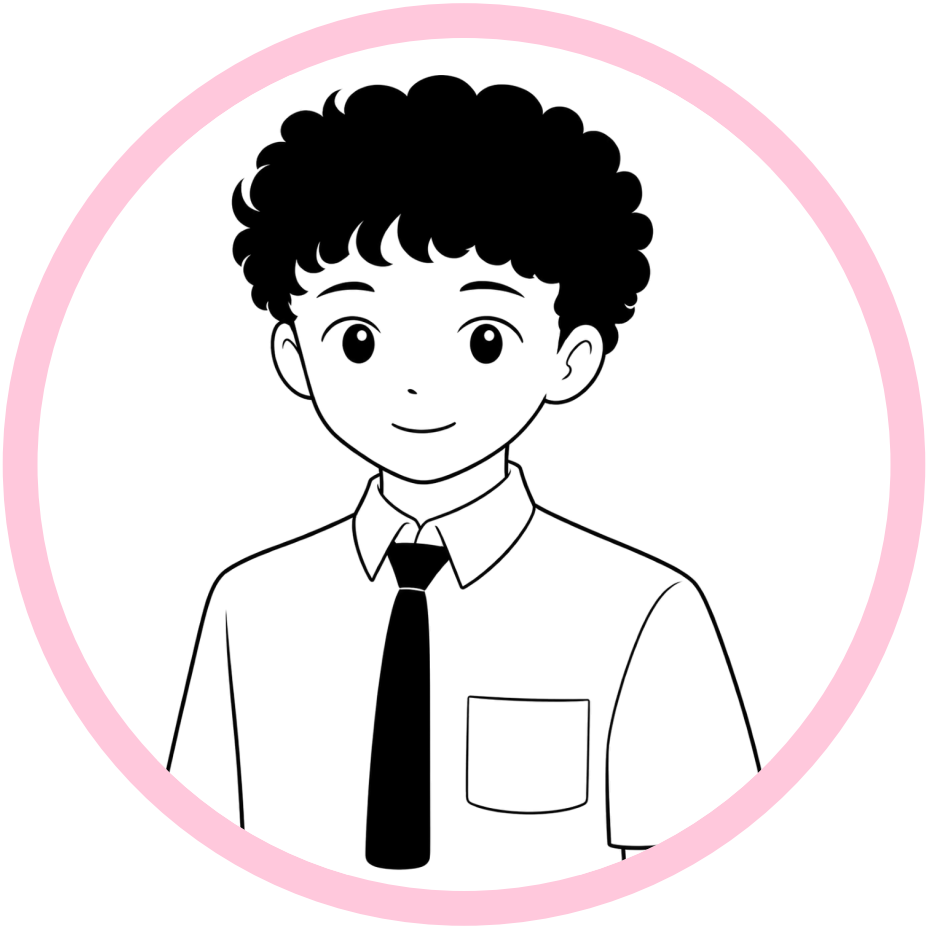
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.7 INDIVIDUAL DIFFERENCES IN STRESS

SCORE	PERCENTAGE
/72	%

STEMUP

These questions belong to AQA, not to us.

The examination questions, mark schemes and examiner reports in this pack were written and published by AQA. They are past assessment materials, reproduced here so that students can revise from them.

What we do not own

STEMUP is not affiliated with AQA and does not own, and makes no claim to own, any of the question, mark scheme or examiner report material in this pack. AQA has not endorsed, approved or been involved in the production of it. AQA and the qualification titles used here belong to their respective owners and appear for identification only.

Where to find the originals

AQA publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at aqa.org.uk before you revise, because content and wording can change between series.

If you hold the rights to any material in this pack and would like it amended or removed, contact admin@stemup.co.uk and we will act on it.

Q1.

[AO1 = 2]

2 marks – accurate outline with elaboration: an aspect of hardiness that sees change positively as an opportunity for personal growth and achievement, rather than negatively as a source of stress.

1 mark – brief or muddled outline.

Q2.

[AO1 = 6 AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of individual differences in responses to stress is accurate and generally well detailed. Discussion is thorough with effective use of material. 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 individual differences in responses to stress is evident. There are occasional inaccuracies. Discussion is apparent and use of material is mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge of individual differences in responses to stress is present. Focus is mainly on description. Any discussion or use of material is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge of individual differences in responses to stress is limited. Discussion/use of material 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.
	0	No relevant content.

Possible content:

- Type A – competitive, vulnerable to stress-related illness
- Type B – non-Type A, not vulnerable to stress-related illness
- Type C – cancer-prone personality (Eysenck)

STEMUP.CO.UK

- Hardiness and its defining characteristics – commitment, challenge, control
- Individual differences in biological responses to stress eg individual variability in levels of stress hormones produced.

Credit other relevant material, such as locus of control and gender, and Type D ('distressed') personality.

Possible discussion points

- Research evidence supporting the vulnerability of eg Type A to stress-related illness
- Research evidence not supporting such a relationship
- Conclusions that Type A is a mix of characteristics, some of which protect against stress-related illness
- Research evidence showing that high levels of hardiness can protect against the negative effects of stress
- Problems in identifying which components of hardiness are the most important in protecting against stress
- Gender differences in responses to stress (eg emotion v problem-focused coping)
- Underlying causes eg source of individual differences.
- Implications of accepting individual differences explanations, eg economic implications.

Credit other relevant material.

Q3.

(a) **[AO1 = 2, AO2 = 2]**

AO1

Up to two marks for a brief description of the role of the endocrine system in mediating and responding to stress. Credit: release of adrenalin and noradrenaline from the adrenal medulla, hypothalamic production of CRF and the release of ACTH from the pituitary leading to production of corticosteroids (cortisol) from the adrenal cortex.

AO2

Up to two marks for application of knowledge of the role of the endocrine system to Mannie and Jilly. It is likely that students will focus on the differing susceptibility to illness and the role of cortisol. In Mannie's case the prolonged stress reaction leads to heightened cortisol levels which, over time, lower the immunity and hence make her susceptible to colds. Jilly responds to stress in the immediate term but then her endocrine system activity returns to normal. Credit references to GAS.

(b) **[AO1 = 2, AO2 = 2]**

AO1

STEMUP.CO.UK

Up to two marks for an outline of relevant personal variables. Students are likely to choose one of the following variables:

- Type A personality versus Type B / C – Type A's show time urgency, competitiveness and are more prone to illness especially CHD
- Hardiness – hardy characters see stress as challenge, show commitment to society, work, relationships, etc, feel in control of own life
- Locus of control – having an internal locus of control tends to offer defence against the effects of stress.

One mark for a brief outline of a relevant variable. Two marks for an outline with some expansion / detail.

AO2

Up to two marks for discussion of how the variable (personality type, hardiness or locus of control) might explain the different responses of Mannie **and** Jilly.
Example: Mannie is probably a Type A personality which means that she tries to be over-controlling at work, cannot delegate responsibility to others and becomes easily angered and hostile – her personality leads her to experience more stress than Jilly who is probably a Type B (or C) who is less driven and less controlling and therefore less affected by stressful situations.
For full marks expect reference to both characters and the work context.

Q4.

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:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- 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:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

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

STEMUP.CO.UK

be explicit engagement with the stem.

AO2 Mark bands
4 marks Effective analysis of unfamiliar situation 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.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation that demonstrates knowledge of how personality factors can affect the body's response to stress.
2 marks Basic analysis of unfamiliar situation Basic explanation of how personality factors can affect the body's response to stress.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled, explanation of how personality factors can affect the body's response to stress demonstrating very limited knowledge.
0 marks No creditworthy material.

Q5.

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:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- 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:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

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.

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

Q6.

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

Level	Marks	Description
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

STEMUP.CO.UK

		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.

Q7.

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:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- 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:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

(a) **AO2 = 1**

Type A (Also credit if the candidate states - A / A Type / Personality Type A / Type A

STEMUP.CO.UK

Personality (TAP) / Type A Behaviour (TAB).

(b) **AO2 = 4**

People with TAB are more likely to suffer the negative effects of stress. Mark's behaviour patterns make him more prone to stress-related illnesses such as CHD, raised blood pressure etc. He is more likely to have his "fight or flight" response set off by things in the environment. As a result he is likely to have the stress hormones present, which over a long period of time leads to a range of stress-related illnesses. A purely psychological answer can not get credit, however, if it is clearly underpinned by the physiology of a Type A person it can get credit.

4 marks Effective analysis of unfamiliar situation Effective explanation that demonstrates sound knowledge of how personality factors can affect the body's response to stress and explains how Mark might respond.
3 marks Reasonable analysis of unfamiliar situation Reasonable explanation of how personality factors can affect the stress response.
2 marks Basic analysis of unfamiliar situation Basic explanation of how personality factors can affect the stress response.
1 mark Rudimentary analysis of unfamiliar situation Rudimentary, muddled consideration of how personality factors can affect the stress response, demonstrating very limited knowledge.
0 marks No creditworthy material.

Q8.

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:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO2 = 1**

Harry shows typical Type A behaviour.

AO2 = 3

The behaviour of such personality types makes them more prone to stress-related illnesses such as CHD, raised blood pressure etc. Such people are more likely to have their "flight or fight" response set off by things in their environment. As a result they are more likely to have the stress hormones present, which over a long period of time leads to a range of stress-related illnesses.

Alternatively an answer that focuses on psychological effects of stress could be credit-worthy (eg depression).

(b) **AO3 = 2**

Candidates can offer a generic method such as questionnaire or interview, they

STEMUP.CO.UK

could offer a specific method such as the Jenkins Activity Survey, or they could describe the methods used by specific researchers such as Friedman & Rosenman. 1 mark for brief identification or outline of a method and a further mark for elaboration, or 2 marks for a detailed description of the way it is measured. For example, psychologists use interviews to measure Type A behaviour (1 mark) Friedman & Rosenman kept on interrupting their participants to see how they would react (further mark for elaboration).
Reference to methods involving measuring blood pressure, or taking blood samples are not credit-worthy as measures of Type A.

Q9.

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:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- 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:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

AO1 = 5

The specification includes Type A behaviour (TAB), the research based on the study by Friedman & Rosenmann, but candidates may also mention the other types such as Type B, Type C and Type D. They may also include Kobasa's Hardy Personality, or locus of control.
Typically, TAB is characterised by aggression and competitiveness. These are people who are driven to succeed and cannot tolerate failure. Such people show a stress response that is much stronger than Type Bs and it also occurs more often. People exhibiting TAB are more likely to suffer CHD.

AO1 Knowledge and understanding
5 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of personality factors influencing the way people respond to stress. There is appropriate selection of material to address the question.
4 – 3 marks Less detailed but generally accurate Less detailed but generally accurate answer that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.
2 marks Basic 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.
1 mark Very brief/flawed or inappropriate

STEMUP.CO.UK

Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Q10.

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:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) **AO1 = 2**

Up to 2 marks for an outline of what is meant by Type A behaviour. This could include descriptions of the specific behaviours such as; aggression and ambition, very competitive and always playing games to win, impatience and trying to do more than one thing at a time. 2 marks for 2 traits or 1 well elaborated trait.

(b) **AO3 = 2**

Up to 2 marks for an outline of a method that has been used. 1 mark for an identification of a relevant method and a further mark for elaboration. Candidates could offer generic methods, eg questionnaire, interview, observation, or they could offer a specific method such as the Jenkins Activity Survey; Bortner Scale.

STEMUP.CO.UK

Q3.

(a) There were many well-informed and exceptionally detailed responses to this part of the question, such that a fair number of students gained full marks here. Occasionally, the application was focused on just one character rather than both as required in the question. Weak responses appeared to be built on fairly flimsy knowledge of fight or flight and thus did not include any meaningful explanation of why Mannie regularly became ill.

(b) Both aspects of this part of the question were usually well done, although not all answers were linked explicitly to workplace stress. A number of students who tried to offer hardiness as a personal variable seemed unaware of the three elements of hardiness; challenge, commitment, and control. Those who had a sound grasp of the concept of hardiness tended to score well on application as at least one of the three elements could be linked to Mannie / Jilly.

Q4.

Most students correctly identified Roy as being Type B and Mick as Type A.
Research can refer either to theory or study; either would have been acceptable. Using knowledge of the role of constantly raised levels of adrenaline and the impact this might have on Mick's heart would have been creditworthy. Also, using research such as the Friedman and Rosenman study linking Type A with CHD would have received credit. However, many students missed the specific link of personality with stress and instead gave a more generic stress and illness answer.

Q5.

Although there were some excellent, detailed answers that demonstrated very good understanding of these two methods, few were able to produce a coherent comparison of the methods. Better answers were able to refer back to the measurement of specific personality types, even though this was not necessary. For example in an interview, body language may be observed such as finger tapping.

There was some confusion among weaker students who seemed to think that questionnaires could only use closed questions and interviews only use open questions. There was also some misperception as to the meaning of social desirability: this could occur in either method. There was also a tendency for some students to speculate on Georgia's personality type rather than on the research methods themselves.

Q6.

The multiple requirements of this question evidently caused difficulties for some who focussed much more on one concept than the other. It was also apparent in some answers that students would rather discuss the effects of Type A personality than locus of control and hardiness. Where it did appear, discussion tended to focus on evidence rather than on the concepts, with same evaluation points repeated several times but in relation to different studies. Such a strategy made for a fairly limited discussion since the focus of the answer shifted significantly from the question asked.

Q7.

Almost all candidates correctly identified Mark as being Type A. However, few were then

STEMUP.CO.UK

able to explain in terms of physiology, how this type of personality responds to stress. What was missing from most answers was any understanding of how this personality responds to stress and how they have an increased risk of CHD and other stress related illnesses. Some candidates described the Friedman and Rosenman study in detail, but failed to apply their knowledge to this question.

Q8.

(a) Clearly candidates knew how to describe Type A personality but the skill of applying this knowledge and demonstrating an understanding of why this links to the negative effects of stress was beyond many. This is a classic example of how the assessment of learning has changed on the new specification; but some centres do not seem to be aware of this (perhaps the same centres who do not have access to these reports?) Students could describe in detail the personality type but were not in the possession of the skills to apply their knowledge; candidates rarely explained the link between Type A personality and the negative effects.

(b) Most candidates could identify a relevant method of measuring personality type eg questionnaire, interview etc. A significant number were able to offer excellent detailed answers of the exact methods that Friedman and Rosenman used, eg interviews where they were frustrated/interrupted to measure hostility.

Q9.

Candidates were good at describing personality factors (Type A / B, Hardy Personality, etc) but were much less successful at linking these factors to stress. It was as if they missed the part of the question that asked for the way people respond to stress. Better candidates understood the direction of the effect that personality type can have on stress and were able to support it with relevant research. Some candidates confused personality factors with coping styles, which was not credit-worthy.

Q10.

A straightforward question with most candidates gaining full marks for part (a). However, simply naming a method in part (b) was not sufficient for both marks, some elaboration was required. Better answers were able to not only name the interview method but also note that researchers could also look at body language such as tapping the table with fingers when impatient as an indication of Type A.

STEMUP.CO.UK