire to gather both qualitative and quantitative data.** **Generic answers score 0 marks.**	**(2)**

Question number		Mark
4(a)	**AO2 (1 mark)** Credit **one** mark for an accurate example in relation to the scenario. For example: • Would you obey a uniformed guard who told you to keep off the grass? Yes or no (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
4(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of a strength in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the strength (AO3). For example: • Ester gathered nominal data from her yes/no questions to investigate the effect of age on obedience to uniformed figures so the mode is most appropriate (1), as the data was in categories such as how many participants said yes they would obey the authority figure in uniform, therefore the mean and median could not be used (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
5	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: Elijah obeyed the instruction to stop the children touching the toy display because he recognised that his boss had reward power (1). Elijah hoped that his boss would give him a permanent job if he pleased his boss by being obedient (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative content	Mark
6	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Interviews are a form of self-report data where questions are asked directly to the participant by the interviewer about social issues. • Structured interviews have the same questions presented in the same order to each participant to investigate topics such as conformity. • Semi-structured interviews include open and closed questions, allowing the interviewer to ask more individual questions about obedience. • Unstructured interviews do not have a set list of questions, allowing the interview to be adapted to participant's responses about social power. **AO3** • Interviews can be influenced by interviewer effects such as age or gender, as participants may feel more comfortable talking about social issues to some interviewers than others. • Structured interviews are useful because they often produce quantitative data and can be used to compare responses about conformity therefore increasing reliability. • A semi-structured interview was used in Burger (2009) to screen participants for individual suitability for his obedience experiment, making it more ethical. • Unstructured interviews can gather varied responses about sensitive issues such as social power, which are more difficult to analyse objectively. **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: Cognitive Psychology

Question Number	Answer	Mark
7(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • The amount of information that the short-term memory store can hold is 7+/- 2 items (1). The capacity can be increased by chunking items together (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of one strength of multi-store model of memory (AO1). Credit **one** mark for justification/exemplification of the strength (AO3). For example: • Glanzer and Cunitz (1966) found that participants recalled more words from the beginning and end of a list of words in their serial position effect experiment (1), providing supporting evidence for the existence of a separate short-term memory store and a long-term memory store as suggested by the multi-store model of memory (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
8(a)	**AO2 (2 marks)** Credit **one** mark for each accurate statement in relation to the scenario. For example: • Maya could have a schema of being in the dark as scary which could be from her past experiences as a child (1). • Maya confabulated her memory about the movie theatre visit and remembered the film as scary as well as waiting in the dark (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
8(b)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for an accurate identification of each reason in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of each reason (AO3). For example: • Rafael had been talking to other friends about the film and assimilated information so his memory could have been affected by information from his friends (1), as supported by Loftus and Burns' (1978) experiment which found participants recalled an incorrect road sign after post event information, so the friends may have influenced Rafael's memory of the film being funny (1). • Reconstructive memory suggests that we fill in gaps in memory by using our schema, Rafael might have often experienced taxis arriving quickly (1), as Bartlett's (1932) War of the Ghosts study showed that participants changed seal hunting to fishing to fit their expectations so Rafael might have thought that the taxi did arrive quickly (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
9(a)	**AO2 (1 mark)** Credit **one** mark for a correct answer. For example: • 2.5 (1). **Look for other reasonable marking points.**	**(1)**

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>9 (b)</td><td>
AO2 (4 marks)

Credit one mark for correct completion of column $(x - \bar{x})$
Credit one mark for correct calculation of sum of differences² = 13.34
Credit one mark for correct calculation of dividing the sum of differences² by (n-1) = 2.67
Credit one mark for correct answer for standard deviation = 1.63 (two decimal places)

<table>
<tr><th></th><th>Condition A
Number of correctly recalled short words out of 10</th><th>$(x - \bar{x})$</th><th>$(x - \bar{x})^2$</th></tr>
<tr><td>A</td><td>9</td><td>1.67</td><td>2.79</td></tr>
<tr><td>B</td><td>7</td><td>-0.33</td><td>0.11</td></tr>
<tr><td>C</td><td>9</td><td>1.67</td><td>2.79</td></tr>
<tr><td>D</td><td>8</td><td>0.67</td><td>0.45</td></tr>
<tr><td>E</td><td>6</td><td>-1.33</td><td>1.77</td></tr>
<tr><td>F</td><td>5</td><td>-2.33</td><td>5.43</td></tr>
<tr><td colspan="2" rowspan="2">Mean score $\bar{x}$ = 7.33</td><td colspan="2">Sum of differences² = 13.34</td></tr>
<tr><td colspan="2">Standard deviation = 1.63</td></tr>
</table>

Look for other reasonable marking points
</td><td>(4)</td></tr>
</table>

Question Number	Answer	Mark
9(c)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to the scenario. For example: • Millie could use a random number generator to divide her participants for her memory experiment into two groups of three (1). One group of participants would recall Condition A with short words first and then recall Condition B with long words (1). The second group of participants would recall Condition B then Condition A so that Millie could ensure that recall was only affected by the different word lengths (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Indicative content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Schmolck et al. (2002) had a unique sample of 5 male participants (including HM) and 1 female participant with damage to their temporal lobes. • Schmolck et al. (2002) used 9 standardised test such as category sorting, with all 14 participants to measure their semantic knowledge. • All participants had a series of tests for semantic memory involving line drawing of 24 living and 24 non-living items. • There was little difference in the results found for the control and HF group, but the MTL and HM had deficiencies in their semantic memory. **AO3** • The unique sample of brain damaged patients means the study cannot be replicated to check for consistent results reducing the reliability of Schmolck et al. (2002). • In test 8 where participants had to describe objects or animals, Schmolck et al. (2002) used 14 researchers who established inter-rater reliability for the experimental group. • Informed consent is a concern as the participants who were vulnerable completed many tests and could not remember that they had agreed to take part. • Information about the participants was kept confidential as they were referred to by their initials so they and their results could not be easily identified. **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 assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Question Number	Indicative content	Mark
11	**AO1 (6 marks), AO3 (6 marks)** **AO1** • Laboratory experiments in artificial settings have been carried out to investigate the effect of pressure from a majority group. • Laboratory experiments use standardised controls, such as the participant was always seated in the same place allowing experiments to be replicated. • Conformity experiments involve deception about the aim of the experiment so participants may be made to feel uncomfortable. • Laboratory experiments often use students as the participants to investigate minority influence. • Research suggested that minorities must be consistent in their behaviour to influence a majority group. • There are cultural differences in conformity as collectivist cultures more focused on collective beliefs are more likely to conform. **AO3** • Asch's (1951) experiment in an artificial setting used a line judgement task with seven confederates giving an incorrect answer, this lacks ecological validity so the results may not apply to real life. • Asch (1951) repeatedly found that participants conformed at least once on critical trials showing reliability when supporting conformity to majority influence. • There are many ethical issues involved with research into conformity but it can be argued that deception is necessary to avoid demand characteristics and obtain valid results. • Moscovici (1969) only used female, American students in his study, so the results are not representative of other ages, cultures or male behaviour to a minority influence. • Nemeth (1986) found that minority groups should also be flexible as well as consistent to affect social influence in real life situations. • Bond and Smith (1996) found that collectivist cultures such as Fiji had higher conformity than the US which is an individualist culture. **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 and thorough 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)