



Pearson
Edexcel

Mark Scheme (Results)

January 2024

**Pearson Edexcel International Advanced Level
in Psychology (WPS03)**

Paper 01: Applications of Psychology

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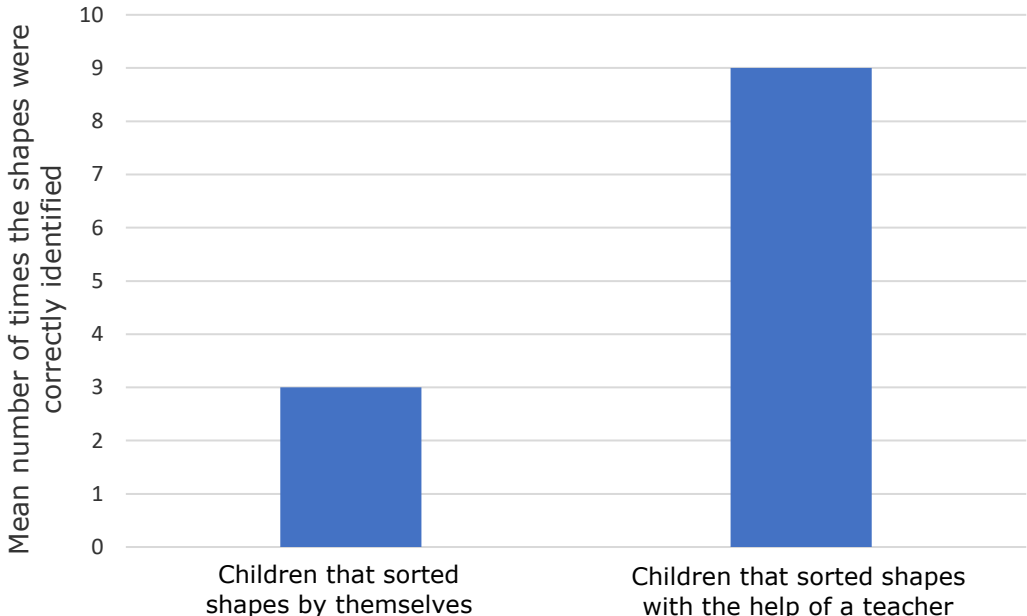
General Marking Guidance

- 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.

Question Number	Answer	Mark
1(a)	<p style="text-align: center;">AO1 (1 mark)</p> <p>Credit one mark for an accurate statement.</p> <p>For example:</p> <ul style="list-style-type: none"> To investigate the impact of maternal deprivation on the likelihood of developing a delinquent character in adolescence (1). <p>Look for other reasonable marking points.</p>	(1)

Question Number	Answer	Mark
1(b)	<p style="text-align: center;">AO1 (1 mark), AO3 (1 mark)</p> <p>Credit one mark for an accurate identification of a strength (AO1). Credit one mark for exemplification/justification of the strength (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> It was a case study using the clinical interview technique which gathered rich qualitative data providing a detailed case history of each of the 44 thieves (1) giving insight into the issues that may have contributed towards the juvenile delinquency, increasing the validity (1). <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
1(c)	<p style="text-align: center;">AO1 (1 mark), AO3 (1 mark)</p> <p>Credit one mark for identification of an improvement (AO1). Credit one mark for exemplification/justification of the improvement (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> Bowlby could have used a control group that were not classified as emotionally disturbed to improve the representativeness of his sample of children (1) as this would improve the population validity allowing it to be generalised to all children classified as delinquent and not just those who were emotionally disturbed (1). <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark						
2(a)	<p data-bbox="699 286 948 322" style="text-align: center;">AO2 (3 marks)</p> <p data-bbox="277 398 783 430">Credit one mark for accurate title</p> <p data-bbox="277 452 1023 483">Credit one mark for accurate labelling of the axes</p> <p data-bbox="277 506 1018 537">Credit one mark for accurate plotting of the data.</p> <div data-bbox="277 613 1366 1402" style="border: 1px solid black; padding: 10px;"><p data-bbox="411 649 1270 757" style="text-align: center;">A bar chart to show the mean scores for the number of times the shapes were correctly identified by the children</p><table border="1" data-bbox="316 770 1347 1384"><thead><tr><th>Group</th><th>Mean number of times the shapes were correctly identified</th></tr></thead><tbody><tr><td>Children that sorted shapes by themselves</td><td>3</td></tr><tr><td>Children that sorted shapes with the help of a teacher</td><td>9</td></tr></tbody></table></div> <p data-bbox="277 1585 979 1621">Look for other reasonable marking points.</p>	Group	Mean number of times the shapes were correctly identified	Children that sorted shapes by themselves	3	Children that sorted shapes with the help of a teacher	9	(3)
Group	Mean number of times the shapes were correctly identified							
Children that sorted shapes by themselves	3							
Children that sorted shapes with the help of a teacher	9							

Question Number	Answer	Mark
2(b)	<p style="text-align: center;">AO2 (1 mark), (AO3 1 mark)</p> <p>Credit one mark for an accurate use of the data (AO2). Credit one mark for an appropriate conclusion (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> • The children that had the help of the teacher identified on average 9 shapes correctly compared to 3 shapes for the children who sorted shapes by themselves (1) which shows that the support of a more knowledgeable other helped the children master the skill of learning shape recognition (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
2(c)	<p style="text-align: center;">AO2 (2 marks)</p> <p>Credit up to two marks for an accurate description in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Andrea must ensure the children are protected from psychological harm giving reassurance to the children who sorted shapes by themselves (1) as they may not be able to identify as many shapes as the group that received help so they may feel sad and worried (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
3(a)	<p style="text-align: center;">AO2 (2 marks)</p> <p>Credit up to two marks for an accurate description in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Roberto would create a list of behavioural categories of sharing behaviour, such as offering a toy or snatching it away (1). He would then observe the groups of girls and boys in a controlled environment and tally the number of times sharing behaviour occurred for each gender (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
3(b)	<p style="text-align: center;">AO2 (1 mark), AO3 (1 mark)</p> <p>Credit one mark for identification of a weakness in relation to the scenario (AO2)</p> <p>Credit one mark for justification of the weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> • There may be a lack of internal validity if Roberto is not clear about what types of sharing fits into sharing behaviour for example keeping the original toy but sharing a different toy instead (1) so as these alternative sharing behaviours cannot be coded, his findings about children's toy sharing may not represent the gender differences in sharing behaviour (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Indicative Content	Mark
4	<p style="text-align: center;">AO1 (4 marks), AO2 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • Mindfulness-based stress reduction includes breath awareness and present moment awareness. • Social and emotional programmes (SEL) aim to develop empathy and the ability to make relationships. • Mindfulness-orientated meditation aims to help children concentrate on tasks. • Mindfulness programmes are commonly offered for 10 sessions and take place for the same amount of time as an average lesson. <p>AO2</p> <ul style="list-style-type: none"> • The children at the high school may benefit from reduced levels of stress if they are able to practice techniques such as present moment awareness. • Incorporating SEL within the mindfulness programme may help the high school students to improve their relationships with teachers and other children at the school. • The students will learn to ignore distractions and they will have greater attentional control allowing them to concentrate for longer periods of time in lessons and on homework. • The programme is being made available to all students, and they will be asked to attend, so they may not engage with Mrs Adrier’s process, so it may not help with their development. <p>Look for other reasonable marking points.</p>	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	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;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> • The sample looked at a total of 1,990 strange situation structured observations from 32 studies which included 8 different countries. • The research method was a meta-analysis that looked at studies which used the strange situation procedure with mothers and their infants. • A strict criterion was used in identifying the data sources to be included in the study, for example samples of children over 2 years old were excluded. • Van IJzendoorn and Kroonenberg (1988) found that the most common attachment type was Type B using the criterion from the strange situation procedure (SSP). <p>AO3</p> <ul style="list-style-type: none"> • As the sample included 8 different countries all using the strange situation, it is a reliable measure and so there can be more confidence that our understanding of attachment can be applied cross-cultures. • All of the studies focused only on the mother and child interaction and the results cannot be generalised to understand fathers so it does not explain how attachments may form with all care givers. • Secure attachment typically occurs between 6-8 months until 18-months-2 years, so restricting the sample suggests that it was a valid measure of attachment, thus giving us a greater understanding of attachment styles. • It may not further our understanding of attachment in all cultures as Miyake et al (1985) found that Japanese children were classified as anxious avoidant, which may only reflect cultural conformity to parenting styles and not children's development. <p>Look for other reasonable marking points.</p>	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	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
6	<p style="text-align: center;">A01 (1 mark)</p> <p>Credit one mark for accurate statement.</p> <p>For example:</p> <ul style="list-style-type: none"> • A defendant who is deemed to be attractive by the jurors is less likely to be found guilty of certain crimes (1). <p>Look for other reasonable marking points.</p>	(1)

Question Number	Answer	Mark
7	<p style="text-align: center;">A01 (2 marks), A03 (2 marks)</p> <p>Credit one mark for identification of a strength/weakness (A01). Credit one mark for a justification of the strength/weakness (A03).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • CBT teaches offenders self-help strategies which can be used once the therapy sessions are complete, so may be successful in the long-term (1) as Lipsey (2009) found in the analysis of 548 studies that it was more effective than other interventions in reducing further criminal behaviour (1). <p>Weakness</p> <ul style="list-style-type: none"> • CBT requires offenders to change their thought processes so it may not be effective for all types of offending for example offenders with anti-social personality disorder (1) as Howells et al. (2005) found that CBT did not reduce the levels of aggression significantly in offenders convicted of violent offences (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Answer	Mark
8(a)	<p style="text-align: center;">AO2 (2marks)</p> <p>Credit up to two marks for an accurate description in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Paulo could send an invitation to all the young offenders that will be attending the programme to ask if they would be willing to participate in his investigation (1), giving a time and a place for those offenders that choose to accept the invitation to discuss their experiences of the programme (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
8(b)	<p style="text-align: center;">AO2 (1 mark) AO3 (1 mark)</p> <p>Credit one mark for identification of a weakness in relation to the scenario (AO2). Credit one mark for justification of the weakness (AO3).</p> <p>For example:</p> <ul style="list-style-type: none"> • There may be volunteer bias as only the offenders who are willing to take part in the anger management programme may choose to participate in the investigation (1) so the sample may be unrepresentative of all offenders as some may not engage in the programme and their views on effectiveness will not be taken into consideration (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
8(c)	<p style="text-align: center;">A02 (1 mark) A03 (2 marks)</p> <p>Credit one mark for identification of an appropriate statistical test (A02) Credit up to two marks for justification/exemplification of an appropriate statistical test (A03)</p> <p>For example:</p> <ul style="list-style-type: none"> Paulo could use a Wilcoxon Signed Ranks test on his data (1) as he was looking for a difference between the levels of anger before and after the programme (1). It is a repeated measures design as the same offenders rated their levels of anger (1). <p>Look for other reasonable marking points.</p>	(3)

Question Number	Answer	Mark
9	<p style="text-align: center;">A02 (2 marks), A03 (2 marks)</p> <p>Credit one mark for an accurate identification of each reason in relation to the scenario (A02) Credit one mark for justification/exemplification of each reason (A03)</p> <p>For example:</p> <ul style="list-style-type: none"> Belinda's cortisol levels may have increased at the sound of people shouting leading to selective attention increasing the reliability of some parts of her memory (1). Al'Absi et al. (2002) found that cortisol disrupts working memory but enhances selective attention as she may have been preparing for fight or flight (1). Belinda may not remember all the peripheral details of the thieves and people shouting, as she may have fixated on her heightened stress levels so her memory may not be reliable (1) Christianson (1992) found that emotional witnesses fixated longer on stimuli that were traumatic, and Belinda being pushed to the ground may have been traumatic (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(4)

Question Number	Indicative Content	Mark
10	<p style="text-align: center;">A01 (4 marks), A03 (4 marks)</p> <p>A01</p> <ul style="list-style-type: none"> • Self-fulfilling prophecy occurs when a person behaves in a way that is expected of them by internalising the label given to them. • People can be labelled as anti-social due to stereotypes in respect of personal characteristics, such as gender. • Self-fulfilling prophecy is a belief that an individual holds about a future event and this belief is affirmed when it is actioned. • Not everyone internalises the labels that are given to them. <p>A03</p> <ul style="list-style-type: none"> • Rosenthal and Jacobsen (1968) found that children labelled as bloomers made larger gains than their fellow peers suggesting that if someone is labelled as criminal, they will internalise that belief and behave accordingly. • Jahoda (1954) found that boys born on a Wednesday were given a name that meant they would be aggressive and that they had a 22% higher arrest rate than boys born on a Monday who were labelled as mild mannered which could explain their behaviour. • Social learning theory would suggest that it is not the belief that causes an action to happen but the choice to copy the behaviour of roles models, therefore criminal behaviour is as a result of copying rather than an internal belief system. • Recidivism rates in the United Kingdom for juvenile offenders in January 2021 was 31.1% suggesting that nearly 70% of offenders did not return to crime, despite the label they had been given. <p>Look for other reasonable marking points.</p>	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	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)

Question Number	Indicative Content	Mark
11	<p style="text-align: center;">A01 (4 marks), A03 (4 marks)</p> <p>A01</p> <ul style="list-style-type: none"> • The cognitive interview has four stages, the first of which is to mentally reinstate the context of the crime for the witness. • The interviewer may also ask the witness to report every detail in order to encourage in-depth reporting. • Cognitive interviews take more time to conduct than a standard interview. • Police officers are required to take additional training to use the cognitive interview technique. <p>A03</p> <ul style="list-style-type: none"> • The witnesses are encouraged to use all of their senses to remember the crime and this aids their recall as it triggers context dependent memories which is useful as it may improve the accuracy of their recall. • Witnesses are encouraged to report everything, even the most trivial of details as this has been found to be useful as the details deemed as unimportant can trigger key information about the criminal event which may improve the accuracy of recall. • Time issues may limit its usefulness for all crimes, for example Kebbell and Wagstaff (1999) found that police officers did not use CI techniques in serious crimes due to time constraints. • Specialist police officers are used to conduct the CI and they are trained to develop a dynamic relationship with the witness, however if a rapport is not formed then it may not be useful as the witness may not engage in the four stages leading to less accurate recall. <p>Look for other reasonable marking points.</p>	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	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)

HEALTH PSYCHOLOGY

Question Number	Answer	Mark
12	<p style="text-align: center;">A01 (1 mark)</p> <p>Credit one mark for an accurate statement.</p> <p>For example:</p> <ul style="list-style-type: none"> • This is when an individual modifies how they think to enable them to cope with a problem that has no straight-forward solution (1). <p>Look for other reasonable marking points.</p>	(1)

Question Number	Answer	Mark
13	<p style="text-align: center;">A01 (2 marks), A03 (2 marks)</p> <p>Credit one mark for identification of a strength/weakness (A01). Credit one mark for a justification of the strength/weakness (A03).</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> • Cognitive behavioural therapy (CBT) aims to look at the causes of anxiety rather than the symptoms so may be more effective than the use of drug therapies (1) as Hofman et al. (2012) found in the meta-analysis of 106 studies using CBT that it was particularly effective for anxiety disorders (1). <p>Weakness</p> <ul style="list-style-type: none"> • CBT is not a quick fix and involves multiple sessions which the patient has to commit to, unlike drug therapy which is simply taking medication (1) so if the patient is feeling particularly anxious, they may not feel able to attend the sessions, so it will not be effective in reducing their levels of anxiety (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Answer	Mark
14(a)	<p style="text-align: center;">AO2 (2 marks)</p> <p>Credit up to two marks for an accurate description in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> Paulo could send an invitation to all the patients that will be attending the programme to ask if they would be willing to participate in his investigation (1), giving a time and a place for those patients that choose to accept the invitation to discuss their experiences of the programme (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
14(b)	<p style="text-align: center;">AO2 (1 mark) AO3 (1 mark)</p> <p>Credit one mark for identification of a weakness in relation to the scenario (AO2)</p> <p>Credit one mark for justification of the weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> There may be volunteer bias as only the patients who feel able to take part in the anxiety management programme may choose to participate in the investigation (1) so the sample may be unrepresentative of all patients as some may struggle to participate in the programme and their views on effectiveness will not be taken into consideration (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(2)

Question Number	Answer	Mark
14(c)	<p style="text-align: center;">AO2 (1 mark), AO3 (2 marks)</p> <p>Credit one mark for identification of an appropriate statistical test (AO2) Credit up to two marks for justification/exemplification of an appropriate statistical test (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> Paulo could use a Wilcoxon Signed Ranks test on his data (1) as he was looking for a difference between the levels of anxiety before and after the programme (1). It is a repeated measures design as the same patients rated their levels of anxiety (1). <p>Look for other reasonable marking points.</p>	(3)

Question Number	Answer	Mark
15	<p style="text-align: center;">AO2 (2 marks), AO3 (2 marks)</p> <p>Credit one mark for accurate identification of each reason in relation to the scenario (AO2) Credit one mark for justification/exemplification of each reason (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> Belinda has recently suffered major life events in getting divorced and moving house and these may have led to her feeling high levels of stress (1). The Holmes and Rahe Social Readjustment Rating Scale (SRRS) would suggest that as Belinda has a combination of both major life event and daily hassles that she has a 50% chance of developing stress (1). Belinda's neighbours being very noisy is a daily hassle which may be linked to her levels of stress, leading to regular illness, such as colds (1). Cohen (1996) found that there was an 35% chance of developing upper respiratory conditions whilst under periods of stress brought on by life events therefore Belinda's colds are likely to be stress related (1). <p>Look for other reasonable marking points.</p> <p>Generic answers score 0 marks.</p>	(4)

Question Number	Indicative Content	Mark
16	<p style="text-align: center;">A01 (4 marks), A03 (4 marks)</p> <p>A01</p> <ul style="list-style-type: none"> • Positive and negative emotions that patients experience as they engage in everyday life can be measured using a self-report questionnaire such as the PANAS-SF. • Within personality trait theories, 'The big 5' inventory identified secondary personality traits that can be positive, for example adaptable and negative, such as aggressive. • Positive coping strategies for stress include, asking others to help, maintaining emotionally supportive relationships, and lowering your expectations. • Negative coping strategies for stress include practices such as smoking, drinking alcohol and chewing your fingernails. <p>A03</p> <ul style="list-style-type: none"> • Magyar-Moe (2009) suggests that clinicians can use the questionnaire on a week-to-week basis to establish the most suitable coping strategies for their clients to deal with stress. • Martinez et al. (2021) found, using the 'big 5' inventory that the role of personality had an effect on the success of coping strategies for nurses exposed to stressful situations, negative affect was less adaptive in using coping strategies whilst, positive affect were successful in using positive strategies. • Ozbay et al (2007) found that resilience to stress occurred when HPA activity was dampened as stress-induced cortisol was reduced when social support was given. • Siqueira et al (2000), found higher levels of stress in adolescents correlated with a greater use of negative coping such as smoking showing that stress may be managed but not in a healthy way. <p>Look for other reasonable marking points.</p>	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	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)

Question Number	Indicative Content	Mark
17	<p style="text-align: center;">A01 (4 marks), A03 (4 marks)</p> <p>A01</p> <ul style="list-style-type: none"> • SSRIs increase serotonin levels in the brain by blocking the reuptake of serotonin at the synapse. • SSRIs are normally prescribed in tablet form and at the lowest possible dose thought to be beneficial to improve the symptoms of the patient. • SSRI's can be prescribed for both adults and children diagnosed with anxiety disorders. • SSRIs is a pharmacological treatment that needs to be taken for between 2 and 4 weeks before they become beneficial. <p>A03</p> <ul style="list-style-type: none"> • Low serotonin levels in the brain can cause anxiety, so by using SSRIs the reuptake of serotonin is blocked and serotonin levels rise, so as a treatment it is useful as it helps to regulate the mood of the patient. • Even the lowest doses of SSRIs can cause side effects such as diarrhoea, blurred vision and dry mouth, so patients may not take the tablets and so the treatment may not be useful for treating anxiety. • Strawn et al (2018) found that SSRIs had a more rapid treatment response in children at week eight so may be considered more useful and is the recommended treatment over the use of SNRIs in that situation. • SSRIs may not be useful as they may only treat the symptoms of anxiety and not the underlying cause, so the patient may also need to combine it with a talking treatment such as CBT to be effective in the long term. <p>Look for other reasonable marking points.</p>	(8)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	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)

