



Examiners' Report June 2024

IAL Psychology WPS03 01

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Introduction

This series it was pleasing to see that candidates left few questions unanswered, with the majority attempting all questions. Candidates demonstrated both knowledge and understanding across a range of questions in both the developmental section and the options sections of the paper. Whilst option A continues to be the preferred choice for the majority of candidates, option B has also grown in popularity.

It was pleasing to see the quality of responses in the extended open-response questions. There is a growing awareness of the importance of the taxonomy of the question which has led candidates to address the AO3 element. The evaluate questions in respect of ASPD in the criminal section and problem-focusing and emotion-focusing in the health section were particularly well answered with many candidates achieving level 3 and some at level 4.

However, AO2 continues to be the weakest skill in terms of the 4 mark questions, where candidates have to explain strengths and weaknesses or give reasons. It was clear that candidates had a good understanding of the concepts, theories and processes. For example, with Cognitive Behavioural Therapy, most candidates used key terms to explain how it could be used. But this was not developed in terms of using elements from the scenario, with many candidates continuing only to use the names within the scenario resulting in responses that were considered generic and therefore not creditworthy. Candidates would benefit from a reviewed focus in AO2 questions to use multiple examples from the scenarios in their responses to demonstrate an understanding of application in relation to a context.

Question 1 (a)

This AO1 question requires candidates to describe the procedure used by Punch (2002) in her ethnographic fieldwork.

Many candidates demonstrated a clear understanding of the procedures used by Punch, often citing the classroom-based tasks. A common second descriptive point described how the study was also carried out in the Bolivian homes of the students. Some candidates confused the work of Punch (2002) and Ainsworth, describing the Strange situation procedure instead.

(a) Describe the procedure used by Punch (2002) in her ethnographic fieldwork.

(2)

Punch used an observational procedure to gather data from the familie. young children she investigated in their classroom setting in Bolivia. She used an emic approach and gathered data by gaining insight on the family lives as well.



Marks are given for:

- An understanding that there was an observational procedure, in context by referencing Bolivia and the classroom setting. (1)
- Describing an emic procedure by gaining insight into family lives as well. (1)

Total: 2 marks



For a 2 mark describe question there needs to be some development in respect of the statement.

Question 1 (b)

Candidates are required to demonstrate AO1 and AO3 for this question to explain one weakness of Punch's fieldwork study.

Many candidates answered this question well with a thorough understanding of the study. The most common response was that the emic approach of researching in Bolivia meant the results would apply to other cultures, achieving the full 2 marks. Other creditworthy answers chose possible subjectivity in Punch's interpretations of her observations, either because of her innate Western views or because she might have become too involved with individuals during her long involvement with them, again a strong 2 mark response which identified the weakness and then used elements of that to justify/exemplify the weakness. Some candidates gave generic responses which were not creditworthy.

(b) Explain **one** weakness of Punch's (2002) ethnographic fieldwork study.

(2)

Punch (2002) took an emic approach and as a result the data gained from her study in Bolivia is specific to the culture there. It is not generalisable to other culture, as ^{her sample} ~~it~~ is ^{only} ~~not~~ representative of Bolivian cultures.



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Marks are given for:

- Identifying the weakness that the study being an emic approach, specific to Bolivia. (1)
- Exemplification in the fact that it was only representative of Bolivian culture and could not be generalised to other cultures. (1)

Total: 2 marks



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Examiner Tip

Identification points need to be examples from either the study (as in this case), concept or theory being examined rather than general points or a repeat of the question.

For the exemplification, draw on the point noted as the weakness to explain why this is a weakness.

Question 2 (a)

This is a mathematics question, where candidates have to convert data from a data-table into a percentage shown in whole numbers.

The majority of candidates achieved the 1 mark for a correct percentage in whole numbers. Some candidates successfully calculated the percentage, but did not give it as a whole number and therefore did not achieve the mark.

- (a) Convert the data shown in **Table 1** for the children showing cooperative behaviour in **Condition A** to a percentage of all the children in the investigation.

You **must** give your answer in whole numbers.

(1)

*

Space for calculations

$$\frac{12}{29} \times 100$$
$$= 41.37$$

Percentage of children in Condition A showing **cooperative** behaviour

41%



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The mark is achieved as the percentage calculation is given as whole numbers.

Total: 1 mark.



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Examiner Tip

Show your working out on maths questions.

If the final answer is incorrect but a correct calculation is shown in the workings, this is still creditworthy.

Question 2 (b)

This is another mathematics question, where a percentage has to be calculated based on the data in the data-table. The final answer has to be given in whole numbers.

The majority of candidates calculated the correct percentage, giving the final answer in whole numbers. Some candidates did not calculate the percentage correctly and the final answer was incorrect.

$$\frac{4}{16} \times 100 = 25\%$$
$$\frac{4}{29} \times 100 = 13.79\%$$

Percentage of children in Condition A showing **uncooperative** behaviour

~~25%~~ 14%



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Examiner Comments

The correct percentage has been calculated and the final answer is shown in whole numbers.

Total: 1 mark



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Examiner Tip

Remember to look at the final answer requirement. Some questions may ask for the final answer to be given in whole numbers or perhaps to one or two decimal places.

Question 2 (c)

This is a 4 mark question where candidates have to calculate chi-squared to two decimal places from the data shown in the data-table.

The majority of candidates achieved the full 4 marks for this question having successfully completed all columns to two decimal places and giving a correct final answer for chi-squared. Some candidates achieved 2 marks for calculating the first two columns correctly but making arithmetical errors in calculating the final column.

Your answers should **all** be correct to **two** decimal places.

(4)

		Observed	Expected	O-E	(O-E) ²	(O-E) ² /E
Children played in a room with orange walls	Demonstrating mostly cooperative play	12	10.48	1.52	2.31	0.22
	Demonstrating mostly uncooperative play	4	5.52	-1.52	2.31	0.42
Children played in a room with white walls	Demonstrating mostly cooperative play	7	8.52	-1.52	2.31	0.27
	Demonstrating mostly uncooperative play	6	4.48	1.52	2.31	0.52
Chi-squared =						1.43



Marks are given for accurate:

- $(O-E)$ correctly calculated to two decimal places.
- $(O-E)^2$ correctly calculated to two decimal places.
- $(O-E)^2/E$ correctly calculated to two decimal places.
- Chi-squared correctly calculated to two decimal places.

Total: 4 marks.



Remember to look for the correct required format for columns and the final calculation. The question will specify the format, for example, to one or two decimal places or whole numbers.

Question 2 (d)

This question requires candidates to identify an improvement in relation to the scenario for the AO2 mark and justify/exemplify why this would improve the investigation for the AO3 mark.

The most common response was to repeat the investigation in different nurseries (AO1), justified by making it more representative to a larger target population (AO3). Another popular response was to repeat the investigation for more than one day, however the justification was not as well explained in many instances so the AO3 mark was not achieved. A number of candidates suggested getting informed consent from the parents, but there was nothing in the scenario to suggest that this had not been actioned, so it was not considered to be an improvement.

(d) Explain **one** improvement Diego could make to his investigation. (2)

Diego could carry out this investigation in other nurseries so that his results could be representative of all children. Therefore he ~~is~~ could generalise his results about the use of colour in the learning environment to cooperative behaviour in other children.

(Total for Question 2 = 8 marks)



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This response achieves marks for:

- Identifying the improvement of carrying out the investigation in other nurseries. (1)
- Generalise the results of the use of colour in learning to other children (target population). (1)

Total: 2 marks.



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Examiner Tip

The identification of the improvement needs to draw on material from the scenario as opposed to the question. The justification should use the identification point to demonstrate how it would make the investigation better.

Question 3

This question requires candidates to identify one strength and one weakness of Skinner's theory of language in relation to the scenario for the AO2 marks, and then justify/exemplify the identification point for the AO3 marks.

Many candidates demonstrated a good understanding of the theory using appropriate terminology and elements of the scenario to identify the strength. However, few candidates provided a creditworthy justification, making vague references to Skinner's work as opposed to how this would support the fact that Miranda used the word milk. Candidates found it harder to effectively address the weakness. However, some answers successfully used Vygotsky's zone of proximal development, explaining Thomas to be the more knowledgeable other in comparison to Skinner. Chomsky and the learning acquisition device were also used but this was not effectively applied to the scenario.

Strength

Skinner suggests children learn with reinforcement, as positive reinforcement is when something nice is introduced to increase probability of behaviour being repeated. As Thomas praises Miranda for using the word 'Milk' he is positively reinforcing the behaviour so that Miranda repeats it again to receive praise. This supports his explanation of positive reinforcement.

Weakness

* Skinner's theory can be contradicted by Chomsky who suggests language development is innate so that children are able to have their ^{Survival} needs met. This explains how Miranda learned to say 'Milk' to meet her need and suggest it has more to do with her biological innate ability than reinforcement as Skinner suggests. Therefore, decreasing Skinner's validity.



This response achieves marks for:

- Identifying the strength of positive reinforcement in respect of Miranda when Thomas praises her. (1)
- This is then justified when the example of Miranda repeating the word to receive praise which supports Skinner's explanation of positive reinforcement. (1)
- Identifying the weakness as there is an alternative theory by Chomsky's learning acquisition device. (1)
- This is justified by the example of Miranda saying the word milk due to a biological need that is innate rather than through reinforcement. (1)

Total: 4 marks

Question 4

This is an 8 mark essay question that requires candidates to discuss, using Bowlby's theory of attachment, the impact that early separation may have had in relation to the scenario.

Many candidates engaged well with the question and the scenario. There was at the least a basic description of Bowlby's theories of maternal deprivation and affectionless psychopathy. Many also demonstrated thorough knowledge describing key terms such as monotropy and internal working model confidently and appropriately. The scenario was often related back to Bowlby including his study of the 44 Juvenile Thieves. Some candidates gave a basic description of Bowlby's theory and did not integrate elements of the scenario within their response.

Bowlby's theory of attachment is based on a primary caregiver, normally the mother, being present during their child's early life to help them form a secure attachment. Bowlby discusses how a child could have an attachment but then it's lost, which he termed as privation. This may cause serious issues to the child as they grow up. Additionally, he also discussed deprivation, which is when no bond or attachment is formed to begin with. When deprivation occurs, the child who has suffered from it may become reckless and may start offending as they grow up. Furthermore, Bowlby ~~is~~ puts emphasis on safe base. This is when a child has a primary caregiver who is consistent, comfortable and present. Having a caregiver like that leads the child to feel comfortable in the world around them as they know they'll always have a

Safe place to go to. This links with contact comfort, which gives a child reassurance. Moreover, through ~~But~~ Bowlby's research he saw that imprinting has a major effect on the development of a child in the future. The concept is that a bond is created between the mother and child. However, if no relationship is created, this will make it difficult for the child to develop relationships as they grow older since they have never experienced any sort of relationship with their primary caregiver. Lastly, Bowlby had stated that separation from the primary caregiver leads to maternal deprivation which doesn't create a safe environment for a child and could lead them to becoming affectionless psychopaths.

Furthermore, Kristoff seemed to have experienced maternal deprivation. This can be seen when he described his early childhood, as his ^{mother} mother falling ill when he was born and not being able to take care of him and his father always being away. Due to this he was not able to form an attachment with either of his parents. Since this occurred it may be likely that he could be an affectionless psychopath. In addition, in the first three years of his life, Kristoff lived in a number of care homes. This may suggest that he never had a place to call home with a primary caregiver, in the critical period of his life. Due to this he

may not have had a safe base to go to and feel comfortable. Moreover, Kristoff finds it hard to make long-term relationships with people. This could be due to him not having a primary caregiver to show him love and sensitivity. Therefore, he may think that people will always leave him. Lastly, when Kristoff was questioned by his neighbour about the graffiti, he lied. This behaviour can only be explained if he had no primary caregiver to teach him right from wrong.



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This is a level 4 response.

- The AO1 is level 4: it is thorough and accurate and gives examples of the key concepts of the theory.
- The AO2 is level 4: it is well-developed and is used to explain the key concepts detailed in the AO1. The competing arguments could have been developed a little further to achieve the full 8 marks.

Total: 7 marks

Question 5

This is an 8 mark essay in respect of the Issues section of the specification, requiring candidates to assess the strengths and weaknesses of psychological research drawing on material from units 1 and 2 of the specification. The question asks candidates to address how far Brendgen et al (2005) has furthered our understanding of social development in children.

Some candidates demonstrated accurate knowledge and understanding of the study, citing key findings. These were then used to support the question as to how this had furthered our understanding by looking at the nature/nurture debate in respect of aggression and how this can be employed in school settings. Many candidates did not appear to have revisited elements of study from unit 1 and in this instance unit 2, often writing about Ainsworth's strange situation study which was not creditworthy.

Predgen et al. (2005) aimed to explore the origins of social aggression in 6 year old twins. They were particularly interested in the relationship between the so-called social aggression (gossip, taunting) and the physical manifestations of aggression. By studying both monozygotic and dizygotic twins they were hoping to explore both environmental and genetic effects of social aggression.

Social and physical aggression was measured by ratings provided by their teachers as well as their own peers. The findings of the study demonstrated that physical aggression, more so than social aggression could be explained by genetic factors. They also showed that shared environment played a significantly larger role in social aggression rather than in physical aggression. To sum up, the study found that in certain types of aggression environmental factors play a much larger role than previously thought.

One of the main contributions of this research is its emphasis on social aggression as a new focus on social development of children. Most of the previous research has largely focused on physical aggression, and mostly ignored all other types of aggression.

By differentiating aggression types, and showing that different types of aggression have differing causes, researchers were able to highlight distinct developmental paths of such behaviours. By separating the genetic and environmental influences for physical and social aggression accordingly, the research encourages a

more nuanced and delicate approach to addressing these behaviours.

The fact that social aggression was to a large extent dictated by the shared environment of individuals emphasises the great importance of socialisation processes such as parenting styles and school environments. It clarifies what steps should be undertaken in order to reduce levels of social aggression. However, at the same time, the findings revealed that non-shared environmental influences such as personal friendships, teacher-student interactions, play vital role in children's social development. Once again, these findings reinforce the importance of individualised approach in educational settings.

The insights from this research can lead to more effective and refined policies and interventions aimed at improving social climate of educational settings for example. In addition, schools could also implement social programs aimed at improving empathy, cooperation in order to reduce levels of social aggression among children.

Finally, the better understanding of shared environmental influences, should mean that parents, theoretically, should become more aware of their role as mediators inside their homes and should attempt to better reinforce social behaviours.



This is a level 3 response:

- The AO1 is accurate and describes key elements and findings from Brengen's study, so top level 3.
- The AO3 is also top level 3, as the arguments are mostly developed as there have been links with the findings and how they can be used in educational settings to support social development.

Total: 6 marks



Candidates need to be reminded to revisit material from both units 1 and 2 of the specification as these can be used in the synoptic essay.

The Issues section of developmental psychology can draw on concepts, theories, studies and methodologies covered within units 1 and 2 of the specification.

Question 6

In this question, candidates are required to describe what is meant by post-event information as a factor influencing the reliability of eye-witness memory.

The majority of candidates achieved 2 marks. They described post-event information and then described the influence this had on the reliability of eye-witness memory. Where candidates failed to achieve marks, they gave detail of the sources of information to the eye-witness but failed to identify that this was after the event. Alternatively, candidates suggested that the information would affect eye-witness memory but failed to specify the direction of that effect.

6 Describe what is meant by 'post-event information' as a factor influencing the reliability of eye-witness memory.

Information that the eye witness is exposed to during the time ~~between~~ after the incident and before the trial. This may decrease the validity of the information due to confabulation. Therefore decreasing the reliability of the testimony.



This candidate achieves 1 mark for the description of information being received after the event. They achieve a further mark for how confabulation occurs which negatively affects the reliability of eye-witness memory.

Total: 2 marks.

Question 7 (a)

This question requires candidates to explain one strength and one weakness of using a psychological (case) formulation in relation to the scenario. It is an AO2/AO3 question, so the identification of the strength/weakness has to use elements of the scenario to put it in context.

The majority of candidates demonstrated a good understanding of the key processes of psychological case formulation and could outline a strength and a weakness in this respect. However, the majority of candidates did not relate this to the scenario, simply stating only the names of Jasmine or Goldie which is not enough detail for context. Some candidates successfully applied elements of the scenario to explain why this was a strength/weakness in respect of psychological case formulation and were able to access the full 4 marks having supported this with an appropriate justification.

Strength

One benefit of Jamie using a psychological case formulation for Goldie is that it reviews all the events of the individual that may have caused or influenced Goldie to commit the crime she did such as early life experiences. This will help psychologist to evaluate and make an informed decision on Goldie's life.

Weakness

A weakness may be that as the information is all based on what the criminal says ie what Goldie says. This may be highly subjective information for Jasmine to produce a accurate case formulation. As Goldie may have interpreted situations differently to how it would have actually been. Thus reducing the ~~credibility~~ credibility of the case formulation.



This response achieves 0 marks.

The candidate demonstrates a good understanding in both the strength and the weakness of a psychological case formulation. Both points have also been justified.

However, the candidate has given a generic response as only the names of Jasmine or Goldie are used without making any reference to examples such as her prison term for assaulting another woman or having been diagnosed with an antisocial personality disorder.



Knowledge points need to be related to elements of a scenario other than just names that have been used in the scenario. Even if the response shows a detailed understanding of psychological knowledge, an AO2 question requires application to the scenario to be creditworthy. Without the link, the response is generic.

Strength

Psychological case formulation allows for a better understanding of the crime but also the offender, as it looks into the real reason and motivation for performing the crime in the first place, why Goldie assaulted the women, and treats that rather than just looking at the crime.

Weakness

As Goldie has a record with mental illness and substance abuse as well as a diagnosis of ASPD, her memory may not be accurate enough to perform a successful psychological case formulation as it relies on the offender opening up and remembering.



This achieves 4 marks.

Strength:

The candidate identifies the strength (AO2) of a case formulation giving a better understanding of the real reason Goldie assaulted a woman. This is then justified (AO3) in suggesting that this understanding can be used to treat Goldie rather than just looking at the details of the crime.

Weakness:

The weakness of having an inaccurate memory due to Goldie's substance abuse (AO2) is identified. This is justified by suggesting that this will mean that an accurate psychological case formulation cannot be carried out due to the offender not opening up and remembering.

Question 7 (b)

A 2 mark question that requires candidates to explain one ethical issue when using a psychological (case) formulation in relation to the scenario.

Many candidates produced some clear, logical answers, mainly centred on protection from harm or confidentiality, but, neglected to include any elements from the stem other than the names of Jasmine and Goldie and therefore achieved 0 marks.

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It could be a trigger for Goldie as she suffers from depression and anxiety already, so this might make her feel more anxious and irritated. The formulation could harm her mentally.



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The context is referred to just once in terms of Goldie's anxiety and depression but this is linked to both being a trigger which ultimately causes mental harm.

Marks are awarded for:

- The identification that it will cause mental harm. (1)
- The mental harm could be caused by triggering her anxiety which makes her feel anxious. (1)

Total: 2 marks

Question 8

The question requires candidates to explain two reasons why Cognitive Behavioural Therapy (CBT) may be an effective treatment in relation to a scenario.

Many candidates had a good knowledge of the processes used in CBT including some key terms and examples, such as triggers, role play and homework. However, many candidates did not use elements from the scenario such as breaking windows, loud music, neighbours talking and simply stated Carl's name. The use of only the name from the scenario does not meet the AO2 objective of identifying reasons as this has not been applied and so is not creditworthy.

1. As the point of CBT is to make the patient understand what they're doing wrong which is causing harm to other people which is what Carl needs as ~~his~~ he does not see the problem ~~with~~ ^{of} his actions

2. CBT is proven to be effective as they have sessions of roleplay that can imitate moments ~~that~~ that make Carl mad which the therapists can correct his behavior



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This achieves 0 marks.

Reason 1:

- There is an understanding of the process of CBT and it has been related to an outcome, in explaining that it is what Carl needs to change his actions. These actions have not been specified and could therefore apply to any situation and not specifically the one detailed in the scenario.
- The candidate has only used Carl's name, so it is generic.

Reason 2:

- A judgement has been made to how effective CBT would be and elements of the processes of CBT are used in the form of citing role play.
- However, again, only the name has been used and there is no example from the scenario to suggest what behaviour is being referred to.

treatment for Carl to control his anger.

1 CBT aims to change irrational thought into rational thought. Carl tries to justify playing loud music as the music is good this is an irrational thought which CBT helps to show Carl that playing music out loud at 2 am is inconsiderate.

2 Carl has anger management issues CBT will help him learn to control these outbursts by making him role play and show him how he should act when he is angry. Anger management techniques such as homework, diary writing, journaling and also ~~discourage~~ ^{encourage} him to not act out on emotions as he did when breaking his neighbour's window.



This achieves 4 marks.

Reason 1:

- The candidate identifies why CBT may be effective as it aims to change irrational thoughts. (1)
- This is brought into context with the example of changing Carl's irrational thoughts that 'playing loud music that is good' and this will help him understand that this is inconsiderate. (1)

Reason 2:

- The candidate identifies that he will learn to control his behaviour through role play, homework etc. (1)
- This is brought into context with reference to helping him to not act out his emotions such as breaking a neighbour's window. (1)

Total: 4 marks



Candidates need to use key terms from a concept or theory and apply them using examples from a scenario, other than just a name to be creditworthy.

Question 9 (a)

Candidates are required to demonstrate AO2 and AO3 for this question, explaining one reason why a sample was collected in relation to the scenario.

Many candidates could identify the potential jurors' previous experience and knowledge of court procedures/the process of decision making as being advantageous to Anika's investigation for the AO2 identification mark. Many candidates attempted to justify this, quite commonly suggesting that it would give the study more ecological validity without explaining further and so did not fully justify the statement and did not achieve the AO3 mark. Some candidates did earn the AO3 mark by suggesting that the jurors with previous experience would be more representative of a true-life jury trial and therefore it was more ecologically valid.

To insure that they already had some prior knowledge to how juries work and so she doesn't have to teach them first as they would already be well-versed and would know the rules and conditions jurors must follow in court and so that it is a very reliable experiment with high ecological validity to how jurors decisions are made in real life.



This achieves 2 marks:

- The candidate identifies that Anika will not have to teach the juries as they have some prior knowledge (AO2). (1)
- This provides ecological validity as it shows how jurors' decisions are made in real life (AO3). (1)

Total: 2 marks

Question 9 (b)

This is a 2 mark question where candidates have to explain one improvement that could be made in respect of the scenario.

The most common creditworthy response was for Anika to seek potential participants in venues other than her local library, such as other libraries, shopping malls etc for the identification mark. This was then justified in suggesting what the improvement would achieve in terms of validity, commonly that it would be more applicable to real-life as she would recruit a more diverse sample for the AO3 mark. Some candidates suggested changing the methodology of the investigation, which is not creditworthy, such as observing real trials and using a meta-analysis.

(2)

Anika can place posters outside of her ~~library~~ library as well, this would increase her chances of getting a more diverse set of jurors which could be more applicable to real life scenarios



This achieves 2 marks:

- Identification of one way, place posters outside the library. (1)
- Justification, applicable to real-life as it would be a more diverse set of jurors. (1)

Total: 2 marks



With improvement questions, it must be an improvement to the investigation cited in the scenario.

Suggesting alternative methodologies is not creditworthy as that is a completely different study. If, for example, the question asked for an improvement to a laboratory experiment, suggesting that an observation would be better is not improvement to the existing study.

Question 10

This is an 8 mark essay question that requires candidates to evaluate whether ASPD can explain crime and anti-social behaviour, assessing both AO1 and AO3.

Most candidates were able to demonstrate accurate knowledge and understanding of some characteristics of ASPD. Some candidates gave quite detailed accounts, including details of correlated brain dysfunctions. For the AO3 element, there was good use of alternative explanations for crimes and anti-social behaviour, such as Social Learning Theory, self-fulfilling prophecy, violent media and video games. Supporting evidence was also used with Li et al and brain correlates and Raine et al, brain abnormalities. Some candidates gave isolated descriptions of ASPD with little justification and were only able to achieve bottom level 2.

ASPD is a mental disorder that is characteristic of anti-social behaviour, impulsivity that leads to aggression & violence, as well as no regard for other people.

Firstly, ASPD has been seen as a mental disorder and a biological explanation for crime & anti-social behaviour, first generation relatives are at much higher risk of getting ASPD as a result of inheritance.

secondly, to say ASPD is the sole reason for crime & antisocial behaviour is reductionistic as many other factors such as upbringing, parental abuse & theories like self-fulfilling prophecy can lead to criminal & anti-social behaviour. The self-fulfilling prophecy has many credible studies such as Rosenthal's Jacobson's study with primary kids.

furthermore, studies such as Fridel et al investigated the predictive validity that ASPD leads to crime. so she observed a group of addicts from a short term rehabilitation centre & carried out many psychological tests. she concluded that people with ASPD are 2-4 times more likely to commit theft & 2-4 times more likely to commit more severe crimes. This gives scientific credibility to ASPD as an explanation for crime.

Moreover, studies like Fonagy et al investigated the effect of early attachment on the likelihood of

Crime, saying factors such as separation, parental abuse or drug abuse increases the chances of criminal activity.*

Furthermore, Moss et al investigated the effect of neurotransmitters ^{on aggression} on a group of participants. He put serotonin agonists & found that there is a change in aggression ~~when~~ when neurotransmitter levels are altered.

This is evidence for other biological reasons for increased aggression.

Lastly, all these studies from Moss et al, Fonagy et al & Fridel et al as well as Perez et al have correlational data. None of these show a cause & effect relationship so their face validity is low. Furthermore, the stigma of ASPD leading to more crime may create stereotypes & unjustly increase convictions due to bias.

In conclusion, ASPD is a good explanation for crime & anti-social behaviour but it is not the only explanation, as other theories & studies also provide credible reasons.

* ∴ he concludes that sometimes symptoms of ASPD are triggered by our environmental factors, it is not the sole biological reason that increases tendency to crime.



This is a level 3 response.

The AO1 is top level 3 as it demonstrates accurate knowledge:

- ASPD as a mental health disorder.
- Characteristics of ASPD.

The AO3 is top level 3 as it has competing arguments and mostly coherent reasoning:

- Reductionist.
- Supporting studies, both for and against.

Total: 6 marks

Question 11

This is an 8 mark question that requires candidates to assess the effects of stress and trauma on the reliability of eye-witness memory.

Many candidates demonstrated accurate knowledge and understanding for this essay. Common explanations for the effects of stress and trauma was using Yerkes-Dodson curve and how this could affect eye-witness memory. The role of cortisol at the time of an incident was also well explained for the AO1 element of the essay.

The studies of Valentine and Mesout and Yuille and Cutshall were used with varying degrees of success as supporting evidence for the effect on eye-witness memory. The better answers used the findings of the study to support the effect on stress and trauma. Some candidates simply repeated the studies and their findings without relating them to the effect on eye-witness memory so demonstrated a limited attempt to address the question at AO3. There was a good use of alternative theories by many of the candidates, using weapon focus to justify their AO1 points.

11 Assess the effect of stress and trauma on the reliability of eye-witness memory.

(8)

Eye witnesses may ~~increase~~ be in highly emotional & stressful period when they witness an event. ~~regardless~~ Thus when a witness witnesses a crime, their cortisol production may be heightened, which will increase the reliability of the eye witnesses memory due to selective attention

This is found evident in Al-Abasi et al research.

He for measured the cortisol level under time periods of stress and we found that when on this disrupts the working memory but enhances the selective attention. ^{Hence} increasing the reliability of the eye witness.

Additionally, stress and trauma may ^{not} affect affect on eyewitness ^{memory} reliability. As it was found that the highest level of accuracy was found when witness faced traumatic crimes and had to recalled details.

This was evident in Yelle and Cutshall research as they found that those who had experienced higher stress levels were able to accurately provide information on the testimony. This was found that even if it may not be due to high stress/arousal levels. But those who had the

highest stress/arousal levels was those closest to the crime and thus, they had a better view of the crime. Hence reliability will increase.

Furthermore, stress high levels of stress and arousal are presented as for example; when we try to remember information it is paired with stress and arousal. Hence, may be why when we are stressed the ability to recall may be inaccurate.

Which is supported through the Yerkes Dodson Law, where when we experience a traumatic event and are faced with high levels of stress, our performance will reach an eventual decline. This is suggesting that there is an optimal level which stress can be taken in, until it peaks our attention.

Additionally, when emotions result in it being fixated as a result of stressful events this can reduce the reliability of the eye witness ^{memory} because it reduces the ability of peripheral information being recalled.

According to Christianson et al, when an eye witness starts to fixate on a particular event, they will do it more often and for longer, reducing the reliability of eye witness ^{memory} testimony.

(Total for Question 11 = 8 marks)



This is a level 4 response as the knowledge and understanding is accurate and thorough for AO1. The assessment is well-developed for AO3. The key areas covered are shown below.

AO1:

- Cortisol production.
- Levels of accuracy.
- Peripheral information.

AO3

- Supporting studies.
- Concepts such as Yerkes-Dodson law.

The candidate has chosen to identify a point and then support this with evidence or further justification which works well in this instance

Total: 7 marks

Question 12

In this question, candidates are required to describe what is meant by the term social support as a factor affecting stress.

The majority of candidates achieved 2 marks for this question. They described social support and then described the influence this had on stress. Candidates who failed to achieve full marks gave details of social support but did not specify how this affected stress.

12 Describe what is meant by the term 'social support' as a factor affecting stress.

Social support is the 'support' we receive from those around us when we go through stress. This could include things like community, family, peers, partner, etc. It mostly relies on the basis of connection, which is a basic human need, in the social circle that an individual lives in. This could help an individual cope with their stress, whether it be through discussion, distractions, etc. It could also be a source of stress if one does not have a good social support.



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The candidate describes different forms of social support for 1 mark. They then go on to describe how this social support is related to stress.

Total: 2 marks

Question 13 (a)

This question requires candidates to explain one strength and one weakness of using brain regions as an explanation for stress in relation to the scenario. It is an AO2/AO3 question, so the identification of the strength/weakness has to use elements of the scenario to put it in context.

The majority of candidates demonstrated a good understanding of the functions of various brain regions and could outline a strength and a weakness in this respect. However, many candidates did not relate this to the scenario, simply stating only the names of Jasmine or Goldie which is not enough detail for context. Some candidates successfully applied elements of the scenario to explain why this was a strength/weakness in respect of brain regions in relation to stress and were able to access the full 4 marks having supported this with an appropriate justification.

Strength

A strength of using brain regions as an explanation of Goldie's stress is that research into this area has allowed for the development of a number of drug treatments. This means that Jasmine could prescribe Goldie with an anxiety treatment drug, for example an SSRI, to treat her anxiety.

Weakness

A weakness of using brain regions to explain Goldie's stress, is that it may not fully explain it. Brain regions alone as an explanation, does not take into account environmental factors which may have a bigger hand in Goldie's stress, for example her record of alcohol and substance abuse may be a contributing factor.



This achieves full marks.

The candidate identifies the strength (AO2) of brain regions as drugs such as SSRIs can be used to treat her anxiety. This is then justified (AO3) in suggesting that drug treatments have been developed to manage stress.

The weakness of it not being a full explanation of Goldie's alcohol and substance abuse (AO2) is identified. This is justified, by suggesting that there may be environmental factors as well as brain regions.

Total: 4 marks

Strength

The pre-frontal cortex governs behaviour and mood, so stress is a type of mood and using brain regions allows one to easily assess Goldie's problems.

Weakness

Reductionist, it doesn't explain other reasons for her stress, childhood trauma, financial issues, history of substance abuse in the family.



This response achieves 0 marks.

The candidate has identified a strength and a weakness of brain regions as explanation for stress, citing some key terminology.

However it is a generic response as only the names of Jasmine or Goldie are used without making any reference to examples such as having to give up work or experiencing high levels of depression and anxiety.



Knowledge points need to be related to elements of a scenario other than just names that have been used in the scenario.

Even if the response shows a detailed understanding of psychological knowledge, an AO2 question requires application to the scenario to be creditworthy. Without the link, the response is generic.

Question 13 (b)

A 2 mark question that requires candidates to explain one ethical issue when investigating brain regions associated to the scenario.

Many candidates produced some clear, logical answers, mainly centred on protection from harm or confidentiality, but, neglected to include any elements from the stem other than the names of Jasmine and Goldie and therefore achieved 0 marks.

(1)

One ethical issue Jasmine should have considered while investigating enables brain region is ~~that~~ informed consent as study of brain regions involves pet scans, ~~scans~~ which is an invasive method as glucose tracers are injected in your body, which can lead to an ethical breach if informed consent from her parent or guardian is not taken as she has alcohol and substance abuse she may not be in her right mind so it is necessary to take informed consent for family or guardian.

(Total for Question 13 = 6 marks)



The context is referred to just once in terms of Goldie's alcohol and substance abuse but this is linked to both invasive techniques that may require informed consent from a more competent other.

Marks are awarded for:

- The identification that informed consent may be necessary. (1)
- This is due to not being in a fit mental state because of her substance abuse and so may be unaware of the invasive techniques. (1)

Total: 2 marks

Question 14

The question requires candidates to explain two reasons why Cognitive Behavioural Therapy (CBT) may be an effective treatment in relation to a scenario.

Many candidates had a good knowledge of the processes used in CBT including some key terms and examples, such as triggers, role play and homework. However, many candidates did not use elements from the scenario such as chest pains, loud music, neighbours talking and simply stated Carl's name. The use of only the name from the scenario does not meet the AO2 objective of identifying reasons as this has not been applied and so is not creditworthy.

and recommended Cognitive Behavioural Therapy (CBT).

Explain **two** reasons why Cognitive Behavioural Therapy (CBT) may be an effective treatment for Carl.

1 CBT suggest that psychological disorder is due to faulty thinking. Carl didn't know what Nicolas was talking, but he "assume" ~~at~~ he was complaining about him. Hence, by fixing the faulty thinking, this could reduce Carl anxiety as it treat from the ~~at~~ cause.

2 CBT therapist may give homework to Carl to overcome his anxiety. As ~~a~~ Carl keep avoiding Nicolas, the homework maybe to slowly approach Nicolas and talk thing out. This will help Carl with his ~~at~~ chest pain, ~~any~~



This achieves full marks:

- The candidate identifies why CBT may be effective as it aims to change faulty thinking. (1)
- This is brought into context with the example of changing Carl's faulty thoughts that his neighbour is talking about him. (1)
- The candidate identifies that he will learn to control his behaviour through homework. (1)
- This is brought into context with reference to helping Carl to not avoid Nicolas but to talk things out. (1)

Total: 4 marks

treatment for Carl.

1 One reason Cognitive Behavioural Therapy (CBT) may be an effective treatment for Carl would be because it changes their maladaptive thinking, the individual would stop thinking negatively about the situation which would help in the long run when they're in the same situation again.

2 Another reason Cognitive Behavioural Therapy (CBT) may be an effective treatment for Carl would be that they would be able to find the root/cause of why he thinks this way making it easier to try and change his maladaptive thought.



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This achieves 0 marks.

- There is an understanding of the process of CBT and it has been related to an outcome, in explaining that it is what Carl needs to change his actions. These actions have not been specified and could therefore apply to any situation and not specifically the one detailed in the scenario.
- The candidate has only used Carl's name, so it is generic.
- A judgement has been made to how effective CBT would be and elements of the processes of CBT are used in the form of finding the root cause.
- However, again, only the name has been used and there is no example from the scenario to suggest what maladaptive thought is being referred to.

Total: 0 marks.

Question 15 (a)

Candidates are required to demonstrate AO2 and AO3 for this question, explaining one reason why a sample was collected in relation to the scenario.

Many candidates could identify she needed to recruit people with Type A personality because it is a characteristic that they are frequently stressed, for the AO2 identification mark. Many candidates attempted to justify this, quite commonly suggesting they are workaholics without explaining further in respect of stress, and so did not fully justify the statement and did not achieve the AO3 mark. Some candidates did earn the AO3 mark by suggesting that Type A commonly demonstrated stress, citing examples of being a workaholic and this was linked to being representative of her target population.

(2)

The Type A personality is associated with a higher & more reactive & sympathetic nervous system and HPA axis causing more stress for individuals with this personality as they are more highly sensible to stressors in their environment. For this reason they will provide better evidence for the link between stress and personality as they are familiar with it.



This achieves full marks:

- The candidate identifies that type A personality is highly stressed citing the HPA and also the environment (AO2). (1)
- This provides better evidence for the link between stress and personality as they are familiar with it (AO3). (1)

Note that the candidate has not used Anika's name but there are many examples from the scenario for the AO2 content for example 'more stress for individuals with this personality type' (Type A referred to earlier).

Total: 2 marks

Question 15 (b)

This is a 2 mark question where candidates have to explain one improvement that could be made in respect of the scenario.

The most common creditworthy response was for Anika to seek potential patients in other doctors' surgeries for the identification mark. This was then justified in suggesting what the improvement would achieve in terms of validity, commonly that it would be more applicable to real-life as she would recruit a more diverse sample for the AO3 mark. Some candidates suggested changing the methodology of the investigation, which is not creditworthy, such as observing patients in the surgery.

Anika could select those confirmed to have type A personalities by professionals instead of relying on participant's judgement. This would ~~more~~ give her investigation internal validity as she is actively investigating those with type A personality. (2)



This achieves full marks:

- Identification of personality types confirmed by professionals. (1)
- Justification, improved internal validity due to the knowledge all participants are classified as Type A personality. (1)

Total: 2 marks



With improvement questions, it must be an improvement to the investigation cited in the scenario.

Suggesting alternative methodologies is not creditworthy as that is a completely different study. If, for example, the question asked for an improvement to a laboratory experiment, suggesting that an observation would be better is not improvement to the existing study.

Question 16

This is an 8 mark essay question that requires candidates to evaluate whether problem-focusing and emotion-focusing coping strategies are helpful in dealing with stress, assessing both AO1 and AO3.

Most candidates were able to demonstrate accurate knowledge and understanding of some of the mechanisms of coping. For example, suggesting the problem-focused is dealing with the stressor itself, whilst emotion-focused is dealing with the reaction to stress, giving appropriate examples in both situations. For the AO3 element, there was good use of alternative explanations for how to deal with stress, such as the use of SSRIs. Supporting evidence was also used such as Nakonz and Shik and Schmidt et al. Some candidates gave isolated descriptions of both problem-focused and emotion-focused strategies with little justification.

Coping strategies are buffers, tactics or strategies thought to help alleviate stress. Emotion focusing describes the changing and regulation of an emotional response to a problem, instead of solving the problem in itself. Emotion focusing is helpful when the individual has no control over the problem at hand. However, emotion focusing does not work to solve the problem, neither address it, and so may not be effective in the long-term.

Problem focusing on the other hand, relies on addressing and problem-solving to resolve the problem, and this leaves a lasting resolution to the stress. However, attempting to solve the problem may require resources or result in repercussions. Moreover, it may be difficult to do if the issue is out of an individual's control.

While problem focusing and emotion focusing are effective in alleviating

stress, there exist other coping strategies, such as, appraisal focusing, where the problem is deviated thought of in a more positive light; Schmidt et al. found that the stress of examinations of students decreased when they changed their perceptions of their examinations. Nakoncz and Shik (2009) moreover, found that religious coping strategies, such as, through social support through a church or focus group, helped in alleviating stress. However coping strategies do not consider the biological causes of stress and which cannot be dealt with by such strategies. Nevertheless, problem-focusing and emotion-focusing are helpful in dealing with stress.



This is a level 3 response.

The AO1 is top level 3 as it demonstrates accurate knowledge:

- Emotion-focused outline.
- Problem-focused outline.

The AO3 is top level 3 as it has competing arguments and mostly coherent reasoning:

- Schmidt et al.
- Nakonz and Shik.

Total: 6 marks

Question 17

This is an 8 mark question that requires candidates to assess life events and daily hassles as factors that affect stress.

Many candidates demonstrated accurate knowledge and understanding for this essay. Common explanations for the effects of stress were explained well with examples for both life events and daily hassles. The impact of these elements on a person's life in respect of stress were also given for the AO1 element of the essay. The studies of Kanner and Freund were used with varying degrees of success as supporting evidence for the effect on stress. The better answers used the findings of the study to support. Some candidates simply repeated the studies and their findings without relating them to the effect on stress so demonstrated a limited attempt to address the question at AO3.

17 Assess life events and daily hassles as factors that affect stress.

(8)

Both life events and daily hassles are factors that affect stress in our lives.

Life events are major events that happen in our lives which could be stressors to stress us up such as the first job interview, getting married, going through a divorce etc. Rahe ^{conducted} ~~conducted~~ research on sailors for 6 months and found that there was a positive correlation between the stress score on the Holmes and Rahe scale and the ill health. ~~This shows that~~ The Holmes and Rahe scale is a scale which uses life events to predict a stress score.

Life events are just stressors but and ~~not~~ does not necessarily cause stress to an individual. Different individuals would perceive each life event differently. Hence we can't say that each individual would go through the same level of stress for a certain life event.

Daily hassles are the daily irritating events that happen to us throughout our day-to-day lives. When the daily hassles are accumulated it could result in us being stressed. Kanner et al suggested that the more daily hassles that a person goes through the more vulnerable they would be to stress, because all those daily hassles could get accumulated and be a bigger stressor than a major life event.

The daily hassles could also be ~~or~~ ~~a~~ ~~more~~ ~~precise~~ ~~ful~~ in predicting stress or stress related disorders or illness than ~~major~~ ~~major~~ life events. DeLong DeLongis et al found that ~~it is~~ ^{the} vulnerability to stress related disorders could be predicted using the de Hassels and uplift scale ~~in~~ ~~more~~ with a higher accuracy than the Holmes and Rahe scale.

Although both daily hassles and life events ~~exp~~ ^{give} an explanation of stress they ~~are~~ ~~both~~ ~~both~~ ignore ^{effect of} the biological factors as well as personality traits such as the effect personality type A and B on ~~the~~ stress. ~~Therefore~~ Therefore it ~~cannot~~ be a complete explanation of stress.



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Examiner Comments

This is a level 4 response as the knowledge and understanding is accurate and thorough for AO1. The assessment is well-developed for AO3. The key areas covered are shown below.

AO1:

- Life events.
- Daily hassles.

AO3

- Supporting studies.
- Alternative suggestions such as the biological approach.

Total: 7 marks

Paper Summary

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

- Remember that in the Issues section of developmental psychology, which takes the form of an extended open-response 8 mark question, material can be drawn from units 1 and 2 of the specification.
- Where the AO2 skill of application is being tested in scenario based questions, ensure that you link elements of the scenario to explain or describe the point you are making. Simply putting a name, or 'as shown in the scenario' is not applied.
- In a question that requires an improvement to be suggested, explain how your improvement will make the investigation better without suggesting an increase in sample size or a change of methodology as these are not creditworthy improvements.

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>

