

# Pearson BTEC Level 3 National in Applied Psychology

## Unit 3: Health Psychology



## Sample Assessment Materials (SAMs)

*For use with Extended Certificate in Applied Psychology*

*First teaching from September 2018*

Issue 1

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Please check the examination details below before entering your candidate information

Candidate surname					Other names					
Pearson BTEC Level 3 Nationals Extended Certificate	Centre Number					Learner Registration Number				
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<b>Sample Assessment Materials</b>										
Time: 2 hours					Paper Reference <b>21331L</b>					
<b>Applied Psychology</b> <b>Unit 3: Health Psychology</b>										
You do not need any other materials.									Total Marks	

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 70.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**SECTION A**

Read the following scenario carefully. The questions in this section relate to this scenario.

Answer ALL the questions in the spaces provided.

**Scenario A**

Simon is a 23-year-old male who loves playing video games. His favourite game is a football game. He usually plays for a few hours after work at night, and the weekend, but his girlfriend Jane has recently noticed that he's been taking more days off from work to play the game. She became more concerned when she noticed significant amounts of money had disappeared from their joint bank account, money that Simon spent on the game.

When questioned, Simon said he spent the money on 'player upgrades' but had only purchased one at the start. Jane asked why he continued to buy upgrades and he explained that he was sure he would get some good players soon. He added that the game was trying to deliberately mess with him by not giving him good players.

Simon also said that he watched online clips of the best gamers, stating they had bought the upgrades and won all of the games after, so he was sure that the next player upgrade purchases would give him better results.

When Simon tried to stop spending money on the player upgrades, he became irritable, moody and secretive.

Realising that she was getting nowhere with Simon, Jane went to see his mother who didn't seem to think that there was a problem. She played the lottery every week, sometimes winning, and also liked to gamble on football matches at the weekend. His mother believed she had never had any issues with money.

Simon continued spending even more money on player upgrades, and Jane, after a number of arguments, told Simon that if he didn't sort this problem out then she was going to leave him. Simon had also received warnings from his manager at work who was concerned about his attendance and warned him that he could lose his job if it did not improve. Faced with losing both his girlfriend and his job, Simon finally decided to go to his doctor who suggested that he might have an addiction.

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1 Griffiths' model identified six characteristics of addiction.

Give **two** of these characteristics.

(2)

1 .....

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2 .....

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**(Total for Question 1 = 2 marks)**

2 Identify **two** examples of behaviour from the scenario that suggest that Simon is addicted.

(2)

1 .....

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2 .....

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**(Total for Question 2 = 2 marks)**

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3 The Health Belief Model identifies concepts that indicate the likelihood of an individual adopting a health behaviour.

(a) Explain how **one** of these concepts could predict Simon's future gambling behaviour.

(3)

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(b) Explain **two** weaknesses of the Health Belief Model.

(4)

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2 .....

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**(Total for Question 3 = 7 marks)**

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## SECTION B

Read the following scenario carefully. The questions in this section relate to this scenario.

Answer ALL the questions in the spaces provided.

**Scenario B**

Joe is a 30-year-old car salesman with his own business. He started smoking a few cigarettes a day at the age of 18. All of his friends already smoked. His mother and father also smoke. More recently he has found that he is smoking 20 cigarettes a day and sometimes more. He has watched anti-smoking adverts, and seen pictures on cigarette packets. He knows that smoking is bad for him and he has tried many times to give up, with little success. Every time he tries to quit he has found that he gets anxious, and moody and always gives in to the cravings. Joe also finds his job increasingly stressful and that having a cigarette seems to make him feel more relaxed, though more recently this isn't working.

Joe currently has a cough that has lasted for over a week and he has begun to notice that he gets out of breath more easily. His doctor has suggested that his smoking habit may be a cause of this and has advised Joe to give up smoking. His family agreed with the doctor.

Joe knows that he needs to give up, but has admitted that he doesn't seem to have the willpower. His doctor provided Joe with information about different methods that could help him to quit smoking for good, including one about aversion therapy.

- 5 Psychology can help us understand why people who try to give up smoking may relapse.

Define what is meant by relapse.

(1)

(Total for Question 5 = 1 mark)

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6 The Biological approach suggests that behaviour is determined by internal factors such as hormones, genes and brain structure.

Explain why Joe may relapse, using the biological approach.

(3)

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**(Total for Question 6 = 3 marks)**

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7 Janis and Feschbach (1953) suggested that fear arousal is important in persuading people to change their behaviour.

Explain how fear arousal can be used to persuade Joe to give up smoking.

(3)

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**(Total for Question 7 = 3 marks)**

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8 Aversion therapy is one method used to treat addiction. However health professionals use it less than other methods because of some concerns.

Explain **two** ethical concerns with using aversion therapy to treat Joe's smoking addiction.

(4)

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2 .....

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**(Total for Question 8 = 4 marks)**

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## SECTION C

Read the following scenario carefully. The questions in this section relate to this scenario.

Answer ALL the questions in the spaces provided.

## Scenario C

Anna is a 32-years-old single mother of three children. She was married for 10 years but they broke up last year after a series of arguments. Anna was a stay-at-home mum, but has had to go back to work part time at a local factory. She finds the work boring and repetitive but works overtime to make sure she has enough money to provide for her children.

Recently, she has taken a number of sick days due to various minor illnesses, which she doesn't seem to be able to shake off, and her workplace called her in for a meeting about her attendance and referred her to occupational health. The thought of the meeting made her anxious, and she found that she didn't want to eat anything and always felt as though her heart was racing. She was also finding it difficult to sleep.

However, later that week, her meeting with occupational health went well, and they used self-reports to determine whether she is showing signs of stress. They also suggested a number of ways of coping with stress.

Feeling a little more hopeful, Anna drove to work next day only for her car to break down, leaving her in tears.

10 Identify **one** example of a stressor in Anna's life.

(1)

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**(Total for Question 10 = 1 marks)**

11 (a) Explain a role adrenaline plays in the stress response.

(2)

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(b) Explain **one** weakness of suggesting stress is a purely physiological response.

(3)

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(c) Anna has had a number of minor illness, resulting in her taking time off from work.

Explain how stress could be a factor in Anna's high number of illness.

(3)

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**(Total for Question 11 = 8 marks)**

12 Explain **one** strength and **one** weakness of using self-reports to measure Anna's levels of stress.

(6)

Strength

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Weakness

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**(Total for Question 12 = 6 marks)**

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## Unit 3: Health Psychology – Sample mark scheme

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### 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.
- Mark 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 mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark 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 mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

### Specific marking guidance for levels-based mark schemes

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts: indicative content and levels-based descriptors. Indicative content reflects specific content-related points that learners might make.

Levels-based descriptors articulate the skills that learners are likely to demonstrate in relation to the skills being assessed in the question. The levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches learners' 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 level descriptor, and will be modified according to how securely all traits are displayed at that band.

## Section A

Question Number	Answer	Mark
1	<p>Award <b>one</b> mark for a correctly identified characteristic of addiction.</p> <p>Any <b>two</b> of the following, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Tolerance</li> <li>• Withdrawal</li> <li>• Mood regulation</li> <li>• Physical and psychological dependence (salience)</li> <li>• Relapse</li> </ul>	(2)

Question Number	Answer	Mark
2	<p>Award <b>one</b> mark for each appropriate example from the scenario that suggests that Simon is addicted.</p> <p>Any <b>two</b> of the following, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• Simon continued buying an even greater number of player upgrades and spending more money. (1)</li> <li>• Simon was irritable and moody when he tried to stop buying player upgrades. (1)</li> <li>• Simon was having a number of arguments about his behaviour with his girlfriend Jane. (1)</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question Number	Answer	Mark
3(a)	<p>Award <b>one</b> mark for appropriate identification of a concept from the Health Belief Model and up to <b>two</b> marks for appropriate linked justification.</p> <ul style="list-style-type: none"> <li>• Perceived seriousness is the belief about the severity of an action (1) so if Simon believes he could lose his job and girlfriend he would have high perceived seriousness (1) and this level may lead to him stopping gambling (1)</li> <li>• Perceived benefits is an opinion of the usefulness of a new behaviour (1) so if Simon see high perceived benefits such as keeping his job (1) this would make him more likely to stop gambling (1)</li> <li>• External cues to action are events such as adverts which may change behaviour (1) Simon may watch gambling adverts which show people winning all the time (1) and this means he may believe he will win and then carry on gambling (1)</li> <li>• Self-efficacy is the belief in your own ability to give up the behaviour (1) so if Simon has low levels of self-efficacy he will not believe he has the ability to give up gambling (1) this means he is unlikely to even try and therefore carry on gambling (1)</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question Number	Answer	Mark
3(b)	<p>Award <b>one</b> mark for each appropriate identified weakness of the Health Belief Model and <b>one</b> mark for a explanation up to a maximum of <b>four</b> marks.</p> <p>Any of the following:</p> <ul style="list-style-type: none"> <li>• The health belief model does not advance knowledge of how to treat a condition once a person develops it (1) it only helps development of educational programmes to change behaviour (1)</li> <li>• The health belief ignores other factors that may influence behaviour (1) as it does not account for the effect social/religious/personal factors have on behaviour (1)</li> <li>• The health belief model assumes that people's behaviour is rational (1) and therefore ignores the role emotion plays in health related behaviours (1)</li> <li>• Research has shown limited ability to predict behaviour (1) which limits the usefulness of the model (1)</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question Number	Indicative content	Mark
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>Approaches:</p> <ul style="list-style-type: none"> <li>• The learning approach would suggest that Simon's behaviour is due to observation and imitation of role models as his mother was also a gambler and could be seen as his role model</li> <li>• It may be that his mum won money on the national lottery, which would be vicarious reinforcement, and would make his behaviour more likely to continue.</li> <li>• The learning approach would suggest that reinforcement would be the reason Simon continued gambling, as often gambling produces variable reinforcement schedules which mean behaviours are more likely. For example, Simon got a good set of players in his first player upgrades, but hasn't got one since but he may get one later. This is variable reinforcement as the rewards are not consistent.</li> <li>• Operant conditioning explains the maintenance of addiction through the deliberate use of variable ratio schedules of reinforcement; giving it face validity and suggesting it is useful explaining Simon's behaviour.</li> <li>• The cognitive approach would suggest that Simon's behaviour is due to irrational verbalisation and cognitive bias/use of heuristics, rather than observation and imitation.</li> </ul> <p>Limitations:</p> <ul style="list-style-type: none"> <li>• The cognitive approach would suggest that the learning approach is too simplistic and doesn't take into account cognitive processes such as cognitive bias and heuristics.</li> <li>• Operant conditioning it is a simplistic theory which doesn't take into account individual differences in gambling behaviour, lowering its effectiveness.</li> <li>• Griffiths (1984) found that gamblers made more irrational verbalisations than non-gamblers, suggesting cognitions are important in gambling behaviour, meaning the learning approach is not a complete explanation for gambling behaviour, lowering its effectiveness</li> </ul>	(9)

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated knowledge and understanding, there be major gaps or omissions</li> <li>• Few of the points made will be relevant to the context in the question</li> <li>• 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.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear</li> <li>• Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough/detailed knowledge and understanding</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links</li> <li>• Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion.</li> </ul>

## Section B

Question Number	Answer	Mark
5	<p>Award <b>one</b> mark for an appropriate definition of relapse:</p> <ul style="list-style-type: none"> <li>• A tendency to return to the behaviour after seemingly being cured.</li> <li>• A return to the behaviour after some time.</li> </ul> <p>Accept any other appropriate response.</p>	(1)

Question Number	Answer	Mark
6	<p>Award <b>one</b> mark for identification of a biological reason for relapse and up to <b>two</b> marks for appropriate justification.</p> <ul style="list-style-type: none"> <li>• When smokers try and quit smoking they are faced with withdrawal symptoms (1), Joe may experience anxiety and irritableness (1) therefore he may restart smoking as a way of eliminating these symptoms (1).</li> <li>• Addiction may cause permanent brain changes and memories of cigarettes (1) if Joe gets reminded about smoking such as being with friends/ at a pub small amounts of dopamine are released (1) which leads to him to want more dopamine and to get this he may start smoking again (1).</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question Number	Answer	Mark
7	<p>Award <b>one</b> mark for identification of a fear arousal method and up to <b>two</b> marks for appropriate justification.</p> <ul style="list-style-type: none"> <li>• Joe could look at pictures on cigarette packets which show diseased body parts (1) this may produce a medium level of fear which is most effective (1) which would mean that Joe would take more notice of the message and be persuaded stop smoking (1).</li> <li>• Joe could watch shocking adverts which show gruesome images showing the consequences of smoking (1) as high levels of fear arousal can be effective in persuasion if they also show ways to stop smoking (1) as they will raise Joe's levels of self-efficacy meaning he will feel he can stop (1).</li> <li>• Fear arousal would suggest that medium levels of fear are effective in persuading Joe to change his behaviour (1) one way to achieve this is by showing Joe the consequences of their behaviour (1) Joe could watch adverts which show how smoking can affect the lungs (heart, cause cancer) (1).</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question Number	Answer	Mark
8	<p>Award <b>one</b> mark for an appropriate identified ethical concern linked to the content (up to a maximum of <b>two</b> marks) and <b>one</b> mark for linked justification, up to maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• One ethical problem with aversion therapy is that you are creating a situation where Joe may be sick due to the emetic/electric shock (1) this may cause possible harm to the participant (1)</li> <li>• One ethical concern is that aversion therapy may increase anxiety (anger/hostility) in Joe (1) which could hinder treatment and might end up doing more harm to Joe rather than help him (1)</li> <li>• One ethical problem is that it can be used as a means of control (1), because behaviour such as smoking is seen as undesirable by society so needs to be controlled (1)</li> </ul> <p>Accept any other appropriate response.</p>	(4)

Question Number	Indicative content	Mark
9	<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>Learners can refer to behavioural and/or physiological reasons of adherence and/or non-adherence.</p> <p>Learners will look at benefits and limitations of the different methods.</p> <p><u>Nicotine patches:</u></p> <ul style="list-style-type: none"> <li>• Joe's doctor can give him nicotine patches to lessen the severity of his withdrawal symptoms, as side effects are one of the reasons why people fail to give up smoking.</li> <li>• Joe's doctor would need to give him patches on prescription to keep down the cost as financial barriers may stop him from maintaining this behaviour, lowering the effectiveness of nicotine patches.</li> <li>• Joe's doctor needs to make sure he has a trusting relationship with Joe as this means that he is more likely to listen to him and heed his advice.</li> </ul> <p><u>Social support:</u></p> <ul style="list-style-type: none"> <li>• Increased social support can improve the likelihood of Joe giving up, so he can make sure that his family/friends help him quit.</li> <li>• His doctor can use positive reinforcement by sending him well-done cards/ or use financial incentives, after a certain amount of time without a cigarette.</li> </ul> <p><u>Drugs:</u></p> <ul style="list-style-type: none"> <li>• Joe's doctor may give him anti-depressants as research has shown that these have a positive effect on adherence to advice.</li> <li>• However, drugs may lead to a drug-related addiction, or may have side effects.</li> </ul> <p><u>Self-reports:</u></p> <ul style="list-style-type: none"> <li>• Self-reports are the research method that are used to try and find out whether methods of adherence work, and demand characteristics and dishonesty may distort findings, lowering the validity.</li> <li>• Also it is very difficult define and measure non adherence/adherence which means that research cannot check reliably whether a particular method helps adherence or not.</li> <li>• Bulpitt et al (1988) found that side effects are the major reason for non-adherence suggesting nicotine patches to reduce side effects may be most effective method, however using</li> </ul>	(9)



	<p>anti-depressants may be less effective as these may produce side effects, lowering effectiveness.</p> <ul style="list-style-type: none"> <li>Using behavioural methods such as positive reinforcement are too simplistic for behaviours that are complex, and ignores free will and individual differences, and it is likely a combination of methods rather than one may be more effective.</li> </ul>	
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Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> <li>Demonstrates isolated knowledge and understanding, there be major gaps or omissions</li> <li>Few of the points made will be relevant to the context in the question</li> <li>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.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor</li> <li>Some of the points made will be relevant to the context in the question, but the link will not always be clear</li> <li>Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Demonstrates mostly accurate and thorough/detailed knowledge and understanding</li> <li>Most of the points made will be relevant to the context in the question, and there will be clear links</li> <li>Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion.</li> </ul>

## Section C

Question Number	Answer	Mark
10	<p>Award <b>one</b> mark for an example of a stressor from the scenario.</p> <ul style="list-style-type: none"> <li>• Anna recently got divorced</li> <li>• Anna's car broke down which made her cry</li> <li>• Anna's job is boring and repetitive</li> <li>• She doesn't have a lot of money and has to work overtime</li> </ul> <p>Accept any other appropriate response.</p>	(1)

Question Number	Answer	Mark
11(a)	<p>Award <b>one</b> mark for role of adrenaline and <b>one</b> mark for appropriate linked expansion.</p> <ul style="list-style-type: none"> <li>• Adrenaline gets the body ready for the fight or flight response (1) through the arousal of the sympathetic nervous system and reduced activity in the parasympathetic system (1).</li> <li>• Adrenaline prepares the body for physical action (1) by increasing the blood supply to the muscles through dilated arterioles (1).</li> <li>• Adrenaline ensures a quick response to the stressor (1) by increasing available oxygen to the brain through increased respiration (1).</li> </ul> <p>Accept any other appropriate response.</p>	(2)

Question Number	Answer	Mark
11(b)	<p>Award <b>one</b> mark for identification a weakness and up to <b>two</b> marks for linked justification.</p> <ul style="list-style-type: none"> <li>• The physiological approach doesn't take into account how people interpret stressors, (1) what one person may find stressful another may not see it as stressful at all (1) this suggests that the physiological approach is not a complete explanation (1)</li> <li>• The physiological approach doesn't take into account different types of personality (1) this means that some people can cope better with stress than others (1) these personality types will produce less adrenaline and have lower levels of stress (1).</li> <li>• The physiological approach is too simplistic (1) as everybody responds to stress and stressors differently (1) this suggests a role for cognitions in the stress response (1)</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question Number	Answer	Mark
11(c)	<p>Award <b>one</b> mark for identification of a link between stress and ill health and up to <b>two</b> marks for linked justification.</p> <ul style="list-style-type: none"> <li>• Stress can reduce the effectiveness of the immune system (1) as corticosteroid production during stress means that Anna cannot fight off Antigens effectively (1) meaning that she will be more susceptible to infections (1).</li> <li>• Stress can have an indirect effect on illness (1) as Anna may increase bad habits such as drinking/lack of sleep (1) these habits will increase the frequency of illnesses/(lead to poorer health) (1).</li> <li>• High levels of stress can place increased strain on the circulatory system (1) this will mean that Anna's heart rate may increase (1) which may make it more likely that she will suffer from high levels of cholesterol/(heart disease) (1).</li> </ul> <p>Accept any other appropriate response.</p>	(3)

Question Number	Answer	Mark
12	<p>Award <b>one</b> mark each for an appropriate strength and weakness linked to the context and up to <b>two</b> mark for appropriate justification for each one, up to a maximum of <b>six</b> marks.</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>• Anna’s responses will allow for the collection of quantitative data (1) which means that it will be easy to find and compare patterns in her behaviour (1) this will increase the reliability of using self-reports for stress measurement (1)</li> <li>• Anna will not have to interpret any of the questions on the self-report scales (1) as they use checklists which are standardised and use closed questions (1) this means that results would be consistent over time increasing reliability (1)</li> <li>• Research has found that some scales are better for measurement than others (1) Kanner (1967) found that daily hassles such as Anna’s car breaking down are a better predictor of stress than life events (1) suggesting that daily hassles scales are more useful than others (1)</li> </ul> <p><u>Weaknesses</u></p> <ul style="list-style-type: none"> <li>• Self-reports may not provide truthful answers from participants (1) as Anna may not reveal all that has happened in her life due to embarrassment (1) this will lower the validity of self-reports to measure Anna’s levels of stress. (1)</li> <li>• Events on a life event scale will have different meanings to Anna than they would to another person (1), for example Anna may hate Christmas and find it stressful whereas other people may not (1) which means that self-reports are subjective and lack validity. (1)</li> </ul> <p>Accept any other appropriate response.</p>	(6)

Question Number	Answer	Mark
13	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Locus of control can be internal which means that people believe that they are in control of their own lives whereas external locus of control is where people believe that other forces outside of their control affect their lives.</li> <li>• Anna may believe that she has no control over the events that have happened in her life such as her divorce, and her job situation, which means she has an external locus of control. If Anna has an external locus of control she may believe that there is no point overcoming stressful events and therefore finds it more difficult to cope, or avoid them in the future; meaning she has high stress levels.</li> <li>• Anna may believe that she can take control of her environment such as change jobs and therefore has an internal locus of control. This means that Anna will try and problem-solve her current issues and use coping behaviours, which may help her prepare better for stressful events, or avoid them in the future, lowering her stress levels.</li> <li>• Krause (2006) found that people with extreme internal locus of control beliefs engage in coping behaviours which meant they experiences fewer stressful events than people with extreme external locus of control.</li> <li>• If Anna had an extreme internal locus of control she would show lower stress levels, than if she had an extreme external. However, those with extreme internals may not be able to cope with stressors that cannot be avoided. For example, Anna’s car broke down and she broke down in tears suggesting poor coping strategies suggesting she may have an extreme external locus of control.</li> <li>• Aberousie et al (1994) found a positive correlation between locus of control and academic stress suggesting those with external beliefs are more stressed than those with internal beliefs.</li> </ul>	(6)

Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions</li> <li>• Few of the points made will be relevant to the context in the question</li> <li>• Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear</li> <li>• Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and detailed knowledge and understanding</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links</li> <li>• Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.</li> </ul>

Question Number	Indicative content	Mark
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> <ul style="list-style-type: none"> <li>• Benzodiazepines slow down activity of the CNS and enhance activity of GABA.</li> <li>• Beta blockers slow down the sympathetic branch of the ANS by reducing adrenaline.</li> <li>• Anna could use drug therapy to help her reduce her levels of stress such as Benzodiazepines (BZs) or Beta Blockers. If Anna's amount of adrenaline is reduced then this will reduce blood pressure and heart rate meaning she will feel calmer.</li> <li>• Stress Inoculation Therapy looks to replace irrational and negative thoughts with more positive thoughts, which will reduce the effects of stress.</li> <li>• Anna could use Stress Inoculation therapy to reduce her stress levels. She will go through three stages: Conceptualisation, Skill Acquisition and Application to real life situations.</li> <li>• Biofeedback is where people are given information about heart rate, or muscle tension and use strategies to reduce stress levels. When using Biofeedback Anna will be told that she is clenching her jaw, or her heart rate is high and then she would use muscle relaxation or meditation to reduce the stress.</li> <li>• Social support can involve emotional support which helps Anna raise her self-esteem, or informational which will give advice, and guidance about how to solve a problem. Anna should have social support to help her manage her stress levels such friends providing companionship, or giving her advice about changing her job.</li> <li>• One advantage of using drug therapy is that it is quicker to act than some other treatments such as CBT meaning that stress levels can be reduced more quickly.</li> <li>• However drug therapies only treat the symptoms not the cause so the symptoms may reappear when Anna stops taking the drugs, suggesting other methods such as Stress Inoculation Therapy may be better.</li> <li>• Drugs also produce side effects such as depression, aggression and short term memory loss, which may stop Anna completing the course, or even increase stress.</li> <li>• SIT does not have any side effects that might be seen with drug therapy, and has no problems with addiction or withdrawal, suggesting it may be a more effective therapy than drug therapies.</li> </ul>	(9)

	<ul style="list-style-type: none"> <li>• SIT also addresses the root cause of the problem rather than just removing symptoms meaning that it should have longer lasting effects than other therapies such as drugs.</li> <li>• However, it is more time consuming and expensive than drug therapy, and takes weeks or months to take effect which may not be convenient to Anna.</li> <li>• One problem with biofeedback is that it uses technological equipment and so it is expensive, and has been seen to no more effective than just learning muscle relaxation techniques.</li> </ul>	
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Level	Mark	Descriptor
Level 0	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates isolated elements of knowledge and understanding, with major gaps or omissions</li> <li>• Few of the points made will be relevant to the context in the question</li> <li>• Limited evaluation which contains generic assertions leading to a conclusion that is superficial or unsupported.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding, with few minor omissions</li> <li>• Some of the points made will be relevant to the context in the question, but the link will not always be clear</li> <li>• Displays a partially developed evaluation that considers some different competing points, although not always in detail, leading to a conclusion which is partially supported.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate and thorough/detailed knowledge and understanding</li> <li>• Most of the points made will be relevant to the context in the question, and there will be clear links</li> <li>• 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.</li> </ul>





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