

Mark schemes

Q1.

[AO3 = 2]

2 marks for a clear, coherent limitation.

1 mark for a limited/partial/muddled limitation.

Possible limitations:

- side effects, eg benzodiazepine side effects include unsteadiness, cognitive impairment; beta blocker side effects include tiredness, psychotic symptoms such as hallucinations
- Benzodiazepines are addictive – even at low doses – withdrawal symptoms occur when people stop taking them
- drugs mask the symptoms rather than deal with the external cause
- ethical issues, for example, control of agitated/distressed patients in care settings
- not suitable for long-term use.

Credit other relevant limitations.

[2]

Q2.

[AO1 = 2 AO3 = 2]

AO1

1 mark for a valid example of instrumental support and **1 mark** for a valid example of emotional support.

To be creditworthy the example should be a specific supportive behaviour appropriate for someone in a stressful situation and should clearly state/indicate which is instrumental and which is emotional.

Instrumental support, eg preparing family meals for someone who is stressed and struggling to cope with household responsibilities.

Emotional support, eg listening to/consoling/sympathising with a friend who is stressed after a relationship breakdown.

Credit other valid examples.

Examples will probably be embedded in the analysis of the difference.

AO3

2 marks for a clear and coherent explanation of the difference which clearly conveys the notion of practical assistance versus non-practical assistance directed at enhancing mood.

1 mark for a limited/partial explanation of the difference.

0 marks no relevant content.

Content:

Instrumental support involves the giving of practical support by physically helping or giving some kind of practical advice to improve the situation better whereas emotional support involves listening, expressing concern, empathy, affection to make the stressed person feel better.

[4]

Q3.**[AO3 = 8]**

Level	Marks	Description
4	7-8	Evaluation of drug therapy as a way of managing stress is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	5-6	Evaluation of drug therapy as a way of managing stress is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	3-4	Evaluation of drug therapy as a way of managing stress is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1-2	Evaluation of drug therapy as a way of managing stress is limited and poorly focused. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible evaluation:

- use of evidence to support/contradict effectiveness of drug therapy, eg beta-blockers for short-term stress (Kelly, 1980); comparison of BZs and placebo (Baldwin, 2013); meta-analysis of BBs for hypertension (Lindholm, 2005)
- comparison with alternatives, eg stress inoculation and biofeedback
- long-term v short-term use – side effects of BZs, eg drowsiness, weight gain, paradoxical effects, dependency – the need to balance costs and benefits
- individual differences, eg in long-term users of BZs (Zandstra, 2004)
- better to focus on cause than just treat symptoms
- implications for the patient and family, and for the economy; reasoned discussion of cost/time
- broader debates, eg reductionism.

Credit other relevant material.

[8]

Q4.**[AO1 = 6 AO2 = 4 AO3 = 6]**

Level	Mark	Description
4	13-16	Knowledge of gender differences and the role of social support is accurate and generally well detailed. Application to the stem is effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent and focused. Specialist terminology is used effectively.
3	9-12	Knowledge of gender differences and the role of social support is evident but there are occasional inaccuracies/omissions. Application/discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.
2	5-8	Limited knowledge of gender differences and the role of social support is present. Focus is mainly on description. Any discussion/application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. OR one aspect at L3/4.
1	1-4	Knowledge of gender differences and the role of social support is very limited. Application/discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. OR one aspect at L1/2.
	0	No relevant content.

Possible content:

- differences in men's and women's responses to stress – fight and flight versus tend and befriend
- differences in men's and women's coping strategies – emotion-focussed versus problem-focussed
- types of social support: instrumental (practical assistance), emotional (listening to/empathy), esteem (positive bolstering to increase self-esteem), informational (provision of knowledge), appraisal (enhancing understanding)
- interaction between gender and preferred type of social support.

Possible application:

- Beth and Oscar have different stressors – hers is family, his is work
- Beth and Oscar have different reactions to their stress – her response is emotional - she worries, his response is more problem-focused – he plans
- Oscar uses instrumental support – practical help from friends
- Beth uses emotional support – friends cheer her up.

Possible discussion:

- use of evidence to support discussion – eg findings that men and women react to stress differently or use different types of social support; evidence for tend and befriend
- role of oxytocin to explain differences in men's and women's responses
- cultural/age-related differences in social support, eg role of extended family versus peers
- appropriateness of social support depends on context/circumstances – role constraint theory differences occur because men and women have different stressors
- buffering hypothesis – indirect link between social support and stress
- mediating effect of social skills – individuals with better social skills are more able to benefit from social support.
- Research may exaggerate differences between men's and women's responses to stress and how they cope with stress (alpha bias)

Credit other relevant material.

[16]

Q5.

[AO2 = 4]

Level	Mark	Description
2	3-4	Explanation of how biofeedback could be used to help Nadine manage her stress is clear and appropriate. There is appropriate use of specialist terminology.
1	1-2	Explanation is limited, muddled or inappropriate. Use of specialist terminology is absent or inappropriate.
	0	No relevant content.

Possible application:

- therapist would focus on Nadine's physiological symptoms such as heart pounding and headaches
- recording devices could be attached to Nadine's chest to measure her heart rate and to the muscles at the back of her neck to measure muscle tension
- normally occurring downward fluctuations in her heart-rate/muscle tension would be conditioned with either visual or auditory reward as positive reinforcement, eg icon of a happy face or hearing spoken 'Well done'
- using operant conditioning over a number of sessions, Nadine would be trained to lower her own stress response using the feedback about her heart rate and muscle tension at the back of her neck.

Credit other relevant material.

[4]