Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Monday 8 June 2026

Afternoon (Time: 2 hours)

Paper reference **WPS04/01**

Psychology

International Advanced Level

UNIT 4: Clinical Psychology and Psychological Skills

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.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 96.
- 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.
- Try to answer every question.
- 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

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

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

Clinical Psychology

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

1 Janine is top of her class in school. She gets the highest marks in her homework and is expected to get the highest grades of the school year in her examinations. Janine takes an intelligence (IQ) test in her psychology class. Her result suggests that her IQ is 145, which is in the top 0.5% of the population.

(a) (i) Describe which definition of abnormality would define Janine's intelligence as abnormal.

(2)

(ii) Explain **one** strength and **one** weakness of using the definition described in (a)(i) in relation to Janine's abnormality.

(4)

Strength

Weakness

(Total for Question 1 = 6 marks)

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2 Amara has been referred to a clinical psychologist due to frequent incidents of unusual behaviour over the last month. She has been speaking random words and shows a lack of emotion in any situation. Amara also believes she is a celebrity who is being followed by news reporters. The clinical psychologist suggests that Amara may be suffering from schizophrenia.

(a) Describe how the clinical psychologist could use the DSM V to diagnose Amara with schizophrenia.

(2)

(b) Explain **one** reason why Amara's diagnosis of schizophrenia may not be valid.

(2)

(Total for Question 2 = 4 marks)

3 Jim found higher levels of anxiety in females in European countries than in females in non-European countries in his investigation. He is now publishing his psychological research. One of the sections he had to complete is an abstract.

Describe the role of the abstract in Jim's psychological research on levels of anxiety in females.

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(Total for Question 3 = 2 marks)

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4 In your studies of clinical psychology, you will have learned about the following contemporary study in detail.

- Suzuki et al. (2014).

(a) Describe how body mass index (BMI) and nutritional status were measured by Suzuki et al. (2014).

(4)

(b) Explain **one** strength of the sample used in the study by Suzuki et al. (2014).

(2)

(c) Explain **one** improvement that could be made to the sample used in the study by Suzuki et al. (2014).

(2)

(Total for Question 4 = 8 marks)

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5 Thomas plans to investigate the relationship between levels of stress and academic performance. He intends to recruit a random sample of 20 participants from his psychology group at university.

Thomas develops a questionnaire consisting of 10, 5-point ranked scale questions about students' current levels of stress (where 1 = not stressed at all and 5 = very stressed). Academic performance will be assessed using the results from assignments and tests over the last month.

(a) Describe how Thomas could use a random sampling method to recruit the participants for his study on levels of stress and academic performance.

(2)

(b) Explain **one** strength of Thomas using ranked scale questions to measure levels of stress in psychology students.

(2)

(c) Explain **one** reason why Thomas' measurement of academic performance may not be valid.

(2)

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(Total for Question 5 = 6 marks)

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6 In your studies of clinical psychology, you will have learned about the following classic study in detail.

- Rosenhan (1973).

Analyse the implications of Rosenhan's (1973) study for the diagnosis and treatment of mental health disorders.

(Total for Question 6 = 6 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B

Clinical Psychology

Answer the question. Write your answer in the space provided.

7 Evaluate **two** biological explanations for schizophrenia.

(16)

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(Total for Question 7 = 16 marks)

TOTAL FOR SECTION B = 16 MARKS

SECTION C

Psychological Skills

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

8 Rosa plans to use a covert structured observation to investigate whether boys or girls are more likely to show disobedience in class. A teacher asks the boys and girls to answer 10 questions in silence whilst remaining seated at their table. The teacher then leaves the room and returns 15 minutes later.

(a) Describe how Rosa could carry out her covert structured observation.

(4)

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(b) Explain **one** strength of using a covert observation to investigate whether boys or girls are more likely to disobey the teacher.

(2)

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(Total for Question 8 = 6 marks)

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9 Psychologists often conduct investigations into human behaviour using longitudinal research.

Explain **one** strength and **one** weakness of conducting longitudinal research in psychology.

Strength

Weakness

(Total for Question 9 = 4 marks)

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10 Psychologists sometimes use animals as part of their research.

Describe **one** ethical issue that psychologists should consider when working with animals.

(Total for Question 10 = 2 marks)

11 Tabitha investigated whether the colour of a room affected performance on a visual memory test. She recruited 10 participants from her college course. Tabitha gave participants 5 minutes to memorise 20 items placed on a table. 10 minutes later, participants were given 5 minutes to write down all the items on the table that they could remember.

Each participant was tested in a red room and then in a green room.

- Condition A: Participants completed the memory test in a room that had red walls and red furniture.
- Condition B: Participants completed the memory test in a room that had green walls and green furniture.

The results of Tabitha's investigation are shown in **Table 1**.

Participants	Condition A The red room: Score (out of 20) on the memory test	Condition B The green room: Score (out of 20) on the memory test
A	8	10
B	6	9
C	8	10
D	12	11
E	14	12
F	8	14
G	11	11
H	14	14
I	11	15
J	8	10

Table 1

(a) State the level of measurement for the data in **Table 1**.

(1)

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Tabitha is going to use a Wilcoxon signed ranks test to find out whether her data is significant.

(b) State **two** reasons why Tabitha decided to use a Wilcoxon signed ranks test other than the level of measurement.

(2)

1 .....

.....

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2 .....

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(c) (i) Calculate the T value for the data gathered by Tabitha by completing **Table 2**.

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

You **must** show your working out.

(4)

Participant	Condition A The red room: Score (out of 20) on the memory test	Condition B The green room: Score (out of 20) on the memory test	Difference	Ranked difference
A	8	10		
B	6	9		
C	8	10		
D	12	11		
E	14	12		
F	8	14		
G	11	11		
H	14	14		
I	11	15		
J	8	10		

Table 2

Space for calculations

Wilcoxon T value .....

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(ii) State, using your data, whether Tabitha's results are significant for a two-tailed (non-directional) test at $P \leqslant 0.05$.

The critical values table can be found at the front of the paper.

(1)

.....

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(Total for Question 11 = 8 marks)

TOTAL FOR SECTION C = 20 MARKS

SECTION D

Answer the question. Write your answer in the space provided.

12 One key question for society is whether workplace errors during a night shift can be reduced. Night-shift workers have a three times higher risk of errors than those who do not work night shifts. Night-shift workers often suffer from disrupted sleep-wake cycles and sleep deprivation.

Cyr et al. (2023) investigated whether light exposure before a night shift improves alertness in nurses. The experimental group used light exposure in the evening and light avoidance in the morning. The control group were only asked to modify their diet to improve alertness. Results found a 67% error reduction in the experimental group compared to a 5% reduction for the control group.

Other research evidence suggests that using light-blocking curtains during the day, reducing the temperature in the bedroom, and taking melatonin tablets may improve sleep and reduce workplace errors.

Discuss the key question of whether workplace errors during a night shift can be reduced. You should use concepts, theories and/or research studied in your psychology course.

You must make reference to the context in your answer.

(8)

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(Total for Question 12 = 8 marks)

TOTAL FOR SECTION D = 8 MARKS

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SECTION E

Answer the question. Write your answer in the space provided.

13 Assess the impact of socially sensitive research on individuals and society.

(20)

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(Total for Question 13 = 20 marks)

TOTAL FOR SECTION E = 20 MARKS
TOTAL FOR PAPER = 96 MARKS

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