

Sources of Stress - Mark Scheme

Q1.

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

For top marks, there needs to be sustained focus on advice and guidance which is underpinned by psychological knowledge. Candidates can consider factors such as noise and temperature. Research has shown that certain types of noise affect memory and can lead to frustration.

Other research has shown that as temperature increases, so does aggression, and this can lead to stress. Other factors such as workload, lack of control, relationships with colleagues are also relevant. For example, several studies have shown that lack of control at work can lead to stress. Any relevant factor can be given credit.

Advice could relate to how much control his employees feel they have. Research by Marmot for example; suggest that those with high control over their workload, were less stressed. So Mr Harris should try to allow his employees high decision latitude.

6 marks Effective analysis and application Effective advice to Mr Harris, using knowledge of psychological research of stress in the workplace, to improve productivity and reduce absenteeism.
5 – 4 marks Reasonable analysis and application Reasonable advice, using knowledge of psychological research of stress in the workplace
3 – 2 marks Basic analysis and application Basic advice using knowledge of some psychological research, of stress in the workplace.
1 mark Rudimentary analysis and application Rudimentary, muddled consideration of stress in the workplace, demonstrating very limited knowledge.
0 marks No creditworthy material.

Q2.

[AO1 = 3 AO3 = 5]

Level	Marks	Description
4	7 – 8	Knowledge of sources of workplace stress is accurate and generally well detailed. Discussion is effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	5 – 6	Knowledge of sources of workplace stress is evident. There are occasional inaccuracies. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology mostly used effectively.
2	3 – 4	Knowledge of sources of workplace stress is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 2	Knowledge of sources of workplace stress is limited. Discussion 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:

- The effects of workload and control are mentioned in the specification but credit also other sources eg work life balance, role conflict
- Key features of each should be outlined briefly
- Interaction between control and demand (workload)

Possible discussion points:

- Findings of research studies of workplace stress (high demand low control interaction)
- Problems of measuring workplace stress
- Limitations of questionnaire data
- Relevance of such sources in today's changing workplace
- Economic implications of such research

Credit other relevant material.

Q3.

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. 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 is evident. There are occasional inaccuracies. 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.
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.
	0	No relevant content.

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AO1

Research into life changes can focus on the work of Holmes and Rahe in developing the SRRS as well as into the use of the scale by Rahe et al. Several psychologists have investigated daily hassles as a source of stress, such as Lazarus; Kanner et al; De Longis et al. If daily hassles are described credit can be given to the ideas about frequency, duration and intensity (the accumulation and amplification effects).

Credit can be given for a description of theory / model or studies. If studies are used there are different ways of approaching this question. Students can focus on the methodology or findings; they can describe one study in detail or more than one but in less detail.

Students can outline either life changes or daily hassles or both, but clearly there will be a breadth / depth trade-off here depending on which way they approach this question. (One in more detail, more than one but in less detail.)

AO3

The evaluation can come from a consideration of methodological issues: use of self-report scales, retrospective data, correlations, population validity. Students can also use one to evaluate the other, for example, some psychologists argue that daily hassles are a better predictor of stress-related illness than are life changes.

Q4.**Marks for this question: AO1 = 6, AO3 = 10**

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. 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 is evident. There are occasional inaccuracies. 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 method only 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 method only at Level 3
	0	No relevant content.

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AO1: Although the quote reminds candidates that there are both biological and psychological methods, it is acceptable for candidates to offer two from the same approach; such as drugs and biofeedback from the biological approach. However, if a candidate offers two types of drug treatment, they must clearly differentiate the two. This is also the case when offering two types of CBT, a clear difference must be shown for them to be accepted as two distinct methods.

Biological: drugs such as benzodiazepines (increasing activity of GABA); beta-blockers (affecting the cardiovascular system). Biofeedback, training to recognise physiological changes.

Psychological: stress inoculation therapy; hardiness training.

For both Biological and Psychological methods, credit other methods not just those given on the specification.

For top bands, there needs to be a reasonable balance between the two methods.

Methods of coping, eg emotion-focused and problem-focused are not creditworthy.

AO3

Credit analysis of strengths and limitations of the chosen methods eg effectiveness, availability, long-term v short-term effect, evidence to support method etc. Commentary can be common to both methods, for example if two different types of drugs have been given; it is legitimate to have one lot of commentary for them both. However, for the top bands if this path is chosen, the commentary needs to be substantial to reach the top bands.

Q5.

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 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.

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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.

A03

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.