



Pearson

# Examiners' Report Principal Examiner Feedback

October 2017

Pearson Edexcel International GCE  
In Psychology (WPS04)  
Paper 4 Clinical Psychology and  
Psychological Skills

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

October 2017

Publications Code WPS04\_01\_1710\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

## **General Comments**

There were limited entries for this October series, however of those seen most candidates attempted all elements of this paper with few questions left blank, demonstrating good skills in examination timing. Candidate responses demonstrated some good knowledge and understanding across clinical psychology and in psychological skills.

Candidates showed good understanding in terms of symptoms and features of their chosen mental health disorder and Rosenhan's (1973) study.

Difficulties seen tended to be in the mathematical skills and the long answer questions in both clinical psychology and the psychological skills section. Here, candidate responses were often limited to lower level mark bands as a result of a lack of developed AO3 material. Few justified their arguments and evaluations, little supporting evidence was seen and the content tended towards AO1 knowledge and understanding of the topic without the evaluation required.

Application for AO2 responses was an area that posed problems for most candidates. Where generic responses were given candidates did not achieve well, and it is recommended that candidates practice their application to stimulus material in order to demonstrate their ability to draw on their understanding of content and show how this would apply in a given context.

## **Paper Summary**

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

- Candidates should clearly apply their understanding of psychology to the context in a given scenario, they should not just give a name or single word as this is insufficient as an application skill.
- Generic points should be avoided, candidates should be able to give specific responses that are clearly linked to the question content and taxonomy, for example when evaluating content such as ethics it should be explicit how the point made relates to the argument being presented.
- Candidates should be able to both calculate for mathematical skills and understand the rationale for mathematical decision making in psychology.
- Within their extended open responses, candidates should give balanced responses and exemplified points which lead to making informed conclusions or judgements (where appropriate to the taxonomy used) in relation to the question content.
- Where candidates are expanding their points, the use of evidence and supporting/contesting concepts could aid them in exemplifying their knowledge and understanding as appropriate.
- Candidates should review the taxonomy expectations within the specification to aid them in understanding the key requirements of the questions and the distinctions between these, for example the differences between describe and explain in shorter questions.

The remainder of this report will focus on specific questions from the examination.

## **Comments on Individual Questions**

### **Sections A and B: Clinical Psychology**

#### **Q01a**

##### **Question Introduction**

This was an AO1 question targeting knowledge and understanding. Candidates were expected to demonstrate their understanding of either unipolar depression or anorexia nervosa. Candidates produced many accurate responses and generally achieved well on this question. Where candidates did not achieve well, they often repeated symptoms/features or did not describe a symptom/feature in sufficient depth to clearly indicate it was a symptom of the disorder they had studied.

#### **Q01b**

##### **Question Introduction**

This was an AO1 knowledge and understanding about cognitive behavioural therapy (CBT). Candidates occasionally described what CBT is, rather than give the principles of CBT, such as rationalising faulty thinking or addressing negative thought patterns. Some responses were generic and applied to more than one possible therapy.

##### **Examiner Tip**

Candidates should be specific in their answers to clearly show their understanding of the topic being assessed in the questions.

#### **Q02a**

##### **Question Introduction**

This was an AO1 knowledge and understanding and AO3 justification/exemplification question requiring candidates to explain two strengths of the classic study by Rosenhan (1973). Most candidates were able to achieve AO1 here, and some points were well linked to Rosenhan (1973). Where some candidates did not achieve well this was often due to non-specific responses that could apply to multiple studies, or where the AO3 justification/exemplification contained basic statements such as 'strong generalisability' without development.

##### **Examiner Tip**

When giving strengths of a study, candidates should be clear that their points are specific to the study in the question, rather than non-specific points that could be applied to other studies in psychology.

#### **Q02b**

##### **Question Introduction**

This was an AO1 knowledge and understanding and AO3 justification/exemplification question requiring candidates to explain two weaknesses of the classic study by Rosenhan (1973). Some candidates confused who the participants were in the study, discussing the hospital staff as participants rather than the pseudo-patients as the participants.

##### **Examiner Tip**

When giving weaknesses of a study, candidates should be clear that their points are specific to the study in the question, rather than non-specific points that could be applied to other studies in psychology.

### **Q03a**

#### **Question Introduction**

This was an AO2 application question requiring candidates to describe the methodology used in the scenario. A few candidates were unable to achieve marks for this question as a result of describing an inaccurate methodology.

### **Q03b**

#### **Question Introduction**

This question was a mathematical AO2 skill requiring candidates to describe the level of measurement for the data Dr Ashton gathered. This question was not well answered, with candidates interpreting the data rather than giving a description of the correct level of measurement.

### **Q03c**

#### **Question Introduction**

This was an AO2 mathematical question requiring candidates to plot and label a scatter diagram from the data they were provided with. Some candidates were unable to give a suitable title and some candidates did not label their scatter diagram, limiting their achievement in this question. Very few candidates incorrectly plotted the data.

#### **Examiner Tip**

Candidates should not connect the plots in a scatter diagram as this becomes a line diagram and does not answer the question. A line of best fit is acceptable, although it is not required.

### **Q03d**

#### **Question Introduction**

This was an AO3 skill question that required candidates to draw a conclusion from the information they have been provided with. Many candidates achieved well here, although some candidates often stated or described the results rather than interpreting what the results showed to draw a conclusion.

#### **Examiner Tip**

A conclusion should be an interpretation of information rather than a statement or description of data.

## **Q04a**

### **Question Introduction**

Candidates were required to describe the procedure for their practical investigation in clinical psychology. The practical investigation is a content analysis that explores attitudes to mental health. Some students described the wrong practical investigation in their answer to this question. The candidates who addressed the correct practical often gave good descriptions which were clearly indicative of a strong understanding of what they had done themselves for their practical investigation. Where candidates did not achieve well it was often due to a non-specific and generic response.

### **Examiner Tip**

Candidates should always ensure that they describe what they did in their practical investigation and not give a generic, non-specific description of the methodology.

## **Q04b**

### **Question Introduction**

Candidates were required to give the conclusion for their practical investigation in clinical psychology. The responses to this question were mixed. Candidates giving accurate conclusions were evidently very clear on their practical in clinical psychology, whereas candidates not achieving marks on this question demonstrated either a limited understanding of conclusions, or gave the wrong practical investigation.

## **Q04c**

### **Question Introduction**

This was an AO2 question requiring identification from the practical investigation and AO3 justification/exemplification question requiring candidates to give a weakness of their practical investigation. Where candidates could identify a weakness of their practical, this was done well, but often the AO3 was under developed and did not exemplify/justify why or how their identified point was a weakness.

### **Examiner Tip**

Candidates should ensure that they give a weakness of their practical rather than a generic weakness of the methodology they used.

## **Q05a**

### **Question Introduction**

This was a mathematical calculation of the ratio. Some candidates were unable to calculate this correctly. The errors were often evident in their calculation process rather than their understanding of what a ratio is.

## **Q05b**

### **Question Introduction**

This was a mathematical calculation of a fraction. Some candidates were unable to calculate this correctly. The errors were often evident in their understanding of how to calculate and express a fraction.

## **Q06**

### **Question Introduction**

This question was an extended open response question for 16-marks assessed using the levels based marking criteria. The question required candidates to evaluate two biological explanations of schizophrenia, one of which was required to be neurotransmitters.

Some of the responses did not engage with the taxonomy of 'evaluate' and in these cases candidates often presented some knowledge and understanding of two biological explanations, with the most common second biological explanation being genetics, without addressing the purpose of the question.

Candidates evidently understood neurotransmitters to a greater depth than their alternative biological explanation. This resulted in some responses being imbalanced.

Where candidates have attempted evaluations in their responses, some have given evidence for and against the explanations, but this was not always well linked to the skills of evaluating and was often more of a statement or description of the findings of a study without connection to how or why this research is relevant within the evaluation.

Concluding points were not always evident, and many candidates presented their response without logical reasoning or understanding of competing arguments when attempting this question presented.

### **Examiner Tip**

Candidates should present exemplified arguments and draw from a range of evidence or concepts to justify their points in extended essays. Logical chains of reasoning should be presented to show competing arguments and these should draw to conclusions or judgements based on the evidence utilised in the response and in answer to the question presented.

## **Sections C, D and E: Psychological Skills**

### **Q07a**

#### **Question Introduction**

This was an AO2 question requiring candidates to describe qualitative data in relation to psychological research. Many candidates did not describe qualitative data, instead giving strengths or weaknesses of this form of data, rather than a description of what this is in terms of psychological research. Some were unable to fully apply their responses and gave generic statements with no reference to how this could be used in psychological research. A few candidates gave a 'list' of methods associated with qualitative data, but did not sufficiently link these methods to qualitative data, limiting their achievement on this question.

### **Q07b**

#### **Question Introduction**

This was an AO2 question requiring candidates to apply quantitative data to relevant psychological research. Some candidates were unable to fully apply their responses and gave generic statements with no reference to how this could be used in psychological research. A few candidates gave a 'list' of methods associated with quantitative data, but did not sufficiently link these methods to quantitative data, limiting their achievement on this question.

### **Q07c**

#### **Question Introduction**

Candidates were required to define primary and secondary data to demonstrate AO1 knowledge and understanding. Most candidates were able to give an accurate response to this question.

### **Q07d**

#### **Question Introduction**

This was an AO1 knowledge and understanding and AO3 exemplification/justification question that required candidates to explain one strength of secondary data. Many candidates were able to identify a strength of this form of data, but few were able to exemplify this to develop their response, often making brief statements such as 'more generalisable' without elaborating on this.

### **Q08a**

#### **Question Introduction**

This question required candidates to give a directional (one-tailed) fully operationalised hypothesis for Jacob's research. Some students gave a non-directional hypothesis for this question, stating a 'difference' in recall. Some students did not operationalise the IV and/or DV for their hypothesis.

#### **Examiner Tip**

Candidates should fully operationalise an IV and a DV when asked to provide a hypothesis.

## **Q08b**

### **Question Introduction**

This was an AO2 application and AO3 justification and exemplification question requiring candidates to explain a sampling technique that could be used for the study Jacob is conducting. Most candidates were able to give a sampling method and exemplify this in relation to the study conducted by Jacob.

## **Q08c**

### **Question Introduction**

This question required candidates to explain how Jacob can ensure reliability and validity in his laboratory experiment, it is an AO2 application and AO3 exemplification/justification question for six marks. Overall, candidates were not always able to achieve high marks here. Many candidates gave generic responses about a laboratory method but failed to apply their points to the use of this method in the research of memory by Jacob. A few candidates did achieve well, and they were able to present key features that can increase the reliability and validity of Jacob's memory research.

### **Examiner Tip**

Where a question directs a candidate to give a response in relation to a specified scenario, they should be explicit in presenting a response that discusses the question to demonstrate how well they can apply their underpinning knowledge and understanding to the scenario, in this case Jacob's study of memory.

## **Q08d**

### **Question Introduction**

This was an AO2 application question requiring candidates to state why Jacob's results may not be generalisable. Some students stated an appropriate answer, often with a focus on the lack of representativeness of the sample group. Where candidates did not achieve well, their response tended to be generic rather than applied to Jacob's study itself.

## **Q9**

### **Question Introduction**

This was a discuss AO1 knowledge and understanding and AO2 application question that required candidates to give an equal emphasis between their underpinning knowledge/understanding and an application to the context of the given key question in their answer. Candidates can approach this question using any relevant and accurate aspect of their psychology course content, many used maternal deprivation, and some developed their discussion with social learning theory.

Overall, candidates struggled to select appropriate theory/concepts/research relevant to the key question of whether day care is beneficial for a child's development. Most candidates were able to apply some of their understanding to the scenario. Some candidates discussed day care, but were limited in their ability to use their understanding from their studies across psychology topics to the novel context of the key question.

A few candidates did not discuss the key question presented, instead giving disjointed points that they did not link to whether day care was beneficial for a child's development.

### **Examiner Tip**

Candidates must draw on the stimulus material given and make connections to relevant knowledge and understanding from across their studies. Candidates should avoid replicating the stimulus material word for word in an answer as this does not show their understanding or application of material to the novel context. The use of understanding from across the course should be evident in their discussions of the key question presented to them.

### **Q10**

#### **Question Introduction**

This was an extended open response essay worth 20 marks that addresses a key issue and debate in psychology. The topic of content was the nature versus nurture debate. The question required candidates to demonstrate AO1 knowledge and understanding and AO3 evaluation points to assess whether nature plays a greater role in human behaviour than nurture.

Some candidates responded well to this question, although for the most part many candidates were unable to assess the debate and gave responses that were knowledge of nature and nurture as opposed to an assessment of which plays a greater role in human behaviour.

Most candidates found this question challenging, and their argument was presented as the strengths and weaknesses of nature, and strengths and weaknesses of nurture with no judgements of the content presented, thus missing the taxonomy skills for the assess taxonomy essay question.

There was some use of theory and research from across the course that showed AO1 understanding of nature and nurture examples, however very little of this evidence was used in the form of AO3 assessment to make judgements about where the research or theories were situated within the argument about the role of nature and nurture in human behaviour.

Some candidates gave a response that contained little or no assessment of the role of nature and nurture, instead giving a response showing a basic understanding of each concept without any development or assessment.

### **Examiner Tip**

Extended open response questions of 20-marks in this section require candidates to draw on a range of content from across their studies of psychology. They should select the appropriate content in order to address the question being asked and it may be worth candidates practicing question techniques in order to ensure they are confident with strategies to respond to the specifics of a 20-mark question. Candidates do not need to include every element of content they have studied, but rather they should actively select what is an appropriate range of points and accurately utilise these for the specific direction of the question.

