

Psychology Paper 1 Mark Scheme

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1(a) | <p style="text-align: center;">AO1 (1 mark), AO2 (1 mark)</p> <p>One mark for identifying an appropriate ethical issue. One mark for providing a justification of why the ethical issue would need to be considered, for this investigation, before participants are recruited.</p> <p>For example:</p> <p>Informed consent (1) The library users would need to be informed that they are part of a psychological investigation before they are observed in the library (1).</p> <p>Right to withdraw (1) The library users would need to be able to leave the study at any point without negative consequence (1).</p> <p>Incentives (1) The library users should not be offered any form of incentive to take part in the study as this may violate their right to withdraw/given consent (1).</p> <p>Protection from harm (1) The library users should not be subject to any procedure that they may find distressing or embarrassing (1).</p> <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1(b) | <p style="text-align: center;">AO1 (1 mark)</p> <p>One mark for a definition of qualitative data. Reject definitions of quantitative data.</p> <p>For example:</p> <ul style="list-style-type: none"> • Data that is prose/non-numerical. | (1) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 1(c) | <p style="text-align: center;">AO2 (2 marks)</p> <p>One mark each for how qualitative data was gathered in the study.</p> <p>For example:</p> <ul style="list-style-type: none"> • Using interviewing to ask how the library users felt about the noise in the library. • Using interviewing to ask how the library users felt about their own noise levels. <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 1(d) | <p style="text-align: center;">AO1 (1 mark), AO2 (2 marks)</p> <p>One mark for identifying an appropriate design and a further two marks for justifying the choice.</p> <p>For example:</p> <p>Design Independent groups design (1)</p> <p>Justification Because the library can have one condition with people and the other condition on the next day with people (1). This means there will be different people on each day as you would not expect someone to visit a library two days in a row, and this would give validity (1).</p> <p>OR</p> <p>Because a repeated measures design may lead to demand characteristics (1) as library users may guess the study aim and behave accordingly if they are asked to return on a different day realising that the conditions are different (regarding noise) (1).</p> <p>Look for other reasonable marking points.</p> | (3) |

| Question Number | Answer | Mark |
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| 1(e) | AO2 (1 mark) Accept only 20 Reject all other figures. | (1) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 2(a) | AO1 (3 marks) One mark for each procedural detail given about Asch's original conformity study (1951) in the laboratory, up to three marks. Ignore sampling method, details that would have occurred before participants entering the lab. Ignoring variation study details. For example: Each naïve participant was shown a line and three comparison lines and had to judge which comparison line was the same length as the target line (1). Each confederate said out loud which line matched the target line, and the confederate answered last (1). Of the 18 trials, the confederates agreed to say the same wrong comparison line on 12 trials (1). Look for other reasonable marking points. | (3) |

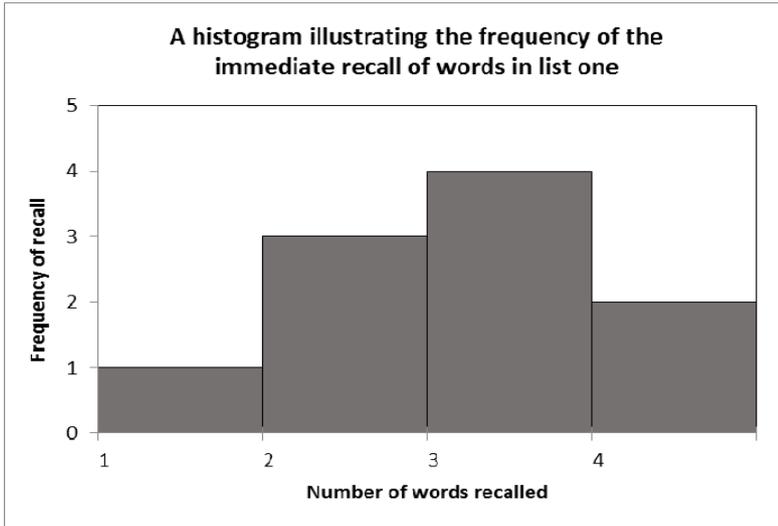
| Question Number | Answer | Mark |
|-----------------|--|------------|
| 2(b) | <p style="text-align: center;">AO2 (3 marks)</p> <p>One mark for each point explaining the ratios with regard to conformity, up to three marks. No credit for analysing the data without reference to conformity.</p> <p>For example:</p> <ul style="list-style-type: none"> • When only one confederate and one naïve participant were tested, the rate of conformity was low because one confederate did not amount to a majority influence (1). • When there were two confederates to one naïve participant there was conformity of just under 15%, suggesting that a small majority had a modest impact upon the responses given by participants (1). • Three confederates presented a greater majority, resulting in the highest level of conformity of over 30% (1). • It can be seen that the greater the majority, in terms of ratios of confederates over naïve participants, the higher the rate of conformity, with three confederates exerting the maximum level of conformity (1). <p>Look for other reasonable marking points.</p> | (3) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 2(c) | <p style="text-align: center;">AO3 (3 marks)</p> <p>Credit can be given for internal or external validity. One mark for each point explaining how the procedure may or may not be considered valid, up to three marks.</p> <p>For example:</p> <p>The procedure involved a line judgement task, which may not be a valid measure of conformity because it lacks mundane realism (1). Real-life conformity concerns complying with social conventions or group norms, not judging whether a line matches another (1). This means that the rates of conformity found by the study, as a result of the procedure used, may not reflect real life/or be applicable to everyday situations involving conformity (1).</p> <p>Or</p> <p>The experiment had internal validity because it was conducted in a controlled environment (1). Asch could be fairly sure that conformity was a direct result of majority influence rather than any other factor (1) so cause and effect could be established (1).</p> <p>Accept other answers that refer to the validity of the procedure, such as demand characteristics, motivation (reluctance to be involved in conflict rather than compliance), altered perception.</p> <p>Look for other reasonable marking points.</p> | (3) |

| Question Number | Indicative content | Mark |
|-----------------|--|------------|
| 3 | <p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Milgram found 65% level of obedience and Burger found a 70% obedience level. • Burger replicated Milgram's study, including Experiment 5 where the victim called out. He felt that at 150 volts, in Milgram's study, either the participants carried on or they stopped so he could complete his study at 150 volts and assume that anyone carrying on would have continued to the end. • Milgram used verbal prods that were set up clearly and the same for all participants. Burger used the same prompts in his replication of Milgram's work. • Milgram's study used male volunteers, recruited through advertising. • Burger included males and females in his study, and had a more diverse sample. • Although Burger's participants were repeatedly told that they could withdraw at any point, they still continued, as did Milgram's. <p>AO3</p> <ul style="list-style-type: none"> • Burger's replication found similar levels of obedience to Milgram's research, suggesting it was not a product of era, which adds to the credibility of the claim that situation gives obedience. • Despite Burger's similar obedience rates, his study only tested up to 150 volts and he speculated that participants who went to this level would continue on. His claim of finding high levels of obedience may not be as strong as Milgram's research. This suggests that Burger's findings may not support the credibility of Milgram's work. • Although Burger used the same prods, it can be argued that they were not used in a similar way, as Burger was more likely to have stopped the study with successive refusal. This suggests that the replication had differences so did not add to Milgram's credibility. • Similar to Milgram, Burger did not find any differences between men and women, offering credibility to Milgram's findings. • The credibility of Milgram's research has also been questioned with regards to the potential for demand characteristics and forceful use of verbal prods. • The methodology, other than the prods and volts, was very similar, offering support for the credibility of Milgram's findings. <p>Look for other reasonable marking points.</p> | (8) |

| Level | Mark | Descriptor |
|--|-----------|--|
| AO1 (4 marks), AO3 (4 marks) | | |
| Candidates must demonstrate an equal emphasis between knowledge and understanding versus evaluation/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) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 4(a) | <p style="text-align: center;">AO1 (2 marks)</p> <p>One mark for justification of immediate recall. One mark for justification of delayed recall. Need not refer to MSM, but must explicitly refer to STM and LTM.</p> <p>For example:</p> <ul style="list-style-type: none"> • Immediate recall tests short-term memory as a store described by the MSM because it is a temporary and immediate store of information (1). • Delayed recall tests long-term memory as a store described by the MSM because it stores information for more than a few minutes (1). <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Answer | Mark | | | | | | | | | | |
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| 4(b) | <p style="text-align: center;">AO2 (3 marks)</p> <p>One mark for appropriate title/labelling. One mark for appropriate plotting of frequency (may not be accurate bars). One mark for accurate bars.</p> <p>For example:</p> <div style="text-align: center;">  <p>A histogram illustrating the frequency of the immediate recall of words in list one</p> <table border="1"> <thead> <tr> <th>Number of words recalled</th> <th>Frequency of recall</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> </tr> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>4</td> <td>2</td> </tr> </tbody> </table> </div> <p>Accept reverse axes.</p> | Number of words recalled | Frequency of recall | 1 | 1 | 2 | 3 | 3 | 4 | 4 | 2 | (3) |
| Number of words recalled | Frequency of recall | | | | | | | | | | | |
| 1 | 1 | | | | | | | | | | | |
| 2 | 3 | | | | | | | | | | | |
| 3 | 4 | | | | | | | | | | | |
| 4 | 2 | | | | | | | | | | | |

| Question Number | Answer | Mark |
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| 4(c) | AO2 (1 mark) One mark for either mean or median calculated. <ul style="list-style-type: none"> • Mean is 5.2 • Median 5 Reject modal score as not useful here. | (1) |

| Question Number | Answer | Mark |
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| 4(d) | AO2 (1 mark) One mark for correct identification of significance. This result is significant (4 is less than the critical value 8). | (1) |

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|-----------------|---|------------|
| 4(e) | AO2 (2 marks) One mark for explaining findings of encoding in STM. One mark for explaining findings of encoding in LTM. Encoding in STM Immediate recall of similar sounding words was lower because short-term memory uses acoustic encoding and similar sounding words are more difficult to rehearse/become confused (1). OR Immediate recall of semantically associated words is higher than similar sounding words because STM uses acoustic encoding and they are easier to rehearse/recall (1). Encoding in LTM Delayed recall of similar sounding words is higher because LTM uses semantic encoding, which is unaffected by sounds of words (1). OR Delayed recall of semantically associated words is lower because LTM uses semantic encoding so the words become confused (1). Look for other reasonable marking points. | (2) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 5(a) | <p style="text-align: center;">AO3 (1 marks)</p> <p>One mark for an appropriate reason for why laboratory experiments lack ecological validity. For example:</p> <ul style="list-style-type: none"> • They are conducted in unnatural environments • Participants are asked to do unnatural tasks (mundane realism) • They lack generalisation to real life situations. <p>Look for other reasonable marking points.</p> | (1) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 5(b) | <p style="text-align: center;">AO1 (2 marks), AO3 (2 marks)</p> <p>One mark for each comment related to the reliability of laboratory experiments used in memory research, up to four marks. Maximum 2 for generic comments concerning reliability of laboratory experiments without reference to memory research.</p> <p>Reliability of laboratory experiments</p> <ul style="list-style-type: none"> • Laboratory experiments are reliable methods because there is a high level of control over extraneous variables (1). • Cause and effect can be reliably established as there is deliberate manipulation of the IV and the effect on the DV can be measured (1). <p>Application to memory</p> <ul style="list-style-type: none"> • Noise and distractions can be controlled to ensure that encoding and recall are not disrupted (1). • A researcher can manipulate word lists or length of time for encoding and establish whether this manipulation directly affected recall (1). • Laboratory experiments typically study memory for random letters/words/trigrams, in order to remove context/meaningfulness of learned material (1). • These factors do not tarnish recall because individual people may recall specific things more than others because of personal experiences, so recall is more reliable (1). <p>Look for other reasonable marking points.</p> | (4) |

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|-----------------|--|------|
| 6(a) | <p style="text-align: center;">AO1 (2 marks)</p> <p>One mark for operationalisation of IV (a repeated measures design needs to be used, so ignore IV's that refer to one group of participants were in one condition whereas a different group of participants were in a different condition). One mark for operationalisation of the DV (DV should be of ordinal level data or above, so ignore nominal data references, e.g. whether or not the target item was recalled).</p> <p>For example:</p> <p>Example IVs</p> <ul style="list-style-type: none"> • Schema appropriate or inappropriate images. • Whether the learning task was visual or verbal. <p>Example DVs</p> <ul style="list-style-type: none"> • Number of words recalled (from STM). • Number of target items recalled (from LTM). <p>Look for other reasonable marking points.</p> | (2) |

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|-----------------|---|------|
| 6(b) | <p style="text-align: center;">AO3 (2 marks)</p> <p>One mark for a suggested way of improving validity. One mark for explaining how the suggestion would have improved validity.</p> <p>For example:</p> <ul style="list-style-type: none"> • Use more everyday words/task (1) to make the findings more ecologically valid/more mundane (1). • Organise the word lists into categories (1) to make sure participants used the categories to organise when remembering the list (1). <p>Look for other reasonable marking points.</p> | (2) |

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|-----------------|---|------------|
| 7 | <p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Reconstructive memory is a theory of everyday memory because it describes how we perceive, encode and retrieve information according to our own experiences. • Schema are used to explain how we perceive sensory information according to pre-existing knowledge that affects how we see our world and subsequently what is stored. • When we come to recall this knowledge again, effort after meaning described how we again use this pre-existing personal knowledge to interpret our stored memories. • Everyday memories are reinvented each time they are recalled and affected by personal experiences or information given to us after the event. • Unlike other explanations of memory, this theory takes in to account personal stored knowledge and its impact on perception and recall. <p>AO3</p> <ul style="list-style-type: none"> • The multi-store model of memory and working memory do not explain individual differences in encoding and recall, so ignore the everyday aspect of memory. • Bartlett's War of the Ghosts study deliberately used a story rather than meaningless words/digits, because it was a test of everyday memory. • Lists of words are rarely an everyday memory experience, but stories are meaningful and reflect realistic use of memory. • The War of the Ghosts study demonstrated that we use our schema to perceive and recall the story according to cultural knowledge and experience, which is realistic. • The study shows us that memory is not a video player, but that everyday memory is active, reconstructive and fallible. <p>Look for other reasonable marking points.</p> | (8) |

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|--|-----------|---|
| AO1 (4 marks), AO3 (4 marks) | | |
| Candidates must demonstrate an equal emphasis between knowledge and understanding versus 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) |

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| 8 | <p style="text-align: center;">AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Moscovici argued that a minority can exert influence if they take a consist, unbiased approach and have confidence in their message. • Consistency means that opposition will be more convinced because they have to take notice and a consistent message is more likely to be believed by the majority, which will challenge the existing norms. • Compliance means people agree with others an keep their opinions (dissenting ones) private. • Identification is when people are influenced by someone they like and respect. • Obedience could also explain this situation because people comply to the demands of authority. • Eventually the minority become a majority and the norm established is to recycle, encouraging others to conform. • Normative social influence is when people agree with others because they want to be liked and be part of the norms of a group. <p>AO2</p> <ul style="list-style-type: none"> • Mr Meek was in a minority, so would have been in a minority within the school because of the resistance to his ideas. • He would have been able to influence others if his message to recycle was consistent and flexible. • The staff and students may seem resistant to begin with but then they will have the norm to not recycle, challenged by Mr Meek's consistent message.. • The headteacher has the status and authority necessary to exert strength according to social impact theory. • The head is an authority figure the staff and students will act as an agent an comply with the recycling policy even if they did not want to voluntarily. • As the staff start to join in with the policy others may join in, showing normative influence. <p>AO3</p> <ul style="list-style-type: none"> • However, minority influence can only be successful if Mr Meek adopts a flexible and not a dogmatic approach. • The influence of minorities is supported by Moscovici's blue/green study, where a small consistent minority had more of an influence than an inconsistent minority. • Asch supports the idea that the eventual majority will exert an influence over staff and students as he found high levels of conformity in his line study. | (12) |

| Question Number | Indicative content | Mark |
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| 8 (cont'd) | <ul style="list-style-type: none"> • Milgram's research is evidence for the role of authority because obedience rates were higher when an authority figure was present, compared to not present/plain dressed experimenter. Milgram felt that people obeyed according to the situation rather than their individual decision-making, and so supports the recycling policy being adopted, if pushed by an authority figure. • Studies tend to be experiments that are set up, including Asch, Moscovici and Milgram's work. These may lack validity and might not be sufficient for what happens in real life. <p>Look for other reasonable marking points.</p> | |

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|---|-------------|--|
| AO1 (4 marks), AO2 (4 marks), AO3 (4 marks) | | |
| Candidates must demonstrate an equal emphasis between knowledge and understanding versus application vs evaluation/conclusion in their answer. | | |
| | 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 and 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 and 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 and 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) |