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Mark Scheme (Results)

Summer 2024

Pearson Edexcel International Advanced Level  
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.

**WPS03 JUNE 2406  
DEVELOPMENTAL PSYCHOLOGY**

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>1(a)</b>     | <p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit <b>two</b> mark for accurate description of the procedure.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Punch (2002) used five classroom-based tasks to collect qualitative data about youth transitions in rural Bolivia (1). The children completed or provided drawings, photographs, diaries, worksheets, and a participatory rural appraisal (PRA) (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>1(b)</b>     | <p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for an accurate identification of a weakness (AO1).<br/>Credit <b>one</b> mark for exemplification/justification of the weakness (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"><li>• The research may be culturally biased due to having to interpret the answers from Bolivian children to the PRA from a Western perspective (1) meaning this emic approach may not improve our understanding of developmental psychology in all cultures (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>2(a)</b>     | <p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for each correct percentage of children in condition A.</p> <ul style="list-style-type: none"><li>• Children demonstrating mostly cooperative behaviour = <b>41%</b></li></ul> <p><b>Reject all other answers.</b></p> | <b>(1)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>2(b)</b>     | <p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for each correct percentage of children in condition A.</p> <ul style="list-style-type: none"><li>• Children demonstrating mostly un-cooperative behaviour = <b>14%</b></li></ul> <p><b>Reject all other answers.</b></p> | <b>(1)</b> |

| Question Number                             | Answer  | Mark     |          |              |                    |                       |                    |                       |   |                                       |    |       |      |      |      |  |   |      |       |      |      |  |                                       |   |      |       |      |      |  |   |      |      |      |      |  |  |  |  |              |      |  |     |
|---|---|----------|----------|--------------|--------------------|-----------------------|--------------------|-----------------------|---|---------------------------------------|----|-------|------|------|------|--|---|------|-------|------|------|--|---------------------------------------|---|------|-------|------|------|--|---|------|------|------|------|--|--|--|--|--------------|------|--|-----|
| 2(c)  | <p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Credit <b>one</b> mark for accurate completion of <b>O-E</b> column to <b>two</b> decimal places.</p> <p>Credit <b>one</b> mark for accurate completion of <b>(O-E)<sup>2</sup></b> column to <b>two</b> decimal places.</p> <p>Credit <b>one</b> mark for accurate completion of <b>(O-E)<sup>2</sup>/E</b> column to <b>two</b> decimal places.</p> <p>Credit <b>one</b> mark for accurate completion of <b>chi-squared</b> to <b>two</b> decimal places = <b>1.43</b></p> <table border="1" data-bbox="247 584 1402 1317"> <thead> <tr> <th colspan="2"></th> <th>Observed</th> <th>Expected</th> <th>O-E</th> <th>(O-E)<sup>2</sup></th> <th>(O-E)<sup>2</sup>/E</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Children played in a room with orange walls</td> <td>Demonstrating mostly cooperative play</td> <td>12</td> <td>10.48</td> <td>1.52</td> <td>2.31</td> <td>0.22</td> </tr> <tr> <td>Demonstrating mostly un-cooperative play</td> <td>4</td> <td>5.52</td> <td>-1.52</td> <td>2.31</td> <td>0.42</td> </tr> <tr> <td rowspan="2">Children played in a room with white walls</td> <td>Demonstrating mostly cooperative play</td> <td>7</td> <td>8.52</td> <td>-1.52</td> <td>2.31</td> <td>0.27</td> </tr> <tr> <td>Demonstrating mostly un-cooperative play</td> <td>6</td> <td>4.48</td> <td>1.52</td> <td>2.31</td> <td>0.52</td> </tr> <tr> <td colspan="4"></td> <td>Chi-squared=</td> <td colspan="2">1.43</td> </tr> </tbody> </table> <p><b>Look for other reasonable marking points.</b></p> |          |          | Observed     | Expected           | O-E                   | (O-E) <sup>2</sup> | (O-E) <sup>2</sup> /E | Children played in a room with orange walls | Demonstrating mostly cooperative play | 12 | 10.48 | 1.52 | 2.31 | 0.22 | Demonstrating mostly un-cooperative play | 4 | 5.52 | -1.52 | 2.31 | 0.42 | Children played in a room with white walls | Demonstrating mostly cooperative play | 7 | 8.52 | -1.52 | 2.31 | 0.27 | Demonstrating mostly un-cooperative play | 6 | 4.48 | 1.52 | 2.31 | 0.52 |  |  |  |  | Chi-squared= | 1.43 |  | (4) |
|   |   | Observed | Expected | O-E          | (O-E) <sup>2</sup> | (O-E) <sup>2</sup> /E |                    |                       |   |                                       |    |       |      |      |      |  |   |      |       |      |      |  |                                       |   |      |       |      |      |  |   |      |      |      |      |  |  |  |  |              |      |  |     |
| Children played in a room with orange walls | Demonstrating mostly cooperative play   | 12       | 10.48    | 1.52         | 2.31               | 0.22                  |                    |                       |   |                                       |    |       |      |      |      |  |   |      |       |      |      |  |                                       |   |      |       |      |      |  |   |      |      |      |      |  |  |  |  |              |      |  |     |
|   | Demonstrating mostly un-cooperative play  | 4        | 5.52     | -1.52        | 2.31               | 0.42                  |                    |                       |   |                                       |    |       |      |      |      |  |   |      |       |      |      |  |                                       |   |      |       |      |      |  |   |      |      |      |      |  |  |  |  |              |      |  |     |
| Children played in a room with white walls  | Demonstrating mostly cooperative play   | 7        | 8.52     | -1.52        | 2.31               | 0.27                  |                    |                       |   |                                       |    |       |      |      |      |  |   |      |       |      |      |  |                                       |   |      |       |      |      |  |   |      |      |      |      |  |  |  |  |              |      |  |     |
|   | Demonstrating mostly un-cooperative play  | 6        | 4.48     | 1.52         | 2.31               | 0.52                  |                    |                       |   |                                       |    |       |      |      |      |  |   |      |       |      |      |  |                                       |   |      |       |      |      |  |   |      |      |      |      |  |  |  |  |              |      |  |     |
|   |   |          |          | Chi-squared= | 1.43               |                       |                    |                       |   |                                       |    |       |      |      |      |  |   |      |       |      |      |  |                                       |   |      |       |      |      |  |   |      |      |      |      |  |  |  |  |              |      |  |     |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>2(d)</b>     | <p style="text-align: center;"><b>A02 (1 mark), A03 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of an improvement in relation to the scenario (A02).<br/>           Credit <b>one</b> mark for justification/exemplification of the improvement (A03).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Diego could have more than two colours in his investigation of cooperative behaviour to see whether specific colours affected behaviour change (1) as this could measure the effects of a variety of different coloured environments on the behaviour of four-year-olds making his findings more generalisable to different environments (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>3</b>        | <p style="text-align: center;"><b>A02 (2 marks), A03 (2 marks)</b></p> <p>Credit <b>one</b> mark for identification of a strength and a weakness in relation to the scenario (A02)<br/>           Credit <b>one</b> mark for justification of the strength and the weakness (A03)</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>Miranda is now able to make an utterance which is correctly applied to her milk due to the processes of positive reinforcement (1) as Skinner would argue that this is because of motivating operations, discriminative stimuli, response and reinforcing stimuli when Thomas praised her every time, she said the word milk (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>Miranda may not be reinforced every time she says the word milk but still says the word milk, suggesting it is not a complete explanation (1) as Chomsky would suggest that she has been born with a language acquisition device (LAD) and so has an innate need to communicate for things she needs such as milk (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(4)</b> |

| Question Number | Indicative Content   | Mark       |
|-----------------|--|------------|
| 4               | <p style="text-align: center;"><b>AO1 (4 marks), AO2 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Monotropy is a concept proposed by Bowlby which suggests that babies have an innate capacity to attach themselves to a single caregiver.</li> <li>• Maternal deprivation hypothesis suggests that disruption in continual attachment can lead to long-term social and emotional difficulties.</li> <li>• Bowlby proposed that children develop an internal working model which is a mental representation of what relationships are like.</li> <li>• Bowlby suggested that higher rates of juvenile delinquency occur when there is a disruption in the primary relationship.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Kristoff may have been unable to bond with either his mother or father due to illness and work, so does not know how to form relationships as shown by his inability to form long-term relationships.</li> <li>• Whilst Kristoff lived in several care homes, he may have been given personalised care which can alleviate or eliminate maternal deprivation, so his behaviours may not be due to his early life experiences.</li> <li>• Kristoff has not been able to experience a 'safe base' as his parents were not able to care for him and so create a positive internal working model and so this has had an adverse effect on his behaviour and is often characterised by risk taking behaviours.</li> <li>• Kristoff has been accused of spraying graffiti twice which would be classed as juvenile delinquency, Bowlby concluded from his 1944 study that this can occur due to breakdown of the maternal bond.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(8)</b> |

| Level   | Mark         | Descriptor  |
|---|--------------|---|
| <b>AO1 (4 marks), AO2 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.</b> |              |   |
|   | 0            | No rewardable material  |
| Level 1   | 1–2<br>Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)   |
| Level 2   | 3–4<br>Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates accurate knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>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               | <p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Brendgen et al. (2005) aimed to see if there was a difference between physical and social aggression in 6-year-old children by asking teachers and peers to rate them on aggression using questionnaires.</li> <li>• A sample of 234 pairs of 6-year-old twins were used who had an average age of 72.7 months.</li> <li>• Brendgen et al. (2005) used questionnaires that had been translated from French to English and asked peers and teachers to rate the twin pairs on levels of physical and social aggression.</li> <li>• Brendgen et al. (2005) found that shared environmental factors and genetic factors each accounted for 20% of social aggression whilst 60% was due to non-shared environmental factors.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• The peer rating done by the children may not help us understand the social development of aggression as it may have been affected by who their friends were on the day meaning if it was repeated on another day, the answers would change.</li> <li>• Social aggression increases until approximately 8 years of age, so as the data was only gathered from 6-year-old children, it has not furthered our understanding of social development of aggression in older children.</li> <li>• The ratings from both peers and teachers were correlated, so the information gained from the study was reliable and can be used to further our understanding of social development.</li> <li>• As genes and shared environmental factors each accounted for only 20% of social aggression, parents and carers need to understand the influence the environment may have on their children's social development to help minimise the risk of developing aggressive behaviour.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(8)</b> |

| Level   | Mark      | Descriptor   |
|---|-----------|--|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b> |           |  |
|   | 0         | No rewardable material.  |
| Level 1   | 1-2 Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)  |
| Level 2   | 3-4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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)<br>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)<br>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       |
|-----------------|--|------------|
| <b>6</b>        | <p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Information that is received by a witness to a crime after the event such as discussion with other witnesses (1) which has the potential to distort the existing memory and effect the accuracy of their recollection (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>7a</b>       | <p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit up to <b>one</b> mark for identification of a strength and a weakness in relation to the scenario (AO2).<br/>Credit up to <b>one</b> mark for justification of the strength and the weakness (AO3).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>• Jasmine will develop a personalised treatment plan for Goldie to help predict future events which may trigger her aggression and prepare her for life outside prison when she is released (1) so a tailored case formulation based on her needs such as dealing with alcohol abuse is required as Byrne and Howells,(2002) suggest there is a need for better rehabilitation and management of women prisoners (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• Jasmine will need to work with a multi-disciplinary team such as clinical psychologists and parole officers to create an individual plan for dealing with Goldie’s antisocial personality disorder which can be time consuming (1) so it may be difficult to gather the team together before her parole meeting, meaning she may not be given the opportunity to reduce the time of her sentence if a plan is not in place (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(4)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>7(b)</b>     | <p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of an ethical issue in relation to the scenario (AO2).<br/>           Credit <b>one</b> mark for justification/exemplification of the ethical issue (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Jasmine should ensure that protection from psychological harm is considered when Goldie has to discuss personal details such as drug abuse (1) as whilst it is necessary to consider her life experiences such as depression which may have been a factor in her aggressive behaviour, she will have to relive painful memories (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>8</b>        | <p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit up to <b>one</b> mark for each identification of each reason in relation to the scenario (AO2).<br/>           Credit up to <b>one</b> mark for justification/exemplification of each reason (AO3).</p> <p>For example:</p> <p>Reason 1</p> <ul style="list-style-type: none"> <li>Carl will work on changing his distorted thinking, which is a trigger for his anger, for example thinking his neighbours are talking about him (1) so Carl will be involved in role play to modify his angry feelings which Lipsey (2009) suggests is an effective intervention to use with offenders (1).</li> </ul> <p>Reason 2</p> <ul style="list-style-type: none"> <li>Carl will also work on his inability to consider the effects of his behaviour on other people, such as playing loud music regularly until 2.00 am (1) so by understanding his neighbours' point of view, this will reduce the chance of recidivism as he learns to control his angry emotions (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(4)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 9a              | <p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of a reason in relation to the scenario (AO2).<br/>Credit <b>one</b> mark for justification/exemplification of the reason (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Anika needs to restrict the range of her sample as she only wants to investigate individuals who had been a member of a jury and been involved in the decision-making process (1) so she can only use people who had been a member of a jury and not general members of the public who have not been on a jury as they would not be representative of her target population (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| 9b              | <p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in terms of validity in relation to the scenario (AO2).<br/>Credit <b>one</b> mark for justification/exemplification of the improvement in terms of validity (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Anika should gather a wider range of jurors from different places in addition to the library to increase the population validity (1) so she could ensure that that her sample was more representative of the characteristics of all jurors rather than just those at her local library who may differ from the target population (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(2)</b> |

| Question Number | Indicative Content  | Mark       |
|-----------------|---|------------|
| 10              | <p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Impulsive anti-social behaviour can be caused by anti-social personality disorder which is linked to abnormalities in the brain.</li> <li>• People diagnosed with ASPD can be aggressive, hostile, violent and threatening to others, which can lead to criminal acts.</li> <li>• ASPD can be explained as a form of innate pathology in brain-functioning in areas such as the prefrontal cortex.</li> <li>• Those with ASPD do not conform to acceptable social behaviour, and so are more likely to demonstrate anti-social behaviour.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Yang et al. (2008) found, using fMRI brain scanning, that emotional information was not processed in the frontal regions of the brain of those with ASPD leading to anti-social behaviour.</li> <li>• Criminal behaviour as suggested by self-fulfilling prophecy would be where the individual internalises the label of being violent and behaves according to that belief so it is not due to ASPD.</li> <li>• ASPD can be empirically tested giving the theory credibility as it has been found that those with ASPD have structural and functional impairment leading to anti-social behaviour.</li> <li>• Anti-social behaviour could be as a result of the media as opposed to ASPD as Anderson and Dill (2000) found a correlation between increased aggression and playing violent video games.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(8)</b> |

| Level   | Mark         | Descriptor  |
|---|--------------|---|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b> |              |   |
|   | 0            | No rewardable material.   |
| Level 1   | 1-2<br>Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates accurate knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>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       |
|-----------------|---|------------|
| 11              | <p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Highly stressful situations such as witnessing violent crime makes an event more vivid but reduces attention to peripheral details.</li> <li>• Cortisol production is likely to be heightened when witnessing a real-life crime so hypothalamic-pituitary-adrenal (HPA) activation may enhance attention to threat cues.</li> <li>• Eyewitnesses' arousal levels increase when faced with a stressful situation, so they may not focus on details of the crime.</li> <li>• The sudden onset of a threat or sight of an injury results in high levels of stress which reduces recall accuracy.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Schmechel et al. (2006) found that highly stressful situations reduced the ability of eyewitnesses to remember the face of perpetrators as they were concentrating on the more vivid parts of the event so this would reduce the reliability of the eye-witness memory.</li> <li>• al'Absi et al. (2002) found that cortisol disrupts working memory but enhances selective attention so this may have a positive effect on the reliability of EWT as attention should be focused on the key areas of the crime.</li> <li>• Thompson et al. (1997) interviewed eyewitnesses seven months after the Marchioness ferry disaster and found that motivated forgetting did not occur, with witnesses still able to accurately recall all the details, meaning that the reliability of EWT may not be affected by stress and trauma.</li> <li>• Kramer et al. (1991) found that when participants were presented with traumatic stimuli in the form of a photograph of a murdered man it resulted in poorer memory, so trauma can negatively affect the reliability of eye-witness memory.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(8)</b> |

| Level   | Mark      | Descriptor   |
|---|-----------|--|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b> |           |  |
|   | 0         | No rewardable material.  |
| Level 1   | 1–2 Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)  |
| Level 2   | 3–4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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)<br>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)<br>Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)  |

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| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>12</b>       | <p style="text-align: center;"><b>A01 (1 mark)</b></p> <p>Credit up to <b>two</b> marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• When an individual receives comfort or assistance from others such as friends and family (1) which has the potential to help them cope with biological, psychological social stressors (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>13a</b>      | <p style="text-align: center;"><b>A02 (2 marks), A03 (2 marks)</b></p> <p>Credit up to <b>one</b> mark for identification of a strength and a weakness in relation to the scenario (A02).<br/>Credit up to <b>one</b> mark for justification of the strength and the weakness (A03).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>• Jasmine can use an objective method such as an EEG to measure Goldie's brain regions associated with stress such as the amygdala (1) which increases the reliability of Jasmine's data so other researchers could replicate the study with Goldie when she is stressed and would find consistent results (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• Jasmine could suggest that explaining Goldie's depression and anxiety through the measurement of the functions of the brain regions is reductionist (1) as an alternative explanation could be that excess levels of cortisol could be a factor in Goldie finding life difficult (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(4)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| <b>13(b)</b>    | <p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an ethical consideration in relation to the scenario (AO2)<br/>           Credit <b>one</b> mark for justification of the ethical consideration (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Jasmine should ensure that protection from psychological harm is considered as Goldie may be disappointed if brain regions will not explain her alcohol abuse (1) as whilst it will show the brain regions affected by her stress, she may not be able to receive the most appropriate treatment without knowing the cause (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(2)</b> |

| Question Number | Answer  | Mark       |
|-----------------|---|------------|
| <b>14</b>       | <p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit up to <b>one</b> mark for each identification of each reason in relation to the scenario (AO2).<br/>           Credit up to <b>one</b> mark for each justification/exemplification of the reason (AO3).</p> <p>For example:</p> <p>Reason 1</p> <ul style="list-style-type: none"> <li>Carl will work on changing his distorted thinking, which is a trigger for his anxiety, for example thinking his neighbours are complaining about him (1) so Carl will be involved in role play and modelling which are used in natural settings which Otte (2011) found to be effective in the treatment of adult anxiety disorders (1).</li> </ul> <p>Reason 2</p> <ul style="list-style-type: none"> <li>Carl will also work on his excessive fear and subsequent avoidance, for example trying to avoid his neighbour to reduce his heart rate increasing (1) by understanding his neighbours' point of view, this should reduce the chances of developing panic attacks characterised by chest pains (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(4)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 15a             | <p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of a reason in relation to the scenario (AO2).<br/>           Credit <b>one</b> mark for justification/exemplification of the reason (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Anika needs to restrict the range of her sample as she only wants to investigate people with Type A personality as they are known to be more stressed (1) so if she used an opportunity sample, this may also attract people who are at the doctor's surgery on the day of the investigation but are not Type A which would not be representative of her target population (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(2)</b> |

| Question Number | Answer   | Mark       |
|-----------------|--|------------|
| 15b             | <p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in terms of validity in relation to the scenario (AO2).<br/>           Credit <b>one</b> mark for justification/exemplification of the improvement in terms of validity (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Anika should approach more doctors' surgeries to get a wider range of patients to increase the population validity (1) so she could ensure that her sample was more representative of the characteristics of all Type A personalities rather than just those of her local doctor's surgery who may differ from the target population (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p> | <b>(2)</b> |

| Question Number | Indicative Content   | Mark       |
|-----------------|--|------------|
| 16              | <p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Emotion focused coping is when individuals try to reduce, tolerate or eliminate an emotional response to a stressor, by seeking to withdraw from the stressor or find distractions.</li> <li>• Problem focused coping aims to eliminate the stressor by adopting a strategy to directly deal with the stressor, such as looking for solutions.</li> <li>• Emotion focused strategies include distraction techniques such as keeping your mind occupied to avoid thinking about the issue causing stress.</li> <li>• Problem focused strategies include time management skills in order to find a potential solution to stressful situations.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Cicognani (2011) found that certain emotion focused strategies such as withdrawal were correlated with a depressed mood, so this would not be helpful when dealing with stress.</li> <li>• Ebrahimi et al. (2013) found that when student nurses with depression were given training in problem solving skills, their mental health improved which means it is a helpful strategy when coping with stress.</li> <li>• Emotion focused strategies are more effective than problem focused when the stressor cannot be avoided or resolved, such as taking an examination.</li> <li>• Relaxation techniques such as progressive muscle relaxation, will reduce levels of cortisol which help reduce levels of stress, so problem-focused is not the only solution.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(8)</b> |

| Level   | Mark         | Descriptor  |
|---|--------------|---|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b> |              |   |
|   | 0            | No rewardable material.   |
| Level 1   | 1-2<br>Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates accurate knowledge and understanding. (AO1)<br>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<br>Marks | Demonstrates accurate and thorough knowledge and understanding. (AO1)<br>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       |
|-----------------|---|------------|
| 17              | <p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• A life event according to Holmes and Rahe is a major event that can cause a significant life change such as death of a spouse or divorce.</li> <li>• Daily hassles such as losing things or concerns about weight are distressing demands that frequently make up everyday life.</li> <li>• Individuals can still experience stress even if they are not subjected to major life events.</li> <li>• Life events have differing numerical values on a scale out of 100, the higher the score the more stressful the event.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Holmes and Rahe (1967) measured life events in life change units and individual scores over 300 units related to an 80% chance of developing a stress related illness meaning life events have a major effect on stress.</li> <li>• Kanner et al. (1981) found that there was a positive correlation between symptoms of mental health and the number of daily hassles experienced so these are also factors that affect stress in a negative way.</li> <li>• DeLongis et al. (1982), found that it was not only the number of daily hassles but also the intensity of the events that were related to illness so this factor will also play a part in increasing levels of stress.</li> <li>• Veisani et al. (2021) found individuals who took part in training programs to enhance coping skills were less affected by stress, so fixed values may not be a valid measurement of stress.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> | <b>(8)</b> |

| Level   | Mark      | Descriptor   |
|---|-----------|--|
| <b>AO1 (4 marks), AO3 (4 marks)</b><br><b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b> |           |  |
|   | 0         | No rewardable material.  |
| Level 1   | 1–2 Marks | Demonstrates isolated elements of knowledge and understanding. (AO1)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3)  |
| Level 2   | 3–4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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)<br>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)<br>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)  |



