



# Mark Scheme (Results)

June 2022

Pearson Edexcel  
GCE Psychology 8PS0/01  
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.

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Up to two marks for a definition of obedience using an example.</p> <ul style="list-style-type: none"> <li>• Obedience is when we follow the orders of someone we perceive to be an authority figure (1). For example, a student will put their mobile phone away when told to do so by their teacher (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO3 (2 marks)</b></p> <p>One mark for identification of each strength (AO1) One mark for justification of each strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The research is reliable as other researchers have replicated Milgram's 'new baseline' research (Experiment 5) (1) as Burger (2009) found similar results with 70% of participants intending to carry on above 150v compared to 82.5% in Milgram's study (1).</li> <li>• Milgram's research has real life application and can be used to explain blind obedience in conflict settings such as the My Lai Massacre in 1968 (1) therefore soldiers can be trained to report incidents and refuse to follow orders in potential war crime situations to prevent further atrocities (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>One mark for a definition of opportunity sampling.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Opportunity sampling is when researchers use participants who are available at that time (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>One mark for identification of strength/weakness in relation to the scenario (AO2).</p> <p>One mark for justification of strength/weakness (AO3).</p> <p>For example: Strength</p> <ul style="list-style-type: none"> <li>Kristian can repeat his questionnaire for all the players and fans to compare their responses to test for reliability (1) as the club members will answer the same questions such as 'do you agree with the move? Yes/No' (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>Kristian may find that because he is the manager of the club the data he collects may not be valid due to researcher effects (1) because the club members may not have given their honest opinions to their manager on the proposed move (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>3(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark) AO2 (1 mark)</b></p> <p>One mark for describing a relevant ethical issue (AO1). One mark for application of relevant ethical issue in relation to the scenario (AO2).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Protection from physical and psychological harm to participants should be considered (1) as Brittany is researching the potential negative effects of social media the students should not be encouraged to disclose anything that may upset them (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Up to four marks for description of the process of thematic analysis in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Brittany would use an inductive approach, familiarise herself with the data by reading and re-reading the essays the students have written and noting down initial ideas (1). She would then code interesting features such as minutes or hours spent on social media and the feelings of the students (1). Brittany would then collate the codes into potential themes such as 'total time spent on social media' and 'positive and negative effects' (1). She would then be able to narrow down the final themes from the essays which would give a summary of the data to come to a conclusion about the effects of social media on teenagers (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>4</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO2 (2 marks)</b></p> <p>Up to two marks for understanding of realistic conflict theory (AO1) Up to two marks for exemplification in relation to the scenario (AO2)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Intergroup conflict is created when there is competition for finite resources between different groups (1) as is the case between the Aston and Paul who cannot have free access to the room where they play chess (1). Differing groups can be brought together and conflict reduced with the introduction of superordinate goals (1), this is shown when Aston and Paul worked through the night to save the room from flooding so they could both use it in the future (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Indicative Content	Mark
5	<p style="text-align: center;"><b>AO1 (4 marks), A03 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• People with a personality that is sensitive to others people's emotions are able to empathise with the suffering of others.</li> <li>• Personality traits such as empathetic concern remain stable over time.</li> <li>• Individuals with an internal locus of control believe they are not influenced by others and are in control of their own actions.</li> <li>• An authoritarian personality type behaves submissively to those in power and treats those they deem inferior with contempt.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Burger (2009) found that participants that scored more highly in empathetic concern did not differ significantly in levels of obedience when administering shocks up to 150v.</li> <li>• Laboratory experiments, such as Burger (2009), that assess whether there may be a difference in obedience between people with different personality traits take place in an artificial setting so may lack validity.</li> <li>• Blass's (1991) meta-analysis suggested that if those with an internal locus of control felt they were being forced to obey they were able to resist obedience so their personality may help them to be less obedient.</li> <li>• Dambrun and Vatine (2010) used an immersive video environment to replicate Milgram (1963) and suggest that individuals that display an authoritarian personality may be more obedient.</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)



Question Number	Answer	Mark
<b>6 (a)</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 in terms of reliability (AO1)  <b>One</b> mark for justification of a strength in terms of reliability (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Standardised controls were used, such as each participant being given the same amount of time to write out the 10-word sequence (1) which means that the task can be replicated to retest the results to assess the influence of semantic and acoustic words on long term memory (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>6 (b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p><b>One</b> mark for identification of a weakness in terms of validity (AO1)  <b>One</b> mark for justification of a weakness in terms of validity (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The task of recalling word lists to test memory is an artificial task and lacks validity (1) as learning lists of words in a sequential order in our daily life is not a true representation of how memory functions (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7 (a)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>One mark for correct calculation of the mean.</p> <ul style="list-style-type: none"> <li>• 2.6</li> </ul> <p><b>Reject all other answers.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>7 (b)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>One mark for correct calculation of the mode.</p> <ul style="list-style-type: none"> <li>• 3</li> </ul> <p><b>Reject all other answers.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>7 (c)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>One mark for correct calculation of sum of squared values = <b>3.48</b>  One mark for dividing the sum of squared values by 7 (n-1) = <b>0.50</b>  One mark for calculating the square root = <b>0.71</b> to two decimal places</p> <p><b>Look for other reasonable marking points.</b></p>	<b>(3)</b>

Question Number	Answer	Mark
<b>7 (d)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>One mark for identification of an improvement to the experiment (AO2)  One mark for justification of improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Gwen could use a more representative group of participants from the whole Year 11 group rather than just one geography class (1) this would make her findings about recalling country names more generalisable to the school population (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8</b>	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Up to <b>four</b> marks for description of a procedure for Jane's laboratory experiment.</p> <p>For example:</p> <ul style="list-style-type: none"><li>Jane could create two separate lists of different facts to present to a group of participants (1). She could present the first list to the participants with music playing in the background and she could give them two minutes to revise the facts on the list (1). Jane could then give the participants one minute to recall as many facts as they can remember (1). She could then repeat the procedure with the participants using the second list of facts but without music playing in the background (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Answers must relate to the scenario.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>9a</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Up to <b>two</b> marks for description of semantic memory.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Semantic memory is like a mental thesaurus where information is stored (1). It can be in the form of words, verbal symbols and their meanings (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>9b</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO2 (2 marks)</b></p> <p><b>One</b> mark for identification of each strength (AO1)  <b>One</b> mark for justification of each strength (AO3)</p> <p>For example:</p> <p>Strength one</p> <ul style="list-style-type: none"> <li>Baddeley (1966b) gives supporting evidence that part of long-term memory (LTM) works semantically (1) as he found that semantic similarity was confused in LTM as participants found difficulty with word lists that were linked by a common theme (1).</li> </ul> <p>Strength two</p> <ul style="list-style-type: none"> <li>Greenberg and Verfaellie (2010) support the fact episodic memory is a separate memory store through neuropsychological investigations (1), using brain imaging techniques they found that patients with damage to medial temporal lobes have episodic memory impairment (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Indicative content	Mark
<b>10</b>	<p style="text-align: center;"><b>AO1 (4 marks), A03 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Reconstructive memory theory suggests memory is not a tape recorder and usually contains reconstructive errors.</li> <li>• Memories are grouped into categories called 'schemas' which are stored knowledge and mental representations of the world.</li> <li>• A feature of reconstructive memory is confabulation where people 'fill in the gaps' in recall with information that is consistent with their schema.</li> <li>• Rationalisation is when people change details in their recall so that it makes sense to them.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Loftus and Pickrell (1995) found that 25% of participants remembered a false memory of being lost in a shopping mall and some elaborated on their pseudomemories in great detail.</li> <li>• Axelrod (1973) argues that schema theory can only be used to explain changes in individuals and cannot account for how changes to memory occurs in groups.</li> <li>• In the 'war of the ghosts' study, Bartlett (1932), found that participants changed parts of the North American folk tale to help it make sense.</li> <li>• Wynn and Logie (1998) found that in natural situations that memories are not added to over time so rationalisation may only occur in artificial situations.</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)

Question Number	Indicative content	Mark
11	<p style="text-align: center;"><b>A01 (4 marks), A02 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Information can stay in the short-term store for up to 30 seconds and if rehearsed passes into the long-term store.</li> <li>• The multi-store model of memory suggests information is transferred from the sensory register to the short-term store by paying attention to it.</li> <li>• Social Identity theory suggests that social identification occurs when an individual shares common interests with the group.</li> <li>• Tajfel and Turner (1979) suggest that the existence of two different groups of people can cause conflict and prejudice.</li> </ul> <p><b>A02</b></p> <ul style="list-style-type: none"> <li>• Donald may not be rehearsing the street names regularly and is possibly only reading the street names once.</li> <li>• Donald finds it difficult to remain attentive when trying to learn the street names so they are not going to transfer to the short-term store or long-term store and will be lost.</li> <li>• Donald is concerned he will not be able to pass the memory test and will have to use a Sat Nav as a taxi driver which means he will not share the same skills as his friends so he will become a member of their out-group.</li> <li>• Donald's friends may say company A is better than company B as they are more talented and can remember the street names without a Sat Nav so compare themselves favourably to Donald.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Peterson and Peterson (1959) found that only about 10% of the trigrams could be recalled when rehearsal was prevented so this could support Donald's not being able to remember the street names.</li> <li>• Craik and Lockhart (1975) suggest that semantic memory is needed to remember information most accurately in the long term which could be an alternative explanation for Donald not being able to remember the street names.</li> <li>• Tajfel et al. (1971) found in their minimal groups study that Bristol school boys would consider those who had preference for a different painting as them in their out-group so can support why Donald may become in his friends' out group.</li> <li>• Realistic conflict theory could be an alternative explanation for Donald being considered in the out-group by his friends due to competition over scarce resources, such as taxi fares.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(12)

Level	Mark	Descriptor
<b>AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.</b>		
	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)