

# Mark Scheme (Results)

## June 2025

Pearson Edexcel International Advanced Level in Psychology (WPS03) Paper 01
Applications of Psychology

**Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

**Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

June 2025
Question Paper Log Number P78779
Publications Code WPS03_01_2506_MS
All the material in this publication is copyrights
© Pearson Education Ltd 2025

**General Marking Guidance**

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

| Question Number | Answer | Mark |
|---|---|---|
| **1(a)** | **AO2 (1 mark)**<br><br>Credit **one** mark for an accurate identification in relation to the scenario.<br><br>For example:<br>• Gianna is in the sensorimotor stage of development as she is 6 months old.<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(1)** |

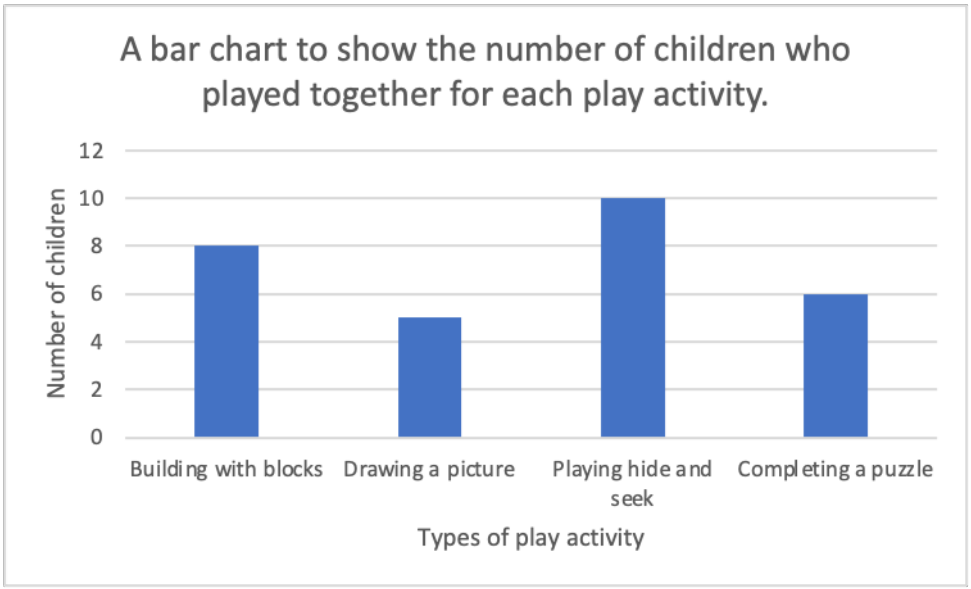
| Question Number | Answer | Mark |
|---|---|---|
| **1(b)** | **AO2 (2 marks)**<br><br>Credit up to **two** marks for accurate description in relation to the scenario.<br><br>For example:<br><br>• Gianna does not look for her teddy as she is only 6 months old and has not achieved object permanence which occurs around 8 months old (1). She does not understand that the teddy bear exists once it is hidden as she cannot create a mental representation of the object (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **1(c)** | **AO2 (2 marks)**<br><br>Credit up to **two** marks for accurate description in relation to the scenario.<br><br>For example:<br><br>• Micah may have thought that one glass has more liquid than the other as he is 5 years old and does not use operations and cannot conserve (1). His understanding is influenced by how things appear rather than logic, so the taller and thinner glass appears to have more liquid so he said no to the teacher (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(a)** | **AO1 (1 mark), AO3 (1 mark)**<br>Credit **one** mark for accurate identification of an improvement in relation to the Strange Situation procedure (AO1).<br>Credit **one** mark for justification/exemplification of the improvement (AO3).<br><br>For example:<br>• Fathers could be included in the eight-stage procedure as attachment was only measured through the interactions with the mother and a female stranger (1), this could increase validity as it would allow for interactions with all caregivers to be considered when identifying attachment types in children (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **2(b)** | **AO1 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of a reason (AO1).<br>Credit **one** mark for justification/exemplification of the reason (AO3).<br><br>For example:<br>• Research is carried out across cultures for example Germany and Israel, to see whether there are any similarities and differences in attachment types (1), so cross-cultural research can be used to explore whether type B is a universal characteristic or whether Ainsworth had ethnocentric bias in her research (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3(a)** | **AO2 (2 marks)**<br><br>Credit up to **two** marks for accurate description in relation to the scenario.<br><br>For example:<br>• Bibha and Dalvie put themselves in the room where the children could see them, writing down notes whilst the children played (1). Bibha and Dalvie would then record the total number of times they observed the children playing together in each activity (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3(b)** | **AO2 (3 marks)**<br><br>Credit **one** mark for appropriate title.<br>Credit **one** mark for appropriate labelling of axes.<br>Credit **one** mark for accurate plotting of the data.<br><br><br><br><br>**Look for other reasonable marking points.** | **(3)** |

| Question Number | Answer | Mark |
|---|---|---|
| **3(c)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for identification of a weakness in relation to the scenario (AO2).<br>Credit **one** mark for justification/exemplification of the weakness (AO3).<br><br>For example:<br>• The play activities of the children may have been subject to researcher effects as the children knew that Bibha and Dalvie were watching them play (1). The children may have joined the activities they thought Bibha and Dalvie wanted them to play with which does not represent their usual play activity, making the findings invalid (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Indicative Content | Mark |
|---|---|---|
| **4** | **AO1 (4 marks), AO3 (4 marks)**<br>**AO1**<br>• Erikson proposed that there are eight predetermined stages of psychosocial development.<br>• The theory has an age range for each stage in which a crisis has to be resolved for two conflicting states, e.g. trust vs. mistrust in the first 18 months of life.<br>• Middle and late adulthood are accounted for in stage 7 and stage 8.<br>• Erikson suggests that the successful completion of each stage will build discrete characteristic strengths that are used to resolve further crises.<br><br>**AO3**<br>• Erikson's theory of psychosocial and social development covers the whole lifespan from birth to death so provides a realistic and valid explanation of how personality develops.<br>• Erikson's theory may be considered solely a description as it does not detail how a crisis can be resolved using a universal mechanism.<br>• Freud's psychosexual stages of development stopped at adulthood whereas Erikson's later stages extend this period giving credibility to the personal growth experienced after the age of 40.<br>• McCrae and Costa (1997) suggest that personality traits are not discrete, but there is a common human personality structure that is found cross-culturally and so personality does not develop in stages.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO3 (4 marks)<br>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)<br>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)<br>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)<br>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)<br>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 |
|---|---|---|
| **5** | **AO1 (4 marks), AO3 (4 marks)**<br><br>**Ashdown and Bernard (2012)**<br><br>**AO1**<br>• The 'You can do it' (YCDI) program was introduced to investigate the effect of a social and emotional learning skills curriculum on the social-development and academic achievement of young children.<br>• The sample consisted of 99 children (45 females and 54 males) and four teachers from a Catholic school in Melbourne, Australia.<br>• The teachers were trained in the use of YCDI and completed two questionnaires about each student before and after the program had been implemented.<br>• The groups of children chosen were classified as of low socioeconomic status and approximately two-thirds had English as a second language.<br>**AO3**<br>• Ashdown and Bernard (2012) highlighted five core social competences to attain, for example, relationship skills which has deepened our understanding of their vital importance to improve young children's welfare.<br>• Whilst the findings show that the programme was effective in improving social and emotional competence, these are limited to one school in Western Australia and will not help our understanding of whether this would apply in other non-western cultures.<br>• The teachers knew the children well and which children did or did not participate in the programme so the responses to the questionnaires may have been biased meaning we do not have a full understanding of the true effects of the programme in terms of development.<br>• The classification of low socioeconomic status is universal to many cultures and so the benefits of the programme in helping children manage their emotions more successfully could be used in many educational settings to benefit children. | **(8)** |

| Question Number | Indicative Content | Mark |
|---|---|---|
| **5** | **AO1 (4 marks), AO3 (4 marks)**<br><br>**Ding et al. (2014)**<br><br>**AO1**<br>• The longitudinal study aimed to investigate the mother-infant attachment in relation to cognitive and behavioural development in young children.<br>• The sample consisted of 160 infants in the initial sample reducing to 118 children in the follow-up stage from child health networks in Shanghai.<br>• In addition to observations by Ding et al in the follow-up study, the mothers were also asked to evaluate the attachment type by completing a child attachment Q-set.<br>• The study adopted Ainsworth's 'strange situation procedure' (SSP) to measure the attachment types in the group of children.<br>**AO3**<br>• Ding et al. (2014) carried out the initial investigation when the children were between 12 and 18 months old and again at three years old so they have furthered our understanding of the importance of attachment types and cognitive development over time.<br>• Whilst the findings show that secure types B demonstrated better cognitive development than insecure types A, C and D these only apply to Shanghai, China and will not help our understanding of whether this would apply in Western cultures.<br>• The mothers' rating their own children in terms of attachment and cognitive development may have been biased meaning we do not have a full understanding of the true effects of attachment types in terms of cognitive development.<br>• The classification of attachment types using the 'strange situation' has been repeated through studies for more than 40 years and is an accepted measure that has furthered our understanding of development in children.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO3 (4 marks)<br>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)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3) |
| Level 2 | 3–4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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)<br>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)<br>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** | **AO2 (2 marks)**<br><br>Credit up to **two** marks for how social learning from the media could be used in relation to the scenario.<br><br>For example:<br>• Hannah does not see any negative consequences in the videos, so she has reproduced the behaviour by stealing from the shop (1). She may also have identified with the individuals in the videos and has modelled their behaviour by using offensive language towards the other customers (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **7(a)** | **AO2 (2 marks), AO3 (2 marks)**<br><br>Credit **one** mark for an accurate identification of a positive effect and a negative effect in relation to the scenario (AO2).<br>Credit **one** mark for the justification/exemplification of the positive effect and the negative effect (AO3).<br><br>For example:<br>**Positive effect**<br>• Levi can help the offenders through Cognitive Behavioural Therapy (CBT) to re-evaluate their thoughts that led them to committing assault (1). The offenders will be able to understand what triggers their angry behaviour and change their distorted thinking preventing it from happening again, so the therapy would be effective (1).<br><br>**Negative effect**<br>• Levi may find that the prisoners lack commitment as the therapy may be part of their prison sentence (1), so they may not engage in tasks such as keeping a reflective diary to understand their thoughts when they are angry which will reduce the effectiveness of the programme (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| **7(b)** | **AO2 (4 marks)**<br><br>Credit up to **two** marks for each accurate description in relation to the scenario.<br><br>For example:<br>• Gathering primary data will allow Levi to ask questions specifically related to the effectiveness of Cognitive Behavioural Therapy (CBT) and assault (1). If he used secondary data, it might focus on the procedures of CBT and other types of criminal behaviour rather than just assault (1).<br><br>• If Levi used secondary data, the self-report questionnaires rating scales on levels of aggression may vary across the studies so the results may not be comparable (1), however, primary data would allow him to measure the effectiveness of the programme as he will analyse the data based on one rating scale from before and after CBT (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| **8(a)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for an accurate use of data in relation to the scenario (AO2).<br>Credit **one** mark for justification of the statement (AO3).<br><br>For example:<br>• The data shows that the mean score for criminals with low self-control who participate in substance abuse is 23.4 which is higher than those with psychopathic traits (1). This shows that personality traits influence the type of crime that criminals engage in (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **8(b)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of an improvement in terms of reliability in relation to the scenario (AO2).<br>Credit **one** mark for justification/exemplification of the improvement in terms of reliability (AO3).<br><br>For example:<br>• Atisha should enlist the help of another researcher to analyse the articles on personality traits to reduce researcher bias (1) as this will improve the objectivity of her findings through inter-rater reliability if they agree on the links between personality traits and criminality (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **8(c)** | **AO1 (2 marks)**<br><br>Credit up to **two** marks for accurate description.<br><br>For example:<br>• Participants should be given a right to withdraw from semi-structured interviews and stop the interview at any point according to BPS guidelines (1) as they may feel distressed being asked follow-up questions that may be of a personal nature and not wish to continue (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Indicative Content | Mark |
|---|---|---|
| **9** | **AO1 (4 marks), AO3 (4 marks)**<br>**AO1**<br>• When a weapon is present a witness will focus on the weapon and will not pay attention to other important details.<br>• Eyewitnesses experience high levels of stress above the optimum levels of arousal for memory function when focusing on a weapon.<br>• The type of weapon used in an incident affects the level of attention the witness pays to the incident.<br>• Memory encoding is affected when a weapon is present, making it more likely to forget other details on an incident.<br><br>**AO3**<br>• Loftus et al. (1987) found only 11% of participants accurately identified a man in a line-up when a weapon was present suggesting that eye-witness testimony is unreliable.<br>• Yuille and Cutshall (1986) found in a real-life shooting incident, that there was little change in the accuracy of recall over 5 months, so there was no negative effect on eye-witness memory.<br>• Carlson et al. (2016) found the unusualness of the weapon affected the level of recall, only weapons creating a life-threatening situation negatively affected the recall making it unreliable.<br>• Cognitive interviews can reduce the effect of weapon focus by helping witnesses to start at the end of the recollection, triggering memories therefore making their testimony more reliable.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO3 (4 marks)<br>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)<br>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)<br>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)<br>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)<br>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)**<br><br>**AO1**<br>• The psychological (case) formulation was designed primarily to work with offenders diagnosed with a personality disorder and deemed high risk.<br>• A case formulation is a process used with an offender that provides a psychological understanding of their current difficulties and will result in a treatment plan to address them.<br>• Creating a psychological (case) formulation involves a multi-disciplinary team of forensic psychologists, medical staff, and probation officers.<br>• A psychological (case) formulation will consider the history of the offender in addition to the current problems, to create a treatment plan.<br><br>**AO3**<br>• The psychological (case) formulation may not help us understand the offending behaviour of all individuals as it's primary use was based on the needs of offenders with personality disorders.<br>• As a treatment plan, it focuses on the individual, targeting the personal difficulties they experience so it will help the understanding of their particular offending behaviour.<br>• If the personnel involved in creating a case formulation are not sufficiently trained, the formulation may be ineffective and not help us understand what has driven the offending behaviour.<br>• Wolpe and Turkat (1985) used results from historic behaviour patterns to identify current environmental triggers which helps understand the offending behaviour, so a successful treatment programme can be developed.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO3 (4 marks)<br>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)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3) |
| Level 2 | 3–4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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)<br>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)<br>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** | **AO2 (2 marks)**<br><br>Credit up to **two** marks for how cortisol can account for high levels of stress in relation to the scenario.<br><br>For example:<br>• Hannah's stress response will be to produce a surge of cortisol to deal with the upset when her friends do not like her videos (1). She shares videos several times a day and experiences prolonged cortisol production which leads to physical symptoms of stress such as chest pains (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **12(a)** | **AO2 (2 marks), AO3 (2 marks)**<br><br>Credit **one** mark for an accurate identification of a positive effect and a negative effect in relation to the scenario (AO2).<br>Credit **one** mark for the justification/exemplification of the positive effect and the negative effect (AO3).<br><br>For example:<br>**Positive effect**<br>• Levi can help the patients through Cognitive Behavioural Therapy (CBT) to re-evaluate the thoughts they experience when having a anxiety attack (1). The patients will be able to understand what triggers their anxiety and change their distorted thinking preventing it from happening again, so the therapy would be effective (1).<br><br>**Negative effect**<br>• Levi may find that the patients lack commitment as the therapy may be painful in having to re-live difficult experiences (1), so they may not engage in tasks such as keeping a reflective diary to understand their thoughts during an anxiety attack which will reduce the effectiveness of the programme (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| **12(b)** | **AO2 (4 marks)**<br><br>Credit up to two marks for each accurate description in relation to the scenario (AO2)<br><br>For example:<br>• Gathering primary data will allow Levi to ask questions specifically related to the effectiveness of Cognitive Behavioural Therapy (CBT) and anxiety (1). If he used secondary data, it might focus on the procedures of CBT and other types of mental health disorders rather than just anxiety (1).<br><br>• If Levi used secondary data, the self-report questionnaires rating scales on levels of anxiety may vary across the studies so the results may not be comparable (1), however, primary data would allow him to measure the effectiveness of the programme as he will analyse the data based on one rating scale from before and after CBT (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(4)** |

| Question Number | Answer | Mark |
|---|---|---|
| **13(a)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for an accurate use of data in relation to the scenario (AO2)<br>Credit one mark for justification of the statement (AO3)<br><br>For example:<br>• The data shows the mean score for people with an introverted personality who feel anxious starting a conversation is 23.4 which is higher than when they attend a party (1). This shows personality traits affect levels of anxiety people experience in different social situations (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **13(b)** | **AO2 (1 mark), AO3 (1 mark)**<br><br>Credit **one** mark for accurate identification of an improvement in terms of reliability in relation to the scenario (AO2).<br>Credit **one** mark for justification/exemplification of the improvement in terms of reliability (AO3).<br><br>For example:<br>• Atisha should enlist the help of another researcher to analyse the articles on personality traits to reduce researcher bias (1) as this will improve the objectivity of her findings through inter-rater reliability if they agree on the links between personality traits and anxiety (1).<br><br>**Look for other reasonable marking points.**<br><br>**Generic answers score 0 marks.** | **(2)** |

| Question Number | Answer | Mark |
|---|---|---|
| **13(c)** | **AO1 (2 marks)**<br><br>Credit up to **two** marks for accurate description.<br><br>For example:<br>• Participants should be given a right to withdraw from semi-structured interviews and stop the interview at any point according to BPS guidelines (1) as they may feel distressed being asked follow-up questions that may be of a personal nature and not wish to continue (1).<br><br>**Look for other reasonable marking points.** | **(2)** |

| Question Number | Indicative Content | Mark |
|---|---|---|
| **14** | **AO1 (4 marks), AO3 (4 marks)**<br>**AO1**<br>• Serotonin and norepinephrine reuptake inhibitors (SNRIs) have side effects such as sleep disturbance and nausea.<br>• SNRIs such as Venlafaxine prevent the rapid reabsorption of the neurotransmitters, serotonin and norepinephrine into a person's brain cells by stabilising the neurotransmitters.<br>• Taking SNRIs for a week helps develop higher levels of norepinephrine and serotonin which promotes neuroplasticity in the brain.<br>• SNRIs can increase anxiety in the short term and takes about a week to 10 days when first taken to reduce these feelings.<br><br>**AO3**<br>• The side effects of SNRIs are unpleasant and so patients may choose not to take them making them an ineffective treatment for anxiety.<br>• Silverstone and Ravindran (2001) found that among 359 outpatients the use of Venlafaxine was effective and well tolerated making it an effective treatment for anxiety.<br>• Neuroplasticity in the brain makes the circuitry capable of being modified so should be more successful in changing the brain to resist anxiety.<br>• Patients may benefit from using additional treatments such as psychotherapy alongside the SNRIs as they only treat the symptoms and not the cause.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO3 (4 marks)<br>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)<br>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)<br>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)<br>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)<br>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)**<br><br>**AO1**<br>• The hypothalamus in the brain is activated when a stressor is detected which triggers activity in the hypothalamic-pituitary-adrenal (HPA) axis.<br>• The prefrontal cortex (PFC) takes the form of a control centre which regulates our emotional responses to stress.<br>• The amygdala is a processing centre for emotions which includes mediating our fear responses to stimuli we deem to be stressors.<br>• Reduced hippocampal volume is a risk factor in stress.<br><br>**AO3**<br>• The activation in the HPA leads to the release of the hormone cortisol which triggers a fight or flight response, this shows we use brain regions in the hormonal response to stress.<br>• Whilst the PFC regulates our emotional responses, it is sensitive to the effects of stress exposure so dysfunctions in the neural pathways may be as a result of rather than a cause of stress.<br>• Decision making becomes more difficult when exposed to long term stress because when the amygdala becomes disinhibited it allows us to deal with the stressors.<br>• The vulnerability hypothesis suggests a reduced hippocampal volume is a genetic risk factor for developing stress-related disorders suggesting that it is not solely brain regions involved in stress.<br><br>**Look for other reasonable marking points.** | **(8)** |

| Level | Mark | Descriptor |
|---|---|---|
| **AO1 (4 marks), AO3 (4 marks)<br>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)<br>Generic assertions may be presented. Limited attempt to address the question. (AO3) |
| Level 2 | 3–4 Marks | Demonstrates mostly accurate knowledge and understanding. (AO1)<br>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)<br>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)<br>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) |

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom