GradeMax



Mark Scheme (Results)

October 2017

Pearson Edexcel International GCE in Psychology (WPS03)
PAPER 3: 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.

Section A

Question Number	Answer	Mark
1(a)	**AO1 (1 mark), AO2 (1 mark)** Credit **one** mark for accurate identification (A01). Credit **one** mark for accurate description in relation to scenario (A02). For example: • Bowlby felt that children must have the constant presence of the mother/caregiver throughout the critical period (first two years) (1). As Kareem's separation from his mother was only ten days, he did not experience any long-term effects of his mother being in hospital (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

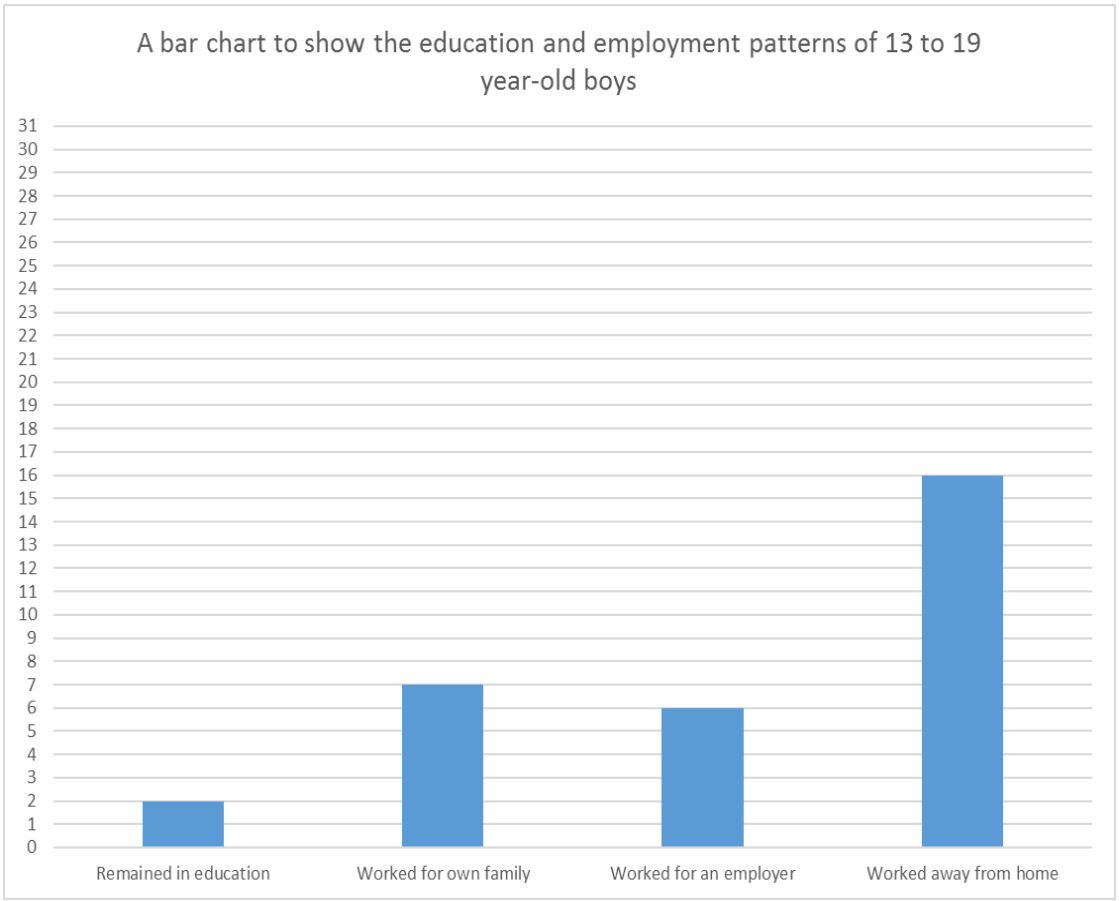
Question Number	Answer	Mark
1(b)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to scenario. For example: • Privation may have occurred because as an orphan, Mateus may never have had emotional care (1), he may not have formed any deep relationships with a primary care giver (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO3 (1 mark)** Credit **one** mark for an accurate conclusion. For example: • Parents being in full time employment does not negatively affect the attachment type of most infants (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(b)	**AO1 (1 mark)** Credit **one** mark for an accurate statement. • How appropriately the care giver responds to the cues given by the child when expressing their needs (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
2(c)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to scenario (AO2). For example: • Samad and Amna will have used a structured observation in a laboratory setting to observe the infant's reunion behaviour (1). They will have recorded infant responses to the return of their caregiver to classify the behaviour (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(d)	**AO1 (1 mark) AO3 (1 mark)** Credit **one** mark for accurate identification of reason (AO1). Credit **one** mark for justification of reason (AO3). For example: • Cross cultural research is used to investigate the universality of children's behaviour (1). Research is conducted across different cultures and the results are compared to see similarities and differences between them (1). **Look for other reasonable marking points.**	**(2)**

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

Question Number	Answer	Mark
3(b)	**AO2 (1 mark)** Credit **one** mark for an accurate strength in relation to the scenario. For example: • Closed questionnaires about education and employment will have given Claudio and Sasha comparable responses between all the boys who responded (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
3(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of improvement in relation to scenario (AO2). Credit **one** mark for justification of improvement (AO3). For example: • Claudio and Sasha could use open questions in their questionnaire about education and employment to gather qualitative data (1). This will give them more detailed information about education and employment decisions which increases the validity of their findings (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The stages of development are sensory motor, pre-operational, concrete operational and formal operational. • Piaget claimed that mental representations of our knowledge and personal experiences are not fixed. • A child adapts their schema through adaptation, assimilation, accommodation and equilibrium. • Piaget claimed cognitive stages were universal and all children progress through these stages. **AO3** • The stages of development do not account for individual differences in children's cognitive and language development, so they don't explain all development. • A constructionist view that knowledge is accumulated through interaction with the world ignores the human innate predisposition to communicate, such as the LAD proposed by Chomsky. • Piaget studied children in artificial settings to develop his stages meaning evidence for assimilation comes from tasks that lack validity. • Cross cultural research highlights that cultural factors do influence the rate of operational development therefore the stages may not be appropriate in non-western populations. **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** • Scientific status in psychology is often a result of controlled conditions where cause and effect can be established. • Cassibba et al. (2013) conducted a meta-analysis which was a review of research into attachment, some using the strange situation procedure. • The process of collecting information used by Cassibba et al. (2013) was controlled with clear criteria for study selection, for example only using studies with Italian samples. • Meta-analysis is a subjective process, whereas methods such as a laboratory experiment or PET scans are considered more objective. **AO3** • A meta-analysis does not measure cause and effect, so it could be considered unscientific as it is a qualitative review of other research. • By reviewing studies that used the strange situation procedure Cassibba et al. (2013) increased the scientific status of their research as they draw on structured observations with fully operationalised behaviours. • Despite consistency in the meta-analysis methodology it is not an empirical method so does not give the research by Cassibba et al. (2013) scientific status. • Scientific methods such as PET scans are not appropriate for the study of attachment, so the limitations on the scientific status of Cassibba et al. (2013) are unavoidable due to ethical considerations of research with young children. **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)

Section B

Question Number	Answer	Mark
6	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Ben has been labelled as anti-social as a result of being in trouble at school (1). He has internalised this belief, leading to his criminal and anti-social behaviour with the group (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(a)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for each accurate identification in relation to the scenario (AO2). Credit **one** mark for each justification/exemplification (AO3). For example: **Positive** • The stressful, traumatic crimes may generate fight or flight alertness for participants in group B (1) which increases eyewitness's alertness and improves accuracy of offender identification from the photographs. (1) **Negative** • He may find that stress and trauma arouses anxiety in the participants watching the stressful video clips (1) which heightens emotions and can reduce concentration, therefore lowering the accuracy of offender identification from the photographs (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
7(b)	**AO2 (4 marks)** Credit up to **two** marks for accurate description in relation to scenario For example: • Qualitative data will allow the participants to describe why they selected each offender from the photographs (1) which is not possible if Donal just scores their recall accuracy (1) • Participants can explain whether they felt confident in their own recall from the video clip (1) which gives meaning to the quantitative data about the effect of stress and trauma (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
8(a)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate use of data in relation to scenario. (AO2) Credit **one** mark for justification of statement. (AO3) For example; • The data shows that the mean score for correct items recalled in a cognitive interview is 43.46 which is higher than in standard interviews (1). Demonstrating that the accuracy of recalling items from a video clip of a crime improves with cognitive interviewing techniques (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	**Answer**	**Mark**
8(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate use of data in relation to scenario. (AO2) Credit **one** mark for justification of statement. (AO3) For example; • The data shows that the mean score for incorrect items recalled in a cognitive interview is 9.30 which is higher than in standard interviews (1). Demonstrating that there is a larger number of incorrect items recalled from a video clip of a crime so accuracy of recall does not improve in a cognitive interview (1) **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8(c)	**AO1 (2 marks)** Credit up to **two** marks for accurate description. For example; • The BPS states that participants should give fully informed consent before they are interviewed (1) so interviewers should explain the purpose of the interview before the participants are asked any questions (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **Ruva, McEvoy and Bryant (2007)** **AO1** • The study sampled 558 university students, with 128 males and 430 females, all aged between 18 and 52 years. • Participants were allocated to mock jury conditions where there were between 4 and 6 jurors in each mock jury group. • They used a pre-recorded videotaped real trial of a man accused of murdering his wife and pleading not guilty. • Participants were exposed to pre-trial publicity from a web-based archive which was edited in the PTP test group with information that could bias their verdicts. **AO3** • Participants were university students in Florida, where the death penalty was still in operation which may have been an extraneous variable in their jury verdict decision making. • The mock jury size is less than a real-life jury which has 12 jurors so the data may not reflect day to day jury decision making as it lacks ecological validity. • The study has high reliability as the videotaped criminal trial has been used in prior research (Pritchard & Keenan, 1999, 2003 and Hope et al., 2004) giving test re-test reliability. • The use of edited PTP media content reduces task validity as the edited documents may not reflect real life media reports and the information jurors can access pre-trial. **Look for other reasonable marking points.**	(8)

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **Valentine T and Mesout J (2009)** **AO1** • 56 participants, 29 females and 27 males, were recruited from visitors to the London Dungeons. • A baseline control group was gathered from 20 employees in a London department store for a measure of non-anxious heart rate. • The heart rate of the experimental group was measured using a Polax Accurex Plus wireless monitor as they went through the London Dungeon Horror Labyrinth. • The purpose of the experiment was explained after the tour before the participants completed the SAI questionnaire. **AO3** • Participants were offered a reduction in entrance price to take part, which may have resulted in a bias sample in those who chose to be studied. • A baseline control gives an accurate measure of heart rate to compare to which increases reliability of cause and effect conclusions being made. • The use of a monitor to record heart rate increases the accuracy of the data gathered, making the heart rate recording less susceptible to errors. • Participants were visiting the attraction already and gave fully informed consent and were able to withdraw their data which strengthens the ethics of the research being undertaken. **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** • Mock jury trial groups of participants are given pre-selected evidence and asked to reach a verdict. • Mock juries often consist of less jurors than in actual criminal trials. • Participants are usually aware that the trial is a mock, therefore know that there are no real consequences of their verdict. • The mock trials can be controlled so extraneous variables that could affect decision making are reduced. **AO3** • Ruva et al (2007) used an edited 30-minute video clip of a trial that they pre-selected which could have experimenter bias to gather the data they wanted, so mock jury trials are not effective measures of decision making. • There could be a lack of ecological validity when drawing conclusions about jury decisions as a result of reduced jury members in mock trials as deliberation would take place between 12 jurors in a real trial. • No actual consequence may mean that jurors in mock trials do not deliberate their decisions as realistically as they would in a real life context where the future of the accused rests on the decision. • Controlled conditions allow mock jury trials to be replicated and re-tested for reliability, so conclusions about the decision making process of jurors has strong reliability. **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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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)
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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
11	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario For example; • The hypothalamic-pituitary-adrenal system (HPA) is activated from the shock of the car suddenly braking (1) causing Michael's adrenaline to be released and increasing his heart rate (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
12(a)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for each accurate identification in relation to the scenario (AO2). Credit **one** mark for each justification/exemplification (AO3). For example: **Positive** • Married couples are more likely to share their worries and provide extra social support to each other decreasing stress levels (1). Eskin (2003) found that deficits in social support can lead to psychological problems so being married could help provide social support that eliminates this deficit (1). **Negative** • Having an extended family as a result of marriage may be more difficult for couples to cope with, so increases stress levels (1) as Sonuga-Barke and Mistry (2000) found that mothers in a nuclear family structure often reported less mental health concerns (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
12(b)	**AO2 (4 marks)** Credit up to **two** marks for accurate description in relation to scenario For example: • Qualitative data will allow the participants to describe why they feel stressed or not stressed (1) which is not possible if Alain just scores stress levels from the questionnaire (1) • Participants can explain whether they feel being married or unmarried is supportive to them (1) which gives meaning to the quantitative data about the stress level scores that Alain collected (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
13(a)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate use of data in relation to scenario. (AO2) Credit **one** mark for justification of statement. (AO3) For example; • The data shows that the increases in anxiety levels for appraisal focusing are less than the increases for problem focusing overall (1). Demonstrating that appraisal focus strategies are more effective for coping with anxiety caused by the scenarios (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
13(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate use of data in relation to scenario. (AO2) Credit **one** mark for justification of statement. (AO3) For example; • The data shows that for the scenario of being late for work the mean increase in appraisal focussing was 6.20 which is not greatly different to the 6.46 score in problem focusing (1). Demonstrating that appraisal focusing is not effective in coping with all forms of anxiety triggering scenarios (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
13(c)	**AO1 (2 marks)** Credit up to **two** marks for accurate description. For example; • The BPS states that participants should give fully informed consent before they respond to questionnaires (1) so researchers should explain the purpose of the questionnaire before the participants are given any questions (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative content	Mark
14	**AO1 (4 marks), AO3 (4 marks)** **Avdagic et al (2014)** **AO1** • Participants in the study met the DSM-IV diagnostic criteria for a generalised anxiety disorder (GAD). • Participants were randomly assigned to a CBT group or ACT group for the therapy trials. • Measures of anxiety were taken using a range of methods, such as the QOLI, PSWQ and group interviews. • Assessments of participants were taken prior to treatment, immediately after treatment and at a 3 month follow-up point. **AO3** • The use of the DSM-IV criteria increases the reliability of the sampling process for the study as it is a standardised criteria for anxiety disorders. • Randomised trials reduce researcher bias in participant selection processes thereby increasing objectivity. • By triangulating the methods of measurement the data gathered is more credible as it has been tested and retested. • The study has good application to supporting and treating patients with anxiety disorders, so it is valid to practical day to day experiences of anxiety treatment.	**(8)**

	Russell et al (2015) **AO1** • 35 adolescents in an adventure therapy program identified 56 stressors such as 'being out of their comfort zone'. • The identified stressors were used to adapt the RSQ stress questionnaire to suit an outdoor adventure context. • The adapted questionnaire was administered to 144 participants who were sampled from traditional and alternative high schools and an adventure/wilderness therapy program • The sample consisted of 78 males and 66 females aged between 13 and 17 years old. **AO3** • The questionnaire has good internal validity as the adolescents gave their own interpretations of stressors to Russell et al (2015) so it reflects real adolescent stressors. • The adaptation of the RSQ increases the real life representation of the questionnaire as it accounts for context specific stressors in the adventure/wilderness therapy program, so increasing construct validity. • The study sample contained 49.3% white children so may have been ethnocentric and lack generalisability to a wider population of adolescents from other cultures. • The study has good generalisability as it uses a large sample size from a variety of settings to make conclusions about adolescent stressors in adventure/wilderness settings. **Look for other reasonable marking points.**	

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	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)
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Question Number	Indicative content	Mark
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Type A personalities are often competitive and have a desire to maintain schedules which can make them impatient. • Hostility can be aroused quickly in Type A personalities which is usually expressed physically. • Experiences, such as a high pressure job, may be a better explanation of stress. • Friedman and Rosenman (1976) claimed that Type A personalities were more susceptible to environmental stress triggers. **AO3** • Categorising people into either Type A or Type B personality is reductionist as it assumes there are only two personality types, so there may be more to consider than personality. • Myrtek (2001) found an association between hostility and heart disease in Type A individuals, however this does not establish cause and effect with stress so drawing conclusions that Type A is a negative factor may be inaccurate. • Type A individuals may be able to cope better with high pressured jobs where time urgency and competitiveness would be beneficial to them and not a negative factor. • Susceptibility to environmental stress triggers is likely to decrease the health of an individual, such as stomach ulcers (Brady, 1958), so Type A personality is a negative factor affecting stress. **Look for other reasonable marking points.**	**(8)**

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