



Mark Scheme (Results)

Summer 2024

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

SECTION A

SOCIAL PSYCHOLOGY

Question Number	Answer	Mark
1(a)	AO1 (2 marks) Credit one mark for each accurate statement. For example; - To see whether the use of a model who refused (norm information) affects the participants levels of obedience (1). - To investigate if Milgram's findings could be replicated and participants today would still obey an authority figure (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
1(b)	AO1 (4 marks) Credit up to four marks for an accurate description. For example; Two confederates were used, one played the learner and the other confederate, who was the same gender as the real participant, posed as the second participant (1). The confederate participant started pressing the electric shock buttons first and showed no signs of hesitation until hearing the learner after the 75-volts when they paused (1). After pressing the 90-volt switch, they began to refuse and received an initial prod from the experimenter to continue (1). They refused, and the real participant was asked to continue the test, picking up where the other teacher had left off (1). Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
2(a)	AO1 (1 mark) Credit one mark for an accurate statement. For example; Obedience is when an individual will follow the instructions of a person they perceive to be in authority (1). Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
2(b)	AO2 (2 marks) Credit up to two marks for an accurate description in relation to the scenario. For example; Stuart considered the police officer an authority figure so he gave up his free-will and followed the instruction to stop his car (1). Stuart had shifted from the autonomous to the agentic state which meant he waited for the instruction to continue driving given by the police officer (1). Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
3(a)	AO2 (2 marks) Credit up to two marks for an accurate description in relation to the scenario. For example; Freda used an opportunity sampling technique to gather participants for her investigation into conformity (1) by asking 20 people who happened to be available on the Tuesday at the local shop (1). Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
3(b)	AO2 (2 marks), AO3 (2 marks) Credit one mark for accurate identification of an improvement in relation to the scenario (AO2) Credit one mark for justification/exemplification of each improvement (AO3) For example; - Freda could ask about more than the two scenarios in her interview about conformity so there is a larger range of examples for participants to consider (1), which could increase the validity of her findings about majority influence as the participants may show more or less conformity in different situations (1). - Freda could conduct her interview each day for a full week to gather participants that go shopping on different days to have a more representative sample (1). This would improve the generalisability of her findings about majority influence as Freda would have a wider range of people from her target population (1). Generic answers score 0 marks. Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
4(a)	AO2 (1 mark) Credit one mark for an accurate example in relation to the scenario. For example; • Would you stop knocking on the glass if the zookeeper asked you? 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 accurate identification of a strength in relation to the scenario (AO2) Credit one mark for justification/exemplification of the strength (AO3) For example; • One strength of Preeti using a closed-ended question is that the question will have a fixed objective response such as yes or no about whether they will knock on the glass (1). This increases the reliability of the results about obeying the zookeeper as they do not require subjective interpretation so researcher bias can be reduced (1). Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Indicative Content	Mark
5	AO1 (4 marks), AO3 (4 marks) AO1 • Social power theory by French and Raven (1959) suggests that there are five types of power that influence whether someone will obey an authority figure or not. • Reward power involves the authority figure being perceived to be able to give an incentive in order to get a person to obey. • Coercive power is when an authority figure is perceived to have the power to punish a person for disobedience. • Legitimate power involves the authority figure having an appointed position which demands obedience from a person. AO3 • There are alternatives to Social Power theory that can account obedience, Milgram's Agency theory (1973) suggests we become obedient in an agentic state and not due to types of social power. • Randolph and Kemery (2011) claimed there was a positive relationship between supervisors using reward power and the empowerment of employees at work, evidencing the use of social power theory for real-life obedience. • Latane's Social Impact theory (1981) says that people obey because of the social force put on them due to strength, immediacy, and number and not whether there is a perception of punishment. • Legitimate power has strong application as seen in the Holocaust in WW2 in which the German soldiers obeyed their commanding officers committing atrocities. 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
6(a)	AO2 (3 marks) Credit one mark for correct calculation of sum of differences² = 17.5 Credit one mark for correct calculation of dividing the sum of the differences² by (n-1) = 3.5 Credit one mark for correct answer for standard deviation to two decimal places = 1.87 Look for other reasonable marking points.	(3)

Question Number	Answer	Mark						
6(b)	AO2 (3 marks) Credit one mark for appropriate title. Credit one mark for appropriate labelling of axes. Credit one mark for correct plots. For example: Mean score for correctly recalled objects A bar chart to show the mean scores for correctly recalled objects in experiment one and two. <table><thead><tr><th>Experiment</th><th>Mean Score</th></tr></thead><tbody><tr><td>Experiment One</td><td>9.5</td></tr><tr><td>Experiment Two</td><td>8.5</td></tr></tbody></table> Experiment 1 or 2. Look for other reasonable marking points.	Experiment	Mean Score	Experiment One	9.5	Experiment Two	8.5	(3)
Experiment	Mean Score							
Experiment One	9.5							
Experiment Two	8.5							

Question Number	Answer	Mark
6(c)	AO2 (2 marks) Credit up to two marks for an accurate description in relation to the scenario. For example: Lev should have made sure he had informed consent from the two sets of participants before they took part in the short-term memory capacity test (1) by explaining to the twelve participants that they would be shown images of objects and their accuracy of recall would be measured so they understood what they were consenting to (1). Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7(a)	AO1 (2 marks) Credit up to two marks for an accurate description. For example; A schema is a mental structure based on prior knowledge that a person has about a particular situation or object (1). Schemas are used as a blueprint for processing new information by drawing on their existing experience and understanding (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
7(b)	AO1 (1 mark), AO3 (1 mark) Credit one mark for accurate identification of a strength (AO1) Credit one mark for justification/exemplification of the strength (AO3) For example; One strength of reconstructive memory is that there is credible empirical evidence to support Bartlett's concept that memory is flawed as it is reconstructed when we recall information (1) such as Loftus and Palmer (1974) who found that the use of different verbs would affect how participants recalled a car accident despite them having watched the same video of the accident (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
8(a)	AO2 (2 marks) Credit up to two marks for an accurate description in relation to the scenario. For example; Korie's visual-spatial memory was at capacity from processing the visual input from the television programme (1) which interfered with his spatial processing of the cupboard door location and position, so he walked into the cupboard door (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 accurate identification of each weakness in relation to the scenario (AO2) Credit one mark for justification/exemplification of each weakness (AO3) For example; - Evidence that visual and spatial tasks do not interfere with each other in the VSS weakens the idea that the television would limit Korie's ability to notice the open cupboard door (1). Klauer and Zhao (2004) found that visual memory tasks were more disrupted by visual interference and spatial tasks more disrupted by spatial interference, so Korie should have noticed the cupboard door (1). - The idea of visual and spatial processing being within one sub-system may be an oversimplistic reason for why Korie did not notice the cupboard door (1). Lieberman (1980) suggests that blind people have excellent spatial awareness, although they have never had any visual information, so the VSS should be two separate stores, so Korie should have noticed the cupboard door (1). Generic answers score 0 marks. Look for other reasonable marking points.	(4)

Question Number	Indicative Content	Mark
9	AO1 (4 marks), AO3 (4 marks) AO1 • The multi-store model of memory can be described as an information processing model where information is input, processed then output. • The short-term memory store is said to have a limited capacity for information storage and a limited duration. • Short-term memory is said to encode information acoustically, and through rehearsal this is transferred to the long-term memory. • Declarative memory in the long-term memory store is said to be encoded in mainly a semantic format. AO3 • The multi-store model fully explains all stages of memory process from sensory input through to long-term storage making it a comprehensive explanation of how the stages of human memory work. • Miller (1956) supports the claim that the capacity of the short-term memory store is limited to 7 +/-2 items after which displacement of information begins to occur. • From the case of KF who had verbal deficits in STM it was found that material in the STM can be encoded visually, and not just acoustically as proposed by the multi-store model. • Evidence from HM showed that new long term procedural memories could be created, such as mirror drawing, which is not explained by the multi-store model, making it an incomplete explanation of memory. 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 C

Question Number	Indicative Content	Mark
10	AO1 (6 marks), AO3 (6 marks) AO1 • The authoritarian personality could be characterised by demonstrating obedience to a legitimate authority figure or by suppressing those who are considered inferior. • Altemeyer (1981) suggested that right wing authoritarianism included conventionalism, authoritarian aggression, and authoritarian submission. • Rotter's (1966) concept of locus of control suggests that those with an internal locus of control believe they are in control of what happens, those with an external locus of control believe control lies with others or fate. • Individuals develop a sense of gender identity through socialisation into the norms and expectations placed on specific gender roles in society. • People with high empathy have a strong sense of compassion towards others, with females in Milgram's (1965) experiment 8 reporting higher levels of stress and tension than males. • Gender stereotypes affect how we perceive ourselves and others, such as women being perceived to be more obedient and agreeable than males, who are often expected to be strong and independent. AO3 • Elms and Milgram (1966) found fully obedient individuals scored higher on the F-Scale measuring authoritarianism compared to defiant participants, so personality may increase the likelihood obedience. • Researchers can administer a 30-item scale that was developed by Altemeyer (1981) to objectively assesses the three main attitudes, so the influence of personality on obedience can be reliably tested. • Schurz (1985) found no link between locus of control and obedience levels, but those classed as having an internal locus of control took more responsibility than those with an external locus of control, so the influence may only be on how responsible a person feels about their actions. • Burger (2009) found gender differences in obedience are minimal which supports Milgram's research that gender is less of a factor in obedience than other factors, such as personality. • The higher stress and tension may suggest women are more empathetic, but this may be due to the fact they are socialised into gender roles so it may be due to nurture rather than innate personality. • Sheridan and King (1972) found that 100% of their female subjects administered an actual shock to a live puppy until the end of the shock scale, as opposed to 54% of the male subjects, suggesting that gender may play a role in the level of obedience people demonstrate. 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 judgement/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A judgement/decision 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 judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	7–9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	10–12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

