



# Mark Scheme (Results)

June 2022

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IAS Psychology (WPS01)  
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**

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Credit <b>one</b> mark for an accurate statement.</p> <p>For example;</p> <p><b>Yi Huang et al. (2014)</b></p> <ul style="list-style-type: none"> <li>• To ascertain whether social conformity could persist in the short-term. (1).</li> </ul> <p><b>Haun et al. (2014)</b></p> <ul style="list-style-type: none"> <li>• To directly compare human and nonhuman tendencies to adjust their behaviour to that of their peers in a single, comparable scenario. (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Credit <b>one</b> mark for giving an accurate sample.</p> <p>For example;</p> <p><b>Yi Huang et al. (2014)</b></p> <ul style="list-style-type: none"> <li>• The sample included 17 Chinese university students including 5 men and 12 women (1).</li> </ul> <p><b>Haun et al. (2014)</b></p> <ul style="list-style-type: none"> <li>• The sample included 18 children, 12 chimpanzees, and 12 orangutans (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<p><b>1(c)</b></p>	<p style="text-align: center;"><b>AO1 (4 marks)</b></p> <p>Credit up to <b>four</b> marks for an accurate description.</p> <p>For example;</p> <p><b>Yi Huang et al. (2014)</b></p> <ul style="list-style-type: none"> <li>• 280 digital colour photographs of faces of young Chinese women with neutral expressions were obtained (1). Each photograph was displayed for 2 seconds on a computer screen (1). Participants rated attractiveness then an alleged average attractiveness rating from 200 other students appeared onscreen for 2 seconds (1). After 3 months, participants were called back and asked to rate the same faces again (1).</li> </ul> <p><b>Haun et al. (2014)</b></p> <ul style="list-style-type: none"> <li>• The experiment consisted of a box with three sections each of a different colour that dispensed a reward when a ball was dropped into them (1). Participants dropped balls into sections until they had used the one rewarding box section on 8 out of 10 consecutive tests (1). They then observed demonstrators who chose different sections to the participant's preference and who received a reward each time (1). The participants were then given three more balls that they could put in whichever section they wanted (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<p><b>(4)</b></p>

Question Number	Answer	Mark
<b>2</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description in relation to the scenario.</p> <p>For example;</p> <ul style="list-style-type: none"><li>• Brandon loaded the boxes on the van as he would have been agentic in the presence of his manager who is an authority figure that can give Brandon an instruction (1), however when the manager was not in close proximity and sent an email instruction instead, the lack of physical presence meant Brandon did not unpack the boxes on time (1).</li></ul> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
3	<p style="text-align: center;"><b>A02 (2 marks), A03 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in relation to the social psychology practical (A02)            Credit <b>one</b> mark for justification/exemplification of each improvement (A03)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>• We could use stratified sampling instead of opportunity sampling to gather a more representative group of participants of different ages and genders to complete the questionnaire on obedience (1). This would make our findings about obedience to authority more generalisable to a wider population of society than just 18-year-old students in our college (1).</li> <li>• We could undertake a pilot study to test the accessibility of our questions about obedience to make sure anyone taking part understands the questionnaire (1). This would increase the internal validity of our findings about obedience as we would be more certain that participants are interpreting the questions accurately (1).</li> </ul> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the social psychology practical of a questionnaire to gather both qualitative and quantitative data.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>4(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for an accurate statement.</p> <p>For example;</p> <ul style="list-style-type: none"> <li>Quantitative data has a numerical value that can be counted, such as a measurement of quantity or amount (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>4(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a strength (AO2)  Credit <b>one</b> mark for justification/exemplification of the strength (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>Participants in social psychology research can give in-depth details about their reasons for obeying so researchers can find out the rationale behind social behaviours (1) which increases the validity of data gathered as the descriptions may provide rich explanations of the different situations or contexts in which people obey (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>



Question Number	Answer	Mark
<b>5(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Credit <b>one</b> mark for an accurate statement.</p> <p>For example;</p> <ul style="list-style-type: none"> <li>• Conformity is when a person makes a change to their beliefs or behaviours to fit in with a group (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>5(b)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description in relation to the scenario.</p> <p>For example;</p> <ul style="list-style-type: none"> <li>• There is a majority influence from his friends who are writing on the wall as there are more of them writing graffiti than not doing it (1) and as Jamie is with a social group that he wants to be part of, he joins in with writing graffiti to fit into the group norms and not be boring even though he knows vandalism is wrong (1).</li> </ul> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Indicative Content	Mark
6	<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>• The authoritarian personality could be characterised by demonstrating obedience to a legitimate authority figure or by suppressing those who are considered inferior.</li> <li>• Individuals develop a sense of gender identity through socialisation into the norms and expectations placed on specific gender roles in society.</li> <li>• People with high empathy have a strong sense of compassion towards others, with females in Milgram's (1965) experiment reporting higher levels of stress and tension than males.</li> <li>• Gender stereotypes affect how we perceive ourselves and others, such as women being perceived to be more obedient and agreeable than males, who are often expected to be strong and independent.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Elms and Milgram (1966) found fully obedient individuals scored higher on the F-Scale measuring authoritarianism compared to defiant participants, so personality may influence obedience.</li> <li>• Burger (2009) found gender differences in obedience are minimal which supports Milgram's research that gender is less of a factor in obedience than other factors, such as personality.</li> <li>• The exacerbated stress and tension may suggest women are more empathetic, but as they are socialised to take on caring/nurturing roles the influence of personality and gender may be difficult to separate.</li> <li>• Sheridan and King (1972) found that 100% of their female subjects administered actual shock to a live puppy until the end of the shock scale, as opposed to 54% of the male subjects, suggesting that gender may play a role in the level of obedience people demonstrate.</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 assessment/conclusion in their answer.</b>		
	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**

Question Number	Answer	Mark
<b>7(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description.</p> <p>For example;</p> <ul style="list-style-type: none"><li>• The visuo-spatial sketchpad is a slave system of working memory that is controlled by the central executive (1) which processes visual and spatial information such as light, colour, shape and tracking movement of objects (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

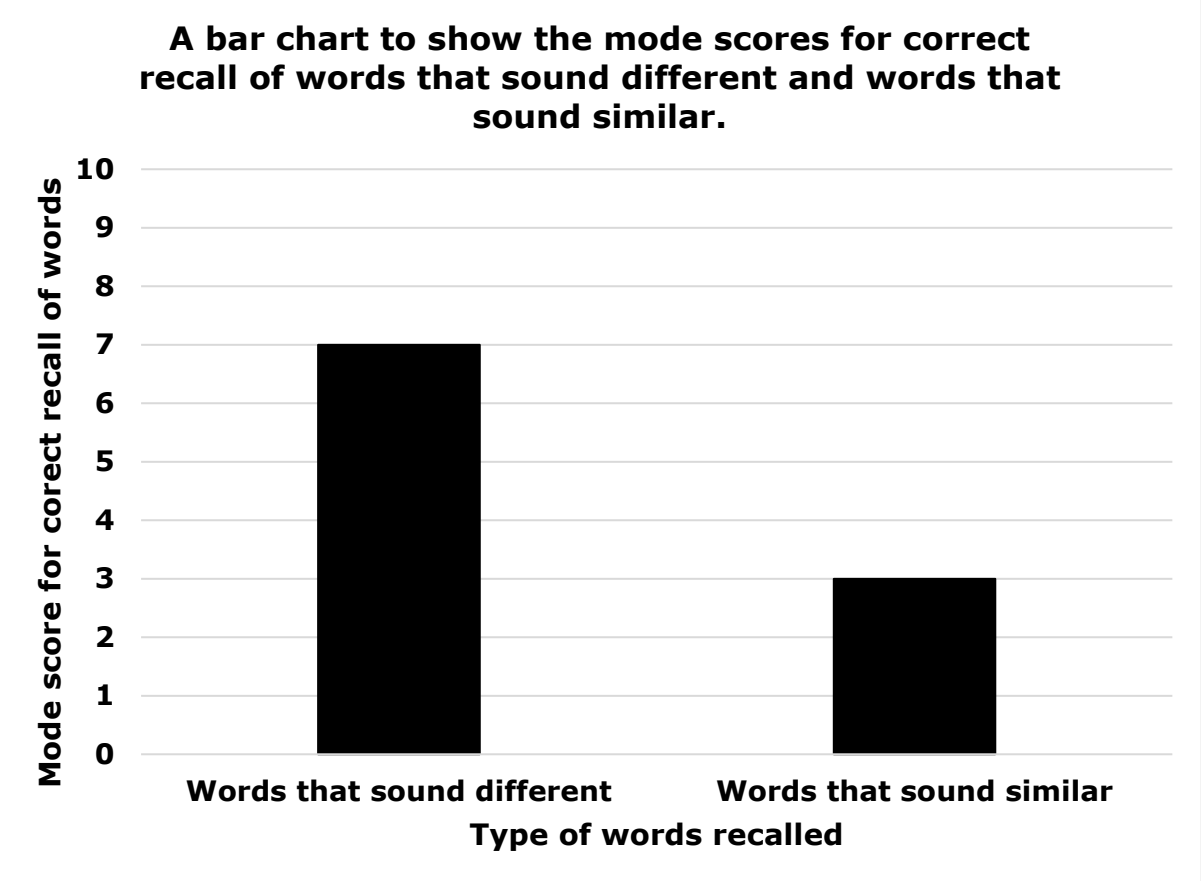
Question Number	Answer	Mark
<b>7(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a weakness (AO1) Credit <b>one</b> mark for justification/exemplification of the weakness (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"><li>• Baddeley and Hitch's (1974) working memory model is not a complete explanation of human memory as it only explains the short-term memory and ignores other memory components (1) therefore concepts like the phonological loop are limited in how useful they may be when applied to explaining memory processes such as long-term memory or sensory input (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8(a)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description in relation to the scenario.</p> <p>For example;</p> <ul style="list-style-type: none"> <li>• Bobby may have an existing schema of features he associates with car thieves from his own knowledge or past experiences of theft (1) so when recalling the thieves Bobby filled in gaps in his memory using his schema of criminality to recall that the thieves were males in dark clothing (1).</li> </ul> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8(b)</b>	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of a reason in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of each reason (AO3)</p> <p>For example;</p> <ul style="list-style-type: none"> <li>• Chris may have assimilated information from the security guard and other witnesses that he talked to about the theft and his memory of the event has been altered from the post-event schema he has developed (1). Loftus and Pickrell (1995) found that in 25% of participants, memories could be created from false information given about an event showing how the other witnesses may have changed Chris's own memory of the car theft (1).</li> <li>• Confabulation may have influenced Chris's recall of events as it could make more sense to Chris that a physically smaller sized person would be a female rather than a male (1). Bartlett (1932) would suggest that this occurs when individuals alter or change a memory in order for it to fit with their own schema, so Chris would have recalled the smaller thief as female (1).</li> </ul> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>9(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for correct answer.</p> <ul style="list-style-type: none"><li>• 6.75 (1).</li></ul> <p><b>Reject all other answers.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>9(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for correct answer.</p> <ul style="list-style-type: none"><li>• 3 (1).</li></ul> <p><b>Reject all other answers.</b></p>	<b>(1)</b>

Question Number	Answer	Mark						
9(c)	<p style="text-align: center;"><b>AO2 (3 marks)</b></p> <p>Credit <b>one</b> mark for appropriate <b>title</b>.            Credit <b>one</b> mark for appropriate <b>labelling of axes</b>.            Credit <b>one</b> mark for correct <b>plots</b>.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>A bar chart to show the mode scores for correct recall of words that sound different and words that sound similar.</b></p>  <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Type of words recalled</th> <th>Mode score for correct recall of words</th> </tr> </thead> <tbody> <tr> <td>Words that sound different</td> <td>7</td> </tr> <tr> <td>Words that sound similar</td> <td>3</td> </tr> </tbody> </table> </div> <p><b>Look for other reasonable marking points.</b></p>	Type of words recalled	Mode score for correct recall of words	Words that sound different	7	Words that sound similar	3	<b>(3)</b>
Type of words recalled	Mode score for correct recall of words							
Words that sound different	7							
Words that sound similar	3							

Question Number	Answer	Mark
<b>9(d)</b>	<p style="text-align: center;"><b>A02 (3 marks)</b></p> <p>Credit up to <b>three</b> marks for an accurate description in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Mateus could find several websites that have users from a range of backgrounds, such as educational, professional or retirement social media sites (1). He would place an advert on the social media sites to ask for people to come forward to take part in his memory study (1) and the potential participants would contact Mateus to offer to join his memory study which would give him a range of people in his sample (1).</li> </ul> <p><b>Generic answers score 0 marks.</b></p> <p><b>Look for other reasonable marking points.</b></p>	<b>(3)</b>



Question Number	Indicative Content	Mark
10	<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>• A repeated measures design is when participants in a study take part in all the conditions of the independent variable.</li> <li>• An independent groups design is when participants in a study only take part in one of the conditions of the independent variable.</li> <li>• When matched pairs is used, the participant sample are matched on specific features, such as age, gender or cognitive ability.</li> <li>• The type of memory task, such as repeated trigram tests, can influence the likelihood of order effects and demand characteristics.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Taking part in all conditions of the IV can lead to participants guessing the aim of the study and changing their behaviour which reduces the internal validity of findings about memory.</li> <li>• Individual differences, such as processing speed, can become a confounding variable in an independent groups design which reduces the comparability of data gathered in each condition of the IV.</li> <li>• Matching the participants on their cognitive ability, such as their age in a digit span test, can help ensure that the results in each condition are less influenced by participant variables.</li> <li>• Careful consideration of a research design can reduce the likelihood of a memory task causing fatigue or giving away the aim, improving the reliability that the IV is causing the effect on the DV.</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

Question Number	Indicative Content	Mark
<b>11</b>	<p style="text-align: center;"><b>A01 (6 marks), A03 (6 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• The multi-store model of memory can be described as an information processing model where information is input, processed then output.</li> <li>• Information is initially detected by the sense organs, such as sight or sound, and enters the sensory store in a modality specific form for a very brief time.</li> <li>• Information that is attended to in the sensory store is then transferred to the short-term memory store where acoustic encoding is used.</li> <li>• The short-term memory store is said to have a limited capacity of 5-9 items for information storage and a limited duration of 15-30 seconds.</li> <li>• Rehearsal takes place in short-term memory to transfer information into the long-term memory store.</li> <li>• Information is said to be encoded in the long-term memory store in mainly a semantic format.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Baddeley and Hitch (1974) suggest that short term memory comprises of multiple slave systems, so the multi-store model may be an over simplistic explanation of information processing in memory.</li> <li>• The multi-store model explains all stages of memory processes from sensory input through to long-term storage making it a more complete explanation of how the stages of human memory work.</li> <li>• In the case of KF, Shallice and Warrington (1974) found that material in the STM was analysed for meaning, and not simply for sound as the multi-store model claimed, so STM may be more complex than Atkinson and Shiffrin (1968) suggested.</li> <li>• Peterson and Peterson (1959) found that decay occurs in the STM store over a period of 18-30 seconds if rehearsal is prevented, supporting the rehearsal process of transfer to LTM.</li> <li>• Supporting evidence for separate memory stores and transference comes from the case study of HM whose STM was unaffected by his brain damage, but he could not create new semantic long-term memories.</li> <li>• There is evidence from the case of HM that new long term procedural memories could be created, such as mirror drawing, which is not explained by the multi-store model, making it an incomplete explanation of memory.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(12)</b>

Level	Mark	Descriptor
<b>A01 (6 marks), A03 (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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