



# Mark Scheme (Results)

June 2022

Pearson International Advance Level IAL  
Psychology (WPS03)  
Paper 1: Applications of Psychology

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## DEVELOPMENTAL PSYCHOLOGY

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for accurate description of object permanence.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Object permanence is when a child understands that an object still exists even when it cannot be seen (1). The child will actively seek the object when it is hidden as the child has developed the ability to form a mental representation of the object (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of weakness (AO1)</p> <p>Credit <b>one</b> mark for justification/exemplification of weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"><li>• Piaget ignores developmental variations in how children develop, and the stage approach does not account for individual differences in development (1) but Vygotsky suggested that development was not fixed in an age-related stage but more of a continuous process (the ZPD) which incorporates individuality unlike Piaget (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for correct answer.</p> <ul style="list-style-type: none"><li>• 41.25</li></ul> <p><b>Reject all other answers</b></p>	<b>(1)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark)</b></p> <p>Credit <b>one</b> mark for correct answer.</p> <ul style="list-style-type: none"><li>• 5</li></ul> <p><b>Look for other reasonable marking points</b></p>	<b>(1)</b>

Question Number	Answer	Mark																																													
<b>2(c)</b>	<p style="text-align: center;"><b>AO2 (4 marks)</b></p> <p>Credit <b>one</b> mark for correct completion of <b>difference</b>            Credit <b>one</b> mark for correct completion of <b>ranked difference</b>            Credit <b>one</b> mark for a correct calculation of <b>sum of both ranks</b>            Credit <b>one</b> mark for a correct answer for <b>T= 5</b></p> <table border="1" data-bbox="277 472 1370 1088"> <thead> <tr> <th data-bbox="277 472 491 792"><b>Participant</b></th> <th data-bbox="491 472 730 792"><b>Condition A Number of new words learned in a week without using the new reading scheme</b></th> <th data-bbox="730 472 970 792"><b>Condition B Number of new words learned in a week using the new reading scheme</b></th> <th data-bbox="970 472 1169 792"><b>Difference</b></th> <th data-bbox="1169 472 1370 792"><b>Ranked Difference</b></th> </tr> </thead> <tbody> <tr><td>A</td><td>39</td><td>41</td><td><b>-2</b></td><td><b>3.5</b></td></tr> <tr><td>B</td><td>41</td><td>38</td><td><b>3</b></td><td><b>5</b></td></tr> <tr><td>C</td><td>39</td><td>45</td><td><b>-6</b></td><td><b>7</b></td></tr> <tr><td>D</td><td>38</td><td>42</td><td><b>-4</b></td><td><b>6</b></td></tr> <tr><td>E</td><td>37</td><td>39</td><td><b>-2</b></td><td><b>3.5</b></td></tr> <tr><td>F</td><td>39</td><td>40</td><td><b>-1</b></td><td><b>1.5</b></td></tr> <tr><td>G</td><td>38</td><td>39</td><td><b>-1</b></td><td><b>1.5</b></td></tr> <tr><td>H</td><td>36</td><td>46</td><td><b>-10</b></td><td><b>8</b></td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Sum of positive ranks = 5; Sum of negative ranks = 31</b></li> <li>• <b>T = 5</b></li> </ul> <p><b>Look for other reasonable marking points</b></p>	<b>Participant</b>	<b>Condition A Number of new words learned in a week without using the new reading scheme</b>	<b>Condition B Number of new words learned in a week using the new reading scheme</b>	<b>Difference</b>	<b>Ranked Difference</b>	A	39	41	<b>-2</b>	<b>3.5</b>	B	41	38	<b>3</b>	<b>5</b>	C	39	45	<b>-6</b>	<b>7</b>	D	38	42	<b>-4</b>	<b>6</b>	E	37	39	<b>-2</b>	<b>3.5</b>	F	39	40	<b>-1</b>	<b>1.5</b>	G	38	39	<b>-1</b>	<b>1.5</b>	H	36	46	<b>-10</b>	<b>8</b>	<b>(4)</b>
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Question Number	Answer	Mark
<b>2(d)</b>	<p style="text-align: center;"><b>A02 (1 mark), A03 (1 mark)</b></p> <p>Credit <b>one</b> mark for identification of an improvement in relation to scenario (A02).            Credit <b>one</b> mark for justification/exemplification of improvement (A03).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Reuben could test the new reading scheme with children from different schools in the local area which could make his sample more representative (1) as this would reflect the reading ability of the target population of six-year-olds making his findings more generalisable (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3</b>	<p style="text-align: center;"><b>A02 (2 marks), A03 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of a strength and a weakness in relation to the scenario (A02).            Credit <b>one</b> mark for justification/exemplification of the strength and the weakness (A03).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>• Judith is using a standardised procedure which has been used many times by other researchers, to observe the behaviours between the fathers and their infants so it is reliable (1) as it can be easily replicated to measure aspects such as the reunion between the fathers and infants from the nursery school (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• Judith may find that the fathers of the infants demonstrate demand characteristics as they know they are being observed during their interactions with their child (1) so they may show artificial behaviours which they would not normally display, such as being overly sensitive with their child, lowering the internal validity of the research (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Indicative Content	Mark
<b>4</b>	<p style="text-align: center;"><b>AO1 (4 marks), AO2 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>Autonomy versus shame and doubt is classed as stage 2 and usually occurs between 18 months to 3 years of age where children gain independence and control.</li> <li>Children that successfully negotiate Stage 2 are secure in their abilities and have self-belief.</li> <li>Industry versus inferiority is classed as stage 4 and usually occurs between 5 to 12 years old with the aim of achieving competencies.</li> <li>Children may develop feelings of inferiority if they are unable to set their own goals and have repeated negative experiences.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>At two years old, Zac is developing a sense of his own autonomy by making his own decisions such as choosing not to wear his sandals.</li> <li>Zac's mother helps him to develop a sense of self-belief and autonomy by supporting his choice of wearing winter boots even though it is hot weather.</li> <li>Grace is working hard to learn but is not competent as even with her Mum's encouragement she is nervous at school.</li> <li>Grace has a sense of inferiority and has not resolved the crisis as she believes that she is not as good as her friends.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO2 (4 marks)</b>		
<b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.</b>		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures) (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)



Question Number	Indicative Content	Mark
5	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• 44 children from the Child Guidance Clinic were used as a control group and compared against 44 juvenile thieves.</li> <li>• The 44 thieves had a range of character types, including depressed, over-active and affectionless.</li> <li>• Statistical analysis was used to measure the association between affectionless characteristics and a history of mother-child separation.</li> <li>• Bowlby interviewed the juveniles himself and built up a case history for each child.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• The use of controls such as using a control group who were also classified as maladjusted to compare against the 44 thieves provides some measures to make the study scientific.</li> <li>• The small number of case studies and unique characteristics of the thieves means that the study cannot easily be replicated so tested for reliability therefore reducing the scientific status of the research</li> <li>• Bowlby carried out a chi-square on data gathered, empirically testing the degree of association between prolonged mother-child separation by quantitative means, increasing the scientific status of his research.</li> <li>• As Bowlby conducted the interviews himself in support of his theory of affectionless psychopathy his holistic interpretation of the delinquent life experiences could be deemed subjective which reduces the scientific status of his findings.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b>		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

## CRIMINOLOGICAL PSYCHOLOGY

Question Number	Answer	Mark
<b>6</b>	<b>AO1 (2 marks)</b>  Credit up to <b>two</b> marks for an accurate description.  For example: <ul style="list-style-type: none"> <li>• Arousal levels increase when an eyewitness is subjected to stress meaning they may not be able to focus on the details of the crime (1) and their memory of the event may be impaired influencing the reliability (1).</li> </ul> <b>Look for other reasonable marking points.</b>	<b>(2)</b>

Question Number	Answer	Mark
<b>7(a)</b>	<b>AO2 (2 marks), AO3 (2 marks)</b>  Credit up to <b>two</b> marks for identification of each strength in relation to the scenario (AO2). Credit up to <b>two</b> marks for justification/exemplification of each strength (AO3).  For example: <ul style="list-style-type: none"> <li>• Vashti has used a standardised procedure in her mock jury research with each group being shown the same video-tape recording of the witness testimony (1) so she could replicate her mock jury research about the effect of witness confidence at further universities to test for reliability (1).</li> <li>• Vashti is able to manipulate the confidence levels of the witness testimony to make sure she has a valid test of the impact of witness confidence (1) which ensures that she is testing the specific variables that she intended to in order to establish a higher level of cause and effect between witness confidence and jury decision-making (1).</li> </ul> <b>Look for other reasonable marking points.</b>  <b>Generic answers score 0 marks.</b>	<b>(4)</b>

Question Number	Answer	Mark
<b>7(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of improvement in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Vashti could run the mock jury research at several universities other than just her own local university so that her sample is more representative (1) this will then make her findings about eye witness testimony more applicable to a wider group of potential jurors in real life court cases. (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8</b>	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each reason in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of each reason (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The cognitive interview will be used by Seth to reinstate the environment they were in when they saw the vandal to improve the accuracy of the witness memory (1) as this should trigger context dependent memories such as features of the vandal to help him catch the perpetrator (1).</li> <li>• Seth could use the cognitive interview to help the witness recount the suspicious behaviour in different orders which may lead to more details about the vandalism being remembered (1) as this introduces a recency effect where they may remember the last thing they saw, for example the specific events that took place when damaging the garden fences (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>9(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a reason in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of the reason (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Esther can gather qualitative personalised detailed accounts from each young offender about their family and lifestyle in her interviews by using open questions (1) which will allow them to give more valid information about their family situation giving her rich and detailed data about the individual circumstances they believed led them to commit burglary (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>9(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• The young offenders may feel embarrassed about their family situations and not give true details of their life events as being a possible cause of their criminal behaviour (1) and so may give socially desirable responses to Esther to make themselves and their families look better reducing the validity of her findings (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Indicative Content	Mark
<b>10</b>	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Cognitive behavioural therapy for offenders aims to restructure biased and distorted thinking and to build cognitive skills.</li> <li>• CBT can be used in residential settings for adolescents as a treatment for antisocial behaviour.</li> <li>• CBT programmes vary in terms of the quality of the implementation of the treatment for offenders.</li> <li>• CBT requires offenders to be committed to the programme and undertake extra tasks such as keeping reflective diaries.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Re-offending may be reduced using CBT as offenders are taught to understand thinking processes that immediately precede their criminal behaviour so it may stop them acting in a criminal way.</li> <li>• Armelius and Andreassen (2007) reported that CBT was effective for the first year of release but there was no evidence of more long-term effects so it may not be helpful in reducing recidivism in the long-term.</li> <li>• Lipsev et al. (2007) suggests that recidivism can be reduced by 25% in the 12 months following effective CBT intervention, so this has long term benefits in reducing re-offending.</li> <li>• If offenders lack commitment or have been forced to undertake the CBT programme, there may be attrition and they would drop out so it would not be helpful as they will not have learned the skills to prevent them re-offending.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b>		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Indicative Content	Mark
11	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Psychological (case) formulation is a constructive approach taken to work with offenders to bring about changes to their criminal behaviour.</li> <li>• Psychological (case) formulation can be used for offenders from all types of crime where they document their own thoughts and feelings.</li> <li>• Practitioners in the field, such as Probation Officers can be trained to use psychological (case) formulation with offenders.</li> <li>• Psychological (case) formulation tailors treatments to address individual offender’s circumstances.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Looking at all aspects of the offender’s life such as perceptions of crime and relationships may help us better understand their behaviour as it is holistic and not restricted to single elements.</li> <li>• Whitehead et al. (2007) found that when offenders were allowed input into the formulations, it gave them a better understanding of their behaviour and they were more likely to work at their goals making it an effective therapy.</li> <li>• Minoudis et al. (2013) reports that even with training, probation officers did not feel confident in all aspects of psychological (case) formulation meaning that if it is not used properly it may have limited value in changing outcomes in respect of offenders’ future behaviours.</li> <li>• Kuyken (2006) found that better formulation did not lead to better understanding of the offenders’ behaviours so was not useful in reducing criminal behaviour.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>



Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

## HEALTH PSYCHOLOGY

Question Number	Answer	Mark
<b>12</b>	<b>AO1 (2 marks)</b>  Credit up to <b>two</b> marks for an accurate description.  For example: <ul style="list-style-type: none"> <li>• Cortisol is produced when faced with a stressful situation and the body is flooded with glucose providing energy to large muscle groups (1), which inhibits other bodily processes to allow for the fight-or-flight response to be activated to deal with the stressful situation (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>13(a)</b>	<b>AO2 (2 marks), AO3 (2 marks)</b>  Credit up to <b>two</b> marks for identification of each strength in relation to the scenario (AO2). Credit up to <b>two</b> marks for justification/exemplification of each strength (AO3).  For example: <ul style="list-style-type: none"> <li>• Vashti has been able to gather qualitative data of the patients own meanings of their life events from the responses to her questions that were discussed at the focus group (1) so she will have gathered valid data directly from the patients in the focus group about their anxiety that is rich and detailed to represent their real life experiences (1).</li> <li>• Vashti can provide the patients with a safe space as it is a small focus group so the patients may be more open in their responses about their anxiety (1). Dimatteo et al. (1993) found that in-depth understandings of individuals 'lifeworlds' meant that services can be directed to meet the needs of subsequent groups (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>13(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of improvement in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Vashti could run the focus group research at several clinics other than just her own local clinic so that her sample is more representative (1) this will then make her findings about life events and anxiety more applicable to a wider group of patients with an anxiety disorder (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>14</b>	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each positive technique in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of each positive technique (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Seth could advise the patient to engage in progressive muscle relaxation which would help her relax and may help her to sleep better so she is less irritable (1) because this tackles the physiological symptoms of stress which may help reduce levels of cortisol and this could ease the chest pains and reduce the effects of the stress (1).</li> <li>• Seth could also advise the patient to take up walking as this may help her reduce her weight so that she no longer feels unhappy about her weight gain (1) as the brisk exercise will also release endorphins, which are the body's natural chemical responses that help reduce stress and improve mood (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
<b>15(a)</b>	<p style="text-align: center;"><b>A02 (1 mark), A03 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a reason in relation to the scenario (A02)            Credit <b>one</b> mark for justification/exemplification of the reason (A03)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Esther can gather qualitative personalised detailed accounts from her clients about their life events and daily hassles in her interviews by using open questions (1) which will allow them to give more valid information about their personal situation giving her rich and detailed data about the individual circumstances they believed have led to their stress (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>15(b)</b>	<p style="text-align: center;"><b>A02 (1 mark), A03 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification in relation to the scenario (A02) Credit <b>one</b> mark for justification/exemplification (A03)</p> <p>For example:</p> <ul style="list-style-type: none"><li>• The clients may feel embarrassed about their life events and daily hassles and may not give true details of their experiences as being a possible cause of their stress (1) and so may give socially desirable responses to Esther to make themselves look like they can cope with their stressors therefore reducing the validity of her findings (1).</li></ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Indicative Content	Mark
16	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Selye’s GAS is a way of explaining physiological responses to stress which take place when faced with a stressor.</li> <li>• The alarm stage is the initial stage which is activated when faced with a perceived threat.</li> <li>• The second stage is resistance when the stressor continues and the bodily stress responses remain activated.</li> <li>• The final stage is the exhaustion stage where health problems can occur as energy stores have been depleted.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Selye’s GAS model explains stress well, as he suggests that when faced with a stressor the fight or flight response occurs and our thoughts quicken and we focus our attention on the perceived source of the threat to alleviate the stress.</li> <li>• Stress may not be as a result of GAS but cognitive factors, as Beck and Weishaar (2010) suggest that CBT can be used to reduce stress which changes negative thought patterns to change perception of threats.</li> <li>• Goldstein et al. (2010) found that in the face of stressful stimuli there was a greater activation of subcortical arousal circuitry in men than there was in women, so Selye’s GAS model may not fully explain stress.</li> <li>• Selye’s GAS model gives us a full explanation of exhaustion that leads to stress so treatments and programmes can be developed to help us cope with the physical health problems associated with stress.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.</b>		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Indicative Content	Mark
17	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• SNRIs increase levels of serotonin and norepinephrine needed for the stress response by blocking the serotonin and norepinephrine transporters.</li> <li>• Taking SNRI's can cause side effects for some patients, such as headaches and insomnia.</li> <li>• SSRIs increase serotonin levels in the brain by inhibiting reuptake.</li> <li>• It takes between 2 to 4 weeks for SSRI's for the patient to benefit from the treatment.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Nicolini et al (2008) found that duloxetine had a 60% response rate compared to 42% for a placebo suggesting that it is an effective treatment for reducing anxiety within generalised anxiety disorder.</li> <li>• Patients that suffer from the many side effects of the SNRIs may stop taking the medication so it will not be an effective treatment to reduce anxiety.</li> <li>• Baldwin et al (2011) found, in a meta-analysis of treatments for generalised anxiety disorder that fluoxetine was the most effective treatment compared to other SSRIs at 62.9% efficient so it is effective in reducing anxiety.</li> <li>• SSRI's treat the symptom but not the cause of anxiety so combining them with other therapies such as CBT may be more effective in reducing anxiety.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>



Level	Mark	Descriptor
<b>AO1 (4 marks), AO3 (4 marks)</b> <b>Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.</b>		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

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