

1

Outline the pituitary-adrenal system.

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**Extra space** \_\_\_\_\_

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**(Total 3 marks)**

2

Roy and Mick are members of a football team; both play to the same high standard. Roy never minds if the team does not win; he just enjoys playing with his team-mates and spending time with them after the match. Mick always wants to win and gets angry if the team loses.

(a) Which personality type is each person likely to have?

**Roy** \_\_\_\_\_

**Mick** \_\_\_\_\_

**(2)**

- (b) Explain whether Roy or Mick is more likely to suffer from a stress-related illness. Use research in your explanation.

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(4)

(Total 6 marks)

**3**

During the last few months, Paula has suffered from headaches and colds, and has been having difficulty sleeping. She decided to keep a diary and found that her headaches, colds and sleep problems were associated with experiences such as having too much homework, losing house keys and being stuck in traffic.

- (a) What is the name for these sorts of stress-related experiences?

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(1)

(b) Use your knowledge of psychology to explain why Paula might be feeling unwell.

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(4)  
(Total 5 marks)

**4**

What is meant by *locus of control* **and** *hardiness*? Discuss the role of locus of control **and** the role of hardiness in mediating responses to stress. Refer to evidence in your answer.

(Total 16 marks)

**5**

A researcher used a questionnaire and an in-depth interview to assess Georgia's personality. After completing the questionnaire Georgia was found to be Type A. However, after the in-depth interview she was found to be Type B.

Explain why these methods might produce such different results.

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(Total 4 marks)

6

A psychologist is interested in gender differences in the use of two different types of social support in coping with stress. Using a questionnaire to test responses to a range of stressful situations, he obtains data from 100 males and 100 females. These results are shown in the Table below:

**Gender differences in types of social support used in coping with stress**

	<b>Number using instrumental social support</b>	<b>Number using emotional social support</b>	<b>Number using both instrumental and emotional social support</b>	<b>Totals</b>
Males	54	23	23	100
Females	20	48	32	100
	74	71	55	200

Using your knowledge of gender differences in types of social support, explain the findings in the table.

(Total 4 marks)

7

Long-term stress is often accompanied by psychological and physical changes. Drug therapy is sometimes used to reduce these effects of stress.

Outline drug therapy as a method of stress management.

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**Extra space** \_\_\_\_\_

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(Total 4 marks)

## Mark schemes

1

AO1 = 3

Main features of pituitary-adrenal system are that the hypothalamus communicates with the pituitary gland causing it to release ACTH. This hormone is then detected in the bloodstream by the adrenal cortex, which then releases corticosteroids such as cortisol and corticosterone. The corticosteroids have a range of effects such as causing the liver to release glucose.

An accurate diagram could also receive credit.

1 mark for a brief outline and 3 marks for a correct and coherent outline of the system.

Reference to acute or chronic stress is not relevant.

2

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

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- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

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**AO2 = 6**

- (a) Roy = Type B / B / Personality Type B  
and  
Mick = Type A / A / Personality Type A  
(1 mark for each correct answer)
  
- (b) It is people with Type A behaviour who are more likely to suffer the negative effects of stress. So in the stem it is Mick (competitive and angry when loses) who is more likely to suffer from CHD. Friedman and Rosenman research indicated that it is those with Type A who become ill as a consequence of their stress. Type B people such as Roy who doesn't get physically aroused at losing, are much less likely to experience the "fight or flight" response and so less likely to have raised blood pressure etc. Examiners need to remember that 'research' can include both theories and studies. For full marks there must be explicit engagement with the stem.

<b>AO2 Mark bands</b>
<b>4 marks Effective analysis of unfamiliar situation</b> Effective explanation that demonstrates sound knowledge of how personality factors can affect the body's response to stress and who is more likely to suffer from a stress-related illness.
<b>3 marks Reasonable analysis of unfamiliar situation</b> Reasonable explanation that demonstrates knowledge of how personality factors can affect the body's response to stress.
<b>2 marks Basic analysis of unfamiliar situation</b> Basic explanation of how personality factors can affect the body's response to stress.
<b>1 mark Rudimentary analysis of unfamiliar situation</b> Rudimentary, muddled, explanation of how personality factors can affect the body's response to stress demonstrating very limited knowledge.
<b>0 marks</b> No creditworthy material.

**3**

- (a) **AO2 = 1**

These experiences are known as daily hassles (1 mark). Accept hassles.

- (b) **AO2 = 4**

Research has shown that these daily hassles play an important role in our health. Unlike life changes, these daily hassles can have a greater impact. Paula is experiencing several hassles, such as losing things and having too much to do, and as the stress from these hassles accumulates, so her health may deteriorate. Being unable to sleep is a sign of stress, which further reinforces the negative relationship between hassles and illness. A more biological explanation might focus on the fact that with continued stress the body's immune system is impaired.

1 mark for a basic statement of the relationship between stress / hassles and illness and a further 3 marks for elaboration of this idea (this could include theory and / or research evidence). The elaboration must be linked to Paula's situation.

**4**

**Marks for this question: AO1 = 6, AO3 = 10**

<b>Level</b>	<b>Marks</b>	<b>Description</b>
4	13 – 16	Knowledge of both concepts is accurate and generally well detailed. Evidence is clear. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of both concepts is evident. There are occasional inaccuracies. Evidence is presented. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.  One concept at Level 4
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.  One concept at Level 3
	0	No relevant content.



Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

### **AO1**

Credit knowledge of locus of control and hardiness. Likely content: hardiness (Kobasa 1979) a personality trait comprised of control (belief that one can influence events in one's life), commitment (involvement / engagement with others and society) and challenge (viewing change as opportunity); locus of control (Rotter 1966) internal (can exert personal control over events in one's life) external (cannot exert control over events in one's life). Credit descriptions of relevant evidence eg Frankenhauser (1975) saw mill, Kobasa (1982) middle and senior managers, Glass and Singer (1972) loud noise, Suls and Mullen (1981) childbirth.

### **AO3**

Possible discussion points include: explanations of how / why these variables mediate the effects of stress; application to different stress situations; possible negative effects of high internal locus of control; ways in which these concepts have been measured / studied eg usually self-report measures and therefore may be problems with validity – need for more objective measures; evaluation of the locus of control scale; links with social support eg hardy people more engaged with others; lack of correlation between the three components of hardiness; gender differences eg hardiness more common in males; role of other mediating factors such as Type A personality. Credit use of relevant evidence. Credit evaluation of evidence where relevant to discussion.

**5**

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**AO3 = 4**

Candidates are asked why different findings / conclusions might be obtained by using questionnaires and interviews. They might refer to such issues as:

- People may or may not be more honest in a questionnaire than when faced directly with an interviewer.
- With an interview people have the opportunity to ask if they don't understand a question.
- In an interview people have a greater opportunity to use their own words to express themselves and can say exactly what they want.
- Interview can be more flexible, especially if using unstructured interview.

Any other relevant issue can be credited.

Examiners should be sensitive of breadth / depth trade-off. There could be one explanation in detail or more than one in less detail.

There is no requirement to engage with the stem although this would be creditworthy.

<b>AO3 Knowledge and understanding of research methods</b>
<b>4 marks Effective explanation</b> Effective explanation that demonstrates sound knowledge of possible difference in results.
<b>3 marks Reasonable explanation</b> Reasonable explanation that demonstrates knowledge of possible difference in results.
<b>2 marks Basic explanation</b> Basic explanation of possible difference in results.
<b>1 mark Rudimentary</b> Rudimentary, muddled, explanation of possible difference in results, demonstrating very limited knowledge.
<b>0 marks</b> No creditworthy material.

**6****[AO2 = 4]**

Level	Marks	Description
2	3 – 4	Knowledge of the different types of social support used by males and females is clear and mostly accurate. The findings in the table are used appropriately. The answer is generally coherent with effective use of terminology.
1	1 – 2	Some knowledge of types of social support used by males and females is evident. Use of findings from the table is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

**Findings for the table**

- Males use instrumental social support more than emotional social support (54% use instrumental and 23% emotional)
- Females use emotional support more than instrumental social support (20% use instrumental and 48% emotional)
- A significant number of males and females use both instrumental and emotional social support
- More females than males use both forms of social support (males, 23% females, 32%)
- How these findings relate to other research findings

**7**

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## AO1 = 4

The two main groups of drugs used to manage stress are Benzodiazepines and Beta-blockers. BZs act on the brain by increasing the action of GABA. This neurotransmitter reduces the activity of other neurotransmitters in the brain.

Beta-blockers act directly on the cardiovascular system. They reduce any increase in heart rate and blood pressure that may arise as a result of stress.

Examiners should be aware of a breadth / depth trade off: one type in detail or both in less detail.

<b>AO1 Mark bands</b>
<b>4 marks Accurate and reasonably detailed</b> Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of drug therapy as a method of stress management. There is appropriate selection of material to address the question.
<b>3 marks Less detailed but generally accurate</b> Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
<b>2 marks Basic</b> Basic answer that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.
<b>1 mark Very brief / flawed or inappropriate</b> Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
<b>0 marks</b> No creditworthy material.