

International A Level

Psychology

Unit 3: Applications of Psychology

Exemplar Questions and Commentaries



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Introduction

1.1 About this booklet

This booklet has been produced to support teachers delivering Pearson Edexcel International Advanced Level in YPS01 specification. The Unit 3 exemplar materials will enable teachers to guide their learners in the application of knowledge and skills required to successfully complete this course. The booklet looks at questions relating to specification points for 5.4, showing example candidate responses to questions and how examiners have applied the mark schemes to demonstrate how candidate responses should be marked. Please note that to answer questions associated with 5.4, learners may draw on content (concepts and theories), studies and/or research methods from across all topic areas. Examples of how this could be done are present in the exemplars.

1.2 How to use this booklet

Each item covered in this booklet contains:

- Question
- Mark scheme
- Exemplar response for the selected question
- Exemplification of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision.

The exemplification highlights the achievement of the assessment objectives at the high level of candidate responses, demonstrating the role that varying levels of synopticity can be demonstrated in answers.

Centres should utilise the commentaries on the exemplification of marker decisions to support their internal assessment of students and embed examination skills into the delivery of the specification.

1.3 Further support

A range of materials are available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with: the specification, sample assessment materials and additional support material.

Question Example 1

5. Assess whether reductionism could be considered beneficial in developmental psychology.

Mark scheme

(8)

Question Number	Indicative Content	Mark
5	<p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none">• Reductionism in developmental psychology means studying and measuring isolated parts of children’s behaviour.• Quantitative measures such as the operationalisation of variables means that children’s behaviour can be reduced to smaller, more measurable parts.• Classical conditioning reduces the explanation for children’s behaviour to processes used in the environment such as stimulus-response learning.• Holism considers children’s behaviours as a whole and looks at the integration of physical, cognitive and psychological factors in development. <p>AO3</p> <ul style="list-style-type: none">• Chomsky’s nativist approach to language development ignores both learning and interactionist explanations, which is reductionist and may not be beneficial in developmental psychology.• The use of quantitative measures such as operationalising cognitive development into age stages can provide objective data giving credible scientific evidence for complex children’s behaviour.• Watson and Rayner (1920) did not take into account elements such as a Little Albert’s medical condition for his behaviours, so whilst reductionist it ignores biological factors which may not be beneficial.• Bowlby (1944) studied attachment by considering the innate pathology of the juvenile delinquents alongside the effect of the interactions with caregivers, which may be considered more rounded and therefore a benefit in developmental psychology. <p>Look for other reasonable marking points.</p>	(8)

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

Exemplar response

5. Assess whether reductionism could be considered beneficial in developmental psychology.

(8)

Reductionism means looking at isolated parts of children's behaviour in developmental psychology, which may be beneficial as it concentrates on a smaller area of study in detail, limiting other variables. However, it can also miss other explanations which may be important factors in children's development.

Chomsky's nativist approach to language development took a nativist approach, identifying concepts of the LAD and universal grammar, reducing the study to innate processes to describe language acquisition. However, it ignored the learning and interactionist approaches' explanations of language development and perhaps a better explanation incorporating both social and biological reasons may be more beneficial.

Quantitative measures such as the operationalisation of variables, and controlling variables, makes the measurement of behaviours achievable as you are focussing on a smaller aspect of a child's behaviour.

For example, cognitive development in children can be restricted to measuring certain age stages, which allows for comparisons to be made between groups. It is also objective as the behaviours can be clearly outlined making them measurable, improving the scientific credibility of the findings as complex children's behaviour has a value. This is beneficial for use in schools and measuring milestones.

PXXXXXA 3

Classical conditioning reduces the explanation for certain children's behaviour to a simple stimulus-response process in the environment. The behaviours are deemed to be a result of pairing an ~~unconditioned~~ ^{unconscious} response with a stimulus, for example creating phobias in children.

Watson and Rayner (1920) only focussed on stimulus-response ~~interactions~~ associations for Little Albert's development of the phobia and ignored possible external factors such as his emotions and illness which is not beneficial in developmental psychology as it is reductionist.

Holism on the other hand is the opposite to reductionism and may be beneficial in developmental psychology as it looks at the wider social and contextual impacts on a child's behaviour.

Bowlby (1944) studied attachment by considering the innate pathology of juvenile delinquents as a process. However he also considered the effect of the interactions with a primary caregiver, especially in the first 30 months of infancy. So whilst there is an element of biological reductionism, there is a consideration of external processes giving a more rounded, holistic explanation for complex children's development.

(Total for Question 5 = 8 marks)

Examiner's comments:

This response was given 8 marks.

This response achieves Level 4, 8 marks.

The candidate has interwoven the AO1 and AO3 requirements of the question.

For AO1 they have demonstrated accurate and thorough knowledge and understanding of the concept of reductionism, with a description. This is then developed into AO3 by using Chomsky's theory of language development so show the significance of competing arguments and factors.

The second marking point draws on knowledge from unit 1- Topic B Cognitive psychology in outlining quantitative data, including a link to developmental psychology. This is then supported with examples of how this can be used beneficially in developmental psychology.

The third marking point draws on knowledge from unit 2 – Topic D Learning theories and development in using the classic study of Watson and Rayner (1920). This is developed by taking elements of the study in relation to the process of reductionism and its effect in developmental psychology.

The final marking point draws on knowledge from Unit 3 – Topic E, attachment, deprivation and privation. Knowledge of Bowlby 44 Juvenile Thieves study (1944) is then assessed in respect of its links with holism when compared to reductionism in the procedures that Bowlby used to gather data for his study in developmental psychology.

Question Example 2

5. Assess the implications of socially sensitive research in developmental psychology.

(8)

Mark scheme

Question Number	Indicative Content	Mark
5	<p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • The impact of parenting practices and care in institutional facilities for children can be explored in developmental psychology research. • Sensitivity may arise if the outcomes from procedures used within experiments label parents as being unfit to bring up their children. • Research in developmental psychology that explores cultural/subcultural differences in children may be socially sensitive. • Studies should maintain confidentiality of participants to prevent others finding out what they did in the study or who they are. <p>AO3</p> <ul style="list-style-type: none"> • Bowlby's (1944) findings implied that if women did not bond with their children, they would be at risk of juvenile delinquency which had an impact on the views and practices of women working in British society. • Ainsworth's strange situation procedure impacted on mothers whose children were not deemed Type B (secure attachment), possibly being seen as parenting poorly. • Van IJzendoorn and Kroonenberg (1988) study into attachment from 8 countries found, that children from Germany and Israel were Type A and C which was desired due to cultural practices but would have been deemed inappropriate in some countries which may be seen as socially sensitive. • Sieber and Stanley (1988) identified aspects of socially sensitive psychological research that may cause ethical issues, these are addressed by maintaining confidentiality in order to protect children's identity. <p>Look for other reasonable marking points.</p>	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
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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)

Exemplar response

5. Assess the implications of socially sensitive research in developmental psychology.

(8)

Socially sensitive research can cause problems for children who take part in the research but equally it can benefit society as a whole.

Bowlby (1944) explored the parenting practices of mother's in his 44 Juvenile Thieves study and suggested that 'poor parenting' can lead to delinquency if a bond is not formed in the first 30 months.

The implication of these socially sensitive findings impacted on mother's as a whole as they judged as poor mothers and they were not encouraged to work outside of the home in case their absence led to their children becoming thieves and psychopaths. The long term view therefore impacted on the working practices of women in British society and acceptable parenting styles.

Ainsworth's work on attachment and care-giver sensitivity also impacted on mothers as no fathers took part in the experiments controlled observations. The strange situation procedure explored how far the child would explore from the mother, separation anxiety and reunion behaviour.

The procedure itself could be considered socially sensitive as children were actively separated (briefly) from their mothers and exposed to strangers which raises ethical concerns. However the strongest impact was that mothers were deemed as poor parents if their children displayed Type A or C behaviours and attachment styles rather than Type B, secure attachment.

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Research in developmental psychology that looks at differences between cultures in parenting styles and the impact this has on children, drawing comparisons can also be considered socially sensitive. It may lead to judgements being made and some countries being considered as parenting poorly.

Van I Jendoom and Kroomenberg (1988) conducted a meta-analysis of attachment types using the strange situation procedure across eight different countries to see if there was a universal consistency in attachment types. They found that children in Germany had a high percentage of avoidant behaviour. This may be seen as socially sensitive, suggesting poor parenting in Germany compared to other countries. However it also highlighted the fact that differences should be embraced and not judged as German parents valued independence and non-clingy children, which whilst classified as avoidant using the procedure was the desired outcome.

Finally, in all research, especially that considered socially sensitive, confidentiality should be maintained for both the parents and children to prevent others finding out who they are.

Sieber and Stanley (1988) said that where there was social consequences for participants, ethical issues should be addressed. So to minimise this impact, confidentiality should be maintained.

(Total for Question 5 = 8 marks)

PXXXXXA 3

Examiner's comments:

This response was given 8 marks.

This response achieves Level 4, 8 marks as they have demonstrated accurate and thorough knowledge and understanding followed by well-developed and logical assessment, with competing arguments. The candidate has interwoven the AO1 and AO3 requirements of the question.

The candidate has drawn materials from Topic E developmental psychology for marking points 1 to 3. For their final marking point, they have drawn on a general understanding of psychology in respect of ethical guidelines which is covered in all units of the qualification but have been targeted at the pertinent areas being studied within each specific unit.

Marking point one looks at the socially sensitive issue of parenting. This is then assessed with the use of Bowlby's (1944) Juvenile thieves study in relation to the impact on society.

Marking point two considers Ainsworth's work in respect of the strange situation procedure. This is then assessed in terms of its social sensitivity and its impact on mothers.

Marking point three looks at the socially sensitive issue of cultural differences in respect of judgements in parenting styles. This is assessed using the findings of Van IJzendoorn and Kroonenberg (1988) and the impact this may have between cultures.

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