Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Friday 22 May 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)

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

Spearman's rank correlation coefficient

$$1-\frac{6\Sigma d^2}{n\left(n^2-1\right)}$$

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 You will have learned about the contemporary study by Cassibba et al. (2013).

(a) State **one** finding of the study by Cassibba et al. (2013).

(1)

(b) Explain **one** strength of the study by Cassibba et al. (2013).

(2)

(c) Explain **one** improvement that could be made to the study by Cassibba et al. (2013).

(2)

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(Total for Question 1 = 5 marks)

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2 Haruki has just collected his children, Asa, five years old, and Verna, nine years old, from school. They were talking about what they had done that day. Asa said that he and his friend had found amazing sticks and were sword fighting with them until the teacher took them away.

Verna was explaining that, in her science lesson, she had discovered when you pour the same amount of liquid into two different shaped glasses, although the amount looks more in the tall, thin glass, the volume of the liquid was still the same in each glass.

Haruki, who was interested in his children's development, concluded that Verna was now in the concrete operational stage.

(a) Describe, using Piaget's stages of cognitive development, why Asa thought the stick was a sword.

(2)

(b) Explain **one** reason, using Piaget's stages of cognitive development, why Haruki concluded that Verna was in the concrete operational stage.

(2)

(Total for Question 2 = 4 marks)

3 Metheven wanted to investigate whether there would be a difference in the mathematical abilities of children if they were supported by a 'more knowledgeable other' in solving a mathematical puzzle.

Metheven had two groups of six-year-old children.

- Condition A: Six-year-old children were paired with children of the same age.
- Condition B: Six-year-old children were paired with eight-year-old children.

Both groups were given the same mathematical puzzle. The time taken for the six-year-old children to solve this mathematical puzzle was recorded in minutes.

Metheven's results are shown in **Table 1**.

	Condition A: Six-year-old children paired with children of the same age	**Condition B: Six-year-old children paired with eight-year-old children**
Mean score (in minutes) taken to solve the mathematical puzzle	9	6

Table 1

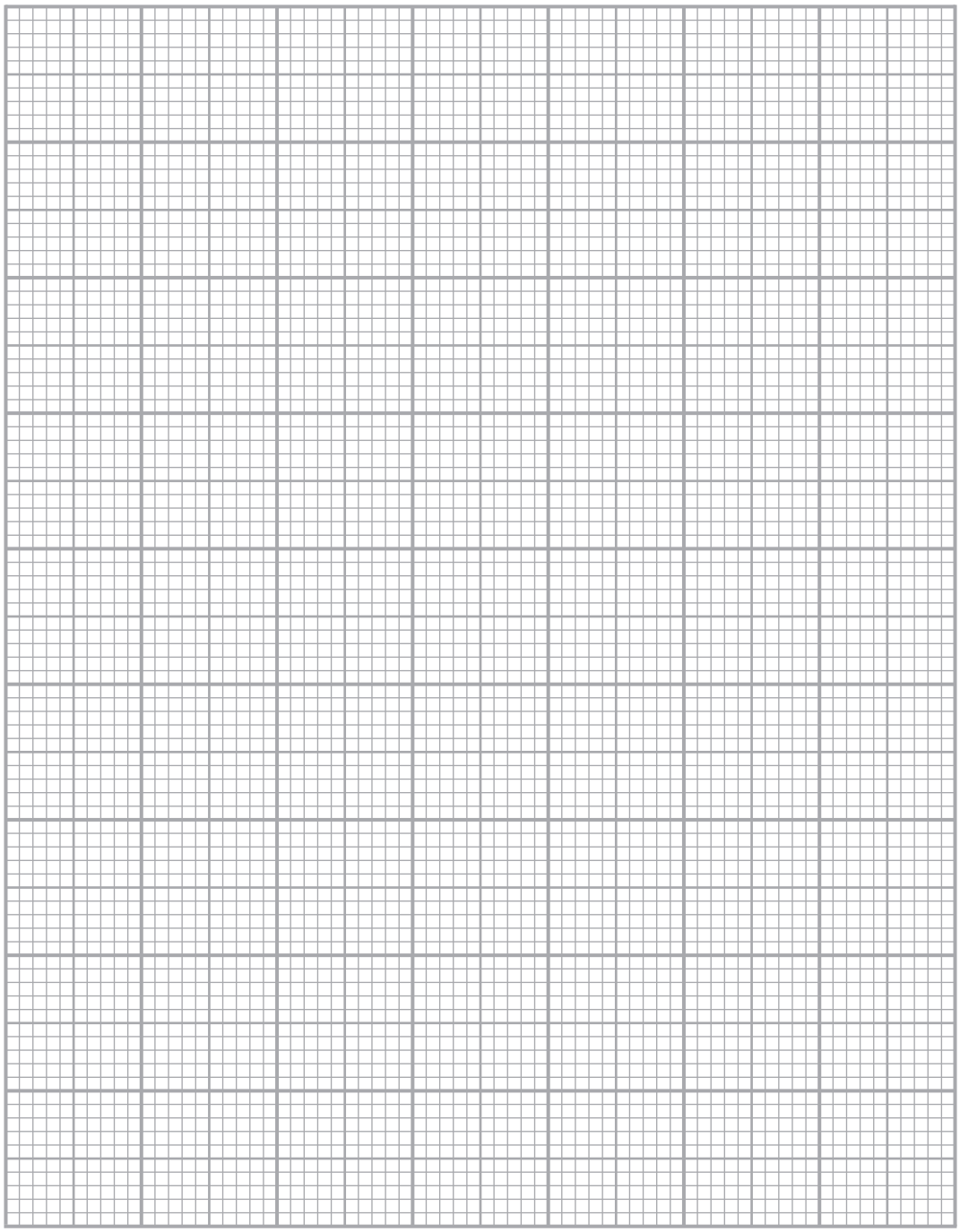
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(a) Draw a suitable graph to represent the results shown in **Table 1**.

(3)

Title



(b) Explain **one** conclusion that could be made using the data from **Table 1**.

(2)

(c) Explain **one** weakness of Metheven's investigation.

(2)

(Total for Question 3 = 7 marks)

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4 Julian visited his brother and family. When he arrived, he noticed that his three-year-old niece, Duska, was able to use full sentences to express herself. She had a large vocabulary of around 1,000 words.

Duska's parents spent time with her, looking at books with pictures, pointing out different objects and naming them.

During Julian's visit, he noticed that every time Duska used a new word or phrase, her parents praised her, and she tried to use the word again.

Julian also observed that she made small grammatical errors. For example, Duska said, "I 'goed' to the shop with you", rather than, "I went to the shop with you".

Discuss, using theories of language, the language development shown by Duska.

You must make reference to the context in your answer.

(8)

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(Total for Question 4 = 8 marks)

5 Assess the role of nature **and** nurture in developmental psychology.

(8)

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(Total for Question 5 = 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 question 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 question with a cross ☒.

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

OPTION 1: CRIMINOLOGICAL PSYCHOLOGY

6 (a) Describe what is meant by 'anti-social' behaviour.

(2)

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(b) Justify how antisocial personality disorder (ASPD) could explain criminal and anti-social behaviour.

(3)

(Total for Question 6 = 5 marks)

7 Nikini carried out an experiment to see the effect that self-fulfilling prophecy may have on participants' belief that someone may commit a crime. She selected her participants from psychology students who were in the school library on a Wednesday afternoon.

She gave two separate groups a different scenario to read.

- Condition A: The scenario said the person came from a family with a background of criminal behaviour.
- Condition B: The scenario said the person came from a family with no background of criminal behaviour.

Each participant had to rate how likely it was that the person in their scenario would commit a crime. A score of 0 was not likely to commit a crime and a score of 8 was very likely to commit a crime.

(a) Describe how Nikini could have used an opportunity sampling technique to gather her participants.

(3)

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(b) Explain **one** strength of Nikini using an opportunity sampling technique for her experiment.

(2)

(c) Explain **one** way a random sampling technique could improve Nikini's experiment.

(2)

(Total for Question 7 = 7 marks)

8 Zerah stole her neighbour's car. She then raced the stolen car around her local town. She was arrested by the police for theft and dangerous driving. Zerah acted aggressively towards the police.

Zerah's parents are very upset as she was always a well-behaved child. They feel that her personality has changed. Zerah has recently become friends with a group of people who play violent video games and watch car races on social media.

Explain **one** strength and **one** weakness of using social learning from the media as an explanation for Zerah's behaviour.

Strength

Weakness

(Total for Question 8 = 4 marks)

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9 Evaluate whether characteristics of the defendant can influence jury decision making.

(8)

(Total for Question 9 = 8 marks)

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10 Assess whether the cognitive interview technique can improve witness recall.

(8)

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(Total for Question 10 = 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

11 (a) Describe the role of the amygdala in response to stress.

(2)

(b) Justify how cortisol, the stress hormone, could explain stress.

(3)

(Total for Question 11 = 5 marks)

12 Nikini carried out an experiment to measure the side effects of a new drug treatment for anxiety. She selected her participants from patients who were attending an anxiety clinic at a local health centre on a Wednesday afternoon.

She gave two separate groups a different drug treatment.

- Condition A: The participants from the health centre were given an existing drug treatment for their anxiety.
- Condition B: The participants from the health centre were given a new drug treatment for their anxiety.

Two weeks later, each participant had to rate the side effects they were experiencing after taking the drug treatment for anxiety. A score of 0 was no side effects and a score of 8 was very severe side effects.

(a) Describe how Nikini could have used an opportunity sampling technique to gather her participants.

(3)

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(b) Explain **one** strength of Nikini using an opportunity sampling technique for her experiment.

(2)

(c) Explain **one** way a random sampling technique could improve Nikini's experiment.

(2)

(Total for Question 12 = 7 marks)

13 Zerah is feeling very stressed as her son has recently been arrested for stealing her neighbour's car and aggressive behaviour.

Zerah is very upset as he was always a well-behaved child. She feels that his personality has changed. Zerah's son has recently become friends with people who play violent video games. Zerah has tried talking to him about his change in behaviour.

Zerah has been using problem focusing coping strategies to manage her stress.

Explain **one** strength and **one** weakness of Zerah using problem focusing coping strategies to manage her stress.

Strength

Weakness

(Total for Question 13 = 4 marks)

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14 Evaluate whether social support can affect stress.

(8)

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(Total for Question 14 = 8 marks)

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15 Assess whether individual differences can affect stress.

(8)

(Total for Question 15 = 8 marks)

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

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