Mark Scheme (Results

Summer 2019

Pearson Edexcel
GCE Psychology 8PS0/01
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.

SECTION A: SOCIAL PSYCHOLOGY

Question Number	Answer	Mark
1(a)	**AO1 (2 marks)** **Two** marks for a full definition which may include an example. **One** mark for limited/partial definition/relevant example. For example: • This is when a person acts on their own free will (1), taking responsibility for their decisions and actions (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(b)	**AO1 (2 marks), AO3 (2 marks)** **One** mark for identification of each strength (AO1) **One** mark for justification of each strength (AO3) For example: • Agency theory can be applied to society to help understand and explain atrocities such as genocide (1), for example Mai Lai where Lt. Calley gave the defence of 'just following orders' showing real-life displacement of responsibility (1). • There is supporting evidence from Milgram's research where he found some participants followed instructions to electrocute a 'learner' (1) after reassurances by the experimenter that he was responsible, showing evidence for a shift into the agentic state (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
1(c)	**AO1 (1 mark), AO3 (1 mark)** **One** mark for identification of an improvement (AO1) **One** mark for justification of improvement (AO3) For example: • Milgram could have reduced the maximum voltage from 450v to 150v (1) which would make the study more ethical in terms of limiting the harm and distress experienced by the participants (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO2 (1 mark)** **One** mark for a suitable closed question in relation to scenario. For example: • Do you think you are obedient? Yes/No (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
2(b)	**AO2 (1 mark)** **One** mark for a suitable open question in relation to scenario. For example: • Why do you obey the instructions of your teacher? (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
2(c)	**AO2 (2 marks), AO3 (2 marks)** Up to **two** marks for identification of reasons for using both question types in relation to scenario (AO2) Up to **two** marks for justification using both question types (AO3) For example: • Open questions gather qualitative data which gives reasons why the students may feel they are (or are not) obedient (1). This increases the validity of the data as Alfredo's findings reflect the students' beliefs about their obedience (1). By including closed questions Alfredo has a more objective measure of obedience (1) which will help reduce researcher bias and make the data about obedience in male and female students more reliable (1). PE Brief – must refer to open and closed question types for full marks. **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
3(a)	**AO2 (1 mark), AO3 (1 mark)** Candidate responses have to be drawn from evidence presented in Figure 1. **One** mark for identification of a suitable conclusion (AO2) **One** mark for justification of the conclusion (AO3) For example: • She could conclude that in-group favouritism is evident in bakery employees towards their own department in the supermarket (1) as the data shows that 70% of bakery employees consider themselves the most important department (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(b)	**AO2 (2 marks)**	**(2)**

One mark for each correct conversion

For example:

Department considered most important	Number of employees (*n*)
Own department	134
Electrical department	8

Reject all other answers.

Question Number	Answer	Mark
3(c)	**AO2 (3 marks)**	**(3)**

Up to **three** marks for description of social identity theory in relation to the scenario.

For example:

- The employees would have been through the process of social categorisation putting themselves into an in-group based on their department (1) so they now identify as part of their departmental team so will demonstrate favouritism to their own department (1). They may believe the other department(s) to be less important as they consider them to be the out-group (1).

Look for other reasonable marking points.

Generic answers score 0 marks.

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **AO1** - Volunteer sampling requires participants to offer to take part in a research study - Opportunity sampling is when participants that are available at the time of the research are selected to take part. - Stratified sampling is selecting participants based on their characteristics to represent the target population. - Random sampling can be using names 'drawn from a hat' to select a group of individuals to participate in a study. **AO3** - Milgram advertised for participants so those taking part in his research may not be representative of the target population as volunteers tend to be more motivated/perform better. - When conducting questionnaires in social psychology research only those people who are available at the time may be approached so not every characteristic of a population can be included, limiting generalisability. - To research prejudice a stratified sample of participants, such as men and women or young and old, can be used to find out the attitudes of particular individuals towards other groups to be sure it is representative of the group being studied. - The use of random sampling can reduce bias from social psychology research as it prevents the experimenter from selecting certain groups that could sway their results. **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
5 (a)	**AO1 (2 marks)** **One** mark for each feature given. For example: • The short-term store has a capacity of 5-9 items (1) and a limited duration of approximately 15-30 seconds (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
5 (b)	**AO1 (2 marks), AO3 (2 marks)** **One** mark for identification of each weakness (AO1) **One** mark for justification of each weakness (AO3) For example: • The multi-store model is incomplete as it does not account for the storage of procedural memory (1). HM was unaware that he was able to learn new procedural skills with practice showing long-term memory has a procedural store (1). • The short-term memory store is an oversimplified and passive system (1) ignoring active processes such as problem solving so explanations like working memory may be more credible than multi-store model (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
5 (c)	**AO1 (1 mark), AO3 (1 mark)** **One** mark for identification of strength (AO1) **One** mark for justification of strength (AO3) For example: • Case studies of brain-damaged patients can use a variety of methods within them to test different components of memory (1). This triangulation increases the reliability of the data gathered about memory functions (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6 (a)	**AO2 (2 marks)** **Two** marks for giving a fully operationalised dependent variable **One** mark for giving a partially operationalised dependent variable For example: • The dependent variable was the number of digits from a list of 20 digits that could be recalled (2). • The dependent variable was the number of digits that could be recalled (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.** **Answers must relate to the cognitive practical (a laboratory experiment to collect quantitative data)**	**(2)**

Question Number	Answer	Mark
6 (b)	**AO2 (2 marks), AO3 (2 marks)** **One** mark for identification of each improvement (AO2) **One** mark for justification of each improvement (AO3) For example: • We could use a sample of students of different ages from across the school instead of just sixth formers (1) this would improve generalisability of the data to the memory skills of students of different ages (1). • We could put a notice on the classroom door to prevent teachers walking into the classroom during the experiment (1) this would control the extraneous variable of distraction from memorising the words which confounded our results for the recall test (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.** **Answers must relate to the cognitive practical (a laboratory experiment to collect quantitative data).** **PE Brief: Practical investigation must adhere to ethical guidelines, check any ethical improvements suggested, most will not be creditable. Add examples to PE brief of what could be credited, if any.**	**(4)**

Question Number	Answer	Mark
7 (a)	**AO2 (1 mark)** **One** mark for correct answer For example: • 25% **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
7 (b)	**AO2 (1 mark), AO3 (1 mark)** **One** mark for identification of why the results were compared (AO2). **One** mark for justification of why (AO3). For example: • She can see whether the brain damaged participants recall is different to recall in participants with no brain damage (1). As Elizabeth can use the baseline data to test whether scores from participants with brain damage are significantly different from participants with no brain damage (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8	**AO2 (4 marks)** Up to **four** marks for description of a procedure. For example: • Ricky could ask participants to read the folk tale three times in their own time (1), then the participants can be asked to return at each time-period to write out the story in a much detail as they can remember (1). Ricky can read each of the participant versions to see which parts are accurate and not accurate to identify common changes (1) and compare the stories at six months to one and three months to see if accuracy reduced over time (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Working memory consists of the central executive, phonological loop and visuospatial sketchpad. • The visuospatial sketchpad is a unitary system that deals with all visual and spatial input. • The episodic buffer was added to the model in 2001 by Baddeley. • Understanding the role of the different components has helped develop techniques to support children with learning. **AO3** • Evidence from Williams Syndrome highlights impairments in short term visuospatial ability but not language, supporting the idea that there are distinct short term memory stores. • Smith and Jonides (1997) conducted PET scans which showed differences in brain activation during visual and spatial tasks, so visuospatial sketchpad may not be one store. • Adding to the model later suggests that the original by Baddeley and Hitch (1974) was incomplete and inaccurate, so it may still lack accuracy. • Successful application of the model to society in providing direct interventions that help people with Dyslexia improve their reading skills increases the plausibility of the explanation. **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** • Sherif conducted The Robbers Cave study of 22 boys in a summer camp environment. • Baddeley had standardised controls using tape recorded words at 1 word per 3 seconds (experiment 3) to test semantic and acoustic similarity effects. • Sherif randomly assigned the boys to groups but did not tell the boys why. • A word based recall task was used, where participants had to recall the order of the words presented by Baddeley. • Sherif could not use strict controls over all the variables in the field experiment, such as when the boys had free time or during the night. • Baddeley's tests of word recall were conducted in a laboratory context where variables were controlled. **AO3** • Sherif's study has high ecological validity as a natural environment increases mundane realism. • Baddeley's use of standardised controls increases reliability of the results as the same semantic and acoustic influences on STM/LTM can be retested/replicated. • In Sherif's study the boys were not aware of the study so demand characteristics reduced increasing validity of the results. • Baddeley's use of word lists decreases the task validity of the results, as people do not usually learn word lists in this way in real life. • In the study by Sherif the internal validity is reduced by possible confounding variables affecting the behaviour of the boys towards each other. • Baddeley was able to control extraneous variables increasing the internal validity that the test of semantic and acoustic processing were the only influences on memory. **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 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)