GradeMax

Pearson

Mark Scheme (Results)

January 2026

Pearson Edexcel International Advanced level In Psychology
Applications of Psychology
WPS03/01

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General Marking Guidance

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

Question Number	Answer	Mark
1(a)	**AO2 (1 mark)** Credit **one** mark for an accurate identification in relation to the scenario. For example: • Felipe is in Stage 1, Trust versus Mistrust as he is 6 months old (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
1(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to the scenario. For example: • Lucia is in stage 2 of Erikson's psychosocial development and is demonstrating autonomy when she chooses to put on her own shoes (1). It is important that her parents do not criticise her for putting the shoes on the wrong feet as she may develop shame and doubt leading to a lack of confidence (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of a strength and a weakness (AO1). Credit **one** mark for justification/exemplification of the strength and the weakness (AO3). For example: Strength • The coders who rated the parent-child home observations did not take part in any home observation data collection, so were blind to all identifying information (1) this reduces researcher bias as they only provided ratings for three interaction tasks from a video-taped recording (1). Weakness • The sample of children participating in the study were only from one London borough and classified as high risk and ethnically diverse (1). Therefore, the conclusions about the parenting intervention programmes may not be generalisable as they are not representative of less high-risk and diverse samples of children (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3(a)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to the scenario. For example: • Mia was looking for a difference in the number of words learned from the e-books or the picture story books (1). Each pair of scores was the number of words learned which is at least ordinal data (1). The children were in both the e-book and then the picture book condition which is a repeated measures design (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of improvement (AO3). For example: • Mia should use a more representative sample of children from other schools rather than just her local school (1), which would increase the generalisability of her findings about the increase in the number of words learned depending on whether it was an e-book or a picture book to a wider school population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
4	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of a strength and a weakness of meta-analysis using cross-cultural research (AO1). Credit **one** mark for justification/exemplification of the strength and the weakness of meta-analysis using cross-cultural research(AO3). For example: Strength • Using previously published studies means that strict criterion in respect of attachment types can be applied when choosing the studies to be included in the research (1) which is shown by Van iJzendoorn and Kroonenberg (1988) who excluded studies where the children were over 2 years old so that they could compare like with like across cultures when looking at the universality of attachment types (1). Weakness • There may be differences in the individual studies in the way that the procedures were carried out country to country to measure attachment (1) for example collecting data from studies conducted in Finland, where fathers spend more time with their children than mothers, would weaken the reliability of suggesting that attachment types are universal (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The zone of proximal development (ZPD) is the distance between what a child can do independently and what can be done when helped by another. • Cognitive development occurs when scaffolding is provided by a more knowledgeable other (MKO). • Scaffolding can be used through communicative activities to develop basic speech. • In the ZPD, language develops through peer and adult socialisation and interaction. **AO3** • The ZPD does not take into account individual differences such as motivation, learning needs and capability levels, so does fully explain how cognitive development occurs. • Scherer and Tiemann (2014) found that students' grades improved when there was interactivity in problem solving tasks supporting the role of an MKO in scaffolded learning. • Van Lier (2004) found that language learning occurred when a safe, challenging environment provided contextual support for the processing of expected errors as part of the learning process. • Chomsky would argue that language development is innate, for example forming new sentences we have not heard before and does not require socialisation or the help of an MKO. **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
6	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Social control in developmental psychology can be used to regulate children's behaviour to comply with social norms and beliefs. • A holistic approach in developmental psychology suggests that individual behaviours are a result of multiple factors and cannot be socially controlled. • Ainsworth's work on attachment found there were three attachment types, anxious avoidant, secure and anxious resistant. • Some treatments for improved well-being in mental health gives an individual more personal control. **AO3** • Bowlby's maternal deprivation hypothesis suggests that the mother is critical in a child's development so it could be seen as a form of social control in discouraging mothers to return to work. • Vygotsky's theory of social development supports the role of multiple social interactions for a child to develop socially so would limit any form of social control. • Ainsworth's work on attachment types could be used as a form of social control so it can be used to change parental practices if a child is not classified as Type B – securely attached in some cultures. • The use of mindfulness in schools to enhance social, emotional and cognitive development aims to give individual control so children can manage the well-being of their own mental health. **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
7	**AO1 (1 mark)** Credit **one** mark for accurate statement. For example: • The eyewitness will pay more attention to the weapon than the offender so they may not accurately remember any features of the offender (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
8	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Ivanov may have already formed a negative opinion of the defendant due to reading he has been in prison before (1). Ivanov may come to a guilty verdict due to having read the bank employee was seriously injured because of the emotional nature of the article (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9 (a)	**AO2 (4 marks)** Credit **one** mark for accurate completion of **O-E** column to **two** decimal places. Credit **one** mark for accurate completion of **$(O-E)^2$** column to **two** decimal places. Credit **one** mark for accurate completion of **$(O-E)^2/E$** column to **two** decimal places. Credit **one** mark for accurate completion of **chi-squared** to **two** decimal places = **8.47**	**(4)**

		Observed	Expected	O-E	$(O-E)^2$	$(O-E)^2/E$
Participants watched a video of a violent crime	**Correct identification of the offender**	4	8.42	**-4.42**	**19.54**	**2.32**
	Incorrect identification of the offender	16	11.58	**4.42**	**19.54**	**1.69**
Participants watched a video of a non-violent crime	**Correct identification of the offender**	12	7.58	**4.42**	**19.54**	**2.58**
	Incorrect identification of the offender	6	10.42	**-4.42**	**19.54**	**1.88**
				Chi-squared=		**8.47**

Look for other reasonable marking points.

Question Number	Answer	Mark
9(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a strength in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the strength (AO3). For example: • A volunteer sample was required as Betty needed the participants to be motivated so they would pay attention to the details in the videos (1) which would increase the validity of the study as Betty could be sure it was the stressful content of the video that caused differences between the two groups and not a lack of attention (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the improvement (AO3). For example: • Betty could use participants from her local town rather than psychology students who may already be aware of factors that affect eye-witness testimony such as stress (1). This could improve the external validity of her study as general members of the public may not be aware of the relationship of stress and the reliability of eye-witness memory (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
10(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Stan shows a disregard for the rights of other people such as his friends when he steals their mobile phones and money (1). He also exhibits aggressive behaviour without any remorse when they challenge him for destroying their property (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
10(b)	**AO2 (3 marks)** Credit up to **three** marks for accurate description in relation to scenario. For example: • Malcolm will create a psychological (case) formulation which evaluates the risk of Stan committing more burglaries and reoffending after his release from prison (1). He will explore the relationships he had with his friends to see how his aggressive behaviour may be linked with the assault that occurred during the burglary (1). Malcolm can also gather a multi-disciplinary team such as prison officers, mental health experts and parole officers who will also assess Stan's likelihood of reoffending, both in terms of burglary and assault (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Indicative Content	Mark
11	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Criminals portrayed in the media often have positions of power and may act as role models for those that commit crime. • Attention to criminal acts in the media must occur for social learning of criminal behaviour to take place. • Imitation of criminal acts seen in the media can occur when people get the opportunity to copy, for example spraying graffiti, or fighting in the streets. • Vicarious reinforcement occurs when criminal behaviour is seen as being rewarded in the media. **AO3** • Nizza et al. (2013) supports social learning theory as an explanation of crime as they suggested that the University of Virginia Tech massacre was as result of copying events of role models in an action film. • Ferguson et al. (2008) found that there was no causal link between violent media and criminal behaviour, so media influence is not fully explained in respect of the anti-social behaviour. • Bandura, Ross and Ross (1963) found that children imitated aggressive behaviour after watching a filmed incident of aggression more than a live model which explains how criminal behaviour can occur. • Antisocial behaviour may be as a result of an antisocial personality as opposed to media coverage so it ignores alternative factors that may have influenced behaviour. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs 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
12	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Cognitive behavioural therapy (CBT) aims to build cognitive skills and restructure biased thinking in offenders. • CBT involves tasks for the offenders such as reflective diaries to record thoughts and homework. • CBT can be used within a prison setting and can be continued once an offender is released from prison. • Offenders take part on average between 15-20 sessions of CBT, with each session lasting approximately 60 minutes. **AO3** • Henwood et al. (2015) found that that there was 23% reduction in general offending and 28% in violent offending following CBT which suggests it is an effective treatment for a broad range of offences. • If offenders are not committed to improving their behaviour, they may not engage with additional tasks outside of the session and so it may not be an effective therapy in reducing recidivism. • CBT has been found to be effective in reducing recidivism once an offender has been released as they will have been taught self-help strategies to employ when faced with events that would normally trigger criminal behaviour. • Larden et al. (2021) found that 15-20 sessions of CBT were insufficient in reducing offending rates in young male violent offenders 24 months following their release from prison, so may not be an effective treatment for offenders in isolation. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Answer	Mark
13	**AO1 (1 mark)** Credit **one** mark for an accurate statement. For example: • A type A personality trait is to be competitive so if they do not win they may feel stressed as a result of their frustration at losing (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
14	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Ivanov will be able to share his worries with his sister about the forthcoming jury duty (1). She could offer emotional support by explaining how he will not be making the verdict alone which may help him feel less anxious (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
15(a)	**AO2 (4 marks)** Credit **one** mark for accurate completion of **O-E** column to **two** decimal places. Credit **one** mark for accurate completion of **$(O-E)^2$** column to **two** decimal places. Credit **one** mark for accurate completion of **$(O-E)^2/E$** column to **two** decimal places. Credit **one** mark for accurate completion of **chi-squared** to **two** decimal places = **8.47**	**(4)**

		Observed	Expected	O-E	$(O-E)^2$	$(O-E)^2/E$
The patients only used negative coping strategies	**Stress levels improved**	4	8.42	**-4.42**	**19.54**	**2.32**
	Stress levels did not improve	16	11.58	**4.42**	**19.54**	**1.69**
The patients only used positive coping strategies	**Stress levels improved**	12	7.58	**4.42**	**19.54**	**2.58**
	Stress levels did not improve	6	10.42	**-4.42**	**19.54**	**1.88**
				Chi-squared=		**8.47**

Look for other reasonable marking points.

Question Number	Answer	Mark
15(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a strength in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the strength (AO3). For example: • A volunteer sample was required as Betty needed patients who were motivated to see if their coping strategy worked (1) which would increase the validity of the study as Betty could be sure it was the effects of the coping strategies and not being part of the support group that caused differences between the two groups (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
15(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the improvement (AO3). For example: • Betty could use patients in her local town rather than patients from a support group who are already coping with levels of stress (1). This would improve the external validity of her study as patients who do not go to support groups may not be aware of the relationship between stress and different coping strategies (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
16(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Stan is experiencing a life event such as losing his job which is one of the top 10 items on the Holmes and Rahe (SRRS) stress scale that causes stress (1). He is also experiencing daily hassles when his bus is delayed which is an additional source of his feelings of stress (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
16(b)	**AO2 (3 marks)** Credit up to **three** marks for accurate description in relation to scenario. For example: • Stan could use problem focused coping strategies with his anxiety in relation to the bus delays by looking at a bus timetable to see if there is an earlier bus he could catch (1). This would relieve his anxiety as he would be able to get to the hospital on time to visit his mother (1). He can also reduce his anxiety of paying his bills by searching for jobs online and using recruitment agencies to help him find a new job quickly (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Indicative Content	Mark
17	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Selye's GAS is the body's typical physiological response to stress when faced with a perceived threat as a way to survive. • The alarm stage is the initial stage in which exposure to a stressor creates a hormonal change. • One physiological change is the release of the hormone cortisol from the adrenal glands when faced with a stressor. • In the second, resistance stage the body adapts to continued stressors by continuing to be in a state of alert. **AO3** • Holmes and Rahe's stress scale would suggest it is not only hormonal changes but life events and daily hassles which also explain stress. • Objective measures such as blood tests can be used meaning there is empirical evidence to suggest it is a credible explanation of stress. • Selye's explanation for stress is supported by Rodrigues et al. (2009) who found that neural structures associated with emotion are altered by stress hormones. • Selye's GAS model may not fully explain stress as Goldstien et al. (2010) found a difference in men and women's activation of subcortical arousal circuitry when faced with stressors. **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)
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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
18	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Cognitive behavioural therapy (CBT) aims to build cognitive skills and restructure biased thinking in patients with anxiety. • CBT involves tasks for patients with anxiety such as reflective diaries to record thoughts and homework. • CBT sessions can be offered face to face, online or as a self-help mobile app. • Patients take part on average between 8 and 15 sessions of CBT with each session lasting approximately 60 minutes. **AO3** • Kackzkurkin (2015) found that techniques used in CBT such as targeting distorted thinking, was an effective treatment for patients suffering with generalised anxiety disorder (GAD). • Patients may find it difficult to complete diaries at home regarding their anxious episodes as these may provoke further increased anxiety without support, so it is not effective. • Nakao et al. (2021) found that recent advances in techniques and technologies made CBT more accessible and affordable for patients with anxiety disorders offering an effective treatment to suit the individual's personal circumstances. • Widnall et al. (2020) found less than 20 sessions of CBT was insufficient in reducing levels of anxiety, so it is only effective when the patient is able to attend sufficient sessions for their needs. **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)
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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)