GradeMax



Pearson
Edexcel

Mark Scheme (Results)
January 2101

Pearson Edexcel International
Advanced Level
In Psychology (WPS03/01)
Paper 1: Applications of Psychology

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January 2101
Publications Code WPS03_01_2101_MS
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Developmental Psychology

Question Number	Answer	Mark
1(a)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each strength (AO1) Credit **one** mark for justification/exemplification of each strength (AO3) For example: • A meta-analysis of 1,990 strange situations was used which reduces ethical issues in their study (1), as the secondary data did not require the children to be distressed by using the strange situation procedure (1). • They used a strict criterion when choosing their sample of studies, for example they excluded studies where children were over 2 years old (1) so were able to more accurately compare like with like data about attachment types across cultures (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
1(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an improvement (AO1) Credit **one** mark for justification/exemplification of the improvement (AO3) For example: • They could have included countries from Africa, South America and Eastern European socialist countries (1), this would have improved the generalisability of the study as it would make it more representative of a cross-cultural population (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer
2(a)	**AO2 (2 marks)** Credit **one** mark for each accurate description in relation to scenario. For example: • Erica must gain informed consent from the parents so they should be told they will be measuring the communication ability of their child (1). • The children should be protected from harm as they may become distressed if the child does not understand the sign the parent is giving (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.** **Generic answers score 0 marks.**

Question Number	Answer	Mark
2(b)	**AO2 (4 marks)** Credit **one** mark for correct completion of **difference** Credit **one** mark for correct completion of **ranked difference** Credit **one** mark for a correct calculation of **sum of both ranks** Credit **one** mark for a correct answer for **T=1**	**(4)**

Participant	Pre-Test Communication score before baby sign language programme	Post-Test Communication score after baby sign language programme	Difference	Ranked Difference
A	12	11	**-1**	**1**
B	13	15	**2**	**2**
C	41	48	**7**	**5**
D	35	41	**6**	**4**
E	28	32	**4**	**3**
F	21	31	**10**	**8**
G	14	14	**0**	**-**
H	32	40	**8**	**6**
I	17	26	**9**	**7**
J	20	32	**12**	**9**

- **Sum of positive ranks = 44; Sum of negative ranks = 1**
- **T=1**

Look for other reasonable marking points.

Question Number	Answer	Mark
3(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario For example: • Florian would gather a sample of children aged 2, 4, 6 and 8 years old at a single point in time (1). He would observe the children at play and compare how they interact socially in their different age groups at that moment in time (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a weakness in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the weakness (AO3) For example: • Florian will use different children within his chosen age range and so participant variables may affect his findings (1) this means that any differences in social development may be due to the children's upbringing rather than their stage of development (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Chomsky suggests that children are born with an innate language acquisition device (LAD). • The knowledge contained in the LAD is known as universal grammar and includes all the important characteristics of world grammar. • Children have a critical period of language learning and only have an innate ability to learn language up to the age of puberty. • Language can be learned through the processes of operant conditioning. **AO2** • Ivy will be able to speak both languages as the LAD allows a child to learn any language that they are exposed to. • Ivy will have learned English from birth, but universal grammar will allow her to understand the characteristics of the French language. • Ivy may find it difficult to master the French language as she is 12 years old and may be at the onset of puberty. • Ivy may be positively rewarded by her French friends when she speaks the language correctly. **Look for other reasonable marking points.**	**(8)**

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)

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Mindfulness based interventions of meditation in school can promote the ability to concentrate on tasks. • Children can learn to use mindfulness-orientated meditation (MOM) to improve emotional wellbeing. • Mindfulness programs may be delivered by non-specialist practitioners, such as teachers and parents. • Ethical considerations include the social control of vulnerable groups who should not be influenced to behave in ways they would not choose for themselves. **AO3** • Weare (2013) found that mindfulness programs that were delivered well, improved academic learning in children, so they can be ethical if the delivery is appropriate to the children. • Children may not be fully aware of the implications of engaging in mindfulness programmes, so the use of this may breach UNCRC (1989) guidance on child participation and protection. • Lustyk et al. (2009) highlights the need for practitioners to be trained in the delivery of mindfulness programs as vulnerable participants can suffer from adverse side effects such as hallucinations and insomnia which cause them harm and distress. • Schonert-Reichl and Lawlor (2010) found an improvement in social and emotional competence of pre-adolescent and adolescent students, but this was based on teacher judgement and not the children's thoughts about their own development. **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)

Criminological Psychology

Question Number	Answer	Mark
6(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • Anti-social personality disorder is linked to abnormalities in the brain which leads to impulsive anti-social behaviour (1) this disregard for social norms can lead to criminal and anti-social behaviours (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO3 (3 marks)** Credit up to **three** marks for justification/exemplification of credibility For example: • Brain-imaging techniques can be used to look at structural and functional impairment in individuals with ASPD which can be empirically tested so gives a credible explanation for ASPD (1), Yang et al. (2008) used fMRI techniques and found that in the frontal regions of the brain, emotional information was not processed in individuals with ASPD (1).Longitudinal studies such as Simonoff et al. (2004) also provide credibility as they interviewed 225 childhood twin pairs diagnosed with conduct disorder which predicted ASPD in adulthood in those who showed criminal behaviour (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
7(a)	**AO2 (3 marks)** Credit up to **three** marks for accurate description in relation to scenario For example: • Ren should create an advertisement explaining that he is researching the emotional impact of crime (1). He should place his advertisement and his contact details on the charity website (1). Ren will agree a time and place to interview the service users who have responded to his advertisement (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
7(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Ren has used standardised closed questions to gather numerical data from the service users in respect of the impact of crime (1) so he would be able to ask other victims of crime the same questions enabling him to retest his findings therefore making it replicable (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer
7(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Ren has gathered in depth data in his interviews with the service users which allows them to express their thoughts and feelings about the experience of being a victim of crime (1) which provides him with rich and detailed data to analyse and fully understand the impact of crime on their emotions (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**

Question Number	Answer	Mark
8	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of a strength and a weakness in relation to scenario (AO2) Credit **one** mark for justification/exemplification of each strength and weakness (AO3) For example: Strength. • Myrtle understands that the cognitive interview is more accurate than a standard interview by using techniques such as context reinstatement with Jared (1) as findings from Geiselman et al. (1985) show that more items are recalled using these techniques so Jared will achieve the most accurate recall (1). Weakness. • Myrtle is a newly qualified police officer and may be inexperienced in enhanced cognitive interviews so will not be skilled in using the techniques with Jared (1), therefore she may not achieve a successful recall of events with Jared as it is a demanding technique as found by Fisher et al. (1989) (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Bradbury and Williams (2013) used secondary data from real-life trials collected during 2000 and 2001. • They chose to analyse trials in which the defendant was black and the jurors were multi-ethnic. • Bradbury and Williams (2013) used data collected from real life trials that had taken place in four states of America. • Bradbury and Williams (2013) used a number of control variables in their assessment for example quantity of evidence. **AO3** • It is difficult to get data from real life trials as research has mostly been gathered from mock trials therefore it is difficult to retest and may therefore be unreliable. • Anwar et al. (2012) found that black defendants were convicted 81% of the time by white jurors which supports the findings of Bradbury and Williams (2013) making it reliable. • The study has ecological validity as the data was from real life trials which included many factors in respect of jury decision making, such as type of charge, sentence and jury decisions. • The findings may not be valid due to confounding variables which Bradbury and Williams (2013) could not control such as pre-trial publicity and jurors experience. **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
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Post-event information is information that eye-witnesses may be exposed to after they have witnessed an event, such as group discussions. • Eye-witness memory can be influenced by leading questions which will lead to errors in recall. • Eye-witness memory of real-life crimes is often used in court testimony when offenders are on trial which can be after exposure to post-event information. • Post-event information may be a result of media coverage of high profile or large-scale cases where inaccuracies in reports may be present. **AO3** • Gabbert et al. (2003) found that following a post-event discussion, 71% of this group recalled information that they had not seen in a video of a girl stealing from a wallet, so reliability may be decreased. • Loftus and Palmer (1974) found that if a question is asked with misleading information the eye-witness will reconstruct their memory leading to unreliable recall. • In real-life eye-witness memories Yuille and Cutshall (1986) found that post-event information does not affect reliability as the accuracy of recall did not differ when tested 5 months after an event. • Thompson et al (1997) found that eye-witness memory from the Marchioness ferry sinking was not inaccurate, despite wide scale media coverage that the eye-witnesses would have seen, so reliability was maintained. **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)

Health Psychology

Question Number	Answer	Mark
11(a)	**AO1 (2 marks)** Credit up to **two** marks for accurate description. For example: • Selye's GAS model identified three stages in dealing with stress, the alarm stage, resistance stage and exhaustion stage (1). In the alarm stage the ANS is activated and cortisol and adrenaline are released to prepare for flight or fight (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
11(b)	**AO3 (3 marks)** Credit up to **three** marks for justification/exemplification of credibility. For example: • Selye's (GAS) model has scientific credibility as Rodriques et al. (2009) found that the neural structures associated with emotion are altered by stress hormones (1). Credibility is enhanced by scientific studies with animals such as Brady (1959) show that exhaustion is a factor in stress as monkeys exposed to stress declined physically and deaths occurred after 23 days (1). Lazarus (1999) conducted post-mortem examinations of patients and found that those who were conscious prior to dying had elevated levels of corticosteroids, giving credibility to GAS as a scientific explanation of stress (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
12(a)	**AO2 (3 marks)** Credit up to **three** marks for accurate description in relation to scenario For example: • Ren should create an advertisement explaining that he is researching the emotional impact of bereavement sessions (1). He should place his advertisement and his contact details on the hospice website (1). Ren will agree a time and place to interview the service users who have responded to his advertisement (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
12(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Ren has used standardised closed questions to gather numerical data from the service users in respect of the impact of the bereavement sessions (1) so he would be able to ask other individuals who have been bereaved the same questions enabling him to retest his findings therefore making it replicable (1). **Look for other reasonable marking points.** **Generic answers score 0 marks**	**(2)**

Question Number	Answer	Mark
12(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Ren has gathered in depth data in his interviews with the service users which allows them to express their thoughts and feelings about the experience of the bereavement sessions(1) which provides him with rich and detailed data to analyse and fully understand the impact of bereavement on their emotions (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
13	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of a strength and a weakness in relation to scenario (AO2) Credit **one** mark for justification/exemplification of each strength and weakness (AO3) For example: Strength. • Jared's wellbeing can by improved as Myrtle can help Jared to reduce his stress by acknowledging the exam is important but can be brought under his control by changing the negative appraisal to positive (1), this is supported by Schmidt et al.(2010) who found that students concentrating on antecedent-focused strategies of studying had more positive emotions when reappraising the situation (1). Weakness. • Appraisal focused coping techniques will only be successful if Myrtle can motivate Jared to re-think his behaviour as his personality may play a part in how he appraises the situation (1) as Parkes and Hughes (2017) found that personality has a significant influence on coping patterns, so may not be effective for Jared (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
14	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Nakonz and Shik (2009) found that the participants improved their emotional wellbeing by using religious reframing of problems to give them coping strategies such as patience. • The study by Nakonz and Shik (2009) consisted of a sample of 5 religious groups of female Filipino domestic workers. • Nakonz and Shik (2009) collected information on religious coping by interviewing participants individually and in focus groups. • Nakonz and Shik (2009) conducted an ethnographic study over three months in which they observed the migrant workers during their Sunday religious gatherings. **AO3** • Holroyd et al. (2001) support the findings of Nakonz and Shik (2009) making them reliable as they also found that being a member of a religious community improved wellbeing amongst the migrant workers. • As the sample only consisted of limited religious groups that were unique Filipino migrant workers, it is difficult to replicate the study and check the reliability of the findings. • The validity of the individual statements was checked by Nakonz and Shik (2009) by comparing them to the views of the focus groups in respect of religious coping which suggests this may be true for other groups. • The participants were aware the researcher was observing their behaviour which may have led to demand characteristics reducing the validity of the data gathered. **Look for other reasonable marking points.**	**(8)**

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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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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
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • SNRIs block both the serotonin transporter (SERT) and norepinephrine transporter (NET) so this increases the levels of serotonin and norepinephrine in the brain. • In the short term, SNRIs can increase anxiety and take between a week and 10 days to reduce feelings of anxiety and panic disorders. • SNRIs can have more side effects than SSRIs as they are targeting norepinephrine receptors as well as serotonin receptors. • Using SNRIs (pharmacological therapy) to treat Generalised Anxiety Disorder (GAD) uses less resources than some other treatments such as counselling. **AO3** • Strawn et al. (2018) found that the SNRI venlafaxine is an effective treatment for GAD and is most effective as a treatment if taken over 12 months than 6 months as this reduces the chances of relapse. • SNRIs may treat the symptoms of anxiety but not the cause so it is recommended that psychotherapy is also used and so it may not be as effective as a singular treatment. • As potentially there could be more side effects with SNRIs than SSRIs such as nausea, insomnia and dizziness, some may choose to stop the medication meaning the treatment may be less effective than using SSRIs. • Slee et al. (2019) conducted 89 trials which included 25,441 patients and found that as there are a large range of medications to treat GAD, if a first treatment is not successful an alternative is easily available as it is a cost-effective way to treat anxiety. **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)