



# **Examiners' Report**

## **June 2023**

**International Advanced Level Psychology WPS03 01**

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## Introduction

Candidates were able to demonstrate knowledge and understanding across both sections of the paper, with few questions being left unanswered.

There was an increasing number of candidates that chose Option B in this series. Responses on Selye's General Adaptation Syndrome were detailed and demonstrated a deep understanding of biological psychology. However, Option A remains the preferred choice of the majority of candidates.

It was pleasing to see that many candidates had improved their focus of choosing appropriate material from questions that involved a scenario, rather than just stating the name given. However, AO2 still appears to be the weakest skill because the use of supporting evidence in these situations was often stated, rather than applied.

The levels-based questions continue to challenge candidates. There appeared to be an emphasis on the evaluation or assessment requirements of the question. For example in Chomsky's theory of language development, alternative theories were suggested but often not applied to the knowledge and understanding point that had been made.

It also appeared that the increased focus on assessment was at times at the expense of the demonstration of knowledge and understanding, therefore this restricted the levels that could be achieved overall.

## Question 1 (a)

This question required candidates to describe the term 'maternal deprivation hypothesis'.

The majority of candidates found this question accessible, with almost all being able to access at least one mark. Most candidates were also able to achieve the second mark by discussing the impact of deprivation.

Many candidates were able to use their knowledge of 44 Juvenile Thieves (Bowlby, 1944) to develop the point.

**1 Bowlby proposed the maternal deprivation hypothesis when developing his theory of attachment.**

**(a) Describe what is meant by the term maternal deprivation hypothesis as proposed by Bowlby.**

**(2)**

Bowlby said that due to the absence of a mother figure during the critical attachment period a child will not be able to form attachment later in life which can lead to serious affection psychopathy and mental retardation later on in life



Marks are given for:

- details of why attachment cannot be formed (1)
- suggestions of issues in later life (1)

Total: 2 marks

## Question 1 (b)

The question required candidates to explain one strength and one weakness of Bowlby's theory of attachment.

Many candidates used the support of the 44 Juvenile Thieves study as a strength. Other frequent choices were the theory's impact on hospital and childrearing practices. Some candidates used Lorenz's imprinting research, although this was not always clearly linked to the nature of human attachment.

Frequent weaknesses focussed on Bowlby's emphasis on mothers – either to the exclusion of bonds with others, including fathers, or for the social sensitivity of psychological pressure on working mothers.

Some candidates made the mistake of giving evaluation points about the 44 Juvenile Thieves study, rather than the theory itself, so this was not creditworthy.

If alternative theories or studies are used as justification/exemplification points, only using the name is not enough to be creditworthy.

Elements of the theory or results/conclusions from the study need to be applied to support the identification point.

(b) Explain **one** strength and **one** weakness of Bowlby's theory of attachment.

(4)

**Strength**

One strength of Bowlby's theory of attachment is he found ~~at~~ in his 1944 study that 12 out of 14 juvenile thieves who had affectionless psychopathy, suffered maternal deprivation.

**Weakness**

One weakness of Bowlby's theory of attachment is that it does not take into account environmental factors, such as learning theories proposed by Skinner, therefore is reductionist.



**ResultsPlus**  
Examiner Comments

Marks are given for:

- the strength for identifying the discovery of the maternal deprivation hypothesis (1)

This has not been exemplified, so no further marks are given.

- the weakness for identifying that it is reductionist because it does not take account of the environment (1)

Although the candidate states Skinner in an effort to exemplify the point, no details of the theory in support of reductionism are given.

Total: 2 marks

## Question 2 (a)

A three-mark question that required candidates to draw a suitable graph from the data table.

Few candidates were able to achieve the full three marks for this question. The most usual errors were to miss out details from the title.

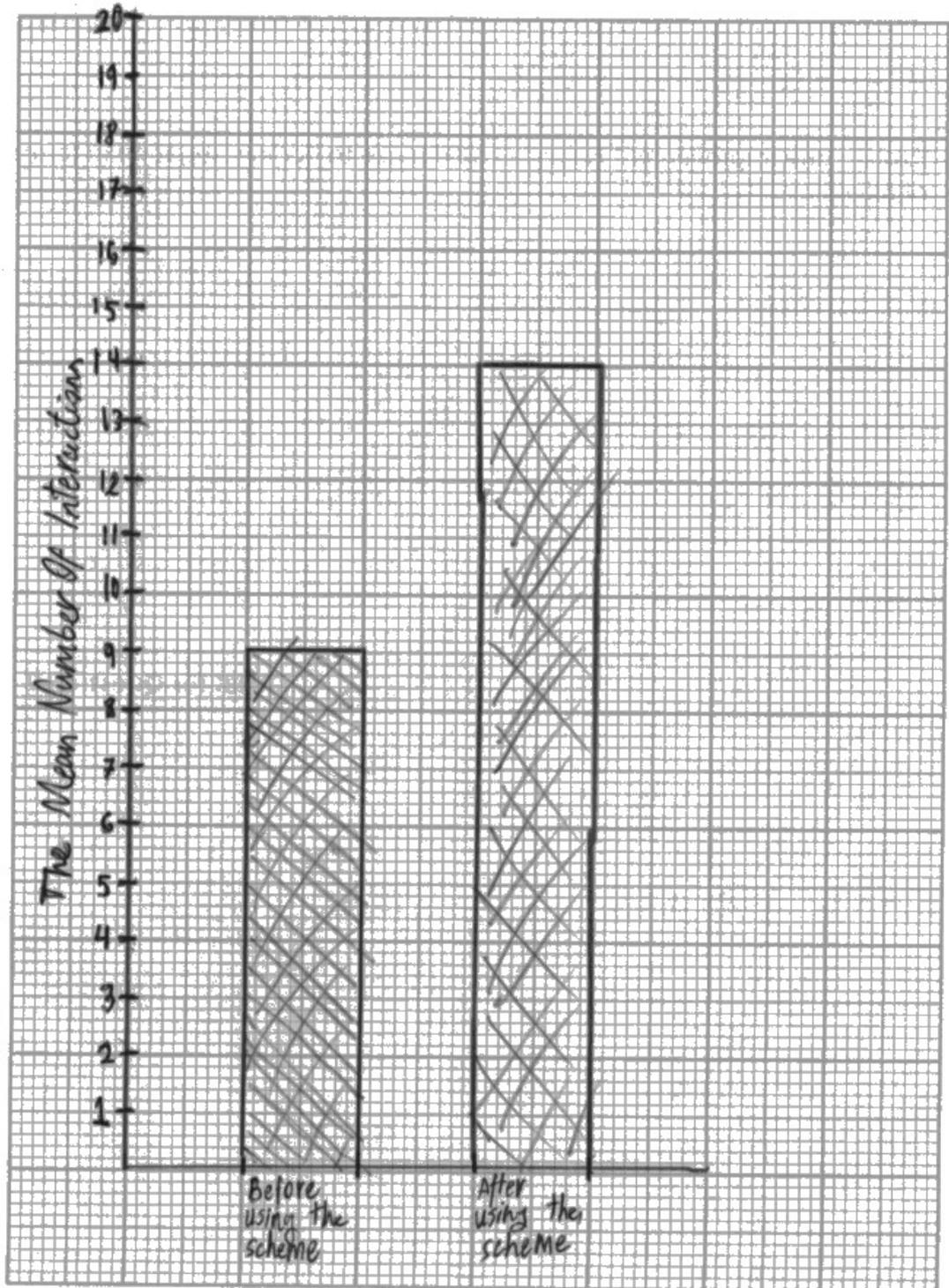
The labelling of the X axis often stated just Condition A and Condition B without any explanation and this was not creditworthy.

(a) Draw a suitable graph to show the data from Table 1.

(3)

Title

The number of parents' interaction with their babies before and after taking part in Natasha's scheme





Marks are given for accurate:

- labelling of the axes (1)
- plotting of the data (1)

No marks are given for the title: it does not refer to the mean, which was the measurement used for the number of interactions.

Total: 2 marks

## Question 2 (b)

This was a one-mark question that required candidates to state which statistical test would have been used in respect of the data in the scenario.

Some candidates were able to identify the Wilcoxon signed ranks test.

Many candidates stated an incorrect test: the most frequent responses were Chi-squared or Spearman's rho.

## Question 2 (c)

The question required candidates to identify an improvement in relation to the scenario, for two marks.

Some candidates discussed inter-rater reliability and linked this to elements from the scenario and were able to achieve two marks.

Many candidates did not focus their responses on reliability and instead discussed an improvement that linked either to validity or to generalisability. These were not creditworthy.

(c) Explain **one** improvement Natasha could make to her investigation in terms of reliability.

(2)

Natasha could have involved a second child psychologist/examiner to record the interactions before and after the scheme was introduced, to compare and be sure of what ~~count~~ could be counted as an interaction, improving the reliability.



**ResultsPlus**  
Examiner Comments

This response achieved marks for:

- identifying the improvement by using a second child psychologist before and after the scheme (1)
- being able to compare the number of interactions, therefore improving the reliability (1)

Total: 2 marks

### Question 3

This question required candidates to explain one strength and one weakness of the use of meta-analysis, in relation to the scenario.

Many candidates were able effectively to link the use of the methodology in relation to the scenario. The most usual strengths focussed on the use of secondary data, either as being much quicker than collecting Pierre's own data or as avoiding any potential ethical issues of working directly with child participants.

The most frequent weaknesses were based around the possible time-limited nature of results from 20 years ago and/or the ethnocentrism of using studies all published in the United States of America.

- 3 Pierre is conducting a meta-analysis to see if storytelling helps the language development of children. He collected data from 16 studies that had been published within the past 20 years. The studies had all been in journals that were published in the United States of America.

Explain **one** strength and **one** weakness of Pierre conducting a meta-analysis to see if storytelling helps the language development of children.

Strength

The use of meta-analysis when researching about language development in children is ethical as it uses secondary data. This means that no new informed consent must be gained by parents and also does not cause distress to children who ~~would be~~ struggle with their language skills. This does not breach the BPS and UNCRC guidelines.

Weakness

The secondary data used in the meta-analysis is subject to ~~the~~ subjectivity as each study may have not used a standardised procedure, therefore the data gathered from the 16 studies may have used different procedures, ~~get~~ experimenter gender, and have interpretation / researcher bias. This reduces the validity and reliability of Pierre's study.



This response achieves marks for:

- identifying the strength of reducing ethical concerns (1)
- This is then justified in terms of informed consent from parents, gaining a mark for the exemplification (1)
- identifying the weakness of the subjectivity of data gathered via meta-analysis (1)
- the justification of the fact that the 16 studies may have suffered from experimenter bias (1)

Total: 4 marks

## Question 4

This was an eight-mark essay question that required the candidates to evaluate Chomsky's theory of language development.

Many candidates could present a coherent overview of Chomsky's theory in good detail.

Many candidates also described young children's language errors, for example 'I sawed' but found it difficult to explain quite how this fits within Chomsky's theory. Some candidates demonstrated detailed knowledge, suggesting that this was not children simply reproducing the adult language around them, because adults do not say that.

For the AO3 requirement, many candidates compared the approach to Skinner. Some also compared to Vygotsky and, occasionally, Bruner. Common criticisms given were the entirely theoretical nature of the Language Acquisition Device (LAD) and how it was impossible to identify it in the brain.

A few candidates countered this suggestion by recognising that there were specific areas of the brain associated with language in general, like Broca's and Wernicke's. Many cited Genie, suggesting that the fact she never learned to speak properly refuted Chomsky's ideas.

Some candidates were able to describe Chomsky's theory but did not go on to evaluate it.

#### 4 Evaluate Chomsky's theory of language development.

(8)

Chomsky suggests that all humans are born with the innate, biological ~~per~~ predisposition ~~gone~~ learning and acquiring language<sup>1</sup>. This occurs through the LAD<sup>2</sup> (Language Acquisition Device), a hypothetical tool in the cortex of the brain. Chomsky states that the LAD allows for rapid learning of language until the age of puberty, after which the rate of language acquisition falls drastically. \* Furthermore, Chomsky suggests that the LAD ~~is~~ <sup>plays a</sup> far more significant role in the rapid language acquisition in children compared to Skinner's social interaction theory of operant conditioning. This is proved through grammatical errors made by children such as "I drawed" instead of "I drew." This validates Chomsky's theory, since if children learned language simply social interaction, then they would say the correct "I drew," showing how children do think about and calculate language use themselves rather than just what they hear in social interactions.

Additionally However, Chomsky does not take into account factors such as regional accents. Children often adopt the regional accent of those around them, clearly showing how social interactions does affect the language development of a child, meaning that it is reductionist to state how a biological ~~is~~ predisposition through the LAD is the sole cause of language development.

On the other hand, children learn language at an unbelievably fast pace and their language development is exponential, whereas once passing puberty, ~~the~~ this fast paced language acquisition halts. This, combined with ~~the~~ part of the brain cortex designated to language shows <sup>we must have some form of</sup> biological predisposition to language at an early age. If social interaction and operant conditioning were the sole causes of language development, we would expect to see that this fast paced language development would continue our entire lives, however this halts at puberty, clearly showing that there is a form of biological predisposition for language development at a young age.

Lastly, Chomsky's theory is based upon the LAD, which is a hypothetical tool, meaning there is no method to empirically measure or identify its existence, hence decreasing the validity of the theory as it has no actual evidence to prove it.

\*Chomsky's theory of a ~~biological~~ biological predisposition to language is further solidified by biological factors that allow for humans to use language, such as tuned vocal chords and areas in the cortex of the brain specified for language.



The AO1 is accurate and thorough. There is a description of the innate nature of language learning and a detailed understanding of the LAD. Examples are given of the grammatical errors that children make in language learning.

The AO3 is well-developed from the AO1 points, so it is logical. There is a number of competing arguments, for example, the fact that regional accents suggest that environment plays a part in language development.

This moves back to the argument that it is biological, due to the exponential growth of language learning.

Total: 8 marks

Level 4

## Question 5

This is an eight-mark levels-based essay question that required candidates to discuss whether Helene's investigation was scientific.

Many responses were brief and, at times, vague. They simply repeated elements from the scenario without considering the scientific value.

Many candidates only listed features of Helene's study, stating that they made it more or less scientific, but with little explanation as to why.

Some candidates focussed on Helene's use of both quantitative and qualitative data in her questionnaire and tally. They were able to discuss the properties of both. Some also identified Helene's possible researcher bias in her observations and the subjectivity from setting her own criteria for the tally.

Few candidates had a strong grasp of scientific features beyond objectivity versus subjectivity bias.

- 5 Helene investigated the effectiveness of a new play scheme. The play scheme aims to improve the emotional and cognitive development in children from a deprived area.

Helene measures the development of the children when they start the play scheme, after three months and then after a year. She observes the children and tallies behaviours that indicate emotional and cognitive development.

Helene also uses questionnaires with open and closed questions, which she devised herself. The questionnaires are given to parents of the children and workers at the play scheme.

After analysing her results, Helene found that the play scheme did improve the emotional and cognitive development of most of the children after three months and there was further improvement a year later.

Discuss whether Helene's investigation is scientific.

You must make reference to the context in your answer.

(8)

A study is considered scientific when it can have quantitative measurements to raise reliability of the results.

For example, since Helene has measured children's development before the start of a play scheme, she has controlled a variable of initial development, so she can conclude that further development is due to her play scheme, which adds scientific credibility to her investigation. Also, by using the "questionnaires with open and closed questions" to parent and workers she ensured to collect quantitative and qualitative data for further analysis. Closed-ended questions allowed her to come up with statistical measurement, which improved reliability

and, therefore, made her ~~res~~ investigation scientific.

However, by using an observational study method and talling the behaviour, Helene wasn't able to control the environment for extraneous variables during the play ~~st~~ scheme, which lowered scientific reliability, but added ecological validity to her investigation.

Also, by ~~s~~ measuring children's development three months and a year after the start of an investigation Helene made it a longitudinal type of research.

This has raised validity of the results along with qualitative data from the questionnaires, however, it also lowers the scientific credibility of the investigation, as there are more opportunities for external factors to interfere.

In conclusion, Helene's investigation is scientific only to some extent as the degree of control is low.



The AO1 achieves top Level 3 because it identifies several key elements of scientific rigour. There is evidence of both qualitative and quantitative measures and what makes them scientific.

For AO2, there is a grasp of scientific ideas in relation to Helene, for example, by using observational data she was unable to control the environment. However, these are not developed with further elements from the scenario, so again, top Level 3.

There are further descriptions of the longitudinal nature of the study but these are not linked to scientific ideas or processes and therefore the response does not achieve Level 4.

Total: 6 marks

Level 3

## Question 6

In this question, candidates were required to state how pre-trial publicity may influence jury decision-making.

This question was accessed by the majority of candidates achieving 1 mark. Many candidates used key terms or studies to support their point of how the publicity influenced jury decision-making.

- 6 In your studies of criminological psychology, you will have learned about factors influencing jury decision-making.

State how pre-trial publicity may influence jury decision-making.

Pre-trial publicity may influence a jury's thoughts about a defendant in a negative way if they were exposed to negative media.



The candidate states how negative pre-trial publicity may have a negative effect on the jurors' thoughts, therefore influencing the decision-making.

Total: 1 mark

## Question 7 (a)

This question required candidates to describe the experimental/research design used in the scenario.

Many candidates were able successfully to identify independent measures as the design used in the scenario.

Some candidates were also able to give some of the characteristics of the two conditions, to achieve the second mark.

**7** Anatole conducted an experiment to see if self-fulfilling prophecy affected participants' perceptions of how likely someone is to commit theft from a shop.

- Condition A: ten participants were given a scenario about a person who came from a wealthy area.
- Condition B: nine different participants were given the same scenario but the person came from a deprived area.

Anatole then asked his participants to say whether the person in the scenario would commit a theft from a shop or not.

(a) Describe the experimental/research design Anatole used in his experiment.

(2)

Anatole-  
used independent measures design. in condition A  
pts given scenario of a person from a wealthy area  
and in condition B different pts given a  
scenario of a person from deprived area.



This response achieves marks for:

- the identification of the correct design, which was independent measures (1)
- an accurate description of both Condition A and Condition B (1)

If the candidate had stated only Condition A and B and not described the value of the conditions, this would not have been creditworthy.

## Question 7 (b)

This was a one-mark question that required candidates to calculate a percentage from the data table.

Most candidates could calculate the percentage of participants to one decimal place.

## Question 7 (c)

This was a two-mark question that required candidates to explain what level of measurement had been used in respect of the data shown in the scenario.

Many candidates appeared to have difficulty with the concept of what is meant by 'level of measurement'. A frequent response was quantitative data, which was incorrect.

Some candidates were able to identify nominal data and gained one mark.

Few candidates were able to justify the level of measurement by linking it to the scenario, to access the second mark.

(c) Explain what level of measurement Anatole used for the data shown in **Table 2**.

(2)

Anatole has used nominal level of data as he has only given a number of how many people said the deprived/wealthy person would commit a crime/would not. Anatole has categorised the data, therefore he has numerically gathered data nominally.



This response achieves marks for:

- identifying the level of measurement as nominal (1)
- describing the different categories in relation to the scenario (1)

Total: 2 marks

## Question 7 (d)

A two-mark question that required candidates to explain one conclusion in relation to the scenario.

Many candidates stated the results from the data but did not go on to explain what this meant in terms of a conclusion and so did not provide creditworthy responses.

## Question 7 (e)

This was a two-mark question where candidates had to explain one improvement that could be made in respect of the scenario.

One of the most frequent responses was to increase sample size to improve generalisability, which is not a creditworthy response.

Some candidates were able to explain the idea that collecting some qualitative data, through interview or additional questions on Anatole's questionnaire, would help to understand why participants made their decision, which was an improvement.

(e) Explain **one** improvement Anatole could make to his experiment.

(2)

Anatole could have gathered qualitative data by using open-ended interview questions. This would allow Anatole to gather more detailed information as to why participants in his study chose who's more likely to commit theft, thus improving the validity of his results.



The context is referred to just once in the scenario but both points were linked to the idea that they would be more likely to commit theft.

Marks are awarded for:

- the improvement of gathering detailed data through open-ended questions (1)
- the fact this gave detailed information (1)

Total: 2 marks



Do not change the reasons for a study when writing about how to improve it.

## Question 8

This question required candidates to explain one strength of using cognitive behavioural therapy (CBT) in relation to the scenario.

Many candidates found it difficult to grasp for what the question was asking. Some simply described aspects of CBT because it would help as a therapy, rather than as a strength in relation to the behaviour of the prisoner.

It is clear from the detailed responses that candidates had a detailed knowledge of CBT but this was not explained in terms of how it could be used to treat the prisoner.

Candidates could use supporting studies in this type of response that could support an identified strength, for example reducing reoffending.

However, it is important if using supporting studies to use elements of the study to justify why this supports the strength, rather than just stating the researchers' names and the results.

- 8 Sonya works in a prison where she uses cognitive behavioural therapy (CBT) to treat offenders. She is currently treating a prisoner who had taken a car for a drive without the owner's consent. The prisoner showed no remorse for crashing the car as they felt that it did not matter as the insurance company would pay for any damage to the car.

Sonya hopes that by treating the prisoner with cognitive behavioural therapy (CBT) the prisoner will not reoffend once they have been released from prison.

Explain **one** strength of Sonya using cognitive behavioural therapy (CBT) to treat the prisoner. *marginal behaviour*

CBT will help ~~the prisoner~~ Sonya to understand the thoughts of the prisoner & change them by making him write or speak so that the actions & thoughts are reversed.

(Total for Question 8 = 2 marks)



This response achieved 0 marks.

This response is in context, but is simply a description of CBT. It does not suggest how this is a strength of using the therapy in relation to Sonia.

Total: 0 marks



It is clear from the detailed responses that candidates had a detailed knowledge of CBT but this was not explained in terms of how it could be used to treat the prisoner.

Candidates could use supporting studies in this type of response which could support an identified strength, for example reducing reoffending. However, it is important if using supporting studies to use elements of the study to justify why this supports the strength rather than just stating the researcher's names and the results.

## Question 9

This question required candidates to explain one strength and one weakness of using psychological case formulation in relation to the scenario.

Few candidates were able to access the strength because their responses were frequently only descriptions of what a psychological case formulation was. A small number of candidates did use the holistic nature of the process as a basis for a creditworthy response.

The weaknesses were, on the whole, answered better than the strengths. These were predominantly framed around the idea of Mary giving false or incomplete information through lying, forgetfulness, or based on her history of not previously engaging with therapies. They noted that this would undermine the effectiveness of any treatment plan suggested by Greg.

In a strengths and weaknesses question with a scenario, judgements need to be made as to why.

Candidates often only describe elements from the scenario and therefore miss both the identification points and the reason for their suggestions.

- 9 Greg is a criminological psychologist who was asked to create a psychological (case) formulation on Mary who did not engage with any therapies she was offered whilst in prison. Greg had several sessions with Mary to find out details about her past and present relationships. He also asked her about her current economic and social circumstances. During the psychological (case) formulation Greg also found out how Mary interprets her current and past circumstances.

Based on the psychological (case) formulation Greg was able to recommend further therapies that he thought would be more successful for Mary.

Explain **one** strength and **one** weakness of Greg using a psychological formulation for Mary.

Strength

Using a case formulation for Mary helps Greg understand why she didn't engage with any therapies and understand her better according to her past and present relationships. It is focused only on Mary hence more suitable for her and give her the best therapy which would be successful for her. It is focused only on her.

Weakness

Case formulation is based on self report data by Mary and there is no guarantee that what she says is true as she may not say fully what happened in her past as she may be embarrassed about opening up to Greg. Hence reduces the validity of the finding the the therapy recommend by Greg may not be very effective for Mary.



This response receives a mark for the strength because it links Mary's past and the therapy, suggesting without stating it, that it provides an holistic approach to understanding Mary. This point has not been justified therefore the response does not achieve a further mark (1)

There are 2 marks for the weakness:

- the identification that it is self-reporting data from Mary which could make it ineffective (1)
- This point is developed by suggesting that the point may not be true, therefore reducing the validity of any effective recommendations from Greg (1)

Total: 3 marks

## Question 10

This was an eight-mark essay question that required candidates to assess Loftus and Palmer (1974) in terms of the British Psychological Society (BPS) Code of Ethics and Conduct (2009).

Many candidates did not appreciate the level of knowledge and understanding required in respect of the study. The responses began with an evaluation of the ethics and details of the study where mentioned but were brief. They did not demonstrate a thorough understanding of the study, limiting the level achievement in respect of the AO1 element of the essay.

Some candidates were able to give an overview of Loftus and Palmer's study but these were often list-like and did not demonstrate detailed knowledge.

In many cases, the assessment in terms of ethical considerations was generic, for example simply citing the right to withdraw and informed consent only without reference to the study.

Some candidates were able to discuss the possible distress caused to participants from watching car crash videos. The better answers applied it to those who may have been in accidents themselves or had friends or family members who had, thereby resulting in 'triggering' their memories of trauma. Some candidates countered this with the significance to the criminal justice system as being a reason for allowing such trauma.

In an essay question, equal emphasis needs to be placed on all of the AOs.

In 'assess' questions some candidates simply focus on the AO3 requirement of assessment, often bypassing the knowledge and understanding. This restricts them to the lower level mark bands.

10 In your studies of criminological psychology you will have learnt about the classic study by Loftus and Palmer (1974).

Assess Loftus and Palmer (1974) in terms of the British Psychological Society (BPS) Code of Ethics and Conduct (2009).

→ informed consent  
protection of name  
deception

(8)

Loftus and Palmer set out to investigate the role <sup>of</sup> ~~that~~ critical questions in reconstructing memory about a car crash. Participants were allocated into different groups and shown a 7-second clip of a car crash and then asked about their general feelings and memory about the event. The participants were then given a questionnaire which asked 'how fast were the two cars going when they hit each other?' <sup>same</sup>. The questionnaire was given to a different group with the exception of one critical word being changed where the word 'hit' was replaced with smashed/collided/contacted. The results displayed how those presented with the word smashed recorded the highest speeds and the word contacted produced the lowest speeds. there was a difference of 9 mph between the 2 words. When conducting a study, ethical consideration must always be assessed due to the historical circumstances of psychological research that has violated ethical guidelines such as Milgram and H.M. BPS Code of conduct expresses key ethical guidelines that all researchers must follow including informed consent must be gained, there shouldn't be deception as well maintaining the overall wellbeing of the participants. The BPS code of conduct have also extended protections and rights to animals. Further ethical protections may also be applied to children/minors through the UNCEC which contains 54 articles that protect the rights of children.

to some extent, the study of Loftus and Palmer may be seen as unethical when compared to the BPS code of conduct. The first major violation that could be assessed could be that of deception.

Participants were not aware of the aim of the study and did not know the difference in critical questions. However, participants were debriefed after the study and explained the aim. The violation of deception could also be justified through the case of public interest as Loftus and Palmer had a specific objective to carry out. It could be argued that protection of harm might've been violated as watching a video of a car crash could provoke forms of distress. However, since the study was conducted in an artificial setting and the participants themselves were not in the accident, therefore, the emotional strain is eliminated. Informed consent was also gathered, making it ethical.

In conclusion, the study of Loftus and Palmer is considered ethical as participants were debriefed and the manipulation of the critical question generated useful results that helped us understand the concept of reconstructive memory and reconstructive hypothesis.



Overall, this is an example of a solid Level 3 response.

The AO1 is at Level 4 because the candidate demonstrates accurate and thorough knowledge and understanding in elements such as the:

- critical questions
- use of questionnaires
- features of the videos used

The AO3 was not as developed as AO1 and therefore deemed to be Level 3.

There were some generic assertions in respect of the ethics, with applied ethics in the form of knowing the aim of the study and therefore not having an impact of the wellbeing of the participants.

Total: 6 marks

Level 3



Try to balance the response between the assessment objectives to obtain the higher level mark bands.

## Question 11

This was an eight-mark essay question that required candidates to evaluate the influence of the 'other race' effect on the reliability of eye-witness testimony.

This question was not answered well by the majority of candidates. Many candidates did not demonstrate an understanding of the 'other race' effect and wrote about race and jury decision-making, general issues of racial prejudice and self-fulfilling prophecy.

For the candidates that showed some knowledge of the 'other race' effect, many used Brady as supporting evidence. Most found it difficult to evaluate the effect on the reliability of eye-witness testimony.

A few candidates discussed the benefits of experience with individuals from the other races as reducing the 'other race' effect. Many only listed other elements that affect eye-witness testimony, for example, weapon focus or the effectiveness of the cognitive interview, without linking it back explicitly to facial recognition.

Whilst on the syllabus, the 'other race' effect can be a challenging area to teach. It was interesting to see that a number of centres preferred the alternative term of cross-race effect, which is perfectly acceptable.

This is an area that candidates need to be taught. Perhaps with the alternative term, which provides additional studies both in support of and against the concept, this may be more accessible.

11 Evaluate the influence of the 'other race' effect on the reliability of → Brigham & Rhodes eye-witness memory.

(8)

'Other race' effect or cross race effect (CRE) makes a huge impact on eye-witness memory.

CRE may be caused by lack of expertise and <sup>by</sup> not seeing other races face enough as we do of the same race. Therefore eye-witness may not differ individual differences of 'other race'.

Brigham et al. findings show that cashiers in shops have lower recollection of faces from other races than their own. This study was a field study and shows the impact on everyday lives CRE. Eye-witness memory may be faulty when having lack of expertise with other race, and when identifying the suspect.

Scheck et al. found that out of 77 misidentified suspects 35% were due to CRE, which were faulty identified Black offenders by white eye-witnesses. That shows the importance of CRE and how eye-witness may lack reliability. During a crime witness was high stress aroused and therefore CRE may even increase.

Another cause of CRE is categorising people from other race. Putting them into outgroups.

& in groups. Therefore eye-witness<sup>(EW)</sup> is more likely to remember characteristics that differ their race eg. White EW would differ hair, but Black more usually is different by skin tone. Brigham et al. (2001) did meta analysis, where they found that <sup>due</sup> CRE many offenders were incorrectly accused. Therefore reliability of EW may decrease as they look at different characteristics of other race.

However Hancock & Rhodes (2008) found that when a person has more expertise with other race, their EW correct identification increases. Therefore CRE may not always have an impact on reliability of EWT & their memory. There may be other issues with EW memory and therefore EW reliability such as stress and weapon focus.

In conclusion ~~the~~ the reliability of EW memory may depend on CRE, however not everyone don't have expertise with other race, which may not influence their CRE.



AO1 knowledge and understanding of the 'other race' effect is Level 3. It has been interwoven with the evaluative points, which is perfectly acceptable.

It is accurate but not thorough. Examples have been given, such as lack of expertise and not other races' faces enough, but these have not been developed.

AO3 is Level 4 because it is well-developed and demonstrates competing arguments in the form of using studies such as Scheck *et al* to support points that faulty identification can lead to reduced reliability of eye-witness memory.

Total: 7 marks

Level 4

## Question 12

This question required candidates to state what is meant by the term 'alarm reaction'.

The majority of candidates answered this question well. A detailed knowledge of Selye's General Adaptation Syndrome was given within additional levels of biological knowledge.

**12** In your studies of health psychology, you will have learned about Selye's General Adaptation Syndrome (GAS).

State what is meant by the term 'alarm reaction' as a stage in Selye's General Adaptation Syndrome (GAS).

The alarm stage is when an individual registers a threat, activating the sympathetic nervous system as well as the HPA axis, so that 'fight or flight' can occur, as adrenaline is released from the adrenal glands. (Total for Question 12 = 1 mark)



This response is detailed and draws on many areas that describe the 'alarm stage'.

Total: 1 mark

## Question 13 (a)

This question required candidates to describe the experimental/research design used in the scenario.

Many candidates were able successfully to identify independent measures as the design used in the scenario. Some candidates were also able to give some of the characteristics of the two conditions, to achieve the second mark.

**13** Anatole conducted an experiment to see if social support affected his participants' perception of how likely someone was to become stressed.

- Condition A: ten participants were given a scenario where the person in a stressful situation at work had social support from friends and family.
- Condition B: nine different participants were given the same scenario but the person had no social support from friends and family.

Anatole then asked his participants to say whether the person in the scenario would be stressed or not.

(a) Describe the experimental/research design Anatole used in his experiment.

(2)

Anatole used an independent measures design since participants in each condition were different, whether the participants had social support or not



This response achieves marks for:

- the identification of the correct design, which was independent measures (1)
- an accurate description of both Condition A and Condition B (1)

If the candidate had simply stated Condition A and B and not described the value of the conditions, this would not have been creditworthy.

Total: 2 marks

### **Question 13 (b)**

This was a one-mark question that required candidates to calculate a percentage from the data table.

Most candidates could calculate the percentage of participants, to one decimal place.

### Question 13 (c)

This was a two-mark question that required candidates to explain what level of measurement had been used in respect of the data shown in the scenario.

Many candidates appeared to find this concept difficult, that is, what is meant by 'level of measurement'. A usual response was quantitative data, which was incorrect.

Some candidates were able to identify nominal data and gained one mark. Few candidates were able to justify the level of measurement by linking it to the scenario, to access the second mark.

(c) Explain what level of measurement Anatole used for the data shown in **Table 3**.

(2)

Anatole used nominal data, as the categories that the participants chose after <sup>seeing</sup> ~~being~~ the scenario, which was whether or not the person would be stressed, is or discrete categories and are therefore nominal.



**ResultsPlus**  
Examiner Comments

This response receives marks for:

- correct level of measurement (1)
- describing categories in relation to the scenario (1)

Total: 2 marks

## Question 13 (d)

This was a two-mark question that required candidates to explain one conclusion in relation to the scenario.

Many candidates stated the results from the data but did not go on to explain what this meant in terms of a conclusion. Therefore, they did not provide creditworthy responses.

With a 2-mark conclusion question, candidates need to use data that is given in the data tables and make a judgement on what it means.

Simply stating the data and not what this shows, is not a conclusion.

(d) Explain **one** conclusion Anatole could make from his results in terms of the effects of social support.

(2)

Anatole can conclude that social support decreases the stress (perception) of a person. In the scenario where person had social support only 3 thought the person would be stressed compared to when the person had no social support & thought the person would be stressed.



This response achieves marks for:

- the use of the data – 3 participants thought the person would be stressed compared to when the person had no social support (1)
- explaining that social support decreases the perception of stress in relation to the scenario (1) The candidate begins the response with the conclusion but this is acceptable.

Total: 2 marks

## Question 13 (e)

This was a two-mark question where candidates had to explain one improvement that could be made in respect of the scenario.

One of the most frequent responses was to increase sample size to improve generalisability, which is not a creditworthy response.

Some candidates were able to explain the idea that collecting some qualitative data, through interview or additional questions on Anatole's questionnaire, would help to understand why participants made their decision, which was an improvement.

(e) Explain **one** improvement Anatole could make to his experiment.

(2)

Anatole could repeat his experiment with different scenarios and not just work, such as marriage, ~~work~~ exams and driving. This would make his conclusion and results more valid since he would be able to accommodate for a range of scenarios, and effect of social support would be seen more clearly.



This response achieved no marks.

Whilst the candidate has made reference to the scenario, the suggestion that increasing sample size to improve generalisability is not a credit-worthy response.

Total: 0 marks



Candidates should not change the reasons for a study when writing how to improve it.

## Question 14

This question required candidates to explain one strength of using selective serotonin reuptake inhibitors (SSRIs) in relation to the scenario.

Many candidates answered this question well. There was a good understanding of how SSRIs work. This was applied successfully to the scenario to explain why its use was a strength in terms of outcome for Sonya.

**14** Sonya works as a doctor in a local health clinic where she treats patients with anxiety. She is currently treating a patient who is highly anxious, and it is affecting their health. The patient has a job interview in the next few weeks and feels their anxiety will affect their performance at the interview. If they do not get the job, they may not be able to afford to go on holiday.

Sonya hopes that by treating the patient with selective serotonin reuptake inhibitors (SSRIs) the person's anxiety will reduce.

Explain **one** strength of Sonya using selective serotonin reuptake inhibitors (SSRIs) to treat the patient.

One strength of Sonya using SSRIs to treat the patient's anxiety is that they will produce a quick response. This means that the patient will be able to treat their anxiety before their job interview, as they will have more serotonin and will be able to perform better so that they are able to afford to go on holiday once getting the job.

(Total for Question 14 = 2 marks)



**ResultsPlus**  
Examiner Comments

This response receives both marks:

- The candidate identifies the strength in terms of SSRIs working quickly, with reference to the patient and anxiety (1)
- This point is then justified because they explain it will help the patient deal with the interview due to the increased serotonin levels (1)

Total: 2 marks

## Question 15

This question required candidates to explain one strength and one weakness of using emotion-focussed strategies in relation to the scenario.

Few candidates were able to access the strength because they only gave descriptions of emotion-focussing strategies. A small number of candidates did suggest they would be more effective because Mary could not change her stressor, as a basis for a creditworthy response.

The weaknesses were, generally, answered better than the strengths. These were predominantly framed around the idea of Mary using emotion-focussed strategies, but that they did not deal with the causes of stress and therefore may not be effective.

15 Greg is a health psychologist who was asked to treat Mary for her stress. Greg had several sessions with Mary to find out what caused her to be stressed. Mary said that her boss at work is constantly asking her to complete work to unrealistic deadlines. Mary was also stressed because she did not have much money left at the end of the month because she likes to go out at least three times a week with her family and friends.

Based on the sessions Greg had with Mary he recommended emotion-focusing strategies that he thinks will help Mary cope with her stress.

Explain **one** strength and **one** weakness of Mary using emotion-focusing strategies to cope with her stress.

Strength

Mary using

One strength of an emotion focusing strategies to cope with stress is that she can learn to reduce the stress she feels despite the problem being there.

For example, she cannot change the fact her boss sets unrealistic deadlines etc so she focuses on her own emotions and can reduce how much stress she feels about it.

Weakness

One weakness of Mary using emotion focusing strategies to cope with her stress is that the actual direct problem itself is not being dealt with.

Although Mary is focusing on her emotions, she will still have to complete her work under unrealistic deadlines and she still has not enough money to go out three times a week.

(Total for Question 15 = 4 marks)



2 marks are given for the strength, because using emotion-focussing strategies to cope with stress was identified. This is then justified by explaining that, whilst not being able to change deadlines, Mary could focus on her own emotions to reduce stress.

1 mark is given for the identification of not being able to deal with the cause of the problem. This was not justified so no further marks are given.

Total: 3 marks

## Question 16

This was an eight-mark essay question that required candidates to assess Brady (1958) in terms of the Animals (Scientific Procedures) Act 1986.

Most candidates identified this as the 'Executive Monkey' study and could give a coherent account of the study and its findings, in some cases, with considerable detail.

A common evaluation point was that of generalisability of results to humans. The ethical issues of the treatment of the monkeys, contrasting with the value of the research for understanding causes of human stress were also considered.

This was an eight-mark essay that required candidates to evaluate Type A personality as a factor that influences stress.

Many candidates used general, everyday descriptions of personality, rather than the psychological terms such as time-conscious, competitive and impatient and therefore limited their ability to move from Level 2 to Level 3.

In general, AO3 was more comprehensive than AO1, because candidates demonstrated a greater understanding of where the research had been discovered, for example whilst undertaking research into the effects of tobacco. This was the stronger section of the essays.

16 In your studies of health psychology you will have learnt about the classic study by Brady (1958).

Assess Brady (1958) in terms of the Animals (Scientific Procedures) Act 1986.

(8)

Brady carried out research on rhesus monkeys to investigate the relationship between development of ulcers and hormone production and stressful situations. His experiment involved 8 rhesus monkey who were paired up into 4 pairs. Within each pair, one monkey was yoked and the other carried out a task. The task was to push a lever within 20 seconds of hearing a buzzer. If the ~~work~~ working monkey failed to do so then both it and the yoked monkey received electric shocks to their feet. If it succeeded then neither it nor its partner were shocked.

Within 9-48 days of Brady's experiment all 4 working monkeys died and so the experiment was stopped. The yoked monkeys remained alive and healthy suffering from only a few ulcers. This led Brady to conclude that the electric shock was not the stressor but instead the act of avoiding the shock and working to prevent receiving shock was stressful.

An obvious weakness to this study is the issue of animal ethics. The monkeys were subjected to torture and confinement. Although this may have been seen as ethical at the time (1950s) it is no longer ethical.

One violation of the Animals Act is that they were not given access to an environment that was similar to their natural habitat. This in itself is stressful and traumatising to the animals as they are unfamiliar with their environs.

Another issue is that they were locked up for the entirety of the study and the yoked monkey was tied up for long periods of time. This is a violation because the Animals Act states that the animals have a right to move ~~at~~ freely for at least a few hours a day and should not remain confined for long.

Lastly, the animals received electric shocks. This is a form of physical harm to them as they were unable to resist. The shocks were relatively strong and harmful. The monkeys were also left without treatment upon development of fatal ulcers to the point of death.

In conclusion, although Brady's research was quite helpful in understanding stress. It was at the expense of animal harm. Although the Animals Act was only developed 30 years later, this study is a perfect example of what not to be done.

(Total for Question 16 = 8 marks)



AO1 demonstrates accurate knowledge and understanding, with examples such as the number of animals used and a detailed description of the procedure. The response is deemed just Level 3.

AO3 was also Level 3 because there were mostly coherent chains of reasoning. These were almost generic in description, with little link to the knowledge and understanding.

Total: 6 marks

Level 3



Focus on key psychological terms as opposed to everyday language when considering personality types and their relationship to stress.

## Question 17

This was an eight-mark essay question that required candidates to evaluate Type A personality as a factor that influences stress.

Many candidates gave everyday terms for the description of the personality type, as opposed to the key psychological terms such as competitive, time-constrained and therefore limited their ability to move from Level 2.

In terms of AO3, many focussed on the origins of the research for Type A personality as a grasp of competing arguments. However, few candidates offered any competing arguments, so again were limited to Level 2.

Friedman + Rosenham (c.1990s) found two distinct personality types — Type A: competitive and Type B: relaxed. They propose that those with ~~the~~ type A are more ~~more~~ driven, impatient and ambitious. A personality with these traits are usually more "angry" and as it ~~is~~ contributes to stress. They may feel a need to be constantly doing something, which adds to their stress.

A psychological study took place after (c.1990s) and found that those with Type A personality typically have higher testosterone than those who weren't type A. This information is beneficial when exploring this as Ramachandran (1992) found that high levels of testosterone linked to increased stress. Those with Type A personalities have a hormonal and biological reasoning behind their increased stress.

However, when looking at the previous point, it is deterministic to say that Type A ~~is~~ causes high levels of testosterone as there is no empirical evidence or any way to test it. ~~The question~~ ~~is~~ ~~is~~ ~~does~~ ~~Type~~ There is an argument—

of cause vs effect here. Does Type A cause high levels of testosterone, leading to stress? Or does pre-determined <sup>+ biological</sup> high levels of testosterone manifest into a Type A personality. More testing needs to take place, but for now, it is deterministic to say that Type A causes stress.

It was also found that Type A individuals are also "hardy" people (Kobasa + Maddi, 1989). "Hardy" people put an emphasis on control and commitment and they have been found to stress less over daily hassles (1), therefore decreasing stress overall. This link would mean that Type A ~~people~~ personality does not <sup>or influence</sup> increase stress.



**ResultsPlus**  
Examiner Comments

The knowledge and understanding of Type A personality is accurate but limited, therefore achieves the lower end of Level 3.

AO3 demonstrates a grasp of competing arguments with the use of studies. The findings of these were successfully applied, therefore the response reaches the upper end of Level 3.

Total: 5 marks

Level 3

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Candidates need to revisit the requirements of drawing a suitable graph. The title of the graph should include all conditions of the research and the mathematical measure that was used
- Axes need to show a full label and not just Condition A/Condition B
- The appropriate use of the levels of measurement needs to be more secure
- In essay questions that use a scenario, list-like features of the scenario are not considered to be knowledge and understanding, unless explained
- A question that requires an improvement to a piece of research needs to follow the original methodology, as opposed to suggesting a completely different method
- Candidates would benefit from revisiting the different taxonomies used in questions in order to appreciate the assessment objective that is being tested
- Check if there is a requirement to address a specific point, for example only reliability, or validity

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

