Pearson Edexcel

Mark Scheme (Results)

January 2025

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 up to **two** marks for accurate description of the sample. For example: • There were 172 female American students (1). They were liberal arts, social science and law undergraduates who had normal vision (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(b)	**AO1 (4 marks)** Credit up to **four** marks for accurate description of the procedure. • The experimental group consisted of four naïve participants and two confederates seated in a row before a screen (1). They were shown 36 slides of different shades of blue and had to identify the colour (1). In the inconsistent condition confederates answered 'green' 24 times and 'blue' 12 times (1). In the consistent condition the confederates answered 'green' for all 36 slides (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO1 (1 mark)** Credit **one** mark for naming one type of social power. • Reward (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. • Marc recognised the guard as having legitimate power because he was wearing a uniform (1). Marc was afraid that he might be fined for using his mobile phone as the guard had coercive power (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question number	Answer	Mark
3	**AO2 (2 marks) AO3 (2 marks)** Credit **one** mark for accurate identification of each strength (AO2). Credit **one** mark for justification/exemplification of each strength (AO3). For example: • We asked students from several different schools and different year groups to complete our questionnaire on obedience to make it generalisable (1), so that our findings about a gender response to obedience was more representative of young people in schools (1). • After a pilot study, we made some of the questions simpler on our questionnaire about obedience to increase the accessibility (1), so our participants would give more truthful responses about obedience and improve our internal validity (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.** **Answers must relate to social practical questionnaire to gather quantitative and qualitative data.**	**(4)**

Question number	Answer	Mark
4(a)	**AO1 (1 mark)** Credit **one** mark for an accurate statement. For example: • The range is the measurement which shows the difference between the highest and lowest values in a data set (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
4(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of a strength (AO1). Credit **one** mark for justification/exemplification of the strength (AO3). For example: • The standard deviation looks at the distribution from the mean value, considering all the data (1), so is less likely to be affected by extreme scores (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
5	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Adjoa decided to go with her friends to the restaurant as she wanted to be part of the group and not be isolated (1). Adjoa changed her behaviour to fit into the group although she did not change her belief that she would not enjoy the food (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative content	Mark
6	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Milgram's agency theory suggests that most people are likely to obey a legitimate authority figure and give up their free will. • People are socialised to obey during childhood to maintain a stable society. • An agentic state is when individuals become agents of the authority figure and will obey without questioning. • Moral strain occurs when an individual feels discomfort between their judgements and the orders they have been given. **AO3** • The Jonestown Massacre is also explained using social power theory (SPT) such as referent power than obedience to an authority figure, providing a competing argument. • Agency theory has real life application in examples such as the Holocaust where soldiers acted in the agentic state and showed blind obedience killing many people. • Agency theory has raised awareness of blind obedience allowing training to be given about whistleblowing if soldiers were concerned about what they had been told to do. • Agency theory is not a complete explanation of obedience as it does not take individual differences such as an authoritarian personality or culture into account. **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
7(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • The sensory store receives modality specific information from the environment using all the senses (1). There is temporary storage of information for just a fraction of a second before passing to the short term memory (STM) if attention is paid (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(b)	**AO1 (1 mark) AO3 (1 mark)** Credit **one** mark for an accurate identification of one strength (AO1). Credit **one** mark for justification/exemplification of the strength (AO3). For example: • Glanzer and Cunitz (1966) found that participants recalled more words from the beginning and end of a list of words in the serial position effect experiment (1), providing supporting evidence for the existence of a separate short-term memory store and a long-term memory store as suggested in the multi-store model of memory (1). **Look for other reasonable marking points.**	**(2)**

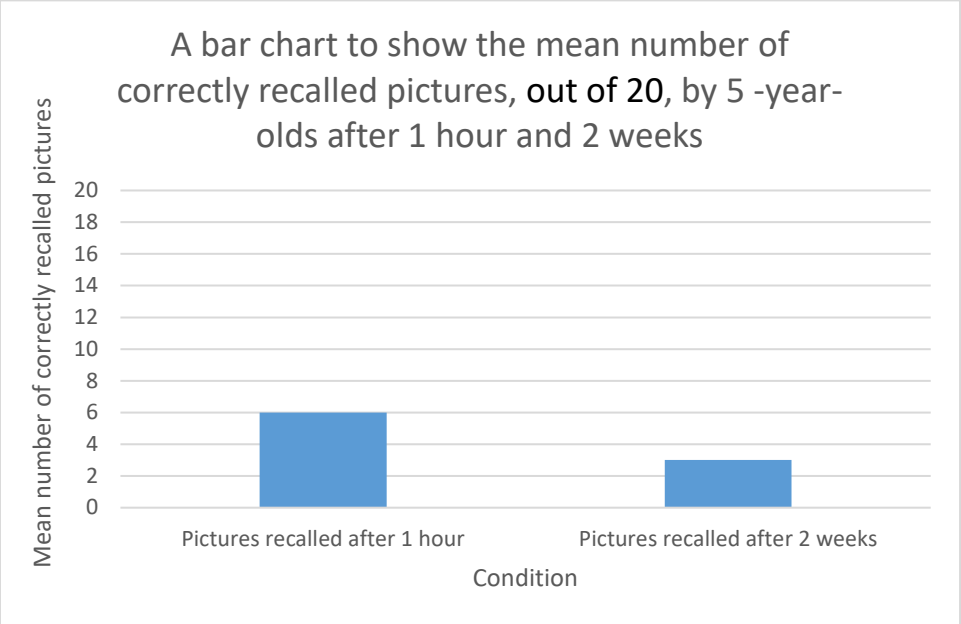
Question Number	Answer	Mark
8(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • The teacher believes that the class will revise more efficiently in silence as the phonological loop has limited capacity (1). Listening to music at the same time as revising will overload the phonological loop, making revision less effective (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 identification of a strength and a weakness in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the strength and the weakness (AO3). For example: Strength • Experimental evidence shows there is limited capacity for acoustic information in the phonological loop which supports the teacher's insistence that the class revise in silence (1), Baddeley's (1975) word length experiment showed that participants struggled to remember multi syllabic words compared with shorter words, so Andrei would struggle to listen to music as well (1). Weakness • The long-term memory (LTM) may play a part in revision as some concepts may already be in Andrei's LTM which can be retrieved when he is revising (1), so this model may not realistically support the teacher's view of revising in silence as the LTM is not fully explained in working memory model (1). **Generic answers score 0 marks.** **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
9(a)	**AO2 (1 mark)** Credit **one** mark for a correct answer. For example: • 55% (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
9(b)	**AO2 (1 mark)** Credit **one** mark for correct answer For example: • 3:2 (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
9(c)	**AO2 (3 marks)** Credit **one** mark for an appropriate **title** Credit **one** mark for appropriate labelling of **axes** Credit **one** mark for appropriate **plots**. For example:	**(3)**



Look for other reasonable marking points.

Question Number	Answer	Mark
9(d)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to the scenario. For example: • Katy could contact several local pre-school groups and ask for permission to carry out her investigation on the children (1). She could ask them for a list of the 3-year-olds attending nursery which she could put into a computer database (1). She could use a random number generator to select the first 10 children for her memory investigation (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Indicative content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Henry Molaison (HM) underwent surgery to remove his hippocampus to relieve the severity of his epilepsy. • HM experienced severe memory loss and could not create any new declarative long-term memories after the loss of his hippocampus. • HM was able to learn new motor skills as shown by the mirror star drawing task where he improved over several attempts. • HM was studied for over 40 years and during that time participated in many experiments and observations. **AO3** • HM was an individual who had unique problems so a case study may not be representative of memory functions in all, so the findings may not be generalisable. • HM could not create new long-term memories, so his case is useful as it supports the MSM concept of separate STM and LTM stores. • HM is useful as it supports the concept of different long-term stores suggested by Tulving as he could still use his procedural memory. • The researchers in HM case study worked with him over a long period of time and built up a relationship with him, so there is a possibility of researcher bias reducing its usefulness. **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 assessment/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	Indicative content	Mark
11	**AO1 (6 marks), AO3 (6 marks)** **AO1** • The aim of the study was to investigate the effect of previous knowledge on the recall of the War of the Ghosts story. • Bartlett recruited 20 participants from Cambridge University who were given a story adapted from Native American folk tale. • In the repeated reproduction condition each participant read the story to themselves at normal reading rate twice and reproduced it usually after 15 minutes. • In the serial reproduction condition the participant read the story through at their normal reading rate twice and told the story to another person 15 minutes later. • Participants changed some aspects of the story to make sense of the story, for example 'canoes' were changed to 'boats' or 'something black' was changed to 'escaping breath'. • The story became much shorter and more coherent whilst the supernatural element was no longer prominent after several reproductions. **AO3** • The experiment was carried out in 1932 and the findings might not be as relevant today where people are exposed to more culturally diverse material. • The sample was limited with just 20 participants from Cambridge so it may not have accounted for different cultures and age groups. • As the story was unknown to the participants it should be an accurate measurement of the effect of schema on memory increasing the validity of the study. • There are missing details of exactly how the study was conducted and the distance between	**(12)**

	reproductions was inconsistent making it difficult to replicate accurately. • Bartlett's (1932) study provides important support for schema theory and shows that memory is actively reconstructed in terms of past experiences and cultural expectations. • Bartlett's (1932) study has a useful application in EWT, as it explains why people can interpret information differently and why witnesses will give different accounts of the same event. **Look for other reasonable marking points.**	

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)

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