



Pearson  
Edexcel

Mark Scheme (Provisional)

Summer 2021

Pearson Edexcel International Advanced Level  
In Psychology (WPS03/01)  
Paper 1: Applications of Psychology

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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.

The following answers consider the responses that candidates may make in answering the question paper. This is not based on seen material, but on potential expectations of their responses.

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate statement.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Prolonged separation from the mother can lead to becoming an affectionless thief (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Conclusions must make a judgement using elements of the theory rather than state results: e.g. affection, psychopathology.</b></p> <p><b>Potential answer:</b> Prolonged separation in the first two years of life was more likely link to affectionless psychopathy</p>	<b>(1)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of a strength (AO1)            Credit <b>one</b> mark for justification/exemplification of the strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Goldfarb (1943) supports the findings of as they found that being raised in orphanages without a maternal figure reduced the ability to follow rules and social maturity (1) as a group of children aged between 6 months and three years old raised in an institution compared to a group raised by foster carers showed higher levels of aggression (1).</li> <li>• 0 mks - Generic scores – e.g. Case studies do not represent a wider population so is not generalisable.</li> <li>• 1 mk – application to child care, in-depth data so valid. AO3 will be missing</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(c)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of improvement (AO1)            Credit <b>one</b> mark for justification/exemplification of improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Bowlby could have had additional researchers rather than just himself analysing the data from the psychiatric assessments to gather alternative opinions (1) as this would have improved the objectivity of the findings making the analysis of the cases less susceptible to researcher bias (1).</li> <li>• 0 mks -Candidates often just give a weakness of the study e.g. only children from London, one institution – this is a weakness and not an improvement.</li> <li>• 1mk – Could have used different children, from around the world or different area which would make it more representative.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark																																								
<b>2(a)</b>	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Credit <b>one</b> mark for accurate completion of <b>O-E</b> column to two decimal places</p> <p>Credit <b>one</b> mark for accurate completion of <b>(O-E)<sup>2</sup></b> column to two decimal places</p> <p>Credit <b>one</b> mark for accurate completion of <b>(O-E)<sup>2</sup>/E</b> column to two decimal places</p> <p>Credit <b>one</b> mark for correct <b>chi-squared</b> to <b>two</b> decimal places = <b>8.07</b></p> <table border="1" data-bbox="268 779 1369 1214"> <thead> <tr> <th colspan="2"></th> <th>Observed</th> <th>Expected</th> <th>O-E</th> <th>(O-E)<sup>2</sup></th> <th>(O-E)<sup>2</sup>/E</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Playing alone</td> <td>Boys</td> <td>11</td> <td>7.58</td> <td><b>3.42</b></td> <td><b>11.70</b></td> <td><b>1.54</b></td> </tr> <tr> <td>Girls</td> <td>3</td> <td>6.42</td> <td><b>-3.42</b></td> <td><b>11.70</b></td> <td><b>1.82</b></td> </tr> <tr> <td rowspan="2">Playing with other children</td> <td>Boys</td> <td>2</td> <td>5.42</td> <td><b>-3.42</b></td> <td><b>11.70</b></td> <td><b>2.16</b></td> </tr> <tr> <td>Girls</td> <td>8</td> <td>4.58</td> <td><b>3.42</b></td> <td><b>11.70</b></td> <td><b>2.55</b></td> </tr> <tr> <td colspan="4"></td> <td><b>Chi-squared=</b></td> <td colspan="2"><b>8.07</b></td> </tr> </tbody> </table> <p><b>Look for other reasonable marking points.</b></p> <p>All the answers must be to two decimal places to gain the credit.</p> <p>Because it is 'accurate completion' of the columns – even if final answer is correct, but columns are incorrect they cannot gain full mks. Only credit correct responses.</p>			Observed	Expected	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E	Playing alone	Boys	11	7.58	<b>3.42</b>	<b>11.70</b>	<b>1.54</b>	Girls	3	6.42	<b>-3.42</b>	<b>11.70</b>	<b>1.82</b>	Playing with other children	Boys	2	5.42	<b>-3.42</b>	<b>11.70</b>	<b>2.16</b>	Girls	8	4.58	<b>3.42</b>	<b>11.70</b>	<b>2.55</b>					<b>Chi-squared=</b>	<b>8.07</b>		<b>(4)</b>
		Observed	Expected	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E																																				
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	Girls	3	6.42	<b>-3.42</b>	<b>11.70</b>	<b>1.82</b>																																				
Playing with other children	Boys	2	5.42	<b>-3.42</b>	<b>11.70</b>	<b>2.16</b>																																				
	Girls	8	4.58	<b>3.42</b>	<b>11.70</b>	<b>2.55</b>																																				
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Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of improvement in relation to scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Birgit could repeat her research at several nursery schools in a wide range of different areas to gather a more representative sample of children (1) which would improve the generalisability of her findings to 3 to 4-year-old children in respect of the type of play they involve themselves in (1).</li> <li>• 0 mks -Candidates often just give a weakness of the study e.g. only children from her local nursery so no credit.</li> <li>• 1mk – Could have used different children aged 3/4 from a different nursery which would make it more representative.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(a)</b>	<p style="text-align: center;"><b>AO2 (3 marks)</b></p> <p>Credit up to <b>three</b> marks for description of the use of a clinical interview method in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Dexter will present the children with the conservation task and ask a set of standardised questions on a one to one basis (1). He will ask the children to explain their thought processes whilst they move the liquid from one container to another (1). He will then ask a series of follow up questions which are tailored to the responses the children gave whilst carrying out the conservation task (1).</li> <li>• Dexter will present the children with a task and ask a set of standardised questions on a one to one basis. He will ask them to explain their thought processes. He will then ask a series of follow up questions.</li> </ul> <p>0mks – for the above as this is a generic response.</p> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(3)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of a strength in relation to scenario (AO2)  Credit <b>one</b> mark for exemplification/justification of the strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Dexter will use a set of pre-determined questions for his initial conservation task which would not vary between the children increasing reliability of his findings (1) as other researchers would be able to use the same pre-determined questions in further investigations making the clinical interview replicable to retest his findings (1).</li> <li>• Dexter will use a set of pre-determined questions which makes it reliable so it can be repeated.</li> </ul> <p>This scores 0mks as it is generic.</p> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>



Question Number	Indicative Content	Mark
4	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• The sample was made up of data collected from a total of 2885 Italian child and adult participants.</li> <li>• A wide range of data was collected including unpublished studies such as doctoral dissertations and conference papers.</li> <li>• The study was a meta-analysis of previous research, using 50 adult attachment studies and 17 infant attachment studies.</li> <li>• Cassibba et al. (2013) concluded that whilst secure attachments were most common across both American and Italian cultures there was a higher percentage of avoidant attachments types in the Italian sample.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• The findings were in respect of attachment in the Italian population so could be considered as ethnocentric and therefore may not be generalisable to other cultures.</li> <li>• The inclusion of unpublished studies which may have had inconclusive findings improves the representativeness of the results of attachment research as it reduces publication bias.</li> <li>• The meta-analysis used data from previous attachment studies and may lack validity as it is difficult to compare studies where interview methods, observations and researchers are different.</li> <li>• Cassibba et al. (2013) has furthered our understanding of cross-cultural attachment as different types such as avoidant attachments are valued, despite American research suggesting it is not desirable.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

### **Contemporary study**

#### **Cassibba et al. (2013) Attachment the Italian way**

##### **Aim(s)**

To examine whether the distributions of child and adult attachment classifications converge with the global distributions, or whether Italy takes a special position.

To investigate whether most Italian infants and adults are classified as secure.

To test the prediction that there will be a lower percentage of unresolved attachments in Italian samples because Catholicism may help to promote successful mental resolution of trauma.

To find out if there is a significant deviation of attachment distributions from the normative pattern for both infants and adults with psychological problems.

To investigate potential gender differences in attachment as Italy is a country with the lowest rank on an index of women's status, so gender differentiation is pronounced.

##### **Procedure**

A systematic search of references to SSP and AAI studies (from 1990 to 2009) was conducted.

Pertinent studies were selected through PsycINFO, using the keywords "attachment," "Italian," and "Strange Situation Procedure" (SSP).

Unpublished papers, such as doctoral dissertations and conference papers were also included to eliminate any bias in the procedure. This is because there is a tendency in research that negative or inconclusive findings often remain hidden or unpublished.

The following criteria were applied in selection:

- Only SSP and AAI studies with Italian samples (for both normative and clinical/at risk samples) were considered.
- Among studies on infant-mother attachment, only those using the gold-standard Strange Situation Procedure, and reporting three-ways classifications A, B, and C (or four-way classifications A, B, C, D, or A/C) were considered.
- For adult attachment, only studies using the original AAI coding system or AICA (Attachment Interview for Child and Adolescence), that reported the three-way Ds, F, and E classifications or four-way classifications including Ds, F, E, and U, were considered.
- When studies included two subsamples, both groups were used, assigning them to their respective groups (i.e., normative sample or clinical/at risk sample).
- Overlapping samples were excluded to make sure every participant was included only once in the analysis.
- Among studies that did not come from peer-reviewed publications, only those where at least one of the authors was a reliable AAI or SSP coder or where inter-rater reliability was high, were considered.

Sample: This selection procedure resulted in 17 studies (23 samples; 627 participants) using the SSP and 50 studies (72 samples; 2,258 participants) using the AAI, all with Italian samples.

For the analyses on the Italian SSP studies, the baseline data was taken from 21 USA samples which were used as the norm against which data was measured.

For the analyses of the AAI studies the data from studies of nonclinical North American mothers was used as a norm distribution.

Intra-cultural differences across the Italian samples with respect to gender (male vs. female), age (adolescents vs. adults), and type of population (nonclinical vs. clinical/at risk), were statistically tested and a distribution by type of sample was produced.

### Child attachment

**Table 1** provides a summary of nonclinical and clinical/at risk attachment type distribution

Sample (N=sample size)	Attachment Type		
	Type A	Type B	Type C
Italian nonclinical children (N=419)	33%	53%	14%
Clinical/at risk children (N=208)	40%	32%	28%

**Table 1**

**Table 2** provides a summary of clinical/at risk attachment type distribution subdivided according to the type of risk (maternal or child).

Sample	Attachment Type		
	Type A	Type B	Type C
Maternal risk	43%	27%	30%
Child risk	36%	40%	24%

**Table 2**

### Adult attachment

**Table 3** provides a summary of mother and father attachment type distribution.

Sample	Attachment Type		
	Type D	Type F	Type E
Mothers	22%	59%	19%
Fathers	35%	46%	19%

**Table 3**

## Adolescent attachment

**Table 4** provides a summary of nonclinical and clinical/at risk adolescent attachment type distribution.

Sub group	Attachment Type		
	Type D	Type F	Type E
At risk samples	34%	49%	17%
Clinical samples	33%	31%	36%
Parents (children with physical impairment)	32%	40%	28%
Parents (children with psychological impairment)*	17%	12%	25%
	*Four-way classification used: remaining 46% classified as U		
Violence Within the Family (maltreating parents)*	31%	12%	15%
	*Four-way classification used: remaining 42% classified as U		

**Table 5**

## Conclusions

The majority of nonclinical Italian infants were classified as securely attached (53%). Similarly, the majority of nonclinical Italian adults were classified in the secure

attachment category (60%). Classifications for infants as well as adults were remarkably similar to those in the normative American group.

Both nonclinical and clinical Italian infants' distribution showed avoidant attachments are more common in Italy than the American sample. The differences in Italian and American parenting practices may explain this finding. Italian mothers tend to think that child development is a natural process, whereas American mothers assume it is their responsibility to promote children's development.

The low percentage of unresolved classifications may be a consequence of the high diffusion of Catholic values among the Italian population. Several studies support the idea that religion plays an important role in cognitive and emotional coping processes.

However, Catholicism has not been directly tested in this meta-analysis, and various other socio-cultural differences might have played a role.

There was no over representation of dismissing attachments among males/fathers and gender differences in adult attachments were also not evident. There is a difference in the norm distributions between American and Italian nonclinical mothers. This might be because Italy has skewed and unequal gender roles.

Overall, Cassiba et al. found universal trends and culture-specific features in attachment development, with more avoidance and less unresolved loss.

Level	Mark	Descriptor
<b>A01 (4 marks), A03 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	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
5	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• 88 'high risk' participants were assigned to an intervention group for a parenting programme aiming to promote changes in parent-child relationships.</li> <li>• The intervention programme consisted of a 12-week parenting programme and a 6-week literacy programme.</li> <li>• The 12-week parenting programme included observing videos of parents and children in common situations which either calmed or made the children miserable.</li> <li>• The mean number of sessions attended overall by parents was 5 out of the 18 that were made available to them.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Successful strategies from the parenting intervention group could be used with other families deemed as 'high risk' to improve their parent-child relationships.</li> <li>• O'Connor et al. (2013) adapted their 28-week programme to an 18-week programme so this is a more cost-effective model that children services can access for their support of 'high risk' families.</li> <li>• Having the opportunity for group discussions, role play and observing videos to improve parenting skills may not be practical for all parents as they are not given the chance to join parenting skills programmes.</li> <li>• The programme may be of limited value in helping parents to change their parenting styles if they choose not to take part in the full range of sessions available.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <ul style="list-style-type: none"> <li>• A03 – must be present and applied, e.g. improved parenting, reduce high-risk outcomes, be aware of how they parent, adoption/fostering.</li> </ul> <p>Copy of the study will be emailed to the examiner.</p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b>		
	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
<b>6(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate definition.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Details received following the witnessing of a crime that has the potential to alter existing memories of actual events (1).</li> <li>• 0mks – defining a leading question without suggesting how it acts as post-event information.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>6(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of one reason (AO1)            Credit <b>one</b> mark for justification/exemplification (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Weapon focus suggests that eyewitnesses concentrate their attention on the weapon rather than other details of the crime making it unreliable (1) because weapons create a life-threatening situation so we focus on the item that we see as a danger rather than the face of the perpetrator to aid our survival (1).</li> <li>• 1 mk – will be the first AO1 point above but not say how or why.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>



Question Number	Answer	Mark
<b>6(c)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification (AO1)  Credit <b>one</b> mark for justification/exemplification (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Researchers should be aware of the risk of potential harm to participants when using scenes of motor accidents to test eyewitness memory (1) as participants may have been involved in a real accident which would cause them psychological distress to recall details from a video recording (1).</li> <li>• 0 mks – must relate to research into EWT – just stating informed consent into research would not gain a mk.</li> <li>• 1 mk – 1<sup>st</sup> marking point above – likely to be the most common response?</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
7	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Credit up to <b>four</b> marks for accurate description in relation to scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Antisocial personality disorder is characterised by a disregard for social norms which Ciara shows when she shouts aggressively at his neighbours (1). She antagonises them by playing loud music, which again is a trait of the disorder (1). Ciara also demonstrates impulsive behaviour when she throws rubbish at her neighbours (1). She continues to steal from her mother for her own gain and lies which demonstrates the manipulative tendencies of antisocial personality disorder (1).</li> <li>• 0mks – generic response, e.g. not adhering to social norms, aggressive, psychotic but not related to the scenario. Name is not application.</li> <li>• 1mk – may link to aggression as stated in scenario, perhaps with example rather than just aggression in general. Ciara is aggressive because she shouts at her neighbours which is a sign of ASPD.</li> <li>• 2mks – against norms with examples, playing loud music, insulting neighbours. As above in 1mk but including two examples that are explained.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>8</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for justification (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Rosenthal and Jacobson (1968) found that people internalise the expectations of others in respect of behaviour meaning criminals may behave in a way that confirms that belief by committing illegal acts (1). Also, Jahoda (1954) found that boys born on a Wednesday had higher conviction rates than boys born on Monday, as the community expected them to behave anti-socially and they met this expectation (1).</li><li>• 0mks – description of SFP without any justification, how or why.</li><li>• 1mk - Quite common to do AO1 followed by AO3, justification point. The justification point would be creditworthy but nothing for AO1.</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>9(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Independent groups design as they were in the stressful or non-stressful condition.</li> <li>• Will credit independent groups design only.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>9(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a strength in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Only people in the local town who are willing to take part in the investigation will apply (1) so they will be prepared to engage more fully in the recall tasks and actively participate throughout the investigation (1).</li> <li>• 0mks – generic, will just talk about volunteer sampling without any reference to the scenario. Just a name is not creditworthy.</li> <li>• 1mk – 1<sup>st</sup> marking point in original MS as above.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>9(c)</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for accurate conclusions (AO3).</p> <p>For example:</p> <p>Conclusion 1</p> <ul style="list-style-type: none"><li>• Both male and female participants showed better memory for recall of facts in non-stressful conditions (1).</li></ul> <p>Conclusion 2</p> <ul style="list-style-type: none"><li>• Males and females demonstrate similar memory skill for the recall of facts when in a stressful situation (1).</li><li>• 0mks – If just a description of results.</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Indicative Content	Mark
10	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• The race of the defendant can influence jurors who may stereotypically think that minority ethnic groups are more likely to be involved in crime.</li> <li>• The attractiveness of the defendant can influence both the terms of bail and conviction.</li> <li>• The accent of the defendant can influence how guilty the jury perceive the defendant to be.</li> <li>• Mock juries are used to measure the effects of the characteristics of defendants on jury decision making.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Bradbury and Williams (2013) found that black defendants are more likely to be convicted if the jury consists of higher numbers of other ethnicity jurors.</li> <li>• Downs and Lyons (1991) found that in misdemeanour charges, 'attractive' defendants received lower bail conditions than those judged as 'unattractive'.</li> <li>• Dixon et al. (2002) found in a mock trial that the jury considered the defendant to be more guilty of a crime if they spoke in a strong regional accent.</li> <li>• Controlled conditions are used in mock trials where the variables are controlled so the findings about defendant characteristics may lack ecological validity when considering real trial situations.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <ul style="list-style-type: none"> <li>• Candidates may refer to 'race effect' in respect of the defendant. The answers tend to be limited due to being uncomfortable about writing about race, so if they have attempted to describe it then this may be creditworthy for AO1.</li> <li>• They may not link it to jury decision making and therefore be unable to achieve the AO3 elements to move up the levels.</li> </ul>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	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
<b>11</b>	<p style="text-align: center;"><b>A01 (4 marks), A02 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Cognitive behavioural therapy (CBT) helps the offender to re-evaluate the thoughts that has led to their undesirable actions.</li> <li>• CBT has weekly sessions with a trained therapist and the offenders keep a reflective diary of their thoughts between sessions.</li> <li>• CBT programmes that are delivered in prison settings can have a positive effect on recidivism rates.</li> <li>• Offenders can take part in role plays to learn alternative ways to deal with their anger.</li> </ul> <p><b>A02</b></p> <ul style="list-style-type: none"> <li>• Vaughan may be able to change his distorted thinking by understanding what triggers his angry outbursts such as throwing objects.</li> <li>• Vaughan may not complete his diary because he lacks commitment as the therapy is part of his prison sentence.</li> <li>• Vaughan may learn how to control his anger so he does not get into fights with his friends in the future when he is released from prison.</li> <li>• Vaughan may take part in role play with other prisoners to learn how to respond appropriately when someone insults him or he does not like what they say.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <ul style="list-style-type: none"> <li>• A01 – this is likely to be the weakest point in the essay and will limit candidates to LV2. The responses may give little detail (K&amp;U) about CBT itself, solely focussing on how it may help Vaughan which may be well done.</li> </ul>	<b>(8)</b>



Level	Mark	Descriptor
<b>AO1 (4 marks), AO2 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.</b>		
	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)

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Question Number	Answer	Mark
<b>12(a)</b>	<p style="text-align: center;"><b>AO1 (1 mark)</b></p> <p>Credit <b>one</b> mark for an accurate definition.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Problem focused coping strategies target the causes of stress aiming to reduce the cause of the stressor (1).</li> <li>• Answers may be tautological – need either an example how it is used or what it aims to do. Not ‘a strategy to help you focus on coping with problems’.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>12(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of one reason (AO1) Credit <b>one</b> mark for justification/exemplification (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Emotion-focused coping may be an effective strategy as it may be useful when the source of stress is outside the person’s control (1) which has been applied by using mindfulness techniques in schools to help students cope with stressful feelings about the examinations they must complete (1).</li> <li>• AO1 – although it is identify, it must relate to effectiveness e.g. it is useful in managing or controlling feelings, not just a repeat of emotions.</li> <li>• AO3 – again the better answers will give an example of what makes it effective. No marks for just saying it will help with emotions, must have how or why.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>12(c)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an ethical issue (AO1) Credit <b>one</b> mark for accurate justification/exemplification of the ethical issue (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Researchers should be aware of the risk of potential harm to patients with stress when asking them about their personal coping strategies (1) as they may be more vulnerable to psychological distress due to heightened emotions when recounting their experiences of using coping strategies to the researcher (1).</li><li>• 1mk - AO1 – cannot be general e.g. informed consent, it must relate to research for coping strategies.</li><li>• 1mk – AO3 – why is that particular ethic effective for that particular piece of research.</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
13	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Credit up to <b>four</b> marks for accurate description in relation to scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Type A personality is characterised by high levels of competitiveness, so Ciara is stressed as Janice is better than her at football (1). Ciara may also be stressed as she is worried about her higher status in maths as she may not achieve as well in the test as Janice (1). Ciara is sensitive to the time urgency of having to wait for the maths test score (1). She ignores suggestions and tries to get her own way with Janice as Type A personalities have a need for dominance (1).</li> <li>• The characteristics must be a known trait of Type A personality.</li> </ul> <p>Generally, if you have a type A personality, you may:</p> <ul style="list-style-type: none"> <li>• have a tendency to multitask</li> <li>• be competitive</li> <li>• have a lot of ambition</li> <li>• be very organized</li> <li>• dislike wasting time</li> <li>• feel impatient or irritated when delayed</li> <li>• spend much of your time focused on work</li> <li>• be highly focused on your goals</li> <li>• be more likely to experience stress when faced with delays or other challenges that affect success</li> </ul> <p>Having a type A personality often means you find your time very valuable. People might describe you as motivated, impatient, or both. Your thoughts and internal processes likely focus on concrete ideas and the immediate tasks at hand.</p> <p>A sense of urgency around work may lead you to try tackling multiple things at once, often without a break. You may also be prone to criticizing yourself, especially if you had to leave something undone or feel you didn't do a good job.</p> <ul style="list-style-type: none"> <li>• 1mk – characteristic plus linked to Ciara's behaviour. Just the name alone is not creditworthy.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	(4)

Question Number	Answer	Mark
<b>14</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for justification (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Brady (1958) found that the stress associated with trying to avoid shocks caused the monkeys to deteriorate and die which supports the exhaustion stage of Selye’s GAS explanation (1). Also, Rodriques et al. (2009) found that neural structures associated with emotion are altered when stress hormones are present which can provide support for the alarm stage (1).</li> <li>• 0mks – description of GAS without any justification, how or why.</li> <li>• 1mk - Quite common to do AO1 followed by AO3, justification point. The justification point would be creditworthy but nothing for AO1.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>15(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of research design in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Independent groups design as they had either had or did not have social support.</li> <li>• Will credit independent groups design only.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>15(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of strength in relation to the scenario (AO2).</p> <p>Credit <b>one</b> mark for justification of strength (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Only people in the local clinic who are willing to take part in the investigation will apply (1) so they will be prepared to engage more in the research on stress related issues and share their personal experiences (1).</li> <li>• 0mks – generic, will just talk about volunteer sampling without any reference to the scenario. Just a name is not creditworthy.</li> <li>• 1mk – 1<sup>st</sup> marking point in original MS as above.</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer
<b>15(c)</b>	<p style="text-align: center;"><b>A03 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for accurate conclusions (A03).</p> <p>For example:</p> <p>Conclusion 1</p> <ul style="list-style-type: none"><li>• Males take longer than females to recover from stress when they are coping alone (1).</li></ul> <p>Conclusion 2</p> <ul style="list-style-type: none"><li>• Males and females demonstrate similar recovery times from stress related issues when they have the support of family and friends (1).</li><li>• 0mks – If just a description of results.</li></ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>

Question Number	Indicative Content	Mark
16	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Stressors activate the hypothalamus which stimulates the pituitary gland, which secretes ACTH.</li> <li>• ACTH stimulates the adrenal cortex which produces the hormone cortisol.</li> <li>• 'Fight or flight' responses are mediated by cognitive appraisal of situations that can activate the HPA axis.</li> <li>• Physical changes to the endocrine system as a result of stress can be found in both humans and animals.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Measuring hormone levels to check for increased levels of cortisol associated with stress is an objective measure that provides scientific evidence of the HPA role in stress.</li> <li>• Ordaz et al. (2012) suggest females show greater negative effects to stress during adolescence due to changes in their cortisol levels so gender may be a factor as well as physiological changes.</li> <li>• Lazarus (1999) argues that we use cognitive appraisal techniques in response to stressors help decide if it is a threat and whether we can cope so is not completely driven by the HPA axis.</li> <li>• Neural activity combined with hormones in the blood system from the activation of the HPA axis in humans and animals supports the idea of an innate physiological stress response system.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>



Level	Mark	Descriptor
<b>A01 (4 marks), A03 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	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
17	<p style="text-align: center;"><b>AO1 (4 marks), AO2 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Cognitive behavioural therapy (CBT) helps the person to re-evaluate the thoughts that has led to their undesirable feelings.</li> <li>• CBT has weekly sessions with a trained therapist and the person keeps a reflective diary of their thoughts between sessions.</li> <li>• CBT for anxiety can use measures before and after treatment outlining clear goals and achievements.</li> <li>• CBT aims to change the patterns of behaviour of clients with anxiety issues.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Vaughan may be able to change his distorted thinking by understanding what triggers his anxiety of strangers and new people.</li> <li>• Meeting on a regular basis with a therapist may be difficult for Vaughan due to his anxiety of strangers and new people.</li> <li>• Vaughan may not complete his diary because if he may not be committed to the goal of wanting to face crowds of people.</li> <li>• Vaughan may be able to attend his friends 40<sup>th</sup> birthday party if he sets this as his motivation for his CBT treatment.</li> <li>• AO1 – this is likely to be the weakest point in the essay and will limit candidates to LV2. The responses may give little detail (K&amp;U) about CBT itself, solely focussing on how it may help Vaughan which may be well done.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO2 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.</b>		
	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)