



Mark Scheme (Results)

Summer 2024

Pearson Edexcel

GCE Psychology (8PS0)

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

Question Number	Answer	Mark
1a	<p style="text-align: center;">AO1 (2 marks)</p> <p>Up to two marks for a description of the procedure of Milgram's Ordinary man gives orders experiment 13 variation study.</p> <p>For example:</p> <ul style="list-style-type: none"> The participant and two confederates drew lots, the participant was always the teacher and the confederates were the learner and the accomplice (1). The confederate who was the accomplice said that it would be a good idea to increase the electric shocks one level each time the learner gave an incorrect answer (1). <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
1b	<p style="text-align: center;">AO1 (1 mark)</p> <p>One mark for a statement of a result from Milgram's Ordinary man gives orders experiment 13 variation study.</p> <p>For example:</p> <ul style="list-style-type: none"> 16 out of the 20 participants stopped before reaching the maximum voltage of 450 (1). <p>Look for other reasonable marking points.</p>	(1)

Question Number	Answer	Mark
1(c)	<p>AO1 (1 mark), AO3 (1 mark)</p> <p>One mark for identification of a weakness (AO1) One mark for justification of the weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> It could be said that the study was not ethical as the participant did not know that the accomplice was a confederate (1), therefore Milgram broke the ethical principle of respect as there was deception as the participants thought the accomplice was another volunteer participant (1). <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
2(a)	<p>AO2 (2 marks)</p> <p>Up to two marks for a description of random sampling in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Jasmine could get all the names of the parents who do not obey the rule about healthy snacks before she gives out her questionnaires and put them as numbers into a computer programme (1). A random number generator would then be used to pick the first 20 parents to take part in her questionnaire (1). <p>Look for other reasonable marking points.</p> <p>Answer must relate to the scenario.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
2(b)	<p>AO2 (1 mark), AO3 (1 mark)</p> <p>One mark for identification of a conclusion in relation to the scenario (AO2). One mark for justification of the conclusion (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> Jasmine could conclude that the majority of the parents who answered did not obey the school rule regarding healthy snacks (1), as seven of the thirteen parents who answered that question said their children did not bring a healthy snack into school in the past week (1) <p>Look for other reasonable marking points.</p> <p>Answer must relate to the scenario.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
2(c)	<p>AO2 (1 mark), AO3 (1 mark)</p> <p>One mark for the identification of a reason in relation to the scenario (AO2) One mark for justification of the reason (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> Jasmine may have used quantitative data as it reduces any subjectivity there might be in her analysis regarding the number of healthy snacks brought into school (1), as Jasmine does not have to interpret how many times the parents let their children bring healthy snacks into school, increasing the validity of her questionnaire (1). <p>Look for other reasonable marking points.</p> <p>Answer must relate to the scenario.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
2(d)	<p>AO2 (1 mark), AO3 (1 mark)</p> <p>One mark for the identification of one improvement to the question in relation to the scenario (AO2)</p> <p>One mark for justification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> Jasmine could ask parents an open question such as 'why do you give your child unhealthy snacks for school?' (1), which adds detail to the parents answers allowing Jasmine to understand the reasons why parents did not always give their children healthy snacks (1). <p>Look for other reasonable marking points.</p> <p>Answer must relate to the scenario.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
3(a)	<p>AO1 (2 marks), AO2 (2 marks)</p> <p>Up to two marks for understanding of realistic conflict theory (AO1)</p> <p>Up to two marks for exemplification in relation to the scenario (AO2)</p> <p>For example:</p> <ul style="list-style-type: none"> Prejudice occurs when two groups have to compete for a finite resource (1). The two restaurants are in direct competition for the scarce resource of customers from the local village, which is why they are calling each other names (1). Prejudice can be reduced through the use of superordinate goals where two groups work together (1). A superordinate goal is introduced when the two restaurants have to work together to become the best village in the region (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Answer	Mark
3(b)	<p style="text-align: center;">AO2 (2 marks), AO3 (2 marks)</p> <p>One mark for identification of a strength and a weakness in relation to the scenario (AO2) One mark for justification of the strength and the weakness (AO3)</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • Sherif et al. (1954/1961) found that when boys at a summer camp were in direct competition with each other they started to call each other names as the staff at the two restaurants do (1), which give realistic conflict theory credibility as it shows that competition for limited prizes can increase prejudice towards another group (1). <p>Weakness</p> <ul style="list-style-type: none"> • The staff at the two restaurants may criticise the food at the other restaurant due to social identity rather than realistic conflict as they could see their restaurant as the in-group (1), and criticise the food at the other restaurant in order to boost their self-esteem, so realistic conflict may not be a complete explanation of all prejudice (1). <p>Look for other reasonable marking points.</p> <p>Answer must relate to the scenario.</p> <p>Generic answers score 0 marks.</p>	(4)

Question Number	Indicative content	Mark
4	<p style="text-align: center;">AO1 (4 marks), AO2 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Those with an authoritarian personality are more likely to be obedient as they are submissive towards those they perceive as having authority. • If you have an internal locus of control, you see yourself as having control over what happens to you and you are more likely to take responsibility for your actions and be less obedient. • According to gender stereotypes females are seen as more compliant so they would be more likely to obey than males who are seen as more assertive. • The situation can explain obedience, if we are alone when ordered to do something we are more likely to comply with the order than if we are with others who may disobey. <p>AO2</p> <ul style="list-style-type: none"> • Eric thinks his parents have authority over him, so if he has an authoritarian personality, he will obey them when they ask him to pick up his toys. • Roxanne may have an internal locus of control so she is less influenced by her parents compared to Eric, so she does not share her toys with Eric, and accepts responsibility for her actions. • Perdita does not conform to the stereotype of being compliant as she does not obey her parents when they tell her to do her homework rather than watch the television. • Because Roxanne and Perdita often do things together, they are less likely to obey their parents as they can support each other in their disobedience, which is why they don't follow rules unlike Eric. <p>Look for other reasonable marking points.</p>	(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 B

Question Number	Answer	Mark
5 (a)	<p>AO1 (2 marks)</p> <p>One mark for each feature of the long-term store.</p> <p>For example:</p> <ul style="list-style-type: none"> • The duration of long-term memory can last from a few minutes to a lifetime (1). • The long-term memory has an unlimited capacity (1). <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
5 (b)	<p>AO1 (2, marks), AO3 (2 marks)</p> <p>One mark for identification of one strength and one weakness (AO1) One mark for justification of the strength and the weakness (AO3)</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • Peterson and Peterson (1959) provide supporting evidence for the importance of rehearsal as critical to keeping information in the long-term (1) as the longer the interference task of counting backwards in threes, the more trigrams were forgotten, giving the theory credibility (1). <p>Weakness</p> <ul style="list-style-type: none"> • The multi-store model does not fully explain how the short term memory works as it is oversimplified and passive (1) whilst the working memory model has three stores which may be more credible than the multi store model as it includes active processes like problem solving (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Answer	Mark
6 (a)	<p style="text-align: center;">AO2 (1 mark)</p> <p>One mark for calculation of the range.</p> <ul style="list-style-type: none"> 8 	(1)

Question Number	Answer	Mark								
6 (b)	<div>AO2 (4 marks)</div> <div>For example:</div> <table><tr><td>Condition A. Meaningful list of words</td><td>Rank</td><td>Condition B. Random order of words</td><td>Rank</td></tr><tr><td>Total</td><td>61.5</td><td>Total</td><td>43.5</td></tr></table> <div>One mark for correct totals (both must be correct for the mark).</div> <div>One mark for $7 \times 7 + \frac{7 \times 8}{2}$</div> <div>One mark for correct figure for U_a (i.e. minus the total of the ranks). $U_a = 7 \times 7 + \frac{7(7+1)}{2} - 61.5 = 15.5$</div> <div>One mark for correct figure for U_b (i.e. minus the total of the ranks). $U_b = 7 \times 7 + \frac{7 \times (7+1)}{2} - 43.5 = 33.5$</div> <div>Note: $U = \text{the smaller value} = 15.5.$</div>	Condition A. Meaningful list of words	Rank	Condition B. Random order of words	Rank	Total	61.5	Total	43.5	(4)
Condition A. Meaningful list of words	Rank	Condition B. Random order of words	Rank							
Total	61.5	Total	43.5							

Question Number	Answer	Mark
6 (c)	<p>AO2 (1 mark), AO3 (1 mark)</p> <p>One mark for identification of an improvement in relation to the scenario (AO2). One mark for justification of the improvement (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> Sebastian should have used the same words for the meaningful list and the random order list (1), as this would mean he is measuring the effect of how the words are presented as the words will be of the same difficulty, increasing validity of his experiment (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
7 (a)	<p>AO1 (2 marks), AO2 (2 marks)</p> <p>Up to two marks for understanding of reconstructive memory theory (AO1). Up to two marks for exemplification in relation to the scenario (AO2).</p> <p>For example:</p> <ul style="list-style-type: none"> Reconstructive memory states that we need schemas based on past experiences to process our memories (1). Louie and Gus remembered the films differently as they used their past experiences of films, Louie may go to comedy films so he remembered this film as a comedy (1). Rationalisation is where detail from the original memory is replaced with information from the schema so that the memory makes sense (1). Louie may have used rationalisation so that the film made sense to him which is why he did not remember the guns used to enter the vault, as this would not be in a comedy (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Answer	Mark
7 (b)	<p style="text-align: center;">AO2 (2 marks), AO3 (2 marks)</p> <p>One mark for identification of a strength and a weakness in relation to the scenario (AO2). One mark for justification of the strength and the weakness (AO3).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • Bartlett (1932) found that participants rationalised The War of the Ghosts story so supporting the theory, which may explain why Gus thought there were weapons used giving it credibility (1), as they changed seal hunting to fishing in the Native American story so that it made sense to them based on their culture and this could have also happened with Gus (1). <p>Weakness</p> <ul style="list-style-type: none"> • Yuille and Cutshall (1986) found that participants recall for a real life shooting was accurate even when leading questions were asked, so may not account for Louie remembering the film as a comedy (1), so disagreeing with the theory of reconstructive memory as Louie and Gus's memories of the film were not altered so it cannot be an explanation for all our memories (1). <p>Look for other reasonable marking points.</p> <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p>	(4)

Question Number	Indicative content	Mark
8	<p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • A laboratory experiment is carried out in a controlled setting, such as Baddeley (1966b) who carried out his experiment in a laboratory at Cambridge university. • The independent variable is the variable that is manipulated, such as how long participants see photographs for, and the dependent variable is measured, such as how many details can be recalled from the photographs. • Extraneous variables are controlled so they are the same for all groups, Loftus and Palmer (1974) showed all participants the same seven videos of car accidents. • Laboratory experiments can use different experimental designs, such as independent groups where there are different participants in each group, as used by Steyvers and Hemmer (2012). <p>AO3</p> <ul style="list-style-type: none"> • As laboratory experiments are carried out in a controlled setting, they lack ecological validity so the results may not reflect memory in everyday life. • Due to the independent and dependent variables being operationalised laboratory experiments can be replicated to check for consistency of results, as the same number of details about the photographs recalled, so increasing reliability. • Controlling extraneous variables increases the validity of laboratory experiments, for example, Loftus and Palmer (1974) can be sure the videos did not affect the estimated speed as all participants saw the same videos. • Laboratory experiments often use artificial tasks such as learning list of words, so lack task validity and the results do not reflect how more complex memories may work. <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 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
9	<p style="text-align: center;">AO1 (6 marks), AO3 (6 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Sherif et al. (1954/1961) conducted a field experiment to see if conflict between two groups of boys, who did not know about the study, would lead to conflict between the two groups. • The boys were all white middle class and protestant who thought they were at a regular summer camp where they had a number of competitions to win rewards for their group. • During the competition stage the boys started calling each other names, and fighting, with one boy being held in a wrestling hold after his team had burnt the other team's flag. • Baddeley's (1966b) participants in experiment 3 were a mix of males and females who saw a list of ten words, where they were presented with a word every three seconds. • In experiments 1 and 2, after a distraction task of 20 minutes, the participants were given an unexpected recall test where they had to put the words in the order they had heard them. • Baddeley (1966b) recorded how many words the 131 housewives put in order after the four learning stages and after the unexpected recall test and found conditions X and Y had no significant forgetting in experiment 2. <p>AO3</p> <ul style="list-style-type: none"> • Whilst the boys did not know about the study the parents all gave informed consent, knowing what would happen whilst the boys were at Robbers Cave, so the study can be deemed to be ethical as the boys were too young to give consent without the parents giving it. • The fact they were all white, middles class boy means that the results may not have been the same if girls had been the participants, or children from different ethnicities so it lack generalisability. • The fact the boys called each other names and some fought could have upset or hurt some of the boys at the camp, so it could be argued the study was unethical as the boys were not protected from psychological and physical harm. • Baddeley's (1966b) use of males and females in experiment 3 means that the results can be generalised to both genders as it could not be argued that the results were affected by males or females possibly using different memory techniques. • As the participants did not know about the unexpected recall test, they could not give informed consent breaking the ethical principle of respect, so the study could be said to be unethical. • As Baddeley uses 131 housewives, it can be argued that the results on the effect of an interference task between learning and recall in experiment 2 are representative of the target population. <p>Look for other reasonable marking points.</p>	(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)