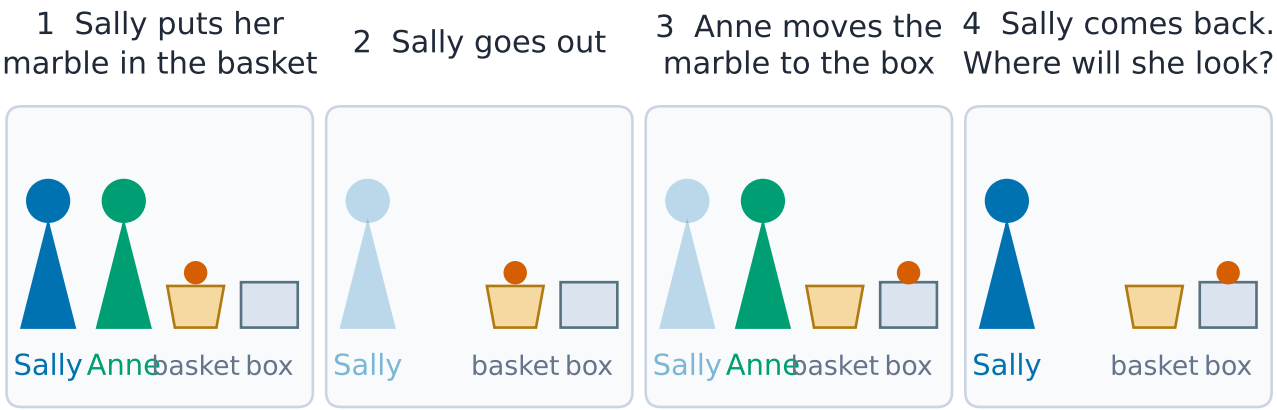
Exercise walk-through

2.2
Health and well-being

International Baccalaureate · IB Diploma · Psychology · HL

Figure: Context 2: human development



A child with theory of mind answers "the basket": Sally did not see the move, so she believes something false.

- Four panels: Sally puts a marble in the basket, Sally leaves, Anne moves it to the box, Sally returns and the child is asked where she will look
- Match each part of the diagram to the text.

Figure: Context 3: human relationships

CONFORMITY — matching a group

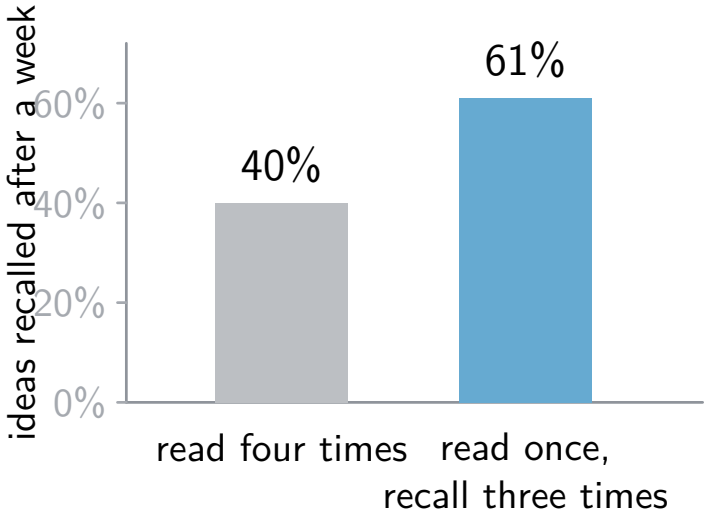
rises with group size, up to a point
rises when the group is unanimous
falls sharply with one ally who dissents
rises when the answer is ambiguous

OBEDIENCE — following an authority

rises with the authority's legitimacy
rises with distance from the consequence
falls when someone else refuses first
falls when responsibility is made personal

- Two columns comparing conformity (matching a group) and obedience (following an authority), with the conditions that raise or lower each
- Match each part of the diagram to the text.

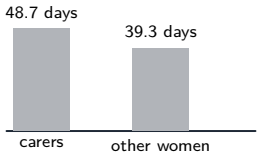
Figure: Context 4: learning and cognition



- The **testing effect**: recall practice beats re-reading.
- Read the axes and units first.

Exercises 2.1·2.2

2.1 Outline the findings of Kiecolt-Glaser et al. (1995) and what they suggest about stress. [3]

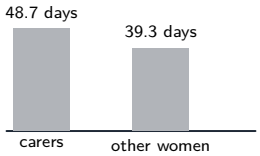


2.2 State **two** of Brown and Harris's (1978) vulnerability factors for depression. [2]



Exercises 2.1·2.2

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2.1

carers of relatives with dementia took longer to heal small wounds; 48.7 days on average, against 39.3 days for similar women; suggests that long-term stress weakens the immune system, e.g. through cortisol

2.2 State **two** of Brown and Harris's (1978) vulnerability factors for depression. [2]

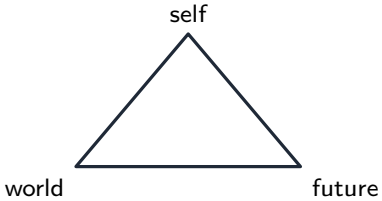


2.2

any two: no close person to talk to; three or more children under 14 at home; no job outside the home; losing their mother before age 11

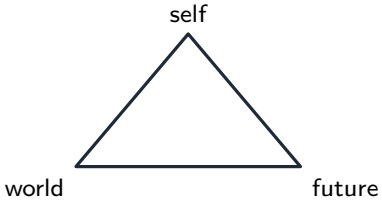
Exercise 2.3

2.3 *(Paper 1 Section A.)* Describe **one** cognitive explanation of depression. [4]



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2.3

Beck's cognitive triad; depressed people hold negative views of themselves ("I am a failure"), the world and the future; these thoughts come from negative schemas formed through earlier experiences and are triggered by stress; they lead to low mood and giving up, which keeps depression going; supported by CBT, which changes these thoughts and reduces symptoms

Exercise 2.4

2.4 *(Paper 1 Section B, health and well-being.)* Wei's mother and grandmother both had depression. Wei was well until her final year at school, when her parents divorced and she failed an important exam in the same month. She then became depressed. Using the **diathesis–stress model**, explain Wei's depression. [6]

diathesis + stress → depression

Exercise 2.4

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2.4

award up to [6]: the model: a diathesis lowers the stress needed for depression but does not cause it alone; the family history suggests a genetic diathesis; twin studies estimate about 38 % of the risk comes from genes (Kendler, 2006); Wei then met two serious life events at once; Caspi et al. (2003): people with the short 5-HTT gene became depressed mainly after several stressful events; so her depression fits the model: a vulnerability plus stress, which explains why she was well before

Exercise 3.1

3.1 *(Paper 1 Section C.)* "Depression is best treated with medication." Discuss this claim with reference to the concept of **perspective**. [15]

drug CBT support

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drug CBT support

3.1

Mark with the markbands: [13-15] focused on the claim, accurate knowledge, evidence used to build an argument, the concept used to evaluate throughout, a supported conclusion; [10-12] mostly focused, evidence used, some evaluation through the concept; [7-9] relevant knowledge but mostly description; [4-6] limited knowledge, little evaluation; [1-3] little that is relevant. Points that may be included: perspective: the treatment chosen follows the approach used to explain depression; biological: SSRIs act on serotonin and help many patients, and genes play a part; but heritability of about 38 % leaves most of the variation to other factors, and drugs have side effects; cognitive: CBT changes the negative thoughts of Beck's triad and teaches skills that last after treatment ends; sociocultural: Brown and Harris's vulnerability factors suggest support and help with life problems matter; trials such as March et al. (2004) with teenagers found the combination of a drug and CBT gave the best response at 12 weeks (about 71 %, against about 61 % for the drug alone); diagnosis and treatment may differ across cultures; conclusion: medication helps, but one perspective is not enough; combined treatment best fits the diathesis–stress model