Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Wednesday 14 January 2026

Afternoon (Time: 1 hour 30 minutes)

Paper reference **WPS03/01**

Psychology

International Advanced Level

UNIT 3: Applications of Psychology

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in Section A, and **ALL** questions from **EITHER** Option 1 Criminological Psychology **OR** Option 2 Health Psychology.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The list of formulae and statistical tables are printed at the start of this paper.
- Candidates may use a calculator.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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FORMULAE AND STATISTICAL TABLES

Standard deviation (sample estimate)

$$\sqrt{\left(\frac{\sum(x-\bar{x})^2}{n-1}\right)}$$

Spearman's rank correlation coefficient

$$1-\frac{6\sum d^2}{n(n^2-1)}$$

Critical values for Spearman's rank

	Level of significance for a one-tailed test				
	0.05	**0.025**	**0.01**	**0.005**	**0.0025**
	Level of significance for a two-tailed test				
N	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**
5	0.900	1.000	1.000	1.000	1.000
6	0.829	0.886	0.943	1.000	1.000
7	0.714	0.786	0.893	0.929	0.964
8	0.643	0.738	0.833	0.881	0.905
9	0.600	0.700	0.783	0.833	0.867
10	0.564	0.648	0.745	0.794	0.830
11	0.536	0.618	0.709	0.755	0.800
12	0.503	0.587	0.678	0.727	0.769
13	0.484	0.560	0.648	0.703	0.747
14	0.464	0.538	0.626	0.679	0.723
15	0.446	0.521	0.604	0.654	0.700
16	0.429	0.503	0.582	0.635	0.679
17	0.414	0.485	0.566	0.615	0.662
18	0.401	0.472	0.550	0.600	0.643
19	0.391	0.460	0.535	0.584	0.628
20	0.380	0.447	0.520	0.570	0.612
21	0.370	0.435	0.508	0.556	0.599
22	0.361	0.425	0.496	0.544	0.586
23	0.353	0.415	0.486	0.532	0.573
24	0.344	0.406	0.476	0.521	0.562
25	0.337	0.398	0.466	0.511	0.551
26	0.331	0.390	0.457	0.501	0.541
27	0.324	0.382	0.448	0.491	0.531
28	0.317	0.375	0.440	0.483	0.522
29	0.312	0.368	0.433	0.475	0.513
30	0.306	0.362	0.425	0.467	0.504

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

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Chi-squared distribution formula

$$X^2 = \sum \frac{(O-E)^2}{E} \qquad df = (r-1)(c-1)$$

Critical values for chi-squared distribution

	Level of significance for a one-tailed test					
	0.10	**0.05**	**0.025**	**0.01**	**0.005**	**0.0005**
	Level of significance for a two-tailed test					
df	**0.20**	**0.10**	**0.05**	**0.025**	**0.01**	**0.001**
1	1.64	2.71	3.84	5.02	6.64	10.83
2	3.22	4.61	5.99	7.38	9.21	13.82
3	4.64	6.25	7.82	9.35	11.35	16.27
4	5.99	7.78	9.49	11.14	13.28	18.47
5	7.29	9.24	11.07	12.83	15.09	20.52
6	8.56	10.65	12.59	14.45	16.81	22.46
7	9.80	12.02	14.07	16.01	18.48	24.32
8	11.03	13.36	15.51	17.54	20.09	26.12
9	12.24	14.68	16.92	19.02	21.67	27.88
10	13.44	15.99	18.31	20.48	23.21	29.59
11	14.63	17.28	19.68	21.92	24.73	31.26
12	15.81	18.55	21.03	23.34	26.22	32.91
13	16.99	19.81	22.36	24.74	27.69	34.53
14	18.15	21.06	23.69	26.12	29.14	36.12
15	19.31	22.31	25.00	27.49	30.58	37.70
16	20.47	23.54	26.30	28.85	32.00	39.25
17	21.62	24.77	27.59	30.19	33.41	40.79
18	22.76	25.99	28.87	31.53	34.81	42.31
19	23.90	27.20	30.14	32.85	36.19	43.82
20	25.04	28.41	31.41	34.17	37.57	45.32
21	26.17	29.62	32.67	35.48	38.93	46.80
22	27.30	30.81	33.92	36.78	40.29	48.27
23	28.43	32.01	35.17	38.08	41.64	49.73
24	29.55	33.20	36.42	39.36	42.98	51.18
25	30.68	34.38	37.65	40.65	44.31	52.62
26	31.80	35.56	38.89	41.92	45.64	54.05
27	32.91	36.74	40.11	43.20	46.96	55.48
28	34.03	37.92	41.34	44.46	48.28	56.89
29	35.14	39.09	42.56	45.72	49.59	58.30
30	36.25	40.26	43.77	46.98	50.89	59.70
40	47.27	51.81	55.76	59.34	63.69	73.40
50	58.16	63.17	67.51	71.42	76.15	86.66
60	68.97	74.40	79.08	83.30	88.38	99.61
70	79.72	85.53	90.53	95.02	100.43	112.32

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

Wilcoxon Signed Ranks test process

- Calculate the difference between two scores by taking one from the other
- Rank the differences giving the smallest difference Rank 1

  Note: do not rank any differences of 0 and when adding the number of scores, do not count those with a difference of 0, and ignore the signs when calculating the difference
- Add up the ranks for positive differences
- Add up the ranks for negative differences
- T is the figure that is the smallest when the ranks are totalled (may be positive or negative)
- N is the number of scores left, ignore those with 0 difference

Critical values for the Wilcoxon Signed Ranks test

	Level of significance for a one-tailed test		
	0.05	0.025	0.01
	Level of significance for a two-tailed test		
n	0.1	0.05	0.02
N=5	0	-	-
6	2	0	-
7	3	2	0
8	5	3	1
9	8	5	3
10	11	8	5
11	13	10	7
12	17	13	9

The calculated value must be equal to or less than the critical value in this table for significance to be shown.

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SECTION A

Developmental Psychology

Answer ALL questions. Write your answers in the spaces provided.

1 Felipe is six months old. He is usually a happy baby. Whenever he cries his parents always respond quickly and pick him up to comfort him.

Felipe's older sister, Lucia, is two and a half years old and wants to try to put on her own clothes and shoes. Lucia puts on her shoes to go into the garden. She puts them on the wrong feet and gets frustrated and upset. Her parents gently offer to help her but do not criticise Lucia for her mistake.

(a) Identify which stage of development Felipe is in according to Erikson's stages of psychosocial development.

(1)

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(b) Describe, using Erikson's stages of psychosocial development, why Lucia's parents offer to help and do not criticise her.

(2)

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(Total for Question 1 = 3 marks)

2 In your studies of developmental psychology, you will have learned about theories of attachment.

Explain **one** strength and **one** weakness of the study by O'Connor et al. (2013).

Strength

Weakness

(Total for Question 2 = 4 marks)

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3 Mia conducted an experiment in her local school. She wanted to investigate whether stories told through electronic books (e-books) would improve the number of words the seven-year-olds could learn in a week.

She gathered a sample of ten children from her local school.

Condition A: In week one, the children were read a story from an e-book and were shown the words on a screen.

Condition B: In week two, the same children were read a story from a picture book and were shown the words and pictures.

Mia counted the number of new words the children learned in week one and learned in week two.

The results of Mia's experiment are shown in **Table 1**.

Participant	Condition A Number of new words learned using e-books	Condition B Number of new words learned using picture books
A	24	27
B	22	21
C	18	20
D	16	19
E	27	27
F	15	17
G	23	24
H	20	23
I	19	23
J	16	20

Table 1

Mia carried out a Wilcoxon Signed Ranks test on her data to determine whether it was significant or not.

(a) Describe why Mia used a Wilcoxon Signed Ranks test on her data.

(3)

(b) Explain **one** improvement that Mia could make to her experiment.

(2)

(Total for Question 3 = 5 marks)

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4 Explain **one** strength and **one** weakness of the use of meta-analysis using cross-cultural research to draw conclusions about the universality of attachment types.

Strength

Weakness

(Total for Question 4 = 4 marks)

5 Evaluate whether Vygotsky's zone of proximal development (ZPD) can explain cognitive and language development.

(8)

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(Total for Question 5 = 8 marks)

6 Assess the use of developmental psychology in social control.

(8)

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(Total for Question 6 = 8 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B

Answer ALL questions from EITHER OPTION 1: CRIMINOLOGICAL PSYCHOLOGY OR OPTION 2: HEALTH PSYCHOLOGY.

Indicate which option you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new option with a cross ☒.

If you answer the questions in Option 1, put a cross in the box ☒ .

OPTION 1: CRIMINOLOGICAL PSYCHOLOGY

7 In your studies of criminological psychology, you will have learned about factors influencing eyewitness memory.

State how weapon focus may influence the identification of offenders.

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(Total for Question 7 = 1 mark)

8 Ivanov has been selected for jury duty. On the first day of the trial, he discovers that the case being heard is for a theft from a bank in his local town.

Ivanov remembers an article he read in his local newspaper about the theft. It gave details of the defendant's life and how he had only just been released from prison. It also reported that a bank employee was seriously injured during the theft.

Describe how pre-trial publicity could influence Ivanov's decision-making as a jury member.

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(Total for Question 8 = 2 marks)

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9 Betty investigated the effect of stress on the accuracy of the identification of offenders.

Betty gathered a volunteer sample of psychology students from a local university. They were placed into two separate groups.

- Group A: Watched a video of a violent crime where a lady was pushed and her arm was grabbed by a man who then stole her bag and ran away.
- Group B: Watched a video of a non-violent crime where a lady was approached by a man who did not attack her but stole her bag and ran away.

The participants were then presented with six different photographs of potential offenders of the crime, which included an image of the actual offender. They were asked to select the photograph of the person they believed had carried out the crime.

(a) Betty decided to carry out a chi-squared test to see if there was a significant difference in the accuracy of identifying the offender.

Calculate the chi-squared for the data gathered by Betty by completing **Table 2**.

Your answers should **all** be correct to **two** decimal places.

The formulae and statistical tables can be found at the front of the paper.

(4)

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

Table 2

Space for calculations

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(b) Explain **one** strength of Betty using a volunteer sampling technique in her investigation.

(2)

(c) Explain **one** improvement that Betty could make to her investigation.

(2)

(Total for Question 9 = 8 marks)

10 Stan began stealing. When he was at school he would steal his friends' mobile phones and money. Stan often destroyed the items rather than returning them. If his friends challenged him, he would become aggressive. He was not sorry for his behaviour.

Stan has just been arrested for the third time for the offence of burglary with assault and has been sentenced to a two-year prison term.

The court has decided that a psychological (case) formulation must be carried out before Stan is released from prison. Malcolm, a forensic psychologist, has been asked to create the psychological (case) formulation for Stan.

(a) Describe anti-social personality disorder in relation to Stan's behaviour.

(2)

(b) Describe how Malcolm could use a psychological (case) formulation for Stan.

(3)

(Total for Question 10 = 5 marks)

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11 Evaluate how social learning from the media can explain crime and anti-social behaviour.

(8)

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(Total for Question 11 = 8 marks)

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12 Assess whether Cognitive Behavioural Therapy (CBT) can be an effective treatment for offenders.

(8)

(Total for Question 12 = 8 marks)

TOTAL FOR SECTION B OPTION 1 = 32 MARKS

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SECTION B

If you answer the questions in Option 2, put a cross in the box ☒ .

OPTION 2: HEALTH PSYCHOLOGY

13 State how Type A personality may be linked to stress.

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(Total for Question 13 = 1 mark)

14 Ivanov has been selected for jury duty. On the first day of the trial, he discovers that the case being heard is for a theft from a bank in his local town where an employee was seriously injured.

Ivanov has been diagnosed with stress. The thought of sitting in a court room listening to details of a serious crime and having to come to a verdict is making him feel very anxious. He decides to call his sister who has already been a member of a jury.

Describe how social support could help Ivanov cope with his stress.

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(Total for Question 14 = 2 marks)

15 Betty investigated the effect of using positive and negative coping techniques in dealing with stress.

Betty gathered a volunteer sample of patients from a local support group. They were placed into two separate groups.

- Group A: Only used negative coping techniques such as social withdrawal and smoking cigarettes.
- Group B: Only used positive coping techniques such as mindfulness and exercise.

Betty interviewed the patients using closed questions to ask about the coping techniques they used when they were dealing with periods of stress. She also asked them whether their stress level improved or did not improve after having used the techniques.

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(a) Betty decided to carry out a chi-squared test to see if there was a significant difference in the effectiveness of using positive and negative coping techniques in dealing with stress.

Calculate the chi-squared for the data gathered by Betty by completing **Table 3**.

Your answers should **all** be correct to **two** decimal places.

The formulae and statistical tables can be found at the front of the paper.

(4)

		Observed	**Expected**	**O–E**	**$(O–E)^2$**	**$(O–E)^2/E$**
Patients only used negative coping techniques	**Stress levels improved**	4	8.42			
	Stress levels did not improve	16	11.58			
Patients only used positive coping techniques	**Stress levels improved**	12	7.58			
	Stress levels did not improve	6	10.42			
				Chi-squared =		

Table 3

Space for calculations

(b) Explain **one** strength of Betty using a volunteer sample in her investigation.

(2)

(c) Explain **one** improvement that Betty could make to her investigation.

(2)

(Total for Question 15 = 8 marks)

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16 Stan has just lost his job. He had recently moved to a larger house with a higher rent and is now feeling stressed as he no longer has an income. He is worried about how he will pay all his bills.

Stan is also worried as his mother is unwell and is in hospital. He likes to visit her regularly. To save money, he now uses the local bus to visit her. The buses are often delayed, which means that he cannot get to the hospital during the visiting times.

He has recently visited his doctor due to his feelings of stress and has been diagnosed with an anxiety disorder.

(a) Describe life events and daily hassles in relation to Stan's feelings of stress.

(2)

(b) Describe how problem focusing strategies could be used to help Stan with his anxiety disorder.

(3)

(Total for Question 16 = 5 marks)

17 Evaluate how Selye's General Adaptation Syndrome (GAS) can explain stress.

(8)

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(Total for Question 17 = 8 marks)

18 Assess whether Cognitive Behavioural Therapy (CBT) can be an effective treatment for anxiety disorders.

(8)

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(Total for Question 18 = 8 marks)

TOTAL FOR SECTION B OPTION 2 = 32 MARKS
TOTAL FOR PAPER = 64 MARKS

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