Please check the examination details below before entering your candidate information

Candidate surname	Other names
StemUp Model Solution	

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Time 1 hour 30 minutes

Paper reference **WPS01/01**

Psychology

International Advanced Subsidiary
PAPER 1: Social and Cognitive Psychology

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The list of formulae and statistical tables are printed at the start of this paper.
- Candidates may use a calculator.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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FORMULAE AND STATISTICAL TABLES

Standard deviation (sample estimate)

$$\sqrt{\left(\frac{\Sigma(x-\bar{x})^2}{n-1}\right)}$$

Spearman's rank correlation coefficient

$$1-\frac{6\Sigma d^2}{n(n^2-1)}$$

Critical values for Spearman's rank

	Level of significance for a one-tailed test				
	0.05	**0.025**	**0.01**	**0.005**	**0.0025**
	Level of significance for a two-tailed test				
N	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**
5	0.900	1.000	1.000	1.000	1.000
6	0.829	0.886	0.943	1.000	1.000
7	0.714	0.786	0.893	0.929	0.964
8	0.643	0.738	0.833	0.881	0.905
9	0.600	0.700	0.783	0.833	0.867
10	0.564	0.648	0.745	0.794	0.830
11	0.536	0.618	0.709	0.755	0.800
12	0.503	0.587	0.678	0.727	0.769
13	0.484	0.560	0.648	0.703	0.747
14	0.464	0.538	0.626	0.679	0.723
15	0.446	0.521	0.604	0.654	0.700
16	0.429	0.503	0.582	0.635	0.679
17	0.414	0.485	0.566	0.615	0.662
18	0.401	0.472	0.550	0.600	0.643
19	0.391	0.460	0.535	0.584	0.628
20	0.380	0.447	0.520	0.570	0.612
21	0.370	0.435	0.508	0.556	0.599
22	0.361	0.425	0.496	0.544	0.586
23	0.353	0.415	0.486	0.532	0.573
24	0.344	0.406	0.476	0.521	0.562
25	0.337	0.398	0.466	0.511	0.551
26	0.331	0.390	0.457	0.501	0.541
27	0.324	0.382	0.448	0.491	0.531
28	0.317	0.375	0.440	0.483	0.522
29	0.312	0.368	0.433	0.475	0.513
30	0.306	0.362	0.425	0.467	0.504

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

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Chi-squared distribution formula

$$X^2 = \sum \frac{(O-E)^2}{E} \qquad df = (r-1)(c-1)$$

Critical values for chi-squared distribution

	Level of significance for a one-tailed test					
	0.10	**0.05**	**0.025**	**0.01**	**0.005**	**0.0005**
	Level of significance for a two-tailed test					
df	**0.20**	**0.10**	**0.05**	**0.025**	**0.01**	**0.001**
1	1.64	2.71	3.84	5.02	6.64	10.83
2	3.22	4.61	5.99	7.38	9.21	13.82
3	4.64	6.25	7.82	9.35	11.35	16.27
4	5.99	7.78	9.49	11.14	13.28	18.47
5	7.29	9.24	11.07	12.83	15.09	20.52
6	8.56	10.65	12.59	14.45	16.81	22.46
7	9.80	12.02	14.07	16.01	18.48	24.32
8	11.03	13.36	15.51	17.54	20.09	26.12
9	12.24	14.68	16.92	19.02	21.67	27.88
10	13.44	15.99	18.31	20.48	23.21	29.59
11	14.63	17.28	19.68	21.92	24.73	31.26
12	15.81	18.55	21.03	23.34	26.22	32.91
13	16.99	19.81	22.36	24.74	27.69	34.53
14	18.15	21.06	23.69	26.12	29.14	36.12
15	19.31	22.31	25.00	27.49	30.58	37.70
16	20.47	23.54	26.30	28.85	32.00	39.25
17	21.62	24.77	27.59	30.19	33.41	40.79
18	22.76	25.99	28.87	31.53	34.81	42.31
19	23.90	27.20	30.14	32.85	36.19	43.82
20	25.04	28.41	31.41	34.17	37.57	45.32
21	26.17	29.62	32.67	35.48	38.93	46.80
22	27.30	30.81	33.92	36.78	40.29	48.27
23	28.43	32.01	35.17	38.08	41.64	49.73
24	29.55	33.20	36.42	39.36	42.98	51.18
25	30.68	34.38	37.65	40.65	44.31	52.62
26	31.80	35.56	38.89	41.92	45.64	54.05
27	32.91	36.74	40.11	43.20	46.96	55.48
28	34.03	37.92	41.34	44.46	48.28	56.89
29	35.14	39.09	42.56	45.72	49.59	58.30
30	36.25	40.26	43.77	46.98	50.89	59.70
40	47.27	51.81	55.76	59.34	63.69	73.40
50	58.16	63.17	67.51	71.42	76.15	86.66
60	68.97	74.40	79.08	83.30	88.38	99.61
70	79.72	85.53	90.53	95.02	100.43	112.32

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

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Wilcoxon Signed Ranks test process

- Calculate the difference between two scores by taking one from the other
- Rank the differences giving the smallest difference Rank 1

  Note: do not rank any differences of 0 and when adding the number of scores, do not count those with a difference of 0, and ignore the signs when calculating the difference
- Add up the ranks for positive differences
- Add up the ranks for negative differences
- T is the figure that is the smallest when the ranks are totalled (may be positive or negative)
- N is the number of scores left, ignore those with 0 difference

Critical values for the Wilcoxon Signed Ranks test

	Level of significance for a one-tailed test		
	0.05	0.025	0.01
	Level of significance for a two-tailed test		
n	0.1	0.05	0.02
N=5	0	–	–
6	2	0	–
7	3	2	0
8	5	3	1
9	8	5	3
10	11	8	5
11	13	10	7
12	17	13	9

The calculated value must be equal to or less than the critical value in this table for significance to be shown.

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SECTION A

SOCIAL PSYCHOLOGY

Answer ALL questions. Write your answers in the spaces provided.

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

- Yi Huang et al. (2014)
- Haun et al. (2014).

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

(1)

Haun et al. (2014) aimed to directly compare whether human children, chimpanzees and orangutans adjust their behaviour to that of their peers (conform) in a single, comparable scenario.

(b) Give the sample of participants used in your chosen contemporary study.

(1)

The sample was 18 two-year-old human children, 12 chimpanzees and 12 orangutans.

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(c) Describe the procedure of your chosen contemporary study.

(4)

Each participant was tested with a box divided into three sections, each a different colour. When a ball was dropped into one of the sections a reward was dispensed, but the other two sections gave nothing. Participants were trained by dropping balls into the sections until they had used the one rewarding section on 8 out of 10 consecutive trials, so they had learned a clear preference. They then watched demonstrators of their own species (peers) who each chose a different section from the participant's preferred one, and the demonstrators received a reward every time. Finally, the participants were given three more balls, which they could drop into whichever section they wanted, and the researchers recorded whether they switched to the section chosen by their peers or stayed with their own learned strategy.

(Total for Question 1 = 6 marks)

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2 Brandon works in a warehouse. The manager came to speak to him and instructed him to load 10 boxes of goods onto a collection van by 11:00 am. Brandon followed the instructions and completed the task.

The manager had to leave the warehouse for a meeting at another site. He emailed Brandon to ask him to unpack five boxes by 3:00 pm. Brandon did not complete this task on time, finishing the unpacking at 4:00 pm.

Describe, using agency theory, why Brandon may have behaved in this way.

When the manager spoke to Brandon face to face, he was a legitimate authority figure in close proximity, so Brandon entered an agentic state, acting as the manager's agent and loading the 10 boxes by 11:00 am. When the manager left the site and only sent an email, he was no longer physically present, so Brandon stayed in an autonomous state, made his own choices and did not unpack the boxes by 3:00 pm.

(Total for Question 2 = 2 marks)

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

Explain **two** improvements you could make to the procedure of your social psychology practical investigation.

1 *We could use a stratified sample instead of an opportunity sample of 18 year old students at our college, choosing people in proportion to the ages and genders in the wider population to complete our questionnaire on obedience. This would make our findings about obedience to authority more representative and generalisable to society, not just young students.*

2 *We could carry out a pilot study of our questionnaire first, to check that participants understood every closed and open question about obedience and that none were ambiguous or leading. This would increase the internal validity of our findings, as we could be more certain participants were interpreting the questions as we intended.*

(Total for Question 3 = 4 marks)

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4 Questionnaires have been used to research topics in social psychology. The questions used in a questionnaire can generate quantitative data.

(a) State what is meant by 'quantitative data'.

(1)

Quantitative data is numerical data that can be counted or measured, such as a score or rating on a scale, so it can be analysed statistically.

The questions used in a questionnaire can also generate qualitative data.

(b) Explain **one** strength of using qualitative data in social psychology.

(2)

Qualitative data from open questions lets participants give rich, in-depth answers in their own words, for example explaining their reasons for obeying an authority figure, so researchers can find out the rationale behind social behaviour. This increases the validity of the data, as participants are not restricted to fixed answers chosen by the researcher, so it gives detailed explanations of the different situations and contexts in which people obey or show prejudice.

(Total for Question 4 = 3 marks)

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5 Jamie was with four friends in the park. All of his friends started writing graffiti on the wall. Jamie said they should stop, but they laughed and said they were having fun.

One of the friends gave Jamie a pen and said he should join in with them and stop being boring. Jamie took the pen and joined in with writing graffiti.

(a) State what is meant by 'conformity'.

(1)

Conformity is when a person changes their behaviour or beliefs to fit in with a group, because of real or imagined group pressure.

(b) Describe, using conformity, why Jamie joined in with writing graffiti.

(2)

Jamie was in the minority, as all four of his friends were writing graffiti, so there was majority influence and group pressure on him to join in. Because he wanted to be accepted by his friends and not be called boring or laughed at, he showed normative social influence: he took the pen and wrote graffiti to fit in with the group norm, even though he had said that they should stop, so this was public compliance rather than a change in his private belief.

(Total for Question 5 = 3 marks)

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6 Assess whether individual differences (personality and gender) can influence obedience.

(8)

Personality may influence obedience. Adorno et al. (1950) described the authoritarian personality, which develops from a strict, harsh upbringing and leads to rigid thinking, respect for legitimate authority figures and hostility towards those seen as inferior, so these people should be more obedient. In contrast, people with an internal locus of control believe they control their own actions, so they take personal responsibility and may be more likely to resist orders than people with an external locus of control.

Elms and Milgram (1966) support this. They followed up participants from Milgram's research and found that fully obedient participants scored higher on the F-scale, which measures authoritarianism, than defiant participants. However, the correlations were not strong, and many obedient participants did not have an authoritarian personality, so situational factors, such as the proximity and legitimacy of the authority figure, seem to explain obedience more than personality does.

Gender may also influence obedience. Through socialisation, females are often expected to be more agreeable and caring, while males are expected to be independent, so it could be predicted that women obey more. Sheridan and King (1972) supported this, as 100% of female participants gave real shocks to a live puppy up to the maximum level, compared with 54% of male participants. However, in Milgram's experiment 8 with female participants, 65% went to 450 volts, exactly the same level as men, although women reported higher levels of stress and tension. Burger (2009) also found no significant difference between the obedience of men and women in his partial replication.

This suggests that gender affects how people feel when they obey rather than whether they

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obey. The higher stress in women may reflect higher empathy, but because empathy is also shaped by socialisation into caring roles, it is difficult to separate the effect of personality from that of gender.

Overall, personality, especially authoritarianism, can have some influence on obedience, but the evidence for gender is inconsistent, and the strong effect of the situation in Milgram's variations shows that individual differences are less important than situational factors in explaining obedience.

(Total for Question 6 = 8 marks)

TOTAL FOR SECTION A = 26 MARKS

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SECTION B

COGNITIVE PSYCHOLOGY

Answer ALL questions. Write your answers in the spaces provided.

7 In your studies of cognitive psychology, you will have learned about the working memory model (Baddeley and Hitch, 1974).

(a) Describe what is meant by the 'visuo-spatial sketchpad' in relation to the working memory model.

(2)

The visuo-spatial sketchpad is a slave system of the working memory model, controlled by the central executive. It is the "inner eye" that temporarily holds and processes visual and spatial information, such as the colour and shape of objects, where they are and how they move, for example picturing the route to school.

(b) Explain **one** weakness of the working memory model (Baddeley and Hitch, 1974) as an explanation of memory.

(2)

The model only explains short-term (working) memory and does not explain long-term memory or the sensory stores, so it is an incomplete explanation of memory. Also, the central executive is vague and hard to test, as it is not clear exactly what it does or what its capacity is, so the model cannot fully explain how information is processed.

(Total for Question 7 = 4 marks)

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8 Bobby and Chris witnessed a car theft outside a supermarket. Bobby called the police while Chris went to tell the security guard. Chris also spoke to two other shoppers who had seen the car being stolen. The police interviewed Bobby and Chris about the theft.

Bobby recalled that the car was dark blue, the two thieves were male with dark hair, and both were wearing dark clothing. He told the police that one thief was quite tall, and the other was much smaller.

Chris recalled that the car was black, and he believed one of the thieves was female. He said they were both wearing light blue jeans and grey jumpers. He told the police that the thief who drove the car away was much taller than the female thief.

(a) Describe, using schema theory, why Bobby may have recalled that both car thieves were male, and were wearing dark clothing.

(2)

Bobby may have a schema of what a typical car thief looks like, built from past experience and the media, in which thieves are men wearing dark clothes. As he only saw the theft briefly, he filled the gaps in his memory with this schema of criminals, so he recalled that both thieves were male and in dark clothing even if this was not accurate.

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(b) Explain, using reconstructive memory (Bartlett, 1932), **two** reasons why Chris has different memories of the car theft.

(4)

1 *Chris spoke to the security guard and two other shoppers, so their descriptions may have been assimilated into his memory, which was then reconstructed with this post-event information. Loftus and Pickrell (1995) found that about 25% of participants "remembered" a false event after being given false information, showing how the other witnesses could change Chris's memory.*

2 *Chris may have confabulated, filling a gap in his memory to make it fit his schema. It makes more sense to him that the much smaller thief was a female, so he recalled her as female. Bartlett (1932) suggested memories are changed to fit our existing schemas, as in the War of the Ghosts study, where details were altered to make sense to the participants.*

(Total for Question 8 = 6 marks)

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9 Mateus wanted to investigate encoding in short-term memory. He decided to conduct a pilot study before his full investigation. Eight friends agreed to be participants. The participants took part in two conditions.

- Condition A: the participants listened to a list of 10 words that sounded different, for example: cat, bus, sow.
- Condition B: the participants then listened to a list of 10 words that sounded similar, for example: sat, hat, mat.

Once all 10 words had been read to the participants, they immediately wrote down as many of the words as they could recall.

Mateus recorded the number of correctly recalled words for each condition. The results are shown in **Table 1**.

Participant	Condition A Words that sound different	Condition B Words that sound similar
A	5	3
B	8	3
C	7	4
D	9	3
E	7	5
F	6	3
G	7	2
H	5	3

Table 1

(a) Calculate the mean score for correctly recalled words in **Condition A**. You **must** give your answer to **two** decimal places.

(1)

Space for calculations

$$\text{Mean} = \frac{5 + 8 + 7 + 9 + 7 + 6 + 7 + 5}{8} = \frac{54}{8} = 6.75$$

Mean 6.75

(b) Calculate the median score for correctly recalled words in **Condition B**.

(1)

Space for calculations

Condition B in order: 2, 3, 3, 3, 3, 3, 4, 5

Median = (3 + 3) ÷ 2 = 3

Median 3

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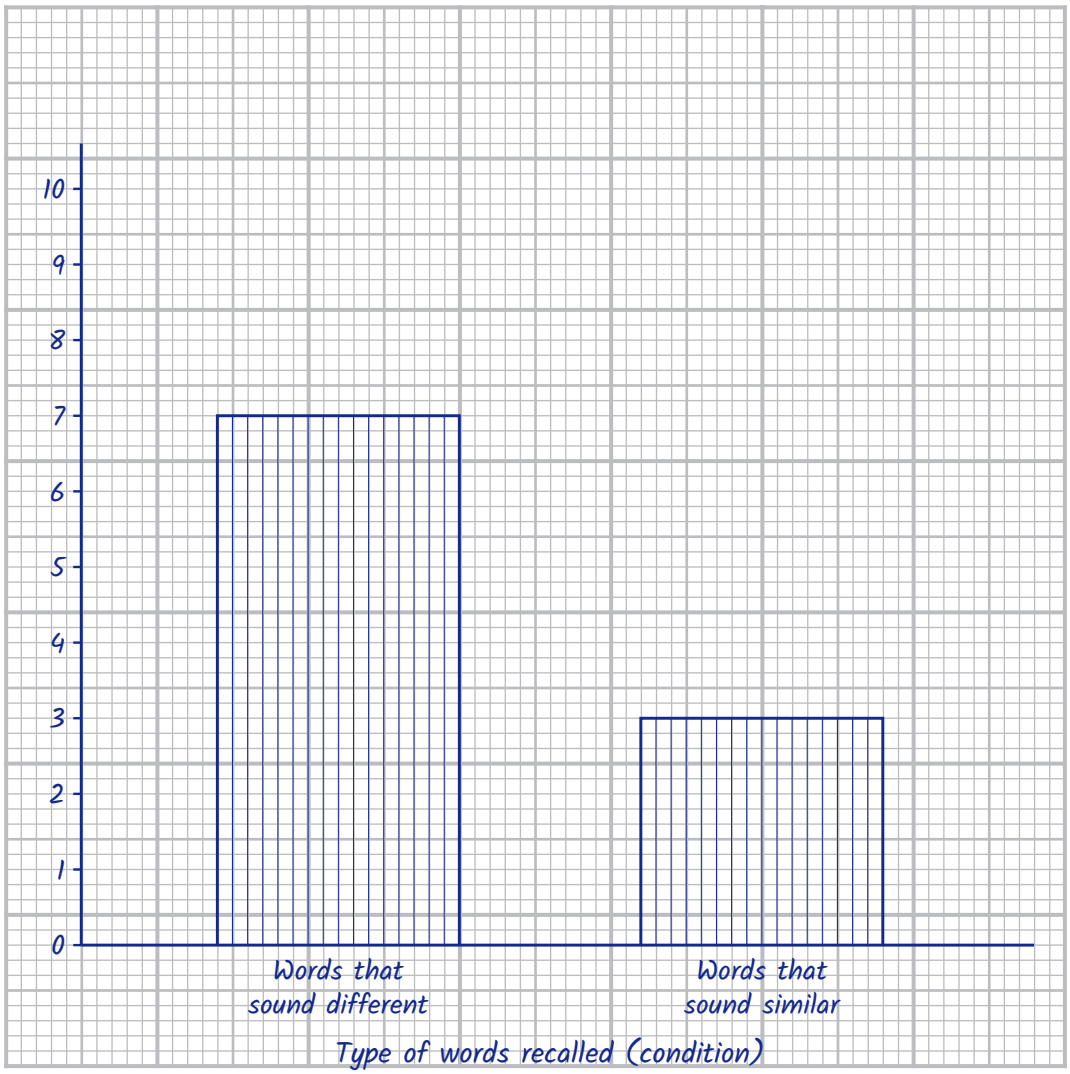
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(c) Mateus calculated that the mode for Condition A was **seven**, and the mode for Condition B was **three**.

Draw a bar chart to represent the mode scores calculated by Mateus for his investigation.

(3)

Title: *A bar chart to show the mode scores for correct recall of words that sound different and words that sound similar*



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(d) Following his pilot study, Mateus decides to complete his full investigation. He would like to gather a sample of participants that represents people of different ages, genders and cognitive abilities.

Describe how Mateus could use a volunteer sampling technique to gather participants for his investigation.

(3)

Mateus could place an advert asking for volunteers on several websites and social media pages used by people from different backgrounds, such as a university site, a professional networking site and a retirement community page, and on noticeboards in places like a library and a community centre. The advert would explain that he needs people of all ages, genders and abilities for a short memory study and give his contact details. People who are interested would then contact Mateus to offer to take part, so the participants select themselves, and he would use those who respond to form his sample.

(Total for Question 9 = 8 marks)

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10 In your studies of cognitive psychology, you will have learned about experimental research designs, including repeated measures, independent groups and matched pairs designs.

Evaluate the use of experimental research designs when investigating memory.

(8)

In a repeated measures design, the same participants take part in all conditions of the independent variable, for example recalling a word list in silence and then with music. In an independent groups design, different participants take part in each condition, ideally allocated randomly. In a matched pairs design, participants are matched on relevant features, such as age, gender or cognitive ability, and one of each pair goes into each condition.

A strength of repeated measures when investigating memory is that participant variables are controlled, because each person is compared with themselves. This is important as memory ability, such as digit span or processing speed, varies a lot between people, so any difference in recall is more likely to be caused by the IV. However, taking part in all conditions can cause order effects: participants may improve through practice on a recall task, or do worse through fatigue or boredom after repeated trigram or word list tests. They may also guess the aim and show demand characteristics, which reduces internal validity. Counterbalancing can reduce order effects, and different but equivalent word lists must be used, which is hard to achieve.

Independent groups avoids order effects and makes it less likely participants will guess the aim, as they only do one memory task. However, individual differences in memory become a confounding variable, as one group may simply have better memories, so the data in each condition is less comparable. It also needs more participants to gather the same amount of data.

Matched pairs can reduce both problems, as matching participants on cognitive ability, such as scores on a pilot digit span test, means results in each condition are less influenced by participant variables, while still avoiding order effects. However, matching is time consuming, and

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people can never be perfectly matched on every variable that affects memory, and if one participant drops out their pair is lost too.

In conclusion, no design is perfect for memory research. Repeated measures is often best because memory differs so much between people, as long as counterbalancing is used, but where the task would cause practice effects or give away the aim, independent groups or matched pairs is better. The choice should depend on the memory task, so that the researcher can be confident the IV is causing the change in the DV.

(Total for Question 10 = 8 marks)

TOTAL FOR SECTION B = 26 MARKS

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SECTION C

Answer the question in this section. Write your answer in the space provided.

11 Evaluate the multi-store model of memory (Atkinson and Shiffrin, 1968).

(12)

The multi-store model (Atkinson and Shiffrin, 1968) is an information processing model, where information flows in a linear way through three separate stores. Information from the environment is first detected by the sense organs and enters the sensory register, which holds it in a modality specific form for a very short time, such as under a second for visual information. Only information that is paid attention to is transferred to short-term memory (STM). STM mainly encodes information acoustically, has a limited capacity of about 7 ± 2 items (between 5 and 9) and a limited duration of about 15 to 30 seconds without rehearsal. Information that is rehearsed is transferred to long-term memory (LTM), which encodes mainly semantically and has an unlimited capacity and duration. Information not rehearsed is lost through displacement or decay, and information is retrieved from LTM back into STM when it is needed.

A strength is that there is evidence for separate stores and for rehearsal. Peterson and Peterson (1959) found that when rehearsal was prevented by counting backwards in threes, recall of trigrams fell to about 10% after 18 seconds, showing information decays from STM quickly without rehearsal. Glanzer and Cunitz (1966) found a primacy and recency effect in free recall, and when recall was delayed by 30 seconds the recency effect disappeared, suggesting the first words were in LTM and the last words in STM. Case study evidence also supports separate stores: HM's STM was unaffected after brain surgery to his hippocampus, but he could not form new semantic long-term memories, which suggests STM and LTM are in different areas of the brain.

A further strength is that the model explains all stages of memory from sensory input to

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long-term storage, and it was one of the first models to do this, so it led to a lot of research, such as the working memory model.

However, the model is over simplistic. Shallice and Warrington's case study of KF found that he had poor STM for verbal information he heard but could still form new long-term memories, which should not be possible if information must pass through a single STM to reach LTM. Baddeley and Hitch (1974) argued that STM is not one store but is made up of a central executive and slave systems, such as the phonological loop and visuo-spatial sketchpad. Also, HM could learn new procedural skills, such as mirror drawing, even though he could not remember doing the task, suggesting LTM has different types, such as procedural and semantic memory, which the model does not explain.

The model also overemphasises rehearsal. Craik and Lockhart (1972) suggested that the depth of processing, not rehearsal, determines whether information is remembered, and in real life we remember many things we have never rehearsed. Much supporting research uses artificial tasks, such as remembering trigrams, so it may lack ecological validity and not reflect how memory works in everyday life.

In conclusion, the multi-store model is a useful starting point that is supported by evidence for separate STM and LTM stores and the role of rehearsal. However, case studies and later research show that both STM and LTM are more complex than single unitary stores, so it is an incomplete explanation of memory, and models such as the working memory model explain STM more fully.

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(Total for Question 11 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS
TOTAL FOR PAPER = 64 MARKS

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