Write your name here

Surname	Other names

Pearson Edexcel
International
Advanced Level

Centre Number | | | | | |

Candidate Number | | | | |

Psychology

International Advanced Level
Paper 4: Clinical Psychology and Psychological Skills

Sample assessment material for first teaching
September 2015
Time: 2 hours

Paper Reference
WPS04/01

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.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 96.
- 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 critical value 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.

Chi-squared distribution formula

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

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.

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.

SECTION A

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

1 (a) (i) Explain **one** consequence for the patient when diagnosing mental disorders, with reference to validity.

(2)

(ii) Explain **one** consequence for the patient when diagnosing mental disorders, with reference to reliability.

(2)

(b) Explain why a clinician might prefer to use the ICD classification system over the DSM.

(2)

(c) A content analysis was carried out by Robles et al. (2015) analysing replies to open-ended questions from 505 clinicians from eight countries.

The analysis showed some agreement about which disorders they would remove from mental health disorder classifications.

The reasons they gave for removing disorders include the difficulty in specifying boundaries for mental disorders. 305 of the clinicians recommended the removal of one or more disorders and were questioned further. Some of their recommendations are given in **Table 1**.

Disorder	**Number of clinicians recommending removal**
Gender identity disorder	98
Primary insomnia	45
Alzheimer's dementia	31
Reactive attachment disorder	31

Table 1

(i) Calculate the percentage of clinicians that recommended the removal of one or more disorders, to two decimal points.

(1)

(ii) Calculate the difference in percentage between the number of clinicians recommending the removal of gender identity disorder and the number of clinicians recommending the removal Alzheimer's dementia from the 305 clinicians, to two decimal points.

Show your working.

(2)

(d) Robles et al. found that participants from Japan and China were most likely to suggest the removal of sexual dysfunction and participants from Mexico, Spain and India were less likely to suggest the removal of this disorder. The researchers carried out a chi-squared analysis on the findings, with df=7, X^2=23.3 and p≤0.001.

Give 0.001 as a ratio.

(1)

(e) When the study asked about removal the researchers used a limited set of disorders. Explain why this was a possible source of bias in the study.

(2)

(f) Robles et al. used responses to open-ended questions. Explain **two** advantages of using this type of data for this study.

(4)

(Total for Question 1 = 16 marks)

2 A clinical psychologist was listening to a client talking about their symptoms, which included hallucinations. On hearing this, she began to ask more about the client's feelings and experiences. She started to think about referring the client to a psychiatrist.

(a) Taking into account the mental health disorders that you have studied, name **one** mental health disorder that the clinical psychologist might be considering in her diagnosis of this client.

(1)

(b) Describe **two** symptoms, other than hallucinations, that the psychologist might be expecting if she agrees with your initial thoughts about diagnosis.

(4)

(c) Explain, using research evidence, why drug therapy might be an appropriate treatment for this client.

(4)

(Total for Question 2 = 9 marks)

3 (a) Describe the procedure of Rosenhan's (1973) study On Being Sane in Insane Places.

(3)

(b) Explain **one** strength and **one** weakness in the generalisability of Rosenhan's (1973) study.

(4)

Strength .....

Weakness .....

(Total for Question 3 = 7 marks)

TOTAL FOR SECTION A = 32 MARKS

SECTION B

Answer the question in this section. Write your answer in the space provided.

4 In the treatment of unipolar depression or anorexia nervosa, different therapies are used with varying effectiveness.

Effectiveness can be measured by using randomised controlled clinical trials that use one group that has the treatment and another group (the control group) that does not have the treatment. This is a scientific method.

Some psychologists prefer Cognitive Behavioural Therapy (CBT) to drug therapy as a treatment. Both these therapies have evidence from scientific research.

Using research evidence, **assess** the effectiveness of drug therapy for **either** unipolar depression **or** anorexia nervosa.

You must make reference to the context in your answer.

(16)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 4 = 16 marks)

TOTAL FOR SECTION B = 16 MARKS

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SECTION C

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

5 (a) Grant (2013) looked at the relationship between a person's ability to control their emotions and how much they would speak up about issues of concern at work.

Being passionate about an issue is what leads someone to want to speak up. However, emotion such as this prevents the person from doing so.

The study was carried out to see if the more someone could control their emotions the more likely it was that they would speak up.

The measures in the study were:

- self-report data, using a questionnaire giving a score for the control over emotions
- ratings from the workplace for how likely the person was to speak up.

Give a directional hypothesis for this study.

(2)

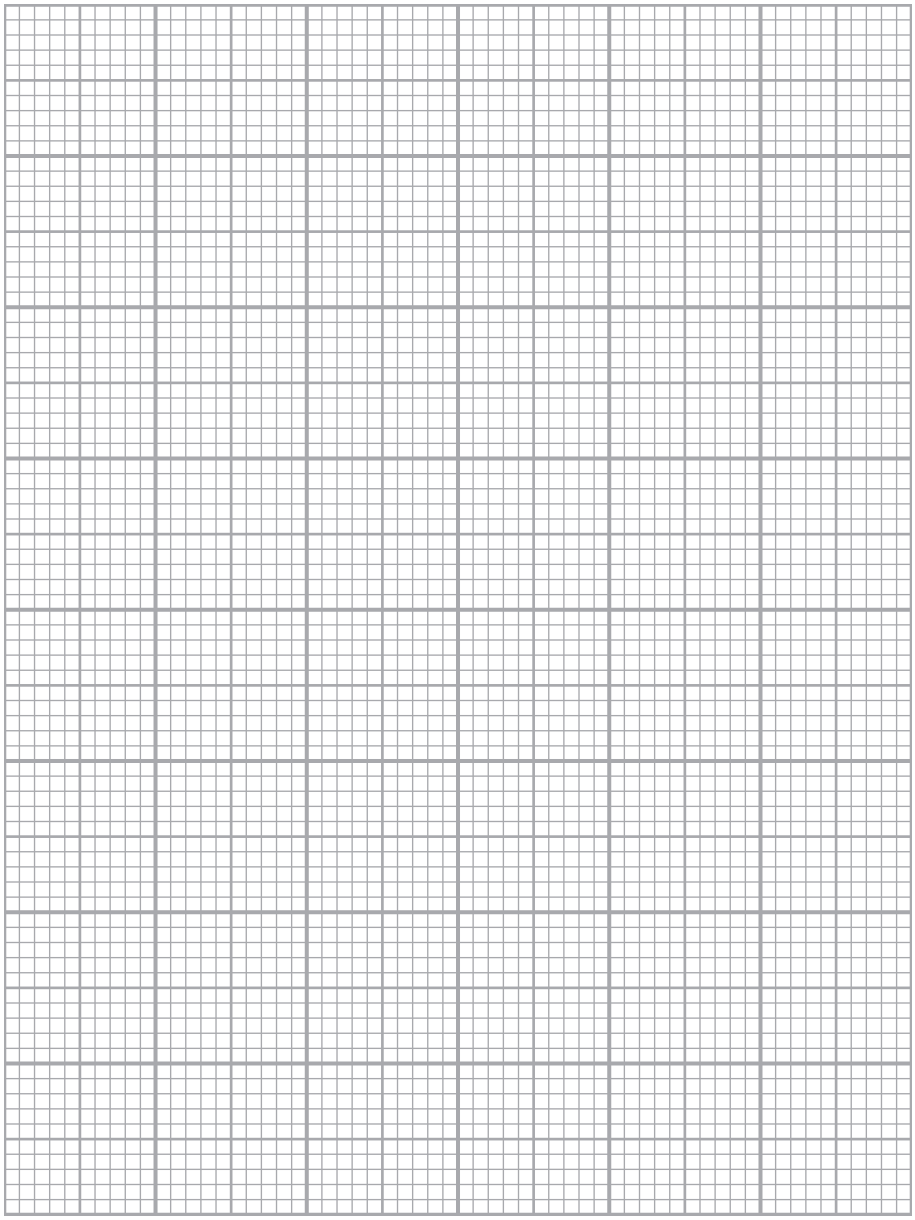
(b) **Table 2** contains data for 10 participants showing their self-ratings of emotion control (out of 20) and the workplace rating showing how likely they were to speak up (out of seven).

	Self-rated emotion control	Workplace rated likelihood of speaking up
Participant 1	18	6
Participant 2	12	1
Participant 3	10	4
Participant 4	15	6
Participant 5	9	2
Participant 6	14	5
Participant 7	12	5
Participant 8	19	6
Participant 9	8	2
Participant 10	12	5

Table 2

Draw a scatter diagram for the participants' two scores in **Table 2**.

(2)



(c) **Table 3** contains ranked data for 10 participants showing their self-ratings of emotion control and the workplace rating showing how likely they were to speak up.

	Self-rated emotion control	Rank 1	Workplace rated likelihood of speaking up	Rank 2	d	d^2
Participant 1	18	2	6	2		
Participant 2	12	6	1	10		
Participant 3	10	8	4	7		
Participant 4	15	3	6	2		
Participant 5	9	9	2	8.5		
Participant 6	14	4	5	5		
Participant 7	12	6	5	5		
Participant 8	19	1	6	2		
Participant 9	8	10	2	8.5		
Participant 10	12	6	5	5		

Table 3

Complete **Table 3** and calculate Spearman's rank correlation co-efficient between self-rated control over emotion and workplace-rated likelihood of speaking up.

(4)

(d) Explain how useful the result of a Spearman's rank correlation co-efficient is when drawing conclusions from results in psychology.

(4)

(e) Anne carried out a field experiment in the same research area as Grant (2013). She investigated how there might be a difference in confidence when speaking to a stranger depending on the participant's ability to control their emotions.

The time taken for each participant to approach each stranger was recorded. Then the participants were interviewed as to how they felt about the control of their emotions.

Explain **two** improvements in this second research design compared to Grant's (2013) study.

(4)

Improvement 1 .....

Improvement 2 .....

(Total for Question 5 = 16 marks)

6 In psychology, laboratory studies use animals and draw conclusions about the findings, which are then applied to humans.

Explain **two** advantages of using animals in laboratory studies instead of using humans.

(4)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION C = 20 MARKS

SECTION D

Answer the question in this section. Write your answer in the space provided.

7 A key question for society is how to explain aggression and deal with issues such as people becoming desensitised to violence.

A laboratory study in 2010 found that when 22 boys aged 14 to 17 watched 60 four-second violent video clips, they tended to become emotionally desensitised to aggression.

One explanation of their desensitisation is that there is a change in the way the brain processes emotional responses. The lateral orbitofrontal cortex in the brain showed less activity the more clips the boys watched.

Another explanation might be that as the boys watched more violent video clips they considered violence as more acceptable. The boys judged the aggression as less severe the more they watched the clips.

Discuss the key question of how to explain aggression, using concepts, theories and/or research studied in your psychology course.

You must make reference to the context in your answer.

(8)

(Total for Question 7 = 8 marks)

TOTAL FOR SECTION D = 8 MARKS

SECTION E

Answer the question in this section. Write your answer in the space provided.

8 To what extent is being reductionist an advantage for psychological research.

(20)

(Total for Question 8 = 20 marks)

TOTAL FOR SECTION E = 20 MARKS
TOTAL FOR PAPER = 96 MARKS