Mark Scheme (Results)

January 2024

Pearson Edexcel International Advanced Subsidiary Level in Psychology (WPS01)
Paper 01: Social and Cognitive Psychology

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)** Credit up to **two** marks for an accurate description. For example: • Milgram found that 15 out of 20 participants refused to continue to shock the learner beyond 300 volts (1) and only 20% of the participants followed the instructions to administer the full 450 volt shock (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of the strength/weakness (AO1) Credit **one** mark for justification/exemplification of the strength/weakness (AO3) For example: Strength • Milgram used a standardised procedure with every participant where the experimenter is called out and the ordinary man gives scripted instructions to increase the shock levels one step each time (1), so the findings about the impact of the status of the authority figure can be considered reliable having been replicated with each of the 20 participants (1). Weakness • The task of being told to give electric shocks to 'learners' for incorrect responses to a test by an ordinary person is not realistic of everyday life (1) so there is a lack of task validity in the way in levels of obedience to authority without status were tested, as this is not something that individuals would normally need to do (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a reason (AO1) Credit **one** mark for justification/exemplification of the reason (AO3) For example: • An individual with an external locus of control is more likely to conform as they believe their behaviour is the result of external influences and controls (1). Spector (1983) found that 157 students were more likely to conform to normative social influence in order to be accepted if they had high external locus of control scores (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each reason (AO1) Credit **one** mark for justification/exemplification of each reason (AO3) For example: • In a collectivist culture such as Korea where the cultural norms are group orientated, levels of conformity may be higher (1). Bond and Smith (1996) looked at 133 studies from 17 countries that used Asch's line-judging task and found that conformity was greater in more collectivistic than in individualistic countries (1). • Cultures that require less co-operation for economic success or survival tend to have less conformist cultural norms than countries where group-work is needed for these features (1). Berry (1967) found that The Temne had higher levels of conformity to group norms as a traditional community when compared to Eskimo and Scottish cultures (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3	**AO1 (2 marks), AO2 (2 marks)** Credit up to **two** marks for an accurate description (AO1) Credit up to **two** marks for application to the scenario (AO2) For example: • Obedience is following an instruction or order given by an authority figure who is perceived to be legitimate and have the necessary status to give the order (1). Archie would believe the police officer had sufficient legitimately to know about chemical gas leaks to instruct him to return home (1). A person may blindly obey an authority figure, giving up their own free-will and acting as an agent of the person in authority (1), so Archie cancelled his own plans for walking the dog to return home and remain there until he had permission to go back outside (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
4(a)	**AO2 (1 mark)** Credit **one** mark for a correct calculation. • 3:2 (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
4(b)	**AO2 (1 mark)** Credit **one** mark for a correct calculation. • 4.6 (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Asch＇s (1951) conformity study was tested in a laboratory in order to see whether social pressure from a majority group could influence a person to conform in a line length judgement task. • An opportunity sample of 50 male students from Swarthmore College in America participated in Asch＇s (1951) conformity experiment. • Asch (1951) found that three quarters of participants conformed at least once on the critical trials by agreeing with the group and giving the incorrect answers so following the majority. • In Sherif＇s (1935) autokinetic effect study, he found that over several trials of the movement of light, the groups converged to a common estimate of how far the light moved. **AO3** • Judging line length is not a realistic way to measure conformity, so the lack of task validity may mean the research is not useful to our understanding of social influence in real life situations. • Asch＇s (1951) experiment is not representative of the behaviour of women as he did not use female participants so his results are androcentric and may not help in understanding whether women would conform in the same way as men. • Asch replicated his research with variations which supported his initial findings that a minority would conform to a majority, therefore furthering our understanding of how social influences may impact on human behaviour. • Sherif's (1935) findings demonstrate that people can change their initial opinions when faced with ambiguous situations and move towards a group agreement, helping develop understanding of how social influences can alter an individual's usual behaviour. **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)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: - Eliza may encourage Darius to read out loud the names of roads and buildings from the map to articulate their names using articulatory storage (1) and then subvocalise each city landmark by repeating the names ten times to rehearse them in his articulatory loop (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: - Eliza may ask Darius to trace his finger along the roads in the city so he can use his spatial processing to learn the locations of the main features of the map (1) and then draw this himself using different colours for each landmark, so he creates his own visual image of the map of the city (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(a)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to the scenario. For example: • Melanie would first split her 18 participants into two different groups with 9 participants in each separate group (1). One group would take part in the first condition of the IV such as having no exposure to visual interference as a baseline measure of recall (1) and the second group would take part in the second condition of the IV, such as being given visual distractions when trying to learn the words (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
7(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: • A laboratory experiment takes place in a context that is artificial to the participants and does not reflect real-life situations and experiences (1), therefore there is low ecological validity as the findings from experiments may not be applicable to human behaviour in the real world (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
8(ai)	**AO2 (4 marks)** Credit **one** mark for correct completion of **difference** Credit **one** mark for correct completion of **ranked difference** Credit **one** mark for a correct calculation of **sum of both ranks** Credit **one** mark for a correct answer for **T= 4** For example:	**(4)**

Participant	Condition A	Condition B	Difference	Ranked Difference
A	2	5	-3	6
B	3	5	-2	4
C	4	3	1	2
D	6	7	-1	2
E	4	4	0	
F	5	8	-3	6
G	2	5	-3	6
H	3	2	1	2

Sum of positive ranks = **4**
Sum of negative ranks = **24**

Look for other reasonable marking points.

Question Number	Answer	Mark
8(aii)	**AO3 (1 mark)** Credit **one** mark for an accurate determination of significance. For example: • The calculated value of 4 was higher than the critical value of 3 for a one-tailed test at p$\leq$0.05 where N=7 so the results are not significant (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
8(b)	**AO2 (2 marks), AO3 (2 marks)** Credit up to **two** marks for identification of improvement in relation to the scenario. (AO2) Credit up to **two** marks for justification/exemplification of each improvement (AO3) For example: • Leonardo could have used two different sets of 12 digit number sequences using one in each condition instead of using the same numbers (1) which would prevent the order effect of the participants from rehearsing the numbers presented making the results about recall more valid (1). • Leonardo could use more than 8 participants to reduce the impact of anomalies on his results about chunking in memory recall (1) this prevents his data being skewed by individual differences in participants, making his results about improvements in recall more reliable (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO2 (4 marks)** **AO1** • The sensory register receives information from the environment using all five senses and process this in a modality specific format. • Information is transferred from the sensory register to the short-term memory store when it has been given attention. • The short-term store has a capacity of 5-9 items and can last for up to 30 seconds before information is lost. • The long-term store encodes information semantically for an unlimited time once transferred from the short-term store using rehearsal. **AO2** • As the music was very loud and lots of people were shouting, the sensory register may not have been able to process all of the information leaving gaps in what could be transferred to the short-term store. • Isla may not have paid attention to the song playing when the man was knocked over as she was distracted, so the song is not transferred to her short-term memory store. • Kiwi did not remember the light show due to overload of information at that time when the band members jumped into the audience, so her STM capacity was taken up with locating the band when she ran to them. • Isla and Kiwi sang along to some songs which they both remembered as they were using a process of rehearsal of the lyrics to transfer the information about the song to their long-term memory store. **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
10	**AO1 (6 marks), AO3 (6 marks)**	**(12)**
	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 and interference task.	
	• Each participant took part in three sets of 24 trials for the combination group to which they had been allocated for the experiment.	
	• 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 controlled and standardised, so all participants experienced the same presentation of the location and font of the 'P' in the visual display.	
	• The findings imply that appearance information is accessed differently from location information and so 'visuo-spatial' memory might reflect separate components of the cognitive system.	
	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.	
	• By undertaking 24 trials in each condition there is internal reliability as the task was tested and re-tested within the study, increasing the reliability of the findings about memory.	
	• By only measuring one type of visual memory the study can be considered reductionist as it oversimplifies human visual processing to judgements on a letter and font.	
	• 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.	
	• Visual and spatial memory in humans deals with lots of visual stimuli therefore the finding may not be valid to everyday visual or spatial processing.	
	Look for other reasonable marking points.	

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.
- Participants who viewed doctored photographs rated the event significantly more violent than those who saw the original photograph, suggesting memories of events can be inaccurate when misleading information is given.
- During a debriefing, the participants were shown both versions of each photograph, and the purpose of the study was explained.

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 and not be generalisable to the memory of males.
- 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.
- There is a lack of external validity to the findings about memory as people have access to multiple sources of information about events that have happened, so multiple sources of information are more likely to be used than just one photograph.
- The debriefing process gives the study good ethical considerations under the BPS Code of Ethics and Conduct (2009) as Sacchi et al. (2007) demonstrated responsibility towards their participants.

Look for other reasonable marking points.

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)