



Mark Scheme (Results)

Summer 2023

Pearson Edexcel International Advanced  
Subsidiary Level in Psychology (WPS01)  
Paper 01  
Unit 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.

## Using the Mark Scheme

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

The mark scheme gives examiners:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

/ means that the responses are alternatives and either answer should receive full credit.

( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.

Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

### **Quality of Written Communication**

Questions which involve the writing of continuous prose will expect candidates to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

Full marks will be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated (QWC) in the mark scheme, but this does not preclude others.

**SECTION A**  
**Social Psychology**

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit <b>one</b> mark for an accurate statement. Credit <b>one</b> mark for an appropriate example.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• An opportunity sample is when the researcher asks people who happen to be available at the time to take part in their research (1) for example people passing by on a busy street being asked to complete a questionnaire about obedience (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• A stratified sample is when a researcher first divides the target population into sub-groups known as strata which represent the population demographic spread (1) then the researcher randomly selects a representative number of participants from each of the identified strata to take part in the research (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
2(a)	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of a strength (AO1)            Credit <b>one</b> mark for justification/exemplification of the strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Social power theory can be applied to society to help prevent atrocities such as genocide where soldiers have carried out the orders of senior officers who were perceived to hold power (1). Training can be given to soldiers in whistleblowing procedures where any concerns about those who may be perceived as legitimate powers of authority with the power to punish can be reported anonymously (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
2(b)	<p style="text-align: center;"><b>AO1 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for identification of each strength/weakness (AO1)            Credit <b>one</b> mark for justification/exemplification of the strength/weakness (AO3)</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>• Milgram’s (1963) study supports the claim made by agency theory that people will give up their free will and obey those whom they see as an authority figure (1) in which 65% of the participants delivered shocks of 450 volts when ordered to do so by the experimenter authority figure (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• Gretchen Brandt did not give up her free will and instead dissented against authority in Milgram’s research because of her experiences in Nazi Germany (1), so agency theory cannot explain how all people in society will respond to authority as it ignores the individual differences behind whether people will go against their values and give up autonomy (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>3(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for stating an appropriate aim in relation to the social psychology practical.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• We aimed to find out whether students reported themselves as more likely to conform within school compared to outside of school (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Answers must relate to the social practical of a questionnaire to gather both quantitative and qualitative data.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;"><b>AO2 (3 marks)</b></p> <p>Credit up to <b>three</b> marks for an accurate description in relation to the social psychology practical.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• First, we designed short scenarios about situations in school and outside of school for students to rank how likely they would be to conform if faced with the scenario (1). We created a 5-point Likert scale for each scenario, ranging from 0 for unlikely to conform through to 5 being very likely to conform (1). We then included an open question for each scenario asking the students to explain why they gave the score that they gave (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Answers must relate to the social practical of a questionnaire to gather both quantitative and qualitative data.</b></p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3(c)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of improvement in relation to the social practical investigation. (AO2)            Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>We should have conducted a pilot study to see what types of answers we would be likely to get to the open questions about conformity to check respondents understood the questions (1) which would have helped us achieve higher internal validity in the data about conformity that respondents provided in their answers to our questions (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Answers must relate to the social practical of a questionnaire to gather both quantitative and qualitative data.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(d)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of improvement in relation to the social practical investigation. (AO2)            Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>We could have had a clearer framework of ideas for the themes that we identified from the answers about why people thought they would conform or not (1). This would have prevented us from making subjective interpretations and being unable to agree the themes for some of the responses we got about conformity (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Answers must relate to the social practical of a questionnaire to gather both quantitative and qualitative data.</b></p>	<b>(2)</b>

Question Number	Indicative Content	Mark
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<b>4</b>	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"><li>• Collectivist cultures may conform more than individualistic cultures as they are more focussed on collective beliefs.</li><li>• Different personality traits, such as having an external locus of control, may result in a person conforming more.</li><li>• In a situation where there is a large group majority, people may be more likely to conform.</li><li>• Individuals with a high social dominance orientation are more attracted to social institutions or situations that amplify hierarchical structures.</li></ul> <p><b>AO3</b></p> <ul style="list-style-type: none"><li>• Bond and Smith (1996) found across 113 studies in 17 countries the collectivist cultures such as Fiji showed higher conformity than the individualist cultures such as the US, so culture may increase conformity in some cases.</li><li>• Rotter's (1966) theory could explain how people with an internal locus of control are more likely to resist social pressure to conform because they rely on internal beliefs more than those with an external locus of control, so some types of personality could decrease conformity.</li><li>• Asch (1951) found that 75% of his participants conformed to the majority in at least one trial of his colour perception task, however 25% did not conform, so group size may not be the only situational factor that impacts on conformity.</li><li>• Conformity to social roles and expectations may therefore increase with social dominance orientations, explaining why people in hierarchical organisations such as the police or armed services have such high levels of conformity to their institutional beliefs.</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>
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Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b>		
<b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b>		
	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
<b>5(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit <b>one</b> mark for each accurate statement.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The episodic buffer is used to link information across the other slave systems within the STM (Visuo-spatial sketchpad, phonological loop) (1).</li> <li>• The episodic buffer can store multi-modal information in visual, spatial, and verbal form (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>5(b)</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for identification of each weakness (AO1) Credit <b>one</b> mark for justification/exemplification of each weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The working memory model claims the central executive is one of the most important features responsible for delegation of all tasks but does not fully explore how this system works (1). This limits the plausibility of the theory as it does not clearly provide an explanation of how it actually supervises and coordinates the slave sub-systems (1).</li> <li>• The working-memory model is only a theory of short-term memory and does not provide information on the process of long-term memory storage or retrieval (1). Tulving (1972) proposed that the LTM is divided into different memory stores such as the semantic and episodic memory which the working-memory model does not fully consider (1)</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>6(a)</b>	<p style="text-align: center;"><b>A02 (1 mark)</b></p> <p>Credit <b>one</b> mark for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• 26 (1)</li></ul> <p><b>Reject all other answers.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>6(b)</b>	<p style="text-align: center;"><b>A02 (1 mark)</b></p> <p>Credit <b>one</b> mark for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• 16 (1)</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark																																													
6(c)	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Credit <b>one</b> mark for correct completion of <b>difference</b>            Credit <b>one</b> mark for correct completion of <b>ranked difference</b>            Credit <b>one</b> mark for a correct calculation of <b>sum of both ranks</b>            Credit <b>one</b> mark for a correct answer for <b>T=3</b></p> <p>For example:</p> <table border="1" data-bbox="280 584 1369 1368"> <thead> <tr> <th data-bbox="280 584 480 846">Participant</th> <th data-bbox="480 584 683 846">Condition A Number of details that were recalled correctly</th> <th data-bbox="683 584 885 846">Condition B Number of details that were recalled correctly</th> <th data-bbox="885 584 1123 846">Difference</th> <th data-bbox="1123 584 1369 846">Ranked Difference</th> </tr> </thead> <tbody> <tr> <td data-bbox="280 846 480 909">A</td> <td data-bbox="480 846 683 909">26</td> <td data-bbox="683 846 885 909">20</td> <td data-bbox="885 846 1123 909">6</td> <td data-bbox="1123 846 1369 909">3.5</td> </tr> <tr> <td data-bbox="280 909 480 972">B</td> <td data-bbox="480 909 683 972">14</td> <td data-bbox="683 909 885 972">15</td> <td data-bbox="885 909 1123 972">-1</td> <td data-bbox="1123 909 1369 972">1.5</td> </tr> <tr> <td data-bbox="280 972 480 1034">C</td> <td data-bbox="480 972 683 1034">28</td> <td data-bbox="683 972 885 1034">21</td> <td data-bbox="885 972 1123 1034">7</td> <td data-bbox="1123 972 1369 1034">5</td> </tr> <tr> <td data-bbox="280 1034 480 1097">D</td> <td data-bbox="480 1034 683 1097">19</td> <td data-bbox="683 1034 885 1097">9</td> <td data-bbox="885 1034 1123 1097">10</td> <td data-bbox="1123 1034 1369 1097">6</td> </tr> <tr> <td data-bbox="280 1097 480 1160">E</td> <td data-bbox="480 1097 683 1160">21</td> <td data-bbox="683 1097 885 1160">21</td> <td data-bbox="885 1097 1123 1160">0</td> <td data-bbox="1123 1097 1369 1160">-</td> </tr> <tr> <td data-bbox="280 1160 480 1223">F</td> <td data-bbox="480 1160 683 1223">26</td> <td data-bbox="683 1160 885 1223">13</td> <td data-bbox="885 1160 1123 1223">13</td> <td data-bbox="1123 1160 1369 1223">7</td> </tr> <tr> <td data-bbox="280 1223 480 1285">G</td> <td data-bbox="480 1223 683 1285">20</td> <td data-bbox="683 1223 885 1285">14</td> <td data-bbox="885 1223 1123 1285">6</td> <td data-bbox="1123 1223 1369 1285">3.5</td> </tr> <tr> <td data-bbox="280 1285 480 1348">H</td> <td data-bbox="480 1285 683 1348">24</td> <td data-bbox="683 1285 885 1348">25</td> <td data-bbox="885 1285 1123 1348">-1</td> <td data-bbox="1123 1285 1369 1348">1.5</td> </tr> </tbody> </table> <p><b>Sum of positive ranks=25</b>  <b>Sum of negative ranks=3</b></p> <p><b>Look for other reasonable marking points.</b></p>	Participant	Condition A Number of details that were recalled correctly	Condition B Number of details that were recalled correctly	Difference	Ranked Difference	A	26	20	6	3.5	B	14	15	-1	1.5	C	28	21	7	5	D	19	9	10	6	E	21	21	0	-	F	26	13	13	7	G	20	14	6	3.5	H	24	25	-1	1.5	<b>(4)</b>
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H	24	25	-1	1.5																																											

Question Number	Answer	Mark
<b>7(a)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Bashir could use a task such as giving participants a verbal request of nine items he needs them to buy from the shop (1) and ask participants to walk to the shop to buy the items while counting the number of steps they take to get there (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7(b)</b>	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for identification of each weakness in relation to the cognitive practical investigation (AO2). Credit up to <b>two</b> marks for justification/exemplification of each weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Bashir would be unable to control for extraneous variables in the environment that can cause distraction during a memory task and interfere with short-term memory (1) which would result in his findings about STM being affected by confounding factors rather than his IV so his results would be unreliable (1).</li> <li>• Bashir may not be able to replicate the procedure exactly for each participant due to the nature of the natural context of his memory experiment (1), resulting in it being difficult for others to replicate his test of short-term memory duration to check his findings for consistency (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Indicative Content	Mark
8	<p style="text-align: center;"><b>AO1 (4 marks), AO2 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Information is initially detected by the sense organs, such as sight or sound, and enters the sensory store in a modality specific form for a very brief time.</li> <li>• The short-term memory store is said to have a limited capacity of 5-9 items for information storage and a limited duration of 15-30 seconds.</li> <li>• Rehearsal takes place in short-term memory to transfer information into the long-term memory store.</li> <li>• Information is said to be encoded in the long-term memory store in mainly a semantic format.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Smaragda would need to pay attention to sensory input of the content of the instruction manual and icons in order for the information to transfer to her STM to be processed.</li> <li>• Smaragda can chunk information from the instruction manual to hold more in her short-term memory about how to operate the computer system.</li> <li>• Information from the instruction manual will only be held for a short period of time, so Smaragda will need to make sure she is not interfering with this memory by using the computer at the same time.</li> <li>• She will need to give the information from the manual meaning to encode in semantic storage, so she could use the computer system and practice the steps, so she is able to make connections between the computer, icons and instructions.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO2 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.</b>		
	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
<b>9</b>	<p style="text-align: center;"><b>AO1 (6 marks), AO3 (6 marks)</b></p> <p><b>Yi Huang et al. (2014)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Yi Huang et al. (2014) aimed to ascertain whether social conformity would persist beyond the short-term.</li> <li>• The sample included 17 Chinese university students including 5 men and 12 women.</li> <li>• 280 digital colour photographs of faces of young Chinese women with neutral expressions were obtained.</li> <li>• Each photograph was displayed for 2 seconds on a computer screen.</li> <li>• Participants rated attractiveness then an alleged average attractiveness rating from 200 other students appeared onscreen for 2 seconds, in 75% of trials, the group rating was equally likely to be 1, 2, or 3 points above or below the participant's rating.</li> <li>• After 3 months, participants were called back and asked to rate the same faces again and participants were not reminded of the original peer-group ratings.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• The test of social conformity in a 3-month period does not help with understanding very-long-term conformity behaviours, so has limited use in society.</li> <li>• The sample was only representative of Chinese students, thereby limiting the generalisability of the findings about conformity to other cultures.</li> <li>• The large range of images used allowed Yi Huang et al. (2014) to gather responses of participants to a significant number of stimuli, increasing reliability of their data by reducing the affect of anomalies in the images skewing the results.</li> <li>• There was a standardised procedure for the presentation of images so that all 17 participants experienced the same conditions, which can also be replicated to retest the findings of the study.</li> <li>• Computer randomisation of peer-ratings lacks validity as it is not a true reflection of what other people may have scored the attractiveness of the faces at.</li> <li>• The return of participants after 3 months is a valid test of the aim to find out how long social conformity lasts, therefore ensuring that Yi Huang et al. (2014) were able to validly conclude that social-conformity effects do not persist long-term.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(12)</b>

**Huan et al. (2014)**

**AO1**

- Huan et al. (2014) aimed to compare human and nonhuman tendencies to adjust their behaviour to that of their peers.
- The sample included 18 children, 12 chimpanzees, and 12 orangutans.
- The experiment consisted of a box with three sections each of a different colour that dispensed a reward when a ball was dropped into them.
- Participants dropped balls into sections until they had used the one rewarding box section on 8 out of 10 consecutive tests.
- They then observed three demonstrators who twice chose different sections to the participant's preference and who received a reward each time.
- The participants were then given three more balls that they could put in whichever section they wanted, all three of their choices were rewarded, and their behaviours were video recorded.

**AO3**

- The application of comparisons between human and nonhuman conformity behaviours has limited application to society for understanding human conformity.
- The sample lacks representativeness as it only contained human children and no adults which limits the generalisability of any findings about conformity to a wider target population beyond children.
- The experimental apparatus was the same for the children, chimpanzees, and orangutans, so all participants experienced the same conditions of the experiment making comparisons between behaviours more reliable.
- There was an objective measure that determined when the participants had experienced the reward condition for the same number of occasions which removed any potential experimenter bias.
- The observation of demonstrators relied upon the children and apes paying close attention to the behaviours that were demonstrated, any replication of this was measured as conformity although it could have been social learning and therefore limits the validity of the findings.
- The video recordings were coded twice by two independent coders which increases the reliability of the results about the decisions to stick to their preferences, switch to the majority choice or place the ball in a random section.

**Look for other reasonable marking points.**



Level	Mark	Descriptor
<b>AO1 (6 marks), AO3 (6 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	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)

