



# Mark Scheme (Final)

Summer 2023

Pearson Edexcel International Advanced  
Subsidiary Level In Psychology (WPS03)  
Paper 01  
Unit 3: 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.

## Using the Mark Scheme

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

The mark scheme gives examiners:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

/ means that the responses are alternatives and either answer should receive full credit.

() means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.

Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

ecf/TE/cq (error carried forward) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

## Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

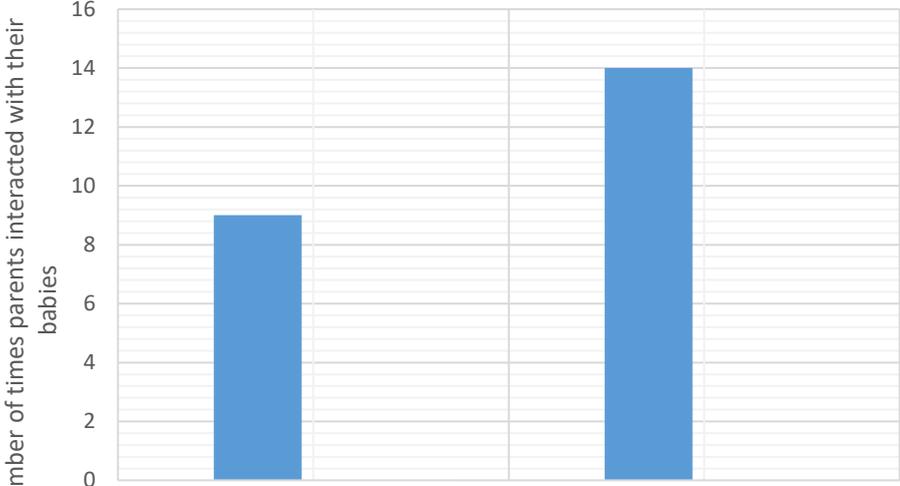
Full marks will be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated (QWC) in the mark scheme, but this does not preclude others.

**WPS03 JUNE 2022  
DEVELOPMENTAL PSYCHOLOGY**

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for accurate description of the maternal deprivation hypothesis</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Bowlby stated that children that were deprived of their mother figure in the first few years of life would have issues when they got older (1). If the bond with the mother figure was broken then the child would have problems with their intellectual, emotional and social development which could become irreversible (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each strength/weakness (AO1)</p> <p>Credit <b>one</b> mark for justification/exemplification of the strength/weakness (AO3)</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>• Bowlby (1944) found that fourteen of the forty-four juvenile thieves were affectionless, and 12 of these had had some form of maternal deprivation supporting his theory (1) as it showed that those who had been maternally deprived as infants were affected in later life whilst the control group were not deprived and were not affectionless (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• Schaffer and Emerson (1964) found that infants have multiple attachments by the time they are 18 months old, and the first attachment is not necessarily with the mother (1) which disputes Bowlby's claim that an infant need to attach to the mother figure only, as they found it was more important to respond sensitively to the infant (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark						
<p><b>2(a)</b></p>	<p style="text-align: center;"><b>AO2 (3 marks)</b></p> <p>Credit <b>one</b> mark for accurate title.            Credit <b>one</b> mark for accurate labelling of the axes.            Credit <b>one</b> mark for accurate plotting of the data.</p> <p>For example:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">A bar chart of the mean number of times parents interacted with their babies before and after a new scheme</p>  <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <thead> <tr> <th>Condition</th> <th>Mean number of interactions</th> </tr> </thead> <tbody> <tr> <td>Condition A: The mean number of interactions parents had with their babies before they took part in the new scheme.</td> <td>9</td> </tr> <tr> <td>Condition B: The mean number of interactions parents had with their babies after they took part in the new scheme.</td> <td>14</td> </tr> </tbody> </table> </div> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	Condition	Mean number of interactions	Condition A: The mean number of interactions parents had with their babies before they took part in the new scheme.	9	Condition B: The mean number of interactions parents had with their babies after they took part in the new scheme.	14	<p><b>(3)</b></p>
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Condition A: The mean number of interactions parents had with their babies before they took part in the new scheme.	9							
Condition B: The mean number of interactions parents had with their babies after they took part in the new scheme.	14							

Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of the statistical test.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Natasha would have used the Wilcoxon signed ranks test to determine if the results on the effectiveness of the new scheme were significant or not (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2(c)</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 an improvement in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Natasha should have had another researcher noting down the number of times parents interacted with their babies at the same time as she did (1), so they could compare their results, and if they both had similar figures for the number of interactions between parents and their babies Natasha could claim her results were reliable (1).</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
3	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks).</b></p> <p>Credit up to <b>two</b> marks for identification of each strength/weakness in relation to the scenario (AO2).  Credit up to <b>two</b> marks for justification/exemplification of the strength/weakness (AO3).</p> <p>For example:  Strength.</p> <ul style="list-style-type: none"> <li>• As Pierre used the data from sixteen published studies, he may have a lot more data than if he had conducted the study himself so it is more representative of language development in children (1), which can increase the generalisability of his conclusions about the effect of storytelling on language development due to the larger amount of data (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• As Pierre only used studies about storytelling that had been published in journals there may be a bias in the studies that he was able to access (1) because it may be that only studies that showed storytelling had an effect on language development are published so Pierre’s conclusions may not be valid (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	(4)

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>• Chomsky argued that language structures cannot be learnt from a blank slate as there are too many rules and combinations for children to learn in the time it takes them to develop their language.</li> <li>• Chomsky said that all children are born with an understanding of innate grammatical categories, such as what a noun is, and there is a critical period for children to learn their language.</li> <li>• We also have an innate understanding of universal grammar, so how to join different grammatical categories to create meaningful sentences.</li> <li>• Children apply these rules to their own language development, which is why they make common mistakes such as put an 's' on the end of all plurals as they do not know the exceptions to the rules.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Chomsky ignores the effect of nurture on language development unlike Vygotsky who stated that language is developed through social interaction so Chomsky's theory could be considered incomplete.</li> <li>• The case of Genie (1977) supports that language has a critical period in which to develop, as she was found after the critical period and did not learn to speak normally.</li> <li>• Chomsky's theory can be applied to learning a second language, as children have a critical period in which to use their understanding of universal grammar, so schools should teach them a second language earlier than the age of 11.</li> <li>• Whilst Chomsky explained how children could learn to speak grammatically, he failed to explain how children learn to understand the meaning of what was said so it is not a complete explanation of language.</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
5	<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>• Research that is scientific has to be replicable so that other researchers can repeat the research and check that the results are consistent.</li> <li>• To be scientific research must be falsifiable, which means that it should be possible to set up research which may prove an alternative hypothesis wrong.</li> <li>• Scientific research should use objective data where the researcher does not have to interpret the results which may cause bias.</li> <li>• Scientific research should be empirical, that is it should measure directly observable behaviour rather than make assumptions about what a behaviour means.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Helene is giving questionnaires that she has devised herself to the workers at the play scheme so others may not be able to repeat her investigation as they may not have access to the questionnaires.</li> <li>• Helene’s investigation is falsifiable as she found some children whose cognitive and emotional development did not improve after they had been at the play scheme for three months.</li> <li>• The data from the observation of the children’s behaviour is not objective as Helen is the only person observing the children at the play scheme, so she may be biased as she may want to prove the effectiveness of the play scheme.</li> <li>• Helene is using empirical data as she is observing the children’s behaviour in terms of cognitive development when they are at the play scheme.</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)

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CRIMINOLOGICAL PSYCHOLOGY**

Question Number	Answer	Mark
<b>6</b>	<b>AO1 (1 mark)</b>  Credit up <b>one</b> mark for an accurate statement.  For example:  <ul style="list-style-type: none"> <li>• Pre-trial publicity may fit into the schemas jury members have of the crime they are deliberating about (1).</li> </ul> <b>Look for other reasonable marking points.</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>7(a)</b>	<b>AO2 (2 marks)</b>  Credit <b>two</b> marks for accurate description in relation to the scenario.  For example:  <ul style="list-style-type: none"> <li>• The experimental design is independent groups (1) as ten of the participants read the person was from a wealthy area, and the other nine read that the person was from a deprived area. (1).</li> </ul> <b>Look for other reasonable marking points.</b>  <b>Generic answers score 0 marks.</b>	<b>(2)</b>

Question Number	Answer	Mark
<b>7(b)</b>	<b>AO2 (1 mark)</b>  Credit <b>one</b> mark for accurate calculation.  <ul style="list-style-type: none"> <li>• 57.9%</li> </ul> <b>Reject all other answers</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>7(c)</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 the level of measurement in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the level of measurement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Anatole used nominal data when recording how many people thought the person would have committed the theft from the shop (1) as his data is in categories with the total number of people who thought the person would have committed the theft or not for each of the two scenarios (1).</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>7(d)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate use of the results (AO2)</p> <p>Credit <b>one</b> mark for an accurate conclusion (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 8 people who read that the person came from a deprived area thought the person would commit theft which is 5 more than those who read that the person came from a wealthy area (1), so Anatole could conclude that self-fulfilling prophecy does affect participants perceptions of how likely someone is to commit a theft from a shop (1).</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
7(e)	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Anatole could have used more scenarios with a different variety of crimes such as one including assault or murder (1), which would improve the validity of his data as he would be able to conclude if the self-fulfilling prophecy affected perceptions across more serious crimes rather than just theft (1).</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
8	<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>• The meta-analysis by Lipsey et al. (2007) found that cognitive behavioural therapy does reduce reoffending rates so it would help the prisoner that Sonya is treating and stop them stealing cars (1), as they found that those who had cognitive behavioural therapy were 1.53 times less likely to reoffend after 12 months, so Sonya's offender is less likely to take another car without the owner's consent (1).</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
9	<p style="text-align: center;"><b>A02 (2 marks), A03 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each strength/weakness in relation to the scenario (A02)  Credit <b>one</b> mark for justification/exemplification of each strength/weakness (A03)</p> <p>For example:  Strength</p> <ul style="list-style-type: none"> <li>• Greg’s case formulation on Mary takes into account a lot of different aspects of her life, such as her past and current relationships making it a holistic approach (1), which means that any recommendations Greg makes for Mary’s treatments are more likely to be successful as the recommendations will be based on a variety of detailed information about Mary’s past and present (1).</li> </ul> <p>Weakness:</p> <ul style="list-style-type: none"> <li>• Greg has to take a lot of detailed information about Mary’s relationships, economic and social circumstances and decide what is more relevant to put into a brief document (1), which means that he may not include information that Mary thinks is important as he has subjectively decided what to include in the psychological formulation, so any recommended treatments may not be effective (1).</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	Indicative Content	Mark
<b>10</b>	<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>• In experiment 1, 45 students were asked to watch the same seven films of a traffic accident, each film ranging from 5 to 30 seconds long.</li> <li>• After each film the participants were given a questionnaire about the traffic accident where the critical question was the only difference, with nine being asked how fast was the car going when it smashed /collided/bumped/hit/contacted.</li> <li>• In experiment 2 participants were asked to come back a week later after being asked how fast the cars were going when they hit, smashed or were not asked about the speed of the car, and were then asked if they had seen any broken glass.</li> <li>• In experiment 2 those who were asked the leading question using the word 'hit' were more likely to say they had seen broken glass as well as estimated the cars going at a higher speed.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• It can be argued that the study is ethical as any distress from watching the traffic accident was minimised to a total of 45 participants in experiment 1.</li> <li>• The participants did not know that the question about the speed of the car was to test the reliability of their memory, therefore they did not give informed consent.</li> <li>• Some of the participants may have been involved in real car accidents, so watching the videos may have caused them to recall the real accident and cause them distress.</li> <li>• As the participants watched videos of the traffic accidents, they did not experience the emotions they may have felt on seeing a real traffic so it would not be as upsetting for them as seeing a real car accident.</li> </ul> <p><b>Look for other reasonable marking points.</b></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)

Question Number	Indicative Content	Mark
11	<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 other race effect is when eye-witnesses are more likely to accurately identify a perpetrator that is the same race as themselves compared to a perpetrator from a different race.</li> <li>• The longer the amount of time between the crime and the identification of a perpetrator the more the other race effect increases so possibly leading to false identifications.</li> <li>• It could be caused by other races focussing on different features when encoding faces of the same race, so when presented with a perpetrator from another race these features may be less helpful when identifying a perpetrator.</li> <li>• The other race effect has less influence on eye-witnesses who have had more equal, positive contact with people from other races to the eye-witnesses.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Smith et al. (2004) found clear evidence of the other race effect and memory clarity with participants who identified a suspect being more likely to make an error in their identification if the suspect was from another race.</li> <li>• It could be that subtle cues from the police affect the identification of the perpetrator, if their body language indicates someone from another race is thought to be the perpetrator rather than the effect of time on the other race effect.</li> <li>• If eye-witnesses are told about the other race effect this can improve the reliability of the witnesses as they become more conservative when identifying perpetrators when given retrieval instructions so less likely to make false alarms as found by Borstein et al. (2013).</li> <li>• Elphick et al. (2021) found that the race of the eye-witness did not affect the correct identification of a white suspect, but seeing a lookalike on social media did affect the accuracy of identification so there are other factors in eyewitnesses correctly identifying a suspect.</li> </ul> <p><b>Look for other reasonable marking points.</b></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 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)

## HEALTH PSYCHOLOGY

Question Number	Answer	Mark
<b>12</b>	<b>AO1 (1 mark)</b>  Credit <b>one</b> mark for an accurate statement.  For example:  <ul style="list-style-type: none"> <li>• The release of glucocorticoids cause adrenaline to be released which causes the heart rate and blood pressure to increase (1).</li> </ul> <b>Look for other reasonable marking points.</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>13(a)</b>	<b>AO2 (2 marks)</b>  Credit up to <b>two</b> marks for accurate description in relation to the scenario.  For example:  <ul style="list-style-type: none"> <li>• The experimental design is independent groups (1) as ten participants read that the person had social support from family and friends, and the other nine read that the person did not have social support (1).</li> </ul> <b>Look for other reasonable marking points.</b>  <b>Generic answers score 0 marks.</b>	<b>(2)</b>

Question Number	Answer	Mark
<b>13(b)</b>	<b>AO2 (1 mark)</b>  Credit <b>one</b> mark for accurate calculation.  <ul style="list-style-type: none"> <li>• 57.9%</li> </ul> <b>Reject all other answers</b>	<b>(1)</b>

Question Number	Answer	Mark
<b>13 (c)</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 the level of measurement in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the level of measurement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Anatole used nominal data when recording how many people thought the person would be stressed (1) as his data is in categories with the total number of people who thought the person would be stressed or not for each of the two scenarios (1).</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>13(d)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate use of the results (AO2)</p> <p>Credit <b>one</b> mark for an accurate conclusion (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>8 people who read that the person did not have social support from family and friends thought the person would be stressed which is 5 more than those who read that the person had social support (1), so Anatole could conclude that the social support from family and friends does affect the participant's perception of how stressed a person would be (1).</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
<p><b>13 (e)</b></p>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Anatole could have used more scenarios with a different variety of stressful situations such as one including relationships (1), which would improve the validity of his data as he would be able to conclude if social support affected perceptions of how stressed someone would be in situations where the stressor may be the social support network (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<p style="text-align: center;"><b>(2)</b></p>

Question Number	Answer	Mark
<p><b>14</b></p>	<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>• Selective serotonin reuptake inhibitors take less time to reduce the patient's anxiety than cognitive behavioural therapy so the patient will not be as anxious at their job interview (1), as they work within two to four weeks so may be the better option as the patient needs to reduce their anxiety over the next few weeks (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<p style="text-align: center;"><b>(2)</b></p>

Question Number	Answer	Mark
15	<p style="text-align: center;"><b>A02 (2 marks), A03 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each strength/weakness in relation to the scenario (A02)  Credit <b>one</b> mark for justification/exemplification of each strength/weakness (A03)</p> <p>For example:  Strength</p> <ul style="list-style-type: none"> <li>• Emotion focussed strategies would be more effective for Mary if she cannot change the stressor, such as her boss at work and the unrealistic deadlines (1), so by changing how she emotionally deals with the pressure at work will help reduce her stress so giving herself time to recover from the stress she has felt (1).</li> </ul> <p>Weakness:</p> <ul style="list-style-type: none"> <li>• If Mary uses emotion focussed strategies she does not deal with the cause of her stress, such as not having any money at the end of the month because she goes out at least three times a week (1), therefore the emotion focussed strategies will not work for Mary in the long term and may lead to her feeling more stressed (1).</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	Indicative Content	Mark
<b>16</b>	<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>• Brady (1958) placed four pairs of rhesus monkeys in restraining chairs, and they received a shock every 20 seconds unless a lever was pressed.</li> <li>• An executive monkey had to press the lever to stop the shock, the control monkey could not stop the shocks, but got a shock if the executive monkey did not press the lever.</li> <li>• The pairs of monkeys would be in the restraining chairs for when they might receive the shocks, and then had six hours when they would not receive any shocks.</li> <li>• All the executive monkeys died due to ulcers from the stress of controlling the shocks whilst none of the control monkeys who did not control the shocks died.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• The study used eight monkeys in total, so Brady (1958) could be said to be ethical as he did not use an excessive number of monkeys to conduct his experiment.</li> <li>• Brady (1958) deliberately caused all the monkeys' pain as they were all given electric shocks if the lever was not pressed so it can be seen as unethical.</li> <li>• Constraining the animals for six hours at a time could be seen as unethical, as monkeys are social animals that like to interact as a group, and the time period of six hours could have been reduced.</li> <li>• The results about the effects of stress causing ulcers has benefitted humans as monkeys are biologically similar to humans, so the study can be said to be ethical as animals can be used instead of humans if the research is of benefit.</li> </ul> <p><b>Look for other reasonable marking points.</b></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)

Question Number	Indicative Content	Mark
17	<p style="text-align: center;"><b>AO1 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Type A personalities are time conscious, competitive and impatient which makes them more prone to stress in all areas of their life.</li> <li>• Due to being competitive Type A personalities may find it hard to switch off from work, always wanting to do more and be better so leading to stress.</li> <li>• Because Type A personalities are time conscious, they become impatient if they perceive time is being wasted and often have unrealistic time schedules so increasing stress.</li> <li>• Type A personalities can find some stress management techniques, such as meditation, frustrating which can further increase their stress.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• A lot of the early research on Type A personality and stress was funded by the tobacco industry that used the research to argue that it was personality and stress that caused heart disease not just tobacco, throwing some doubt into the validity of the research on Type A personality</li> <li>• Ilyas et al. (2019) found that stress prone Type A personality is significantly related to anxiety and that both stress and anxiety play a role in heart disease, showing the type A personalities are more prone to stress and due to this more prone to heart disease.</li> <li>• A lot of the research on Type A personality shows that they suffer more heart disease, therefore it is assumed they are more stressed, but there could be other factors involved, such as lifestyle choices.</li> <li>• Knowing that you are a Type A personality can be useful when applying stress management techniques which can be adapted to your personality, such as fast exercise so it has application.</li> </ul> <p><b>Look for other reasonable marking points.</b></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 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)

