



# Mark Scheme (Results)

January 2023

Pearson Edexcel International Advance Level  
In Psychology (WPS03)  
Paper 1 Applications of Psychology

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## General Marking Guidance

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

## DEVELOPMENTAL PSYCHOLOGY

Question Number	Answer	Mark
<b>1(a)</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The zone of proximal development is the difference between what a child can do alone and with help (1). Which may come from a more knowledgeable other who has mastered the skill (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>1(b)</b>	<p style="text-align: center;"><b>AO1 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a strength and a weakness (AO1)  Credit <b>one</b> mark for justification/exemplification of the strength and the weakness (AO3)</p> <p>For example:</p> <p>Strength</p> <ul style="list-style-type: none"> <li>• Vygotsky's zone of proximal development has application in the classroom through teachers providing scaffolding based on each student's zone of proximal development (1), this allows students to learn based on their level of understanding so can be said to be more valid than Piaget's theory which says children can only do certain things at specific ages (1).</li> </ul> <p>Weakness</p> <ul style="list-style-type: none"> <li>• Vygotsky's theory may not apply to all types of learning as it focuses on learning skills through verbal communication with a more knowledgeable other (1) whereas some types of learning may be through the observation of how others complete a task rather than by being talked through a task (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(a)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of what the standard deviations show (AO2)            Credit <b>one</b> mark for justification/exemplification of what the standard deviations show (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The two standard deviations show that there is a not much difference in the spread in the number of words written in a sentence by the ten year old children compared to the six year old children (1) as the standard deviation for the six year old children is 0.64 words lower than that for the ten year olds (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a weakness in relation to the standard deviation (AO2)            Credit <b>one</b> mark for justification/exemplification of the weakness (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The standard deviation for the number of words written in a sentence by the six-year-olds and ten-year-old is more complicated to calculate compared to the range (1), so there is the greater possibility of an error being made in Nicklaus's calculations compared to calculating the range (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>2(c)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Nicklaus could have used a wider range of children from a variety of different schools to increase population validity (1), as this would ensure that the results about the number of words children write in a sentence is more representative of children from schools (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(a)</b>	<p style="text-align: center;"><b>AO2 (2 marks).</b></p> <p>Credit <b>two</b> marks for fully operationalised directional hypothesis in relation to the scenario.            Credit <b>one</b> mark for a partially operationalised directional hypothesis in relation to the scenario</p> <p>For example:</p> <ul style="list-style-type: none"> <li>There will be a significant improvement in children's ability to understand the emotions of other people, scored out of 10, after a month of mindfulness training compared to before mindfulness training (2).</li> <li>Mindfulness training will improve the emotional development of the seven-year-old children in Sophie's school (1).</li> </ul> <p>Both components of iv not there!!!</p> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>3(b)</b>	<p style="text-align: center;"><b>A02 (2 marks).</b></p> <p>Credit <b>two</b> marks for an accurate description in relation to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Sophie will collect all the names of the seven-year-old children in her school and input them into a computer programme that randomises names (1). She will then let the computer programme pick the names of her participants until she has enough to conduct her investigation into the effect of mindfulness on emotional development (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>



Question Number	Indicative Content	Mark
4	<p style="text-align: center;"><b>AO1 (4 marks), AO2 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Operant conditioning states that attachment between a mother and baby will develop due to positive and negative reinforcement.</li> <li>• Positive reinforcement is when the baby receives something they like from an adult so they are more likely to attach to the adult.</li> <li>• Positive reinforcement can be primary, such as being fed, or can be secondary which does not satisfy a basic need but allows them to gain access to the basic need, such as the adult who feeds the child.</li> <li>• Negative reinforcement is the removal of something unpleasant that the baby does not like which will lead to the baby becoming attached.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Julius has become attached to his mother Vanessa as she is reinforcing him with her behaviour such as when she sings to him, which he enjoys.</li> <li>• Julius is picked up by his mother when he has a specific type of crying, which acts as a positive reinforcement as he wants to be picked up at that point in time.</li> <li>• Vanessa becomes a secondary reinforcer as she allows Julius to gain the primary reinforcer of food as she is the parent who feeds Julius which is why the attachment has developed.</li> <li>• The attachment between Julius and Vanessa has developed because she is a source of negative reinforcement when she removes the discomfort of having a dirty nappy.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

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

Question Number	Indicative Content	Mark
5	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• The strange situation procedure involves observing the interactions between an infant and its mother and an infant and a stranger during eight episodes.</li> <li>• At the start of the procedure to determine the attachment type of the infant the mother plays with the infant for about three minutes and then a stranger enters the room.</li> <li>• At various points in the procedure the mother leaves the infant with the stranger or alone and whether the infant becomes upset is recorded.</li> <li>• If the infant gets upset when the mother leaves it with the stranger the stranger can try and comfort the infant whilst the mother can observe the room that they are in.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• If the mother is told about all eight episodes of the strange situation and how her infant may react, she can give fully informed consent for herself and her infant, so the strange situation can be deemed ethical.</li> <li>• If the infant is not securely attached then strategies can be put in place to help the mother develop a secure attachment with the infant, so it is ethical as it meets the UNCRC rights for the child to develop and not be neglected.</li> <li>• Protection from harm is broken as the child may get very upset when left with the stranger or on its own and this can also be stressful for the mother, so the strange situation does not meet this ethical guideline.</li> <li>• Whilst the mothers do have the right to stop the strange situation at any point, they may feel they cannot stop the investigation when their child becomes upset in case it ruins the results, especially if they have given informed consent so this could make it unethical.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(8)

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

## CRIMINOLOGICAL PSYCHOLOGY

Question Number	Answer	Mark
<b>6</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The more attractive a defendant is thought to be by the jurors the less likely they are to find the defendant guilty for certain crimes (1), as unattractive people are often portrayed as bad in the media and more likely to be portrayed as committing undesirable behaviours such as crime (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7(a)</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Credit <b>two</b> marks for accurate justification.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Marcellus used an independent groups experimental research design as this makes demand characteristics less likely as each participant had either the standard interview or the cognitive interview (1), this means they are less likely to guess that the aim of the experiment was to see if the cognitive interview leads to more correct details of the car accident so improving the validity of his study (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>



Question Number	Answer	Mark
<b>7(c)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Marcellus should ensure that each group of participants watches the same video of the car accident to increase reliability (1), as this would ensure that his results are not affected by the extraneous variable of watching different videos (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>8</b>	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each reason in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of each reason (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• People could have created a schema of people who live in the high crime rate area that Mina lives in so label Mina as a criminal (1) so Mina responds to this label and commits criminal acts such as stealing the necklace (1).</li> <li>• If Mina has a low self-esteem, she will believe that people are right to treat her as a criminal due to her sibling being in prison (1) leading to her internalising the label of criminal that people have given her and so behaves as a criminal like her sister (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
9	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a strength in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>There is evidence from Bandura, Ross and Ross (1963) that supports the fact that children at the nursery may imitate the characters from the new cartoon giving the theory credibility (1), as they found that there were 24 imitative acts when children observed the cartoon character, such as the child at the nurse's punching the other child (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	(2)



Question Number	Indicative Content	Mark
10	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Bradbury and Williams (2013) used data from a number of trials in a variety of areas in the United States of America such as California, the Bronx and Washington DC.</li> <li>• The independent variable of the study was the percentage of Blacks, whites and Hispanics in the jury and the dependent variable was whether the black defendant was convicted of a crime or not.</li> <li>• Bradbury and Williams (2013) looked at the conviction rates for violent crimes, property crimes and compared these to the conviction rates for drug crimes.</li> <li>• They found that juries that had more white or Hispanic members were more likely to convict a black defendant than those juries which has more black jury members.</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• Because all the data came from trials in America the results cannot be generalised to other countries as they may have different attitudes to different races, so it does not explain if race has an effect on jury decision making in all cultures.</li> <li>• The data on conviction rates is objective the researchers did not have to give a subjective judgement on the effect of race on jury decision making, so there can be more confidence in their findings that race does affect jury decision making.</li> <li>• As the conviction rates for a variety of crimes were studied it may be said that race does affect jury decision making across different types of crime rather than just one type of crime.</li> <li>• As the defendants were all black the results are not valid for the effect of majority white or Hispanic juries on decisions made about white or Hispanic defendants so it does not further our understanding for these situations.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(8)

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

Question Number	Indicative Content	Mark
11	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• The misinformation effect is when witnesses recall incorrect information about an incident due to other information they have heard after the incident took place.</li> <li>• Post event information may be in the form of leading questions where the question suggests a possible answer, such as 'the' implying something was at the incident.</li> <li>• Discussion between witnesses can reinforce common errors made by them, so if two witnesses remember something and agree with each other, this makes their memory of that specific detail stronger when it may not have happened.</li> <li>• New information about the incident may come from the media and this new information can be incorporated into witnesses' memories, especially if they fit their schemas about the crime they witnessed.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Loftus and Palmer (1974) showed that information in the form of leading questions can lead to memories being affected and participants estimated a speed of 40.5 mph if they were asked smashed compared to 31.8 mph if they were asked contacted.</li> <li>• Yuille and Cutshall (1986) carried out a study on witnesses to a real shooting including asking leading questions about the colour of a panel on a car. They found that leading questions did not affect the accuracy of the witnesses' recall.</li> <li>• A lot of research on post event information comes from laboratory studies, so the effect of post event information may not be the same in real crimes where what is remembered may have real consequences for other people.</li> <li>• LaPaglia and Chan (2019) found that eye witnesses' recall of a robbery seen on a video was affected as the participants became more suggestible to misinformation that reinstated contextual information of the robbery.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

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

## HEALTH PSYCHOLOGY

Question Number	Answer	Mark
<b>12</b>	<p style="text-align: center;"><b>AO1 (2 marks)</b></p> <p>Credit up to <b>two</b> marks for an accurate description.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>The hippocampus receives more cortisol when someone is stressed and this reduces the function of the hippocampus (1). When the glucocorticoid receptors are activated during stressful situations the formation of new long-term memories is suppressed (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>13(a)</b>	<p style="text-align: center;"><b>AO3 (2 marks)</b></p> <p>Credit <b>two</b> marks for accurate justification.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Marcellus used an independent groups experimental research design as this reduced the chances of demand characteristics as each participant had either the drug treatment or the cognitive behavioural therapy (1), this means that they are less likely to guess that the aim of the experiment was to see if the cognitive behavioural therapy is a more effective treatment for anxiety so improving the validity of his study (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(2)</b>



Question Number	Answer	Mark
<b>13 (c)</b>	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of an improvement in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of the improvement (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Marcellus could select patients who saw the same therapist rather than patients who saw separate therapists to increase reliability(1), as this would ensure that his results were not affected by the extraneous variable of different therapists (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(2)</b>

Question Number	Answer	Mark
<b>14</b>	<p style="text-align: center;"><b>AO2 (2 marks), AO3 (2 marks)</b></p> <p>Credit <b>one</b> mark for accurate identification of each way of social support in relation to the scenario (AO2)            Credit <b>one</b> mark for justification/exemplification of way of social support (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• As Mina sees her family less this means they cannot provide the emotional support she may need to settle into her new job (1), which may increase her stress as she does not have anyone to talk to about her new job and home (1).</li> <li>• As Mina does not know her neighbours, she may feel more stressed due to feeling isolated from the local community (1) as she may not feel like she belongs in the community where she now lives, so increasing her stress levels (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	<b>(4)</b>

Question Number	Answer	Mark
15	<p style="text-align: center;"><b>AO2 (1 mark), AO3 (1 mark)</b></p> <p>Credit <b>one</b> mark for accurate identification of a strength in relation to the scenario (AO2)</p> <p>Credit <b>one</b> mark for justification/exemplification of the strength (AO3)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Problem focussed coping strategies may be better for the students than emotion focussed strategies as it will remove the reasons why they find it hard to revise (1) therefore providing a long-term solution for the students and improving their learning now and in the future so problem focused strategies are more useful in the long term (1).</li> </ul> <p><b>Look for other reasonable marking points.</b></p> <p><b>Generic answers score 0 marks.</b></p>	(2)



Question Number	Indicative Content	Mark
16	<p style="text-align: center;"><b>A01 (4 marks), A03 (4 marks)</b></p> <p><b>A01</b></p> <ul style="list-style-type: none"> <li>• Nakonz and Shik (2009) used data from mainly female Filipino domestic workers in Hong Kong who attended religious gathering every Sunday.</li> <li>• The data was collected through participant observation over three months at Sunday services and at after-church activities.</li> <li>• As well as the observations of religious activities in depth interviews were conducted on 10 female migrants using open questions, and there was data from four focus groups.</li> <li>• They found that many migrants believed the tragedies in their lives were the plan of God, and they had an external locus of control</li> </ul> <p><b>A03</b></p> <ul style="list-style-type: none"> <li>• As the majority of the data came from female Filipino migrants who went to a religious gathering every Sunday the results cannot be generalised to migrants from other areas as they may have different attitudes to religion so it cannot explain the effect of religion on all migrants.</li> <li>• As the data was collected over 3 months and as Nakonz was a participant observer a lot of detailed information about how religion helped the women cope was gained increasing the validity of the different ways religion can be used to help cope with stress found in the study.</li> <li>• The data from the observations, interviews and focus groups can be triangulated for reliability so Nakonz and Shik can be more confident that religion did help the migrants cope with their lives.</li> <li>• Nakonz (2009) was observing the religious activities and asking the questions the participants may have seen him as an outsider and so not answered the interview questions accurately so the results may not be valid when explaining the effect of religious coping.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	<b>(8)</b>

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

Question Number	Indicative Content	Mark
17	<p style="text-align: center;"><b>AO1 (4 marks), AO3 (4 marks)</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Life events are major events such as being made redundant and daily hassles are irritating frustrating events that make up daily life.</li> <li>• Positive life events can cause an increase in stress as well as negative life events.</li> <li>• The more daily hassles someone has in a short space of time the more stressed a person will become.</li> <li>• An increase in stress makes people more vulnerable to further daily hassles, so they will further increase stress when on their own they may not cause stress.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Holmes and Rahe (1967) found that those who scored over 300 on their stress scale were more likely to develop a stress related illness, showing life events are correlated stress.</li> <li>• People respond to life events in different ways, so major life events may not cause some people to become stressed, it may not be a valid explanation for all people.</li> <li>• Kanner et al. (1981) found a positive relationship between the number of daily hassles and symptoms of mental health status, the more daily hassles a person experienced the more symptoms, so daily hassles may affect stress.</li> <li>• Tavousi (2014) found hardiness and self-esteem are moderating factors for stress, so daily hassles on their own may not cause stress other factors are involved as well.</li> </ul> <p><b>Look for other reasonable marking points.</b></p>	(8)

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

