

INTERNATIONAL A-LEVEL PSYCHOLOGY

PS04

Unit 4 Approaches and application

Mark scheme

June 2024

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from www.oxfordaqa.com

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A: Approaches in Psychology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
01	<p>In a study of social learning, there were two groups of children.</p> <p>Group 1: the children saw a series of short films in which one child was seen helping another child. For example, when one child fell down, a second child helped him to get up. Every time there was a helping behaviour, an adult praised the child who had helped.</p> <p>Group 2: the children saw a series of short films of children playing in which there was no helping behaviour and no praise seen.</p> <p>Using your knowledge of social learning theory, explain which group of children is more likely to show helping behaviour in the future.</p> <p>Award marks as follows 2 marks for a clear application of social learning theory to explain which group of children is more likely to show helping behaviour in the future. 1 mark for a limited or vague application of social learning theory to explain which group of children is more likely to show helping behaviour in the future.</p> <p>Possible application</p> <ul style="list-style-type: none"> Children in Group 1 will be more likely to show helping behaviour in the future. This is because the adult's praise acts to vicariously reinforce the helping behaviour. <p>No credit for the other way around ie children in Group 2 will be less likely to show helping behaviour.</p> <p>Credit other relevant material.</p>	<p>2 AO2 = 2</p>

Question	Marking Guidance	Total Marks
02	<p>Briefly explain one strength of social learning theory.</p> <p>Award marks as follows 2 marks for a clear explanation of a strength of social learning theory. 1 mark for a muddled or vague explanation of a strength of social learning theory.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Research support for vicarious reinforcement in which the adult is rewarded with sweets and lemonade leading to imitation (Bandura, 1965). • Benefits of studying behaviour in real-life settings giving high ecological validity. • It has led to social changes such as age restrictions on films and computer games. • Contribution to a treatment for phobias via modelling. <p>Credit other relevant material.</p>	<p>2 AO3 = 2</p>

Question	Marking Guidance	Total Marks
03	<p>Evaluate the behaviourist approach.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Use of studies to support/refute the behaviourist approach to learning, eg Pavlov (1927) and Skinner (1953). • Contribution to psychology providing an explanation for the development of anxiety disorders such as phobias via the two-process model. • Contribution to treating phobias using classical conditioning and the concept of extinction, eg systematic desensitisation and flooding. • Contribution to the development of psychology as a science with its focus on objectivity and measurement of observable behaviour. • Much of the work carried out on animals in laboratories, eg Pavlov and Skinner and therefore, tell us very little about how humans learn in a social environment. • (Environmentally) reductionist. Focus on stimulus-response explanations only. Fails to consider other influences, eg the role of testosterone in explaining aggression. • (Environmentally) deterministic. Suggests all behaviour is learnt and is a result of previous stimulus-response relationships leaving no room for free will. <p>Credit other relevant material.</p>	<p>6 AO3 = 6</p>

	Level	Description	Marks	
	3	Evaluation of the use of the behaviourist approach to learning is detailed and appropriate. The answer is clear with appropriate use of specialist terminology	5–6	
	2	Evaluation of the use of the behaviourist approach to learning is relevant, but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4	
	1	Evaluation of the use of the behaviourist approach to learning is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.	1–2	
	0	No creditable content.	0	

Question	Marking Guidance	Total Marks
04	<p>Discuss the biological approach. In your answer, refer to two topics you have studied.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Evolution and behaviours that helped ancestors of species to adapt and survive are passed on to future generations. • The influence of genes on behaviour, inheritance of traits and behaviours, genotype and phenotype. • The influence of neurochemistry on behaviour neurotransmitters and hormones can affect behaviour and are implicated in certain mental disorders. • The influence of biological structures on behaviour and identification of brain areas responsible for specific behaviours. Description of relevant studies, eg Phineas Gage (1848), Woollett and Maguire (2011). <p>Possible topics</p> <ul style="list-style-type: none"> • Biopsychology: localisation of function in the brain and hemispheric lateralisation. • Cognitive development: Baillargeon, innate object knowledge/innate fast learning. • Sleep: evolutionary explanation for sleep. • Schizophrenia: biological explanations/treatments for schizophrenia. <p>Possible discussion</p> <ul style="list-style-type: none"> • It is a scientific approach so able to establish cause and effect. • Objective methods follow scientific method, eg use of lab experiments, PET and fMRI scans. • Real-life application, contribution to treatment for a variety of disorders, eg drugs to treat depression and schizophrenia. • Evidence for the biological basis of behavior, eg Phineas Gage and HM. • Supports nature side of the nature/nurture debate. • Reductionist reduces all human behaviour to biological processes. • Deterministic view that behaviour is caused by genes, neurotransmitters and brain structures, contrasts with the notion of free will. • Comparison with alternative approaches. <p>Credit other relevant material.</p>	<p>20</p> <p>AO1 = 8</p> <p>AO2 = 4</p> <p>AO3 = 8</p>

Level	Description	Marks
4	Knowledge of the biological approach is mostly accurate and generally well detailed. Use of topics is appropriate. Discussion is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.	16–20
3	Knowledge of the biological approach is evident but there are occasional inaccuracies/omissions. Use of topics is mostly appropriate. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	11–15
2	Limited knowledge of the biological approach is present. Any discussion/use of topic(s) is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately. OR use of one topic at level 3/4.	6–10
1	Knowledge of the biological approach is very limited. Discussion/use of a topic(s) 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 use of one topic at level 2.	1–5
0	No creditable content.	0

Section B: Issues and Debates in Psychology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
05	<p>Identify the feature of science described in the following behaviour.</p> <p>A psychologist recorded the time taken by participants to recall a word list. She did this accurately, without any bias or emotion.</p> <p>Shade one box only.</p> <p>Answer key: C - Objectivity</p>	<p>1 AO1 = 1</p>

Question	Marking Guidance	Total Marks
06	<p>Briefly outline what is meant by replicability.</p> <p>Award 1 mark for an accurate outline of what is meant by replicability.</p> <p>Content Experiments can be repeated with similar results.</p> <p>Credit alternative wording.</p>	<p>1 AO1 = 1</p>

Question	Marking Guidance	Total Marks												
07	<p>Briefly evaluate the use of the empirical method in psychology.</p> <p>Possible content</p> <ul style="list-style-type: none"> • The empirical method emphasises the importance of objective methods which can establish cause and effect. • Data are gathered using direct observation and measurement, which increases internal validity. • Behaviour is taken out of its social context so findings may lack ecological validity. • The empirical method is reductionist as it tests only one element of behaviour at a time. <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>Evaluation of use of the empirical method is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr> <tr> <td>1</td><td>Evaluation of use of the empirical method is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	2	Evaluation of use of the empirical method is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Evaluation of use of the empirical method is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4 AO3 = 4</p>
Level	Description	Marks												
2	Evaluation of use of the empirical method is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Evaluation of use of the empirical method is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2												
0	No creditable content.	0												

Question	Marking Guidance	Total Marks
08	<p>Briefly outline the nature-nurture debate.</p> <p>Award marks as follows 2 marks for a clear outline of the nature-nurture debate. 1 mark for a limited, vague, or muddled outline.</p> <p>Content The debate about the extent to which our behaviour is due to heredity (nature) or by the environment around us (nurture).</p>	<p>2 AO1 = 2</p>

Question	Marking Guidance	Total Marks												
09	<p>Jack says, “I think all human behaviour can be explained by studying individual chemicals and processes in the body.”</p> <p>Hari replies, “I am not so sure. That would be a bit like trying to explain what a cake is by looking at the flour, eggs, sugar and butter that are used to make it.”</p> <p>Explain Jack and Hari’s conversation using your knowledge of holism and reductionism.</p> <p>Possible application</p> <ul style="list-style-type: none"> • Hari is referring to holism, ie that human behaviour is too complex to be explained by any one thing. • Hari uses the cake example to explain that behaviour is more complex than individual chemicals and processes, just as the cake is different from any of the ingredients that went in to make it. • Jack is referring to reductionism, ie that we can explain human behaviour by studying the basic elements (chemicals and processes) that underly it. • Jack’s belief that human behaviour can be explained by studying chemicals and processes, is like understanding the taste and feel of a cake by studying one of the eggs that was used to make it. <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>Application of knowledge of holism and reductionism to explain the conversation is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr> <tr> <td>1</td><td>Application of knowledge of holism and reductionism to explain the conversation is limited, vague or muddled. Specialist terminology is either absent or inappropriately used. OR one explanation (Jack or Hari) at level 2</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	2	Application of knowledge of holism and reductionism to explain the conversation is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Application of knowledge of holism and reductionism to explain the conversation is limited, vague or muddled. Specialist terminology is either absent or inappropriately used. OR one explanation (Jack or Hari) at level 2	1–2	0	No creditable content.	0	<p>4 AO2 = 4</p>
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Question	Marking Guidance	Total Marks															
10	<p>Evaluate reductionism as a way of explaining human behaviour.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Component parts of behaviour can be tested using the empirical method eg levels of testosterone and their effects on aggression. • Offers a causal explanation for behaviour, eg role of neurotransmitters to explain depression. • Offers possibility of treatments, eg drugs which target the neurotransmitters underlying depression. • Can explain the role of stimulus-response units in learning (environmental reductionism). • Over-simplification of human behaviour, which often does not have one cause. • Loss of context, a person's social environment may be required to understand certain behaviours therefore, behaviour may be better explained by more holistic approaches such as social learning theory. <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Evaluation of the use of reductionism to explain human behaviour is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Evaluation of the use of reductionism to explain human behaviour is relevant but detail is lacking. The answer lacks clarity in places.</td><td>3–4</td></tr> <tr> <td>1</td><td>Evaluation of the use of reductionism to explain human behaviour is very limited. The answer is vague/muddled.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of the use of reductionism to explain human behaviour is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Evaluation of the use of reductionism to explain human behaviour is relevant but detail is lacking. The answer lacks clarity in places.	3–4	1	Evaluation of the use of reductionism to explain human behaviour is very limited. The answer is vague/muddled.	1–2	0	No creditable content.	0	<p>6 AO3 = 6</p>
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Question	Marking Guidance	Total Marks
11	<p>Mei's mother, father and older brother are all engineers.</p> <p>During a careers discussion, Mei says, "Obviously, I'll be an engineer. It's in the genes I've inherited and the environment I grew up in."</p> <p>Sophie says, "Surely you have the free choice to be anything you wish; you might choose to be a doctor, for example."</p> <p>Discuss the free-will and determinism debate in psychology. Refer to the conversation between Mei and Sophie in your answer.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Determinism is the belief that behaviour is caused by forces outside of our control. • Hard determinism suggests there is no room for free will. • Soft determinism suggests that there is room for free will but this is constrained by available options. • Biological determinism is the belief that behaviour is caused by biological structures such as genes and neurotransmitters. • Environmental determinism is the belief that behaviour is caused by learning from the environment around us. • Free will is the belief that behaviour is governed by our own choices. <p>Possible application</p> <ul style="list-style-type: none"> • Mei is referring to both biological and environmental determinism as she shares genes with the rest of her family members, and she also sees them working on engineering projects/talking about engineering. • Sophie is referring to free will as she offers the idea that Mei might have a choice in what she does in the future ie becoming a doctor. <p>Possible Discussion</p> <ul style="list-style-type: none"> • Determinism is in line with the objectives of science as it conducts experiments to determine causes for behaviour. • Determinism is reductionist in that it reduces humans to little more than machines. In this way, it often loses the essence of what it is to be human. • A belief in free will is essential for moral responsibility and the justice system as it means we are free to choose between courses of action. • Explanations based on free will are difficult to test empirically and so are based more on belief than evidence. <p>Credit other relevant material</p>	<p>12</p> <p>AO1 = 6</p> <p>AO2 = 2</p> <p>AO3 = 4</p>

	Level	Description	Marks	
	4	Knowledge of free will and determinism is mostly accurate and generally well detailed. Discussion is mostly effective. Application is appropriate. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.	10–12	
	3	Knowledge of free will and determinism is evident but there are occasional inaccuracies/omissions. There is some effective discussion/application. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	7–9	
	2	Limited knowledge of free will and determinism is present. Any evaluation/application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately. OR one side of the debate (free will or determinism) discussed at level 3/4.	4–6	
	1	Knowledge of free will and determinism is very limited. Discussion/application 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 side of the debate (free will or determinism) discussed at level 2.	1–3	
	0	No creditable content.	0	

Section C: Applied Psychology: Work and the Individual

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
12	<p>Briefly outline what is meant by workplace stress.</p> <p>Award marks as follows 2 marks for a clear outline of workplace stress. 1 mark for a limited, vague, or muddled outline.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Workplace stress is workers' anxiety about their jobs. • It is often the result of having high job demands and low control (autonomy) • It can lead to mental and physical health problems, poor performance and absenteeism. <p>Credit other relevant material.</p>	<p>2 AO1 = 2</p>

Question	Marking Guidance	Total Marks
13	<p>Paulo is a chef working at a local restaurant. The restaurant is losing customers and money, so Paulo will have to wait for the pay rise he is due and for the coffee machine that the restaurant staff were promised.</p> <p>Paulo's boss designs the menu and tells him what to cook. Paulo is sure he could attract more customers if he could choose the menu and cook his own dishes. Recently, Paulo has complained about a lack of motivation and satisfaction at work.</p> <p>Using your knowledge of need theory, explain what Paulo's boss could do to improve Paulo's motivation and satisfaction at work.</p> <p>Possible application</p> <ul style="list-style-type: none"> • Paulo's boss should interview him to find out if he is motivated by intrinsic needs (eg recognition for having designed a better menu) or extrinsic needs (eg pay and work benefits such as a new coffee machine). • His boss could allow Paulo to try out his own menu. This would allow Paulo's own desires (his intrinsic motivation) to be satisfied and this could improve Paulo's job satisfaction and motivation. If Paulo's changes at work increase customers or customer satisfaction this might reinforce his improved feelings about his work. • His boss could improve feelings in Paulo by giving him a reward such as increasing his pay or giving the promised coffee machine. This is an extrinsic motivation because it is outside Paulo's ability to produce and could increase Paulo's satisfaction with work and motivate him to work harder or produce a new menu. • Paulo's boss could try to help him to self-actualise (Maslow's (1967) hierarchy of needs) by giving him the opportunity to succeed with his own menu/recipe choices. 	<p>6 AO2 = 6</p>

	Level	Description	Marks	
	3	Application of need theory is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	
	2	Application of need theory is relevant, but detail is lacking. The answer lacks clarity in places.	3–4	
	1	Application of need theory is very limited. The answer is vague/muddled.	1–2	
	0	No creditable content.	0	

Question	Marking Guidance	Total Marks															
14	<p>Company A and Company B have played each other in nine football matches. Company A's team is leading with five wins and wears red shirts. Company B's team only has four wins and wears blue shirts.</p> <p>On the day of the 10th match, Company A does not have enough players. When the manager of Company B asks if one of his workers would be willing to wear a red shirt and play for Company A in the match, all the workers refuse.</p> <p>Use your knowledge of group membership effect to explain why no one from Company B would volunteer to play for Company A in the match.</p> <p>Possible application</p> <ul style="list-style-type: none"> • The team shirts of the companies provide the players with a social identity as red shirt players or blue shirt players. No one from Company B would volunteer to wear a red shirt because they see themselves as belonging together rather than as individuals (deindividuation). • As this is a final match and Company A is in the lead the workers of the companies will be comparing themselves and no one from Company B would want to help Company A to succeed (Social Identity Theory). • The workers of the two companies will have a bias towards their own company (ingroup) and against the other company. Each set of workers is likely to regard their own company as superior to the other company (outgroup) and therefore no one from Company B would want to be seen as disloyal or to join the company they think is inferior to their own, (ingroup/outgroup). <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>3</td><td>Application of knowledge of group membership effects is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Application of knowledge of group membership effects is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.</td><td>3–4</td></tr> <tr> <td>1</td><td>Application of knowledge of group membership effects is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	3	Application of knowledge of group membership effects is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Application of knowledge of group membership effects is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4	1	Application of knowledge of group membership effects is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>6 AO2 = 6</p>
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Question	Marking Guidance	Total Marks												
15	<p>Explain two strengths of the job demands-resources (JDR) model.</p> <p>For each strength award marks as follows 2 marks for a clear strength of the JDR model. 1 mark for a muddled or vague strength of the JDR model.</p> <p>Possible content</p> <ul style="list-style-type: none"> • A better predictor of stress than the J-D-C model as it deals with a larger range of variables relevant to the work environment. • Support from Neilsen et al (2011) Norwegian offshore oil workers study supported both health demand (risk perception) and resources (safety perception) pathways of the model. • It is a flexible and dynamic model that is able to deal with the changing work environment by incorporating new demands (such as working from home) and new resources (such as technology). • It provides a range of interventions to reduce strain and burnout in the workplace by targeting both health improvement and job motivation. <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>Explanation of two strengths is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr> <tr> <td>1</td><td>Explanation of two strengths is very limited. The answer is vague/muddled. OR one strength explained at level 2.</td><td>1–2</td></tr> <tr> <td>0</td><td>No creditable content.</td><td>0</td></tr> </tbody> </table>	Level	Description	Marks	2	Explanation of two strengths is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Explanation of two strengths is very limited. The answer is vague/muddled. OR one strength explained at level 2.	1–2	0	No creditable content.	0	<p>4 AO3 = 4</p>
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2	Explanation of two strengths is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
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0	No creditable content.	0												

Question	Marking Guidance	Total Marks												
16	<p>Discuss cultural universals in facial expression.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Facial expressions are a key feature in non-verbal communication. • Facial expressions can convey anger, disgust etc. • Reading basic emotions in faces is an innate survival mechanism. • First impressions can be formed with just a 100-millisecond exposure to a face (Willis and Toderov, 2006). • Conveying emotion through facial expressions is common across all cultures. • People from all cultures can reliably detect six basic emotions in human faces. • Descriptions of research into facial expression, eg Wong et al (2008) cultural differences in expressions of grief, Sabini and Green (2004) no unique facial expressions for love and jealousy. <p>Possible discussion</p> <ul style="list-style-type: none"> • Support from Ekman's (1987) cross-cultural study which confirmed universal recognition of six basic emotions in human faces. • Many studies into this area involve emotions displayed in staged photographs, which lacks ecological validity. • Support for facial feedback hypothesis, models did tend to 'feel' the emotion they were conveying, increases validity. • Supports nature side of nature-nurture debate as cultural universals are genetically determined. • Only applies to basic emotions, eg no universal facial expression for love or jealousy. • Many studies use meta-analysis therefore data may be difficult to compare as procedures are often not standardised. <p>Credit other relevant material.</p> <table border="1" data-bbox="300 1417 1326 2065"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>4</td><td>Knowledge of cultural universals in facial expression is mostly accurate and generally well detailed. Discussion is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.</td><td>10–12</td></tr> <tr> <td>3</td><td>Knowledge of cultural universals in facial expression is evident but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.</td><td>7–9</td></tr> <tr> <td>2</td><td>Limited knowledge of cultural universals in facial expression is present. Any discussion is of limited</td><td>4–6</td></tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of cultural universals in facial expression is mostly accurate and generally well detailed. Discussion is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.	10–12	3	Knowledge of cultural universals in facial expression is evident but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	7–9	2	Limited knowledge of cultural universals in facial expression is present. Any discussion is of limited	4–6	<p>12</p> <p>AO1 = 6</p> <p>AO3 = 6</p>
Level	Description	Marks												
4	Knowledge of cultural universals in facial expression is mostly accurate and generally well detailed. Discussion is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.	10–12												
3	Knowledge of cultural universals in facial expression is evident but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	7–9												
2	Limited knowledge of cultural universals in facial expression is present. Any discussion is of limited	4–6												

		effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.		
	1	Knowledge of cultural universals in facial expression is very limited. 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.	1–3	
	0	No creditable content.	0	

PS04 grid

	AO1	AO2	AO3	Total
Section A				
01		2		2
02			2	2
03			6	6
04	8	4	8	20
Section B				
05	1			1
06	1			1
07			4	4
08	2			2
09		4		4
10			6	6
11	6	2	4	12
Section C				
12	2			2
13		6		6
14		6		6
15			4	4
16	6		6	12
Unit total	26	24	40	90