Please check the examination details below before entering your candidate information

Candidate surname	Other names
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Pearson Edexcel
International Advanced Level

Centre Number	Candidate Number

Monday 20 January 2020

Afternoon (Time: 1 hour 30 minutes) | Paper Reference **WPS03/01**

Psychology

International Advanced Level
Paper 3: Applications of Psychology

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in Section A, and **ALL** questions from **EITHER** Option 1 criminological psychology **OR** Option 2 health psychology.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- The list of formulae and statistical tables are printed at the start of this paper.
- Candidates may use a calculator.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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FORMULAE AND STATISTICAL TABLES

Standard deviation (sample estimate)

$$\sqrt{\left(\frac{\sum(x-\bar{x})^2}{n-1}\right)}$$

Spearman's rank correlation coefficient

$$1-\frac{6\sum d^2}{n(n^2-1)}$$

Critical values for Spearman's rank

	Level of significance for a one-tailed test				
	0.05	**0.025**	**0.01**	**0.005**	**0.0025**
	Level of significance for a two-tailed test				
N	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**
5	0.900	1.000	1.000	1.000	1.000
6	0.829	0.886	0.943	1.000	1.000
7	0.714	0.786	0.893	0.929	0.964
8	0.643	0.738	0.833	0.881	0.905
9	0.600	0.700	0.783	0.833	0.867
10	0.564	0.648	0.745	0.794	0.830
11	0.536	0.618	0.709	0.755	0.800
12	0.503	0.587	0.678	0.727	0.769
13	0.484	0.560	0.648	0.703	0.747
14	0.464	0.538	0.626	0.679	0.723
15	0.446	0.521	0.604	0.654	0.700
16	0.429	0.503	0.582	0.635	0.679
17	0.414	0.485	0.566	0.615	0.662
18	0.401	0.472	0.550	0.600	0.643
19	0.391	0.460	0.535	0.584	0.628
20	0.380	0.447	0.520	0.570	0.612
21	0.370	0.435	0.508	0.556	0.599
22	0.361	0.425	0.496	0.544	0.586
23	0.353	0.415	0.486	0.532	0.573
24	0.344	0.406	0.476	0.521	0.562
25	0.337	0.398	0.466	0.511	0.551
26	0.331	0.390	0.457	0.501	0.541
27	0.324	0.382	0.448	0.491	0.531
28	0.317	0.375	0.440	0.483	0.522
29	0.312	0.368	0.433	0.475	0.513
30	0.306	0.362	0.425	0.467	0.504

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

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Chi-squared distribution formula

$$X^2 = \sum \frac{(O-E)^2}{E} \qquad df = (r-1)(c-1)$$

Critical values for chi-squared distribution

	Level of significance for a one-tailed test					
	0.10	**0.05**	**0.025**	**0.01**	**0.005**	**0.0005**
	Level of significance for a two-tailed test					
df	**0.20**	**0.10**	**0.05**	**0.025**	**0.01**	**0.001**
1	1.64	2.71	3.84	5.02	6.64	10.83
2	3.22	4.61	5.99	7.38	9.21	13.82
3	4.64	6.25	7.82	9.35	11.35	16.27
4	5.99	7.78	9.49	11.14	13.28	18.47
5	7.29	9.24	11.07	12.83	15.09	20.52
6	8.56	10.65	12.59	14.45	16.81	22.46
7	9.80	12.02	14.07	16.01	18.48	24.32
8	11.03	13.36	15.51	17.54	20.09	26.12
9	12.24	14.68	16.92	19.02	21.67	27.88
10	13.44	15.99	18.31	20.48	23.21	29.59
11	14.63	17.28	19.68	21.92	24.73	31.26
12	15.81	18.55	21.03	23.34	26.22	32.91
13	16.99	19.81	22.36	24.74	27.69	34.53
14	18.15	21.06	23.69	26.12	29.14	36.12
15	19.31	22.31	25.00	27.49	30.58	37.70
16	20.47	23.54	26.30	28.85	32.00	39.25
17	21.62	24.77	27.59	30.19	33.41	40.79
18	22.76	25.99	28.87	31.53	34.81	42.31
19	23.90	27.20	30.14	32.85	36.19	43.82
20	25.04	28.41	31.41	34.17	37.57	45.32
21	26.17	29.62	32.67	35.48	38.93	46.80
22	27.30	30.81	33.92	36.78	40.29	48.27
23	28.43	32.01	35.17	38.08	41.64	49.73
24	29.55	33.20	36.42	39.36	42.98	51.18
25	30.68	34.38	37.65	40.65	44.31	52.62
26	31.80	35.56	38.89	41.92	45.64	54.05
27	32.91	36.74	40.11	43.20	46.96	55.48
28	34.03	37.92	41.34	44.46	48.28	56.89
29	35.14	39.09	42.56	45.72	49.59	58.30
30	36.25	40.26	43.77	46.98	50.89	59.70
40	47.27	51.81	55.76	59.34	63.69	73.40
50	58.16	63.17	67.51	71.42	76.15	86.66
60	68.97	74.40	79.08	83.30	88.38	99.61
70	79.72	85.53	90.53	95.02	100.43	112.32

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

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Wilcoxon Signed Ranks test process

- Calculate the difference between two scores by taking one from the other
- Rank the differences giving the smallest difference Rank 1

  Note: do not rank any differences of 0 and when adding the number of scores, do not count those with a difference of 0, and ignore the signs when calculating the difference
- Add up the ranks for positive differences
- Add up the ranks for negative differences
- T is the figure that is the smallest when the ranks are totalled (may be positive or negative)
- N is the number of scores left, ignore those with 0 difference

Critical values for the Wilcoxon Signed Ranks test

	Level of significance for a one-tailed test		
	0.05	0.025	0.01
	Level of significance for a two-tailed test		
n	0.1	0.05	0.02
N=5	0	-	-
6	2	0	-
7	3	2	0
8	5	3	1
9	8	5	3
10	11	8	5
11	13	10	7
12	17	13	9

The calculated value must be equal to or less than the critical value in this table for significance to be shown.

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SECTION A

DEVELOPMENTAL PSYCHOLOGY

Answer ALL questions. Write your answers in the spaces provided.

1 In research methods for developmental psychology you will have learned about ethnographic field work.

(a) Describe ethnographic field work.

(2)

Ethnographic field work is when a researcher immerses themselves in the day-to-day lives of a group or culture over a long period of time, often living among them and taking part in their activities. Using methods such as participant observation and in-depth interviews, they aim to understand the social and cultural experiences of the group from the participants' own perspective.

(b) Punch (2002) conducted a study in Bolivia using ethnographic field work.

Justify **one** strength of the study by Punch (2002).

(3)

One strength is that Punch (2002) gathered highly valid data. She carried out ethnographic field work in a rural community in Bolivia over about two years, then returned a year later for a further six months of intensive study, so she got to know the young people and their families well. Because of the way she collected her data, through observation and in-depth interviews, it gave rich, detailed qualitative data about the youths' own opinions on the transition from school to work. This makes the findings valid, as they are based on what the participants actually said rather than being forced into predetermined categories chosen by the researcher.

(Total for Question 1 = 5 marks)

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2 Markus carried out an experiment in a local childcare centre. He wanted to see if there was a difference in the number of words two-year-old children said in a sentence and the number of words four-year-old children said in a sentence.

He studied the same children when they were two years old and again when they were four years old.

(a) Describe how Markus could have used a random sampling technique to gather the sample of two-year-old children from the childcare centre.

(2)

Markus could get a list of the names of all the two-year-old children registered at the local childcare centre and enter every name into a computer random number generator. He would then use the generator to select names until he had the number of children he needed, so every two-year-old at the centre had an equal chance of being chosen.

(b) Explain **one** weakness of Markus using a random sample for his experiment.

(2)

Some parents of the randomly selected children may refuse to let their child take part, so the final sample would not be truly random. This means Markus's sample may not be representative of all the two-year-olds who go to the childcare centre, which limits how far he can generalise his results.

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Markus recorded the number of words each child could say in a sentence. He carried out a Wilcoxon Signed Ranks test on his data to determine whether it was significant or not.

(c) Justify why Marcus used a Wilcoxon Signed Ranks test on his data.

(3)

Markus was looking for a difference in the number of words said in a sentence between the children at two years old and at four years old, not a relationship, so a test of difference was needed. The number of words each child could say in a sentence is at least ordinal level data, as the scores can be put in rank order. He also used a repeated measures design, because the same children were studied at two and again at four years old, so the data are related pairs of scores. A Wilcoxon Signed Ranks test is the test for a difference with ordinal data and a repeated measures design.

(Total for Question 2 = 7 marks)

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3 Arjun would like to improve the social development of the children he teaches. He decided to try new methods of teaching based on Vygotsky's theory of social development to help the children.

Explain **one** strength and **one** weakness of using Vygotsky's theory to help the children's social development.

Strength *Vygotsky's idea of scaffolding, where a more knowledgeable other supports a child within their zone of proximal development, is easy for Arjun to apply, eg by having children work in groups with more able peers, which also builds social skills. Abbas (2017) found that after six weeks of teaching using a scaffolding technique, children's comprehension was significantly better than that of children taught without it.*

Weakness *Vygotsky's theory may not take into account cultural differences between the children Arjun teaches, as in some cultures children learn mainly through observation rather than through the spoken word and guided instruction. This means his methods may not be valid for all of the children in his class, so their social development may not improve.*

(Total for Question 3 = 4 marks)

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4 Betsy is three years old and her brother Jim is eight years old. When they were playing hide and seek Betsy hid behind the curtains and Jim could see her feet. Betsy could not understand why Jim found her.

Later, Jim broke a biscuit into two pieces and Betsy got upset because she thought that Jim had more biscuits than her.

The two children sometimes play pirates, using a rug as the sea and a box as the pirate ship. They use a doll as another pirate, but Betsy gets upset when she thinks the doll is hurt.

Discuss Piaget's stages of cognitive development as an explanation of Betsy and Jim's behaviour.

You must make reference to the context in your answer.

(8)

Piaget stated that children pass through four stages of cognitive development in a fixed order: the sensorimotor stage (0 to 2 years), the pre-operational stage (2 to 7 years), the concrete operational stage (7 to 11 years) and the formal operational stage (11 years and over). Betsy is three, so she would be in the pre-operational stage, while Jim is eight, so he would be in the concrete operational stage.

Children in the pre-operational stage are egocentric, meaning they cannot understand that another person has a different point of view from their own, as shown in Piaget's three mountains task. Betsy shows egocentrism in hide and seek: because she cannot see Jim from behind the curtains, she assumes he cannot see her, so she does not understand why her visible feet gave her away.

Pre-operational children also lack conservation, the understanding that an object keeps the same properties, such as quantity, even when its appearance changes. Betsy thinks Jim has more biscuit after he breaks it into two pieces, because she centres on the number of pieces. Jim, in the concrete operational stage, can conserve and decentre, so he knows the amount of biscuit is the same even though there are now more pieces.

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From the pre-operational stage children use symbolic thinking, where one object represents another. Both children use the rug as the sea, the box as a pirate ship and the doll as another pirate. Betsy's distress when she thinks the doll is hurt shows animism, a pre-operational belief that objects have feelings, whereas Jim knows the doll is only pretend.

However, Piaget may have underestimated young children. Hughes (1975) found that when the task made sense to children, using a policeman doll, many children aged three and a half to five could take another's view, and McGarrigle and Donaldson (1974) found more children conserved when a 'naughty teddy' changed the display accidentally. So Betsy's mistakes may partly reflect the situation rather than her stage. Piaget's ages are also only approximate and individual children develop at different rates.

Overall, Piaget's stages explain Betsy and Jim's behaviour well, as the egocentrism, lack of conservation and animism shown by Betsy and the conservation shown by Jim fit their ages, but development may be more gradual and context dependent than fixed stages suggest.

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(Total for Question 4 = 8 marks)

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5 Assess whether research into attachment can be considered ethical.

(8)

Research into attachment often involves young children, who cannot give informed consent themselves and are vulnerable, so researchers must gain parental consent and protect them from harm. Ainsworth's Strange Situation is carried out over a series of episodes in which the child is left with a stranger and then left completely alone, while their reactions to separation and reunion are observed.

This could be considered unethical because many children, including securely attached children, became very distressed when left alone, so they were not protected from psychological harm. However, the mother was present for most of the procedure, episodes were cut short if a child became too distressed, and each separation lasted only a few minutes, so the distress was no greater than in everyday life, such as being left at nursery.

O'Connor et al. (2013) sent letters to parents asking if their children could take part in a study on social learning, parenting and attachment. This was ethical because the letter gave full details of the study, so informed consent was gained, and only children of parents who replied were used, respecting their right not to take part.

Van IJzendoorn and Kroonenberg (1988) carried out a meta-analysis of 32 previous Strange Situation studies. This is ethical, as no new children were put under the distress of the procedure and the data were already anonymous, so confidentiality was kept. However, it relies on the original studies, which themselves involved separating children from their mothers.

Ethnographic research gives detailed accounts of child development by researchers becoming part of a culture over time. It may be seen as unethical, as it can be intrusive for families, and researchers may express their own culturally bound beliefs about how children should be raised.

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It can also be hard to keep participants anonymous in small communities.

Overall, attachment research can mostly be considered ethical when consent is gained and secondary data is used, as in O'Connor et al. (2013) and Van IJzendoorn and Kroonenberg (1988), but procedures that deliberately cause distress, such as the Strange Situation, are more questionable, and are only justified because of the valuable understanding of attachment they provide.

(Total for Question 5 = 8 marks)

TOTAL FOR SECTION A = 32 MARKS

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SECTION B

Answer ALL questions from EITHER OPTION 1: CRIMINOLOGICAL PSYCHOLOGY OR OPTION 2: HEALTH PSYCHOLOGY.

Indicate which option you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new option with a cross ☒.

If you answer the questions in Option 1 put a cross in the box ☒ .

OPTION 1: CRIMINOLOGICAL PSYCHOLOGY

6 Renshu is a police officer. He is investigating a series of burglaries in the local area. There is a witness who saw a suspicious person walking up and down the street where the latest burglary took place. Renshu asks the witness to come to the police station for a standard interview.

The witness stated that the suspect was of another race and Renshu then asked the witness to identify the suspect from a series of photographs.

(a) Describe how the 'other race' effect may influence the reliability of the eye-witness's testimony when Renshu asks them to identify the suspect.

(2)

The 'other race' effect means people are better at recognising faces of their own race than another race. The witness may have focused on facial features that distinguish people of their own race, such as hair colour, but which do not vary as much in the suspect's race. So when Renshu shows the photographs, the witness may find it hard to tell the faces apart and may wrongly identify an innocent person.

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(b) Explain **one** way a cognitive interview could have improved the information Renshu collected about the suspect.

(2)

Renshu could ask the witness to report everything they can remember about the suspect, however trivial or unimportant it seems, eg their clothes or the way they walked up and down the street. Recalling minor details could act as cues that trigger further memories, so increasing the amount of detail Renshu collected about the suspect compared with the standard interview.

(Total for Question 6 = 4 marks)

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7 Giulia carried out an investigation to see if there was a relationship between the amount of stress an eye-witness experienced and the accuracy of their testimony.

Stress was measured on a self-report scale of 0 to 7, with 0 being no stress and 7 being extremely stressed. The accuracy of the eye-witness testimony was measured by the number of correct details the eye-witness could recall.

(a) State a fully operationalised directional (one-tailed) hypothesis for Giulia's investigation.

(2)

Eye-witnesses who rate their stress higher on a self-report scale of 0 (no stress) to 7 (extremely stressed) will recall fewer correct details of the event than eye-witnesses who rate their stress lower on the scale.

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Giulia's results are shown on **Table 1**.

Participant	Amount of stress experienced on a scale of 0 to 7	Number of correct details recalled
A	3	2
B	5	7
C	7	6
D	2	3
E	3	3
F	4	5

Table 1

(b) Calculate the range for the number of correct details recalled, using the data in **Table 1**.

(1)

Space for calculations

Highest = 7, lowest = 2

Range = 7 − 2 = 5

Range *5*

Giulia wanted to see if her results were significant at $p \leqslant 0.01$.

(c) Describe what is meant by the term $p \leqslant 0.01$.

(2)

$p \leq 0.01$ means that the probability that Giulia's results are due to chance is equal to or less than one per cent (1 in 100). So she can be at least 99% confident that the relationship between stress and the number of correct details recalled is not due to chance.

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(d) Explain **one** improvement Giulia could make to her investigation.

(2)

Giulia could take a physiological measure of the stress felt by the eye-witnesses, such as galvanic skin response or heart rate, instead of only a self-report scale. This would provide objective data that is not affected by social desirability or how people interpret the scale, so making the measurement of stress more accurate and reliable.

(Total for Question 7 = 7 marks)

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8 Shukura works as a therapist with offenders. She has a new client, Adam, who is convicted of theft from shops.

Adam finds it hard to admit that he has done anything wrong, he thinks stealing from shops does not cause any harm.

He has struggled to get a job that pays enough money to feed his family, and believes this is not his fault. Adam says he needs to steal to have money for his hobbies.

Shukura decides to use cognitive behavioural therapy (CBT) with Adam.

(a) Give **one** strength of Shukura using cognitive behavioural therapy (CBT) with Adam.

(1)

CBT will help Adam understand the harm his stealing causes to others, such as shop owners and staff, changing his belief that theft is harmless, so it should have long-term benefits in stopping him stealing.

(b) Explain **two** weaknesses of Shukura using cognitive behavioural therapy (CBT) with Adam.

(4)

1 *CBT does not deal with the wider issues affecting Adam, such as his struggle to get a job that pays enough to feed his family. If this is not addressed, money will still be a problem after therapy, so he may carry on stealing and the therapy will not be effective.*

2 *Adam finds it hard to admit he has done anything wrong and believes his situation is not his fault, so he may not be actively involved in the therapy. As CBT needs the client to be motivated to change, he may not be willing to change his thinking, which reduces its effectiveness and he may keep stealing.*

(Total for Question 8 = 5 marks)

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9 Evaluate social learning from the media as an explanation for crime and anti-social behaviour.

(8)

Social learning theory, from Bandura, states that crime and anti-social behaviour can be learned by observing and imitating role models, including those in the media. First the viewer must pay attention to the behaviour, which is more likely if it is exciting, eg violence accompanied by loud music. Characters who have power or status, or who are similar to the viewer, such as the same gender, are more likely to act as role models. The behaviour is then retained in memory, and if the character is rewarded, eg gaining money or material goods from crime, the viewer experiences vicarious reinforcement, increasing the motivation to imitate. When the opportunity arises and the person believes they can do it, they may reproduce the behaviour, such as getting into drunken arguments seen on television.

There is supporting evidence. Bandura, Ross and Ross (1963) found that children were as likely to imitate aggression towards a Bobo doll from a filmed model as from a live model, showing that behaviour can be learned from the media. Williams (1986) found that after television was introduced into a small Canadian community, levels of aggression in children doubled, which supports a real-world effect of the media. Anderson and Dill (2000) also found a link between playing violent video games and aggressive behaviour.

However, Bandura's experiments used young children hitting a doll in a laboratory, which is not the same as real crime, so the findings may lack ecological validity and may not explain anti-social behaviour in adolescents or adults. Much media research is correlational, so people who are already aggressive may simply choose to watch violent media, rather than the media causing their behaviour.

Social learning from the media also ignores other factors, such as biological explanations like

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having an antisocial personality disorder or brain differences, and many people watch violent media without ever committing crime. Social learning from family and peers may also be more influential than the media.

In conclusion, social learning from the media can explain how some crime and anti-social behaviour is learned, and is supported by experimental and natural evidence, but it is only a partial explanation, as it cannot explain why only some viewers imitate what they see.

(Total for Question 9 = 8 marks)

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10 Assess the effect of weapon focus on the reliability of eye-witness testimony.

(8)

Weapon focus is when a weapon is present during a crime and the witness pays attention to the weapon, so they do not have enough attention left for other details, such as the perpetrator's face or clothing. As less attention is paid to these details, they are less likely to be encoded into memory, so they are more likely to be forgotten. A weapon may also increase the witness's stress above the optimal level of arousal, and when arousal is too high memory declines, so the witness is less able to remember details of the incident. This would reduce the reliability of their testimony.

There is evidence to support this. Loftus et al. (1987) found that participants who saw a man holding a gun were less accurate at identifying him than when he held a cheque, as their eye movements focused on the gun. Steblay (1992) carried out a meta-analysis of 19 studies and found that when a weapon was present, accuracy of identification from a line-up was lower. Erickson et al. (2014) found that participants who saw a photograph of someone holding out a gun could identify the person fewer times than when the person held out a glass. This consistent evidence suggests weapon focus reduces the reliability of eye-witness testimony.

However, most of this research used videos, slides or photographs in a laboratory, so participants knew no real crime had happened and their stress was low. This lacks ecological validity, so in real-life incidents the weapon may not have such an effect. Yuille and Cutshall (1986) found that witnesses to a real shooting gave accurate and detailed accounts months later. Pickel (1998) also found the effect may be due to the unusualness of the object rather than the threat, which questions whether a weapon itself is the cause.

The effect can also be reduced, as cognitive interview techniques such as mentally reinstating

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the context may help witnesses recall other aspects of the incident, showing that some of the information was encoded.

Overall, weapon focus does appear to reduce the reliability of eye-witness testimony, especially for identifying the perpetrator, but the size of the effect in real crimes may be smaller than laboratory studies suggest.

(Total for Question 10 = 8 marks)

TOTAL FOR SECTION B OPTION 1 = 32 MARKS

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SECTION B

If you answer the questions in Option 2 put a cross in the box ☒ .

OPTION 2: HEALTH PSYCHOLOGY

11 Renshu suffers from stress. At work he feels that others are leaving all the work to him, and he cannot cope with the amount of work he has to do. He checks his emails constantly when he is at home, and feels that he has to reply to them at once.

Renshu thinks that his wife is not supportive of him when he works long hours. He also feels stressed because he believes he does not spend enough time with his children.

(a) Describe how Renshu can use appraisal focusing to help him cope with his stress.

(2)

Renshu could challenge the way he thinks about his work, eg asking himself whether it is really necessary to check his emails constantly at home and reply at once, so he can reappraise the situation as less urgent. He could also distance himself from the problems at work, deciding that it is not his problem if others do not do their share of the work, so reducing his stress.

(b) Explain **one** way that problem focusing could improve Renshu's ability to cope with his stress.

(2)

Renshu could set aside time each evening to spend with his wife and children and turn off his emails during that time. This would remove one of the issues causing his stress, as he would no longer worry about not spending enough time with his children, and his wife may feel more supportive, so he would experience less stress.

(Total for Question 11 = 4 marks)

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12 Giulia carried out an investigation to see if there was a relationship between the amount of stress participants felt and the number of daily stressful events they experienced.

Stress was measured on a self-report scale of 0 to 7, with 0 being no stress and 7 being extremely stressed. The number of stressful events was recorded every day. A weekly average for both was then calculated.

(a) State a fully operationalised directional (one-tailed) hypothesis for Giulia's investigation.

(2)

Participants who have a higher weekly average stress score on a self-report scale of 0 (no stress) to 7 (extremely stressed) will experience a higher weekly average number of stressful events per day.

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Giulia's results are shown on **Table 2**.

Participant	Amount of stress experienced on a scale of 0 to 7	Number of stressful events per day
A	3	2
B	5	7
C	7	6
D	2	3
E	3	3
F	4	5

Table 2

(b) Calculate the range for the number of stressful events per day, using the data in **Table 2**.

(1)

Space for calculations

Highest = 7, lowest = 2

Range = 7 − 2 = 5

Range *5*

Giulia wanted to see if her results were significant at $p \leqslant 0.01$.

(c) Describe what is meant by the term $p \leqslant 0.01$.

(2)

$p \leq 0.01$ means that the probability that Giulia's results are due to chance is equal to or less than one per cent (1 in 100). So she can be at least 99% confident that the relationship between stress and the number of stressful events is not due to chance.

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(d) Explain **one** improvement Giulia could make to her investigation.

(2)

Giulia could take a physiological measure of the stress felt by the participants, such as galvanic skin response or cortisol levels in saliva, instead of only a self-report scale. This would provide objective data that is not affected by social desirability or how people interpret the scale, so making the measurement of stress more accurate and reliable.

(Total for Question 12 = 7 marks)

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13 Shukura is a doctor who works with people who have stress and anxiety. She has a new client, Adam, who has been feeling unwell due to anxiety.

Adam has started a new job that puts more pressure on him than his previous job. He has moved to a new area, and feels isolated as he finds it hard to make new friends. Shukura thinks Adam is unwell because of the anxiety that he is experiencing.

Shukura decides to give Adam selective serotonin reuptake inhibitors (SSRIs) to help with his anxiety.

(a) Give **one** strength of Shukura giving Adam selective serotonin reuptake inhibitors (SSRIs) for his anxiety.

(1)

SSRIs are easy to take and Adam should see a quicker improvement in his anxiety than with other therapies such as psychoanalysis, so he can cope sooner with the pressure of his new job.

(b) Explain **two** weaknesses of Shukura giving Adam selective serotonin reuptake inhibitors (SSRIs) for his anxiety.

(4)

1 *Adam may experience side effects from the SSRIs, such as drowsiness or nausea. These could have a further negative effect on his performance in his new job, which already puts him under more pressure, so increasing his anxiety rather than reducing it.*

2 *SSRIs only treat the symptoms and do not deal with the causes of Adam's anxiety, such as feeling isolated in a new area and finding it hard to make friends. If he stops taking them his anxiety may return, so they are less effective in the long term and his isolation may continue.*

(Total for Question 13 = 5 marks)

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14 Evaluate the Holmes and Rahe stress scale as a way to measure stress.

(8)

The Holmes and Rahe stress scale, the Social Readjustment Rating Scale (1967), measures stress from major life events that a person has experienced over the past 12 months. It lists 43 life events, each given a score in life change units, ranging from 100 for death of a spouse to 11 for minor violations of the law. The person ticks the events they have experienced and the scores are added up; the higher the total, the more likely they are to suffer from a stress-related illness. A score of 150 or less means a very low chance of stress-related illness, whereas a score over 300 gives about an 80% chance.

One strength is that the scale is quick and easy to use and gives quantitative data, so scores can be compared between people and correlated with illness. Rahe (1972) studied sailors over a six-month period and found a positive correlation between their stress scores and ill health. Jafri et al. (2017) found that patients with lung cancer had higher Holmes and Rahe scores for the past five years than a control group, again supporting the link between life events, stress and ill health, which suggests the scale is a valid measure.

However, the scale assumes each life event affects everyone in the same way, but people react differently, so some will not be as stressed by an event, such as divorce, as others. It also includes positive events, such as marriage or holidays, which may not be stressful. The findings are correlational, so it cannot show that life events cause illness, and relying on people to recall events over a whole year may make the data unreliable.

People may also feel stressed without many major life events, as daily hassles can build up and cause stress. Kanner et al. (1981) found daily hassles were a better predictor of psychological symptoms than life events, and these are not measured by the scale.

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In conclusion, the Holmes and Rahe scale is a useful, standardised way to measure stress from major life events, but it is not a complete measure, as it ignores individual differences in appraisal and the effect of daily hassles.

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15 Assess whether cognitive behavioural therapy (CBT) could be considered a more effective treatment for anxiety disorders than other therapies.

(8)

Cognitive behavioural therapy (CBT) for anxiety first identifies the negative thought patterns that make someone anxious, such as perceiving situations as more dangerous than they really are. The therapist then helps the client challenge these thoughts by questioning any evidence they think proves them true. Working together, the client comes up with more realistic thoughts about the situations that make them anxious, so reducing the anxiety felt. The therapy may involve role play of anxiety-provoking situations so the client can practise replacing negative thoughts with realistic ones, and homework tasks to use these skills in daily life.

CBT may be more effective than drug therapy, such as SSRIs, as it aims to tackle the causes of anxiety, the faulty thinking, whereas drugs only treat the symptoms, so anxiety often returns when medication stops. CBT also has no physical side effects and teaches skills that can prevent relapse. Silk et al. (2018) found CBT was more effective than child-centred therapy for children with a range of anxiety disorders, and Otte (2011) found strong evidence that CBT is effective in treating adult anxiety disorders.

However, the patient needs to be fully committed to CBT, unlike drug therapy where they only have to take a tablet. If their anxiety stops them attending sessions or completing homework, it will not be effective. CBT also takes several weeks to work, so drugs may give faster relief for severe anxiety. In addition, CBT does not look at wider issues that may cause anxiety, such as poor living conditions or work pressures, so a more holistic approach may be more effective for some people.

In conclusion, CBT can be considered more effective than many other therapies for anxiety disorders, especially in the long term, as it treats the cause and reduces relapse, but its effectiveness depends on the client's commitment, and combining it with drugs may be best for

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severe anxiety.

(Total for Question 15 = 8 marks)

TOTAL FOR SECTION B OPTION 2 = 32 MARKS
TOTAL FOR PAPER = 64 MARKS

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