GradeMax



Mark Scheme (Results)

October 2019

Pearson Edexcel International Advanced Subsidiary In Physchology (WPS03) Paper 1: Applications of Psychology

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October 2019
Publications Code WPS03_01_MS_20200122
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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
1(a)	**AO1 (1 mark)** Credit **one** mark for accurate statement. For example: • The sensitive responsiveness of parents can be improved by taking part in intervention based on parents observing videos of effective parent child communication (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength (AO1) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • The classes were randomly allocated to the intervention or control groups therefore improving validity (1), as the experimenters did not affect the results by allocating classes to groups so that parents who may be more influenced by the intervention were in the experimental group (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(c)	**AO3 (2 marks)** Credit up to **two** marks for an improvement of the study. For example: • They could have sent out letters to fathers and grandparents specifically instead of to carers in general, so that they felt they could take part in the study (1), this would have improved the generalisability of the study as fathers and grandparents can also influence the attachment of a child (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(a)	**AO2 (3 marks)** Credit **one** mark for a correct calculation of 6 times the sum of $d^2 = 192$ Credit **one** mark for a correct calculation of 6 times the sum of d^2 divided by $n(n^2-1) = 0.91429/0.91$ Credit **one** mark for a correct answer to two decimal places = 0.09 **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
2(b)	**AO2 (2 marks)** Credit **one** mark for each accurate description in relation to scenario. For example: • Sophia must gain fully informed consent from the parents, so they must be told she is investigating the number of hours spent in day care and the number of words their child can say (1). • Sophia must keep the results of her study confidential as it could upset a child if they knew they could not say as many words as others could (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a weakness in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the weakness (AO3) For example: • Sophia cannot determine cause and effect so she cannot say that the number of hours spent in day care had an effect on the number of words a child could say (1), it could be due to another variable such as the amount of time a parent reads to their child (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

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Question Number	Answer	Mark
3(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario For example: • Tsai would be actively involved with the children in their natural environments, such as nursery and at home, which makes it ethnographic (1). Tsai would make detailed field notes of what the children played with as well as interview parents about how the children played with others (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Tsai will gather data from the children's natural settings such as their homes which increases validity (1), this means he will gather data about how they play in a realistic setting so he will know the data is their natural playing behaviour (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

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Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO2 (4 marks)** **AO1** • At 12 months old children are pre-linguistic and babble, making noises that sound like words. • At three years old children can speak in two or three word sentences. • A child that is three years old can understand and carry out two commands said in one sentence. • A five-year-old child will be able to understand other people's conversations and will ask the meanings of words they do not understand. **AO2** • Paris is babbling 'Mamamama, and Hector thinks he is saying 'Mama'. • Hector can speak in two word sentences as he says 'Not Mama'. • Hector can understand two commands in one sentence as he can point to the dog and the cat when his aunt asks him where they are. • Cassandra asks Cleo the meaning of words she does not understand in the bedtime story, and can follow Cleo's explanation. **Look for other reasonable marking points.**	**(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	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Erikson's stages of psychosocial development have eight different stages going from birth to old age. • Each stage has a crisis that has to be resolved at a certain age, e.g. intimacy vs. isolation between the ages of 18 and 40 years old. • If a crisis is not successfully resolved, then the person may have problems later on in life. • Erikson's fifth stage is identity vs. identity confusion where adolescents create a stable view of who and what they are. **AO3** • Erikson's theory covers all of the human lifespan in terms of psychological and social development making it harder to isolate one variable, making it less scientific. • Erikson's theory can be falsified in terms of ages and the stages, so making it scientific. • Malone et al. (2016) found that those who did not successfully resolve the crisis at stage 7 were more likely to have depression when aged 75 to 85 years old so giving scientific evidence to support the theory. • Erikson used interviews to determine which stages people were in such as identity versus identity confusion, which collected subjective qualitative data, therefore reducing the scientific status of the theory. **Look for other reasonable marking points.**	**(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(a)	**AO1 (2 marks)** Credit up to **two** marks for accurate description. For example: • When a weapon is present at an incident witnesses will look at the weapon more than the offender (1), therefore they are less likely to be able to accurately identify the offender in a line up (1) **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO1 (1 mark), AO3 (2 marks)** Credit **one** mark for identification of the decision (AO1) Credit up to **two** marks for justification of the decision (AO3) For example: • There is evidence to suggest that weapon focus does affect the reliability or eye witnesses, so giving the theory validity, such as Maass and Köhnken (1989) (1) who found that participants were less able to recall the face of someone if they carried a syringe rather than a pen (1) showing that the presence of a weapon in the form of a syringe did affect the accuracy of testimony in relation to the offender (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
7(a)	**AO2 (3 marks)** Credit up to **three** marks for accurate description in relation to scenario. For example: • Dimitris would first have to determine the percentage of offenders who had committed one of the three crimes and the percentage who had not committed one of the three crimes (1). He would then have to split the offenders in the prison population into those who had committed theft, assault or fraud (1). Dimitris would pick a representative percentage of offenders from each group for his sample (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
7(b)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of a strength/weakness in relation to scenario (AO2) Credit **one** mark for justification/exemplification of each strength/weakness (AO3) For example: Strength. • Dimitris would have a sample that was representative of offenders who had committed theft, assault or fraud (1) as he would have the same percentage as in the prison population, so making his results more generalisable (1). Weakness. • Dimitris may not be able to get the exact percentages from the whole prison population as they may not work out as whole people (1) e.g. the percentage for fraud may work out as 1.8 people in his sample so it would not be an accurate representation of the target population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

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Question Number	Answer	Mark
8	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of a strength/weakness in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the strength/weakness (AO3) For example: Strength • Negative reports on social media can influence a fair trial for the bank theft as negative publicity has been shown in studies such as Steblay et al. (1999) to affect the jury decision making (1) who found that if the publicity before a trial was negative the jury found the defendant guilty 59% of the time so pre-trial publicity can explain trial outcomes (1). Weakness • A lot of the studies used to investigate the effects of pre-trial publicity use mock juries which are not valid to the bank theft trial of a real criminal charge of stealing (1) because these are not representative of a real jury where the decision has consequences, so pre-trial publicity may not explain factors affecting her client's trial (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** Ruva, McEvoy and Bryant (2007) **AO1** • The sample consisted of 558 university students, aged between 18 and 52 with the majority of the participants being Caucasian. • In phase 1 the mock juries were given either pre-trial publicity about the case, or news articles about an unrelated crime. • Approximately 4 days later the participants saw a video of the trial and then either had to work alone or work in groups of 4. • Ruva, McEvoy and Bryant found negative pre-trial publicity can create biases in jury decision making, especially in the jurors who had to work on their own. **AO3** • The fact that the participants were university students means the results may not have population validity, as they gained a credit for taking part, when real eye witnesses do not get anything for their statements. • The articles in both conditions were matched for the number of articles and the length of the article increasing reliability as these extraneous variables were controlled. • Working in groups of 4 to 6 is not a valid measurement of real juries, as these consist of 12 people and mean there may be more people who are willing to go against the majority when discussing cases. • The findings were quantitative as it was a decision on guilty or not guilty, which means the data are objective so increasing reliability. Valentine and Mesout (2009) **AO1** • Data was gathered through a variety of methods including the Spielberger (1983) State Trait Anxiety Inventory. • An actor, dressed in a dark robe and make up to achieve a pale skin and facial scars, stepped out in front of the participants and blocked their pathway. • Participants had to fill in questionnaires after the tour about how they felt, and about the actor, and had to identify the actor from a photo line-up. • They found that 17% of the participants who scored above the median for anxiety correctly picked the actor from the photographs whilst 75% of those who scored below the median could do so. **AO3** • Because a variety of methods were used to measure anxiety the results from each can be cross referenced with each other and so increase reliability. • The same actor in the same costume was used on all the participants, therefore different costumes did not become a confounding variable when asked to identify the actor. • Picking out someone from a photograph is not realistic as it does not include factors such as body posture that may help with identification. • The data gathered was quantitative in the form of heart rate, and the photo picked, which increases the objectivity of the data and the reliability of the findings. **Look for other reasonable marking points.**	**(8)**

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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
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • A psychological (case) formulation looks at past and current relationships, significant life events and the offender's perceptions of those events amongst other things. • The creation of the psychological (case) formulation may involve the criminal psychologist and other people who interact with the offender such as parole officer. • A psychological (case) formulation takes a lot of detail from the offender and then reduces this down to a brief document. • The offender has input into the psychological (case) formulation and should agree that the formulation is accurate when it has been produced. **AO3** • As psychological (case) formulation looks at all aspects of the offender's behaviour it is holistic and therefore more likely to understand the different reasons for an offender's behaviour. • If all the people who are involved in creating the psychological (case) formulation are not properly trained in how to carry it out the effectiveness of the formulation on the offender's behaviour will be reduced. • As the psychologist decides what to include in the final psychological (case) formulation it may not focus on what was important to the offender so reducing the effectiveness of the formulation. • Whitehead et al. (2007) found psychological (case) formulation did work as the goals were valued by the offender, showing the input of offenders into the formulations increase its effectiveness. **Look for other reasonable marking points.**	**(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
11(a)	**AO1 (2 marks)** Credit up to **two** marks for accurate description. For example: • When the HPA is activated due to a stressor chemicals are released into the blood stream, including CRF (1). CRF goes to the pituitary gland that releases ACTH which increases the production of cortisol (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
11(b)	**AO1 (1 mark), AO3 (2 mark)** Credit **one** mark for identification of the decision (AO1) Credit up to **two** marks for justification of the decision (AO3) For example: • The explanation is not valid as it is a reductionist explanation that ignores individual differences in cognitive processing and responses to stressors (1), e.g. Mason (1975) found that different participants produced different levels of stress hormones despite being presented with the same stressor (1), so stress is more than a physical response to a given situation reducing the validity of the HPA axis as an explanation of stress (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
12(a)	**AO2 (3 marks)** Credit up to **three** marks for accurate description. For example: • Dimitris would first have to determine the percentage of people who had one of the three types of anxiety from the total number of people in the health centre who had another form of anxiety (1). He would then have to split the patients at the local health centre into those who had general anxiety, anxiety based on work or anxiety due to a personal experience (1). Dimitris would pick the same percentage of patients from each group for his sample (1) **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
12(b)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each strength/weakness in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength/weakness (AO3) For example: Strength. • Dimitris would have a sample that was representative of patients who had general anxiety, anxiety based on work or anxiety due to a personal experience (1) as he would have the same percentage as in the health centre, so making his results more generalisable (1). Weakness. • Dimitris may not be able to get the exact percentages from the health centre patients, as they may not work out as whole people (1) e.g. the percentage for general anxiety may work out as 1.8 people in his sample so it would not be an accurate representation of the target population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
13	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of a strength/weakness in relation to scenario (AO2) Credit **one** mark for justification/exemplification of the strength/weakness (AO3) For example: Strength. • Rebecca cannot change the situation of her pet not being around anymore so emotion-focusing strategies are the most effective (1) as the situation is out of her control so she cannot use other strategies such as problem focusing (1). Weakness. • As Rebecca uses emotion-focusing strategies she is not dealing with the effects of divorcing her husband (1) so the stress may not reduce as much as it would if she used a problem focusing strategy (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

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Question Number	Answer	Mark
14	**AO1 (4 marks), AO3 (4 marks)** Avdagic et al. (2014) **AO1** • Participants were recruited over the telephone with a semi-structured interview being used to diagnose GAD. • Both the ACT group and the CBT group had 2 hours of group therapy over 6 weeks. • Participants in both types of therapy had a significant reduction in depression, anxiety and stress as measured by DASS-21. • 3 participants dropped out of the ACT, and 6 participants dropped out of the CBT. **AO3** • The use of a semi-structured interview to diagnose GAD means that participants had different questions asked of them reducing the replicability of the study. • As both groups had the same amount of therapy and had group therapy the researchers can be confident that any difference in the outcomes was due to the therapy and not the length of time in therapy. • DASS-21 is a self-report measure, so participants may have lied in their answers after the therapy due to demand characteristics, reducing the validity of the findings. • As fewer participants dropped out of the ACT and the outcomes were just as effective as those in CBT this could be a viable alternative for treating those with GAD, and more effective in terms of patients' participation. Russell et al. (2015) **AO1** • 35 adolescents had to identify and rate the key stressor they felt when participating in outdoor adventures. • From this 56 stressors were identified and the top 10 were added to the RSQ, with the original authors permission, to study stress in adventure settings. • The RSQ-OAV used a combination of open questions, Likert scales and checklists. • The sample who filled in the RSQ-OAV questionnaire consisted of mainly white adolescents who were high school students, or in treatment centres or on wilderness adventure programmes. **AO3** • There are issues with the population validity of results about key stressors to children or adults as only adolescents were used, and 35 is not a large sample to make it representative. • The use of the RSQ increases validity as the questionnaire has been used previously and has been shown to be effective in measuring stress. • The use of open questions and Likert scales means that qualitative and quantitative data were collected, and they could be cross referenced with each other to increase reliability. • The sample is culturally specific and therefore the results may not be consistent with the results from other cultures, reducing the reliability of the data gathered. **Look for other reasonable marking points.**	**(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
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • People with a Type A personality are highly competitive, impatient and have goal directed behaviour. • Type A personality tend to experience more stress and have more stress related illnesses. • A hardy personality can lead to people experiencing less stress due to them perceiving possible stressful experiences as positive rather than negative. • People with a hardy personality often think they can influence events that happen to them so events seem less stressful. **AO3** • It may be that Type A personality does not cause the stress but that they expose themselves to more stressful situations, so it is the situation that causes the stress not the personality. • Miličić et al. (2016) found that those who suffered from acute myocardial infarction had more Type A personality behaviour than healthy controls so supporting personality affects stress. • Rhodewalt and Zone (1989) found that women who had experienced negative life events and had a hardy personality suffered from less illness than those who did not have a hardy personality, so personality does affect how people respond to potentially stressful events. • Personality as an explanation of stress does not take account of factors such as brain regions and how they explain stress, so it may not be a full explanation and need to be combined with other factors. **Look for other reasonable marking points.**	**(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)