



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCSE
In Psychology (6PS01)
Paper 1

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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
1	A discrimination.	(1 AO1)

Question Number	Answer	Mark
2	A a list of word pairs.	(1 AO1)

Question Number	Answer	Mark
3	B distress because of something you have been told to do.	(1 AO1)

Question Number	Answer	Mark
4	B Colour of plates	(1 AO3)

Question Number	Answer	Mark
5	C Everyone in the study is tested in the same room.	(1 AO3)

Question Number	Answer	Mark
6	C Not telling the participants the aim of his study.	(1 AO3)

Question Number	Answer	Mark
7	B the same questions in the same order for everyone.	(1 AO3)

Question Number	Answer	Mark
8	A Counting the number of letters in each word.	(1 AO1)

Question Number	Answer	Mark
9	B Craik & Lockhart.	(1 AO1)

Question Number	Answer	Mark
10	D Ask Marti to recreate the location in her mind.	(1 AO1)

Question Number	Answer	Mark
11	A Fatima was really hungry before lunch and is now quite full.	(1 AO1)

Section B

Question Number	Answer	Mark
12 (a)	<p>No credit for Milgram or Hofling. No credit for procedure, results or conclusions</p> <p>e.g. Meeus & Raaijmakers (1986)</p> <ul style="list-style-type: none">• To see whether people asked to cause psychological harm to another person would do so/eq;• To investigate whether people would obey the command to make psychologically destructive comments to an interviewee during an apparent job interview (2 marks)/eq; <p>e.g. Slater et al (2006)</p> <ul style="list-style-type: none">• To see if having an avatar rather than a real person changed the way people responded in the study/eq;• To investigate whether participants would react towards an avatar they were instructed to shock in the same way that Milgram's participants responded in his original study (2 marks)/eq; <p>Look for other relevant marking points</p>	(2 AO1)

Question Number	Answer	Mark
12 (b)	<p>TE If (a) is blank but a relevant study is evaluated here full marks can be gained. If (a) is a study into obedience from the USA and is correctly evaluated full marks can be gained. If the evaluation does not match the study described in (a) then no marks.</p> <p>e.g. Meeus & Raaijmakers (1986)</p> <ul style="list-style-type: none"> ▪ A large sample of 39 participants was used so the results should have good generalisability/eq; ▪ The study was carefully designed e.g. 15 set negative comments were used and so would be easy to replicate so testing for reliability/eq; ▪ Situation was artificial, an interviewer being asked to harass an interviewee so this could have affected the results as people may not have behaved normally/eq; ▪ The difference in obedience may be because of the culture or because of the type of task, as both were varied (1st mark) making it more difficult to compare the results with Milgram's (2nd mark)/eq; <p>e.g. Slater et al (2006)</p> <ul style="list-style-type: none"> ▪ The study was a lab study using VR so it is possible that responses were modified by these conditions/eq; ▪ The avatar did not protest as much as Mr Wallace in the original studies, so results may have varied because of this (one participant said 'she' didn't seem too distressed)/eq; ▪ The study was carefully designed and so would be easy to replicate so testing for reliability/eq; ▪ Slater et al used objective measures of stress (heart rate & skin conductance) so were able to give a more accurate picture of the distress caused by obedience than Milgram/eq; <p>Look for other relevant marking points</p>	(4 AO2)

Question Number	Answer	Mark
12 (c)	<p>e.g. Meeus & Raaijmakers (1986)</p> <ul style="list-style-type: none"> ▪ If the task was not built up to be one where getting a job depended on it it would be less distressing (1 mark)/eq; ▪ They did not get informed consent as it would have made the scenario impossible to operate. By asking a selection of people in Utrecht whether participating in the study was OK before doing it they would have had some justification for the distress caused (2 marks)/eq; <p>e.g. Slater et al (2006)</p> <ul style="list-style-type: none"> ▪ Using an avatar that looked more alien may have reduced the levels of distress caused (1 mark)/eq; ▪ The research showed that the participants experienced as much real distress as in the original experiments when told to administer pain to the avatar. Therefore using a task people may not wish to do but which does not involve inflicting distress or pain onto another, be it avatar or real human would be preferable (2 marks)/eq; <p>Look for other relevant marking points</p>	(2 AO3)

Question Number	Answer	Mark
13	<p>Response must relate to the scenario throughout</p> <p>Accept appropriate theories of remembering and/or forgetting. Suitable examples may gain credit.</p> <ul style="list-style-type: none"> ▪ Chris could tell Andy to learn the material in a similar environment to that in which the examination will take place/eq; ▪ This will mean that the examination location will act as a context cue and prompt better recall/eq; ▪ When in the exam Andy should put himself back into the location/mood he was in when revising as that will help with the recall of information/eq; ▪ Chris could get Andy to use semantic processing when revising which will improve the ability to absorb and retain the information/eq; ▪ Semantic processing is associated with better levels of recall according to Craik & Tulving/eq; ▪ If Andy does his revision using spaced learning it is likely that he will retain the information better than if all his revision is crammed in close together at the end/eq; <p>Look for other relevant marking points</p>	(5 AO2)

Question Number	Answer	Mark
14 (a)	<ul style="list-style-type: none"> • Sample was from a university diving club who were on a diving holiday/eq; • There were eighteen participants, 13 male and 5 female/eq; • Participants were all experienced SCUBA divers/eq; • In the second study the participants were all members of the Scottish sub aqua club/eq; • There were 16 people in this sample/eq; • A further three people were tested in a fresh water dive/eq; • All participants were volunteers/eq; <p style="text-align: center;">Look for other relevant marking points</p>	(3 AO1)

Question Number	Answer	Mark
14 (b)	<p>Responses can be specific to this sample and/or this sampling method</p> <ul style="list-style-type: none"> • The sample was biased in terms of gender, there were far more males than females/eq; • As most of the participants were university students they are used to studying and learning so results may not be typical for the population as a whole/eq; • It is likely that the cognitive abilities of the sample were better than average as they were mostly university students so results may not be representative of the wider population/eq; • It was probably not realistic to get a more representative sample given time constraints and needing people who could dive/eq; • As cognitive abilities are universal the type of responses are probably similar in relation to each other as a different, more representative sample would be/eq; • Volunteer sampling can create bias as those participating are more willing than others so may display more demand characteristics than normal (2marks)/eq; <p style="text-align: center;">Look for other relevant marking points</p>	(4 AO3)

Question Number	Answer	Mark
14 (c)	<ul style="list-style-type: none"> • There is no bias in the way that the sample is created as everyone in the population has an equal chance of being selected/eq; • It is a time consuming and laborious method of creating a sample as all individuals in the target population need to be identified before creating the sample/eq; • If an individual selected at random does not wish to take part it can cause the sample to lose its integrity as a random sample/eq; • It remains the gold standard by which sampling is judged, even if it is difficult to achieve/eq; • It can be argued that there is unlikely to be any genuinely random samples used as they are so hard to achieve/eq; <p>Look for other relevant marking points</p>	(3 AO3)

Question Number	Answer	Mark
15 (a)	<p>No marks for theories of forgetting or LoP</p> <p>e.g. MSM</p> <ul style="list-style-type: none"> • Receives information from the environment through our senses, which is then automatically stored for up to 2 seconds/eq; • All information goes in but only a small amount is attended to and then passed to STM, the rest is not registered/eq; • STM has a capacity of 7 +/- 2 items and a duration of 15 – 30 seconds/eq; • Holds information in auditory form (by sound) but if not rehearsed is lost/eq; • Both capacity and duration of LTM are lifetime length/eq; • Information is held largely in semantic form but can also be acoustically or visually stored/eq; • Rehearsal is seen as a key process as it not only keeps information in STM, but is also responsible for transferring it to LTM • <p>e.g. Working Memory</p> <ul style="list-style-type: none"> • The central executive monitors and co-ordinates the operation of the slave systems/eq; • It also moves between tasks, operates retrieval strategies and controls selective attention/eq; • Phonological loop consists of two sub systems one which is an inner voice the other which is an inner ear/eq; • The primary acoustic store holds auditory memory traces which decay rapidly/eq; • The articulatory loop revives memory traces by rehearsing them/eq; 	(5 AO1)

- There is an inner eye which holds visual and spatial information from long term memory/eq;
- It is used to manipulate spatial information such as shapes, colours and position of objects/eq;
- It also rehearses information and transfers it to the central executive/eq;
- The episodic buffer provides time sequencing for visual, spatial and verbal information/eq;

e.g. Reconstructive memory

- Memory is not like a tape recording but is stored as concepts and reconstructed when we recall it/eq;
- Retrieval of stored memories thus involves an active process of piecing together a range of information/eq;
- Our attitudes and responses to events change our memory for those events/eq;
- Recall involves retrieving knowledge that has been altered to fit with stereotypes the person already has/eq;
- We have ideas and scripts about the world which give expectations and rules about what we do and understand/eq;
- We use schemas that we already have to interpret information and incorporate these into our memory/eq;
- As part of the process of creating memory we tend to simplify information and sharpen what we perceive as salient points/eq;
- Confabulation is when information is added to fill in the gaps to make a story/ make sense/eq;

Look for other relevant marking points

Question Number	Answer	Mark
15 (b)	<p>If (a) is blank but (b) evaluates an appropriate theory then full marks can be gained. If (a) is not an appropriate theory of memory but is a theory from within the cognitive approach then max 2 marks. 0 marks for LoP.</p> <p>e.g. MSM</p> <ul style="list-style-type: none"> ▪ Portrays memory as passive so cannot account for the active part of memory/eq; ▪ Does not take into account alternative ways of information transferring from ST into LTM such as semantic processing/flashbulb memory/eq; ▪ Fails to explain things such as episodic memory when information is held in LTM for several minutes or several days but does not become permanent/eq; ▪ The physical movement of memory from a STS location to a long termstore can be seen using fMRI scans supporting the view of that a stores/eq; <p>e.g. Working Memory</p> <ul style="list-style-type: none"> ▪ There is now supporting evidence using fMRI scans for a central executive in the prefrontal lobes/eq; ▪ Evidence from errors in word list tasks supports the view that acoustic and visual tasks are dealt with by separate slave systems/eq; ▪ Neurophysiological evidence from scans supports the existence of specific areas for dealing with visual information (1st mark) with the left hemisphere being activated by visual inputs and the right hemisphere for spatial awareness (2nd mark)/eq; ▪ People with brain damage that prevents the creation of new LTM can nonetheless hold far more in their 'STM' than the MSM claims is possible giving support to the existence of an episodic buffer/eq; ▪ <p>e.g. Reconstructive memory</p> <ul style="list-style-type: none"> ▪ Fails to explain the mechanisms by which memory may be stored/eq; ▪ Says memory is reconstructed but does not explain how such reconstruction occurs/eq; ▪ There is circumstantial support for the concept of reconstructive memory both from Bartlett but also from other studies that look into the nature of retrieval errors/eq; ▪ Evidence from the War of the Ghosts study supports the idea of modifying memory to fit with existing schemas/eq; ▪ Repeated reproduction studies show that both sharpening and shortening occur during the process of serial reproduction/eq; <p>Look for other relevant marking points</p>	(4 AO2)

Question Number	Answer	Mark
16	<p>Max 3 if no examples. Max 3 if only one type of data.</p> <ul style="list-style-type: none"> ▪ Qualitative data are data that are non-numerical such as words/eq; ▪ Qualitative data are able to give nuances in the information provided that is unlikely to be found in quantitative data/eq; ▪ Qualitative data provides a potentially richer source of information than quantitative data/eq; ▪ Qualitative data can usually be converted into a quantitative format to allow analysis to be undertaken/eq; ▪ Qualitative data is found by asking people to write down how they feel about a situation then looking at the type of words they have used/eq; ▪ Quantitative data are numerical values/eq; ▪ Quantitative data are usually straightforward to analysis with statistical test/eq; ▪ Objective results can be achieved through statistical analysis and so bias through interpretation is avoided/eq; ▪ If participants are asked to recall how words from a word list the number of words they correctly recall produces quantitative data/eq; <p>Look for other relevant marking points</p>	(5 AO3)

Question Number	Answer	Mark
17	<p>Read through whole answer before going to levels</p> <p>AO1</p> <ul style="list-style-type: none"> ▪ SIT states there are 3 stages, categorisation, identification and comparison ▪ The in-group out-group conflicts described by the theory reinforce social comparison ▪ Categorisation develops as a result of seeing groups as distinctive ▪ Identification develops the concepts of distinctiveness and increases awareness of difference, so Charlotte will modify her behaviour to match her new group ▪ Once a member of a group comparisons between the in group and out group enhance the distinctiveness of the group <p>AO2</p> <ul style="list-style-type: none"> ▪ Tajfel's theory can explain Charlotte's behaviour as she wants to become a member of a group, the in group ▪ Charlotte will have been exposed to a new group of people at her school and have decided which group she wishes to become part of ▪ She will have categorised the group as a potential ingroup and other groups as outgroups ▪ Her changes in behaviour will be related to identifying with the group, taking on their values and beliefs ▪ This will enable her to categorise herself as part of the group and gain acceptance ▪ Emulating the behaviour of a group will not necessarily mean someone is accepted into that group ▪ Tajfel claimed that this behaviour would lead to prejudice towards other groups but Charlotte may not be prejudiced against other groups ▪ It is possible that Charlotte's behaviour would have changed anyway, without the influence of a new group, it could be a maturational effect ▪ SIT fails to explain why she may have been attracted to that particular group in the first place ▪ SIT does explain why Charlotte seeks to conform to the norms of her new group of friends and copy their behaviour <p>Look for other appropriate material</p>	(6AO1 6AO2)

Level	Mark	Descriptor
		<p>A01: Knowledge and understanding of science and how science works.</p> <p>A02: Evaluation of knowledge and understanding of science and how science works.</p>
	0	No rewardable material
Level 1	1-3 marks	<p>Candidates will produce brief answers, making simple statements showing some relevance to the question.</p> <ul style="list-style-type: none"> ▪ Limited description of the theory ▪ OR Limited evaluation ▪ OR basic application to Charlotte's scenario with no theory <p>The skills needed to produce effective writing will not normally be present. The writing may have some coherence and will be generally comprehensible, but lack both clarity and organisation. High incidence of syntactical and /or spelling errors.</p>
Level 2	4-6 marks	<p>Description OR evaluation only OR limited attempt at each OR one is in less detail than the other</p> <ul style="list-style-type: none"> ▪ Both description and evaluation show some development but may not be contextualised at all ▪ Description of theory done very well but with a very weak evaluation. ▪ A good/very good description and evaluation of the theory with no reference to the context. <p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There are likely to be passages which lack clarity and proper organisation. Frequent syntactical and /or spelling errors are likely to be present.</p>
Level 3	7-9 marks	<p>Candidate has attempted and answered both of the injunctions in the question well.</p> <ul style="list-style-type: none"> ▪ Good description of SIT with relevance/reference to Charlotte ▪ Evaluation done well, may not be contextualised <p>The candidate will demonstrate most of the skills needed to produce effective extended writing but there will be lapses in organisation. Some syntactical and /or spelling errors are likely to be present.</p>

Level 4	10-12 marks	<p>Candidate has attempted and answered <i>both of the injunctions</i> in the question very well.</p> <ul style="list-style-type: none">▪ Very good description of SIT with relevance/reference to Charlotte▪ Evaluation of the theory is done very well though may not be contextualised <p>The skills needed to produce convincing extended writing are in place. Very few syntactical and /or spelling errors may be found. Very good organisation and planning. Given time constraints and limited number of marks, full marks must be given when the answer is reasonably detailed even if not all the information is present.</p>
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