

Mark Scheme (Results)
Summer 2016

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 last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.

- In a levels-based mark scheme there are two distinct parts – the indicative content and the levels descriptors:

- o Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

- o The mark grid identifies which assessment objective is being targeted by each bullet point within the level descriptors, and describes the ways in which they will be evidenced across the ability range.

- When deciding how to reward an answer using a levels based mark scheme, the 'best fit' approach should be used:

- o Examiners should first decide which descriptor most closely matches the candidate answer and place it in that band.

- o The mark awarded within the band according to each of the assessment objectives will be decided according to how securely all bullet points are displayed at that level.

- o In cases of uneven performance, this will still apply. Candidates will be placed in the band that best describes their answer, and they will be awarded marks towards the top or bottom of that band depending how securely they have evidenced bullet points in that, or other descriptors.

- Detailed guidance how to apply all mark schemes, with exemplars for this unit, will be given at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a team leader must be consulted before a mark is given.
- 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 | Answer | Mark |
|-----------------|--|------------|
| 1 | <p style="text-align: center;">AO1 (2 marks)</p> <p>Two marks for a full definition which may include an example. One mark for a limited/partial definition/relevant example.</p> <p>For example:</p> <ul style="list-style-type: none">• An agentic state is when a person follows the orders of an authority figure (1) and they may experience moral strain if the order goes against their conscience (1) <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 2 (a) | <p style="text-align: center;">AO2 (2 marks)</p> <p>One mark for each feature of social impact theory identified that could account for David's obedience.</p> <p>For example:</p> <ul style="list-style-type: none"> • David may have put his phone away as the teacher might have been in close proximity standing next to him (1). • David may have perceived the teacher as having strength from high status to give orders (1). <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 2 (b) | <p style="text-align: center;">AO2 (2 marks)</p> <p>Two marks for a full explanation. One mark for a limited/partial explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> • Sarah may be willing to accept the consequence of having her mobile out in lessons showing Sarah is acting in an autonomous state when disobeying the teacher (2). • Sarah ignores the teacher because she has an internal locus of control (1) <p>Answers must relate to the scenario.</p> <p>Generic answers score 0 marks.</p> <p>Look for other reasonable marking points.</p> | (2) |

| Question Number | Indicative Content | |
|--|--|---|
| 3 | AO1 (4 marks), AO3 (4 marks) | |
| | <p>AO1</p> <ul style="list-style-type: none"> • 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. <p>AO3</p> <ul style="list-style-type: none"> • 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 increases 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. <p>Look for other reasonable marking points.</p> | |
| 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 | Answer | Mark |
|-----------------|---|------------|
| 4 (a) | <p style="text-align: center;">A02 (4 marks)</p> <p>Two marks for each developed description of data analysis One mark for each partial description of data analysis</p> <p>For example:</p> <p>Quantitative data</p> <ul style="list-style-type: none"> • 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). <p>Qualitative data</p> <ul style="list-style-type: none"> • We also conducted a thematic analysis on the open question responses (1) by highlighting patterns in the answers given and categorising them (1). <p>Generic answers score 0 marks.</p> <p>Answers must relate to the social practical.</p> <p>Look for other reasonable marking points.</p> | (4) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 4 (b) | <p style="text-align: center;">AO2 (2 marks), AO3 (1 mark)</p> <p>Up to two marks for suggesting an appropriate improvement (AO2) One mark for how it would improve study (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> • To improve my study, I would sample a range of age groups such as 18 to 40 years old (1) as I only asked people aged under 25 which is not representative (1) this would be to increase the generalisability of the practical results to a wider population (1). <p>Generic answers score 0 marks.</p> <p>Look for other reasonable marking points.</p> <p>Answers must relate to the social practical procedure.</p> | (3) |

| Question Number | Indicative Content |
|-----------------|---|
| 5 | <p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • 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; <p>AO3</p> <ul style="list-style-type: none"> • 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. <p>Look for other reasonable marking points.</p> |

| 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) |

SECTION B: COGNITIVE PSYCHOLOGY
Total for Section B - 29 marks

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 6 (a) | AO2 (3 marks) | (3) |
| | <p>One mark if directional (one-tailed) hypothesis identifies IV/DV. One mark if operationalises the IV. One mark if operationalises the DV.</p> <p>For example;</p> <ul style="list-style-type: none"> • 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). • Participants will recall more household objects when rehearsal is not prevented than when rehearsal is not prevented by counting backwards from 20 (2). • Participants will recall less household objects when rehearsal is prevented by counting backwards from 20 (1). <p>Look for other reasonable marking points.</p> | |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 6 (b) | AO1 (1 mark), AO2 (2 marks) | (3) |
| | <p>One mark for description of participant design (AO1) Up to two marks for relevant application to Jared's experiment (AO2)</p> <p>For example;</p> <ul style="list-style-type: none"> • 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). <p>Look for other reasonable marking points.</p> | |

| Question Number | Answer | Mark | | | | | | |
|-------------------------------|---|-------------------------------|---------------------------------|-------------------------------|------|-----|---|------------|
| 6 (c) | <p style="text-align: center;">A02 (3 marks)</p> <p>One mark for each correct calculation for condition 1.</p> <table border="1" data-bbox="405 421 1225 607" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="405 421 676 495">Mean number of items recalled</th> <th data-bbox="676 421 959 495">Median number of items recalled</th> <th data-bbox="959 421 1225 495">Mode number of items recalled</th> </tr> </thead> <tbody> <tr> <td data-bbox="405 495 676 607" style="text-align: center;">4.58</td> <td data-bbox="676 495 959 607" style="text-align: center;">4.5</td> <td data-bbox="959 495 1225 607" style="text-align: center;">2</td> </tr> </tbody> </table> | Mean number of items recalled | Median number of items recalled | Mode number of items recalled | 4.58 | 4.5 | 2 | (3) |
| Mean number of items recalled | Median number of items recalled | Mode number of items recalled | | | | | | |
| 4.58 | 4.5 | 2 | | | | | | |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 7 | <p style="text-align: center;">AO1 (5 marks)</p> <p>Up to five marks for description of procedure.</p> <p>For example: Schmolck et al. (2002)</p> <ul style="list-style-type: none"> 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). <p>Steyvers and Hemmer (2012) There were two procedures in this study.</p> <p>Prior expectations (Phase 1)</p> <ul style="list-style-type: none"> 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). <p>Sebastián and Hernández-Gil (2012)</p> <ul style="list-style-type: none"> 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). <p>Look for other reasonable marking points.</p> | (5) |

| Question Number | Answer | Mark |
|-----------------|--|------------|
| 8 (a) | <p style="text-align: center;">AO1 (3 marks)</p> <p>Up to three marks for explaining function of central executive.</p> <p>For example;</p> <ul style="list-style-type: none"> 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 such as the phonological loop (1). <p>Look for other reasonable marking points.</p> | (3) |

| Question Number | Answer | Mark |
|-----------------|---|------------|
| 8 (b) | <p style="text-align: center;">AO1 (2 marks), AO3 (2 marks)</p> <p>One mark for each strength/weakness identified. (AO1) One mark for justification of that strength/weakness. (AO3)</p> <p>For example;</p> <p>Strength</p> <ul style="list-style-type: none"> The case of KF who had impaired verbal memory but functioning visual (1) provides supporting evidence for the existence of distinct phonological and visuo-spatial memory stores (1). <p>Weakness</p> <ul style="list-style-type: none"> The model only explains short term memory so it is not a complete explanation of how memory works (1). Instead, Atkinson and Shiffrin's (1968) multi-store model would be a more complete explanation of memory as it includes long term memory (1). <p>Look for other reasonable marking points.</p> | (4) |

| Question Number | Indicative Content | |
|--|--|---|
| 8 (c) | AO1 (4 marks), AO3 (4 marks) | |
| | <p>AO1</p> <ul style="list-style-type: none"> Standardised controls using tape recorded words at 1 word per 3 seconds (experiment 3) Sample of 72 male and female applied psychology research unit (experiment 3) The task was to recall the order of words The test of word recall was conducted in a controlled/laboratory context <p>AO3</p> <ul style="list-style-type: none"> Standardised controls increase the reliability of the results as the same semantic and acoustic influences on STM/LTM can be retested/replicated. The mix of gender in the sample can mean it is generalisable to some extent (experiment 3). Learning word lists decreases the task validity of the results, as people do not usually learn word lists in this way real life. Controlling extraneous variables increases the internal validity of the test that semantic and acoustic processing were the only influences on memory. <p>Look for other reasonable marking points.</p> | |
| 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) |

SECTION C
Total for Section C - 12 marks

| Question Number | Indicative Content |
|-----------------|--|
| 9 | <p style="text-align: center;">AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none">• 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; <p>AO2</p> <ul style="list-style-type: none">• Responses Najeeb gathers from open questions will give detailed information about wellbeing;• Najeeb could use a thematic analysis for the qualitative data so the responses can be 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; <p>AO3</p> <ul style="list-style-type: none">• 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 so has objectivity.• Quantitative data from laboratory experiments gives higher reliability so the data accurately shows cause and effect relationships between IV and DV. <p>Look for other reasonable marking points.</p> |

| Level | Mark | Descriptor |
|---|-------------|--|
| Candidates must demonstrate an equal emphasis between knowledge and understanding vs 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 & 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