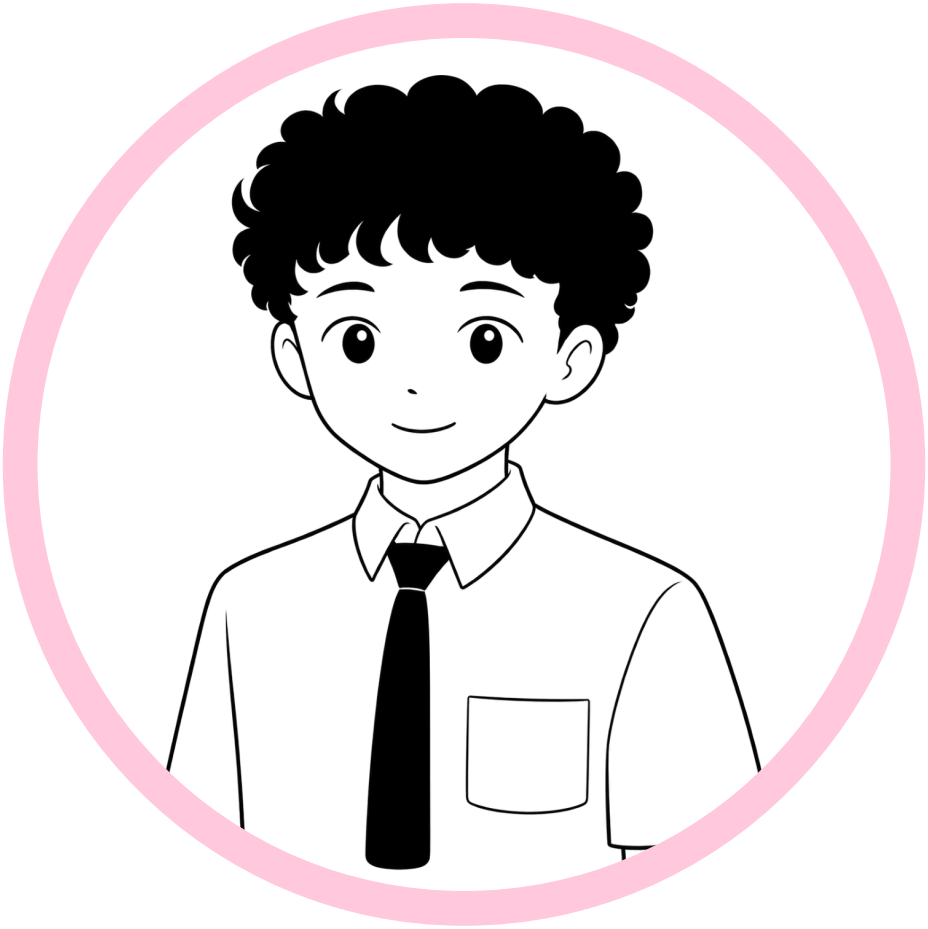
PEARSON EDEXCEL IAL PSYCHOLOGY · YPS01

PSYCHOLOGY



MARK SCHEME

HEALTH PSYCHOLOGY

SCORE	PERCENTAGE
/186	%

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Mark Scheme

Q1.

Question Number	Answer	Mark
(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to the scenario. For example: • The experimental design is independent groups (1) as ten participants read that the person had social support from family and friends, and the other nine read that the person did not have social support (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark)** Credit **one** mark for accurate calculation. • 57.9% **Reject all other answers**	**(1)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of the level of measurement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the level of measurement (AO3) For example: • Anatole used nominal data when recording how many people thought the person would be stressed (1) as his data is in categories with the total number of people who thought the person would be stressed or not for each of the two scenarios (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate use of the results (AO2) Credit **one** mark for an accurate conclusion (AO3) For example: • 8 people who read that the person did not have social support from family and friends thought the person would be stressed which is 5 more than those who read that the person had social support (1), so Anatole could conclude that the social support from family and friends does affect the participant's perception of how stressed a person would be (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(e)	**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 the improvement (AO3) For example: • Anatole could have used more scenarios with a different variety of stressful situations such as one including relationships (1), which would improve the validity of his data as he would be able to conclude if social support affected perceptions of how stressed someone would be in situations where the stressor may be the social support network (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q2.

Question Number	Answer	Mark
(a)	**AO3 (2 marks)** Credit **two** marks for accurate justification. For example: • 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). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (4 marks)**	

		Observed	Expected	O-E	$(O-E)^2$	$(O-E)^2/E$
Condition A: Drug treatment	**Anxiety reduced**	5	9.92	**-4.92**	**24.21**	**2.44**
	Anxiety not reduced	12	7.08	**4.92**	**24.21**	**3.42**
Condition B: Cognitive behavioural therapy	**Anxiety reduced**	16	11.08	**4.92**	**24.21**	**2.19**
	Anxiety not reduced	3	7.92	**-4.92**	**24.21**	**3.06**
					Chi squared =	**11.11**

Credit **one** mark for correct completion of **O-E** column to two decimal places
Credit **one** mark for accurate completion of $(O-E)^2$ column two decimal places
Credit **one** mark for accurate completion of $(O-E)^2/E$ column to two decimal places
Credit **one** mark for correct **chi-squared** to **two** decimal places = **11.11**

Look for other reasonable marking points.

Generic answers score 0 marks. **(4)**

Question Number	Answer	Mark
(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 of the improvement (AO3) For example: • 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). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q3.

Question Number	Answer	Mark
a	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a reason in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the reason (AO3). For example: • Anika needs to restrict the range of her sample as she only wants to investigate people with Type A personality as they are known to be more stressed (1) so if she used an opportunity sample, this may also attract people who are at the doctor's surgery on the day of the investigation but are not Type A which would not be representative of her target population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
b	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in terms of validity in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the improvement in terms of validity (AO3). For example: • Anika should approach more doctors' surgeries to get a wider range of patients to increase the population validity (1) so she could ensure that her sample was more representative of the characteristics of all Type A personalities rather than just those of her local doctor's surgery who may differ from the target population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q4.

Question Number	Answer	Mark
(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
(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)**

Q5.

Question Number	Answer	Mark
(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
(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)**

Q6.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Brady (1958) placed four pairs of rhesus monkeys in restraining chairs, and they received a shock every 20 seconds unless a lever was pressed. • An executive monkey had to press the lever to stop the shock, the control monkey could not stop the shocks, but got a shock if the executive monkey did not press the lever. • The pairs of monkeys would be in the restraining chairs for when they might receive the shocks, and then had six hours when they would not receive any shocks. • All the executive monkeys died due to ulcers from the stress of controlling the shocks whilst none of the control monkeys who did not control the shocks died. **AO3** • The study used eight monkeys in total, so Brady (1958) could be said to be ethical as he did not use an excessive number of monkeys to conduct his experiment. • Brady (1958) deliberately caused all the monkeys' pain as they were all given electric shocks if the lever was not pressed so it can be seen as unethical. • Constraining the animals for six hours at a time could be seen as unethical, as monkeys are social animals that like to interact as a group, and the time period of six hours could have been reduced. • The results about the effects of stress causing ulcers has benefitted humans as monkeys are biologically similar to humans, so the study can be said to be ethical as animals can be used instead of humans if the research is of benefit. **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)

Q7.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Nakonz and Shik (2009) used data from mainly female Filipino domestic workers in Hong Kong who attended religious gathering every Sunday. • The data was collected through participant observation over three months at Sunday services and at after-church activities. • 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. • They found that many migrants believed the tragedies in their lives were the plan of God, and they had an external locus of control **AO3** • 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. • 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. • 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. • 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. **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)

Q8.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Type A personalities are more time conscious and become impatient if they think time is being wasted or there are more important things to do; this leads to higher levels of stress. • Being highly competitive is a trait of type A personalities and is a source of stress as they always want to be the best, causing them to do more to achieve in both work and in leisure. • People classified as having Type A personalities are more likely to suffer from stress related illnesses such as coronary heart disease. • Type A personalities are more self-critical, competitive, impatient and participate in goal-directed behaviour. **AO3** • Research has found a relationship between Type A personalities and higher rates of heart disease; as this is a relationship it may be due to other factors such as genetic pre-disposition to heart disease, not stress. • Type A personality may not be the source of the stress, but due to the situations they involve themselves with, therefore it is not the personality type but the situation that causes the stress. • Miličić et al (2016) found compared to healthy controls, those classified as Type A personality suffered from acute myocardial infarction supporting the assumption that the personality type A is associated with stress. • High pressure stressful jobs are often associated with people who are personality type A, as traits such as being highly motivated and goal-directed are positive attributes that employers desire. **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)

Q9.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • A life event according to Holmes and Rahe is a major event that can cause a significant life change such as death of a spouse or divorce. • Daily hassles such as losing things or concerns about weight are distressing demands that frequently make up everyday life. • Individuals can still experience stress even if they are not subjected to major life events. • Life events have differing numerical values on a scale out of 100, the higher the score the more stressful the event. **AO3** • Holmes and Rahe (1967) measured life events in life change units and individual scores over 300 units related to an 80% chance of developing a stress related illness meaning life events have a major effect on stress. • Kanner et al. (1981) found that there was a positive correlation between symptoms of mental health and the number of daily hassles experienced so these are also factors that affect stress in a negative way. • Delongis et al. (1982), found that it was not only the number of daily hassles but also the intensity of the events that were related to illness so this factor will also play a part in increasing levels of stress. • Veisani et al. (2021) found individuals who took part in training programs to enhance coping skills were less affected by stress, so fixed values may not be a valid measurement of stress. **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)

Q10.

Question Number	Indicative Content	Mark
	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)
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)

Q11.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • SSRIs increase serotonin levels in the brain by blocking the reuptake of serotonin at the synapse. • SSRIs are normally prescribed in tablet form and at the lowest possible dose thought to be beneficial to improve the symptoms of the patient. • SSRI's can be prescribed for both adults and children diagnosed with anxiety disorders. • SSRIs is a pharmacological treatment that needs to be taken for between 2 and 4 weeks before they become beneficial. **AO3** • Low serotonin levels in the brain can cause anxiety, so by using SSRIs the reuptake of serotonin is blocked and serotonin levels rise, so as a treatment it is useful as it helps to regulate the mood of the patient. • Even the lowest doses of SSRIs can cause side effects such as diarrhoea, blurred vision and dry mouth, so patients may not take the tablets and so the treatment may not be useful for treating anxiety. • Strawn et al (2018) found that SSRIs had a more rapid treatment response in children at week eight so may be considered more useful and is the recommended treatment over the use of SNRIs in that situation. • SSRIs may not be useful as they may only treat the symptoms of anxiety and not the underlying cause, so the patient may also need to combine it with a talking treatment such as CBT to be effective in the long term. **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)

Q12.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Selye's GAS is a way of explaining physiological responses to stress which take place when faced with a stressor. • The alarm stage is the initial stage which is activated when faced with a perceived threat. • The second stage is resistance when the stressor continues and the bodily stress responses remain activated. • The final stage is the exhaustion stage where health problems can occur as energy stores have been depleted. **AO3** • Selye's GAS model explains stress well, as he suggests that when faced with a stressor the fight or flight response occurs and our thoughts quicken and we focus our attention on the perceived source of the threat to alleviate the stress. • Stress may not be as a result of GAS but cognitive factors, as Beck and Weishaar (2010) suggest that CBT can be used to reduce stress which changes negative thought patterns to change perception of threats. • Goldstein et al. (2010) found that in the face of stressful stimuli there was a greater activation of subcortical arousal circuitry in men than there was in women, so Selye's GAS model may not fully explain stress. • Selye's GAS model gives us a full explanation of exhaustion that leads to stress so treatments and programmes can be developed to help us cope with the physical health problems associated with stress. **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)

Q13.

Question Number	Answer	Mark
(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 anxiety attacks before cognitive behavioural therapy	Number of anxiety attacks 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
(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)**

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Question Number	Answer	Mark
(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)**

Q14.

Question Number	Answer	Mark
(a)	**AO2 (4 marks)** Credit one mark for a correct calculation of **column d^2= 224** Credit **one** mark for a correct calculation of **6 times the sum of d^2 = 1344** Credit **one** mark for a correct calculation of **6 times the sum of d^2 divided by $n(n^2-1)$ = 1344 ÷720 = 1.8666** Credit **one** mark for a correct answer to **two decimal places** = 1-1.86666 = 0.866666 = **-0.87**	**(4)**

Number of Cognitive Behavioural Therapy (CBT) sessions over a 6-month period	Rank 1	Number of anxious episodes over the 6-month period	Rank 2	d	d2
18	9	9	1	8	64
7	1	20	9	8	64
16	8	13	3	5	25
15	7	12	2	5	25
10	3	15	5	2	4
9	2	18	8	6	36
14	6	17	7	1	1
11	4	16	6	2	4
13	5	14	4	1	1
				Total	224

Look for other reasonable marking points.

Question Number	Answer	Mark
(b)	**AO3 (2 marks)** Credit up to **two** marks for justification of why a Spearman's rank correlation coefficient would be used. For example: • Becky used a Spearman's rank on her data because her hypothesis stated there would be a correlation between the two co-variables of cognitive behavioural therapy and anxiety and not a difference (1) and the data is at least ordinal as it is sessions attended and number of anxious episodes that have been ranked (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark) AO3 (1 mark)** Credit **one** mark for identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the improvement (AO3) For example: • Becky could observe the number of anxious episodes the patients experienced rather than ask them to self-report the incidents (1), so this would improve the credibility of her data as the patients may have actively underestimated the number of anxious episodes to make themselves look better (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q15.

Question Number	Answer	Mark
(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Paulo could send an invitation to all the patients that will be attending the programme to ask if they would be willing to participate in his investigation (1), giving a time and a place for those patients that choose to accept the invitation to discuss their experiences of the programme (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark) AO3 (1 mark)** Credit **one** mark for identification of a weakness in relation to the scenario (AO2) Credit **one** mark for justification of the weakness (AO3) For example: • There may be volunteer bias as only the patients who feel able to take part in the anxiety management programme may choose to participate in the investigation (1) so the sample may be unrepresentative of all patients as some may struggle to participate in the programme and their views on effectiveness will not be taken into consideration (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (2 marks)** Credit **one** mark for identification of an appropriate statistical test (AO2) Credit up to **two** marks for justification/exemplification of an appropriate statistical test (AO3) For example: • Paulo could use a Wilcoxon Signed Ranks test on his data (1) as he was looking for a difference between the levels of anxiety before and after the programme (1). It is a repeated measures design as the same patients rated their levels of anxiety (1). **Look for other reasonable marking points.**	**(3)**

Q16.

Question Number	Answer	Mark
	AO1 (2 marks) Credit up to **two** marks for an accurate description. For example: • The pre-frontal cortex controls our responses to stress through the regulation of thoughts and actions (1). Stress reduces this function leading to the disruption of executive functioning (1). **Look for other reasonable marking points.**	**(2)**

Q17.

Question Number	Answer	Mark
	AO1 (2 marks) Credit up to **two** marks for an accurate description. For example: • 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). **Look for other reasonable marking points.**	**(2)**

Q18.

Question Number	Answer	Mark
	AO1 (2 marks) Credit up to **two** marks for an accurate description. For example: • Cortisol is produced when faced with a stressful situation and the body is flooded with glucose providing energy to large muscle groups (1), which inhibits other bodily processes to allow for the fight-or-flight response to be activated to deal with the stressful situation (1). **Look for other reasonable marking points.**	**(2)**

Q19.

Question Number	Answer	Mark
	AO1 (1 mark) Credit up to **two** marks for an accurate description. For example: • When an individual receives comfort or assistance from others such as friends and family (1) which has the potential to help them cope with biological, psychological social stressors (1). **Look for other reasonable marking points.**	**(2)**

Q20.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Life events are major events such as being made redundant and daily hassles are irritating frustrating events that make up daily life. • Positive life events can cause an increase in stress as well as negative life events. • The more daily hassles someone has in a short space of time the more stressed a person will become. • 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. **AO3** • 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. • 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. • 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. • 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. **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)

Q21.

Question Number	Indicative Content	Mark
	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)

Q22.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Positive and negative emotions that patients experience as they engage in everyday life can be measured using a self-report questionnaire such as the PANAS-SF. • Within personality trait theories, 'The big 5' inventory identified secondary personality traits that can be positive, for example adaptable and negative, such as aggressive. • Positive coping strategies for stress include, asking others to help, maintaining emotionally supportive relationships, and lowering your expectations. • Negative coping strategies for stress include practices such as smoking, drinking alcohol and chewing your fingernails. **AO3** • Magyar-Moe (2009) suggests that clinicians can use the questionnaire on a week-to-week basis to establish the most suitable coping strategies for their clients to deal with stress. • Martinez et al. (2021) found, using the 'big 5' inventory that the role of personality had an effect on the success of coping strategies for nurses exposed to stressful situations, negative affect was less adaptive in using coping strategies whilst, positive affect were successful in using positive strategies. • Ozbay et al (2007) found that resilience to stress occurred when HPA activity was dampened as stress-induced cortisol was reduced when social support was given. • Siqueira et al (2000), found higher levels of stress in adolescents correlated with a greater use of negative coping such as smoking showing that stress may be managed but not in a healthy way. **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)

Q23.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Type A personalities are time conscious, competitive and impatient which makes them more prone to stress in all areas of their life. • Due to being competitive Type A personalities may find it hard to switch off from work, always wanting to do more and be better so leading to stress. • Because Type A personalities are time conscious, they become impatient if they perceive time is being wasted and often have unrealistic time schedules so increasing stress. • Type A personalities can find some stress management techniques, such as meditation, frustrating which can further increase their stress. **AO3** • A lot of the early research on Type A personality and stress was funded by the tobacco industry that used the research to argue that it was personality and stress that caused heart disease not just tobacco, throwing some doubt into the validity of the research on Type A personality • Ilyas et al. (2019) found that stress prone Type A personality is significantly related to anxiety and that both stress and anxiety play a role in heart disease, showing the type A personalities are more prone to stress and due to this more prone to heart disease. • A lot of the research on Type A personality shows that they suffer more heart disease, therefore it is assumed they are more stressed, but there could be other factors involved, such as lifestyle choices. • Knowing that you are a Type A personality can be useful when applying stress management techniques which can be adapted to your personality, such as fast exercise so it has application. **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)

Q24.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • SNRIs increase levels of serotonin and norepinephrine needed for the stress response by blocking the serotonin and norepinephrine transporters. • Taking SNRI's can cause side effects for some patients, such as headaches and insomnia. • SSRIs increase serotonin levels in the brain by inhibiting reuptake. • It takes between 2 to 4 weeks for SSRI's for the patient to benefit from the treatment. **AO3** • Nicolini et al (2008) found that duloxetine had a 60% response rate compared to 42% for a placebo suggesting that it is an effective treatment for reducing anxiety within generalised anxiety disorder. • Patients that suffer from the many side effects of the SNRIs may stop taking the medication so it will not be an effective treatment to reduce anxiety. • Baldwin et al (2011) found, in a meta-analysis of treatments for generalised anxiety disorder that fluoxetine was the most effective treatment compared to other SSRIs at 62.9% efficient so it is effective in reducing anxiety. • SSRI's treat the symptom but not the cause of anxiety so combining them with other therapies such as CBT may be more effective in reducing 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 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)

Q25.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Emotion focused coping is when individuals try to reduce, tolerate or eliminate an emotional response to a stressor, by seeking to withdraw from the stressor or find distractions. • Problem focused coping aims to eliminate the stressor by adopting a strategy to directly deal with the stressor, such as looking for solutions. • Emotion focused strategies include distraction techniques such as keeping your mind occupied to avoid thinking about the issue causing stress. • Problem focused strategies include time management skills in order to find a potential solution to stressful situations. **AO3** • Cicognani (2011) found that certain emotion focused strategies such as withdrawal were correlated with a depressed mood, so this would not be helpful when dealing with stress. • Ebrahimi et al. (2013) found that when student nurses with depression were given training in problem solving skills, their mental health improved which means it is a helpful strategy when coping with stress. • Emotion focused strategies are more effective than problem focused when the stressor cannot be avoided or resolved, such as taking an examination. • Relaxation techniques such as progressive muscle relaxation, will reduce levels of cortisol which help reduce levels of stress, so problem-focused is not the only solution. **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)

Q26.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Holmes and Rahe's social readjustment rating scale (SRRS) was a questionnaire that identified 43 stressful life events. • Each of the 43 stressful life events were rated using a scale of a life change units. • The SRRS is a self-report method so the calculations in respect of the possibilities of illness are not scientifically measured. • People are unique and different personality types deal with stress in different ways. **AO3** • The SRRS requires all participants to answer the same questions and are written in an accessible format so they are a reliable measure of stress as they can be replicated. • The SRRS is a valid measure of stress as each event is allocated a life change unit that can be scored and measured over a 12-month period. • Due to chances of subjective evaluations of how stressful the life events are, the rating scales may be deemed unscientific and therefore an unreliable measure of stress. • The SRRS does not take into account the differences in the emotional responses to stressors that people experience so it may not be a valid measure of all levels of stress. **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)

Q27.

Question Number	Answer	Mark
(a)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a reason in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the reason (AO3) For example: • Esther can gather qualitative personalised detailed accounts from her clients about their life events and daily hassles in her interviews by using open questions (1) which will allow them to give more valid information about their personal situation giving her rich and detailed data about the individual circumstances they believed have led to their stress (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification in relation to the scenario (AO2) Credit **one** mark for justification/exemplification (AO3) For example: • The clients may feel embarrassed about their life events and daily hassles and may not give true details of their experiences as being a possible cause of their stress (1) and so may give socially desirable responses to Esther to make themselves look like they can cope with their stressors therefore reducing the validity of her findings (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q28.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit **one** mark for accurate identification of each strength/weakness in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each strength/weakness (AO3) For example: Strength • Emotion focussed strategies would be more effective for Mary if she cannot change the stressor, such as her boss at work and the unrealistic deadlines (1), so by changing how she emotionally deals with the pressure at work will help reduce her stress so giving herself time to recover from the stress she has felt (1). Weakness: • If Mary uses emotion focussed strategies she does not deal with the cause of her stress, such as not having any money at the end of the month because she goes out at least three times a week (1), therefore the emotion focussed strategies will not work for Mary in the long term and may lead to her feeling more stressed (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q29.

Question Number	Answer	Mark
a	**AO2 (2 marks), AO3 (2 marks)** Credit up to **one** mark for identification of a strength and a weakness in relation to the scenario (AO2). Credit up to **one** mark for justification of the strength and the weakness (AO3). For example: Strength • Jasmine can use an objective method such as an EEG to measure Goldie's brain regions associated with stress such as the amygdala (1) which increases the reliability of Jasmine's data so other researchers could replicate the study with Goldie when she is stressed and would find consistent results (1). Weakness • Jasmine could suggest that explaining Goldie's depression and anxiety through the measurement of the functions of the brain regions is reductionist (1) as an alternative explanation could be that excess levels of cortisol could be a factor in Goldie finding life difficult (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an ethical consideration in relation to the scenario (AO2) Credit **one** mark for justification of the ethical consideration (AO3) For example: • Jasmine should ensure that protection from psychological harm is considered as Goldie may be disappointed if brain regions will not explain her alcohol abuse (1) as whilst it will show the brain regions affected by her stress, she may not be able to receive the most appropriate treatment without knowing the cause (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**