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Edexcel

Mark Scheme (Results)

January 2025

Pearson Edexcel International Advanced Level in  
Psychology (WPS03) Paper 01  
Applications of Psychology

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**WPS03 January 2501  
DEVELOPMENTAL PSYCHOLOGY**

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description of the preoperational stage of development.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• It is an intellectual stage of development where thinking is not influenced by logical reasoning but by the way that things appear (1). Children are egocentric, assuming that other people see things the way they do, so have difficulty understanding another's perspective (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for identification of a strength/weakness (AO1). Credit <b>one</b> mark for justification/exemplification of each strength and weakness (AO3).</p> <p>For example</p> <p>Strength:</p> <ul style="list-style-type: none"> <li>• Piaget's theory of cognitive development has real life application as it is used extensively in educational settings to underpin teaching methods (1), as Garner (2008) suggests that teachers should provide opportunities to recognise similarities and differences at a physical level to develop conservation skills (1).</li> </ul> <p>Weakness:</p> <ul style="list-style-type: none"> <li>• Piaget's theory ignores developmental variations in children's development so it does not account for individual differences (1), as Vygotsky suggested that cognitive development does not occur in stages but through social interactions, for example building knowledge by learning from more knowledgeable others (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a reason in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of the reason (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Sabian will gather detailed information from the qualitative open questions about the different types of activities the teachers and parents do with the children (1), so Sabian will be able to explore whether it is the type of activity rather than the number of exercises which has an influence on the children’s language development, improving the validity of his research (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a weakness in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of the weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The range ignores all scores in the distribution and only takes the smallest and largest values into account, for Group A this was 40 and 70 different words spoken (1), so this could be skewed by abnormally high or low values of the different number of words spoken (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(c)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Sabian could ensure that both the day care centre and parents are using the same standardised activities to help the language development of the children (1), improving reliability as he can be sure that any differences in the words that children say is due to the influence of day care and not extraneous variables (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(a)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for accurate description in relation to scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Marina would separate the entire population of 10–11-year-old children into different sub-groups, for example 10-year-olds and 11-year-olds (1). She would then select a random sample proportionally from each stratum which is representative of the population as a whole to take part in the new writing programme (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;"><b>AO2 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for accurate description in relation to scenario.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Marina should ensure that the children are protected from psychological harm as they could become distressed being judged on their grammatical ability (1). She should explain that it is the efficacy of the writing programme that is being measured and not their writing ability to avoid distress (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Indicative Content	Mark
4	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• The zone of proximal development (ZPD) is the difference between what a learner can do with the help of a more knowledgeable other (MKO) and what they can do by themselves.</li> <li>• Scaffolding is structured learning from a teacher who will then gradually reduce their role in the learning over time.</li> <li>• Children’s learning occurs through interaction with a more knowledgeable other (MKO) so the zone of proximal development (ZPD) is constantly changing.</li> <li>• Elementary mental functions are innate cognitive abilities that we are born with and are developed through social interaction with others.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Shaffer (1996) found that adults can take on the role of a MKO who promote cognitive development, as he found that a young girl improved in her ability to solve a puzzle when her father demonstrated some basic strategies in problem solving.</li> <li>• Scaffolding has been shown to aid children’s comprehension abilities, supported by Abbas (2017) who found that children who received 6 weeks of teaching using scaffolding techniques had better comprehension skills than the children who did not.</li> <li>• Vygotsky suggests that the aid of a MKO is necessary for progress to be made in terms of cognitive development, however Piaget would disagree as learning occurs within a child’s stage of development without the help of others.</li> <li>• Lui and Matthews, (2005) suggest that learners with learning difficulties may not be able to access the same meaning from group interactions when compared to those without so not all social interactions affect innate cognitive abilities.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

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

Question Number	Indicative Content	Mark
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<b>5</b>	<p style="text-align: center;"><b>AO1 (4 marks), AO2 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"><li>• Article 18 states that parents have a responsibility for the child.</li><li>• The best interests of the child are important and should be a priority.</li><li>• Article 13 states that every child be given the freedom to express their thoughts and opinions.</li><li>• The UNCRC (1989) states that every child has a right to protect and preserve their identity.</li></ul> <p><b>AO2</b></p> <ul style="list-style-type: none"><li>• Rafael must ensure that he gets the parents' informed consent to monitor the children as they are under the age at which they can give consent.</li><li>• Rafael is proposing using the strange situation procedure which can be distressing for both the parent and the child; however, it is being used to improve the attachment type so its use would be justified.</li><li>• If the children at the day care centre become upset because of the strange situation procedure, Raphael should consider they are expressing their feelings and should stop the procedure immediately.</li><li>• Raphael is making the parenting classes available to all families so this should protect the identity of the children as it is not just targeted at families for which there are particular concerns.</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>
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Level	Mark	Descriptor
<b>AO1 (4 marks), AO2 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.</b>		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

## CRIMINOLOGICAL PSYCHOLOGY

Question Number	Answer	Mark
<b>6</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Pre-trial publicity such as reports in the media about the defendant may be a source of juror bias (1). A juror will try to make sense of the pre-trial information using their own schema so if the schema is negative, they are more likely to find the defendant guilty which may vary depending on culture and/or upbringing (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark																																																																		
<b>7(a)</b>	<p style="text-align: center;"><b>A02 (4 marks)</b></p> <p>Credit one mark for a correct calculation of <b>column d<sup>2</sup> = 224</b></p> <p>Credit <b>one</b> mark for a correct calculation of <b>6 times the sum of d<sup>2</sup> = 1344</b></p> <p>Credit <b>one</b> mark for a correct calculation of <b>6 times the sum of d<sup>2</sup> divided by n(n<sup>2</sup>-1) = 1344 ÷ 720 = 1.8666</b></p> <p>Credit <b>one</b> mark for a correct answer to <b>two decimal places</b> = 1-1.86666 = 0.866666 = <b>-0.87</b></p> <table border="1" data-bbox="272 645 1366 1771"> <thead> <tr> <th data-bbox="272 645 491 1059">Number of Cognitive Behavioural Therapy (CBT) sessions attended over a 6-month period</th> <th data-bbox="491 645 659 1059">Rank 1</th> <th data-bbox="659 645 866 1059">Number of aggressive incidents over the 6-month period</th> <th data-bbox="866 645 1034 1059">Rank 2</th> <th data-bbox="1034 645 1206 1059">d</th> <th data-bbox="1206 645 1366 1059">d<sup>2</sup></th> </tr> </thead> <tbody> <tr> <td>18</td> <td>9</td> <td>9</td> <td>1</td> <td>8</td> <td>64</td> </tr> <tr> <td>7</td> <td>1</td> <td>20</td> <td>9</td> <td>8</td> <td>64</td> </tr> <tr> <td>16</td> <td>8</td> <td>13</td> <td>3</td> <td>5</td> <td>25</td> </tr> <tr> <td>15</td> <td>7</td> <td>12</td> <td>2</td> <td>5</td> <td>25</td> </tr> <tr> <td>10</td> <td>3</td> <td>15</td> <td>5</td> <td>2</td> <td>4</td> </tr> <tr> <td>9</td> <td>2</td> <td>18</td> <td>8</td> <td>6</td> <td>36</td> </tr> <tr> <td>14</td> <td>6</td> <td>17</td> <td>7</td> <td>1</td> <td>1</td> </tr> <tr> <td>11</td> <td>4</td> <td>16</td> <td>6</td> <td>2</td> <td>4</td> </tr> <tr> <td>13</td> <td>5</td> <td>14</td> <td>4</td> <td>1</td> <td>1</td> </tr> <tr> <td colspan="5" style="text-align: right;">Total</td> <td>224</td> </tr> </tbody> </table> <p><b>Look for other reasonable marking points.</b></p>	Number of Cognitive Behavioural Therapy (CBT) sessions attended over a 6-month period	Rank 1	Number of aggressive incidents over the 6-month period	Rank 2	d	d <sup>2</sup>	18	9	9	1	8	64	7	1	20	9	8	64	16	8	13	3	5	25	15	7	12	2	5	25	10	3	15	5	2	4	9	2	18	8	6	36	14	6	17	7	1	1	11	4	16	6	2	4	13	5	14	4	1	1	Total					224	<b>(4)</b>
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18	9	9	1	8	64																																																															
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Total					224																																																															

Question Number	Answer	Mark
<b>7(b)</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for justification of why a Spearman's rank correlation coefficient would be used.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Becky used a Spearman's rank on her data because her hypothesis stated there would be a correlation between the two co-variables of Cognitive Behavioural Therapy (CBT) and levels of aggression and not a difference (1) and the data is at least ordinal as it is sessions attended and number of aggressive incidents that have been ranked (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7(c)</b>	<p style="text-align: center;"><b>AO2 (1 mark) AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of an improvement in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Becky could observe the number of aggressive acts the offenders participate in rather than ask them to self-report the incidents (1), so this would improve the credibility of her data as the offenders may have actively underestimated the number of aggressive incidents to make themselves look better (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8</b>	<p style="text-align: center;"><b>A02 (2 marks), A03 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each way in relation to the scenario (A02)            Credit <b>one</b> mark for exemplification/justification of each way (A03)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Arnold will have experienced high levels of anxiety when the man pointed the gun at him resulting in his body producing higher levels of cortisol (1) this will have reduced the accuracy of his description of the man as high levels of cortisol are linked to memory impairment (1).</li> <li>• Arnold will have focused all his attention on the gun because it is a perceived threat (1) this means that he will have paid less attention to the features of the man, so his description of the offender may not be reliable (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>9</b>	<p style="text-align: center;"><b>A02 (1 mark) A03 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of a strength in relation to the scenario (A02)            Credit <b>one</b> mark for justification/exemplification of the strength (A03)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Kajri's testimony will be more reliable if she describes the attack in the park in a different narrative order as this will stop her reconstructing the events which can lead to distortion (1). Geiselman et al. (1985) supports this, as they found that due to the recency effect witnesses should recount events backwards, so Kajri should start at the end where the phone was stolen (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Indicative Content	Mark
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<b>10</b>	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"><li>• Jury decision making can be researched through mock juries in which less jurors can be used than in real criminal trials.</li><li>• Extraneous variables can be controlled in a mock trial so effects on juror decision making can be reduced.</li><li>• Participants were shown videotaped mock trials of a robbery in Penrod and Cutler’s investigation into juror decision making in the presence of an expert witness.</li><li>• Penrod and Cutler’s laboratory experiment used 538 participants who completed a questionnaire containing the dependent variables after they had watched the video recordings of the mock trials.</li></ul> <p><b>A03</b></p> <ul style="list-style-type: none"><li>• Reduced jury numbers may mean that there are not enough jurors to discuss the case in detail, so it may not be a valid measurement of how decisions are made in a criminal trial.</li><li>• Decision making processes that jurors experience in mock trials can be controlled so they can be replicated and are more reliable.</li><li>• Penrod and Cutler (1989) lacked ecological validity as the ‘mock jurors’ were shown videos of mock trials of a robbery which did not represent real life trials.</li><li>• The sample was large and the four conditions of the mock trials were spread evenly between multiple groups ranging from 2-8 participants so the study is reliable as it was repeated amongst the sample.</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>
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Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Question Number	Indicative Content	Mark
11	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• The media portrays criminal characters as strong and powerful and are likely to become role models.</li> <li>• Social learning theory suggests that attention is paid to criminal behaviour in the media if it is paired with enticements such as music or fast actions.</li> <li>• Antisocial and criminal behaviour in the media acts as vicarious reinforcement when the actions are rewarded by gaining wealth, power or status.</li> <li>• Identification with criminal role models in the media is more likely if they are the same gender as the observer.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• As characters are seen as strong and powerful, their actions will be imitated in real life as shown in Bandura (1961) where male children were more likely to imitate the adult male role model so may account for criminal and antisocial behaviour.</li> <li>• Bandura only used children in his research so this may not explain the criminal and antisocial behaviour of adolescents who are more likely to be entertained by media with fast actions and crime.</li> <li>• Vicarious reinforcement may occur if personal gains from crime are observed in the media as Williams (1986) found that levels of aggression doubled when television was introduced where personal acts were rewarded.</li> <li>• Identification ignores biological explanations for criminal and anti-social behaviour, and it may be better accounted for by having an antisocial personality disorder.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b>		
	0	No rewardable material
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
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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)

## HEALTH PSYCHOLOGY

Question Number	Answer	Mark
<b>12</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• The pre-frontal cortex controls our responses to stress through the regulation of thoughts and actions (1). Stress reduces this function leading to the disruption of executive functioning (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark																																																																		
<b>13(a)</b>	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Credit one mark for a correct calculation of <b>column d<sup>2</sup> = 224</b></p> <p>Credit <b>one</b> mark for a correct calculation of <b>6 times the sum of d<sup>2</sup> = 1344</b></p> <p>Credit <b>one</b> mark for a correct calculation of <b>6 times the sum of d<sup>2</sup> divided by n(n<sup>2</sup>-1) = 1344 ÷ 720 = 1.8666</b></p> <p>Credit <b>one</b> mark for a correct answer to <b>two decimal places</b> = 1-1.86666 = 0.866666 = <b>-0.87</b></p> <table border="1" data-bbox="279 645 1369 1749"> <thead> <tr> <th data-bbox="279 645 496 981">Number of Cognitive Behavioural Therapy (CBT) sessions over a 6-month period</th> <th data-bbox="496 645 667 981">Rank 1</th> <th data-bbox="667 645 863 981">Number of anxious episodes over the 6-month period</th> <th data-bbox="863 645 1034 981">Rank 2</th> <th data-bbox="1034 645 1204 981">d</th> <th data-bbox="1204 645 1369 981">d<sup>2</sup></th> </tr> </thead> <tbody> <tr><td>18</td><td>9</td><td>9</td><td>1</td><td>8</td><td>64</td></tr> <tr><td>7</td><td>1</td><td>20</td><td>9</td><td>8</td><td>64</td></tr> <tr><td>16</td><td>8</td><td>13</td><td>3</td><td>5</td><td>25</td></tr> <tr><td>15</td><td>7</td><td>12</td><td>2</td><td>5</td><td>25</td></tr> <tr><td>10</td><td>3</td><td>15</td><td>5</td><td>2</td><td>4</td></tr> <tr><td>9</td><td>2</td><td>18</td><td>8</td><td>6</td><td>36</td></tr> <tr><td>14</td><td>6</td><td>17</td><td>7</td><td>1</td><td>1</td></tr> <tr><td>11</td><td>4</td><td>16</td><td>6</td><td>2</td><td>4</td></tr> <tr><td>13</td><td>5</td><td>14</td><td>4</td><td>1</td><td>1</td></tr> <tr> <td colspan="5" style="text-align: right;">Total</td> <td>224</td> </tr> </tbody> </table> <p><b>Look for other reasonable marking points.</b></p>	Number of Cognitive Behavioural Therapy (CBT) sessions over a 6-month period	Rank 1	Number of anxious episodes over the 6-month period	Rank 2	d	d <sup>2</sup>	18	9	9	1	8	64	7	1	20	9	8	64	16	8	13	3	5	25	15	7	12	2	5	25	10	3	15	5	2	4	9	2	18	8	6	36	14	6	17	7	1	1	11	4	16	6	2	4	13	5	14	4	1	1	Total					224	<b>(4)</b>
Number of Cognitive Behavioural Therapy (CBT) sessions over a 6-month period	Rank 1	Number of anxious episodes over the 6-month period	Rank 2	d	d <sup>2</sup>																																																															
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Question Number	Answer	Mark
<b>13(b)</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for justification of why a Spearman's rank correlation coefficient would be used.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Becky used a Spearman's rank on her data because her hypothesis stated there would be a correlation between the two co-variables of cognitive behavioural therapy and anxiety and not a difference (1) and the data is at least ordinal as it is sessions attended and number of anxious episodes that have been ranked (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>13(c)</b>	<p style="text-align: center;"><b>AO2 (1 mark) AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of an improvement in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Becky could observe the number of anxious episodes the patients experienced rather than ask them to self-report the incidents (1), so this would improve the credibility of her data as the patients may have actively underestimated the number of anxious episodes to make themselves look better (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
14	<p style="text-align: center;"><b>A02 (2 marks), A03 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each way in relation to the scenario (A02)            Credit <b>one</b> mark for exemplification/justification of each way (A03)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Arnold may be able to lower his stress levels through an acknowledgment that this type of robbery is unlikely to happen to him again in the future (1) this will change his negative appraisal of the robbery to more positive emotions which will reduce his levels of cortisol (1).</li> <li>• Arnold focused on the gun and appraised the situation as a perceived threat, but he could focus on the fact he was not injured (1), this will change his negative appraisal of the robbery to a positive appraisal and so will be effective in reducing his levels of stress (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
15	<p style="text-align: center;"><b>A02 (1 mark) A03 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of a strength in relation to the scenario (A02)            Credit <b>one</b> mark for justification/exemplification of the strength (A03)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Kajari can call on her friends as social support as they can help moderate the impact of the attack on her levels of stress and mental wellbeing (1). Fleming et al. (1982) found that psychological and behavioural effects of stress can be reduced as social support helps with the ability to cope with stress such as Kajari's panic attacks and wanting to move away (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Indicative Content	Mark
16	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Holmes and Rahe’s social readjustment rating scale (SRRS) was a questionnaire that identified 43 stressful life events.</li> <li>• Each of the 43 stressful life events were rated using a scale of a life change units.</li> <li>• The SRRS is a self-report method so the calculations in respect of the possibilities of illness are not scientifically measured.</li> <li>• People are unique and different personality types deal with stress in different ways.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• The SRRS requires all participants to answer the same questions and are written in an accessible format so they are a reliable measure of stress as they can be replicated.</li> <li>• The SRRS is a valid measure of stress as each event is allocated a life change unit that can be scored and measured over a 12-month period.</li> <li>• Due to chances of subjective evaluations of how stressful the life events are, the rating scales may be deemed unscientific and therefore an unreliable measure of stress.</li> <li>• The SRRS does not take into account the differences in the emotional responses to stressors that people experience so it may not be a valid measure of all levels of stress.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Question Number	Indicative Content	Mark
17	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Type A personalities are more time conscious and become impatient if they think time is being wasted or there are more important things to do; this leads to higher levels of stress.</li> <li>• Being highly competitive is a trait of type A personalities and is a source of stress as they always want to be the best, causing them to do more to achieve in both work and in leisure.</li> <li>• People classified as having Type A personalities are more likely to suffer from stress related illnesses such as coronary heart disease.</li> <li>• Type A personalities are more self-critical, competitive, impatient and participate in goal-directed behaviour.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Research has found a relationship between Type A personalities and higher rates of heart disease; as this is a relationship it may be due to other factors such as genetic pre-disposition to heart disease, not stress.</li> <li>• Type A personality may not be the source of the stress, but due to the situations they involve themselves with, therefore it is not the personality type but the situation that causes the stress.</li> <li>• Miličić et al (2016) found compared to healthy controls, those classified as Type A personality suffered from acute myocardial infarction supporting the assumption that the personality type A is associated with stress.</li> <li>• High pressure stressful jobs are often associated with people who are personality type A, as traits such as being highly motivated and goal-directed are positive attributes that employers desire.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>A01 (4 marks), A03 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b>		
	0	No rewardable material
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning, leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

