



Mark Scheme (Results)

January 2020

Pearson BTEC Level 3 National in Applied
Psychology

Unit 3: Health Psychology (21333L)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. 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 for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

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

January 2020

Publications Code 21333L_2001_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

Unit 3: Applied Psychology– Marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

BTEC Next Generation Mark Scheme Template

Applied Psychology L3U3 (2001)

Question Number	Answer	Mark
1	<p>Award one mark for an appropriate example of mood alteration from the scenario.</p> <ul style="list-style-type: none">• One example is that Charlie feels a buzz when he goes shopping (in a store). (1)• One example is that Charlie gets increased feelings of excitement when he buys something. (1) <p>Accept any other appropriate response.</p>	(1) Grad

Question Number	Answer	Mark
2	<p>Award one mark for one appropriately identified concept from the Theory of Planned Behaviour and up to two further marks for appropriate linked explanation.</p> <ul style="list-style-type: none">• The Theory of Planned Behaviour suggests that our perception of how others see our behaviour influences the intention to continue the behaviour. (1) Charlie will be influenced by his friend's approval/ disapproval of him going shopping. (1) because Charlie believes that his friends approve of his shopping he would have a higher intention to continue the behaviour/shopping. (1)• The Theory of Planned Behaviour suggests that an individual's personal attitude towards a behaviour will influence the intention to continue the behaviour. (1) Charlie has a positive personal attitude about shopping (as he believes that shopping helps him relax/makes him feel happy) (1) therefore this would lead to a higher intention to continue the behaviour/shopping. (1) <p>Accept any other appropriate response.</p>	(3) Exp

Question Number	Answer	Mark
3a	<p>Award one mark for an appropriate finding from Rotter's study and up to two further marks for an appropriate justification linked to the scenario.</p> <ul style="list-style-type: none"> • Rotter found that people with an external locus of control were more likely to conform to the majority even if they were not correct. (1) Charlie has an external locus of control as he feels powerless to control his behaviour/he blames others for his behaviour. (1) Therefore, as Charlie's friends all say that he should just continue shopping he is more likely to conform to their opinion/ be more open to persuasion from his friends and continue to shop. (1) <p>For findings, accept results and/or conclusions.</p> <p>Accept any other appropriate response.</p>	(3) Exp

Question Number	Answer	Mark
3b	<p>Award one mark for an appropriate strength and one mark for an appropriate weakness of Rotter's study and a further one mark for each appropriate justification/explanation up to a total of four marks.</p> <p>Strength</p> <ul style="list-style-type: none"> • One strength of Rotter's study is that you can apply the results of his study to real life. (1) Research has found that rescuers of Jews in the Second World War were more likely to have a high level of internal locus of control and were less likely to conform to others/obey orders, agreeing with Rotter's study. (1) • One strength of Rotter's study is that it is useful to help individuals overcome addiction (1) because it shows that treatments such as CBT can be used to change an individual's locus of control, making it more likely they will give up their addiction. (1) <p>Weakness</p> <ul style="list-style-type: none"> • One weakness is that we cannot be sure of the reliability of the measurements used by the original 	(4) Exp

	<p>researchers (1) because Rotter's study only used secondary sources to complete his research. (1)</p> <ul style="list-style-type: none">• One weakness of Rotter's study is that it ignores free will (1) it may be that people can freely choose to attribute their behaviours to internal or environmental causes (so the notion of locus of control is not valid). (1) <p>Accept any other appropriate response.</p>	
--	---	--

Question number	Indicative content
4	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Features of the learning approach</p> <ul style="list-style-type: none"> The learning approach would suggest that Charlie may have started shopping due to the influence of role models such as his friends. He will see that his friends are rewarded by shopping (excitement) and therefore may imitate their behaviour to get the same reward. The learning approach would suggest that Charlie's addiction to shopping is down to positive reinforcement Charlie says that he gets a buzz when he goes shopping in stores and that he feels excited when he buys something. This is a positive consequence. Charlie's continued shopping could also be due to negative reinforcement as Charlie suggested that he felt bored and restless when he did not shop but these feelings went away once he shopped again. The learning approach also suggests that Charlie's continuing addiction may be due to classical conditioning. This is where his shopping is associated with feelings of pleasure and excitement. Charlie says 'If you can't buy happiness then you are just shopping in the wrong place' suggesting that he associated happiness with shopping. Charlie could also carry on shopping due to cue reactivity. This is where just walking past shops, smelling certain fragrances or seeing advertisements of items that he has bought may cue him to shop. Charlie has said that he loves the smells and sounds of shopping in stores therefore experiencing any of these stimuli could cue him to shop again. <p>Strengths</p> <ul style="list-style-type: none"> There are a number of effective treatments for addiction based on the learning approach. Aversion therapy can be used for both psychological and physiological addictions and is effective at least in the short term. It can be combined with other approaches. For example, cognitive behavioural therapy is more effective long term than aversion therapy at treating addiction, showing that the learning and cognitive approaches combined are a more complete explanation for addiction.

- As conditioning does not require free will it explains how addiction may be maintained even when the addict knows the harm it is causing them.
- Charlie does not see the harm in his addiction as he said what he spends is not an issue so it may be that maintenance is for a different reason such as self-medication/boredom.

Limitations

- The learning approach is unable to explain why some people are more susceptible to addiction than others even when they have the same cues and role models. The cognitive or biological model better explains individual differences such as this, i.e. relief of other problems such as anxiety or an addictive personality.
- The learning approach is too simplistic as it does not consider cognitive or biological factors in addiction. It may be that Charlie has an addictive personality/is self-medicating due to boredom.
- The learning approach does not take into account free will as it suggests that Charlie will just repeat any actions that he has been rewarded for.
- The cognitive model may be a better explanation for Charlie’s addiction. This model suggests that his shopping addiction could have been initiated and maintained due to boredom.
- Charlie has said that he is bored when he doesn’t shop and that he only likes shopping with his friends.
- If Charlie doesn’t shop he feels restless and lonely and therefore he will shop again because he doesn’t like those feelings and can’t cope with them. This suggests that a lack of coping strategies is a problem.

Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding, there be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited assessment which contains generic assertions rather than considering the factors or events and their

		relative importance, leading to a conclusion which is superficial or unsupported.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion.

Section B

Question Number	Answer	Mark
5	<p>Award one mark for identification of what is meant by the peripheral route and a further one mark for appropriate explanation.</p> <ul style="list-style-type: none"> • The peripheral route is where you are persuaded more by superficial cues (1) Therefore it may be that you are more persuaded by the person giving the message rather than its contents/ you like the voice of the person giving the message/you find them attractive (making them more persuasive) (1) • The peripheral route is where you are persuaded more by how the message is being presented than the message itself (1) For example, you may listen more to an attractive person/celebrity more than a non-attractive person/non celebrity (1) <p>Accept any other appropriate response.</p>	(2) Exp

Question Number	Answer	Mark
6	<p>Award one mark for each appropriate identification of how the influence of role models can cause addiction and one further mark for each linked justification, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Sarah' addiction to alcohol could be caused by the observation and imitation of her friends/mother drinking (1) because as a young adult Sarah's behaviour will be influenced by role models such as her friends/mother whose drinking behaviour she will copy. (1) • Sarah's addiction to alcohol could be caused by seeing her mother (who is her role model) being happy after drinking (1) because vicarious reinforcement increases the likelihood of Sarah copying her mother's behaviour and drinking (for the same reward) (1) • Sarah's addiction could be caused by her friends/mother who all drink and are the same sex as her (1) because same sex role models are more influential (than opposite sex) so Sarah will be more likely to copy their behaviour (1) <p>Accept any other appropriate response.</p>	(4) Exp

Question Number	Answer	Mark
7a	<p>Award one mark for each of the following linked points, up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Sarah would be given a drug (Antibuse) that reacts with alcohol when drunk (1) She would then be asked to drink alcohol which would make her be/feel sick (1) The association between being sick and drinking alcohol will make her avoid drinking in the future. (1) • Sarah will be given a tablet that makes her sick alongside alcohol (1) This will create an association between be being sick and alcohol (1) This will 	(3) Exp

	<p>mean that Sarah will stop drinking because she doesn't want the negative consequences (1)</p> <ul style="list-style-type: none"> • Sarah would drink alcohol and be given an electric shock at the same time (1). The electric shock will cause Sarah pain. (1) The association between pain and drinking alcohol and would see Sarah avoid drinking in the future. (1) <p>Accept any other appropriate response.</p>	
--	---	--

Question Number	Answer	Mark
7b	<p>Award one mark for identification of an appropriate weakness of aversion therapy and one mark for an appropriate justification.</p> <ul style="list-style-type: none"> • The patient may drop out of treatment before it is successful/due to feeling sick/pain of the shocks. (1) This will lower its effectiveness in the long term (and addictive behaviour will resume). (1) • It causes harm to the patient (there are ethical issues). (1) This is because you are making the patient deliberately sick due to the drug/feel pain due to electric shocks. (1) • People may not continue to take the drug when monitored (1) this lowers effectiveness as they may start the (addictive) behaviour again (1). <p>Accept any other appropriate response.</p>	(2) Exp



Question number	Indicative content
8	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Increased social support can improve the likelihood of Sarah giving up alcohol, so she could ask her family/friends to help her quit. This could be emotional support to help improve her self-esteem, or practical support to help her complete her treatment programme. • The doctor could use positive reinforcement by sending Sarah well done cards, leaving telephone messages when she has stopped drinking for a certain period of time. • Volpp et al (2009) found that a group of people who were given money when they had stopped smoking for a period of time had higher cessation rates than a group that were not given financial incentives. • Leys cognitive model suggests that doctors should maximise Sarah's understanding in order to improve adherence, such as giving Sarah information that is structured and easily understood. • Sarah is suffering from depression and therefore treating her depression with drugs such as Fluoxetine may help increase her adherence to medical advice and help Sarah complete her treatment programme. • Combining drug treatments for depression with behavioural methods such as CBT may be more effective at improving adherence, rather than just using one or the other. <p>Strengths</p> <ul style="list-style-type: none"> • Increased social support is linked to higher self-esteem/self-belief, which will increase the likelihood of Sarah feeling that she could quit drinking alcohol successfully as she suffers from low self esteem/need for acceptance. • Volpp et al's (2009) study suggests that financial incentives could change Sarah's behaviour and help her to stop drinking. This could be an extra incentive for Sarah as she has lost her job and is struggling financially.

	<ul style="list-style-type: none"> Lustman et al (2000) found patients had better control over their diabetes (blood sugar levels) after treating their depression with Fluoxetine, suggesting improved adherence to their treatment programme. This could mean that Sarah's adherence could be improved by reducing her levels of depression. <p>Weaknesses</p> <ul style="list-style-type: none"> Using positive reinforcement may be too simplistic for behaviours that are complex, such as alcohol addiction. It is likely that a combination of methods, rather than one, may be more effective for Sarah especially as she is suffering from depression. One issue with the use of financial incentives to help stop Sarah drinking is that it may not get to the root cause of her behaviour (her low self-esteem and depression). It may be that Sarah will only stop drinking to get the money (as she has lost her job) and once the incentives stop then she will begin drinking again. There is also an ethical issue with giving money to Sarah to stop drinking. Drug treatments such as Fluoxetine may cause side effects that Sarah may struggle to cope with. This means that she may stop taking her tablets, meaning that her depression may get worse; lowering her adherence to her doctor's advice further.
--	--

Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Demonstrates isolated knowledge and understanding, there be major gaps or omissions. Few of the points made will be relevant to the context in the question. Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to a conclusion which is superficial or unsupported.
Level 2	4-6	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor. Some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed assessment which considers some of the factors or events and their

		relative importance leading to a partially supported conclusion.
Level 3	7-9	<ul style="list-style-type: none">• Demonstrates mostly accurate and thorough/detailed knowledge and understanding.• Most of the points made will be relevant to the context in the question, and there will be clear links.• Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion.

Section C

Question Number	Answer	Mark
9a	<p>Award one mark for an appropriate definition of the term daily hassle.</p> <ul style="list-style-type: none"> • A minor irritation in your everyday life that may cause stress. • Minor stressors in your everyday life. <p>Accept any other appropriate response.</p>	(1) Grad

Question Number	Answer	Mark
9b	<p>Award one mark for an appropriate example of a daily hassle from the scenario.</p> <ul style="list-style-type: none"> • Oven stopped working • Lost her car keys <p>Do not accept her wedding, or husband working away, as these are not classed as daily hassles.</p> <p>Accept any other appropriate response.</p>	(1) Grad

Question Number	Answer	Mark
10	<p>Award one mark for an appropriate identification of how perceived ability to cope can cause high stress levels and a further one mark for an appropriate linked explanation.</p> <ul style="list-style-type: none"> • (perceived ability to cope would suggest that) if you do not believe you have the ability to cope with a stressful situation you will have higher stress levels when they occur (1) This means that Jamelia will suffer from higher stress levels as she has said that she cannot cope with even slightly stressful situations (such as her cooker not working) (1)) <p>Accept any other appropriate response.</p>	(2) Grad

Question Number	Answer	Mark
11a	<p>Award one mark for identification of a result from Aberousie's study and one further mark for an explanation of the result.</p> <ul style="list-style-type: none"> • There was a positive correlation between locus of control and stress (1) because students with external control beliefs are more stressed than students with internal control beliefs (1). • There was no correlation between locus of control and life stress (1). because the locus of control scale may be more relevant to academic issues rather than life issues (1). • There was a negative correlation between self-esteem and academic/life stress (1). This suggests that the lower the individual's self-esteem the higher the levels of stress they felt (1). <p>Accept any other appropriate response.</p>	Exp (2)

Question Number	Answer	Mark
11b	<p>Award one mark for an appropriate weakness of Aberousie's study and a further two marks for an appropriate justification of that weakness.</p> <ul style="list-style-type: none"> • Aberousie used questionnaires/self-reports, which may be subject to social desirability bias. (1) because Participants may have lied in their answers about sources of stress to present themselves in a more positive light (1) this means that the findings may not be reliable (so we cannot be sure that there is a relationship between stress and locus of control) (1). • The sample used was not representative/generalisable (1) because the students used were only from the University of Wales (1). This means that the results may not be applicable to 	Exp (3)

	<p>different countries/different universities (1).</p> <ul style="list-style-type: none"> One weakness of Aberousie’s study is that it cannot establish cause and effect (1). This is because the study only shows a correlation between academic stress and locus of control (1) as higher levels of academic stress may cause an external locus of control and not the other way around (1). <p>Accept any other appropriate response.</p>	
--	---	--

Question Number	Answer	Mark
12	<p>Award one mark each for an appropriate strength and one mark each for an appropriate weakness linked to the context and up to two marks for an appropriate justification/explanation for each one, up to a maximum of six marks.</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> There is research evidence to support the use of a life events scale to measure stress. (1) Rahe (1970) found that there was a positive correlation between life events, such as Jamelia’s wedding/husband working away, and illness scores (1) this suggests that life events are a reliable way of measuring stress levels. (1) Jamelia will find it simpler/less stressful to complete a self-report (the SRRS) which is used to measure life events than physiological measures (1) because she will only have to tick of the events that have happened (rather than having blood pressure taken) (1) this may result in less additional stress for Jamelia (especially as she is already stress/anxious). (1) <p><u>Weakness</u></p> <ul style="list-style-type: none"> The use of life events doesn’t take individual differences into account. (1) 	(6) Exp

	<p>For example, it assumes that individuals would react to each life event in the same way. (1) This is not necessarily true, as Jamelia suggested that arranging her wedding was relaxing and not stressful as the life events scale would suggest. (1)</p> <ul style="list-style-type: none"> • Most people only experience major life events very infrequently so do not produce a reliable score. (1) For example, Jamelia had only experienced planning her wedding over the previous 12 months. (1) Therefore, looking at daily hassles Jamelia has experienced would be a more effective measure of stress. (1) 	
Accept any other appropriate response.		

Question Number	Answer	Mark
13	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Fight/flight can be seen in all mammals when they respond to threats, suggesting that it's an evolutionary response to stress. • Not everyone responds to the same stressors in the same way, which suggests that there are cognitions involved in the stress response. Jamelia said that she got highly stressed over losing her keys whereas her friends did not get stressed at all. • One criticism of research into the physiological response to stress is that it mainly used male participants. Research with female participants has shown that there are significant gender differences in coping with stress, showing that the idea of a single physiological response is too simplistic. • Men's response to stress is usually the fight or flight response. However, women such as Jamelia 	(6) Exp

	<p>usually show a tend and befriend response, which involves either seeking social support from others or 'befriending the enemy' and releases endorphins rather than just adrenaline.</p> <ul style="list-style-type: none"> • Jamelia seeks social support from her friends about her levels of stress (tend and befriend) which supports the idea of gender differences in response to stress. • There are considerable differences in the level and type of hormones released by different people and in response to different stressors so it's not just a simple physiological process. • Research has shown that in dying patients those who are conscious react differently to stress than those who are unconscious, showing that there are some psychological factors in the stress response. • The physiological approach doesn't consider different types of personality. This means that some people can cope better with stress than others. These personality types will produce less adrenaline and have lower levels of stress. • Jamelia said that every little thing made her feel stressed and ill whereas her friends seem to be able to cope with a lot of stress, suggesting that they may have a hardier personality than Jamelia. • More recently psychologists have suggested that there are more than two responses to stress. The freeze response happens when you have not got the coping mechanisms to deal with stress. In this situation Jamelia may overthink the situation she is in, resulting in cognitive paralysis, meaning she cannot deal with the situation. 	
--	---	--

Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
Level 2	3-4	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions.

		<ul style="list-style-type: none"> • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
Level 3	5-6	<ul style="list-style-type: none"> • Demonstrates mostly accurate and detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Question number	Indicative content
14	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Stress inoculation therapy</p> <ul style="list-style-type: none"> • Jamelia could undergo stress inoculation therapy, a way to restructure Jamelia's thoughts/perceptions of stress. • The first stage is where Jamelia will be made aware of the thoughts she has when she is in a stressful situation such as losing her keys. • In the second stage Jamelia will be taught coping strategies such as relaxation techniques and self-instructions • Finally, Jamelia would then rehearse the techniques she has been taught. This may be through role play of situations that have caused Jamelia stress, such as losing her car keys. <p>Strengths</p> <ul style="list-style-type: none"> • Stress Inoculation Therapy does not have any side effects that would have been an issue if Jamelia had used drug therapy. It also has no risk of addiction or withdrawal symptoms, which makes it a more effective therapy for Jamelia. • SIT actually gets to the root cause of the problem of why Jamelia is stressed rather than just getting rid of the symptoms. This means it is a more effective long-term solution for her high stress levels rather than drug therapies that only deal with the physical symptoms of stress. • The techniques used in SIT not only deal with the stressors that Jamelia is facing now but also the stressors she may face in the future, making it a more effective long-term solution for her stress levels. <p>Weaknesses</p> <ul style="list-style-type: none"> • SIT requires a lot of commitment and money and it often takes a period of time (weeks or months) before you see any results, whereas other therapies such as drug therapies work almost immediately.

- SIT is only effective if Jamelia is motivated and practises the skills taught. If Jamelia is experiencing high levels of stress she may need a more immediate solution, and therefore give up on the treatment, lowering its effectiveness.
- Psychologists are not sure which elements of SIT are the most effective against stress. It may be that only one of the three stages is needed to gain the same results.

Social support

- **Social** support works by buffering Jamelia from the negative effects of stress and helping her feel differently about stress. It also helps Jamelia relax more and reduces the physical effects of stress.
- Women are more likely to seek social support to deal with stress than men who would rather try and solve the problem themselves or distance themselves from the problem.
- Practical social support can be seen when Jamelia speaks to her friends about her levels of stress and they give her advice to reduce it;
- Emotional support where her friends would listen to her problems or give her advice about how to reduce her emotions,
- Esteem support where her friends/husband would try and make Jamelia feel better about herself and increase her confidence in her ability to cope.

Strengths

- Social support requires far less time and commitment by Jamelia than SIT, which makes it a more effective solution for Jamelia, as she may have little time or money to attend therapy. However, it requires commitment from others such as her husband, which may be difficult if he is working away from home.

Weaknesses

- The relative importance of social support has been questioned. Research has shown (Kobasa 1985) that social support was the

		<p>least important factor in reducing stress levels, lowering its effectiveness as a solution.</p> <ul style="list-style-type: none"> • Social support doesn't consider individual differences. Jamelia may find that social support causes her more stress than it relieves, meaning it is a too simplistic technique for reducing levels of stress.
<p>Mark scheme (award up to 9 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Mark	Descriptor
Level 0	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding, with major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported.
Level 2	4-6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with few minor omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed evaluation that considers some different competing points, although not always in detail, leading to a conclusion which is partially supported.
Level 3	7-9	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical evaluation that clearly considers different aspects and competing points in detail, leading to a conclusion that is fully supported.

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE