Please check the examination details below before entering your candidate information

Candidate surname: StemUp Model Solution

Other names:

Pearson Edexcel
International Advanced Level

Centre Number

Candidate Number

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.
- Good luck with your examination.

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 your studies of theories of attachment, you will have learned about the following study in detail:

- Bowlby 44 Juvenile Thieves (1944).

(a) State **one** conclusion made by Bowlby in the 44 Juvenile Thieves (1944) study.

(1)

Bowlby concluded that prolonged early separation from the mother (maternal deprivation) can lead to a child becoming an affectionless psychopath and a thief.

(b) Explain **one** strength of Bowlby's 44 Juvenile Thieves (1944) study.

(2)

Bowlby used a range of methods to collect his data, such as IQ tests, psychiatric assessment of each child's emotional state and interviews with the children and their mothers. This gave valid, in-depth case histories for both the 44 thieves and the control group, so he could compare the effects of maternal deprivation on affectionless psychopathy between the groups.

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(c) Explain **one** way in which Bowlby's 44 Juvenile Thieves (1944) study could have been improved.

(2)

Bowlby could have used additional independent researchers, who did not know which children were thieves, to carry out and analyse the psychiatric assessments rather than doing this himself. This would gather alternative opinions and improve the objectivity of the diagnoses of affectionless psychopathy, making the findings less open to researcher bias.

(Total for Question 1 = 5 marks)

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2 Birgit is interested in the social development of children, she wanted to see whether boys and girls were involved in different types of play.

She observed a group of three- to four-year-old children at their local nursery school during an outdoor free play session.

She recorded two types of play:

- playing alone
- playing with other children.

Each child was recorded once based on the first type of play they were involved in.

The data gathered by Birgit is shown in **Table 1**.

Type of play	Boys	Girls
Playing alone	11	3
Playing with other children	2	8

Table 1

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(a) Calculate the chi-squared for the data gathered by Birgit in her investigation by completing **Table 2**.

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

(4)

		Observed	Expected	O-E	$(O-E)^2$	$(O-E)^2/E$
Playing alone	Boys	11	7.58	3.42	11.70	1.54
	Girls	3	6.42	−3.42	11.70	1.82
Playing with other children	Boys	2	5.42	−3.42	11.70	2.16
	Girls	8	4.58	3.42	11.70	2.55
				Chi-squared =		8.07

Table 2

Space for calculations

O − E: 11 − 7.58 = 3.42, 3 − 6.42 = −3.42, 2 − 5.42 = −3.42, 8 − 4.58 = 3.42

$(O - E)^2 = 3.42^2 = 11.6964 = 11.70$ for every cell

11.70 ÷ 7.58 = 1.54, 11.70 ÷ 6.42 = 1.82

11.70 ÷ 5.42 = 2.16, 11.70 ÷ 4.58 = 2.55

$\chi^2 = 1.54 + 1.82 + 2.16 + 2.55 = 8.07$

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(b) Explain **one** improvement Birgit could make to her investigation.

(2)

Birgit could repeat her observation at several nursery schools in a range of different areas, rather than one local nursery, to gather a larger and more representative sample of three- to four-year-olds. This would improve the generalisability of her findings about whether boys and girls take part in different types of play.

(Total for Question 2 = 6 marks)

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3 Dexter planned an investigation to see whether children could understand that a quantity stays the same even if the size, shape or container changes.

He used a conservation task with a group of five- to six-year-olds in the pre-operational stage of development. Dexter used two identical containers that had the same amount of liquid in them. He then asked the children to pour one container of liquid into a taller container.

He used a clinical interview method for his investigation.

(a) Describe how Dexter could use a clinical interview method in his investigation.

(3)

Dexter would carry out the conservation task with each child on a one-to-one basis, starting with a set of standardised questions such as "Is there the same amount of liquid in both containers?". While the child pours the liquid into the taller container, he would ask them to explain their thinking out loud. He would then ask follow-up questions tailored to each child's answers, such as "Why do you think the tall one has more?", to probe their understanding of conservation.

(b) Explain **one** strength of Dexter using a clinical interview method in his investigation.

(2)

Dexter would use the same pre-determined questions for the initial conservation task with every child, so the findings would be more reliable. Other researchers could use the same questions with five- to six-year-olds to replicate the clinical interview and check whether pre-operational children fail the liquid conservation task.

(Total for Question 3 = 5 marks)

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4 In developmental psychology, you will have learned about the following contemporary study in detail:

- Cassibba et al. (2013).

Evaluate the study by Cassibba et al. (2013).

(8)

Cassibba et al. (2013) carried out a meta-analysis of Italian attachment research to see whether the distribution of attachment types in Italy matched worldwide (largely American) norms. They combined 50 adult attachment studies using the Adult Attachment Interview and 17 infant studies using the Strange Situation, giving a total sample of 2885 Italian child and adult participants. They included unpublished data such as doctoral dissertations and conference papers. They concluded that secure attachment was the most common type in both Italian and American samples, but there was a higher percentage of avoidant attachments in Italy.

One strength is that including unpublished studies reduces publication bias, because studies with inconclusive or non-significant findings were not left out. This, together with the very large sample of 2885 participants, makes the findings more representative of attachment in the Italian population than any single study could be.

However, a meta-analysis relies on data collected by many different researchers, at different times, with different interviewers, observers and procedures. This makes the studies difficult to compare, so the combined results may lack validity, and Cassibba et al. had no control over how the original data were gathered or coded.

The findings only relate to attachment in Italy, so they could be seen as ethnocentric and may not generalise to other cultures, for example collectivist cultures in Asia or Africa. On the other hand, the study has furthered our understanding of cross-cultural attachment, because it shows that avoidant attachment may be more common and valued in some cultures, even though

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American research presents it as undesirable. The Strange Situation and Adult Attachment Interview were developed in the USA, so they may not be culturally valid measures for Italian families.

Overall, Cassibba et al. (2013) provides strong, representative evidence about Italian attachment patterns because of its large sample and reduced publication bias, but the validity of combining different studies and the limited generalisability beyond Italy mean the conclusions should be treated with some caution.

(Total for Question 4 = 8 marks)

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5 Assess the practical applications of the study by O'Connor et al. (2013).

(8)

O'Connor et al. (2013) tested whether a parenting intervention could change parent-child relationships in 'high risk' families in deprived areas of London. 88 'high risk' children and their parents were assigned to an intervention group, which received a 12-week parenting programme followed by a 6-week literacy programme. The parenting sessions included group discussion, role play and watching videos of parents and children in common situations that either calmed the child or made the child miserable. Parents attended a mean of only 5 of the 18 sessions available.

One practical application is that the successful strategies from the intervention, such as sensitive responding to the child, could be used with other 'high risk' families to improve parent-child relationships and attachment security. This could reduce later behaviour problems, which benefits both the child and society.

Also, O'Connor et al. (2013) adapted an existing 28-week programme into an 18-week programme. This shorter model is more cost-effective, so it is a realistic option that children's services and schools could afford to offer to the families who need support most.

However, the programme may have limited practical value if parents choose not to attend. The mean attendance was only 5 out of 18 sessions, so many parents may not experience enough of the programme to change their parenting style, and the families most at risk may be the least likely to attend.

In addition, group discussions, role play and video observation are not practical for all parents, for example those who work long hours, have little childcare or do not speak English well, and many parents are never offered the chance to join a parenting skills programme at all.

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Overall, the study has useful practical applications because it offers a structured, cost-effective way to support 'high risk' families, but its real-world impact depends on getting parents to attend the full programme, so its value is likely to be greatest where attendance can be encouraged and supported.

(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 question 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 question with a cross ☒.

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

OPTION 1: CRIMINOLOGICAL PSYCHOLOGY

6 In your studies of criminological psychology, you will have learned about factors influencing eyewitness memory.

(a) Define 'post-event information' as a factor that influences eyewitness memory.

(1)

Post-event information is information received after witnessing a crime, for example from leading questions or other witnesses, that can alter the memory of what actually happened.

(b) Explain **one** reason why weapon focus may influence eyewitness memory.

(2)

Weapon focus means the eyewitness concentrates their attention on the weapon rather than on other details such as the perpetrator's face, making their memory less reliable. This is because a weapon creates a life-threatening situation, so we focus on the item that is the danger to aid our survival, leaving less attention for encoding the face.

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(c) Explain **one** ethical issue that should be considered when researching factors that influence eyewitness memory.

(2)

Researchers must protect participants from psychological harm, for example when showing videos of car accidents as in Loftus and Palmer (1974). Some participants may have been involved in a real accident, so recalling details of the video could cause them distress, and they should be screened beforehand, given the right to withdraw and properly debriefed.

(Total for Question 6 = 5 marks)

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7 Ciara is 15 years old and has a history of antisocial behaviour.

She shouts aggressively at the neighbours every time they walk by her house. Ciara plays her music very loudly and insults people when they ask her to turn it down. She has also occasionally thrown rubbish at the neighbours.

Ciara regularly steals money from her mother. She lies when her mother asks her if she has taken the money and continues to steal from her.

Describe how antisocial personality disorder could explain Ciara's behaviour.

Antisocial personality disorder is characterised by a disregard for social norms and the rights of others, which Ciara shows when she shouts aggressively at her neighbours every time they walk by. She deliberately antagonises them by playing her music very loudly and insulting them when asked to turn it down, showing irritability and aggressiveness, another trait of the disorder. Ciara also shows impulsive behaviour when she throws rubbish at the neighbours. She continues to steal from her mother for her own gain and lies about it, which shows the deceitful, manipulative tendencies and lack of remorse typical of antisocial personality disorder.

(Total for Question 7 = 4 marks)

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8 Justify self-fulfilling prophecy as an explanation for crime and antisocial behaviour.

Rosenthal and Jacobson (1968) found that people internalise the expectations of others, so someone labelled as a criminal may behave in a way that confirms that belief by committing illegal acts. Also, Jahoda (1954) found that boys born on a Wednesday had higher conviction rates than boys born on a Monday, as the community expected them to behave antisocially and they met this expectation.

(Total for Question 8 = 2 marks)

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9 Ayesha investigated the effects of stress on the reliability of eyewitness memory. She gathered a volunteer sample of participants from her local town by placing an advertisement in the local newspaper.

Ayesha allocated the participants to two groups, half the participants to a stressful condition and half to a non-stressful condition. She showed the participants a video clip of a handbag being stolen and asked them to recall facts about the incident.

(a) Identify the experimental research design used by Ayesha in her investigation.

(1)

Independent groups design, as each participant was in either the stressful or the non-stressful condition.

(b) Explain **one** strength of Ayesha using a volunteer sample in her investigation.

(2)

Only people in the local town who are willing to take part will reply to the newspaper advertisement, so they are likely to be motivated and prepared to engage fully with watching the handbag theft video and the recall task, and are less likely to withdraw.

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(c) Ayesha recorded the number of facts correctly recalled in the stressful or non-stressful conditions. She analysed her results to see if there was any difference between male and female recall.

Her results are shown in **Table 3**.

	Mean number of facts correctly recalled by males	Mean number of facts correctly recalled by females
Condition A stressful	7	6
Condition B non-stressful	17	10

Table 3

State **two** conclusions that could be made using the information in **Table 3**.

(2)

1 *Both males and females recalled more facts correctly in the non-stressful condition (17 and 10) than in the stressful condition (7 and 6).*

2 *Males and females showed similar recall of facts in the stressful condition (7 and 6), but males recalled far more than females in the non-stressful condition (17 vs 10).*

(Total for Question 9 = 5 marks)

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10 Evaluate how the characteristics of the defendant could influence jury decision making.

(8)

Characteristics of the defendant, such as race, attractiveness and accent, are extra-legal factors that should not affect a verdict but can influence how jurors judge guilt. Most research into this uses mock juries, where participants read or watch a trial and the characteristics of the defendant are manipulated.

Race can influence jurors who stereotypically believe that people from minority ethnic groups are more likely to be involved in crime. Bradbury and Williams (2013) found that black defendants were more likely to be convicted when the jury contained a higher number of jurors of other ethnicities. This supports the idea of in-group favouritism and out-group bias affecting verdicts.

Attractiveness can influence both bail conditions and conviction, due to the halo effect where attractive people are assumed to have other positive qualities. Downs and Lyons (1991) found that, for misdemeanour charges, 'attractive' defendants received lower bail and fines than those judged 'unattractive'. This was based on real court cases, which gives the finding high ecological validity.

Accent can also affect how guilty the defendant is perceived to be. Dixon et al. (2002) found in a mock trial that a suspect speaking with a strong regional accent was rated as more guilty, especially for a blue-collar crime, than one with a standard accent.

However, much of this evidence comes from mock trials with controlled variables, so the findings may lack ecological validity. Mock jurors know their verdict has no real consequences, they often read a short summary instead of hearing a full trial, and they do not deliberate for days as a real jury would, so defendant characteristics may have a smaller effect in real trials where there is a lot of strong evidence.

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Overall, there is consistent evidence from several studies that race, attractiveness and accent can bias jury decisions, which has important implications for fair trials, but the reliance on mock juries means the size of the effect in real courtrooms is uncertain.

(Total for Question 10 = 8 marks)

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11 Vaughan has always had a problem controlling his anger and becomes easily upset. If someone says something he does not like, he will throw the nearest object and becomes very aggressive.

Vaughan assaulted his friend because he thought the friend had insulted him. He was sentenced to six months in prison for the assault and must undergo Cognitive Behavioural Therapy (CBT).

Discuss how Cognitive Behavioural Therapy (CBT) could be used to help Vaughan to control his anger.

You **must** make reference to the context in your answer.

(8)

Cognitive Behavioural Therapy (CBT) is based on the idea that faulty or distorted thinking leads to undesirable behaviour, so changing thoughts can change behaviour. The offender works with a trained therapist, usually in weekly sessions, to identify and re-evaluate the irrational thoughts that lead to their actions.

Vaughan would first learn to recognise what triggers his anger, such as when someone says something he does not like or when he thinks he has been insulted. He would keep a reflective diary between sessions, recording each time he felt angry, what he was thinking and how he reacted, such as throwing the nearest object. The therapist would then challenge his distorted thinking, for example that his friend meant to insult him, and help him replace it with more rational interpretations.

Vaughan could also take part in role plays with the therapist or other prisoners to learn alternative ways to deal with his anger, such as walking away, using calming self-statements or relaxation techniques, so he learns how to respond appropriately when someone insults him instead of becoming aggressive.

A strength is that CBT programmes delivered in prison settings can have a positive effect on recidivism rates. If Vaughan learns to control his anger, he is less likely to get into fights with his friends after his six-month sentence, which benefits both him and society. CBT also gives

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him skills he can keep using after therapy ends.

However, CBT relies on the client being motivated. As the therapy is part of Vaughan's sentence rather than his own choice, he may lack commitment and not complete his diary or practise the techniques, so the therapy would be less effective. He may also say what the therapist wants to hear to appear reformed.

Also, CBT focuses on Vaughan's current thoughts rather than the cause of his long-term anger problem, which he has always had, so underlying issues may remain. Skills learned in a controlled prison setting may not transfer to real situations with his friends once he is released.

Overall, CBT could help Vaughan control his anger by changing the way he interprets situations and teaching him new responses, but its success depends on his motivation and on him using the skills after release.

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(Total for Question 11 = 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 this box ☒ .

OPTION 2: HEALTH PSYCHOLOGY

12 In your studies of health psychology, you will have learned about coping strategies.

(a) Define what is meant by a 'problem focused' coping strategy.

(1)

A problem focused coping strategy targets the cause of the stress, aiming to reduce or remove the stressor itself, for example by making a revision timetable.

(b) Explain **one** reason why emotion focusing may be an effective coping strategy for stress.

(2)

Emotion focusing may be effective when the source of stress is outside the person's control, as it reduces the negative feelings rather than the stressor. For example, mindfulness techniques have been used in schools to help students cope with stressful feelings about the examinations they have to sit.

(c) Explain **one** ethical issue that should be considered when researching the effectiveness of coping strategies.

(2)

Researchers must protect participants from psychological harm when asking stressed patients about their personal coping strategies. They may be vulnerable and become distressed when recounting their experiences, so they should be told of their right to withdraw and offered support in a full debrief.

(Total for Question 12 = 5 marks)

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13 Ciara is 15 years old and has a history of stress.

Her classmate, Janice, recently achieved higher marks than Ciara in a maths test. Janice also became the top goal scorer in the school football team. Ciara is trying extra hard at football to be better than Janice. She is also impatiently waiting for the results of a recent maths test to see if she has done better than Janice.

Ciara is rude to Janice, tries to get her own way and ignores any suggestions that Janice makes when they are together.

Describe how Type A personality could explain Ciara's behaviour.

Type A personality, described by Friedman and Rosenman, is characterised by high levels of competitiveness, so Ciara is stressed because Janice is better than her at football and she is trying extra hard to beat her. Ciara is also driven to achieve and may be worried about losing her status in maths, as she may not do as well in the test as Janice. Type A people have a sense of time urgency, which explains why Ciara is impatiently waiting for her test result. She is rude to Janice, ignores her suggestions and tries to get her own way, which shows the hostility and need for dominance typical of Type A personality.

(Total for Question 13 = 4 marks)

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14 Justify Selye's General Adaptation Syndrome (GAS) as an explanation for stress.

Brady (1958) found that the stress of trying to avoid shocks caused the 'executive' monkeys to develop ulcers and die, which supports the exhaustion stage of Selye's GAS. Also, Rodrigues et al. (2009) found that neural structures associated with emotion are altered when stress hormones are present, which supports the alarm stage.

(Total for Question 14 = 2 marks)

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15 Ayesha investigated whether receiving social support from family and friends reduced the effects of stress more quickly than coping alone. She gathered a volunteer sample of patients from her local clinic by placing an advertisement in the clinic waiting room.

The patients were split into two groups, one group was of the patients having coped alone, and the other group was those who had the support of family and friends. She asked the patients to record the time it had taken them to recover from their stress-related issues.

(a) Identify the experimental research design used by Ayesha in her investigation.

(1)

Independent groups design, as each patient was in either the coping alone group or the social support group.

(b) Explain **one** strength of Ayesha using a volunteer sample in her investigation.

(2)

Only patients at the local clinic who are willing to take part will respond to the waiting room advertisement, so they are likely to engage more fully with the research on stress-related issues and be prepared to share their personal experiences of recovery honestly.

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(c) Ayesha recorded the number of months taken to recover from stress-related issues. She analysed her results to see if there was any difference between the recovery times for males and females.

Her results are shown in **Table 4**.

	Mean number of months taken to recover by males	Mean number of months taken to recover by females
Group A Coping alone	17	10
Group B Support of family and friends	7	6

Table 4

State **two** conclusions that could be made using the information in **Table 4**.

(2)

1 *When coping alone, males take longer than females to recover from stress-related issues (17 months vs 10 months).*

2 *Males and females have similar recovery times when they have the support of family and friends (7 months and 6 months).*

(Total for Question 15 = 5 marks)

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16 Evaluate the Hypothalamic-Pituitary-Adrenal (HPA) Axis as a complete explanation of stress.

(8)

The HPA axis is a physiological explanation of how the body responds to long-term stressors. When a stressor is perceived, the hypothalamus releases CRH, which stimulates the pituitary gland to secrete ACTH into the blood. ACTH stimulates the adrenal cortex to produce cortisol, which releases glucose for energy and suppresses the immune system. These physical changes to the endocrine system under stress are found in both humans and animals, suggesting an innate stress response.

A strength is that cortisol levels can be measured objectively in blood or saliva samples, which provides scientific evidence of the role of the HPA axis in stress. The combination of neural activity and hormones in the blood found in both humans and animals also supports the idea of an innate, evolved physiological stress response system.

However, the HPA axis is not a complete explanation because it ignores cognitive factors. Lazarus (1999) argued that we use cognitive appraisal to decide whether a stressor is a threat and whether we have the resources to cope. This means the same event, such as an exam, can trigger the HPA axis in one person but not another, so the response is not completely driven by biology.

Individual differences also matter. Ordaz et al. (2012) suggest that females show greater negative effects of stress during adolescence due to changes in their cortisol levels, so gender is a factor as well as general physiological changes. Personality, such as Type A behaviour, and social support also affect how much stress people experience, which the HPA axis does not explain.

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In addition, much of the supporting evidence comes from animal research, and generalising this to humans is difficult because human stress involves complex thoughts and emotions.

Overall, the HPA axis gives a well-supported scientific account of the bodily response to stress, but it is not a complete explanation, because cognitive appraisal, gender and other individual differences also determine whether and how strongly a person experiences stress.

(Total for Question 16 = 8 marks)

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17 Vaughan has always felt anxious when he meets people he does not know. He gets very upset at the thought of meeting new people and prefers to stay at home to avoid contact with strangers.

He is experiencing anxiety attacks because his friend has invited him to her 40th birthday party. He does not want to let her down by not going but he is very worried by the thought of being with a crowd of unknown people.

Discuss how Cognitive Behavioural Therapy (CBT) could be used to help Vaughan to control his anxiety.

You **must** make reference to the context in your answer.

(8)

Cognitive Behavioural Therapy (CBT) aims to help a person re-evaluate the irrational thoughts that lead to their undesirable feelings, and to change their patterns of behaviour. The client meets a trained therapist, usually weekly, and keeps a reflective diary of their thoughts between sessions. Measures of anxiety are taken before and after treatment, with clear goals set and achievements recorded.

The therapist would help Vaughan understand what triggers his anxiety, such as the thought of meeting new people. In his diary he would record his thoughts, for example "everyone at the party will judge me", and the therapist would challenge these distorted thoughts by asking for evidence, helping him replace them with more realistic ones, such as "most people at the party will be friendly because they know my friend".

To change his avoidant behaviour of staying at home, Vaughan could set graded goals, starting with short conversations with one stranger and building up to small groups. Going to his friend's 40th birthday party could be set as the final goal and motivation for his treatment, as he does not want to let her down. He could also learn relaxation techniques to manage the anxiety attacks.

A strength is that CBT gives Vaughan practical skills he can keep using after therapy, and setting clear goals with before and after measures means his progress can be seen, which may

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increase his motivation.

However, meeting regularly with a therapist may be difficult for Vaughan, because the therapist is a stranger and his anxiety about new people could stop him attending or opening up. CBT also requires effort, and if he is not fully committed to facing crowds of people he may not complete his diary or homework tasks, making the therapy less effective. CBT may also focus on his current thoughts rather than why his anxiety developed.

Overall, CBT could help Vaughan control his anxiety by changing his negative thoughts about strangers and gradually changing his avoidant behaviour, with the party giving him a clear goal, but its success depends on his ability to engage with the therapist and his commitment to the tasks.

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(Total for Question 17 = 8 marks)

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

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