Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in 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: SOCIAL PSYCHOLOGY
Total for Section A – 29 marks

Question Number	Indicative Content	Mark
1	**AO1 (2 marks)** **Two** marks for a full definition which may include an example. **One** mark for a limited/partial definition/relevant example. For example: - An agentic state is when a person follows the orders of an authority figure (1). They may experience moral strain if it goes against their conscience. (1) **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative Content	Mark
2 (a)	**AO2 (2 marks)** **One** mark for each feature of social impact theory identified that could account for David's obedience. For example: • David may have put his phone away as the teacher might have been standing next to him (1), he may have seen the teacher as high status (1). **Answers must relate to the scenario.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	(2)

Question Number	Indicative Content	Mark
2 (b)	**AO2 (2 marks)** **Two** marks for a full explanation. **One** mark for a limited/partial explanation. For example: • Sarah may be willing to accept the consequence of having her mobile out in lessons (1) showing Sarah is acting in an autonomous state (1). **Answers must relate to the scenario.** **Generic answers score 0 marks.** **Look for other reasonable marking points.**	(2)

Question Number	Indicative Content
3	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Participants were 22 middle-class white boys with similar background; • Field study of boys in a summer camp environment; • Randomly assigned to groups but reasons for this not explained; • No right to withdraw as the boys could not decide to leave the study. **AO3** • Poor generalisability from sample of just boys/middle-class/white/not representative of population/girls/all social class groups. • High ecological validity as a natural environment reduces mundane realism. • The boys were not aware of the study so demand characteristics reduced. • Deception involved as the boys did not know they were doing this to study effect of in-group and out-group. **Look for other reasonable marking points.**

Level	Mark	Descriptor
		**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)

Question Number	Indicative Content	Mark
4 (a)	**AO2 (4 marks)** **Two** marks for each developed explanation of data analysis **One** mark for each partial explanation of data analysis For example: • We tallied the number of each closed answer response and recorded it in a frequency table (1) and then presented the data in a bar chart to show the totals for each question graphically/visually (1). We also conducted a thematic analysis on the open question responses (1) by highlighting patterns in the answers given and categorising them (1). **Generic answers score 0 marks.** **Answers must relate to the social practical.** **Look for other reasonable marking points.**	(4)

Question Number	Indicative Content	Mark
4 (b)	**AO2 (2 marks), AO3 (1 mark)** Up to **two** marks for explaining an appropriate improvement (AO2) **One** mark for how it would improve study (AO3) For example; • To improve my study, I would sample a wider range of age groups (1) as I only asked people under 25 which is not representative (1) this would be to increase the generalisability of the study to a wider population (1). **Look for other reasonable marking points.** **Answers must relate to the social practical procedure.**	**(3)**

Question Number	Indicative Content
5	**AO1 (4 marks), AO3 (4 marks)**
	AO1
	• Deception; participants were deceived about shocks/screams/stooge;
	• Right to withdraw; was given to participants at the start of study;
	• Informed consent; was not obtained as they were given false aim;
	• Distress; some participants became very distressed;
	AO3
	• Deception was necessary as recorded voices/stooge provided standardised controls to improve reliability of experiment.
	• Verbal prompts made right to withdraw difficult to do and those who wanted to stop were prompted to continue, although that in itself supports evidence for following authority figure.
	• Lack of informed consent was necessary in order for study to be reliable/to reduce demand characteristics/false behaviours.
	• Follow up of participants after the experiment showed they had overcome their distress.
	Look for other reasonable marking points.

Level	Mark	Descriptor
		Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.
Level 0	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
6 (a)	**AO2 (3 marks)** **One** mark if directional (one-tailed) hypothesis identifies IV/DV. **One** mark if operationalises the IV. **One** mark if operationalises the DV. For example; • Participants will recall significantly less household objects from a selection of 25 when rehearsal is prevented by counting backwards from 20 than when rehearsal is not prevented (3). **Look for other reasonable marking points.**	**(3)**

Question Number	Indicative Content	Mark
6 (b)	**AO1 (1 mark), AO2 (2 marks)** **One** mark for knowledge of participant design (AO1) Up to **two** marks for relevant application to Jared's experiment (AO2) For example; • Jared could use an independent measures design (1) where two different groups undertake one recall condition each (1) so that each group will only see the household items once (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Indicative Content	Mark
6 (c)	**AO2 (3 marks)** **One** mark for each correct calculation for condition 1.	**(3)**

Mean number of items recalled	Median number of items recalled	Mode number of items recalled
4.58	4.5	2

Question Number	Indicative Content	Mark

7	**AO1 (5 marks)**
	Up to **five** marks for description of **procedure.**
	
	For example:
	Schmolck et al. (2002)
	  • The sample included 8 male controls and 1 female, 5 male participants (1). All participants were given nine tests based on the same line drawings of 24 animals and 24 objects (1). Each of the 48 items could further be assigned to one of 8 categories; e.g. 6 birds (1) For tests 8 and 9, the number of correct statements and incorrect statements calculated, they assigned a quality score (0–4) to each definition (1). Frequency of errors in test 8 recorded, including incomplete or meaningless phrases and immediate repetitions of a phrase (1).
	
	Steyvers and Hemmer (2012) There were two procedures in this study, credit any relevant information presented.
	
	Prior expectations
	  • A verbal cue condition was used for participants to name what they expected to see in a scene (1). A random sample of 22 participants was recruited from an experimental participant pool (1). Participants had to list objects that came to mind when verbally given a particular scene (1). The frequency of objects named was recorded as a measure of prior expectation (1). There were 25 participants in a separate group who made perceptual judgements on the visual cues recalling what they could see (1).
	
	Sebastián and Hernández-Gil (2012)
	
	  • A verbal digit span test was administered to 570 participants ranging from 5 to 17 years old (1). Participants were divided into five different age groups and the average digit span was recorded for each age group (1). Each participant was read increasing sequences of digits to recall in the correct order (1). The digit span for participants was recorded as the maximum digits recalled in the correct order without error (1). The results were compared to the performance in the same task undertaken by other groups such as healthy elderly and Alzheimer disease patients (1).
	
	Look for other reasonable marking points.
		(5)

Question Number	Indicative Content	Mark
8 (a)	**AO1 (3 marks)** Up to **three** marks for explaining function of central executive. For example; • The central executive function is to monitor the overall memory systems (1) rather than acting as an information storage system (1). This means it allocates the cognitive memory tasks to the appropriate subsystems (1) such as the phonological loop. **Look for other reasonable marking points.**	**(3)**

Question Number	Indicative Content	Mark
8 (b)	**AO1 (2 marks), AO3 (2 marks)** **One** mark for each strength/weakness identified. (AO1) **One** mark for justification of that strength/weakness. (AO3) For example; Strength • The model is supported with evidence from PET scans (1) where different brain activity is shown during memory tasks shows which increases the credibility of model (1). Weakness • The model only explains memory in the short term (1) so the model is not a complete explanation of how memory works as it does not explain long term memory (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content
8 (c)	**AO1 (4 marks), AO3 (4 marks)** **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.** **Read the candidate response and apply the appropriate level.** **AO1** • Standardised controls using word lists; • Extraneous variables were well controlled as it is laboratory experiment; • Laboratory setting learning words not real life context/mundane realism; • Only tested word recall/word lists; **AO3** • Standardised controls increase the reliability of the results as the same semantic and acoustic influences on STM/LTM can be retested/replicated. • Controlling extraneous variables increases the internal validity of the test that semantic and acoustic processing were the only influences on memory. • Controlling extraneous variables increases the reliability of cause and effect conclusions about acoustic and semantic processing. • Learning word lists decreases the ecological validity of the results, as people do not usually learn word lists in real life. • The study cannot be applied to other forms of memory, such as visual. **Look for other reasonable marking points.**

Level	Mark	Descriptor
	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)

Question Number	Indicative Content
9	**AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)** **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.** **Read the candidate response and apply the appropriate level.** **AO1** - Qualitative data is descriptive usually in the form of words; - Qualitative data can be categorised for analysis; - Quantitative data provides statistical evidence; - Quantitative data is often in the form of numbers; **AO2** - Responses Najeeb gathered from open questions will give detailed information; - Najeeb could use a thematic analysis for the qualitative data so the responses were grouped; - Ed could measure the frequency of support tutorials to give a clear and objective measure; - Ed could use a statistical test (Wilcoxon) to analyse the quantitative data; **AO3** - There is a high validity in the qualitative data as participants are free to respond how they wish. - Thematic analysis could be used with the data and can be rated/categorised by multiple researchers to reduce subjectivity. - Analysis of quantitative data is less likely to be open to interpretation by the researcher. - Quantitative data from laboratory experiments gives higher reliability so the data accurately shows cause and effect relationships between IV and DV. **Look for other reasonable marking points.**

Level	Mark	Descriptor
	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 & 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 & 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 & 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)

Total for Paper - 70 marks