GradeMax



Mark Scheme (Results)

January 2022

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

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General Marking Guidance

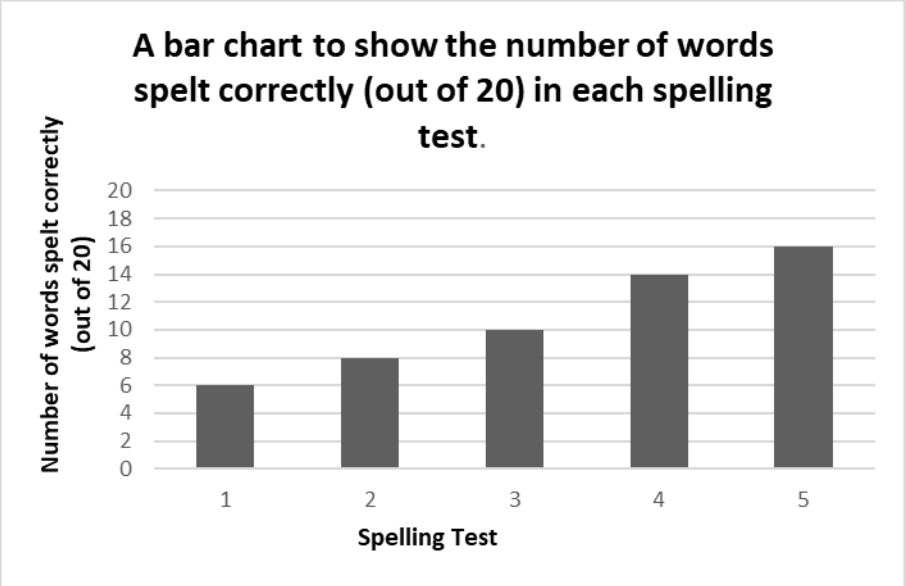
- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should 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
1(a)	**AO2 (1 mark)** Credit **one** mark for an accurate identification. For example: • Mungo is in the sensorimotor stage, he has not developed object permanence as he did not look for his teddy bear (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
1(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to the scenario. For example: • Flora may have thought that the teddy bear was going to be hurt as she has assigned feelings to the teddy bear through animism (1) and believes that the teddy bear is alive and will feel pain when it is put in the washing machine (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of a strength/weakness (AO1) Credit **one** mark for justification/exemplification of the strength/weakness (AO3) For example: Strength • Mindfulness meditation helps children to concentrate on tasks aiding cognitive development as they learn to ignore distractions (1) as Moore and Malinowski (2009) found that there was a positive correlation between high levels of meditation and attentional control so participants that pay more attention to tasks may improve cognitive function (1). Weakness • School based mindfulness programmes often require all students to participate so they may not engage in the process if they are not committed to the programme (1). Therefore, it may not be effective in enhancing children's social, emotional, or cognitive development, limiting the practical application in everyday school life (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3(a)	**AO2 (3 marks)** Credit **one** mark for appropriate **title.** Credit **one** mark for appropriate **labelling of axes.** Credit **one** mark for correct **plots.** For example:  **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of improvement (AO3) For example: • Maud should use a more representative sample of children of different ages and genders to take part in the spelling game (1), which would increase the generalisability of her findings about the use of educational games to aid spelling ability to a wider population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
4	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of each strength and weakness (AO1) Credit **one** mark for justification/exemplification of the strength and weakness (AO3) For example: Strength • Erikson's stages of development could be considered a more comprehensive explanation of human development than theories such as Freud (1) as it spans from birth through to end of life at the stage of integrity versus despair to give a holistic perspective on how individuals may grow and develop over their lifetime (1). Weakness • Interpreting which behaviours in children demonstrate stages, such as their level of assertion during play in the initiative versus guilt resolution, is a subjective measure of development (1). Therefore, stages of psychosocial development lack scientific credibility as an explanation of development as they cannot be empirically tested using objective methods (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Skinner's theory of language is founded on the principles of reinforcement and punishment from operant conditioning. • Primary reinforcers, such as food, are rewards that Skinner claims encourage early language learning of basic words that focus on functional necessity to meet survival needs. • Skinner suggested positive reinforcement encourages language development as children will repeat words when they are praised. • When children are not reinforced with a desired consequence for words used, they do not repeat the behaviour of incorrect language. **AO3** • Skinner's theory can be applied to the teaching of language, with objects or pictures presented as an antecedent to elicit the behavioural language response from a child with consequences given for correct use of words or speech. • The theory fits with logical understanding of the development of babies, where they seek comfort or nourishment as babies, using basic communication and then words to name their needs, such as 'milk'. • Chomsky claimed that we are born with an innate language acquisition device so language development occurs without the need for stimuli or reinforcement. • Skinner's claims lack plausibility as children do not repeat words exactly as they hear them but continue to construct language with inaccuracies regardless of praise up to about 5 years old. **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
6	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Ainsworth (1970) carried out cross-cultural research into attachment using the strange situation procedure in both the USA and Uganda. • Cassibba et al. (2013) found that when considering both clinical and non-clinical distributions amongst the children in 17 studies that avoidant attachments were more common in Italian children. • Van iJzendoorn and Kroonenberg (1988) found that in their meta-analysis from 8 countries using the strange situation procedure that the most common attachment type was Type B. • Miyake et al. (1985) found using the strange situation procedure that Japanese children were classified as anxious avoidant. **AO3** • As Ainsworth's studies were carried out in two continents it helps us understand that even cross-culturally there is some universality in how mothers are a safe base for young children during development. • Cassibba et al. (2013) suggested their findings may represent how Italian mothers promote early independence, which emphasises that cross-cultural research should be culturally relative to reflect the wider context of children's development to successfully further understanding of development. • Van iJzendoorn and Kroonenberg's (1988) findings may only represent the outcomes of the SSP method because it takes an etic approach, looking at development from outside of the culture in which it takes place. • Differences in attachment types found by Miyake et al. (1985) may illustrate how cross-cultural research using imposed values of parenting does not further our understanding of development. **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
7(a)	**AO1 (1 mark)** Credit **one** mark for accurate statement. For example: • Paying more attention to a threatening object used during a crime which limits the ability to remember other features (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
7(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • The information about the injuries to the woman on the news report may have led Ludovic to inaccurately recall seeing her break her arm (1) and may have changed his memory of the robbery to include the severity of how hard she was pushed and her crying in pain (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8(a)	**AO2 (4 marks)** Credit **one** mark for correct completion of **difference** Credit **one** mark for correct completion of **ranked difference** Credit **one** mark for correct calculation of **sum of both ranks** Credit **one** mark for a correct answer for **T=2.5**	**(4)**

Participant	Number of aggressive thoughts before cognitive behavioural therapy	Number of aggressive thoughts after cognitive behavioural therapy	Difference	Ranked Difference
A	17	13	**4**	**6**
B	15	15	**0**	**-**
C	18	15	**3**	**4**
D	12	14	**-2**	**2.5**
E	16	12	**4**	**6**
F	14	13	**1**	**1**
G	18	14	**4**	**6**
H	20	15	**5**	**8.5**
I	16	11	**5**	**8.5**
J	15	13	**2**	**2.5**

- **Sum of positive ranks = 42.5; Sum of negative ranks = 2.5**
- **T=2.5**

Look for other reasonable marking points.

Question Number	Answer	Mark
8(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Jago will use the same offenders in the before and after therapy conditions which will reduce the effects of participant variables such as temperament (1) so that any reduction in the number of aggressive thoughts Jago finds should be due to cognitive behavioural therapy rather than individual differences between offenders. (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification (AO3) For example: • Jago could sample male and female offenders from a wider range of different rehabilitation services (1) which would give him a more representative sample of offenders from which he can then generalise the findings to a wider target population of offenders (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9(a)	Credit up to **two** marks for accurate description in relation to scenario. For example: • Lucy may have internalised the label she was given by her parents of being naughty which has informed her own sense of identity of being a bad person (1). She has then gone on to live up to the expectation of being bad by becoming involved in the criminal behaviours of burglary and stealing (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9(b)	**AO2 (3 marks)** Credit up to **three** marks for accurate description in relation to scenario. For example: • A therapist will help Lucy to understand how her faulty and negative thought processes may have led her to think that stealing is acceptable (1). The therapist can then help Lucy identify the maladaptive thoughts she has about how stealing helps her achieve success in life (1) and then enable her to develop alternative behaviour responses to her thoughts to reduce re-offending so Lucy stops committing burglary (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Indicative Content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • All 45 participants in experiment I viewed segments of a video clip that ranged from 5 to 30 seconds and all taken from one recording of a traffic accident. • A critical question about how fast the cars were going when they hit each other was used where the verb hit was changed, for example smashed, to test the effect of the language used. • A questionnaire was used in experiment II where participants returned after one week to answer a further set of questions about the video clip they had viewed in the previous week. • They used ten closed questions with yes/no answers to test participant recall accuracy where a critical question about seeing broken glass was randomised within the set. **AO3** • Watching a video recording in a controlled environment is not representative of how witnesses to a traffic accident will observe the events, which lowers ecological validity of the findings. • By changing just the verb associated with speed, Loftus and Palmer (1974) can be more certain that the IV of the verb was what impacted on the speed estimates, increasing construct validity that they tested the effect of language on recall. • There may be extraneous variables impacting on the findings from the questions as participants may have discussed the video or seen further traffic accidents which may have altered their memory, so the data about language may not be reliable. • Quantitative data was gathered from the yes/no questions making the interpretation of the data objective meaning that the results were more reliable as they were not subject to researcher bias. **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
11	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Pre-trial publicity is reports about the crime that took place that are published in the public domain on social media, newspapers or the radio before a case goes to trial. • To test the effects of pre-trial publicity on jury-decision making psychological research has often utilised mock juries and replicated trials for the investigation process. • High profile cases are often more newsworthy due to public interest and media values, so they are often reported more widely in the press and social media than every-day criminal cases. • The credibility of a defendant or victim may be reported in either a negative or positive way by the media in any pre-trial publicity. **AO3** • Steblay et al. (1999) found a significant effect of pre-trial publicity on judgements about the defendant, suggesting that negative information about a defendant and crime can lead to an increased likelihood of a guilty verdict when juries make their decisions. • In mock jury research there is no real impact from the decision so it may not reflect real life where jurors consider a range of issues when sentencing a defendant, so research may not reflect the actual impact of pre-trial publicity on decisions made in courts. • During a trial jurors are requested to disregard pre-trial publicity and are not allowed to research the case during the trial, therefore there may not be any effect of publicity on a decision, regardless of whether it is a high profile or low profile case. • Ruva and McEvoy (2008) found that the perception of a defendant's credibility was higher when pre-trial publicity had been positive, so the impact could lead to jurors making both lenient or harsh decisions about the defendant's guilt. **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)

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HEALTH PSYCHOLOGY

Question Number	Answer	Mark
12(a)	**AO1 (1 mark)** Credit **one** mark for an accurate statement. For example: • When an individual uses dangerous or risk-taking behaviours such as smoking or drinking alcohol to reduce their stress (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
12(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Ludovic could discuss the burglary of his home with a close friend or relative to share his thoughts and feelings about what he found when he returned from the holiday (1) which can help him make sense of his feelings of stress about what happened and cope with the destruction of his personal possessions (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>13(a)</td><td>

AO2 (4 marks)

Credit one mark for correct completion of difference
Credit one mark for correct completion of ranked difference
Credit one mark for correct calculation of sum of both ranks
Credit one mark for a correct answer for T=2.5

<table>
<tr><th>Participant</th><th>Number of anxiety attacks before cognitive behavioural therapy</th><th>Number of anxiety attacks after cognitive behavioural therapy</th><th>Difference</th><th>Ranked Difference</th></tr>
<tr><td>A</td><td>17</td><td>13</td><td>4</td><td>6</td></tr>
<tr><td>B</td><td>15</td><td>15</td><td>0</td><td>-</td></tr>
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<tr><td>F</td><td>14</td><td>13</td><td>1</td><td>1</td></tr>
<tr><td>G</td><td>18</td><td>14</td><td>4</td><td>6</td></tr>
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</table>

Sum of positive ranks = 42.5; Sum of negative ranks = 2.5
T=2.5

Look for other reasonable marking points.

</td><td>(4)</td></tr>
</table>

Question Number	Answer	Mark
13(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Jago will use the same patients in the before and after therapy conditions which will reduce the effects of participant variables such as severity of anxiety (1) so that any reduction in the number of anxiety attacks Jago finds should be due to cognitive behavioural therapy rather than individual differences between patients. (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
13(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification (AO3) For example: • Jago could sample male and female patients from a wider range of different mental health services (1) which would give him a more representative sample of patients from which he can then generalise the findings to a wider target population of people with anxiety (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
14(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • Lucy may have found that being exposed to the stressful situation of losing her job has impaired the working memory function of her prefrontal cortex (1). This means that she finds it difficult to focus on the questions in interviews and loses concentration (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
14(b)	**AO2 (3 marks)** Credit up to **three** marks for accurate description in relation to scenario. For example: • A therapist will help Lucy to understand how her faulty and negative thought processes may have led her to struggle with new situations (1). The therapist can then help Lucy identify any maladaptive thoughts she has about her abilities in employment and work (1) and then enable her to develop alternative behaviour responses to her thoughts to help her regain concentration and focus when she is being interviewed (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Indicative Content	Mark
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Four pairs of rhesus monkeys were used, in each pair one was the 'executive' that had responsibility for decision making to prevent the electric shock happening to both monkeys in the pair. • Monkey pairs received electric shocks at 20 second intervals over a period of 6 hours for a 3-week period, they then had 6 hours 'off' where they had no shocks. • Brady (1958) operationalised psychological stress levels as the decision-making process that executive monkeys had to make when pressing the lever on time to stop the shock, or not. • Only the executive monkeys and not the yoked monkeys developed severe stomach ulcers which Brady (1958) concluded was due to the stress and not the electric shock. **AO3** • There is low validity in the task that the monkeys were conditioned to undertake as primates would not need to make decisions about electric shocks in the wild, limiting the validity of the findings to real life stressors. • It would be possible to re-test on more primates to check for consistency in findings about stress as there was a very clear and standardised procedure that Brady (1958) used with the monkeys. • There may be a lack of reliability in the interpretation of what caused the monkey's ulcers, as understanding the psychological perception of stressors in primates is a subjective measure. • The study has predictive validity as Deding et al. (2016) also found that people with high levels of perceived stress were at greater risk of developing peptic ulcers. **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
16	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Social support can include the community, which can be made up of people with shared interests and beliefs such as religion and church. • Physiological explanations for stress explain that the HPA axis is activated in response to stressful situations and can be influenced by positive social situations like support. • A form of social support can be friends with whom a person can share their feelings freely and disclose their worries to talk through these together. • Social support that is given by family members can differ between generations and family groups, where imposed support may not be a positive experience for the person with stress. **AO3** • Being a church member can be effective in reducing stress as Nakonz and Shik (2009) found that religious coping strategies helped emotional adjustment to stressful situations. • Ozbay et al. (2007) suggests that when social support is present, HPA activity is dampened so this may lead to a resilience to stress, reducing its symptoms. • Talking about feelings with a friend may not be effective in reducing stress as Costanza et al. (1988) found a high negative effect on stress when talking prior to a stressful event. • The support of families may increase rather than reduce levels of stress as Sonuga-Barke and Mistry (2000) found that mothers living in an extended family suffered from higher levels of anxiety. **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)
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