Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE
In 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.

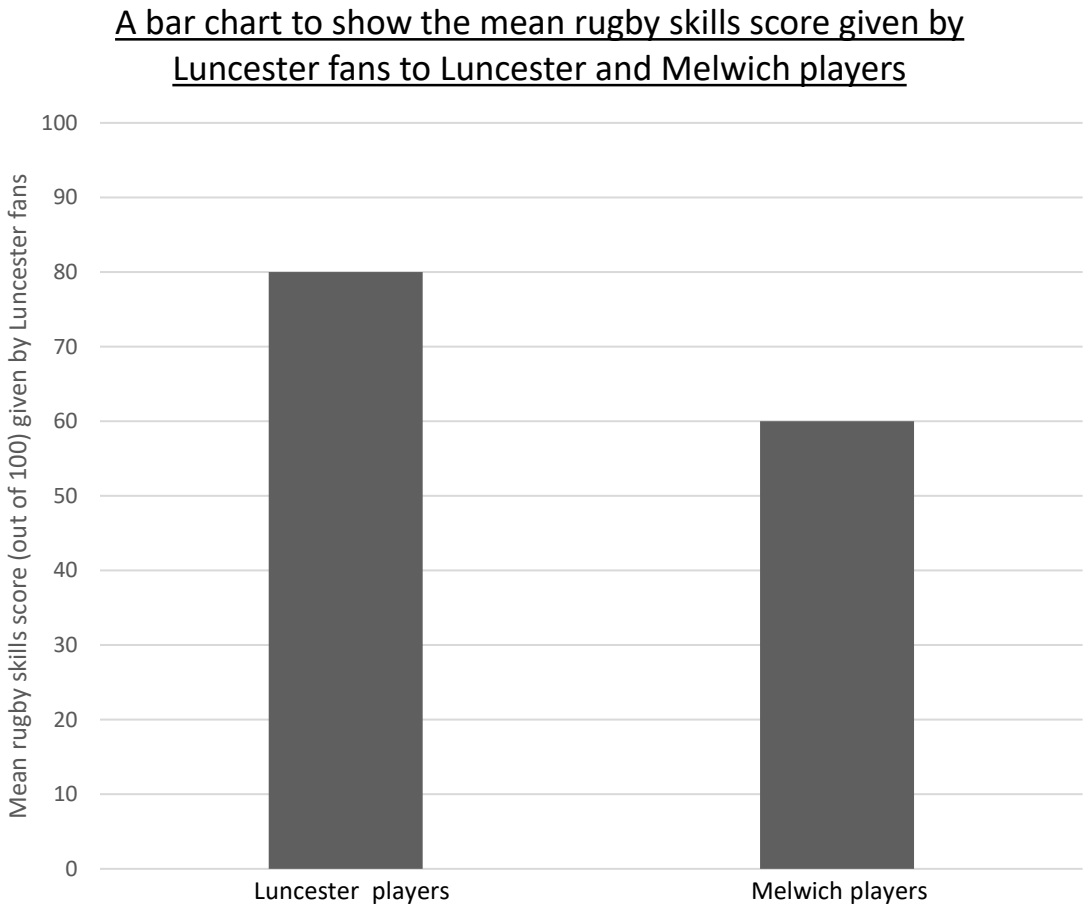
• When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

• Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

SOCIAL PSYCHOLOGY

Question Number	Answer	Mark
1	**AO1 (2 marks)** Up to **two** marks for a definition of qualitative data using an example. For example: • Qualitative data is descriptive (1). For example, the reasons why people would or would not obey instructions given by a teacher (1). • Qualitative data is word-based (1). For example, the responses given to open questions would generate qualitative data (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO2 (2 marks)** Up to **two** marks for a description of how Mo could recruit participants for his investigation using an opportunity sampling technique. For example: • Mo could stand outside the rugby stadium before the match (1). He would ask Luncester fans to take part in his questionnaire about their opinions of Luncester and Melwich players, until he has a total of 50 fans prepared to do so (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO2 (3 marks)** • One mark for correct/appropriate title (see graph below for suitable example). • One mark for appropriate labelling on axes (see graph below for suitable example). • One mark for correct plot data points (see graph below for correct plotting). For example:  **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
2(c)	**AO2 (1 mark), AO3 (1 mark)** One mark for an identification of a weakness in relation to the scenario (AO2). One mark for a justification of the weakness (AO3). For example: • Mo's sample may not be fully representative of all Luncester fans, because only those fans who attended the match could answer the questionnaire (1). This could mean that the conclusions Mo draws about the opinions that Luncester fans have of the two teams cannot be generalised to all Luncester fans (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(a)	**AO1 (2 marks), AO2 (2 marks)** Up to two marks for understanding of agency theory (AO1). Up to two marks for exemplification in relation to the scenario (AO2). For example: • Individuals who act according to their own free will are in the autonomous state (1). At home, Hina is in the autonomous state since she acts on her belief that children should be allowed to eat only what they want to before going outside to play (1). In the agentic state, individuals follow the orders of an authority figure (1). At the nursery, Hina is in the agentic state since she imposes the rule about finishing food before playing as instructed to by the nursery manager (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3 (b)	**AO1 (2 marks), AO3 (2 marks)** One mark for identification of a strength and a weakness of agency theory (AO1). One mark for justification of the strength and the weakness (AO3). For example: Strength • Milgram (1963) found that participants all gave at least a 300V shock to a 'learner' when given an order to do so by an experimenter (1). This suggests that people are obedient when given instructions by a legitimate authority figure giving agency theory credibility as an explanation of obedience (1). Weakness • Agency theory may only offer a partial explanation for obedience, since it ignores the influence of personality factors (1). Some individuals may possess an authoritarian personality type that gives them an unquestioning regard for all authority figures, meaning that the situation is not the only reason for obedience (1). **Look for other reasonable marking points.**	**(4)**

Question number	Answer	Mark
4	**AO1 (2 mark), AO3 (2 marks)** One mark for identification of each strength. One mark for justification of each strength. For example: • Tajfel et al. (1971)showed that schoolboys favoured their own group above other groups, giving the social identity explanation of prejudice credibility (1). The schoolboys who had been randomly assigned to groups over-allocated points to their in-group and under-allocated points to an outgroup (1). • Social identity theory can be applied to society by encouraging the formation of common in-groups between the groups showing prejudice (1), such as when players from sports teams come together as one in-group as a national team, reducing any prejudice they have as players of rival teams (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative content	Mark
5	**AO1 (4 marks) AO3 (4 marks)** **Burger (2009)** **AO1** • Volunteers were contacted for initial screening which discounted people with psychiatric diagnoses, medical conditions and problems with drug or alcohol use. • 70 participants including males and females aged 20-81 years who made it through the screening were randomly assigned to the baseline condition and the modelled refusal condition. • The basic procedure consisted of a teacher who was to deliver electric shocks to a learner in 15V increments each time the learner responded incorrectly in a word-pairing task up to a maximum of 150V. • Burger`s (2009) study took place in a room at Santa Clara University campus with standardised procedures and apparatus. **AO3** • The volunteer sample used in Burger's (2009) study may have been more highly motivated to please and so could have been more likely to be obedient than other people in the population. • The inclusion of both genders from a wide age range and mix of ethnicities means the findings can be more generalisable than Milgram's (1963) experiment which used just male participants. • Burger (2009) used a highly unusual task to measure obedience levels, so his conclusions may not be useful in explaining more mundane instances of obedience. • Due to the standardised procedures and controlled setting, Burger`s (2009) study minimised extraneous variables, increasing internal validity.	

Reicher and Haslam (2006)

AO1

- Volunteers saw advertisements in the national press and leaflets requesting people for a social science experiment that would be broadcast on TV.
- 332 men volunteered who then underwent a three-phase screening process, where 15 were selected to take part in the study.
- The study took place in a simulated prison which was constructed by the BBC, with the guards in separate dorms and their own 'upper level' from where they could watch the prisoners.
- Recordings were made of conversations inside the simulated prison which included the prisoners complaining about the quality of their food.

AO3

- The volunteer sample used in Reicher and Haslam`s (2006) study may have been more highly motivated to please and so could have been more likely to conform to social roles in the simulated prison than other people in the population.
- The screening process of participants was designed to ensure a diversity of age, social class and ethnic background, increasing generalisability.
- Despite steps taken to ensure realism in terms of the prison environment and procedures the simulation could never replicate real prison life, so had low ecological validity.
- There was genuine inequality experienced between the prisoners and guards, as evidenced by the prisoners complaining about the quality of their food in the recording, showing the study had some validity.

Cohrs et al (2012)

AO1

- For study 1, the researchers used an opportunity sample from the eastern area of Germany with an intention to sample different ages, educational levels, and social backgrounds.
- For study 2, participants were obtained from the Jena Twin registry. This is a database of twin pairs compiled from registry office data, twin clubs and via media calls.
- Questionnaires that measured right wing authoritarianism (RWA) and social dominance orientation (SDO) comprising of closed questions were answered using Likert scales.
- The measurement scale for RWA reversed the direction of some of the statements.

AO3

- Whilst an opportunity sample was used, attempts were made to balance the sample across different key demographic groups, improving generalisability.
- The sample obtained from the twin registry represents an unusual group, as they may have had qualitatively different upbringings from non-twins, limiting generalisability.
- The use of closed questions and Likert scales in Cohrs et al. (2012) forced participant choices according to pre-set responses, reducing validity.
- The scale used to measure RWA would have reduced response bias due to the reverse wording of some if the items, improving the validity of the findings.

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) 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)

COGNITIVE PSYCHOLOGY

Question Number	Answer	Mark
6 (a)	**AO1 (2 marks)** Up to two marks for a description of short-term memory according to the multistore model. For example: • The short-term memory is a limited capacity store that can hold between 5-9 items (1), with encoding in the short-term memory being predominantly acoustic (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6 (b)	**AO1 (1 mark), AO3 (1 mark)** One mark for identification of a weakness (AO1). One mark for justification of the weakness (AO3). For example: • The multi-store model is an overly simplistic model of memory because it only has a single unitary LTM / STM (1). HM was found to improve at tasks with practice despite not remembering doing the tasks previously, which shows that there is more than one type of long-term memory (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7 (a)	**AO2 (2 marks)** One mark for stating the independent variable (IV) for their practical investigation in cognitive psychology. One mark for stating the dependent variable (DV) for their practical investigation in cognitive psychology. For example: Independent Variable (IV) • The independent variable was word length / whether the words in the list were long words or short words (1). Dependent Variable (DV) • The dependent variable was how many words were recalled (1). **Look for other reasonable marking points.** **Generic answers sore 0 marks.** **Answers must relate to the cognitive practical (an experiment to collect quantitative data).**	**(2)**

Question Number	Answer	Mark
7 (b)	**AO2 (2 marks), AO3 (2 marks)** One mark for identification of one strength and one weakness of their practical investigation in cognitive psychology. One mark for justification of the strength and the weakness of their practical investigation in cognitive psychology. For example: Strength • We used controls, such as ensuring that the long and short words were presented at the rate of one per 3 seconds (1). This would allow other researchers to repeat our experiment using the same procedure in order to check for reliability (1). Weakness • Our participants were individuals who responded to an advertisement asking for people to take part in an experiment on word length meaning they were interested in the investigation so tried hard (1). This means that our findings about the effect of word length may not be generalisable to all students in our college who did not volunteer to take part (1). **Look for other reasonable marking points.** **Generic answers sore 0 marks.** **Answers must relate to the cognitive practical (an experiment to collect quantitative data).**	**(4)**

Question Number	Answer	Mark
8	**AO1 (2 marks), AO3 (2 marks)** One mark for identification of each strength (AO1). One mark for justification of the strength (AO3). For example: Strength one • Case studies of brain-damaged patients involved studying one patient or a small group of individuals using multiple methods (1). This allows researchers to triangulate across the data gathered to increase reliability about memory functions (1). Strength two • Case studies allow us to investigate aspects of memory that would not be ethically or practically possible using experiments (1). For example, studying HM using a case study was an appropriate way to further investigate the role of the hippocampus on memory as his hippocampus had already been removed (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
9 (a)	**AO2 (1 mark)** One mark for correct calculation of the median score. • 41	**(1)**

Question Number	Answer	Mark
9 (b)	**AO2 (4 marks)** One mark for correct completion of the difference column. One mark for correct completion of the ranked difference columns. One mark for correct completion of the sum of both ranks. One mark for correct answer **T = 3**	**(4)**

Participant	**Number of words written on the day the cartoon was watched**	**Number of words written one week after the cartoon was watched**	**Difference**	**Rank**	**Rank if positive**	**Rank if negative**
A	45	35	**10**	**3**	**3**	
B	49	26	**23**	**9**	**9**	
C	29	9	**20**	**7**	**7**	
D	44	22	**22**	**8**	**8**	
E	22	25	**-3**	**2**		**2**
F	53	39	**14**	**4**	**4**	
G	41	26	**15**	**5**	**5**	
H	33	17	**16**	**6**	**6**	
I	28	30	**-2**	**1**		**1**
				Total:	**42**	**3**

Look for other reasonable marking points.

Question Number	Answer	Mark
9(c)	**AO2 (1 mark), AO3 (1 mark)** One mark for identification of an improvement to her experiment (AO2). One mark for justification of the improvement (AO3). For example: • The cartoon Nyasha used was available on a popular streaming service so she could check that the children have not watched it before (1). This would ensure that previous knowledge of the cartoon did not affect the number of words the children were able to write in their descriptions of the cartoon, improving the validity of Nyasha's experiment (1). • Nyahsa could assess memory of the cartoon using a series of questions rather than count the number of words in descriptions (1). This could give a more accurate measure of the children's memories of the cartoon (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**	**(2)**

Question Number	Indicative content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The working memory model (Baddeley and Hitch, 1974)is a dynamic model of short-term memory comprising of the central executive and phonological loop and the visuospatial sketchpad. • The phonological loop processes sound-based information and is comprised of the articulatory control process and the phonological store. • The visuospatial sketchpad processes visual and spatial information necessary to visualise and mentally manipulate the positions and movement of objects. • The phonological loop and the visuospatial sketchpad have separate, limited capacities that when exceeded lead to impaired performance. **AO3** • The 1974 model has since been modified with the addition of the episodic buffer (Baddeley, 2000), which indicates the original model was an incomplete explanation of memory. • Paulesu et al. (1993) showed that different areas of the brain were active when participants performed tasks designed to engage the different components of the phonological loop, showing it can be a useful explanation of memory. • Lieberman (1980) stated visual processing is not necessary for spatial processing since blind people can successfully navigate in the complete absence of visual input, suggesting the model is incomplete. • Dual tasks studies (e.g. Baddeley 1976) show that when two tasks require the same processing performance is poor but when one task requires visual and the other requires phonological processing performance is better, which shows the model is a useful explanation of memory.	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between Knowledge and understanding vs assessment/conclusion in their answer.		
	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	Indicative content	Mark
11	**AO1 (4 marks), AO2(4 marks), AO3 (4 marks)** **AO1** • In social impact theory, immediacy is the distance between the target(s) and the source(s). • In social impact theory, strength refers to the authority that the source(s) has over the target(s). • Episodic memory is highly contextualised and includes specific details such as when an event happened, the other people that were present, and how an individual felt at the time of encoding. • Semantic memory is generalised and includes our knowledge of facts and the characteristics of objects. **AO2** • Marsha and Abbie (the targets) were far away from the house when Marsha's mother (the source) called them to come inside, decreasing the immediacy, reducing the social force. • Marsha's mother has more authority over Marsha than Abbie, meaning the social force experienced by Marsha is greater, which could explain why Marsha goes inside but Abbie does not. • Marsha remembers the event occurred in the summer when they were 10 years old, suggesting that the memory is episodic. • Abbie remembers picking apples from a tree, showing she understands how apples grow, which is semantic memory. **AO3** • When a confederate doctor telephoned nurses and ordered them to give medication to a patient, 21/22 nurses obeyed (Hofling, 1966), suggesting immediacy may not be necessary for obedience. • Sedikides and Jackson (1990) found that visitors to a zoo were more likely to obey instructions not to lean on railings when they were given by a confederate dressed as a zookeeper than a confederate in casual clothing, suggesting strength is needed for obedience. • Tulving et al. (1988) describes the case of KC who was found to have no episodic memory but did have an intact semantic memory, supporting the claim that episodic memory and semantic memory are two distinct kinds of long-term memory.	**(12)**

	• Episodic memory may not be a complete explanation for what Marsha and Abbie say because they do not agree about which fruit they were eating, reconstructive memory (Bartlett, 1932) could be used to explain this difference.	

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks), AO3 (4 marks) 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)