

Mark Scheme

June 2017

Pearson Edexcel GCE  
In Psychology (8PS0)  
PAPER 1: Social and Cognitive  
Psychology

# 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:
  - 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.
  - 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, a 'best fit' approach should be used:
  - Examiners should first decide which descriptor most closely matches the candidate answer and place it in that band.
  - 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.
  - 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.

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**SECTION A: SOCIAL PSYCHOLOGY**  
Total for Section A - 29 marks

Question Number	Answer	Mark
<b>1a</b>	<b>AO2 (2 marks)</b>	<b>(2)</b>
	<p><b>One</b> mark for each suitable closed question.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Do you spend any time with art students? Yes/No (1)</li> <li>• On a scale of 1 (lowest) to 5 (highest) how overly dramatic do you find art students' behaviour? 1 2 3 4 5 (1)</li> </ul> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	

Question Number	Answer	Mark
<b>1b</b>	<b>AO2 (2 marks)</b>	<b>(2)</b>
	<p>Up to <b>two</b> marks for explanation of appropriate interview.</p> <p>For example:</p> <p><b>Structured Interview</b></p> <ul style="list-style-type: none"> <li>• Abigail can us a structured interview with set questions about perception of art students (1) which she would replicate with each science student in a standardised order. (1)</li> <li>• Abigail can us a structured interview with set questions about what science students think of art students (1).</li> </ul> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	

Question Number	Answer	Mark																								
<b>1c(i)</b>	<p style="text-align: center;"><b>A02 (1 mark)</b></p> <p><b>One</b> mark for correct completion of frequency data table</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Participant</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>### ///</td> <td>8</td> </tr> <tr> <td>B</td> <td>### //</td> <td>7</td> </tr> <tr> <td>C</td> <td>### ///</td> <td>8</td> </tr> <tr> <td>D</td> <td>### ////</td> <td>9</td> </tr> <tr> <td>E</td> <td>////</td> <td>4</td> </tr> <tr> <td>F</td> <td>### /</td> <td>6</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total</td> <td>42</td> </tr> </tbody> </table>	Participant	Tally	Frequency	A	### ///	8	B	### //	7	C	### ///	8	D	### ////	9	E	////	4	F	### /	6	Total		42	<b>(1)</b>
Participant	Tally	Frequency																								
A	### ///	8																								
B	### //	7																								
C	### ///	8																								
D	### ////	9																								
E	////	4																								
F	### /	6																								
Total		42																								

Question Number	Answer	Mark
<b>1c(ii)</b>	<p style="text-align: center;"><b>A02 (1 mark)</b></p> <p><b>One</b> mark for correctly calculating the <b>range</b></p> <ul style="list-style-type: none"> <li>• <b>5</b> (five)</li> </ul>	<b>(1)</b>

Question Number	Answer	Mark
<b>1d</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Up to <b>two</b> marks for explanation of why standard deviation is used</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Standard deviation uses all the data collected in a set of results (1) to calculate how much variation there is from the mean (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1e</b>	<p style="text-align: center;"><b>AO1 (3 marks), AO2 (3 marks)</b></p> <p>Up to <b>three</b> marks for understanding of social identity theory (AO1) Up to <b>three</b> marks for exemplification in relation to scenario (AO2)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Social Categorisation is when people classify themselves or other people as members of particular groups (1). This has taken place as the science students classify arts students as members of an out-group because they are not studying the same subject (1). Social Identification is adopting characteristics/norms/values of the group we have categorised ourselves as belonging to (1). This is shown when science students adopt the characteristics of their in-group as scientists/science students such as wearing lab coats (1). Social Comparison is contrasting in-group with out-group to maintain self-esteem (1). This happens when the science students (in-group) compare themselves more favourably by considering themselves to be better students than the arts students (out-group) (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(6)</b>

Question Number	Answer	Mark
1f	<p style="text-align: center;"><b>AO1 (2 marks) AO3 (2 marks)</b></p> <p>Up to <b>two</b> marks for identification of individual difference (personality) (AO1)  Up to <b>two</b> marks for justification/exemplification (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Adorno would have suggested an authoritarian personality where people are hostile to those they see as inferior (1) so, they are likely to act on prejudicial beliefs about groups/individuals as they have beliefs and opinions that are rigid (1). Cohrs et al. (2012) found that Right Wing Authoritarianism correlated with prejudice when questioning German nationals which shows this trait affects prejudice (1), however Freud would suggest oral fixation leads to aggression and dominance in prejudice not authoritarianism (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2a</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p><b>One</b> mark for appropriate definition</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• When the sample contains a proportional representation of the target population (1)</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2b</b>	<p style="text-align: center;"><b>AO1 (1 mark) AO3 (1 mark)</b></p> <p><b>One</b> mark for identification of a strength (AO1)  <b>One</b> mark for justification of the strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Stratified sampling is more likely to be demographically representative (1) so increases the generalisability of findings to the target population (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>



Question Number	Indicative Content	Mark
3	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Milgram's studies used standardised instructions, such as the word pairs, with a clear procedure.</li> <li>• The administering of electric shocks was undertaken in controlled settings.</li> <li>• The sample of 40 participants in his 1963 study consisted of adult males aged 20 to 50 years from a range of backgrounds</li> <li>• Electric shocks are an artificial task as they are not how learners are usually punished for incorrect responses</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• The standardised procedures mean his studies are replicable and therefore can be tested for reliability, such as Burger (2009).</li> <li>• The controlled settings are an artificial context for testing the nature of obedience in society, so lacks ecological validity.</li> <li>• Population validity is increased due to the range of backgrounds of the sample group so the findings can be generalised to males of different backgrounds.</li> <li>• Administering electric shocks to participants lacked mundane realism and so his research had limited task validity.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(8)

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b>		
<b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	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)

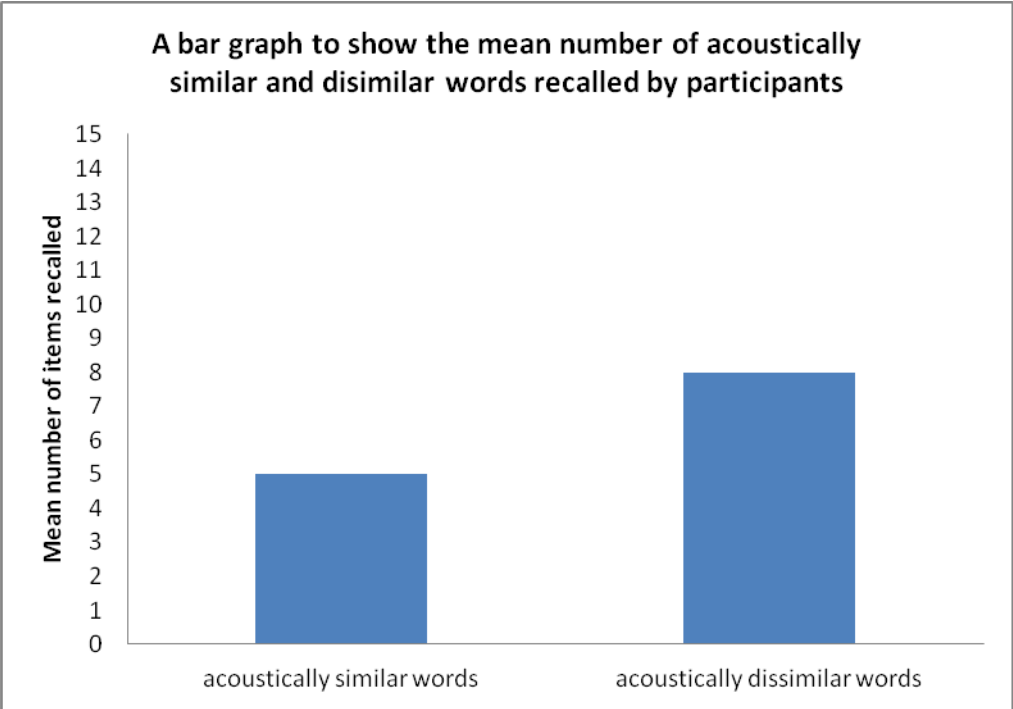
SECTION B: COGNITIVE PSYCHOLOGY  
Total for Section B - 29 marks

Question Number	Answer	Mark
4a	<p style="text-align: center;"><b>AO1 (2 marks), AO2 (2 marks)</b></p> <p>Up to <b>two</b> marks for understanding of schema theory (AO1) Up to <b>two</b> marks for exemplification in relation to the scenario (AO2)</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Schemas are stored knowledge/mental representations. (1) Our schemas influence the way in which we recall information. (1) Liam may be a rugby player and he has developed a schema of the field from his experiences of playing rugby. (1) Emily may have developed a schema of the field from watching football. (1)</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
4b	<p style="text-align: center;"><b>AO1 (2 marks) AO3 (2 marks)</b></p> <p><b>One</b> mark for identification of each weakness (AO1) <b>One</b> mark for justification of each weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"><li>• It does not account for the transference between short term and long term memory (1) so it is not fully credible as it is an incomplete explanation of memory processes (1).</li><li>• Bartlett (1932) supports his theory of reconstructive memory with unreliable evidence from his 'War of the Ghosts' study (1) which had very few controls in place when the story was read or recalled meaning the data could be flawed (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>5</b>	<p style="text-align: center;"><b>AO2 (5 marks)</b></p> <p>Up to <b>five</b> marks for explanation of the key question.</p> <p>For example:</p> <p><b>How can knowledge of working memory be used to inform the treatment of dyslexia?</b></p> <ul style="list-style-type: none"> <li>• Having a poor working memory means that children with dyslexia find it difficult to hold information in working memory (1). They also have phonological deficits, causing problems with learning things like new languages (1). Snowling and Hulme (2011) found that children should be trained in letter-sound recognition to help improve phonological coding in working memory (1). Simplifying tasks for children avoids overloading the central executive processing capacity (1), so helping children to increase processing speed and strategies for remembering with interventions such as Cogmed can enhance working memory to aid Dyslexia (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(5)</b>

Question Number	Answer	Mark
<b>6a</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO2 (2 marks)</b></p> <p><b>One</b> mark for each definition of IV and DV (AO1)  <b>One</b> mark for each application to scenario (AO2)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>• The independent variable is the variable that is manipulated by the researcher (1), in Sarah's experiment this is similar and dissimilar the word lists (1).</li> <li>• The dependent variable is the variable that is measured (1), which would be the total number of words recalled (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark						
6b	<p style="text-align: center;"><b>A02 (3 marks)</b></p> <p>One mark for appropriate <b>title</b>.            One mark for appropriate <b>labelling of axes</b>.            One mark for correct plots in <b>two bars</b>.</p> <p>For example:</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto;"> <caption>Data from the bar graph</caption> <thead> <tr> <th>Word Type</th> <th>Mean number of items recalled</th> </tr> </thead> <tbody> <tr> <td>acoustically similar words</td> <td>5</td> </tr> <tr> <td>acoustically dissimilar words</td> <td>8</td> </tr> </tbody> </table> </div> <p><b>Look for other reasonable marking points.</b></p>	Word Type	Mean number of items recalled	acoustically similar words	5	acoustically dissimilar words	8	<b>(3)</b>
Word Type	Mean number of items recalled							
acoustically similar words	5							
acoustically dissimilar words	8							

Question Number	Answer	Mark
6c	<p style="text-align: center;"><b>A03 (1 mark)</b></p> <p><b>One</b> mark for an appropriate conclusion</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Acoustically similar words are more difficult to recall than acoustically dissimilar words (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Indicative Content	Mark
7	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Case studies can investigate patients where brain damage has occurred that could not be intentionally caused.</li> <li>• Case studies can use a number of research methods, such as observations, PET scanning and experimental methods.</li> <li>• HM could not give fully informed consent to be studied by the researchers due to his STM/LTM impairments.</li> <li>• Research using case studies of brain-damaged patients can generate qualitative data that describes the memory functioning in detail.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Case studies are a more ethical way to investigate the effects of things like the removal of HM's hippocampus on memory.</li> <li>• Triangulation improves the consistency of the data gathered within a case study and can lead to greater reliability.</li> <li>• Brain damaged patients may be exploited for memory research which could be considered unethical.</li> <li>• The qualitative nature of the data gives the findings high validity as it represents the experiences of brain damage for individuals such as Clive Wearing in their real-life contexts.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b>		
<b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	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	Mark
<b>8</b>	<p style="text-align: center;"><b>AO1 (6 marks), AO3 (6 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Respect involves informed consent; researchers should obtain the consent of participants, they need to know what it is that they are agreeing to.</li> <li>• Baddeley (1966b) gained consent from participants in the APU at Cambridge who were aware of the nature of psychological research.</li> <li>• Respect involves deception; only if there is any other way to carry out the study other than by using deception.</li> <li>• In case studies such as HM and KF the identity of the participants was kept anonymous from the general public.</li> <li>• Participants should be protected from harm and distress whilst taking part in a study.</li> <li>• Responsibility involves debriefing; participants should be able to discuss the procedure and the findings with the psychologist.</li> <li>• Participants in Milgram (1963) were given verbal prods to continue during the experiment.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Due to nature of HM's memory could not give informed consent or have right to withdraw, so does not meet ethical guidance.</li> <li>• Participants who are aware of the nature of research are more informed about their involvement and so ethical considerations of consent have been met.</li> <li>• Milgram (1963) used deception about the nature of the study was necessary to fulfil aims which can meet ethical guidance to an extent.</li> <li>• Maintaining the confidentiality of participants in case studies ensured anonymity and promoted good ethical practices.</li> <li>• Sherif et al (1954/1961) led participants to become physically aggressive and they had to be separated so the protection of participants was not fully met.</li> <li>• Procedures that actively discourage the right to leave a study when participants feel uncomfortable diminish the right to withdraw from being exercise by the participants</li> <li>• BPS guidelines (2009) would now prevent research such as Milgram (1963) but this could be to the detriment of advances in psychological knowledge.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(12)</b>

Level	Mark	Descriptor
<b>AO1 (6 marks), AO3 (6 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	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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