

**PEARSON EDEXCEL
INTERNATIONAL ADVANCED LEVEL
PSYCHOLOGY**

UNIT 3 - WPS03

Applications of psychology

EXEMPLARS WITH EXAMINER COMMENTARIES

Introduction

Assessment information

Section A: Developmental psychology, totals 32 marks and comprises short-answer questions and open response questions.

Section B: Option 1: Criminological psychology, totals 32 marks and comprises short-answer questions and open response questions.

Section B: Option 2: Health psychology, totals 32 marks and comprises short-answer questions and open response questions.

The assessment is 1 hour 30 minutes.

The assessment consists of 64 marks.

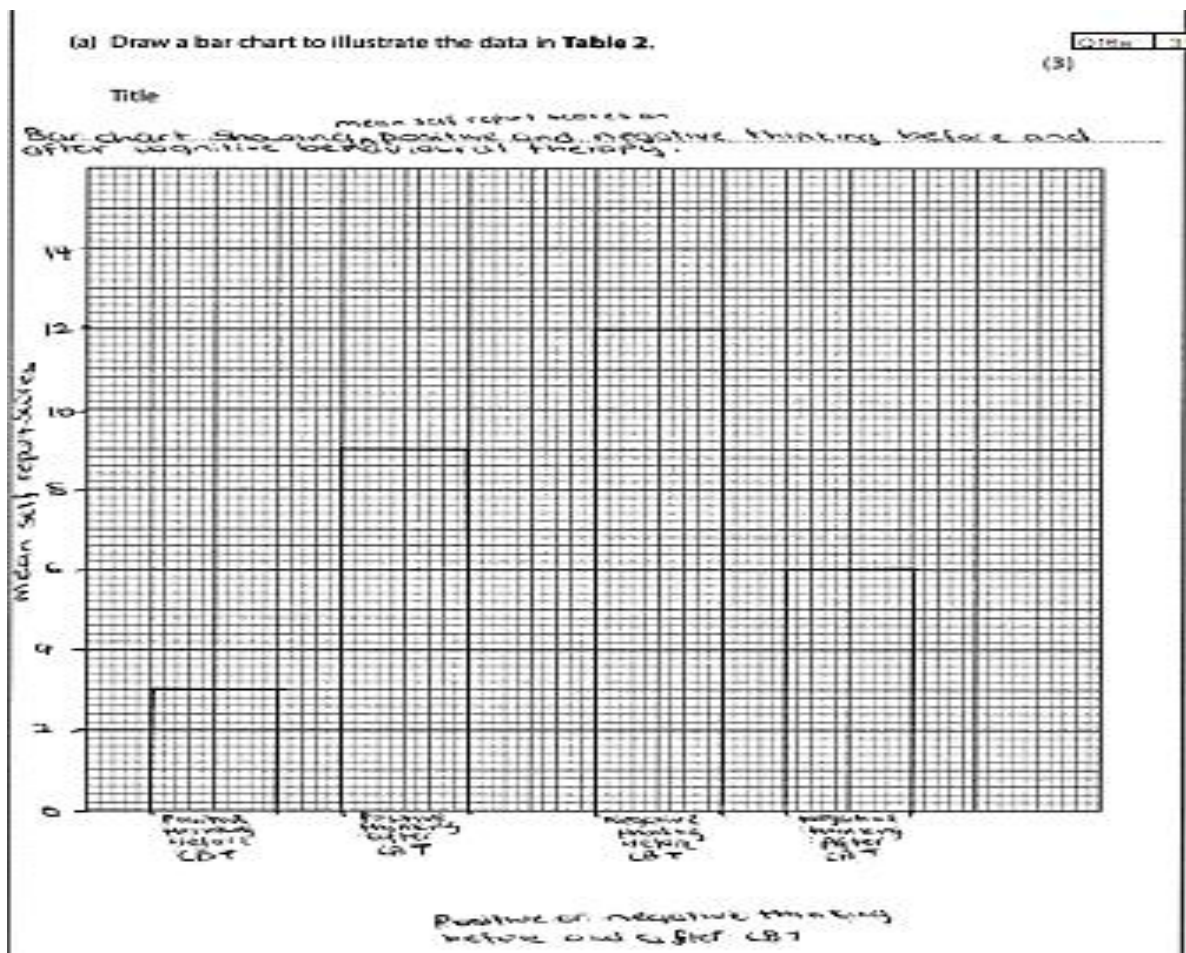
Example 1 Mathematical question

June 2018 Question Q16a

	Mean self-report scores (out of 15) Positive thinking	Mean self-report scores (out of 15) Negative thinking
Before cognitive behavioural therapy	3	12
After cognitive behavioural therapy	9	6

Draw a bar chart to illustrate the data in Table 2. (3)

Often candidates struggle to achieve all three marks when drawing graphs and charts. There are not 'common errors' across candidates in relation to charts, quite often candidates miss marks for different errors. In bar charts, errors have been seen in bar chart titles, where the title does not include the variables shown in the chart; in axis labels, where the title of labels is incorrect or missed; and in the plotting of bars, where commonly it is seen that discrete data is plotted as continuous bars.



Examiner commentary

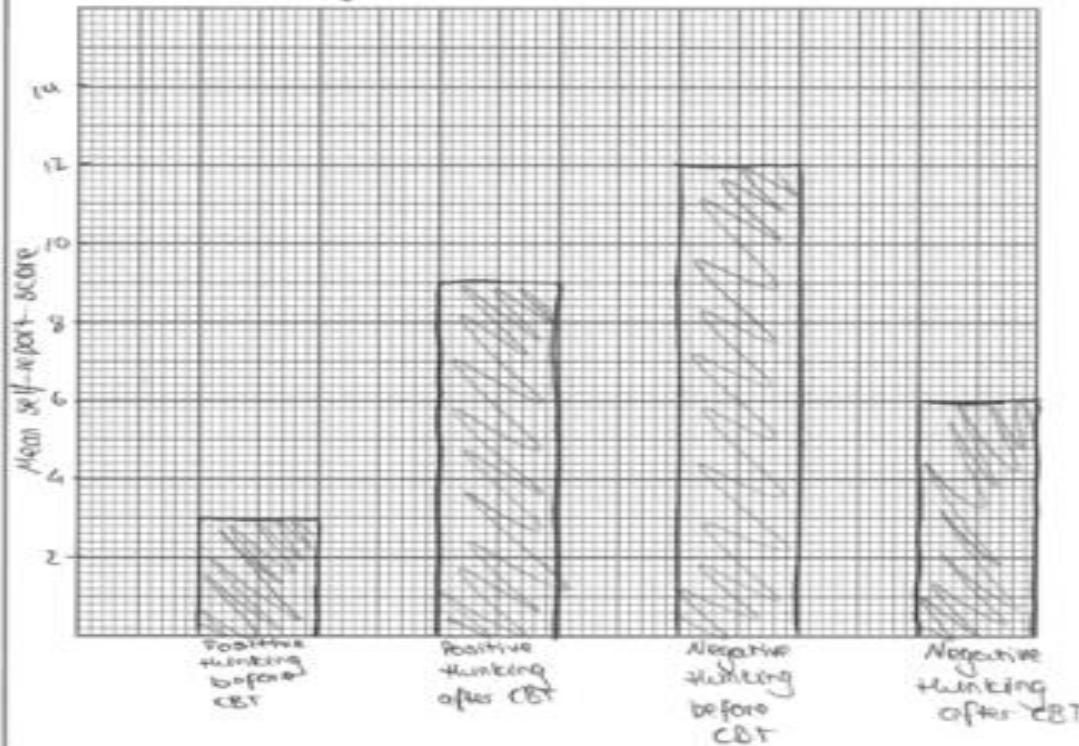
This candidate scores three marks.

They have been awarded one mark for the title, one mark for the axis and one mark for plotting four sets of discrete data accurately.

(a) Draw a bar chart to illustrate the data in Table 2.

0/100 2

(3)
Title Bar chart showing the success rates for CBT for anxiety disorders.



Examiner commentary

This candidate scores two marks.

They have not been credited for the title as the bar chart shows the mean scores, and this is not indicated in the title the candidate has given. Additionally, the 'success' rate is not being shown, it is the raw mean data for positive and negative thinking. The candidate was awarded credit for the axis labels and the plotting of distinct bars for the data.

The drawing of charts is a skill that candidates often struggle to achieve full marks on. The candidates are not always aware of how to correctly formulate a chart title, and often do not include the appropriate features in a title. The plotting of bars as discrete in bar charts is not always evident, candidates would benefit from being able to explain the rationale for constructing bar charts, histograms and scatter diagrams as part of the mathematical skills.

Candidates should be able to explain mathematical decision making, and to help with this they could practice describing why each chart type may be selected to display data and compare each type of chart in order to help them draw the correct charts in the examination.

Example 2 Application question

June 2018 Question 8b

Francesco witnessed a robbery in his local shop. Three men entered the shop and held two employees at gun point. They stole money and valuables from the shop and then ran towards a parked car that drove them away.

Francesco was interviewed by the police at the scene. He could not recall much about what the three men looked like, but he could recall their weapons.

Describe how the police would use a cognitive interview with Francesco when interviewing him as a witness to the robbery. (4)

This question required candidates to give a description of how the police would use this technique in relation to the scenario provided about Francesco and the robbery he witnessed. The skill being assessed in the application of knowledge and understanding of the cognitive interview process when used in the case of Francesco.

Some candidates engaged very well with this question and achieved strong marks, however there were some candidates who gave generic responses, describing the cognitive interview process without any relation to the robbery at the local shop that Francesco witnessed. Some candidates described why a cognitive interview would be used instead of how it would be used.

(b) Describe how the police would use a cognitive interview with Francesco when interviewing him as a witness to the robbery.

Grade 5

(4)

The first step of a cognitive interview is context reinstatement, so the police would ask Francesco how was he feeling during the event, the weather and moment of the day as these act as cues for recall. The next step will be request everything so Francesco will be asked to recall any detail of the event even though it may seem irrelevant to him as any detail can help to officers. Then he will be asked to recall from a changed perspective, for example as if he was one of the employees, in this way more retrieval pathways are created which can help in the investigation. Finally he will be asked to recall the events in reverse order, in this way he won't be able to fill gaps of his memory with schemas so his memories about the crime won't be affected and the testimony will be reliable.

Examiner commentary

This candidate scores three marks.

The three marks were achieved for the first components of the response. In this question, the references to police and officers were accepted as links to the robbery and Francesco being interviewed as a witness. This candidate therefore has achieved their first marks by using these references back to the robbery, however this is not strong application and candidates should go beyond this to be secure in achieving marks in responses.

The final creditable point begins with 'he will be asked to change perspective [...] investigation' and is a much more developed application and provides a good example of how candidates can apply their understanding at a strong level.

The last sentence about reverse order does not achieve any marks as the candidate has given a generic description of this stage of the cognitive interview. This is an example of common errors seen in responses to this question where candidates have failed to fully make the connection to the scenario.

(b) Describe how the police would use a cognitive interview with Francesco when interviewing him as a witness to the robbery.

Ques. 0

(4)

Cognitive interviews can be conducted on Francesco to gain as much information as possible on the incident. Although this may seem unnecessary, this might actually trigger the witness some other details regarding the incident by using this method. It involves asking open ended questions, and avoiding leading questions to make sure the witness, in this case Francesco, doesn't recall a different memory depending on the leading question asked. This interview method would be fine concerning but helps in obtaining accurate data by asking the witness and allowing them to give as many details as possible, and then ask them to narrate the incident from a different point of view, as this may also help in better recall.

Examiner commentary

This candidate scores zero marks.

The response here is generic. There is no application to the scenario of the robbery at the local shop and the candidate has not explained how the cognitive interview would take place between the police and Francesco. Some of their answer begins to describe why you would undertake this process as opposed to how you would undertake it.

An application question will give candidates cues in the question to indicate that application is a requirement, in this case where the question states 'with Francesco when interviewing him as a witness to the robbery', and candidates could practice applying their understanding in questions contain these directions.

Often a 'name' is used by candidates as application, this is not sufficient to demonstrate an ability to draw on psychological understanding and use it to tackle a novel scenario.

Example 3 'Issues' Extended Response question

June 2018 Question 6

Watson and Rayner (1920) conducted their study on 'Little Albert' before the United Nations Convention on the Rights of the Child (UNCRC) (1989) was developed. The UNCRC has established a set of rights for children.

Evaluate, using the UNCRC, how far Watson and Rayner's (1920) study promotes the rights of the child. (8)

This is an 'issues' question that required candidates to evaluate the classic study from Unit 2 by Watson and Rayner (1920) in terms of the United Nations Convention on the Rights of the Child (UNCRC). This question targeted specification point 5.4.3, where candidates should be able to address ethical issues by drawing from material in Topics A, B, C and/or D using developmental psychology content. The 'issues' question is included as an 8-mark extended open response question in Section A of this examination.

It has been seen in this series and previous series, that candidates have struggled to address the synoptic nature of the issue they are presented with, often limiting their responses by presenting content that does not always draw on their synoptic understanding of the three possible issues.

In this series, candidates who did not perform well gave generic ethical evaluations of the classic study and did not engage with the question about how far this study promotes the rights of the child. Several candidates did not state any points in relation to the UNCRC and did not achieve highly. It was evident that many candidates were unable to distinguish between ethics and rights.

6 Watson and Rayner (1920) conducted their study on 'Little Albert' before the United Nations Convention on the Rights of the Child (UNCRC) (1989) was developed. The UNCRC has established a set of rights for children. Evaluate, using the UNCRC, how far Watson and Rayner's (1920) study promotes the rights of the child. (8)

The United Nations Convention on the Rights of the Child is a statement that covers all rights of the child that researchers must follow, it contains 54 articles that act as guidelines to researchers when conducting a study to ensure the child's life is protected.

Among the 54 articles, the most relevant articles in terms of Watson and Rayner's study are; article 9 which states that the child must not be separated from the caregiver, article 3.2 which states the child must not be economically exploited; article 16 which states any unlawful processes must not invade the child's private family life and finally article 32 which states the child's well-being must be a priority to make sure they are protected at all times.

Therefore in the Watson and Rayner study of "Little Albert", unethical issues had arisen such as Albert having a fear generated from the study of white objects in the future which goes against the UNCRC is article

32 as Albert's future well-being was not considered. Moreover, Albert was separated from his parents whilst having to go to get conditioned at the hospital, even though this is a short term observation it still leads to deprivation of the attachment as he was within the critical period, which goes against the UNCRC is article 9 of being separated from parents. In addition the researcher conducted observations of Albert in his home during this study which ~~also~~ violates the UNCRC is article 9 of prohibiting private life of the child and family. And lastly, the Watson and Rayner study did not benefit Albert, instead it provided an economic benefit of the psychological study of conditioning fears which goes against the UNCRC is article 3.2 of prohibiting economic exploitation.

On the other hand after the study Watson and Rayner did attempt to reverse Albert's conditioned fear of the white objects which supports the UNCRC of making sure the child is fully protected and their well-being is ~~sought~~ considered. However, despite this the Watson and Rayner study did not promote the rights of the child in terms of the UNCRC mainly because the study was conducted before the development of the UNCRC.

Examiner commentary

This candidate scores seven marks.

They have been awarded level 4 for the knowledge and understanding they have shown of the UNCRC. This mostly features on the first page of their response. They then continue their response by developing their evaluations in terms of how well the study meets the UNCRC, demonstrating logical chains of reasoning when making their links between the UNCRC articles and the actions of the researchers and parent. This evaluation was awarded level 4 for the AO3 skills shown.

There are a couple of small inaccuracies which meant the candidate achieved bottom of level 4 at seven marks.

6 Watson and Rayner (1920) conducted their study on 'Little Albert' before the United Nations Convention on the Rights of the Child (UNCRC) (1989) was developed. The UNCRC has established a set of rights for children.

Evaluate, using the UNCRC, how far Watson and Rayner's (1920) study promotes the rights of the child.

(8)

Watson and Rayner wanted to investigate whether a child could learn to fear something through classical conditioning. Little Albert was put under a lot of stress. Watson and Rayner had gained informed consent from the mother. The UNCRC states that the parents should be given the right to withdraw at any point of the experiment.

Little Albert was put under a lot of stress throughout the experiment as they kept scaring him with a loud bang. This considered highly unethical by the UNCRC as it states that no distress could be caused to the child.

However, the mother fully informed consent was gained from the mother and she was given the right to withdraw at any point of the experiment.

By conducting this experiment Watson and Rayner conditioned a phobia into little Albert and they were unable to reverse it and so Albert may have grown up with the phobia he did not have before. This can be considered a disregard for the rights of the child.

However, Watson and Rayner argued that this

stress was necessary in order to gain proper results and this study may have contributed to the field of developmental psychology therefore outweighing the distress caused to the 'Little Albert'.

Examiner commentary

This candidate scores three marks.

Knowledge and understanding for AO1 was awarded at level 2 for the demonstration of knowledge about the classic study, this contained some inaccuracies and generic assertions with insufficient depth, however there is considered to be 'more than isolated' content and so was given the bottom of level 2.

The AO3 skills of evaluation were not developed here. While there was some attempt to give evaluation points, these were not in relation to the rights of the child under the UNCRC and therefore did not fully engage with the question presented. Many points were very basic and underdeveloped and failed to completely engage with the taxonomy of evaluation. For example, that the study caused distress and this breaches the UNCRC; and that Little Albert may have grown up with a phobia which disregarded his rights were considered to be slightly more than 'no rewardable material' for the AO3 content and so achieved the bottom of level 1 for the evaluation attempted.

'Best-fit' places this response at the bottom of level 2, attaining three marks.

In extended open response questions, candidate's responses should demonstrate knowledge and understanding which underpins the skill of giving developed arguments and evaluative points to fully respond to the question. Taking direction from the question should be their focus and drawing on the question to guide responses and help structure answers may be helpful for revision practice.

Example 4 Extended Response 'assess' question

June 2018 Question 11

In criminological psychology, you will have learned about the following classic study in detail:

- Loftus and Palmer (1974) Reconstruction of an auto mobile destruction: An example of the interaction between language and memory.

Assess whether this study can be applied to eyewitness memory in real-life situations. (8)

This question is a levels-based question where candidates are required to present a balanced assessment of how well the classic study by Loftus and Palmer (1974) can be applied to real-life situations of eyewitness memory. Where candidates are required to 'assess' they should be making supported judgements about the topic given in the question, in this case making judgements about how well this study is applicable to real-life.

Many candidates presented an evaluation of the study, giving strengths and weaknesses that were often centred around the methodology, such a sample size, ecological validity, artificiality, replicability, reliability and so on. These points did not fully answer the question and often gave no assessments or judgements. Only some candidates engaged with the assessment in relation to real-life.

11 In criminological psychology, you will have learned about the following classic study in detail:

Q11 5

- Loftus and Palmer (1974) Reconstruction of an auto mobile destruction: An example of the interaction between language and memory.

Assess whether this study can be applied to eyewitness memory in real-life situations.

(8)

Loftus and Palmer conducted a lab experiment to test the effect of leading questions on the accuracy of eye witnesses. 7 clips of car accidents that lasted for 5-30 seconds were shown to 45 participants and then they were given a questionnaire. The 45 participants were divided into 5 groups of 9. Each group was asked a critical question 'About how fast were the cars going when they hit each other?'. The verb 'hit' was substituted by 'smashed', 'collided', 'bumped' and 'contacted' in 4 of the 5 groups. The mean speed estimate was highest in the group who was allocated the verb 'smashed' and lowest in the group allocated the verb 'contacted'. This led Loftus and Palmer to believe that leading questions can change the memory of an event. It is important to note that the participants were asked in the second study 50 participants were asked the critical question with the verb 'smashed', 50 with the verb 'hit' and a control of 50 participants who were not asked a critical question. After a week all participants were

asked if they saw any broken glass. 32% of the participants who were asked the critical question with the verb smashed said yes compared to 12% of the control group further supporting the first study. However it is important to understand that this was the ~~the~~ a ~~lab~~ lab experiment and the level of stress may have been different to that of a real setting. Yulhe and Cutshall conducted a case study of a real gunshop robbery & found & concluded that leading questions do not affect the eye witness recall in a real life context. This study is a key factor that highlights the weaknesses of Loftus and Palmer's study in the perspective of applicability.

Examiner commentary

This candidate scores four marks.

Knowledge and understanding is demonstrated throughout the first page where the candidate has given the details of the study. Their knowledge and understanding is accurate here, and the candidate has achieved the bottom of level 4 for the AO1 content. It is however worth noting that this format, while creditable, can make it difficult for candidates to formulate arguments and judgements effectively.

The AO3 assessment presented by this candidate is limited, there is little judgement made about real-life contexts and these points (on the second page) do not engage with the question sufficiently. The candidate has perhaps given too much time to AO1 at the detriment of their AO3 link to the question. The AO3 was judged to be just above level 0 as there was just about more than no rewardable material, and they achieved the bottom of level 1.

Overall, the use of best-fit awarded the candidate 4 marks.

11 In criminological psychology, you will have learned about the following classic study in detail:

- Loftus and Palmer (1974) Reconstruction of an auto mobile destruction: An example of the interaction between language and memory.

Assess whether this study can be applied to eyewitness memory in real-life situations.

(8)

Loftus & Palmer (1974) conducted a study using students from the University of Washington with ~~100~~ 75 participants to watch a video clip of a car accident. They were then asked by the researchers with leading questions and with different words to describe the video include: contacted, bumped, struck, hit, crashed and smashed. The participants were then asked by the researcher what speed do you think the car was going. And the results of the answers were at 31 mph with "contacted", less of less and "smashed" with 40.8 mph.

The study is sought to show it can be applied to real life situations such as the police interviewing witnesses leading questions can be a big ~~influence~~ influence on the ~~eyewitness memory~~ witness's decision a leading question can change the ~~accuracy~~ accuracy of a witness, which may lead to ~~more~~ more consequences. The study is also conducted in a lab environment, however obvious mistakes have been identified and standardised practice has been used, therefore the study can be highly reliable as it can be replicated by others.

However, the study only used American students from the University of Washington. This means that the students will have to take into the ~~representative~~ representative of the case of the population, ~~there~~ meaning the people with different attitudes, experiences and ~~memories~~ memories can cause difficulty, therefore generalizability is limited.

Examiner commentary

This candidate scores four marks.

Much of this candidate response is underdeveloped, and although they attempt to answer the question, their argument is superficial in parts. For knowledge and understanding the candidate achieved level 2, this AO1 content is evident in the first paragraph, however the candidate does not give sufficient depth in their AO1 to exceed level 2.

The AO3 assessment begins in the second paragraph, and the candidate has attempted to engage with the question and assess the study in terms of real-life application to eye-witness memory. Their points are superficial and at times generic, for example the point about being conducted in a laboratory context is not developed to assess how or why this bears relevance to real-life application and is more of an evaluation point than an assessment point. Overall, the candidate achieved level 2 for their AO3 content.

The AO1 and AO3 together gave the candidate 4 marks.

Candidates can structure their responses in any way, however the engagement with the taxonomy words (Assess, Evaluate, To what extent) should be used to guide their responses and be the focus of their answer. This is especially important in essays of 16 marks and above, where there is a heavier weighting towards AO3 and developing that skill early on should be beneficial to candidates in the higher tariff essays.

Often candidate responses are heavily weighted to knowledge and understanding, and improving the balance is a skill they could practice in terms of structuring coherent arguments that are centred around assessment points that draw upon elements of their knowledge and understanding.

Levels based mark schemes

In any LBMS question candidates will need to draw upon underpinning knowledge and understanding (AO1) which may be then be used to apply to a context or scenario (AO2) and/or make judgements and reach conclusions (AO3).

AO proportions will be reflected in proportions of indicative content in a mark scheme.

The mark tariff will determine the amount of detail required of a candidate in order to address the question. In conjunction with this the command word used in the question will determine the emphasis necessary in terms of AO1, AO2 and AO3.

LBMS are broken down into levels where each level is represented by a descriptor that articulates what a candidate is required to demonstrate in their answer to achieve that level.

The requirement for and focus of AOs will be transparent for both candidates and markers as the taxonomies published in the specification establishes the requirements of a candidate's response mechanism and following rules will be applied to maintain a consistent and reliable focus.

Further information about levels based mark schemes can be found on the [Pearson website](#).

'Evaluate' levels-based marking WPS03 June 2018 Q6

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	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)

'Assess' levels-based marking
WPS03 June 2018 Q11

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)