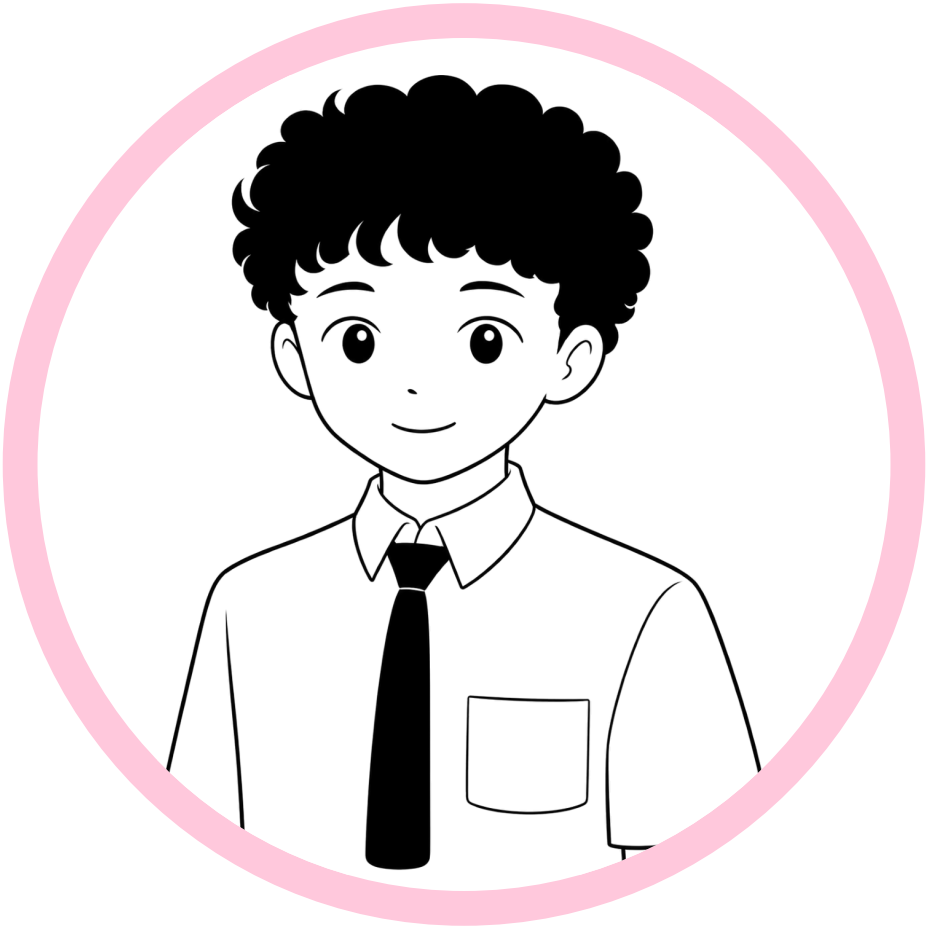
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.3.7 SOURCES OF STRESS

SCORE	PERCENTAGE
/118	%

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Q1.

[AO2 = 4]

Level	Marks	Description
2	3 – 4	Knowledge of the effects of workload and control is clear and mostly accurate. The material is used appropriately to explain Mike's symptoms. The answer is generally coherent with effective use of terminology.
1	1 – 2	Some knowledge of the effects of workload and control is evident. Links to Mike's symptoms are not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Content:

- combination of high workload and low levels of control is highly stressful
- Mike has a high workload (long hours, new tasks) therefore no control
- Mike has low control because his workload is directed by his manager
- overload leading to lack of predictability in his job.

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

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		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.
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 could include the development of Holmes & Rahe's social readjustment rating scale and / or the use of the scale but candidates must make it clear which aspect they are referring to. They could also include Rahe et al study of naval personnel that showed there was a positive correlation between LCU score and illness. Any other relevant study can receive credit, but it must be explicitly linked to life changes.

AO3

The evaluation can consider methodological issues: correlations cannot indicate cause and effect; individual differences in how life events are interpreted; rating scale is completed retrospectively. Objectivity versus subjectivity. Matters related to ease of analysis or otherwise. Issues of validity and reliability. Candidates could also use daily hassles as evaluation, ie it is better to look at small daily events than the less common but larger ones. Credit also comparison with other ways of measuring stress such as physiological measures.

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.

AO2 = 6

The stem suggests several aspects of the workplace that could be responsible for Brett's days off. He might be affected by a lack of control in his environment, having to keep to tight deadlines, the fact that his pay is dependent on the performance of his colleagues. Candidates do not have to refer to all these factors, but they do need to show some engagement with the stem in their answer. They also must refer to psychological research into workplace stress.

- Answers that merely show knowledge of relevant aspects of research, up to 3 marks.

- Answers that merely engage with stem but do not provide relevant research, up to 3 marks.

- Answers that make no reference to relevant aspects of research and also no engagement with the stem, 0 marks.

Candidates do not have to refer to specific studies but what research has shown is creditworthy.

There are several studies that could be used to illustrate Brett's behaviour, Johannson et al; Marmot et al; Van der Doef & Maes; credit should be given to any relevant study ie one explicitly looking at stress in the workplace. Candidates could also include factors about stress and personality, but for top bands they must shape their answer to workplace stress.

AO2 Analysis of unfamiliar situation and application of knowledge of workplace stress
6 marks Effective analysis of unfamiliar situation Effective explanation that demonstrates sound knowledge of factors that affect stress in the workplace as applied to Brett. There is appropriate selection of material to address the question.
5 – 4 marks Reasonable analysis of unfamiliar situation Reasonable explanation of factors that affect stress in the workplace as applied to Brett. There is some evidence of selection of material to address the question.
3 – 2 marks Basic Basic explanation of factors that affect stress in the workplace but lacks detail and may be muddled.
1 mark Very brief / flawed or inappropriate Rudimentary, muddled consideration of factors that affect stress in the workplace, demonstrating very limited knowledge.
0 marks No creditworthy material.

Q6.

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- AO3 evaluation, analysis, interpretation.

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- 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 = 4

There are several studies that candidates can describe, but they must be studies that set out to investigate stress in the workplace. (So Brady's "executive" monkeys is not credit-worthy!)
Possible research could include Marmot's research into stress in civil servants; Johansson's study of Swedish sawmill workers, or any other study of workplace stress.

Candidates may describe any aspect of their chosen study, such as the procedures, the findings or conclusions. For top marks both procedures and findings / conclusions must be included.

AO1 Knowledge and understanding
4 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of research investigating stress in the workplace. There is appropriate selection of material to address the question.
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 Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Q7.

AO2 = 4

1 mark for using examples or naming Lee to explain Life Changes and 1 mark for using examples or naming Denis to explain Daily Hassles.

For example, Lee is experiencing Life Changes (1 mark).

Daily Hassles are things such as the problems with traffic (1 mark).

2 further marks for discussion of the difference.

Denis is suffering from frequent, minor, everyday events whereas Lee is suffering from infrequent, major events (2 marks).

Credit other psychologically informed elaboration of discussion of difference, for example reference to chronic / acute and links to stress.

Q8.

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.

Q9.

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.

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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.

Q10.

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- 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

There are many studies that candidates could use, such as, Marmot et al (civil servants) and Johansson et al (Swedish sawmill) although any other relevant study of stress in the workplace would be credit-worthy. There will be a depth / breadth trade-off here, one study in depth or more studies but in less depth.

Brady's study of "executive monkeys" is **not** a study into workplace stress and is **not** credit-worthy.

AO1 Knowledge and understanding
5 marks Accurate and reasonably detailed Accurate and reasonably detailed answer that demonstrates sound knowledge and understanding of study(s) into workplace stress. There is appropriate selection of material to address the question. One or more **identifiable** studies of workplace stress have been given.
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 Very brief or flawed answer demonstrating very little knowledge. Selection and presentation of information is largely or wholly inappropriate.
0 marks No creditworthy material.

Q11.

AO1 = 4

Life changes = A, D, F, G.
Daily hassles = B, C, E, H.
Candidates to select two from each group. 1 mark for each correct answer.

Q12.

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- 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 = 4

Candidates focus on what research has shown about the impact of either life changes or daily hassles. Life Changes would probably make use of Holmes & Rahe and the SRRS which suggested that people with an LCU of between 200-300 have a 50% chance of getting ill, while a score of over 300 increases this to 80%. Daily Hassles could consider Kanner's research and that of De Longis which suggest that for most people it is the small daily hassles that affect us, especially if the intensity, duration and frequency are great. Any relevant research to support their argument is acceptable.

If candidates write about both Life Changes **and** Daily Hassles, credit the best one.

4 marks Effective explanation Effective explanation that demonstrates sound knowledge of the stressful impact of **either** Life Changes **or** Daily Hassles.
3 marks Reasonable explanation Reasonable explanation that demonstrates knowledge of the stressful impact of either Life Changes or Daily Hassles.
2 marks Basic explanation

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Basic explanation of the impact of Life Changes / Daily Hassles on health.
1 mark Rudimentary Rudimentary, muddled, explanation of Life Changes / Daily Hassles, demonstrating very limited knowledge.
0 marks No creditworthy material.

Q13.

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- 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.

Q14.

(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.

Q15.

AO1 = 4

There are many features in the workplace that can cause stress:

- Lack of control – where the individual feels they are unable to determine how much work they do, for how long, etc.
- Work overload / underload – too much or too little work can lead to stress.

Credit any other appropriate feature.

For each feature, 1 mark for identifying the feature and a further mark for elaboration. For example, lack of control is one feature that could cause stress (1 mark). If a person feels powerless to establish their deadlines, they can become very stressed (a further mark for elaboration).

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Q3.

Students did not find this an easy essay question. Many students confused the way the social readjustment rating scale (SRRS) was constructed and developed with the way it has been used, for example, in the Rahe et al study. Other students simply combined everything they knew and presented it as if it were one study. Most of the evaluation was not tailored to the question. It was generic and repetitive: simply saying that each study lacked population validity does not provide an effective evaluation. It was also disappointing that few students made use of all the research into daily hassles. This was a shame as it could have been used as a route to developing evaluation (AO2), as a natural progression from the SRRS. A small minority of students confused these sources of stress with stress in the workplace and consequently gained little, if any, credit.

Q4.

There were few really coherent answers to this straightforward question, which should have given well-prepared students the opportunity to shine. At the top end, there were some very good descriptions of both the way in which Holmes & Rahe developed the SRRS and also the research by Rahe et al using naval personnel. However, at the bottom end these two approaches were muddled and confused with one another. The evaluation tended to be generic; it could sometimes apply to any research and was not always directly relevant to this topic. Better commentary focused explicitly on the scale itself, such as referring to items that had been omitted, or to the fact that it is slightly dated. Rahe's study could be criticised for lacking population validity. Some students, made good use of research into daily hassles as being a better predictor of stress, as part of their evaluation.

Unfortunately, there were those students who seemed to think that any study on stress would be creditworthy and wrote in great detail about Kiecolt-Glaser's research into immune functioning.

Q5.

This question demonstrated the importance of skill rather than mere rote learning. This question had two requirements, engagement with the stem and reference to relevant research. Student had to select aspects from the stem and then use relevant aspects from research to explain why Brett had been affected by changes. It was very encouraging to see that many students were able to do so. One key aspect is that Brett has a loss of control (he is now dependent on others) this links to research by both Johansson and Marmot, which showed that lack of control was a key issue in workplace stress. Many students referred to Brett's situation equating to Johansson's "finishers" while Sahil's was similar to the "cleaners".

Weaker students were able to describe relevant research but not apply it to the stem. There were also many references to factors in the workplace that were not present in this stem.
It was also very disappointing to see reference to Brady's executive monkeys once again.

Q6.

The most usual studies offered were Marmot et al and Johansson et al, with the latter usually in more detail. In general this question was answered well, with many students demonstrating knowledge of the main details of the study. Unfortunately some students are still wasting time writing far too much. A few students did not read the question

carefully and offered more than one study.

Q7.

There was excellent knowledge presented by many students, who clearly knew a great deal about life changes and daily hassles. Unfortunately students did not seem able to present their answers in a way that answered the question. Simply presenting two statements along side each other does not show a difference. They need to explicitly focus on what makes the difference.

Q8.

Many students were clearly very well prepared for this essay and wrote some excellent answers. They had a good knowledge of drugs and how the different types affected the body; there were also excellent descriptions of the procedures of SIT. The commentary was not always quite so informed, with many general comments simply stating, for example, that drugs were effective, without any supporting evidence. Or that drugs had side effects, without commenting on what these were and the potential problem.

Students were less successful when offering Hardiness Training as a method, focussing on the personality type rather than the method itself and again the commentary tended to be superficial.

One of the notable problems for many students is the slightly puzzling loss of focus that was seen in their essays. These students started by considering the use of drugs, but then switched from stress management to therapies for psychopathology. It appeared as if they assumed that all drug treatments were relevant here, which clearly they are not.

A minority of students offered emotion / problem focussed approaches, which are not methods of stress management.

Q9.

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.

Q10.

The focus of this question was on studies of workplace stress and not factors. The most frequently used studies were those of Johansson and Marmot. However, any study that explicitly focused on workplace stress would receive credit.

Q11.

Most candidates were able to select the appropriate examples, but the main issue here was that of poor handwriting. In far too many cases, the legibility made it very difficult to determine which letter had been selected. A small minority of candidates chose letters that were not on the list, such as T and M.

Q12.

This is a good example of a question where the selection of appropriate material is so important. Only research that is specifically relevant to life changes or daily hassles was creditworthy. Research that is about the immune system, or indeed any other area of stress, is simply not answering this question. Exam skills of reading the question effectively need to be reinforced. In this case the key word is “shown”, which in many answers was ignored and candidates described methodology in great detail with very little consideration of what we have learned (findings / conclusions). Another problem was some candidates ignored the either / or requirement.

Q13.

The key aspect of this question was the advice that was needed and many candidates simply ignored this. Lots of research was described that linked stress and the workplace, but candidates failed to engage with the stem. This meant that many failed to gain full marks. Some simply gave detailed and lengthy descriptions of a relevant study, but without shaping it to the specific requirements of the question. Some of the advice was very general and anecdotal, with little or no underpinning with psychological research.

Q14.

This is a good example of where candidates need to remain focused on the question and to read it carefully before launching into a formulaic response. This type of question requires candidates to apply their knowledge to an unfamiliar situation, to spend a little time thinking and not just giving the knee-jerk reaction of describing the HPA and SAM axis or even the GAS model, before getting to the link between stress and illness. Simply describing how stress affects the immune system in detail and adding “and this applies to Paula” is not really engaging with the question. However, those candidates who did take time to read the question were able to provide excellent answers, using the material in the stem to focus their response.

Q15.

This was another very straightforward question, with the main sources being role of control; role ambiguity; workload; home / work interface. Some candidates wasted time (and space) by describing studies in great detail. While a reference to a study to support the point being made could be relevant, it was often not necessary and did not always add much to the answer.