GradeMax



Mark Scheme (Results)

January 2017

Pearson Edexcel International GCE in Psychology (WPS03)
Paper 01: Applications of Psychology



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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)	**AO2 (2 marks)** Credit **one** mark for each accurate point identified. For example: **Amelia** • Anxious Avoidant/Avoidant Insecure/Type A **Hannah** • Anxious Resistant/Resistant Insecure/Type C	**(2)**

Question Number	Answer	Mark
1(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description. • Hannah may resist contact on the return of the caregiver and be difficult to comfort (2). • Hannah may not be easy to comfort (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO3 (2 marks)** Credit up to **two** marks for accurate conclusion given. For example: • An older child is more able to support young children in solving a mathematical problem because with seven year olds, the five-year olds take 4.9 seconds less than when working with their peers (2). • Older children help younger children solve maths problems quicker than same age helpers do (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO1 (1 mark)** **One** mark for a correct definition. For example: • ZPD is the difference between what a learner can do without help and what they can do with help (1) **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(c)	**AO3 (1 mark)** Credit **one** mark for an accurate justification. For example: • Quantitative data can be statistically analysed to objectively determine the significance of the data (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a weakness in relation to the scenario (AO2) Credit **one** mark for justification of the weakness (AO3) For example: • Anton did not take a baseline measure of the children's mathematical ability before the study (1). Therefore, he cannot reliably measure whether the children were actually working within their ZPD (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
3(a)	**AO2 (1 mark)** Credit **one** mark for a correct answer • **54.67 (%)** **Reject other answers.**	**(1)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark)** Credit **one** mark for a correct answer • **7%** **Reject other answers.**	**(1)**

Question Number	Answer	Mark
3(c)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a weakness (AO1) Credit **one** mark for justification of the weakness (AO3) For example: • Structured observations can be artificial situations (1). This means they lack ecological validity as the setting may be unlike day to day experiences (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
3(d)	**AO1 (1 mark), AO3 (1 mark)** **One** mark for accurate identification (AO1) **One** mark for justification/exemplification (AO3) For example: • An unstructured interview could be used with children (1) to gather children's opinions to give the data meaning and increase validity (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Operant conditioning suggests children learn behaviour through reinforcement and punishment. • According to classical conditioning, an unconditioned stimulus paired with a neutral stimulus produces a conditioned attachment response. • Social learning theory would claim that children learn their behaviour from observing role models. • Young children learn in the context of the parent–child relationship and the family environment. **AO3** • O'Connor (2013) argues that children's real-life experiences and exposures directly or indirectly shape behaviour, so their attachments can be learned. • Learning theories often use artificial settings which lack ecological validity to forming real life attachments. • Bowlby (1944) would argue that attachment is an innate process of bonding not learning from role models. • Harris (1998) found that children raised by the same parents in the same homes are no more alike than if they had been raised separately. **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 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Ainsworth's Strange Situation (1969) has been used to assess attachment type in other cultures. • Generalisability relates to how well the findings from a study represent multiple cultures. • Sagi et al (1985) studied attachment in Israeli children raised on a kibbutz. • Van Ijzendoorn and Kroonenberg (1988) compared the results of 32 cross-cultural studies. **AO3** • Ainsworth's Strange Situation (1969) study was conducted in the USA and so the findings may not be generalisable to other cultures. • Ainsworth conducted The Strange Situation in more than one culture finding similar results which suggests generalisability • Sagi et al's (1985) study is not generalisable as other cultures do not have the same family structures. • Van Ijzendoorn and Kroonenberg (1988) did a meta-analysis across several cultures so the results can be generalised. **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.		
	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
6(a)	**AO2 (1 mark)** Credit **one** mark for an accurate definition in relation to eyewitnesses. For example: • Physical or emotional tension caused by a factor or situation of the crime (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

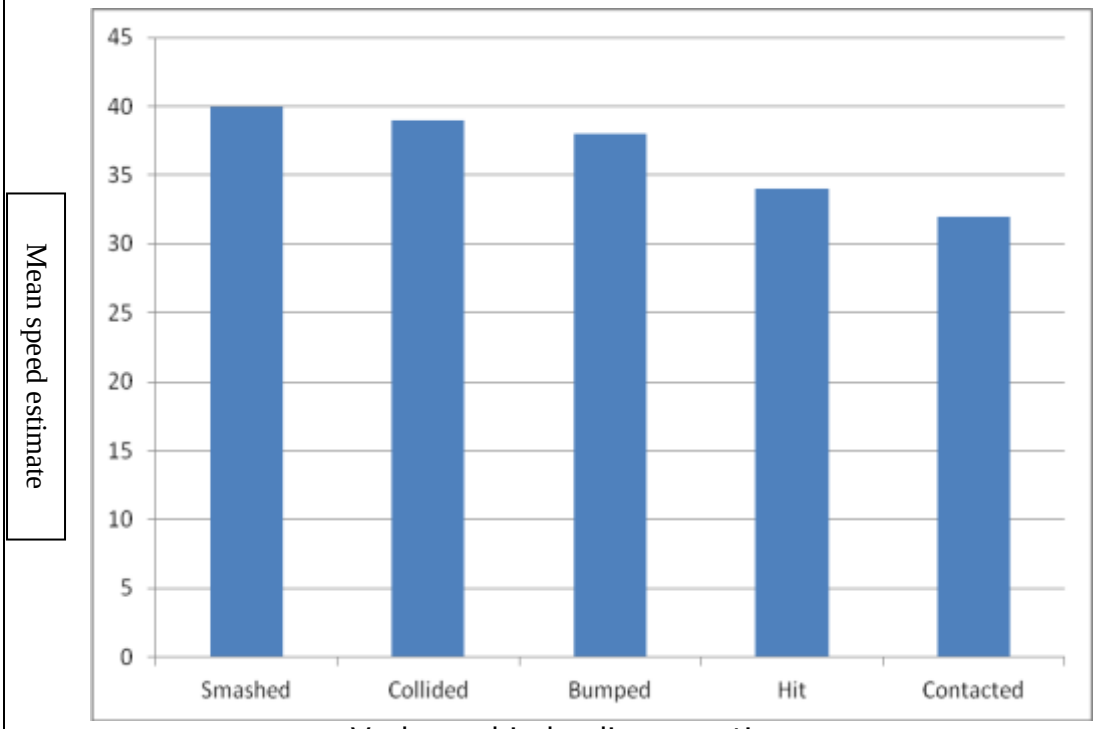
Question Number	Answer	Mark
6(b)	**AO2 (1 mark)** Credit **one** mark for an accurate reason given in relation to eyewitness reliability. For example: • Qin et al (1997) suggest that stress can affect the way eyewitnesses encode memories at the time of the crime (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
7(a)	**AO2 (1 mark)** **One** mark for a correct answer • **41** **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
7(b)	**AO2 (1 mark)** **One** mark for a correct answer. For example: • Drugs/Drug related crime is the mode **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
7(c)	**AO2 (2 marks)** Credit **one** mark for each accurate statement in relation to scenario. For example: • Caucasian jurors are more likely to find defendants from other ethnic groups guilty (1). • Jurors may stereotypically perceive one ethnic group as more likely to be involved in drug crimes (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(d)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of an ethical consideration in relation to the scenario (AO2) Credit **one** mark for justification of the ethical consideration (AO3) For example; • Remi and Aram maintained confidentiality toward the people involved in the trials (1) they used 5 trials which were only referred to by letter, eg Trial A, to ensure that defendants and jurors could not be identified by anyone in the public domain if published (1). • Remi and Aram may not have needed to gain informed consent from the defendants (1) because they may have been public trials so consent would not be needed as it is public record (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
8(a)	**AO2 (3 marks)** **One** mark for appropriate **title**. **One** mark for appropriate **labelling of axes**. **One** mark for correct **plots**. **A bar chart to show the influence on estimating speed (mph) from the verbs used in leading questions about a car accident**  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
8(b)	**AO1 (1 mark) AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification (AO1) Credit **one** mark for accurate application of data (AO2) Credit **one** mark for justification/exemplification (AO3) For example; • Loftus and Palmer (1974) found the actual speed of vehicles made little difference to participant estimates (1) with data showing that verb use such as smashed resulted in the highest speed estimate of 40 mph (1). This is supported by Bartlett (1932) who proposed that memory is a reconstructive process (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks).** **AO1** • The sample consisted of undergraduate psychology students as mock jurors and experienced jurors. • The participants watched a video recording of a trial. • The jurors were either shown or not show expert testimony clips in the video. • The participants rated the credibility of the eye witnesses **AO3** • The psychology students may have shown demand characteristics as their undergraduate course result was affected by their participation in the study. • The task of watching a video lacks internal validity as this is not how a jury would normally make a decision in a trial. • Ecological validity is limited as in every day trials jurors would always see any expert testimony before making a decision. • The race of the jurors may affect their ratings of credibility of the eye witness, as shown in Bradbury (2013), reducing reliability of the data gathered. **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 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Question Number	Indicative Content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Social learning theory explains learning behaviour as a process of observation, identification and reproduction. • Few negative consequences of violence are seen in the media. • Learning theories suggest behaviour is learnt from reinforcement, and video games actively reward game players for violent, anti-social acts. • Role models are popular, powerful and likable so more likely to be modelled. **AO3** • Bartol and Bartol (2014) found aggression levels to increase when playing more violent bloody video games, so the media is a key influence. • Charlton et al (2000) contradicts the theory that television leads to aggressive behaviour, suggesting the media is not the main influence. • Jahoda (1954) found that boys born on a Wednesday are more aggressive than those born on a Monday so it could be a self fulfilling prophecy not the media. • Bandura's research findings from studying aggressive role models supports the idea that the media could be the main influence on anti-social behaviour. **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.		
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Question Number	Answer	Mark
11(a)	**AO2 (1 mark)** Credit **one** mark for accurate statement in relation to the scenario. For example; • The loss of his job is a life event as it alters Malcom's life and circumstances in a substantial way. **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

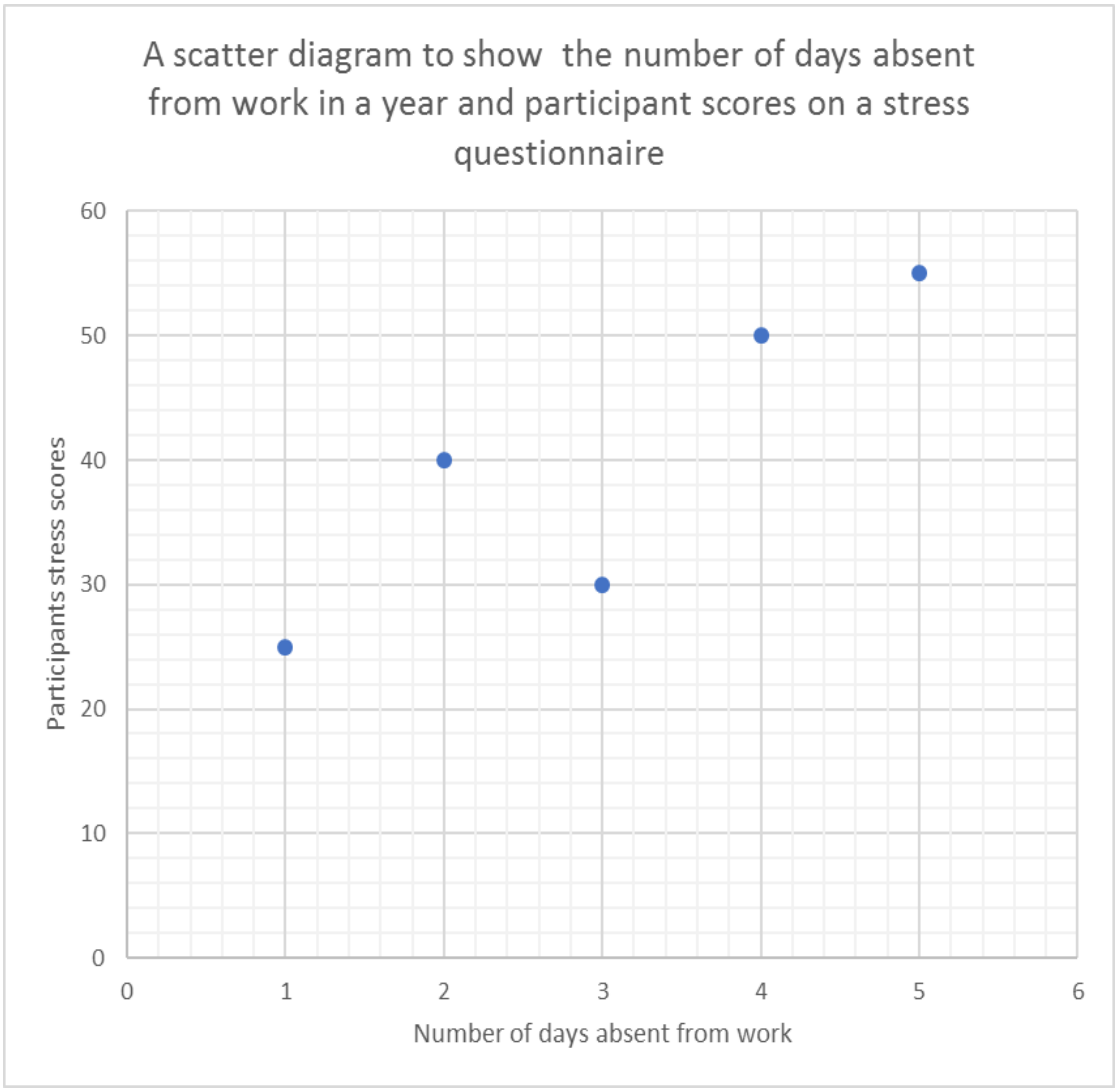
Question Number	Answer	Mark
11(b)	**AO2 (1 mark)** Credit **one** mark for accurate statement in relation to the scenario. For example; • Malcolm may get married to his girlfriend (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
12(a)	**AO2 (1 mark)** Credit **one** mark for correct answer. • 8 **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
12(b)	**AO2 (1 mark)** Credit **one** mark for correct answer. • 4 **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
12(c)	**AO2 (2 marks)** Credit **one** mark for each accurate statement in relation to scenario. For example: • Andrew and Samira may have found that social support decreases the likelihood of low self-esteem (1) • Social support may provide coping mechanisms for people living away from friends and family (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
12(d)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of an ethical consideration in relation to the scenario (AO2) Credit **one** mark for justification of the ethical consideration (AO3) For example; • Andrew and Samira maintained confidentiality the beliefs questionnaire was completed anonymously by participants (1) which ensured that personal religious beliefs were private between the participant and the researcher (1). • Participants will have given the data about social support and religion (1) as they would need to agree beforehand in order to actively complete a questionnaire and share their personal experience (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
13(a)	**AO2 (3 marks)** **One** mark for appropriate **title**. **One** mark for appropriate **labelling of axes**. **One** mark for correct **plots**.  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
13(b)	**AO1 (1 mark) AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification (AO1) Credit **one** mark for accurate application of data (AO2) Credit **one** mark for justification/exemplification (AO3) For example; • Stress can make people unwell (1) and the data shows a positive correlation between stress and absence from work (1). This is supported by evidence from Brady (1958) who found that work place stress causes ulcers which will increase the likelihood of illness (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Indicative content	Mark
14	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Cognitive behavioural therapy (CBT) treats the behaviour that results from maladaptive thinking. • The outcomes of CBT are measurable with clear goals and objective. • Anxiety disorders can be explained as irrational and faulty thinking patterns. • Cognitive behavioural therapy is a non-invasive treatment. **AO3** • Hoffman et al (2012) found that CBT has a strong success rate for treatment of anxiety disorders. • Standardised measures of outcome, such as the Schwartz Outcome Scale (SOS-10), can demonstrate the effectiveness of a CBT plan as a person is being treated. • Anxiety could be caused by neurotransmitters and not faulty thinking therefore CBT would not be an appropriate method of treating sufferers. • Non-invasive treatments have less side effects than drug therapies such as SSRI drugs such as Prozac. **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.**		
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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)
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Question Number	Indicative content	Mark
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The researchers used participant observation of Sunday services and after-church religious activities for three months. • In depth interviews with open ended questions were conducted with 10 • All individuals interviewed were female Filipino domestic workers aged in their mid-twenties to late forties. • A focus group of four participants was undertaken. **AO3** • The results of the study are similar to the findings of Cruz (2006) increasing the reliability of the conclusions made. • Observing the participants in their usual religious activities is high in ecological validity as they are in an everyday situation. • The sample is only of females; therefore, the results cannot be generalised to the population of all Filipino migrants as it excludes males. • Participants were aware that they were being observed and so could display demand characteristics which reduce the validity of the data gathered. **Look for other reasonable marking points.**	**(8)**

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