GradeMax

Pearson

Mark Scheme (Results)

Summer 2026

Pearson Edexcel International Advanced Level in Psychology
Applications of Psychology
WPS03/01

GradeMax

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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.

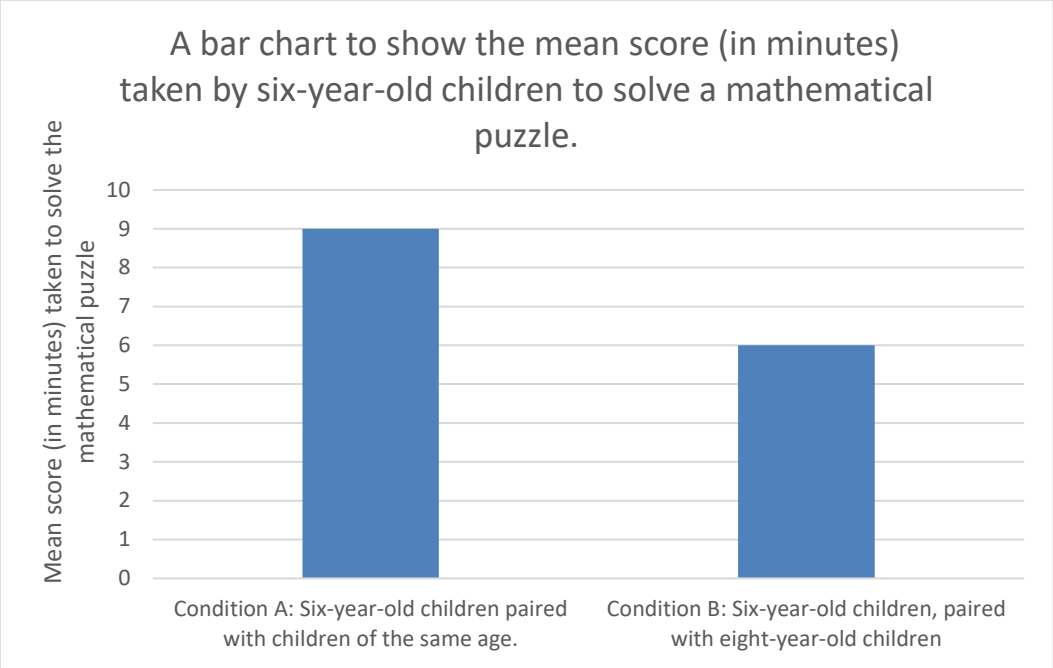
Question Number	Answer	Mark
1(a)	**AO1 (1 mark)** Credit **one** mark for an accurate statement. For example: • Non-clinical Italian children showed more avoidant attachment compared to the USA sample, 33% Type A, 53% Type B and 14% Type C (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for an accurate identification of a strength (AO1). Credit **one** mark for exemplification/justification of the strength (AO3). For example: • Unpublished studies were included in the meta-analysis alongside published studies to avoid publication bias (1), so these would have included negative findings as well as positive outcomes of attachment research making it more representative (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(c)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an improvement (AO1). Credit **one** mark for exemplification/justification of the improvement (AO3). For example: • Cassibba et al. (2013) could have included data from father-child attachments rather than just mother-child attachments (1), as this would improve the generalisability of the findings which would be more representative of all parents in both Italy and America (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Asa is in the pre-operational stage, taking part in symbolic play when he assigned the characteristic of the sword to the stick (1). He was using the stick as a representation of an object that was not there, developing a foundation for imaginative play (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a reason in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the reason (AO3). For example: • Verna is in the concrete operational stage of development as she is using logic and reasoning to describe her science lesson (1). She demonstrated the concept of conservation in explaining how the appearance of the liquid had changed but was aware that the volume remained the same (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(a)	**AO2 (3 marks)** Credit **one** mark for accurate title. Credit **one** mark for accurate labelling of the axes. Credit **one** mark for accurate plotting of the data.  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark), (AO3 1 mark)** Credit **one** mark for an accurate use of the data (AO2). Credit **one** mark for an appropriate conclusion (AO3). For example: • The children who were paired with the older children solved the mathematical puzzle on average in 6 minutes compared to 9 minutes when they were paired with children of the same age (1), which shows that the support of a more knowledgeable other helped the children to become more able in solving mathematical problems (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a weakness in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the weakness (AO3). For example: • Metheven did not control for individual differences such as the mathematical abilities of the children prior to the test (1), so the time taken to complete the task may be the result of existing mathematical ability rather than the aid of a more knowledgeable other (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** • Language development could be explained using different theories of language such as Skinner, Chomsky and Vygotsky. • Skinner suggests that language is learnt through operant conditioning where correct utterances are reinforced. • Chomsky suggests that a language acquisition device is innate and universal and contains characteristics of world grammar. • Vygotsky emphasises the role of the social environment in language development where inner speech is used for reasoning and external speech to speak to others. **AO2** • The three theorists would agree that Duska's language ability, such as knowing 1,000 words is an expected milestone for her age but each would suggest a different way that this has been achieved. • Duska's parents praise her when she uses a new word, so the positive reinforcement will help her language develop as she repeats the words and explores new phrases for further praise. • Julian observed Duska saying 'I goed' which is an example of a universal grammatical error which supports the nativist theory of her language development. • Duska's parents spend time with her looking at books with pictures, naming them which means that she will internalise these sounds and images and this will aid her language development to use in a social context. **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** • Nature refers to aspects of an individual that are hereditary, genetic factors that affect our development. • Nurture refers to aspects of the environment that affect children, including their later development. • Biological research within psychology can use twin studies to investigate the link between genes and the environment. • Learning explanations consider how personal experiences impact our social, emotional and cognitive development. **AO3** • Chomsky suggested that the learning acquisition device (LAD) is an innate language-specific module so children are pre-programmed from birth to develop their first language. • Vygotsky suggested children develop 'higher mental functions' as they internalise knowledge such as beliefs and cultural references passed on by adults, so they are acquired through their environment. • Brendgen et al. (2005) found that there was a higher rate of physical aggression in monozygotic twins than dizygotic twins so the development of physically aggressive behaviour can be linked to genes. • Watson and Rayner (1920) conditioned Little Albert to fear a white rat, so the environment of a child plays a role in the development of phobias through classical conditioning. **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: • A behaviour by a person which may cause harassment, alarm or distress to people that are not in the same household (1). The anti-social behaviours can be personal, nuisance or environmental (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6 (b)	**AO1 (1 mark), AO3 (2 marks)** Credit **one** mark for identification of the decision (AO1). Credit up to **two** marks for a justification of the decision (AO3). For example: • People with antisocial personality disorder (ASPD) display a general pattern of disregard for and the violation of the rights of others so explaining criminal behaviour (1), as found by Filov (2019) who suggested that people with ASPD are more criminally active than other perpetrators of crime (1). The criminal acts are also likely to be more violent due to the use of psychological defence mechanisms of denial and projection (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
7(a)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to the scenario. For example: • Nikini could approach the psychology students who were in the school library on a Wednesday afternoon (1). She could ask them if they would be willing to participate in her experiment (1). She would then split the psychology students into the two conditions with and with no background of criminal behaviour (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 accurate identification of a strength in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the strength (AO3). For example: • Opportunity sampling is a quick and easy way of gathering psychology students as they were in the school library on a Wednesday afternoon (1), compared to requesting a list of all psychology students in the school and finding them which would take more time for Nikini to complete (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a way in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the way (AO3). For example: • Nikini could gather a random sample which would be more representative of all psychology students in her school as each psychology student has an equal chance of being included (1), so Nikini should have a wider variety of participants increasing the generalisability of her results on the likelihood of committing a crime (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of one strength and one weakness in relation to the scenario (AO2). Credit **one** mark for justification of the strength and the weakness (AO3). For example: Strength • Social learning from the media explains that Zerah may be imitating the car races that she has watched on social media (1), as Williams (1986) found that levels of aggression doubled when television was introduced to a small community, explaining her dangerous driving (1). Weakness • Social learning from the media ignores other factors such as the personality change that Zerah's parents have observed (1), it could be that she has developed an anti-social personality disorder leading to her violent tendencies rather than playing violent video games (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** • The attractiveness of a defendant can influence a jury in terms of the conviction, the less attractive are more likely to be found guilty. • Black, Asian and Minority Ethnic groups (BAME) are disproportionately stopped, searched and arrested by police, but may not be convicted by juries. • Jurors may be influenced by the race of the defendant as they stereotypically believe that people of a different race to themselves are more capable of behaving criminally. • Jurors can sometimes be influenced by the accent of a defendant if it is deemed unpopular, they may be seen as more guilty. **AO3** • Michelini and Snodgrass (1980) found that attractive defendants were found less guilty than unattractive defendants and were treated more leniently. • Thomas (2017) examined jury fairness in England and Wales found when a jury reaches a verdict by deliberation that conviction rates were almost identical for BAME and White defendants. • Bradbury and Williams (2013) found that if a jury consists of high numbers of ethnically diverse jurors, black defendants are more likely to be convicted. • Dixon et al. (2002) using a mock trial procedure found that if the defendant had a Birmingham accent, they were more likely to be found guilty. **Look for other reasonable marking points.**	**(8)**

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

Question Number	Indicative Content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • There are four stages of the cognitive interview; reinstate the context, recall events in reverse order, report everything and describe events from another's point of view. • Individual differences can occur in the manner and ease that interviewers adopt and the way they use the cognitive interview techniques with witnesses. • The enhanced cognitive interview has been developed to help interview anxious and inarticulate witnesses, including for example techniques such as rapport building. • The cognitive interview technique can be used to interview adult witnesses and also child witnesses. **AO3** • Kohnken et al. (1999) carried out a meta-analysis of the cognitive interview technique involving 2500 interviews and found that there was an increase in correctly recalled details compared to a control interview suggesting it does improve witness recall. • Bekerian and Dennett (1991) suggest that the role of the interviewer impacts on the accuracy of the recall of witnesses and if procedures are not properly followed, the recall will not improve. • The enhanced interview included many new strategies that were not regulated so was eclectic, so the procedure was not the same for all witnesses, hence there was an increase in incorrect details recalled suggesting it did not improve witness recall. • Geiselman and Padilla (1988) found that there was no accompanying increase in incorrect details by children, indeed there was an increase in the correct information recounted, improving witness recall. **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)

HEALTH PSYCHOLOGY

Question Number	Answer	Mark
11(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • Stress reduces GABA inhibition in the amygdala which would normally protect us from feeling stressed (1). The role of the amygdala is to control the emotion of fear which is triggered when stressed (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
11(b)	**AO1 (1 mark), AO3 (2 marks)** Credit **one** mark for identification of the decision (AO1). Credit up to **two** marks for a justification of the decision (AO3). For example: • High levels of cortisol in the blood linked with stress can be measured by blood, urine and saliva tests so can be an explanation of stress (1), as shown by Kidd et al. (2014) who found that higher cortisol production under stress conditions in a laboratory mirrored cortisol profiles in daily life (1). Two of the stressors, financial strain and loneliness induced high levels of cortisol across both sexes and age groups (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
12(a)	**AO2 (3 marks)** Credit up to **three** marks for an accurate description in relation to the scenario. For example: • Nikini could approach the patients who were at a local health centre a Wednesday afternoon (1). She could ask them if they would be willing to participate in her study (1). She would then split the patients from the local health centre into the two conditions given the new or existing drug treatment (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 accurate identification of a strength in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the strength (AO3). For example: • Opportunity sampling is a quick and easy way of gathering patients with anxiety as they were at the anxiety clinic on a Wednesday afternoon (1), compared to requesting a list of all patients with anxiety at the local health centre and finding them which would take more time for Nikini to complete (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 accurate identification of a way in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the way (AO3). For example: • Nikini could gather a random sample which would be more representative of all patients with anxiety at the local health centre as each patient has an equal chance of being included (1), so Nikini should have a wider variety of participants increasing the generalisability of her results on the side effects of a new drug treatment (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 accurate identification of one strength and one weakness in relation to the scenario (AO2). Credit **one** mark for justification of the strength and the weakness (AO3). For example: Strength • Zerah is problem solving as she has tried to talk to her son about stealing the neighbour's car (1), Kumanova and Karastoyanov (2013) found that being pro-active and acting on stressors in controllable circumstances reduces stress, so talking to her son may resolve her stress (1). Weakness • Problem-focusing coping strategies ignore other factors such as events Zerah cannot control like her son's choice of friends (1), so if he is unwilling to change his friends or behaviour then emotion focusing coping may be better in reducing her stress in uncontrollable situations (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
14	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Social support includes strong relationships with family and communities such as religious or perhaps sporting groups. • Close friends are also a form of social support where concerns and worries could be freely expressed. • Social support may moderate environmental and genetic vulnerabilities via the hypothalamic-pituitary-adrenocortical (HPA) system. • Social support could be physical, perhaps helping in the home or psychological, offering advice in difficult situations. **AO3** • Acoba (2024) conducted a cross-sectional survey of 426 adults and found that the support of family and significant others decreased perceived stress, with increasing positive effect. • Costanza et al. (1988) found when talking to a friend in preparation for a potential stressful situation there was a negative affect on stress, and problem-focussing achieved a better outcome in reducing stress. • Ozbay et al. (2007) found that stress-resilience occurred by keeping the HPA-axis within an optimal range when psychological social support was given. • Lee et al. (2019) found that social support can have a negative affect on stress when it is unwanted and at odds with the needs of the recipient. **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
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • A hardy personality is characterised as having an adaptive cognitive style and a reduced level of physical arousal, experiencing less stress. • Neuroticism is a personality trait where the individual is disposed to experiencing anxiety, self-consciousness and frequently changing emotions. • Extrovert personality traits are characterised as being sociable, friendly and often have high self-esteem, so may have lower levels of stress. • Type A personality descriptors suggest high competitiveness, goal directed and impatient behaviour, potentially increasing stress. **AO3** • Stress can also be affected by life events and daily hassles, such as death of a relative, so an individual difference such as a hardy personality may not be the only factor that affects stress. • Widiger and Oltmanns (2017) found that people with high levels of neuroticism are adversely affected by environmental stressors where even minor frustrations leave them feeling overwhelmed and stressed. • O'Riordan et al. (2023) report that extroversion is associated with lower self-reported stress and that the low stress levels also had a positive outcome in cardiovascular reactivity leading to better mental and physical well-being. • Denollet and Conraads (2006) suggest that Type D personalities who experience negative emotions are at higher risk of cardiac events due to stress so that it is not only Type A personalities that affects levels of stress. **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)