



# Mark Scheme (Results)

January 2023

Pearson Edexcel International Advanced Level  
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

## SOCIAL PSYCHOLOGY

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Credit up to <b>four</b> marks for an accurate description.</p> <p>For example;</p> <ul style="list-style-type: none"> <li>The experimenter gave the initial instructions to the participants while face to face in the same room (1). The experimenter then left the room, leaving the participants alone to administer the punishment to the learner (1). There was a shock machine in the room that went up to 450 volts for participants to shock the learner (1), with further instructions about administering the shocks being given by the experimenter over the telephone (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of the conclusion (AO1)  Credit <b>one</b> mark for justification/exemplification of the conclusion (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>Milgram (1963) concluded that the physical presence of an authority figure was important in whether a person showed obedience or defiance (1) as 31/40 participants in experiment 7 did not obey the instruction to give the maximum shock of 450 volts (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a reason (AO1)            Credit <b>one</b> mark for justification/exemplification of the reason (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>One reason is that minority influence may result in individuals internalising new ideas creating a change in beliefs leading to conformity (1). Smith et al. (1993) found that when issues put forward by a minority are discussed then minority influence on conformity towards minority ideas may be stronger (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a reason (AO1)            Credit <b>one</b> mark for justification/exemplification of the reason (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>One reason is that when a minority group is inflexible and rigid in their ideas and beliefs, others are less likely to internalise these, and conformity diminishes (1). Nemeth et al. (1974) found inflexible, repetitive minority groups had a reduced influence in comparison to minority influence when they demonstrated flexibility in their responses (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO3 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for accurate identification of each strength (AO1)            Credit up to <b>two</b> marks for justification/exemplification of each strength (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>The line length and presentation of the lines was standardised across his groups so all participants experienced the same controlled conditions (1), therefore Asch's (1951) study can be replicated to check for reliability in findings about social pressure to conform when in a majority group (1).</li> <li>Asch's (1951) used a controlled laboratory experiment in order to test whether social pressure from a majority group could influence a person to conform (1), increasing the internal validity that his results for the number of incorrect responses given by participants were only affected by the majority group and not extraneous variables (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO3 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for accurate identification of each improvement (AO1)            Credit up to <b>two</b> marks for justification/exemplification of each improvement (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>Asch (1951) could use a more representative sample that also included female participants instead of just the 50 male students (1), which would make his findings about conformity to a majority group more generalisable to a wider target population (1).</li> <li>A more realistic task, such as photographs of real objects, could be used to test whether individuals would conform to a majority group (1). This would increase the validity of his findings about conformity in real-life situations (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Indicative Content	Mark
4	<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>• French and Raven (1959) identified five bases of power that a person may perceive a social agent as having that would result in a social influence on the person.</li> <li>• Reward power is the perception that the social agent has the ability to give an incentive of some form.</li> <li>• Expert power is the person's belief that the social agent has superior knowledge, ability, and expertise in what they do.</li> <li>• Coercive power involves the person perceiving the social agent to have the ability to administer punishment.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Kwame was socially influenced by the manager's request when he agreed to work extra hours even though he did not really want to.</li> <li>• Kwame may perceive the manager as able to reward him through extra pay or when a promotion becomes available at work.</li> <li>• The manager showed Kwame the tasks, so he may perceive the manager as having expertise and completed them in the way that the manager showed him as Kwame sees the manager as superior.</li> <li>• He may perceive the manager at work as having the power to dismiss him from his job if he does not comply with the request to come to work at the weekend, so Kwame agreed to do the tasks.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(8)

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 B**  
**COGNITIVE PSYCHOLOGY**

Question Number	Answer	Mark
<b>5(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate 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>Peterson and Peterson (1959) found that over 90% of trigrams were forgotten from STM after 18 seconds when rehearsal was prevented (1), which supports the suggestion in the multi-store model of memory that rehearsal is required for memory transference from STM to LTM, giving credibility to the theory (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 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a weakness (AO1) Credit <b>one</b> mark for justification/exemplification of the weakness (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>The multi-store model could be considered reductionist as it oversimplifies human memory to three very basic stores and simplistic encoding processes (1), therefore it fails to fully account for any other types of human memory such as spatial processing in short-term memory or procedural memory for movement (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>6(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for correct answer.</p> <ul style="list-style-type: none"> <li>• 7.5 (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>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for correct answer.</p> <ul style="list-style-type: none"> <li>• 2.5 (1).</li> </ul> <p><b>Reject all other answers.</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=1</b></p> <table><tr><th>Participant</th><th>Condition A Number of trigrams recalled correctly with immediate recall</th><th>Condition B Number of trigrams recalled correctly with an interference task of 20 seconds</th><th>Difference</th><th>Ranked Difference</th></tr><tr><td>A</td><td>9</td><td>4</td><td>5</td><td>3.5</td></tr><tr><td>B</td><td>9</td><td>2</td><td>7</td><td>7.5</td></tr><tr><td>C</td><td>8</td><td>3</td><td>5</td><td>3.5</td></tr><tr><td>D</td><td>9</td><td>2</td><td>7</td><td>7.5</td></tr><tr><td>E</td><td>7</td><td>1</td><td>6</td><td>5.5</td></tr><tr><td>F</td><td>3</td><td>4</td><td>-1</td><td>1</td></tr><tr><td>G</td><td>7</td><td>3</td><td>4</td><td>2</td></tr><tr><td>H</td><td>8</td><td>2</td><td>6</td><td>5.5</td></tr></table> <p>Sum of positive ranks=35 Sum of negative ranks=1</p> <p>Look for other reasonable marking points.</p>	Participant	Condition A Number of trigrams recalled correctly with immediate recall	Condition B Number of trigrams recalled correctly with an interference task of 20 seconds	Difference	Ranked Difference	A	9	4	5	3.5	B	9	2	7	7.5	C	8	3	5	3.5	D	9	2	7	7.5	E	7	1	6	5.5	F	3	4	-1	1	G	7	3	4	2	H	8	2	6	5.5	(4)
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	G	7	3	4	2																																										
	H	8	2	6	5.5																																										

Question Number	Answer	Mark
<b>6(d)</b>	<p style="text-align: center;"><b>A02 (2 marks)</b></p> <p>Credit <b>one</b> mark for each accurate reason.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Kim used a repeated measures design, with participants taking part in both conditions of interference and no interference (1).</li> <li>• Kim was looking for a difference in trigrams recalled correctly in the two conditions of the IV (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7(a)</b>	<p style="text-align: center;"><b>A02 (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>• Jaya may have experienced an overload in the capacity of the phonological store when trying to process the auditory input from both the customer and managers voices (1) and she may have struggled to use articulatory rehearsal to maintain details of the food order which resulted in a loss of information (1).</li> </ul> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
7(b)	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of a strength and a weakness in relation to the scenario (AO2)  Credit <b>one</b> mark for justification/exemplification of the strength and the weakness (AO3)</p> <p>For example;</p> <p>Strength</p> <ul style="list-style-type: none"> <li>There is credible evidence that suggests acoustic information storage in working memory is limited, explaining why Jaya struggled to process and store the whole food order that she was given verbally (1). Baddeley et al. (1975) found participants could remember more words of one syllable word compared to five syllable words, so Jaya may have struggled to store the simultaneous auditory input from the manager and customer (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>Working memory model may not provide a complete explanation of why Jaya could not remember some of the food order as it does not explain the role of the LTM (1), as it is likely that the restaurant menu is stored in Jaya's LTM requiring limited STM processing to remember a food order linked to existing LTM, so working memory may not fully account for why Jaya forgot some of the food order (1).</li> </ul> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	(4)

Question Number	Indicative Content	Mark
8	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• A laboratory experiment is conducted in an artificial setting for the participants where the setting is highly controlled.</li> <li>• A field experiment is conducted in a more natural context that is familiar to the participants.</li> <li>• The control of extraneous variables in a laboratory experiment means the IV is more likely to be the only variable affecting the DV.</li> <li>• Experimental methods can be designed in ways that allocate participants to the same or different conditions of the IV, such as independent measures or repeated measures.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Bartlett (1932) controlled the learning of the War of the Ghosts story, but recall was in different locations over a period of time which may be a more valid test of recall than in an artificial setting.</li> <li>• It can be difficult to replicate memory tasks undertaken in a field experiment which reduces the reliability of the findings about how memory works as they cannot be retested.</li> <li>• The artificiality is beneficial for testing memory as it can eliminate possible extraneous variables, such as noise which could prevent STM rehearsal in experiments such as Baddeley (1966b).</li> <li>• The use of different designs, like independent measures, can eliminate issues such as practice effect so the data gathered in a memory task is a valid measure of memory recall.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(8)

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 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	1-2 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 C

Question Number	Indicative Content	Mark
9	<p><b>A01 (4 marks), A02 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Reconstructive memory suggests that we actively try and make sense of new information based on what we already know.</li> <li>• Information may be remembered in a distorted way since memories are reconstructions based on an individual's past experiences and expectations.</li> <li>• Schemas are mental pockets of knowledge that we develop over time and then use to interpret new experiences.</li> <li>• Schemas hold past experiences and expectations that we use to fill in gaps of an event, person, or object as we do not take in all information at the time.</li> </ul> <p><b>A02</b></p> <ul style="list-style-type: none"> <li>• The uncle talks about the brothers having a fight which may have provided new information about their childhood that influenced the way in which the two brothers then recalled the event themselves.</li> <li>• Arthur recalled having hurt his arm during the fight, which could have been because the uncle had led Arthur into recalling information in a distorted way by using the word 'fight'.</li> <li>• Arthur may have a schema for children fighting and what may take place during a child's fight from his past experiences, so he described being pushed over by Benny as this is part of his schema.</li> <li>• Benny may remember the incident as falling onto Arthur by accident if he has a belief that he is a non-aggressive person so his expectation of his own actions would be that it was an accident, changing his memory to this.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Loftus and Palmer (1974) found that changing a word in a question, such as smash, bump, collide, led participants into making higher speed estimates of a car accident, therefore a leading word can distort memory.</li> <li>• Yuille and Cutshall (1986) found that recall of a real-life event was accurate even after a period of time and that misleading questions had no effect on recall accuracy, so differences in recall may not be related to reconstructions.</li> <li>• A schema cannot be empirically observed or tested so is a hypothetical explanation that may lack sufficient scientific credibility to explain differences in recall for the same event.</li> </ul>	



	<ul style="list-style-type: none"><li>• Bartlett (1932) found that participants in 'War of the Ghosts' changed the story content, such as canoes to boats, using prior knowledge showing how prior knowledge can change memories.</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(12)</b>
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Level	Mark	Descriptor
<b>AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.</b>		
	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)

