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EDEXCEL A LEVEL PSYCHOLOGY: QUESTIONS BY TOPIC

Social Psychology (Topic 1)

AS and A Level Psychology Topic 1

79 questions · 500 marks · Mark schemes included

Pearson Edexcel AS (8PS0) and A Level (9PS0) Psychology, June 2016 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by sub-topic and run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

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METHODS, STUDIES AND PRACTICAL INVESTIGATION

24 questions · 174 marks

72

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QUESTIONS

79 questions · 500 marks · grouped by sub-topic, lowest tariff first



SUB-TOPIC

OBEDIENCE

26 questions in this booklet



Answer the question

- 1** Define the concept of 'agentic state' as part of agency theory.



SECTION 1: SOCIAL PSYCHOLOGY

- 1** Milgram carried out some valuable research into obedience, including a number of variation studies.

Describe the procedure of the Rundown Office Block (Experiment 10) variation study.

- 4** In social psychology you will have studied individual differences in obedience, such as personality.

Describe how personality may affect obedience.



- 2 Belinda investigated whether personality had an impact on levels of obedience at work. She selected 10 senior managers from different companies, five with high scores for authoritarian personality traits and five with low scores.

The participants were asked whether they would dismiss an unpopular employee based on false allegations if the company director told them to.

The results of the investigation are shown in **Table 1**.

Authoritarian personality score	Would dismiss the employee	Would not dismiss the employee
High	4	1
Low	1	4

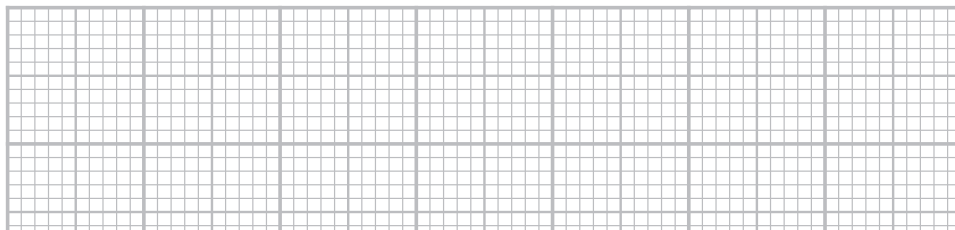
Table 1

Draw a bar chart to show the number of participants with high scores for authoritarian personality who would and would not dismiss the employee.

(3)

Title

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- 5 Elijah and his friends are in a fancy restaurant and are sat at their table.

Elijah's friends are swearing and being very loud. Elijah begins to speak at a louder volume and also to swear. The manager of the fancy restaurant comes to the table and asks Elijah and his friends to stop swearing and be quieter. Elijah and his friends stop swearing and speak at a lower volume.

Later in the evening, Elijah and his friends are on the bus going home, and are swearing and speaking very loudly. The manager from the fancy restaurant is also on the bus, and asks them to stop swearing and speaking so loudly. Elijah and his friends ignore the manager from the fancy restaurant.

Describe how Milgram's research into obedience could account for Elijah and his friends' behaviour.



- 2 Noah investigated locus of control as a personality factor affecting obedience. He sampled 24 participants. Noah gave each participant a questionnaire containing 30 Likert scale questions to test whether they demonstrated traits for an internal or external locus of control.

Noah found that $\frac{18}{24}$ participants demonstrated traits of an internal locus of control.

- (a) Convert Noah's findings from a fraction into a percentage.

(1)

SPACE FOR CALCULATIONS

Percentage

- (b) Out of the 24 participants, Noah found 18 had traits of an internal locus of control compared to 6 who had traits of an external locus of control.

Convert Noah's findings about those who had an internal locus of control to those who had an external locus of control into a ratio. You must express your answer in the lowest form.

(1)

SPACE FOR CALCULATIONS

Ratio

- (c) Noah's sample of participants included 8 males.

Calculate the male participants as a fraction of all participants. You must express your answer in the lowest form.

(1)

SPACE FOR CALCULATIONS

Fraction

(Total for Question 2 = 3 marks)



2 Anja is a waitress in a café. She is instructed by the café manager to clean the seating area before customers arrive. Anja follows the instructions and cleans the seating area.

- (a) Identify **two** features of this situation that could have led to Anja obeying the manager and cleaning the seating area.

(2)

- (b) Psychologists have investigated the role of gender in obedience.

Explain whether Anja's gender may have affected her obedience in cleaning the seating area.

(2)



- 2 Jake wanted to find out if people obeyed the 30 miles per hour (mph) speed restriction in his local town. He recorded the driving speed of 200 cars on a Saturday afternoon and plotted the data on a frequency distribution curve.

- (a) Identify the measure of central tendency shown at data points **A**, **B** and **C** on the frequency distribution curve for Jake's data, shown in **Figure 1**.

(3)

A frequency distribution curve to show the driving speed of cars (mph) recorded on a Saturday afternoon

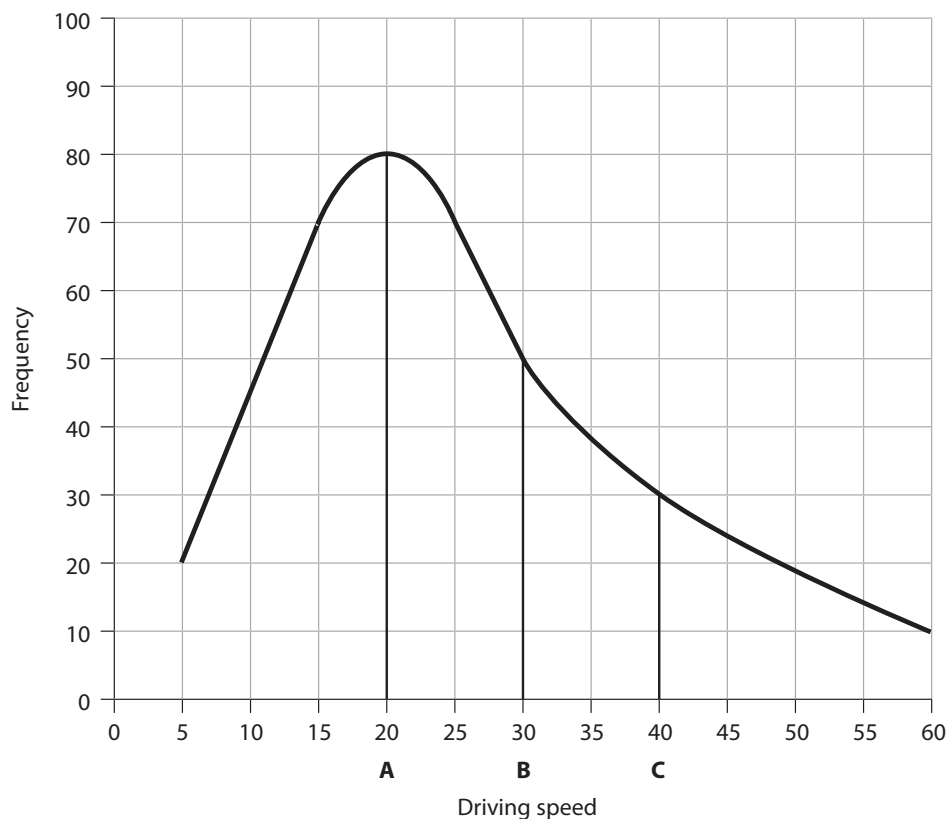


Figure 1

Measure of central tendency shown at data point **A**

Measure of central tendency shown at data point **B**

Measure of central tendency shown at data point **C**

(b) Interpret the data Jake gathered about driving speeds in his local town.

(1)

(Total for Question 2 = 4 marks)



- 3 Explain **one** strength and **one** weakness of social impact theory as an explanation of obedience.

Strength

Weakness

- 3 Suzanne conducted an interview with 20 participants about their likelihood of obeying an authority figure. She described several scenarios of situations where instructions had been given by a person in authority.

Suzanne first asked her participants to state 'Yes' or 'No' as to whether they would follow the instructions in each scenario. She then asked further questions about why they would or would not obey based on their response.

Explain **one** strength and **one** weakness of Suzanne using an interview to ask about participants' likelihood of obeying an authority figure.

Strength

Weakness

SECTION A: SOCIAL PSYCHOLOGY

- 1 Adam and Lauren have carried out research into obedience as part of their A level Psychology course. They investigated whether males or females are more obedient to authority. They approached the first 25 male and 25 female students who were available at the time and asked them to complete a questionnaire. Each student who took part was given a scenario about whether or not they would follow a female teacher's instruction to pick up litter.

Table 1 shows the number of males and females who said they would or would not follow the instruction.

	Female	Male
Number of students who would follow the teacher's instruction	16	10
Number of students who would not follow the teacher's instruction	9	15

Table 1

- (a) Identify the sampling method that Adam and Lauren used in their study.

(1)

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- (b) State a fully operationalised directional (one-tailed) hypothesis for Adam and Lauren's study.

(2)

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- (c) Explain **one** improvement that could be made to the procedure of Adam and Lauren's research.

(2)

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(Total for Question 1 = 5 marks)



- 3 Rajmund investigated the influence of personality on obedience levels. He used a self-report questionnaire where participants rated their authoritarian personality traits and obedience.

The results of Rajmund's investigation are shown in **Table 1** below.

Participant	Authoritarian personality score (out of 20)	Obedience score (out of 20)
A	18	7
B	5	17
C	14	9
D	6	17
E	9	13
F	12	8
G	8	15
H	4	19

Table 1

- (a) Calculate the mean for the authoritarian personality scores.

(1)

SPACE FOR CALCULATIONS

Mean:

- (b) Calculate the mode for the obedience scores.

(1)

SPACE FOR CALCULATIONS

Mode:



Participant	Obedience score (out of 20)	$(x - \bar{x})$	$(x - \bar{x})^2$
A	7	-5.29	27.98
B	17	4.71	22.18
C	9	-3.29	10.82
D	17	4.71	22.18
E	13	0.71	0.50
F	8	-4.29	18.40
G	15	2.71	7.34
Total	86	Total	
Mean $\bar{x}$	12.29		

Table 2

- (c) Rajmund decided to use the standard deviation as a measure of dispersion for his data. Calculate the standard deviation for the obedience scores shown in **Table 2**.

You must show your working and give your answer to **two** decimal places.

(3)

SPACE FOR CALCULATIONS

Standard Deviation = ...

(Total for Question 3 = 5 marks)



- 4 Megan was interested in whether there was a difference in obedience reported by males and females.

Megan recruited a group of males (group A) and a group of females (group B) from a local college for her investigation. To measure obedience, she asked the participants to record how many times they disobeyed a parent or guardian's request during a 30-day period.

The results of Megan's investigation are shown in **Table 1** below.

Group A: Males	Number of times the participant disobeyed a parent / guardian request (in 30 days)	Group B: Females	Number of times the participant disobeyed a parent / guardian request (in 30 days)
A	2	A	16
B	10	B	4
C	12	C	13
D	8	D	5
E	10	E	11
F	8	F	10
G	5	G	18
H	9	H	11

Table 1



- (a) Calculate the median number of times the **male** participants disobeyed a parent/guardian request (in 30 days).

(1)

SPACE FOR CALCULATIONS

Median for males

- (b) Calculate the mean number of times the **female** participants disobeyed a parent/guardian request (in 30 days).

(1)

SPACE FOR CALCULATIONS

Mean for females



Group A: Males	Number of times the participant disobeyed a parent / guardian request (in 30 days)	$(x - \bar{x})$	$(x - \bar{x})^2$
A	2	-6	36
B	10	2	4
C	12	4	16
D	8	0	0
E	10	2	4
F	8	0	0
G	5	-3	9
H	9	1	1
Total	64	Total	
Mean $\bar{x}$	8		

Table 2

- (c) Using the data in **Table 2**, calculate the standard deviation for the number of times the male participants disobeyed a parent / guardian request (in 30 days).

You must show your working and give your answer to **two** decimal places.

(3)

SPACE FOR CALCULATIONS

Standard deviation

(Total for Question 4 = 5 marks)

1 In your studies of social psychology, you will have learned about three of Milgram's variation studies.

(a) Describe the procedure of Milgram's Ordinary man gives orders (Experiment 13) variation study.

(2)

(b) State **one** result from Milgram's Ordinary man gives orders (Experiment 13) variation study.

(1)

(c) Explain **one** weakness of Milgram's Ordinary man gives orders (Experiment 13) variation study.

(2)

- 2 Alfredo plans to conduct an investigation into obedience using a questionnaire. He wants to find out if female students perceive themselves to be more obedient than male students. Alfredo decided to use closed and open questions in his questionnaire.

(a) Suggest **one** closed question Alfredo could use in his questionnaire.

(1)

(b) Suggest **one** open question Alfredo could use in his questionnaire.

(1)

(c) Justify why Alfredo decided to use both closed **and** open questions in his questionnaire.

(4)

- 1 (a) Using an example, define what is meant by 'obedience'.

(2)

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- (b) Milgram conducted research into obedience.

Explain **two** strengths of Milgram's research into obedience.

(4)

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- 5** The British Psychological Society (BPS) code of ethics and conduct (2009) sets an expected standard for psychological research. However, it has been claimed that some studies into obedience have not met ethical guidelines. Some psychologists have argued that this breach of ethics was necessary in order to achieve accurate results.

Assess whether Milgram was justified in breaching the ethical guidelines in his original study of obedience (1963).

(8)

3 Milgram conducted a number of laboratory experiment studies into obedience.

Evaluate Milgram's research into obedience.

(8)



4 Assess how individual differences (personality and gender) affect obedience.

(8)



1 Agency theory is one explanation of obedience.

(a) Define the concept of 'autonomous state' as used in agency theory.

(2)

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(b) Explain **two** strengths of agency theory as an explanation of obedience.

(4)

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(c) Milgram conducted research into obedience. His research was criticised for not fully considering ethical issues.

Explain **one** improvement that could be made to Milgram's research into obedience in terms of ethics.

(2)

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5 Evaluate social impact theory as an explanation of obedience.

(8)



5 Assess whether individual differences in personality can affect obedience.

(8)



3 Evaluate agency theory as an explanation of obedience.

(8)



- 2 Jasmine works at a local school. The school policy is that children should only bring healthy snacks into school. Some parents ignore this rule.

Jasmine decided to use a questionnaire with closed questions, to find out why some parents do not obey this rule. When Jasmine conducted her questionnaire, she gave it to 20 parents who did not obey this rule.

- (a) Describe how Jasmine could have recruited her participants using a random sampling technique.

(2)

When Jasmine gave her questionnaire to the parents, only 13 responded.

One question Jasmine asked in her questionnaire was, ‘How often did your child bring healthy snacks into school in the past week?’

Jasmine’s results for this question are shown in **Table 1**.

Number of times parents answered that the children brought healthy snacks into school in the past week				
0 times	1 time	2 times	3 times	4 times
7	2	1	0	3

Table 1

(b) Explain **one** conclusion Jasmine could make using the data from **Table 1**. (2)

(c) Jasmine collected quantitative data.

Explain **one** reason why Jasmine collected quantitative data for her investigation. (2)

(d) Explain **one** way Jasmine could improve her questionnaire about bringing healthy snacks into school.

(2)



- 4 Eric, Roxanne and Perdita are brother and sisters.

Eric always does what his parents and teachers tell him to, such as tidy up his toys and complete his work at school. When at school, Eric is always rude and unpleasant to children younger than himself.

Roxanne and Perdita are twins, and they often do things together. Roxanne and Perdita are often told off by their parents. They will not share their toys with Eric when told to, and Perdita watches television when they have been told to do their homework.

Discuss the factors affecting obedience in relation to Eric, Roxanne and Perdita's behaviour.

You must make reference to the context in your answer.

(8)

- 3** Hina lives with her son, Dai. At home, if Dai does not eat all his food at mealtimes, Hina allows him to leave the table and go outside to play.

Hina also works at a nursery. The nursery manager has a rule that the children must eat all their food at mealtimes before they are allowed to go outside to play. The nursery manager has a meeting with all the members of staff and instructs them to impose this rule while they are at work.

Despite worrying that the children's parents will complain about her, Hina follows the nursery manager's instructions and imposes the rule anyway.

- (a) Using agency theory, explain Hina's behaviour.

(4)



(b) Explain **one** strength and **one** weakness of agency theory as an explanation of obedience.

(4)

Strength

Weakness

SUB-TOPIC

PREJUDICE

29 questions in this booklet



3 Sherif et al. (1954/1961) conducted The Robbers Cave Experiment.

Explain **one** strength of Sherif et al. (1954/1961).

Question 1

- 1** Jacinda and Nicola are sisters who got into an argument about a dress they share that they both want to wear to the same party. Jacinda said the dress is her favourite and that she wants to wear it for the party. Nicola said the dress looks better on her so she should wear it, not Jacinda.

Using realistic conflict theory, describe why Jacinda and Nicola argued about the dress.

- 2 Rashid is conducting research into in-group and out-group prejudice. He has decided to use a stratified sample to select participants from his target population.

(a) Define 'stratified sampling'.

(1)

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(b) Explain **one** strength of 'stratified sampling'.

(2)

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2 In social psychology, you will have learned about one of the following contemporary studies:

- Burger (2009)
- Reicher and Haslam (2006)
- Cohrs et al. (2012).

(a) State **one** aim of your chosen contemporary study.

(1)

(b) Explain **one** strength of your chosen contemporary study.

(2)

- 2** The teachers at two local schools, Seaside High and Elk Manor Academy, are concerned about the hostile attitudes students hold towards one another. This has been demonstrated in recent weeks at league and cup hockey matches, where students have often shouted insults at each other.

Using your knowledge of realistic conflict theory, explain why there are problems between the students.

(4)

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4 In social psychology you will have learned about one of the following contemporary studies:

- Burger (2009)
- Reicher and Haslam (2006)
- Cohrs et al. (2012)

Explain **one** strength and **one** weakness of one study from the list.

Name of study

Strength

Weakness



- 3** Two netball teams were playing in the cup final of an international netball tournament. Several supporters from each team became aggressive and violent towards each other. The home team supporters chanted and shouted negative comments at the opposing team supporters, and some of them got into a fight.

Using realistic conflict theory, explain the behaviour of the netball team supporters.



- 2** Francis has recently joined a new dance team. His friend Jason is in a different dance team. The regional semi-final of a major dance competition is taking place at the weekend, and both teams are taking part.

Francis has started making disrespectful comments about Jason on social media and in college. Jason retaliated and told students at the college that Francis's team would never win the competition as Francis cannot dance.

Using realistic conflict theory, describe the behaviour of Francis and Jason.

- 4** Aston and Paul are chess players who play for different teams. The room where both teams play has limited availability. They both accuse each other of overbooking the room and Aston once suggested Paul cancelled his team's booking so he could book the room for his own team.

The local area is currently experiencing severe weather with potential flooding. Aston and Paul have been working together through the night to place sandbags around the building where the room is located to prevent the room flooding.

Using your knowledge of realistic conflict theory, explain Aston and Paul's behaviour.

- 2 Natasha has just moved from a small rural school to a large city school and is finding it difficult to make new friends. The children in her class are mean to her and laugh at her accent. One girl in particular tells her that she is 'not good enough' and should never have been allowed to join their class.

(a) Describe **one** way that personality could account for the discrimination Natasha is experiencing.

(2)

(b) Prejudice and discrimination can also be affected by the situation.

Describe **one** way that the situation could account for the discrimination Natasha is experiencing.

(2)

4 Explain **two** strengths of social identity theory as an explanation of prejudice.

1

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1 When studying social psychology you will have learned about Sherif et al.'s (1954/1961) study.

(a) State **one** aim of the study by Sherif et al. (1954/1961).

(1)

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(b) Explain **one** strength of the study by Sherif et al. (1954/1961) in terms of validity.

(2)

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(c) Explain **one** weakness of the study by Sherif et al. (1954/1961) in terms of ethical issues.

(2)

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1 When studying social psychology you will have learned about realistic conflict theory (Sherif, 1966).

(a) Define the concept of 'superordinate goals' as used in realistic conflict theory.

(1)

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(b) Explain **two** strengths of realistic conflict theory (Sherif, 1966).

(4)

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- 2 Jack wanted to investigate whether males were prejudiced towards females who worked in stereotypical male professions, such as building work and lorry driving.

He asked five males to answer a questionnaire about gender roles. Participant responses were scored out of 10 for gender prejudice, with 10 indicating a very strong gender prejudice, and 0 indicating little or no gender prejudice.

Jack's results are shown in **Table 1**.

Participant	Gender prejudice score (out of 10)
A	10
B	8
C	9
D	4
E	6

Table 1

- (a) Calculate the standard deviation for the gender prejudice score using the data in **Table 1**. Show your working and give your answer to two decimal places.

(4)

SPACE FOR CALCULATIONS

Standard deviation



(b) Calculate the range for the gender prejudice score.

(1)

SPACE FOR CALCULATIONS

Range

(Total for Question 2 = 5 marks)



Social Psychology

1 In your studies of social psychology, you will have learned about prejudice.

(a) Using an example, describe what is meant by 'prejudice'.

(2)

(b) Explain **one** way that individual differences in personality could affect prejudice.

(2)

(c) Explain **one** way that culture could affect prejudice.

(2)

1 In your studies of social psychology, you will have learned about the classic study by Sherif et al. (1954/1961).

(a) Describe the sample of participants used in the study by Sherif et al. (1954/1961).

(2)

(b) In stage three of the experiment, Sherif et al. (1954/1961) attempted to reduce inter-group conflict.

Describe **one** way that Sherif et al. (1954/1961) attempted to reduce inter-group conflict.

(2)

(c) Explain **one** weakness of the study by Sherif et al. (1954/1961) in terms of reliability.

(2)



- 3** Sherif et al. (1954/1961) conducted The Robbers Cave Experiment to investigate intergroup conflict and cooperation.

Evaluate The Robbers Cave Experiment conducted by Sherif et al (1954/1961).

(8)



6 Evaluate social identity theory as an explanation of prejudice.

(8)



Answer ALL questions.

SECTION A: SOCIAL PSYCHOLOGY

- 1** Fuchsia was interested to see whether location affected prejudice. She is planning to visit three towns in her area and ask participants questions to judge how prejudiced they are.

(a) Describe how Fuchsia could recruit her participants using a volunteer sampling technique.

(2)

(b) Fuchsia intends to use thematic analysis to analyse her data.

Explain **one** strength and **one** weakness of Fuchsia using thematic analysis to analyse her data.

(4)

Strength

Weakness



- (c) Fuchsia has drafted some open-ended questions that she plans to use, which are shown in **Figure 1**.

My prejudice questions

1. *If someone called you a racist, what would you say?*
2. *What do you think about people different to yourself?*
3. *Research has indicated that people who have social dominance orientation and right-wing authoritarianism may be more prejudiced than people who score higher in openness, and agreeableness. What do you think about this?*

Figure 1

Explain **one** improvement Fuchsia could make to the questions she has drafted shown in **Figure 1**.

(2)

2 Evaluate social impact theory as an explanation of obedience.

(8)



4 In social psychology you will have learned about one of the following contemporary studies in detail:

- Burger (2009)
- Reicher and Haslam (2006)
- Cohrs et al. (2012).

Evaluate your chosen contemporary study in terms of reliability and validity.

(8)

Chosen study

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3 Assess how far culture can influence prejudice.

(8)



6 In social psychology you will have learned about one of the following contemporary studies in detail:

- Burger (2009)
- Reicher and Haslam (2006)
- Cohrs et al. (2012)

Evaluate your chosen contemporary study in terms of reliability and validity.

(8)

Chosen study



- 3** A new restaurant, The Eatery, opened on the same street as an existing restaurant, The Winery, in a small village.

The restaurants are competing for customers from the village. This has led staff at the two restaurants to dislike each other. They often call each other names and criticise the food served at the other restaurant. It has led to critical reviews of The Eatery being left on social media.

However, the staff at the two restaurants recently worked together in a competition against restaurants from other villages to become the village with the best restaurants in the region.

- (a) Using realistic conflict theory, explain the behaviour of the staff at the two restaurants.

(4)

(b) Explain **one** strength and **one** weakness of realistic conflict theory as an explanation of the behaviour of the staff at the two restaurants.

(4)

Strength

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Weakness

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5 In social psychology, you learned about one of the following contemporary studies:

- Burger (2009)
- Reicher and Haslam (2006)
- Cohrs et al. (2012).

Evaluate your chosen contemporary study in terms of generalisability and validity.

(8)

Chosen study



3 Evaluate realistic conflict theory as an explanation of prejudice.

(8)



10 In your studies of social and cognitive psychology you will have learned about the following classic studies:

- Sherif et al. (1954/1961)
- Baddeley (1966b).

Evaluate both classic studies in terms of reliability and validity.

(12)

10 Evaluate the classic studies of Sherif et al. (1954/1961) and Baddeley (1966b) with reference to their implications for the real world.

(12)



- 9 To what extent can the classic studies by Sherif et al. (1954/1961) and Baddeley (1966b) be considered generalisable and ethical?

(12)



SUB-TOPIC

METHODS, STUDIES AND PRACTICAL INVESTIGATION

24 questions in this booklet



- 1** Mrs King asked her class of 29 students to stop talking whilst she explained to them what they were required to do during that lesson. The students did not follow the instruction given by Mrs King and continued talking.

Using social impact theory, describe why the students ignored Mrs King's instruction and continued to talk.

1 Using an example, define what is meant by 'qualitative data'.

5 In your studies of social psychology you will have conducted a practical investigation using a questionnaire.

(a) State **one** question you used in your questionnaire to gather qualitative data.

(1)

(b) Describe how you analysed the qualitative data you gathered in your practical investigation for social psychology.

(2)

- 2 David and Sarah were using their mobile telephones during a lesson. Their teacher asked them to put the mobile telephones away. David immediately put his in his bag, but Sarah refused.

(a) Using your knowledge of social impact theory, identify **two** reasons why David followed the teacher's instructions.

(2)

(b) Using your knowledge of obedience, explain **one** factor that may account for Sarah's refusal to put her mobile telephone away.

(2)

2 Tim and Laura are undertaking a practical investigation using a questionnaire into in-group favouritism at their college.

- (a) Suggest **one** open question and **one** closed question Tim and Laura could use in their questionnaire.

(2)

Open question

Closed question

- (b) When conducting an investigation using a questionnaire a pilot study can be carried out. A pilot study is a small-scale preliminary version of a study which is carried out before the full-scale version of a study.

Suggest **two** reasons why Tim and Laura should carry out a pilot study before conducting their questionnaire.

(2)

Reason 1

Reason 2

(Total for Question 2 = 4 marks)



Social psychology

- 1** In your studies of social psychology, you will have learned about the British Psychological Society (BPS) code of ethics and conduct (2009).

Describe **two** ethical guidelines from the British Psychological Society (BPS) code of ethics and conduct (2009).

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2 Mr Jennings is a teacher who was instructing a group of 15 students to line up quietly in a queue during lunchtime in the school canteen. All of the students, except one, did as they were asked.

(a) Using social impact theory, state **two** reasons why 14 out of 15 of the students followed Mr Jennings' instruction.

(2)

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(b) Explain **one** weakness of social impact theory.

(2)

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3 Fiona wants to investigate whether residents in retirement homes are more likely to be friends with residents who share the same hobbies. She has decided to collect primary data.

(a) Describe how Fiona could collect primary data for her investigation.

(3)

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(b) Using your knowledge of social identity theory, give **two** reasons why the residents may be more likely to be friends with residents who share the same hobbies.

(2)

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- 2 Kristian is the manager of a local hockey club and has been offered a new site for the club. The new grounds have better facilities and more parking but are located in a different town.

He used a questionnaire with a mix of open and closed questions to gather data on the opinions of the players and fans on the possibility of moving grounds.

Kristian used opportunity sampling to gather participants to complete his questionnaire.

- (a) Define 'opportunity sampling'.

(1)

- (b) Explain **one** strength and **one** weakness of Kristian using a questionnaire to gather opinions about relocating the hockey club.

(4)

Strength

Weakness

- 3 Brittany carried out an investigation into the positive and negative effects of social media on teenagers.

She asked 40 students from two sixth form schools/colleges to write between 100 and 500 words in response to the question 'how does social media affect your life?'

- (a) Describe **one** ethical issue that Brittany needed to consider before conducting her investigation.

(2)

- (b) Brittany conducted a thematic analysis on the data she had collected.

Describe how Brittany could analyse the qualitative data she has collected using thematic analysis.

(4)



1 In your studies of social psychology, you will have conducted a practical investigation.

(a) Describe how you gathered qualitative data in your social psychology practical investigation.

(2)

(b) Describe how you gathered quantitative data in your social psychology practical investigation.

(2)

(c) Explain **one** improvement you could make to your social psychology practical investigation.

(2)



4 In your studies of social psychology you have conducted a practical investigation.

(a) Describe how you carried out the analysis of the data you gathered.

(4)

(b) Suggest **one** improvement you could make to the procedure of your practical investigation.

(3)

[illegible]

- 3 Shannon asked employees working in a supermarket which department they considered to be the most important.

The results from the bakery department employees are shown in **Figure 1**.

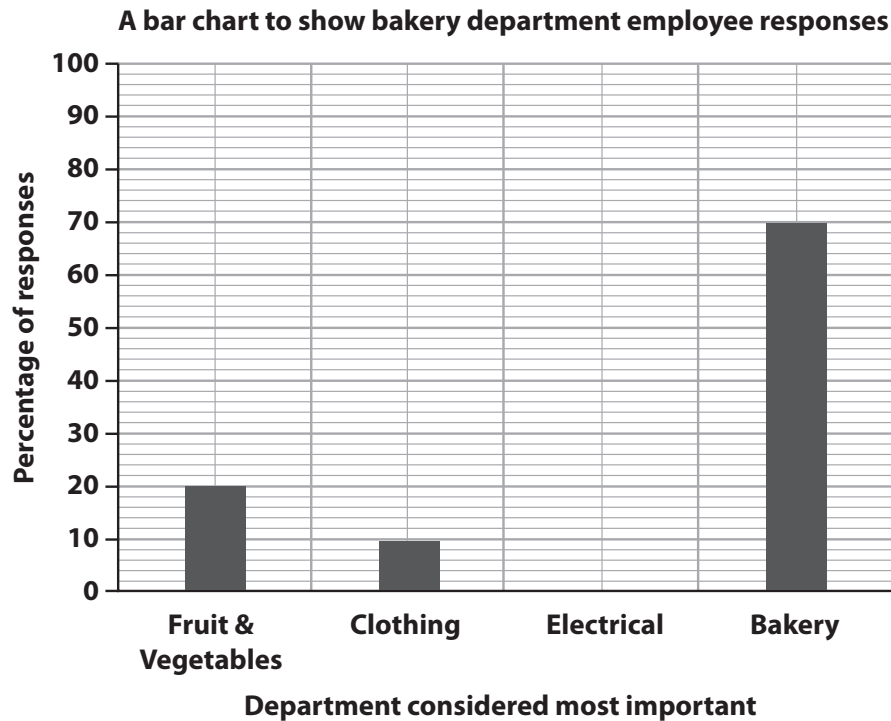


Figure 1

- (a) Using the data shown in **Figure 1**, explain **one** conclusion that Shannon could make.

(2)

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(b) After interviewing all 200 employees working in the supermarket, Shannon found:

- 67% considered their own department as the most important
- 1:25 considered the electrical department as the most important.

Convert the findings above to show the number of employees (n) who considered each department as the most important and complete **Table 1** with your answers.

(2)

Department considered most important	Number of employees (n)
Own department	
Electrical department	

Table 1

SPACE FOR CALCULATIONS

(c) Using social identity theory, describe why the majority of employees considered their own department to be the most important in the supermarket.

(3)

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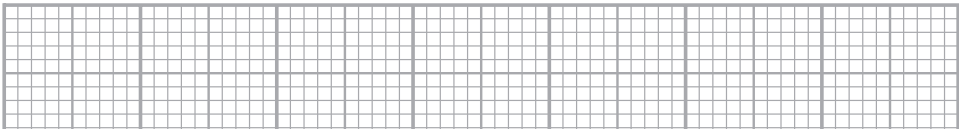
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Draw a bar chart to represent the data in **Table 1**.

(3)

Title



(c) Explain **one** weakness of Mo’s investigation.

(2)



3 Evaluate the ethical considerations of research within social psychology.

(8)



4 Evaluate the use of sampling techniques when researching social psychology.

(8)



3 Evaluate the use of questionnaires for research in social psychology.

(8)



4 Discuss the key question you have studied from social psychology.

(8)



- 1 Jamshid's school is proposing to implement a 'no parking zone' around the perimeter of the school to improve road safety for the students.

He is planning to use a semi-structured interview to survey the parents of the students to gather their views on the proposal.

- (a) Describe how Jamshid could recruit the parents of the students using a volunteer sampling technique.

(2)

- (b) Jamshid has chosen to use open questions for his semi-structured interview.

Define what is meant by an 'open question'.

(1)

- (c) Jamshid was considering issues of subjectivity in relation to his semi-structured interview.

Define what is meant by the term 'subjectivity' as used in psychology.

(1)

- 9 Ed and Najeeb are researching the effects of individual tutorials on student wellbeing. Ed wants to carry out a laboratory experiment and collect quantitative data, whereas Najeeb feels they should use interviews to collect qualitative data.

Evaluate the use of quantitative and qualitative data when conducting research into psychological issues. You must make reference to the context in your answer.

(12)

SECTION 2

- 8** The British Psychological Society (BPS) code of ethics and conduct (2009) sets an expected standard for psychological research. In cognitive psychology and social psychology, researchers must follow ethical guidelines.

Evaluate how well research in social psychology and cognitive psychology has met the code of ethics and conduct (2009).

(12)



12 To what extent is social and cognitive psychology useful in explaining key questions relevant to today's society?

(12)



12 Evaluate the use of interviews and field experiments when conducting research in psychology.

(12)



SECTION 1: SOCIAL PSYCHOLOGY

- 1 Abigail would like to investigate science students' perceptions of art students. She decides that a questionnaire is a suitable research method.

(a) Suggest **two** closed questions that could be used in the questionnaire.

(2)

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(b) Abigail is also considering using an interview in her study.

Explain how Abigail could use **one** type of interview to investigate science students' perceptions of art students.

(2)

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(c) The data from the closed question responses on Abigail’s questionnaires showing negative perceptions of art students by science students is recorded using a tally in **Table 1**.

Participant	Tally	Frequency
A	## ///	
B	## //	
C	## ///	
D	## ////	
E	////	
F	## /	
Total		

Table 1

(i) Complete **Table 1** with the frequency data for each participant and the total frequency.

(1)

(ii) Calculate the range for this data.

(1)

SPACE FOR CALCULATIONS

(d) When analysing quantitative data a researcher may calculate the standard deviation of data scores.

Explain why researchers use the standard deviation of data scores.

(2)

- (e) Abigail concludes that science students have prejudiced beliefs about art students.

With reference to Social Identity Theory, explain why the science students may be prejudiced towards the art students.

(6)

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- (f) Prejudice and discrimination shown by a person towards others can depend on individual differences (personality).

Explain how individual differences (personality) can affect prejudice.

(4)

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MARK SCHEMES

official Pearson Edexcel mark schemes



Question Number	Indicative Content	Mark
1	AO1 (2 marks) Two marks for a full definition which may include an example. One mark for a limited/partial definition/relevant example. For example: • An agentic state is when a person follows the orders of an authority figure (1). They may experience moral strain if it goes against their conscience. (1) Look for other reasonable marking points.	(2)

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Question Number	Answer	Mark
1	AO1 (3 marks) Up to three marks for relevant description of Milgram's variation 10. For example; • The experiment was relocated from Yale University to a small commercial office in Bridgeport (1). Participants were told that the research was being undertaken by a private company (Research Associates of Bridgeport). (1) The experiments were conducted in a three-room office suite in a run-down commercial building which was sparsely furnished (1). Look for other reasonable marking points.	(3)

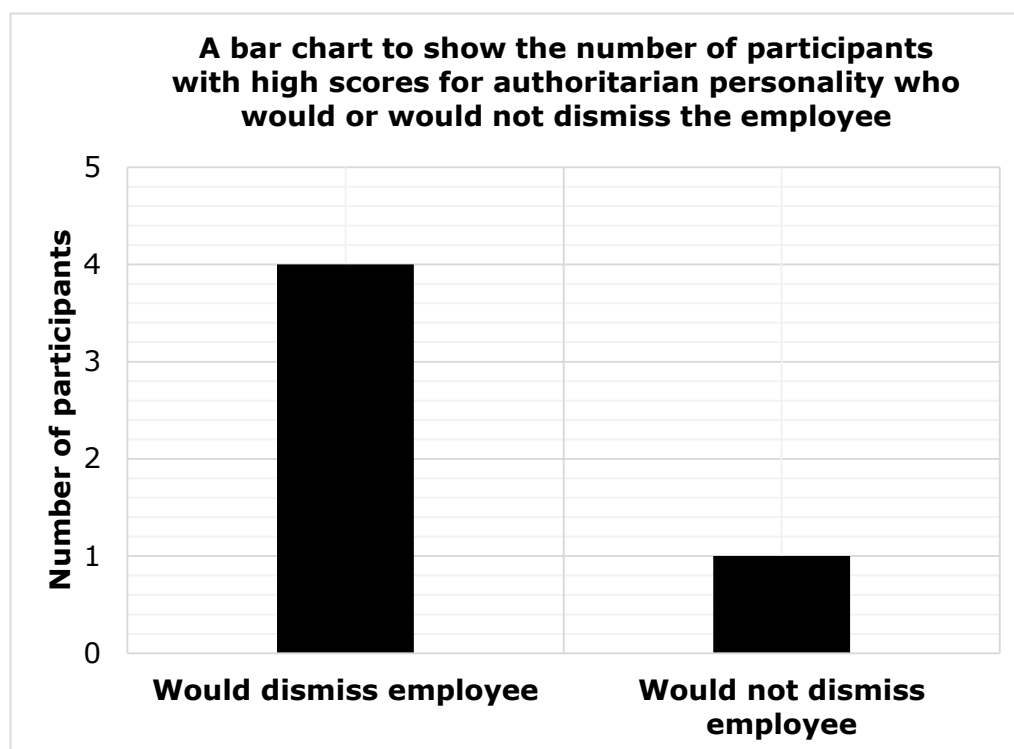
4	AO1 (3 marks) Up to three marks for description of how personality can affect obedience. For example: An individual with an external locus of control is more likely to be obedient as they believe that their behaviour is outside of their control (1). People with an internal locus of control are less likely to be obedient as they attribute their behaviour to their own actions (1). An individual may have a high desire for control which has been related to lower levels of obedience because they want to be in charge of their own decisions (1). Look for other reasonable marking points.	(3)
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Question Number	Indicative Content	Mark
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2**AO2 (5 marks)****(3)**

One mark for correct/appropriate title (see graph below for a suitable example)
 One mark for correct/appropriate labelling of axes (see graph below for a suitable example)
 One mark for correct plots of data points (see graph below for correct plotting)

For example:



Look for other reasonable marking points.

Question Number	Indicative Content	Mark
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5	AO2 (3 marks) Up to three marks for description of how Milgram's research could account for the scenario. For example: Milgram's research showed authority figures wearing a uniform would increase obedience so could explain why Elijah and his friends stopped swearing (1). Milgram's variation 13 where an ordinary man gave the order led to lower levels of obedience could account for them ignoring the manager on the bus where he would have no authority (1). The informal setting on the bus may explain them ignoring the manager, as shown in the rundown office block variation where obedience was reduced compared to at Yale University (1). Look for other reasonable marking points. Generic answers score 0 marks. Answers must relate to the scenario.	(3)
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Question Number	Indicative Content	Mark
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2(a)	AO2 (1 mark) One mark for a correct conversion to a percentage. 75% (1) Look for other reasonable marking points.	(1)
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Question Number	Answer	Mark
2(b)	AO2 (1 mark) One mark for a correct conversion to a ratio in the lowest form. 3:1 (1) Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
2(c)	AO2 (1 mark) One mark for calculation of the fraction of male participants. 1/3 (1) Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
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2(a)	AO2 (2 marks) One mark for identification of each feature of the situation in relation to the scenario (AO2) For example: • The café manager would have been in close proximity to Anja increasing her obedience (1) • Anja would follow instructions as she perceives the manager to have legitimate authority (1). Look for other reasonable marking points. Generic answers score 0 marks. Answers must relate to the scenario.	(2)
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Question Number	Answer	Mark
2(b)	AO2 (1 mark), AO3 (1 mark) One mark for application of gender to the scenario (AO2) One mark for justification of effect of gender (AO3) For example: • Anja is female, but her gender would not have affected her obedience to the café manager (1) because, as Milgram found, females show no difference to males in their levels of obedience to authority (1). Look for other reasonable marking points. Generic answers score 0 marks.	(2)

Question Number	Answer	Mark
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2 (a)	AO2 (3 marks) One mark for correct identification of the measure of central tendency shown at each data point. • A - Mode (1) • B - Median (1) • C - Mean (1) Look for other reasonable marking points.	(3)
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Question Number	Answer	Mark
2 (b)	AO2 (1 mark) One mark for accurately interpreting the data in relation to the scenario. For example: • Most drivers did not exceed the speed restriction of 30mph in Jake's local town (1). Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
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3	AO1 (2 marks), AO3 (2 marks) One mark for identification of the strength/weakness (AO1). One mark for justification of the strength/weakness (AO3). For example: Strength - Milgram's variation experiment 7 showed that when immediacy is reduced the obedience level of the individual decreases so the theory has credibility (1) because the participants who went to the 450V shock decreased from 65% when the experimenter was in the room to 22.5% when they gave the instructions over the telephone (1). Weakness - Alternative theories can equally explain obedience of individuals such as French and Raven (1959) so the theory is not a complete explanation of obedience (1) because reward power could explain why someone would follow a command from an authority figure to receive incentives and perhaps not due to status, immediacy or number of social sources (1). Look for other reasonable marking points.	(4)
Question Number	Answer	Mark

3	AO2 (2 marks), AO3 (2 marks) One mark for identification of a strength and a weakness in relation to the scenario (AO2). One mark for justification of the strength and the weakness (AO3). For example: Strength - Suzanne would be able to gather in-depth qualitative details from the 20 participants about their reasons for likely obedience or dissent by encouraging them to elaborate on their answers (1), which gives the findings about obedience high validity as there is a more comprehensive explanation about why each participant chose to obey or not obey (1). Weakness - The participants may show social desirability when saying whether or not they would obey as they may want to demonstrate obedient behaviours that are considered acceptable within their society (1), which would reduce the accuracy of Suzanne's findings about obeying instructions as it would not be a valid representation of the true likelihood of obedience (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(4)
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Question Number	Indicative Content	Mark
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1(a)	AO2 (1 mark) One mark for statement of the sampling method. For example: • Opportunity/Opportunistic (sampling) (1). Look for other reasonable ways of expressing the sampling method.	(1)
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Question Number	Answer	Mark
1(b)	AO2 (2 marks) One mark for partially operationalised directional hypothesis Two marks for a fully operationalised directional hypothesis. For example: • Female students will be more likely to (say they would) follow the teacher's instruction (1) • Female students will be more likely than male students to (say they would) follow the female teacher's instruction to pick up the litter (2) Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
1(c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of an improvement in the context of Lauren and Adam's research (AO2) One mark for justification of improvement (AO3) For example: • The sample could include people outside school instead of just students (1) to allow Lauren and Adam to generalise their findings beyond students to the target population (1). Look for other reasonable marking points. Generic answers score 0 marks.	(2)

Question Number	Answer	Mark
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3(a)	AO2 (1 mark) One mark for correct calculation of the mean score 9.5 Reject all other answers.	(1)
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Question Number	Answer	Mark
3(b)	AO2 (1 mark) One mark for correct calculation of the mode/modal score 17 Reject all other answers.	(1)

Question Number	Answer	Mark
3(c)	AO2 (3 marks) One mark for correct calculation of sum of squared values = 109.40 One mark for dividing the sum of squared values by 6 (n-1) = 18.23 One mark for calculating the square root = 4.27 to two decimal places Look for other reasonable marking points.	(3)

Question Number	Answer	Mark
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4(a)	AO2 (1 mark) One mark for correct calculation of the median score. 8.5 Reject all other answers.	(1)
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Question Number	Answer	Mark
4(b)	AO2 (1 mark) One mark for correct calculation of the mean score. 11 Reject all other answers.	(1)

Question Number	Answer	Mark
4(c)	AO2 (3 marks) One mark for correct calculation of sum of squared values = 70 One mark for dividing the sum of squared values by 7 (n-1) = 10 One mark for calculating the square root = 3.16 to two decimal places Look for other reasonable marking points.	(3)

Question Number	Answer	Mark
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1a	AO1 (2 marks) Up to two marks for a description of the procedure of Milgram's Ordinary man gives orders experiment 13 variation study. For example: The participant and two confederates drew lots, the participant was always the teacher and the confederates were the learner and the accomplice (1). The confederate who was the accomplice said that it would be a good idea to increase the electric shocks one level each time the learner gave an incorrect answer (1). Look for other reasonable marking points.	(2)
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Question Number	Answer	Mark
1b	AO1 (1 mark) One mark for a statement of a result from Milgram's Ordinary man gives orders experiment 13 variation study. For example: 16 out of the 20 participants stopped before reaching the maximum voltage of 450 (1). Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
1(c)	AO1 (1 mark), AO3 (1 mark) One mark for identification of a weakness (AO1) One mark for justification of the weakness (AO3) For example: It could be said that the study was not ethical as the participant did not know that the accomplice was a confederate (1), therefore Milgram broke the ethical principle of respect as there was deception as the participants thought the accomplice was another volunteer participant (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
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2(a)	AO2 (1 mark) One mark for a suitable closed question in relation to scenario. For example: Do you think you are obedient? Yes/No (1). Look for other reasonable marking points. Generic answers score 0 marks.	(1)
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Question Number	Answer	Mark
2(b)	AO2 (1 mark) One mark for a suitable open question in relation to scenario. For example: Why do you obey the instructions of your teacher? (1). Look for other reasonable marking points. Generic answers score 0 marks.	(1)

Question Number	Answer	Mark
2(c)	AO2 (2 marks), AO3 (2 marks) Up to two marks for identification of reasons for using both question types in relation to scenario (AO2) Up to two marks for justification using both question types (AO3) For example: Open questions gather qualitative data which gives reasons why the students may feel they are (or are not) obedient (1). This increases the validity of the data as Alfredo's findings reflect the students' beliefs about their obedience (1). By including closed questions Alfredo has a more objective measure of obedience (1) which will help reduce researcher bias and make the data about obedience in male and female students more reliable (1). PE Brief – must refer to open and closed question types for full marks. Look for other reasonable marking points. Generic answers score 0 marks.	(4)

Question Number	Answer	Mark

1(a)	AO1 (2 marks) Up to two marks for a definition of obedience using an example. 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). Look for other reasonable marking points.	(2)
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Question Number	Answer	Mark
1(b)	AO1 (2 marks), AO3 (2 marks) One mark for identification of each strength (AO1) One mark for justification of each strength (AO3) For example: - 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). - 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). Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
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Question Number	Indicative Content
5	AO1 (4 marks), AO3 (4 marks) AO1 • Deception; participants were deceived about shocks/screams/stooge; • Right to withdraw; was given to participants at the start of study; • Informed consent; was not obtained as they were given false aim; • Distress; some participants became very distressed; AO3 • Deception was necessary as recorded voices/stooge provided standardised controls to improve reliability of experiment. • Verbal prompts made right to withdraw difficult to do and those who wanted to stop were prompted to continue, although that in itself supports evidence for following authority figure. • Lack of informed consent was necessary in order for study to be reliable/to reduce demand characteristics/false behaviours. • Follow up of participants after the experiment showed they had overcome their distress. Look for other reasonable marking points.

Level	Mark	Descriptor
Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
Level 0	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)

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



Question Number	Indicative Content	Mark
3	AO1 (4 marks), AO3 (4 marks) AO1 • Milgram's studies used standardised instructions, such as the word pairs, with a clear procedure. • The administering of electric shocks was undertaken in controlled settings. • The sample of 40 participants in his 1963 study consisted of adult males aged 20 to 50 years from a range of backgrounds • Electric shocks are an artificial task as they are not how learners are usually punished for incorrect responses AO3 • The standardised procedures mean his studies are replicable and therefore can be tested for reliability, such as Burger (2009). • The controlled settings are an artificial context for testing the nature of obedience in society, so lacks ecological validity. • 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. • Administering electric shocks to participants lacked mundane realism and so his research had limited task validity. Look for other reasonable marking points.	(8)

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	7-8	Demonstrates accurate and thorough knowledge and understanding. (AO1)



Question Number	Indicative content	Mark
4	AO1 (4 marks), AO3 (4 marks) AO1 • Personality refers to a set of traits which remain stable over time. • The authoritarian personality could be characterised by demonstrating obedience to a legitimate authority figure or by suppressing those who are considered inferior. • Individuals develop a sense of gender identity (masculinity and femininity) through socialisation. • Gender stereotypes affect how we perceive ourselves and others, such as women being perceived to be more obedient. AO3 • Elms and Milgram (1966) found that fully obedient individuals scored higher on the F-Scale measuring authoritarianism compared to defiant participants. • When measuring personality using self-report data there could be arguments that the questionnaires are invalid measures of personality. • Kilham and Mann (1974) replicated Milgram's original study and found that females were less obedient than the male participants (16% compared to 40%) • Burger (2009) found gender differences are minimal therefore supporting Milgram's original research that gender is less of a factor in obedience than others such as culture. Look for other reasonable marking points.	(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.		
Level 0	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
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1(a)	AO1 (2 marks) Two marks for a full definition which may include an example. One mark for limited/partial definition/relevant example. For example: This is when a person acts on their own free will (1), taking responsibility for their decisions and actions (1). Look for other reasonable marking points.	(2)
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Question Number	Answer	Mark
1(b)	AO1 (2 marks), AO3 (2 marks) One mark for identification of each strength (AO1) One mark for justification of each strength (AO3) For example: - Agency theory can be applied to society to help understand and explain atrocities such as genocide (1), for example Mai Lai where Lt. Calley gave the defence of 'just following orders' showing real-life displacement of responsibility (1). - There is supporting evidence from Milgram's research where he found some participants followed instructions to electrocute a 'learner' (1) after reassurances by the experimenter that he was responsible, showing evidence for a shift into the agentic state (1). Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
1(c)	AO1 (1 mark), AO3 (1 mark) One mark for identification of an improvement (AO1) One mark for justification of improvement (AO3) For example: Milgram could have reduced the maximum voltage from 450v to 150v (1) which would make the study more ethical in terms of limiting the harm and distress experienced by the participants (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
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5	AO1 (4 marks), AO3 (4 marks) AO1 • Social impact theory suggests that obedience occurs due to social forces which are pressures put on people to change their behaviours. • The strength of the source for example the persons' status or position of authority affects levels of obedience. • Immediacy affects obedience and refers to how close the targets and sources are in terms of space and time. • Number is when the more sources there are, the greater the impact on the target in terms of obedience levels. AO3 • In Milgram's (1963) study, the source Mr Williams brought about high levels of impact due to his strength as a legitimate authority figure. • The features of individuals are not taken into account, for example some people are not as easily persuaded as others, so status and knowledge of the 'expert' does not lead to obedience in everyone. • In Milgram's variation where immediacy was reduced by the participant receiving orders over the phone, levels of obedience reduced from 65% to 22.5% (9 out of 40). • French and Raven (1959) can equally explain obedience such as reward power where followers carrying out instructions receive incentives which can increase obedience levels. Look for other reasonable marking points.	(8)
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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
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5	AO1 (4 marks), AO3 (4 marks) AO1 • People with a personality that is sensitive to others people's emotions are able to empathise with the suffering of others. • Personality traits such as empathetic concern remain stable over time. • Individuals with an internal locus of control believe they are not influenced by others and are in control of their own actions. • An authoritarian personality type behaves submissively to those in power and treats those they deem inferior with contempt. AO3 • 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. • 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. • 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. • 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. Look for other reasonable marking points.	(8)
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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	Answer	Mark
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3	AO1 (4 marks), AO3 (4 marks)	(8)
	AO1 • Milgram's agency theory suggests that most people are likely to obey an authority figure and give up their free will. • The process of moral strain is the point where individuals feel such discomfort between their judgement and an order from an authority figure that they shift to an agentic state to relieve the strain. • An agentic state is when individuals become agents of the authority figure and will obey without questioning what they are told to do. • An autonomous state is when individuals maintain free will and responsibility so dissent against the orders of an authority figure. AO3 • Supporting evidence comes from Milgram's (1963) study which showed that 65% of his participants behaved agentially and shocked the learner to 450 volts. • Milgram's agency theory does not consider individual differences in personality therefore it is an incomplete explanation of what influences a person to obey. • Agency theory can be applied to explain the acts of genocide like the Holocaust in which the soldiers behaved agentially and blindly obeyed without question, killing millions of people. • Charismatic leadership (House, 1976) suggests that the traits of the leader are important in gaining obedience, so autonomy may be a result of the authority figure lacking charisma rather than an individual's state. Look for other reasonable marking points.	

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	7-8	Demonstrates accurate and thorough knowledge and understanding. (AO1)



2(a)	AO2 (2 marks) Up to two marks for a description of random sampling in relation to the scenario. For example: Jasmine could get all the names of the parents who do not obey the rule about healthy snacks before she gives out her questionnaires and put them as numbers into a computer programme (1). A random number generator would then be used to pick the first 20 parents to take part in her questionnaire (1). Look for other reasonable marking points. Answer must relate to the scenario. Generic answers score 0 marks.	(2)
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Question Number	Answer	Mark
2(b)	AO2 (1 mark), AO3 (1 mark) One mark for identification of a conclusion in relation to the scenario (AO2). One mark for justification of the conclusion (AO3) For example: Jasmine could conclude that the majority of the parents who answered did not obey the school rule regarding healthy snacks (1), as seven of the thirteen parents who answered that question said their children did not bring a healthy snack into school in the past week (1) Look for other reasonable marking points. Answer must relate to the scenario. Generic answers score 0 marks.	(2)

Question Number	Answer	Mark
2(c)	AO2 (1 mark), AO3 (1 mark) One mark for the identification of a reason in relation to the scenario (AO2) One mark for justification of the reason (AO3) For example: Jasmine may have used quantitative data as it reduces any subjectivity there might be in her analysis regarding the number of healthy snacks brought into school (1), as Jasmine does not have to interpret how many times the parents let their children bring healthy snacks into school, increasing the validity of her questionnaire (1). Look for other reasonable marking points. Answer must relate to the scenario. Generic answers score 0 marks.	(2)

Question Number	Answer	Mark
2(d)	A02 (1 mark), A03 (1 mark) One mark for the identification of one improvement to the question in relation to the scenario (A02) One mark for justification of the improvement (A03) For example: Jasmine could ask parents an open question such as 'why do you give your child unhealthy snacks for school?' (1), which adds detail to the parents answers allowing Jasmine to understand the reasons why parents did not always give their children healthy snacks (1). Look for other reasonable marking points. Answer must relate to the scenario. Generic answers score 0 marks.	(2)

Question Number	Answer	Mark

4	AO1 (4 marks), AO2 (4 marks) AO1 - Those with an authoritarian personality are more likely to be obedient as they are submissive towards those they perceive as having authority. - If you have an internal locus of control, you see yourself as having control over what happens to you and you are more likely to take responsibility for your actions and be less obedient. - According to gender stereotypes females are seen as more compliant so they would be more likely to obey than males who are seen as more assertive. - The situation can explain obedience, if we are alone when ordered to do something we are more likely to comply with the order than if we are with others who may disobey. AO2 - Eric thinks his parents have authority over him, so if he has an authoritarian personality, he will obey them when they ask him to pick up his toys. - Roxanne may have an internal locus of control so she is less influenced by her parents compared to Eric, so she does not share her toys with Eric, and accepts responsibility for her actions. - Perdita does not conform to the stereotype of being compliant as she does not obey her parents when they tell her to do her homework rather than watch the television. - Because Roxanne and Perdita often do things together, they are less likely to obey their parents as they can support each other in their disobedience, which is why they don't follow rules unlike Eric. Look for other reasonable marking points.	(8)
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Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures) (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Section B

Question Number	Answer	Mark
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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
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Question Number	Answer	Mark
3	AO1 (1 mark), AO3 (1 mark) One mark for identification of a strength (AO1) One mark for justification of the strength (AO3) For example: • Several data collection methods were used, such as participant observations, tape recordings and the bean experiment (1). The findings from each method were compared to increase the internal validity of the findings about hostility between the boys (1). Look for other reasonable marking points.	(2)

1	AO2 (2 marks) Up to two marks for a description of realistic conflict theory in relation to the scenario. For example: • The dress is a limited resource as there is only one shared dress available that both girls wanted to wear to the party (1). Nicola demonstrates out-group hostility towards Jacinda when saying the dress suits her more and she should wear it (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)
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Question Number	Answer	Mark
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Question Number	Answer	Mark
2a	AO1 (1 mark) One mark for appropriate definition For example: When the sample contains a proportional representation of the target population (1) Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
2b	AO1 (1 mark) AO3 (1 mark) One mark for identification of a strength (AO1) One mark for justification of the strength (AO3) For example: Stratified sampling is more likely to be demographically representative (1) so increases the generalisability of findings to the target population (1). Look for other reasonable marking points.	(2)

2(a)	AO1 (1 mark)	(1)
	One mark for stating an aim from their chosen contemporary study. For example: Burger (2009) - To partially replicate Milgram's (1963) study into obedience to explore whether people would still obey authority in contemporary society in 2006 (1). Reicher and Haslam (2006) - To construct an artificial institution and over a period of eight days, examine the factors that determine how people respond when a system of inequality is imposed upon them by others (1). Cohrs et al. (2012) - To examine associations between the Big Five personality dimensions, Right-Wing Authoritarianism (RWA), Social Dominance Orientation (SDO) and generalised prejudice using self-report data (1). Look for other reasonable marking points.	

Question Number	Answer	Mark
2(b)	AO1 (1 mark), AO3 (1 mark) One mark for identification of a strength (AO1) One mark for justification of the strength (AO3) For example: Burger (2009) - Burger's (2009) findings are more representative of the obedience of males and females (1) as he used 29 males and 41 females as opposed to Milgram (1963) who only used males in his baseline five (1). Reicher and Haslam (2006) - Reicher and Haslam's (2006) findings were more representative of the group behaviours in a genuine prison population (1) as they chose 15 participants from different ethnic backgrounds, age and social class (1). Cohrs et al. (2012) - Cohrs et al. (2012) were able to test for the effects of social desirability on personality and prejudice self-report scoring (1) as they gathered peer-report data to assess the validity of the self-report data regarding personality and prejudice (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
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2	202 (7 MARKS) One mark for each point explaining realistic conflict theory in relation to the scenario. For example: Sherif's (1966) research found that competition, such as between the two schools of Elk and Seaside High, can cause intergroup conflict (1). Realistic conflict theory suggests that whenever Seaside High are in competition with Elk Manor for the hockey cup conflict will occur and prejudice follows (1). This means that Elk Manor may judge Seaside High as having an inferior sports team, therefore would try to be louder and more encouraging to their team (1). The schools could create superordinate goals to encourage the sports teams to work together which may reduce the hostility (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(4)
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Question Number	Indicative content	Mark
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4	AO1 (2 marks), AO3 (2 marks) One mark for identification of each strength/weakness (AO1) One mark for justification of each strength/weakness (AO3) For example: Burger (2009) Strength - Burger (2009) used the same four verbal prods with each participant (1) these enabled researchers to retest the reliability of the procedure as each participant received standardised instructions (1). Weakness - Participants were asked to electrocute a learner for incorrect responses to questions (1) which is a task that lacks mundane realism as people would not normally electrocute people for wrong answers, reducing task validity (1). Reicher and Haslam (2006) Strength - Participants for the study underwent medical checks before taking part and warned that the study may be stressful (1) this improved the ethics of the study by considering how to prevent harm or distress to the participants and achieved BPS approval (1). Weakness - The prisoners and guards were fully aware that their behaviours were being observed and recorded (1) this may have created demand characteristics leading to participants behaving as they perceived the experimenter desired (1). Cohrs et al. (2012) Strength - The prejudice questionnaire was standardised and all participants received the same questionnaire (1) so the researchers can retest the standardised questions increasing the reliability (1). Weakness - The use of closed questions about prejudice excludes participants from explaining their answers (1) this reduces the validity of how well the results can represent the reasons for prejudice (1). Look for other reasonable marking points.	(4)
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Question Number	Answer	Mark
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3	AO2 (4 marks) Up to four marks for explanation of realistic conflict theory in relation to the scenario. For example: The in-group and out-group formation starts with the netball teams being on opposing sides of the competition (1). Shouting at the opposing team supporters shows signs of outgroup hostility towards the other group (1) which increases the in-group solidarity between the supporters of the home netball team (1). The presence of the limited resource of the netball cup is a basis for increased conflict between the supporters (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(4)
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Question Number	Indicative Content	Mark
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2	AO2 (4 marks) Up to four marks for a description of realistic conflict theory in relation to the scenario. For example: Winning the dance competition would be considered a limited resource as it brings status that both dance teams are in conflict over (1). When Francis joined his new dance team he formed a group, with Jason being part of a different dance group (1). The negative social media comments made by Francis are signs of intergroup conflict between him and Jason on the opposing team (1) and the retaliation by Jason shows bias towards Francis in an out-group indicating Jason considers himself the in-group (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(4)
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Question Number	Indicative Content	Mark
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4	AO1 (2 marks), AO2 (2 marks) Up to two marks for understanding of realistic conflict theory (AO1) Up to two marks for exemplification in relation to the scenario (AO2) For example: 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). Look for other reasonable marking points.	(4)
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Question Number	Indicative Content	Mark
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2(a)	AO2 (2 marks) Up to two marks for description of one way personality could account for the scenario. For example: The girl in Natasha's class may have an authoritarian personality as she discriminates against her by calling her names because of her accent (1) this can also be seen in her prejudicial attitude as she believes Natasha is inferior to her and that she should not be allowed in her class (1). Look for other reasonable marking points. Generic answers score 0 marks. Answers must relate to the scenario.	(2)
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Question Number	Answer	Mark
2(b)	AO2 (2 marks) Up to two marks for description of one way the situation could account for the scenario. For example: Natasha's classmates may see her as different from themselves because of her accent and deem her to be part of the 'outgroup' (1) so they discriminate against her by calling her names and laughing at her to boost their group status (1). Look for other reasonable marking points. Generic answers score 0 marks. Answers must relate to the scenario.	(2)

Question Number	Answer	Mark
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4	A01 (2 mark), A03 (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)
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1(a)	AO1 (1 mark) One mark for stating an aim of the study. For example: To investigate whether in-group and out-group conflict can be produced in groups with no prior relationships (1). Look for other reasonable marking points.	(1)
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Question Number	Answer	Mark
1(b)	AO1 (1 mark), AO3 (1 mark) One mark for identifying a strength in terms of validity (AO1) One mark for justification of the strength (AO3) For example: The study has high ecological validity as it is representative of a real-life situation (1). Sherif et al. (1954/1961) used a Boy Scout camp in America which was realistic for the boys in the study (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
1(c)	AO1 (1 mark), AO3 (1 mark) One mark for identification of a weakness in terms of ethical issues (AO1) One mark for justification of the weakness (AO3) For example: There was a risk of potential physical and/or psychological harm to participants (1) as the boys raided the camps of the other group which could have resulted in injury (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
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1(a)	AO1 (1 mark) One mark for a definition of superordinate goals. For example: Superordinate goals are goals that can only be achieved by competing groups acting cooperatively (1). Look for other reasonable marking points.	(1)
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Question Number	Answer	Mark
1(b)	AO1 (2 marks), AO3 (2 marks) One mark for identification of each strength (AO1). One mark for justification of each strength (AO3). For example: - The theory can be used to help reduce prejudice in the real world by introducing cooperation between rival groups (1) by forcing the two rival groups who are competing over a scarce resource to work together on a task to minimise conflict between them (1). - The study by Sherif et al. (1954/1961) supports the theory as the hostility between the boys increased when they competed (1) which was shown as the out-group friends was 7% after competing at games such as tug of war and baseball so the theory has credibility (1). Look for other reasonable marking points.	(4)

Question Number	Answer	Mark
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2(a)	AO2 (4 marks) One mark for squaring the values of the gender prejudice scores minus the mean (7.4) for each score, $(x - \bar{x})^2$ $2.6^2, 0.6^2, 1.6^2, -3.4^2, -1.4^2$ One mark for calculating the sum of these values = 23.2 One mark for dividing this by 4 (n-1) = 5.8 One mark for calculating the square root = 2.4083189 / 2.41 to two decimal places Look for other reasonable marking points.	(4)
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Question Number	Answer	Mark
2(b)	AO2 (1 mark) One mark for the range for the gender prejudice score. For example: • 6 (1). Look for other reasonable marking points.	(1)

Question Number	Indicative Content	Mark
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1 (a)	AO1 (2 marks) Up to two marks for a description of prejudice, to include an example. For example: Prejudice is a preconceived opinion of another person that is often based on stereotypes (1) for example a belief that your wife should be responsible for the domestic tasks at home (1). Look for other reasonable marking points.	(2)
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Question Number	Answer	Mark
1 (b)	AO1 (1 mark), AO3 (1 mark) One mark for identification of a way personality could affect prejudice (AO1). One mark for justification of the way personality could affect prejudice (AO3). For example: Someone with an authoritarian personality may be more likely to consider groups as 'us and them' and be prejudice towards people of a different social or ethnic group (1) as Adorno et al. (1950) found that those with an authoritarian personality were more likely to be hostile to people not in their group who are considered to be of an inferior status (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
1 (c)	AO1 (1 mark), AO3 (1 mark) One mark for identification of a way culture could affect prejudice (AO1). One mark for justification of the way culture could affect prejudice (AO3). For example: Cultural distinctions between individualistic and collectivist cultures suggest that collectivistic cultures may result in more prejudice towards other groups (1). Al-Zahrani and Kaplowitz (1993) found that in a comparison of Saudi (collectivist) and American (individualist) people, Saudis tended to show more out-group-derogation (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
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1 (a)	AO1 (2 marks) Up to two marks for a description of the sample of participants in Sherif et al. (1954/1961) For example: Sherif et al. (1954/1961) sampled boys who were aged 11 to 12-years old and of a similar educational level. (1) The boys were middle-class and from Protestant families who were considered well-adjusted (1). Look for other reasonable marking points.	(2)
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Question Number	Answer	Mark
1 (b)	AO1 (2 marks) Up to two marks for a description of one way that Sherif et al. (1954/1961) attempted to reduce inter-group conflict. For example: Sherif et al. (1954/1961) introduced superordinate goals that required collaboration between the two groups of boys to encourage group cohesion (1), such as cooperating to make an improvement to a water tank and pump that provided water for both groups (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
1 (c)	AO1 (1 mark), AO3 (1 mark) One mark for identification of a weakness in terms of reliability (AO1). One mark for justification of the weakness (AO3). For example: The study by Sherif et al. (1954/1961) was a field experiment at a summer camp which meant that they could not control all extraneous variables that may impact on the conflict between the Rattlers and Eagles (1). This reduces the reliability of the findings about negative attitudes towards an out-group as the study cannot be fully replicated to check the results for consistency (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
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Question Number	Indicative Content	
3	AO1 (4 marks), AO3 (4 marks) AO1 • Participants were 22 middle-class white boys with similar background; • Field study of boys in a summer camp environment; • Randomly assigned to groups but reasons for this not explained; • No right to withdraw as the boys could not decide to leave the study. AO3 • Poor generalisability from sample of just boys/middle-class/white/not representative of population/girls/all social class groups. • High ecological validity as a natural environment reduces mundane realism. • The boys were not aware of the study so demand characteristics reduced. • Deception involved as the boys did not know they were doing this to study effect of in-group and out-group. Look for other reasonable marking points.	
Level	Mark	Descriptor
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	7-8	Demonstrates accurate and thorough knowledge and understanding. (AO1)

6	AO1 (4 marks), AO3 (4 marks) AO1 • Social identity theory explains prejudice as a result of in-groups and out-groups. • People experience social categorisation where they decide which group they belong to. • Social comparison is perceiving the in-group as better than the out-group. • Social identification is when the individual behaves in accordance with the norms and values of a group. AO3 • Evidence from Tajfel (1970) supports that prejudice comes from in-group favouritism. • However, Sherif et al. (1954/1961) claimed prejudice was a result of inter-group conflict, not social comparison. • The theory is applicable to society as it can be used to reduce prejudice, such as using common in groups. • Adorno et al. (1950) used an F-scale questionnaire and found authoritarian personalities are more likely to be prejudice regardless of group belonging. Look for other reasonable marking points.	(8)
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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)

Question Number	Answer	Mark
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Question Number	Answer	Mark
1(a)	AO2 (2 marks) Up to two marks for description of how Fuchsia could carry out volunteer sampling. For example: Fuchsia could put an advertisement in the local newspaper for each of the towns (1) and specify a time and date for the participants to turn up and answer the questions about prejudice (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)
Question Number	Answer	Mark
1(b)	AO2 (2 marks), AO3 (2 marks) One mark for identification of the strength/weakness in relation to the study (AO2) One mark for justification of the strength/weakness (AO3) For example: Strength - Using thematic analysis will allow Fuchsia to summarise her qualitative data regarding prejudice in a manageable way (1). This will allow key features of the prejudicial attitudes to be highlighted in a simple way for others, such as policymakers, to interpret her findings easily (1). Weakness - Fuchsia's analysis of the responses to her questions regarding prejudice may be biased and subjective (1) as she is the only person analysing the data she may be selective about what she reports from the answers about prejudice (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(4)

Question Number	Answer	Mark
1(c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of improvement in the context of the study (AO2) One mark for justification of the improvement (AO3) For example: Fuchsia could shorten the third question as it is currently very long and participants may not understand what is meant by terms like 'authoritarianism' (1). By using less technical terms that participants can understand the question it would improve the validity of their responses about prejudice (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)

Question Number	Indicative Content	Mark
2	AO1 (4 marks), AO3 (4 marks) AO1 - The theory assumes obedience is dependent upon the strength, immediacy, and number of social sources acting on a target individual. - Social impact theory proposes that obedience would be greater when the source is more immediate and there are fewer or no barriers. - The theory suggests obedience would be greater when there are more people affecting the target individual, but the proportional impact lessens as the total number of sources increases. - According to social impact theory it is predicted that there would be greater obedience when a source is high status and has a close relationship with the target individual. AO3 - Social impact theory does not attempt to explain why someone will obey but simply outlines the factors involved. - Bassett and Latané (1976) found participants would assign nearby fictitious events in a newspaper more column inches than faraway events, which supports immediacy as a factor affecting obedience. - Milgram, Bickman and Berkowitz (1969) showed passers-by would crane their neck and gawk as more confederates looked up to a sixth floor window, showing that number of sources could affect obedience. - The theory ignores the role of personality factors, such as the authoritarian personality, which has been linked to higher levels of obedience so is not a complete explanation of obedience. Look for other reasonable marking points.	(8)

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.		
Level 0	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



4	AO1 (4 marks), AO3 (4 marks) Burger (2009) AO1 • The same four verbal prods, such as 'please continue', were used with each participant throughout the experiment. • Participants were asked to electrocute a learner for incorrect responses to questions about word pairs. • The study was conducted in a laboratory room with equipment such as a shock generator and intercom. • The sample contained a total of 70 participants, with 29 men and 41 women whose ages ranged from 20 to 81 years. AO3 • The same prods allowed Burger (2009) to accurately replicate the procedure each time to test the reliability of the obedience findings. • The task lacks mundane realism as people would not normally electrocute people for wrong answers, reducing task validity. • The context of the laboratory to test obedience was artificial and unnatural to the participants giving the findings low ecological validity for real life obedience. • There is population validity in Burger's (2009) results as his sample included a variety of ethnicities and both genders so may represent obedience in the general population. Reicher and Haslam (2006) AO1 • A simulation prison was set up that included a standardised briefing about the rules and behaviours that they would be expected to follow in the prison setting. • The prisoners and guards were aware that their behaviour was being observed and recorded. • A sample of 15 males and 0 females was selected from an original 332 volunteers who had responded to an advert. • The roles of guard and prisoner were randomly allocated to participants without experimenter intervention. AO3 • The simulation could be replicated to test for reliability as a result of the controls put in place for the prisoner and guard roles. • Knowing they were being watched may have created demand characteristics so the prisoners and guards could have behaved in ways they thought the experimenters wanted. • The sample was unrepresentative as it is androcentric so lacks population validity and cannot be generalised to role compliance in females.	(8)
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- Random role allocation increases validity as it reduces experimenter bias in that it prevented active selection of the personalities most likely to conform to prisoner or guard.

Cohrs et al. (2012)

AO1

- The questionnaires were standardised, established questionnaires, so all participants received the same questionnaires for the Big Five personality dimensions, Right Wing Authoritarianism (RWA) and Social Dominance Orientation (SDO).
- Using closed questions with rating scales, such as the NEO Five Factor inventory scales of 1 (not true at all) to 7 (completely true) prevented the participants from explaining their answers.
- Opportunity sampling of people known to the researchers, such as acquaintances and neighbours, from the Eastern part of Germany was used to recruit participants for study one.
- The data about prejudice in study one was collected using one self-report and one peer report that participants were asked to give to a friend.

AO3

- The researchers can retest the standardised questionnaires they used increasing the reliability of the instruments used to test attitudes and prejudice.
- Closed questions reduce the validity of the findings about attitudes because the results do not represent the reasons why the participants may be prejudice.
- The sample from Eastern Germany lacks representativeness of different cultures, limiting generalisability of the findings about attitudes and prejudice.
- The use of the peer-reports and self-reports in the data collection allows Cohrs et al. (2012) to compare the results to determine the effectiveness of the methods when testing for links between openness to experience and agreeableness and prejudice.

Look for other reasonable marking points.



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)

Section B - Cognitive Psychology

Question Number	Answer	Mark
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3

AO1 (4 marks), AO3 (4 marks)

(8)

AO1

- Culture incorporates the values, ideas, customs, and behavioural norms of a particular group of people or a society.
- Individualistic cultures emphasise individualism within the group, while collectivist cultures stress the importance of the whole group as a collective.
- Multiculturalism is where the diversity of all cultures is accepted within a society and one group is not considered to be superior.
- Intergroup prejudice are negative attitudes about different cultural groups and intragroup prejudice are beliefs within a culture about different subcultural groups.

AO3

- Adorno et al.'s (1950) concept of authoritarian personality claims that specific characteristics may result in hostility to people of a different race, social group, age, sexuality, or other minority group, so prejudice may be a personality difference and not due to culture.
- Al-Zahrani and Kaplowitz (1993) found Saudis, a collectivist culture, tended to self-report more negative out-group bias than Americans, an individualistic culture, so prejudice may develop because of different types of culture.
- Guimond (2013) looked at cultural norms and government policy within multicultural societies and found that anti-Muslim attitudes were reduced when the pro-diversity policy was high, so prejudice can be reduced when diversity and multiculturalism is promoted.
- Negative attitudes within a culture to those who are unemployed may not be intragroup subcultural prejudiced beliefs about values but could be a result of situational forces such as conflict over access to material resources.

Look for other reasonable marking points.

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)

Cognitive Psychology

Question Number	Answer	Mark
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6

AO1 (4 marks), AO3 (4 marks)

(8)

Burger (2009)**AO1**

- Burger's (2009) used 29 males and 41 females who were from a variety of educational and ethnic backgrounds.
- Burger (2009) used the same four verbal prods, such as 'please continue' throughout his partial replication of Milgram's (1963) study.
- The participants were placed in a room at Santa Clara University Campus with equipment such as an electric shock generator and intercom.
- The participants believed they were administering electric shocks up to a voltage of 150 volts each time the learner incorrectly remembered a word pair.

AO3

- The use of males and females and those who had different levels of education and a mix of ethnicities means the findings are more representative than Milgram (1963) who only used males.
- As Burger (2009) used the same verbal prods, this enabled him to accurately replicate the procedure each time so the data can be tested for reliability.
- The laboratory conditions at the University were artificial and unnatural to the participants which means that the study has low ecological validity.
- Believing that they were electrocuting learners when they failed to remember word pairs is an artificial task not true of everyday life for the participants so lacks task validity.



Reicher and Haslam (2006)**AO1**

- A standardised briefing about the rules and behaviours that they would be expected to follow were used in the simulated prison setting.
- The prisoners and guards were aware that their behaviour was being observed and recorded.
- From an original 332 volunteers who had responded to an advert, a sample of 15 males and 0 females was selected.
- The roles of 'guard' and 'prisoner' were randomly allocated to participants without experimenter intervention.

AO3

- The controls put in place for the prisoner and guard roles means the simulation could be replicated to test for reliability.
- The prisoners and guards could have behaved in ways they thought the experimenters wanted as they knew they were being watched so the study may lack validity.
- The sample was androcentric so may not represent role compliance in females so the study lacks population validity.
- The random role allocation increases validity as it reduces experimenter bias in that it prevented active selection of the personalities most likely to conform to 'prisoner' or 'guard'.

Cohrs et al. (2012)**AO1**

- Standardised scales were used to assess the Big Five personality dimensions, Right Wing Authoritarianism (RWA), and Social Dominance Orientation (SDO) and all participants received the same questionnaires.
- The only data used for analysis was for participants that indicated they were of German nationality, did not have a disability and were of heterosexual orientation.
- Participants completed self-report questionnaires that consisted of Likert style closed questions designed to measure RWA.
- Each participant was asked to give a second questionnaire to an acquaintance or friend who also reported on them.

AO3

- The standardised questionnaires can be retested to test for the reliability of the instruments used to assess attitudes and prejudice.
- Using only data from specific nationalities, disabilities and sexual orientations means that the findings lack population validity.
- The use of closed questions to measure personality dimensions in the questionnaire does not allow participants to expand on their reasons for prejudice so lack validity.
- Cohrs et al. (2012) used peer-reports and self-reports in the data collection so they could compare the results to determine the effectiveness of the methods when testing for links between openness to experience and agreeableness and prejudice.

Look for other reasonable marking points.



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
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3(a)	AO1 (2 marks), AO2 (2 marks) Up to two marks for understanding of realistic conflict theory (AO1) Up to two marks for exemplification in relation to the scenario (AO2) For example: Prejudice occurs when two groups have to compete for a finite resource (1). The two restaurants are in direct competition for the scarce resource of customers from the local village, which is why they are calling each other names (1). Prejudice can be reduced through the use of superordinate goals where two groups work together (1). A superordinate goal is introduced when the two restaurants have to work together to become the best village in the region (1). Look for other reasonable marking points.	(4)
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Question Number	Answer	Mark
3(b)	AO2 (2 marks), AO3 (2 marks) One mark for identification of a strength and a weakness in relation to the scenario (AO2) One mark for justification of the strength and the weakness (AO3) For example: Strength - Sherif et al. (1954/1961) found that when boys at a summer camp were in direct competition with each other they started to call each other names as the staff at the two restaurants do (1), which give realistic conflict theory credibility as it shows that competition for limited prizes can increase prejudice towards another group (1). Weakness - The staff at the two restaurants may criticise the food at the other restaurant due to social identity rather than realistic conflict as they could see their restaurant as the in-group (1), and criticise the food at the other restaurant in order to boost their self-esteem, so realistic conflict may not be a complete explanation of all prejudice (1). Look for other reasonable marking points. Answer must relate to the scenario. Generic answers score 0 marks.	(4)

Question Number	Indicative content	Mark
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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 of 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



3	AO1 (4 marks), AO3 (4 marks) AO1 - Realistic conflict theory suggests that conflict between groups is a result of competition over a finite and limited resource and not just the existence of two groups. - The process begins with group formation, where individuals are categorised by themselves or others into a particular group which become the ingroup and outgroup. - Intergroup conflict arises when there is competition between the two groups to gain ownership of the scarce resource. - Resolutions for conflict are proposed by the use of superordinate goals, whereby the ingroup and outgroup need to join together to achieve a goal that supersedes the competitive goal. AO3 - Ember et al. (1992) found that in tribal societies intergroup hostility increased when social or natural conditions meant that competition for resources became necessary, during periods of famine or natural disasters, warfare was more likely. - Sherif (1954/1961) found the boys showed hostility towards each other during the first phase of the study where finite resources had not yet been introduced, which indicates that prejudice may not always be a result of competition for resources. - Filindra and Person-Merkowitz (2013) found that a perceived increase in presence of immigrants correlated with restrictive immigration policy but only when pessimistic of the state's economy, showing competition for resources may cause prejudice. - Social identity theory suggests that conflict is due to the mere presence of groups which can explain situations where prejudice arises without material objects or competition, which would limit the effectiveness of using a superordinate goal to combat prejudice if no initial competition actually exists. Look for other reasonable marking points.	(8)
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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	7-8	Demonstrates accurate and thorough knowledge and understanding. (AO1)



10	AO1 (6 marks), AO3 (6 marks) AO1 • Sherif conducted The Robbers Cave study of 22 boys in a summer camp environment. • Baddeley had standardised controls using tape recorded words at 1 word per 3 seconds (experiment 3) to test semantic and acoustic similarity effects. • Sherif randomly assigned the boys to groups but did not tell the boys why. • A word based recall task was used, where participants had to recall the order of the words presented by Baddeley. • Sherif could not use strict controls over all the variables in the field experiment, such as when the boys had free time or during the night. • Baddeley's tests of word recall were conducted in a laboratory context where variables were controlled. AO3 • Sherif's study has high ecological validity as a natural environment increases mundane realism. • Baddeley's use of standardised controls increases reliability of the results as the same semantic and acoustic influences on STM/LTM can be retested/replicated. • In Sherif's study the boys were not aware of the study so demand characteristics reduced increasing validity of the results. • Baddeley's use of word lists decreases the task validity of the results, as people do not usually learn word lists in this way in real life. • In the study by Sherif the internal validity is reduced by possible confounding variables affecting the behaviour of the boys towards each other. • Baddeley was able to control extraneous variables increasing the internal validity that the test of semantic and acoustic processing were the only influences on memory. Look for other reasonable marking points.	(12)
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Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	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)

10

AO1 (6 marks), AO3 (6 marks)

(12)

AO1**Sherif et al. (1954/1961)**

- Sherif used two groups of 11 white middle class American boys to study prejudice in Robbers Cave state park.
- The first superordinate goal was introduced where the two groups of boys had to work together to restore a safe water supply.
- The second goal was to encourage the two groups to contribute equally so they could watch a film.

Baddeley (1966b)

- The aim was to study the influence of acoustic and semantic similarity on long-term memory.
- For experiment three words were visually presented on a slide projector for three seconds.
- In experiment three, participants recalled significantly fewer semantically similar words than semantically dissimilar words.

AO3**Sherif et al. (1954/1961)**

- The all-male sample that was from a single ethnic group from America limits the generalisability of Sherif's findings regarding prejudice.
- Communities are brought together to provide safe environments for children that are bullied and change the behaviour of children that bully by The Stopbullying.gov programme so reducing bullying.
- Lemmer and Wagner (2015) found that intergroup contact interventions resulted in improved attitudes toward other ethnicities, supporting the view that joining forces can reduce prejudice.

Baddeley (1966b)

- The study simplified encoding in LTM so the study is reductionist, in real life most sentences consider both types of encoding so LTM may use different kinds of encoding not just semantic.
- If long-term memory is mainly encoded semantically, when revising it would be prudent to make mind-maps with semantic links to improve recall in examinations.
- It is questioned as to whether measuring acoustically and semantically similar words can be applied to real-life as our memory is not restricted to learning lists of random monosyllabic words.

Look for other reasonable marking points.

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



9	AO1 (6 marks), AO3 (6 marks) AO1 • Sherif et al. (1954/1961) conducted a field experiment to see if conflict between two groups of boys, who did not know about the study, would lead to conflict between the two groups. • The boys were all white middle class and protestant who thought they were at a regular summer camp where they had a number of competitions to win rewards for their group. • During the competition stage the boys started calling each other names, and fighting, with one boy being held in a wrestling hold after his team had burnt the other team's flag. • Baddeley's (1966b) participants in experiment 3 were a mix of males and females who saw a list of ten words, where they were presented with a word every three seconds. • In experiments 1 and 2, after a distraction task of 20 minutes, the participants were given an unexpected recall test where they had to put the words in the order they had heard them. • Baddeley (1966b) recorded how many words the 131 housewives put in order after the four learning stages and after the unexpected recall test and found conditions X and Y had no significant forgetting in experiment 2. AO3 • Whilst the boys did not know about the study the parents all gave informed consent, knowing what would happen whilst the boys were at Robbers Cave, so the study can be deemed to be ethical as the boys were too young to give consent without the parents giving it. • The fact they were all white, middles class boy means that the results may not have been the same if girls had been the participants, or children from different ethnicities so it lack generalisability. • The fact the boys called each other names and some fought could have upset or hurt some of the boys at the camp, so it could be argued the study was unethical as the boys were not protected from psychological and physical harm. • Baddeley's (1966b) use of males and females in experiment 3 means that the results can be generalised to both genders as it could not be argued that the results were affected by males or females possibly using different memory techniques. • As the participants did not know about the unexpected recall test, they could not give informed consent breaking the ethical principle of respect, so the study could be said to be unethical. • As Baddeley uses 131 housewives, it can be argued that the results on the effect of an interference task between learning and recall in experiment 2 are representative of the target population. Look for other reasonable marking points.	(12)
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Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A judgement/decision 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 judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	7–9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	10–12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

1	AO2 (2 marks) Up to two marks for a description of social impact theory in relation to the scenario. For example: • Mrs King is only one source of authority but there are 29 students, so her impact is divided over a high number of targets (1). The students ignore her instruction as there is a diffusion of responsibility across the targets so Mrs King's social force decreases (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)
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Question Number	Answer	Mark
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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
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5(a)	AO2 (1 mark) One mark for a question used to gather qualitative data (open question) in relation to social psychology practical investigation. For example: Describe an example of one situation where you have followed the instructions of someone in authority (1). Look for other reasonable marking points. Answers must relate to the social practical. Generic answers score 0 marks.	(1)
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Question Number	Answer	Mark
5(b)	AO2 (2 marks) Up to two marks for description of qualitative data analysis in relation to social psychology practical investigation. For example: We identified themes in the answers given in open responses to questions about obedience from our questionnaire (1) such as phrases indicating obedience, for example 'follow rules', or resistance to obedience, for example 'my choice' (1). Look for other reasonable marking points. Answers must relate to the social practical. Generic answers score 0 marks.	(2)

Question Number	Indicative Content	Mark
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Question Number	Indicative Content	Mark
2 (a)	AO2 (2 marks) One mark for each feature of social impact theory identified that could account for David's obedience. For example: David may have put his phone away as the teacher might have been standing next to him (1), he may have seen the teacher as high status (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Indicative Content	Mark
2 (b)	AO2 (2 marks) Two marks for a full explanation. One mark for a limited/partial explanation. For example: Sarah may be willing to accept the consequence of having her mobile out in lessons (1) showing Sarah is acting in an autonomous state (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
2a	AO2 (2 marks) One mark for a suitable open question. One mark for a suitable closed question. For example; Open question - What do you think about students from other colleges? (1) Closed question - I enjoy meeting people from other colleges- SA, A, DK, D, SD (1) Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)

Question Number	Answer	Mark
2b	AO2 (2 marks) One mark for each relevant suggestion why Tim and Laura should undertake a pilot study. For example: Reason 1 - In order to test the questions for clarity to check whether the students understand them. Reason 2 - To check whether the sampling method/technique gathers a representative sample of the college students. Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)

1	AO1 (4 marks) Up to two marks for a description of each ethical guideline from the BPS code of ethics and conduct (2009) (maximum four marks). For example: • One ethical guideline to consider is privacy and confidentiality; if a researcher conducts a study involving sensitive personal data, they must ensure that participants' identities are kept confidential (1). For example, the researcher should anonymise data, store and only share findings in a way that prevents individual participants from being identified (1). • Researchers should provide the right to withdraw to allow participants to leave the study when they wish without any pressure to remain in the research (1). For example, in Milgram's (1963) obedience studies participants were ordered to continue shocking the learner, making them feel like there was little opportunity to remove themselves from the research (1). • One guideline is to ensure participants are debriefed at the conclusion of their participation, to inform them of the outcomes and nature of the research (1). This also provides opportunity for the researcher to identify any unexpected harm and allow them to arrange for assistance as needed to restore the wellbeing of the participant at the beginning of the study (1). Look for other reasonable marking points.	(4)
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Question Number	Answer	Mark
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2(a)	AO2 (2 marks) One mark for stating each reason why using social impact theory in relation to the scenario (maximum two marks). For example: - Mr Jennings was a teacher so has strength as a source of authority, so can explain why the students followed his instruction (1). - Mr Jennings was immediate as he was in front of the students in the canteen when giving his instruction, so he had a bigger impact on them (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)
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Question Number	Answer	Mark
2(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: - One weakness is that social impact theory does not account for individual differences such as personality, and focuses only on situational factors like number of sources present (1). Those with a high authoritarian personality are more likely to obey as they believe in order and discipline, so the theory is an incomplete theory of social influence (1). - Hofling (1966) found that low immediacy did not reduce the impact of the doctor's orders to administer a lethal dose to a patient, lowering the credibility of theory (1). 21 out of the 22 nurses still obeyed the order given over the phone, demonstrating blind obedience even when the doctor was not physically present (1). Look for other reasonable marking points.	(2)

Question Number	Indicative Content	Mark
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3(a)	AO2 (3 marks) Up to three marks for a description of how primary data could be collected in relation to scenario. For example: Fiona would gather her data regarding their hobbies directly from the residents (1). She could use open questions to establish the views of the residents as to why they may share the same hobbies (1). Fiona could collect information about the number of times each resident reports playing chess each week (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(3)
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Question Number	Answer	Mark
3(b)	AO2 (2 marks) Up to one mark for each reason in relation to the scenario. For example: - The residents that share the same hobbies may see themselves as the in-group and those that have different hobbies as the out-group (1). - Through the process of social categorisation the residents may become friends with others of the same physical abilities who may want to participate in the more energetic activities (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)

Question Number	Answer	Mark
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2(a)	AO1 (1 mark) One mark for a definition of opportunity sampling. For example: Opportunity sampling is when researchers use participants who are available at that time (1). Look for other reasonable marking points.	(1)
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Question Number	Answer	Mark
2(b)	A02 (2 marks), A03 (2 marks) One mark for identification of strength/weakness in relation to the scenario (AO2). One mark for justification of strength/weakness (AO3). For example: Strength - 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). Weakness - 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). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(4)

Question Number	Answer	Mark
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3(a)	AO1 (1 mark) AO2 (1 mark) One mark for describing a relevant ethical issue (AO1). One mark for application of relevant ethical issue in relation to the scenario (AO2). For example: 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). Look for other reasonable marking points. Generic answers score 0 marks.	(2)
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Question Number	Answer	Mark
3(b)	AO2 (4 marks) Up to four marks for description of the process of thematic analysis in relation to the scenario. For example: 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). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(4)

Question Number	Answer	Mark
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1 (a)	AO2 (2 marks) Up to two marks for a description of how qualitative data was gathered in their social psychology practical investigation. For example: We used open ended questions about favouritism towards other groups of students in college (1) and gathered detailed opinions from the respondents on their views about students from different groups in college (1). Look for other reasonable marking points. Generic answers score 0 marks. Answers must relate to the social psychology practical investigation.	(2)
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Question Number	Answer	Mark
1 (b)	AO2 (2 marks) Up to two marks for a description of how quantitative data was gathered in their social psychology practical investigation. For example: We used statements with Likert scales ranging from 0 to 10 to gather a score for in-group favouritism (1) where respondents rated how far they agreed or disagreed with statements about student groups in college (1). Look for other reasonable marking points. Generic answers score 0 marks. Answers must relate to the social psychology practical investigation.	(2)

Question Number	Answer	Mark
1 (c)	AO2 (1 mark), AO3 (1 mark) One mark for identification of an improvement to the social psychology practical investigation (AO2). One mark for justification of the improvement to the social psychology practical investigation (AO3). For example: We could have conducted a pilot study and tested our questions about in-group favouritism before distributing them to the students we sampled (1) which would have increased the validity of the findings by making sure the questionnaires we used could be accurately understood by the students answering the questions (1). Look for other reasonable marking points. Generic answers score 0 marks. Answers must relate to the social psychology practical investigation.	(2)

Question Number	Answer	Mark
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4	Marks	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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Question Number	Indicative Content	Mark
4 (a)	AO2 (4 marks) Two marks for each developed explanation of data analysis One mark for each partial explanation of data analysis For example: We tallied the number of each closed answer response and recorded it in a frequency table (1) and then presented the data in a bar chart to show the totals for each question graphically/visually (1). We also conducted a thematic analysis on the open question responses (1) by highlighting patterns in the answers given and categorising them (1). Generic answers score 0 marks. Answers must relate to the social practical. Look for other reasonable marking points.	(4)

Question Number	Indicative Content	Mark
4 (b)	AO2 (2 marks), AO3 (1 mark) Up to two marks for explaining an appropriate improvement (AO2) One mark for how it would improve study (AO3) For example; To improve my study, I would sample a wider range of age groups (1) as I only asked people under 25 which is not representative (1) this would be to increase the generalisability of the study to a wider population (1). Look for other reasonable marking points. Answers must relate to the social practical procedure.	(3)

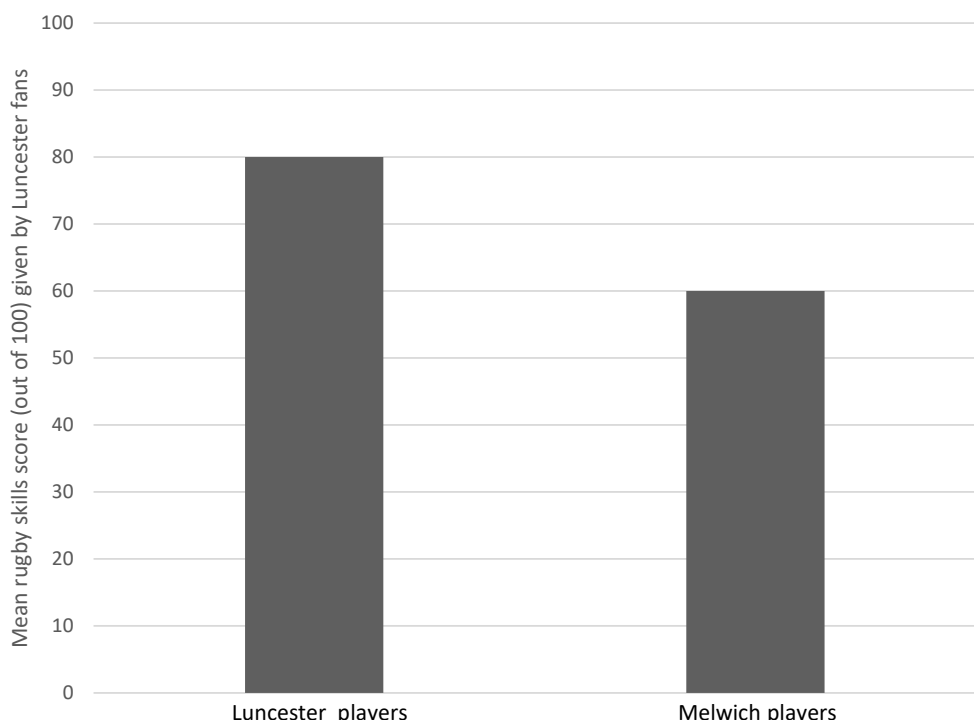
3(a)	AO2 (1 mark), AO3 (1 mark)	(2)
	Candidate responses have to be drawn from evidence presented in Figure 1. One mark for identification of a suitable conclusion (AO2) One mark for justification of the conclusion (AO3) For example: • She could conclude that in-group favouritism is evident in bakery employees towards their own department in the supermarket (1) as the data shows that 70% of bakery employees consider themselves the most important department (1). Look for other reasonable marking points. Generic answers score 0 marks.	

Question Number	Answer	Mark						
3(b)	AO2 (2 marks) One mark for each correct conversion For example: <table><tr><th>Department considered most important</th><th>Number of employees (<i>n</i>)</th></tr><tr><td>Own department</td><td>134</td></tr><tr><td>Electrical department</td><td>8</td></tr></table> Reject all other answers.	Department considered most important	Number of employees (<i>n</i>)	Own department	134	Electrical department	8	(2)
Department considered most important	Number of employees (<i>n</i>)							
Own department	134							
Electrical department	8							

Question Number	Answer	Mark
3(c)	AO2 (3 marks) Up to three marks for description of social identity theory in relation to the scenario. For example: The employees would have been through the process of social categorisation putting themselves into an in-group based on their department (1) so they now identify as part of their departmental team so will demonstrate favouritism to their own department (1). They may believe the other department(s) to be less important as they consider them to be the out-group (1). Look for other reasonable marking points. Generic answers score 0 marks.	(3)

Question Number	Indicative Content	Mark
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2(a)	AO2 (2 marks)	(2)
	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.	

Question Number	Answer	Mark						
2(b)	A02 (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: A bar chart to show the mean rugby skills score given by Luncester fans to Luncester and Melwich players <table><caption>Data from Bar Chart</caption><thead><tr><th>Player Group</th><th>Mean Rugby Skills Score (out of 100)</th></tr></thead><tbody><tr><td>Luncester players</td><td>80</td></tr><tr><td>Melwich players</td><td>60</td></tr></tbody></table> Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	Player Group	Mean Rugby Skills Score (out of 100)	Luncester players	80	Melwich players	60	(3)
Player Group	Mean Rugby Skills Score (out of 100)							
Luncester players	80							
Melwich players	60							

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 Luncaster 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 Luncaster fans have of the two teams cannot be generalised to all Luncaster fans (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)

3	AO1 (7 marks), AO3 (7 marks) AO1 • Research in social psychology should consider ethical guidelines such as the right to withdraw and distress. • Ethical practice includes obtaining informed consent from participants in social research. • Ethical guidelines include keeping participants from harm when they are involved in social psychology studies. • Cohrs et al (2012) did not disclose the details of the participants or peer-raters in their study. AO3 • Burger (2009) made reasonable assumptions about continued obedience from Milgram's (1963) work rather than making participants go to 450v, so social research can be ethical. • Informed consent could increase demand characteristics and make research findings less valid, so studies such as Milgram (1963) may not have been as useful as they were. • Reicher and Haslam (2006) had two independent clinical psychologists monitoring the study and they could contact the participants at any time. • Where researchers do not disclose participant details their studies into prejudice/obedience can be carried out within ethical guidelines for confidentiality from The Code of Conduct (2009). Look for other reasonable marking points.	(8)
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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.		
Level 0	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

Question Number	Answer	Mark
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4	AO1 (4 marks), AO3 (4 marks) AO1 • Volunteer sampling requires participants to offer to take part in a research study • Opportunity sampling is when participants that are available at the time of the research are selected to take part. • Stratified sampling is selecting participants based on their characteristics to represent the target population. • Random sampling can be using names 'drawn from a hat' to select a group of individuals to participate in a study. AO3 • Milgram advertised for participants so those taking part in his research may not be representative of the target population as volunteers tend to be more motivated/perform better. • When conducting questionnaires in social psychology research only those people who are available at the time may be approached so not every characteristic of a population can be included, limiting generalisability. • To research prejudice a stratified sample of participants, such as men and women or young and old, can be used to find out the attitudes of particular individuals towards other groups to be sure it is representative of the group being studied. • The use of random sampling can reduce bias from social psychology research as it prevents the experimenter from selecting certain groups that could sway their results. Look for other reasonable marking points.	(8)
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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)

SECTION B: COGNITIVE PSYCHOLOGY

Question Number	Answer	Mark
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3	AO1 (4 marks), AO3 (4 marks) AO1 • A questionnaire is a method for gathering self-report data from respondents or their peers related to prejudice attitudes. • Closed-ended questions can be used to gather quantitative data, such as Likert scales to find out about self-rated prejudice scores. • The use of open questions in a questionnaire enable participants to expand on their answers about why they follow certain instructions. • Questionnaires can be easily replicated once created so all respondents receive the same set of standardised questions about prejudice. AO3 • Self-reported data may be subject to social desirability whereby respondent may falsely present their views on prejudice or authority in a way that makes them appear more favourable. • Adorno et al.'s (1950) F-scale scores how far respondents agree with statements to reach an objective score for authoritarian personality levels which can be retested to check for consistency. • In-depth answers contain rich detail about why individuals may hold their beliefs about others increasing the validity of the data gathered by social psychology researchers. • Cohrs et al. (2012) used standardised questionnaires to test personalities such as Right Wing Authoritarianism (RWA) increasing the reliability of the data in their research. Look for other reasonable marking points.	(8)
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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	7-8	Demonstrates accurate and thorough knowledge and understanding. (AO1)

4

AO1 (4 marks), AO2 (4 marks)

(8)

For example:

Key question: Can knowledge of social psychology be used to help prevent atrocities such as genocide?

AO1

- The UN describes genocide as an extreme form of identity based crime committed against members of a national, ethnic, racial, or religious group.
- Preventing genocide can contribute to peace and stability on both a regional and international level by reducing tensions between different groups.
- Whether real or socially constructed, identity differences can be manipulated as a deliberate tactic for personal or political gain and may be used to deepen social divisions.
- An example of genocide would be the WWII Holocaust where millions of people of Jewish heritage were killed by the Nazi soldiers.

AO2

- Agency theory suggests that people will give up their free will and become an agent to someone in authority, so genocide could be prevented by encouraging people to report hate based orders.
- Social Identity theory suggests that becoming part of an ingroup and identifying with an outgroup causes hostility, so by promoting group similarities the hostility behind genocide could be reduced.
- Inter-group contact may help prevent genocide as this can help people eliminate any stereotypes or prejudices they may have about members of outgroups as being different from them.
- Altemeyer (1996) correlated right-wing authoritarianism with prejudiced attitudes which may indicate that rigid right-wing thinking may be a personality dimension to consider for those most likely to instigate or commit acts of genocide.

Look for other reasonable marking points.



Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments, but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures) (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Cognitive Psychology

Question Number	Answer	Mark
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1(a)	AO2 (2 marks) Up to two marks for description of how Jamshid could carry out volunteer sampling. For example: Jamshid could put an advertisement in the school newsletter (1). He can give a time and date when he will be in school to conduct the semi-structured interviews (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)
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Question Number	Answer	Mark
1(b)	AO1 (1 mark) One mark for defining an open question. For example: An open question is where respondents have a free choice to elaborate on the answers that they give (1). Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
1(c)	AO1 (1 mark) One mark for a definition of subjectivity in relation to psychology Subjectivity is where the personal opinion of the researcher may affect the collection and interpretation of research data in psychology. (1) Look for other reasonable marking points.	(1)

Question Number	Answer	Mark
1(d)	AO2 (2 marks), AO3 (2 marks) One mark for identification of each strength in relation to the scenario (AO2) One mark for justification of each strength (AO3) For example: Strength one - Jamshid can gather rich and in-depth valid data in respect of the views about the proposed 'no parking zone' (1) as he can explain his questions and fully explore any answers the parents may give (1). Strength two - Jamshid could repeat his semi-structured interview with the different parents at the school and compare their responses to test for reliability (1) because he will be beginning with the same pre-set questions for each of the parents (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(4)

Question Number	Answer	Mark
1(e)	AO2 (1 mark), AO3 (1 mark) One mark for identification of an improvement in the context of the study (AO2) One mark for justification of the improvement (AO3) For example: Jamshid could ensure he includes closed questions in his semi-structured interview about the 'no parking zone' (1) which will increase the objectivity of Jamshid's analysis as the parent responses will be less open to interpretation (1). Look for other reasonable marking points. Answers must relate to the scenario. Generic answers score 0 marks.	(2)

Question Number	Answer	Mark
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Question Number	Indicative Content
9	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. Read the candidate response and apply the appropriate level. AO1 • Qualitative data is descriptive usually in the form of words; • Qualitative data can be categorised for analysis; • Quantitative data provides statistical evidence; • Quantitative data is often in the form of numbers; AO2 • Responses Najeeb gathered from open questions will give detailed information; • Najeeb could use a thematic analysis for the qualitative data so the responses were grouped; • Ed could measure the frequency of support tutorials to give a clear and objective measure; • Ed could use a statistical test (Wilcoxon) to analyse the quantitative data; AO3 • There is a high validity in the qualitative data as participants are free to respond how they wish. • Thematic analysis could be used with the data and can be rated/categorised by multiple researchers to reduce subjectivity. • Analysis of quantitative data is less likely to be open to interpretation by the researcher. • Quantitative data from laboratory experiments gives higher reliability so the data accurately shows cause and effect relationships between IV and DV. Look for other reasonable marking points.

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Level	Mark	Descriptor
	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)

Total for Paper - 70 marks

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Question Number	Indicative Content	Mark
8	AO1 (6 marks), AO3 (6 marks) AO1 • Respect involves informed consent; researchers should obtain the consent of participants, they need to know what it is that they are agreeing to. • Baddeley (1966b) gained consent from participants in the APU at Cambridge who were aware of the nature of psychological research. • Respect involves deception; only if there is any other way to carry out the study other than by using deception. • In case studies such as HM and KF the identity of the participants was kept anonymous from the general public. • Participants should be protected from harm and distress whilst taking part in a study. • Responsibility involves debriefing; participants should be able to discuss the procedure and the findings with the psychologist. • Participants in Milgram (1963) were given verbal prods to continue during the experiment. AO3 • Due to nature of HM's memory could not give informed consent or have right to withdraw, so does not meet ethical guidance. • Participants who are aware of the nature of research are more informed about their involvement and so ethical considerations of consent have been met. • Milgram (1963) used deception about the nature of the study was necessary to fulfil aims which can meet ethical guidance to an extent. • Maintaining the confidentiality of participants in case studies ensured anonymity and promoted good ethical practices. • 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. • 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 • BPS guidelines (2009) would now prevent research such as Milgram (1963) but this could be to the detriment of advances in psychological knowledge. Look for other reasonable marking points.	(12)

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

12	AO1 (6 marks), AO3 (6 marks) AO1 • Blind obedience needs to be reduced to prevent atrocities such as genocide from occurring. • Soldiers have claimed their actions have been a result of following the orders of their superiors in times of conflict, for example Rwanda. • An in-group and out-group formation between the opposite sides in a war/conflict which can escalate to genocide in extreme cases such as the Rwanda/WWII/Vietnam. • Dyslexia can be explained through working memory model and the lower processing speeds of children, which means they struggle in education. • Cognitive psychologists have been able to provide suggestions for classroom interventions, such as teaching styles and direct interventions to improve academic outcomes for children with dyslexia. • Knowledge of memory has helped create practical, specific interventions such as Cogmed to improve the working memory of people with dyslexia. AO3 • Milgram (1963) demonstrated that the legitimacy of an authority figure was a key feature in obedience, which helps explain why soldiers obey their chain of command, which can help with training soldiers. • Children may have been socialised to obey and follow instructions, such as Hitler's youth, from an early age, so research can be useful for explaining issues. • Tajfel and Turner's (1986) social identity theory explained how differences can lead to prejudice, therefore aiding understanding of social groups in war/conflict. • Deficits in central executive processing have been found in people with dyslexia (Sela, 2012), so research can provide effective guidance in education. • Alloway et al. (2013) provide supporting evidence that cognitive interventions can help improve working memory scores which is a useful application of research. • Cognitive interventions assume working memory is a key feature of Dyslexia and ignore other explanations for the disorder, so they may not be useful in explaining key questions. Look for other reasonable marking points.	(12)
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Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A judgement/decision 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 judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	7–9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	10–12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to an effective, nuanced and balanced judgement/decision. (AO3)

12	AO1 (6 marks), AO3 (6 marks) AO1 • Interviews can be structured where there is a pre-determined list of questions to be asked about obedience. • Unstructured interviews into prejudice will explore participant attitudes to prejudice and discrimination and the researcher is able to be flexible with the questions asked. • Interviews into obedience and prejudice can be conducted face-to-face, particularly with vulnerable participants or when about sensitive topics. • Field experiments investigating memory would be carried out in the natural setting for the participants. • The IV is manipulated and the DV is measured in a field experiment into the memory process. • Field experiments will usually collect quantitative data related to the memory performance of the participants. AO3 • The standardised nature of a structured interview means that all participants get the same obedience questions, so the responses about their attitudes to obedience can be compared and tested for reliability. • The qualitative data from unstructured interviews into prejudice may be analysed in a biased way by the social psychologist, so the results about attitudes to prejudice may be considered subjective. • An interviewer could influence the responses concerning obedience and prejudice if conducted face-to-face through researcher effects, so the results may not be valid. • Being in a natural setting, the participants' memory performance would be more likely to be their usual response, so the research would be higher in ecological validity. • By precisely manipulating the IV and carefully measuring the DV, field experiments can infer some level of cause and effect between a factor affecting memory and the memory performance. • Measuring the memory performance of participants using numerical data can mean that underlying reasons why the memory performance may have been worse or better under a certain condition cannot be fully explored. Look for other reasonable marking points.	(12)
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Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	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)

Question Number	Answer	Mark
1a	AO2 (2 marks) One mark for each suitable closed question. For example: - Do you spend any time with art students? Yes/No (1) - On a scale of 1 (lowest) to 5 (highest) how overly dramatic do you find art students' behaviour? 1 2 3 4 5 (1) Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
1b	AO2 (2 marks) Up to two marks for explanation of appropriate interview. For example: Structured Interview - 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) - Abigail can us a structured interview with set questions about what science students think of art students (1). Answers must relate to the scenario. Generic answers score 0 marks. Look for other reasonable marking points.	(2)

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Question Number	Answer	Mark																								
1c(i)	AO2 (1 mark) One mark for correct completion of frequency data table <table border="1"> <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">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	(1)
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Total		42																								

Question Number	Answer	Mark
1c(ii)	AO2 (1 mark) One mark for correctly calculating the range 5 (five)	(1)

Question Number	Answer	Mark
1d	AO2 (2 marks) Up to two marks for explanation of why standard deviation is used For example: Standard deviation uses all the data collected in a set of results (1) to calculate how much variation there is from the mean (1). Look for other reasonable marking points.	(2)

Question Number	Answer	Mark
1e	AO1 (3 marks), AO2 (3 marks) Up to three marks for understanding of social identity theory (AO1) Up to three marks for exemplification in relation to scenario (AO2) For example: 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). Look for other reasonable marking points.	(6)

Question Number	Answer	Mark
1f	AO1 (2 marks) AO3 (2 marks) Up to two marks for identification of individual difference (personality) (AO1) Up to two marks for justification/exemplification (AO3) For example: 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). Look for other reasonable marking points.	(4)