

INTERNATIONAL A-LEVEL PSYCHOLOGY

PS04

Unit 4 Approaches and application

Mark scheme

June 2025

Version: 0.1 Pre-Standardisation



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

Copyright information

OxfordAQA retains the copyright on all its publications. However, registered schools/colleges for OxfordAQA are permitted to copy material from this booklet for their own internal use, with the following important exception: OxfordAQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2025 OxfordAQA International Examinations and its licensors. All rights reserved.

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
	Kaira, who is 3 years old, watches her mother water some plants with a watering can. The next day, Kaira waters the plants using her toy watering can.	

Question	Marking Guidance	Total Marks
01.1	<p>What is meant by mediational processes?</p> <p>Award marks as follows 2 marks for a clear definition of mediational processes. 1 mark for a muddled or vague definition of mediational processes.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Cognitive processes which occur between observing behaviour and producing behaviour. • Examples of these are: attention, retention, motor reproduction and motivation. <p>Credit alternative wording.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks												
01.2	<p>Using your knowledge of mediational processes, explain Kaira's behaviour.</p> <p>Possible application</p> <ul style="list-style-type: none"> • Kaira watches her mother use the watering can (Attention). • She stores the way her mother uses the watering can in her long-term memory (Retention). • She is physically able (has the manual dexterity) to reproduce the behaviour of using her toy watering can (Motor reproduction). • She is motivated to copy her mother as, especially at Kaira's age, same-sex parents are children's primary role models (Motivation). <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>Application of mediational processes to explain Kaira's behaviour is accurate and detailed. The answer is clear with appropriate use of specialist terminology.</td><td>3–4</td></tr> <tr> <td>1</td><td>Application of mediational processes to explain Kaira's behaviour 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	Application of mediational processes to explain Kaira's behaviour is accurate and detailed. The answer is clear with appropriate use of specialist terminology.	3–4	1	Application of mediational processes to explain Kaira's behaviour is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4</p> <p>AO2 = 4</p>
Level	Description	Marks												
2	Application of mediational processes to explain Kaira's behaviour is accurate and detailed. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Application of mediational processes to explain Kaira's behaviour 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
02	<p>Briefly describe two ways in which evolution has affected behaviour.</p> <p>For each description, award marks as follows:</p> <p>2 marks for a clear description of a way in which evolution has affected behaviour.</p> <p>1 mark for a muddled or vague description of a way in which evolution has affected behaviour.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Natural selection is the passing on of genes by those who are most adapted to their surroundings, eg being able to run the fastest to escape predators. • Sexual selection is where characteristics most attractive to the opposite sex are selected and passed on to future generations, eg the most brightly coloured male birds are selected by females. • Answers in relation to topics studied, eg evolutionary theories of sleep, evolutionary theories of phobias. <p>Credit other relevant material.</p>	<p>4</p> <p>AO1 = 4</p>

Question	Marking Guidance	Total Marks
03	<p>Kamal has recently suffered a head injury and is now having difficulty making new memories.</p> <p>Explain how a cognitive neuroscientist would investigate Kamal's difficulty.</p> <p>Award marks as follows 2 marks for a clear explanation of how a cognitive neuroscientist would investigate Kamal's difficulty. 1 mark for a muddled or vague explanation of how a cognitive neuroscientist would investigate Kamal's difficulty.</p> <p>Possible application</p> <ul style="list-style-type: none"> • They can use a brain scan to examine Kamal's brain while he is completing a memory task. • They can record the activity in his brain (temporal lobe/hippocampus) while the task is taking place. • They can compare the patterns of activity in Kamal's brain to those in a normal brain doing the same memory task to help pinpoint the damaged area. <p>Credit other relevant material.</p>	<p>2</p> <p>AO2 = 2</p>

Question	Marking Guidance	Total Marks									
04	<p>Psychologists often use theoretical and computer models to study mental processes such as memory.</p> <p>Explain one strength and one limitation of the use of theoretical and computer models to study mental processes.</p> <p>Possible strengths</p> <ul style="list-style-type: none"> • Theoretical models allow us to visualise and test internal mental processes which cannot be seen, eg the effects of delayed recall on retention of items in STM. • Theoretical models can be changed/adapted in the light of new research, eg the case of KF which challenged the unitary store idea of STM. • Computer models have been useful in discovering processes that go on in human minds, eg if a computer is given instructions that produce a similar output to humans we can assume the processes are the same. • Computer models have been useful in the development of artificial intelligence (AI), eg in producing robots that can have a conversation with a human. <p>Possible limitations</p> <ul style="list-style-type: none"> • Theoretical models are only a representation of internal mental process and still rely on inference, therefore conclusions about internal mental processes may lack validity. • Research studies using theoretical models are often laboratory based, using artificial stimuli (such as word lists) these do not reflect everyday experience (lack ecological validity). • The computer analogy is reductionist as it ignores the influence of human emotion and motivation on decision making, eg the effect of leading questions on eyewitness testimony. • Computers do not make mistakes, ignore available information or forget things that have been stored on their hard drives. This limits their ability to explain human thought and behaviour. <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>Explanation of one strength and one limitation of the use of theoretical and computer models is detailed and effective. The answer is clear with appropriate use of specialist terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Explanation of one strength and/or one limitation of the use of theoretical and computer models is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR just one strength or limitation at level 3.</td><td>3–4</td></tr> </tbody> </table>	Level	Description	Marks	3	Explanation of one strength and one limitation of the use of theoretical and computer models is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6	2	Explanation of one strength and/or one limitation of the use of theoretical and computer models is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR just one strength or limitation at level 3.	3–4	<p>6</p> <p>AO3 = 6</p>
Level	Description	Marks									
3	Explanation of one strength and one limitation of the use of theoretical and computer models is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6									
2	Explanation of one strength and/or one limitation of the use of theoretical and computer models is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately. OR just one strength or limitation at level 3.	3–4									

	1	Explanation of one strength and/or one limitation of the use of theoretical and computer models is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used. OR just one strength or limitation at level 2 or 1.	1–2	
	0	No creditable content.	0	

Question	Marking Guidance	Total Marks
05	<p>Describe and evaluate Skinner’s research into operant conditioning.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Skinner emphasised the importance of consequences in shaping behaviour which he called ‘operant conditioning’. • He constructed a standardised method (known as a Skinner box) to explore the ways in which animals learned in a controlled environment. • The box had a lever which could dispense a food pellet if the animal pressed it, a buzzer or bell for audible warnings and an electrified section so a mild shock could be delivered to the animals’ feet. • Outside the Skinner box was a device to record the frequency of lever pressing. • A hungry rat was placed into the box and, during its exploration, would accidentally press a level which delivered food. • The food reward would make lever pressing increase and so learning by positive reinforcement could be seen. • Skinner experimented with negative reinforcement where the rat had to run from one side of the box to the other to escape a pre-warned (usually via a buzzer or bell) unpleasant stimulus (eg an electric shock). • He used punishment to see if he could decrease learned behaviour, eg a shock every time the lever was pressed, reduced lever-pressing behaviour. <p>Possible evaluation</p> <ul style="list-style-type: none"> • The Skinner box represented a highly controlled environment. This means that any change in the animals’ behaviour could be attributed to the specific changes in the environment made by Skinner. • He developed a method to train complex behaviours using successive approximation, eg by individually rewarding a pigeon for all the steps involved in playing ping pong. These principles are now used to train a variety of animals in many different situations worldwide. • Animals are not humans so should be cautious when generalising; humans have the ability to think and choose whether to act or not. • Support for Skinner comes from the many practical applications that have been developed from his work, eg reward charts for children in school and at home. • Practical applications of Skinner’s work on operant conditioning forms the basis of many treatments for a wide variety of mental illnesses, eg cognitive behavioural therapy to treat depression. • Does not take into account thoughts or cognition so cannot explain more complex behaviour. • Operant conditioning is reductionist (environmental reductionism) in that it concentrates on S-R units and fails to take account of the effects of society and group influences on an individual’s behaviour. • It could be argued that Skinner’s work is unethical, especially the use of negative reinforcement techniques to train animals. <p>Credit other relevant material.</p>	<p>12</p> <p>AO1 = 6 AO3 = 6</p>

Level	Description	Marks
4	Knowledge of Skinner’s research into operant conditioning is accurate and generally well detailed. Evaluation is effective. 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 Skinner’s research into operant conditioning is evident but there are occasional inaccuracies and/or omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	7–9
2	Limited knowledge of Skinner’s research into operant conditioning is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	4–6
1	Knowledge of Skinner’s research into operant conditioning is very limited. Evaluation 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

Section B: Issues and Debates in Psychology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks												
06	<p>Tariq says: “Psychology should be about finding causes for human behaviour so that laws can be identified.”</p> <p>Etta says: “I disagree. We have many opportunities to choose when and how we should do something. Looking for general laws is a waste of time.”</p> <p>Using your knowledge of free will and determinism, explain Tariq’s comments and Etta’s comments.</p> <p>Possible application</p> <ul style="list-style-type: none"> • Tariq believes in hard determinism. He thinks that knowing the causes for things allows us to make predictions about how humans will behave in certain situations. Therefore, allowing for the development of laws that apply to everyone. • Etta believes in free will. She thinks that humans have personal agency and are free to make their own choices. Therefore, a situation can have so many outcomes that it is a ‘waste of time’ to try to predict what behaviour might occur. <p>Credit other relevant material.</p> <p>Note: Award a maximum of 3 marks for an answer that only focuses on Tariq’s comments or Etta’s comments.</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 free will and determinism to explain Tariq and/or Etta’s comments 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 free will and determinism to explain Tariq and/or Etta’s comments 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	Application of knowledge of free will and determinism to explain Tariq and/or Etta’s comments is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Application of knowledge of free will and determinism to explain Tariq and/or Etta’s comments is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4</p> <p>AO2 = 4</p>
Level	Description	Marks												
2	Application of knowledge of free will and determinism to explain Tariq and/or Etta’s comments is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Application of knowledge of free will and determinism to explain Tariq and/or Etta’s comments 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															
07	<p>Discuss the suggestion that our behaviour is best explained by our nature rather than our nurture. Refer to examples from psychology in your answer.</p> <p>Possible discussion</p> <ul style="list-style-type: none"> • Support for the importance of nature from twin studies, eg Gottesman and Shields (1966) showing higher concordance rates for schizophrenia in MZ twins than in DZ twins, MacDonald and Schultz (2009) found that schizophrenia in one MZ twin makes it 99 times more likely that the other twin will also have schizophrenia. • Support from drug treatments which confirm the importance of nature, eg drug therapy targeted at increasing serotonin levels in depression. • One problem in taking a nature view is that important nurture factors can be missed, eg in the Gottesman and Shields (1966) study, MZ concordance rates were never 100% suggesting that there must be factors in the environment which provide a trigger for the development of schizophrenia. • Another issue is that it is a deterministic view that gives little hope of being able to change our behaviour through learning, practise and study. • It is an incomplete view. Nature and nurture interact to produce behaviour, eg the brain is hard wired for language but interaction with spoken language is necessary for language to fully develop. <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>Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is detailed and effective. The answer is clear with appropriate use of specialist terminology.</td><td>5–6</td></tr> <tr> <td>2</td><td>Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is relevant but effectiveness 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>Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is very limited. The answer is vague and/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	3	Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6	2	Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4	1	Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>6</p> <p>AO3 = 6</p>
Level	Description	Marks															
3	Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6															
2	Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4															
1	Discussion of the suggestion that our behaviour is best explained by our nature rather than our nurture is very limited. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.	1–2															
0	No creditable content.	0															

Question	Marking Guidance	Total Marks
08	<p>Discuss the holism and reductionism debate. Refer to two topics you have studied in psychology.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Reductionism is the idea that complex behaviours can be explained at a lower level by studying the components that make up that behaviour. • Holism is the idea that complex behaviours cannot be fully explained by reducing them to lower level explanations but must be explained at the highest, holistic level. • Reference to levels of explanation from social environmental level (most holistic) through, cognitive, behavioural, evolutionary, and biological (most reductionist). • Descriptions of behaviour that can be explained at different levels, eg from a holistic level to a reductionist level. <p>Possible application</p> <ul style="list-style-type: none"> • Explanations for conformity, including normative and informational influence which describe behaviour that only occurs as a result of being in a group. The multi-store model of memory including the cognitive processes underlying coding, capacity and duration. • The two-process model, including classical and operant conditioning to explain the acquisition and maintenance of phobias. • Explanations for sleep where patterns of sleep have evolved because they were adaptive for our ancestors. • Therapies for schizophrenia: typical and atypical anti-psychotic drugs which target the neurotransmitters associated with positive and negative symptoms. • Use of approaches to demonstrate the holism and reductionism debate. <p>Possible discussion</p> <ul style="list-style-type: none"> • Reducing behaviour down to basic units allows components to be isolated and tested individually, in line with the empirical method, adding scientific credibility to psychology as a discipline. • Examples of treatments in support of reductionism, eg knowing that low serotonin is associated with low mood has led to the development of drugs called SSRIs which improve mood by targeting the reuptake of serotonin. • Understanding and isolating components such as neurotransmitters allows for specific, targeted treatments to be developed which can return people to health and to work. • Reductionism oversimplifies complex behaviour, it tends to work at the level of description rather than explanation, eg reducing the explanation for schizophrenia to neurotransmitters (dopamine/serotonin) tells us nothing of the psychological dimension, eg how the patient feels etc. • Comparison with holism which emphasises the whole person and the context in which the behaviour occurs rather than component parts. Beneficial as more likely to find the meaning behind behaviour through collection of rich data such as interviews and personal construct tests. • Holism takes account of the social context in which behaviour occurs, eg group processes such as social facilitation and social loafing on, individual behaviour could not be studied without the social context. 	<p>20</p> <p>AO1 = 8 AO2 = 4 AO3 = 8</p>

<ul style="list-style-type: none"> Difficult to test the whole person in a scientific way, eg use case studies therefore lack of empirical evidence to support an holistic view. <p>Credit other relevant material.</p>		
Level	Description	Marks
4	Knowledge of the holism and reductionism debate is accurate and generally well detailed. Discussion is 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.	16–20
3	Knowledge of the holism and reductionism debate is evident but there are occasional inaccuracies and/or omissions. There is some effective discussion. There is some appropriate application. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	11–15
2	Limited knowledge of the holism and reductionism debate is present. Any discussion/application is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10
1	Knowledge of the holism and reductionism debate 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.	1–5
0	No creditable content.	0

Section C: Applied Psychology: Work and the Individual

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
09.1	<p>Which one of the following statements about social facilitation is correct?</p> <p>Shade one box only.</p> <p>Answer key:</p> <p>B – An individual performs better in the presence of an audience when the task is easy.</p>	<p>1</p> <p>AO1 = 1</p>

Question	Marking Guidance	Total Marks
09.2	<p>Which one of the following statements is true of group decision making?</p> <p>Shade one box only.</p> <p>Answer key:</p> <p>C – Group decisions are less reasonable than those of individual members.</p>	<p>1</p> <p>AO1 = 1</p>

Question	Marking Guidance	Total Marks												
10	<p>Briefly evaluate research into the effects of workload and control.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Support from numerous studies, eg Marmot (1997) Whitehall studies and Johansson et al. (1978) demonstrate clear links between lack of control (decision latitude) at work and mental and physical health problems. • The job demands–control model is over-simplistic. There is a range of factors, including support from colleagues and how the person perceives the amount of workload and control they have, which are not really considered, lowering the validity of the explanation. • The job demands–resources model, with its focus on positive aspects of job resources and well-being has been useful in providing a range of possible interventions to reduce strain and burnout in the workplace. • In collectivist cultures, having control at work is actually seen as less desirable, potentially meaning that research in this area is culturally biased. However, Liu et al. (2007) found that there were no significant cultural differences in perception of workload as stressful, meaning that this concept is likely to be applicable across all cultures. • Research into workplace stress often relies on self-report techniques such as questionnaires and interviews which can suffer from bias, eg underestimating factors such as smoking and drinking alcohol. This can make findings into the effects of workload and control less valid. <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 research into the effects of workload and control 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 research into the effects of workload and control 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 research into the effects of workload and control is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Evaluation of research into the effects of workload and control is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4</p> <p>AO3 = 4</p>
Level	Description	Marks												
2	Evaluation of research into the effects of workload and control is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Evaluation of research into the effects of workload and control 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
11	<p>What is meant by need theory?</p> <p>Award marks as follows 2 marks for a clear definition of need theory. 1 mark for a muddled or vague definition of need theory.</p> <p>Possible content</p> <ul style="list-style-type: none"> • An explanation based on the drives and desires that motivate us to satisfy a need. • Needs can be intrinsic or extrinsic. <p>Credit alternative wording.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks												
12	<p>Briefly explain one strength and one limitation of need theory.</p> <p>Possible strengths</p> <ul style="list-style-type: none"> • Supported by Maslow's hierarchy of needs model, eg monetary reward will help meet basic needs by supporting rent or mortgage payments (extrinsic satisfaction). • If the work offers opportunities for intrinsic satisfaction, higher order needs such as self-esteem can be met. • Can apply to a range of workplaces so has wide ranging application. <p>Possible limitations</p> <ul style="list-style-type: none"> • Despite support from Maslow, need theory has had little support in relation to explaining work motivation in a hierarchical way. • It is culturally biased as the needs are not the same in all cultures, eg collectivist cultures value the needs of the group over the needs of the individual. <p>Credit other relevant material.</p> <p>Note: Award a maximum of 3 marks for an answer that only focuses on one strength or one limitation.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Description</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>2</td><td>The explanation of a strength and/or a limitation 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>The explanation of a strength and/or a limitation 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	The explanation of a strength and/or a limitation is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	The explanation of a strength and/or a limitation is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4</p> <p>AO3 = 4</p>
Level	Description	Marks												
2	The explanation of a strength and/or a limitation is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	The explanation of a strength and/or a limitation 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
13.1	<p>Maria is on a school visit to a factory that makes cakes. There are 150 students on the visit, all wearing their school uniform. At the end of the visit, there is a table with small cakes on it and a sign saying, ‘Please take one free cake.’ Maria notices that she is alone at the table and she takes two cakes.</p> <p>Using your knowledge of deindividuation, explain why Maria takes two cakes.</p> <p>Award marks as follows 3 marks: The explanation of why Maria takes two cakes is detailed. The answer is clear with appropriate use of specialist terminology 2 marks: The explanation of why Maria takes two cakes lacks detail. The answer lacks clarity in places 1 mark: The explanation of why Maria takes two cakes is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Maria experiences loss of self-regulation and self-responsibility (deindividuation) because her school uniform makes her anonymous. • The anonymity decreases restraints against behaviour that would otherwise be inhibited. • Maria takes two cakes because her loss of individual identity, due to belonging to a school group and wearing her uniform, makes her feel less accountable for her actions. <p>Credit other relevant material.</p>	<p>3</p> <p>AO2 = 3</p>

Question	Marking Guidance	Total Marks
13.2	<p>On the bus, on the way home from the cake factory, Maria’s friends are singing loudly. Maria thinks the behaviour of her friends is wrong, but she joins in and sings loudly.</p> <p>Using your knowledge of social identity theory, explain why Maria joins in and sings loudly.</p> <p>Award marks as follows 3 marks: The explanation of why Maria joins in and sings loudly is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: The explanation of why Maria joins in and sings loudly lacks detail. The answer lacks clarity in places. 1 mark: The explanation of why Maria joins in and sings loudly is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Maria is part of the group, so her sense of self has shifted from a personal identity to a group identity. The group identity is to sing loudly, so Maria does the same. • Maria thinks the behaviour of the group is wrong; however as the behaviour is now directed by the group norms and values, she sings loudly with the group rather than behaving in an individual way. • Maria will continue to sing with the rest of the group for as long as she is part of it. This way she will maintain her in-group status and sense of belonging. <p>Credit other relevant material.</p>	<p>3</p> <p>AO2 = 3</p>

Question	Marking Guidance	Total Marks
14	<p>Briefly explain one strength of deindividuation as an explanation of group membership effects.</p> <p>Award marks as follows 3 marks: The explanation of one strength of deindividuation is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: The explanation of one strength of deindividuation lacks clarity in places. 1 mark: The explanation of one strength of deindividuation is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Support from Zimbardo (1989) where anonymous participants delivered shocks for twice as long as those wearing name tags. • Support from research into real-life situations, eg Silke (2003) violent attacks during the Northern Ireland troubles more likely to be carried out by people in disguise, thus hiding their identity. Supports the role of anonymity in permitting aggressive behaviour. <p>Credit other relevant material.</p>	<p>3</p> <p>AO3 = 3</p>

Question	Marking Guidance	Total Marks
15	<p>What is meant by personal space?</p> <p>Award marks as follows 2 marks for a clear definition of personal space. 1 mark for a muddled or vague definition of personal space.</p> <p>Possible content</p> <ul style="list-style-type: none"> • A particular area, like a personal bubble, that people keep to themselves when communicating. • This area determines the type and level of interaction that will take place. <p>Credit alternative wording.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks												
16	<p>Kim attended work conferences in two different countries.</p> <p>In Country A, she felt uncomfortable, because people she had only just met stood very close to her.</p> <p>In Country B, she felt uncomfortable, because people stood so far away from her that it was difficult to have a private conversation.</p> <p>Using your knowledge of cultural differences in personal space, explain why Kim felt uncomfortable in both countries.</p> <p>Possible application</p> <ul style="list-style-type: none"> • Kim feels uncomfortable in Country A because the personal space for interacting with people is smaller than that of her own culture. Kim will perceive this closeness as expressing a desire for familiarity/intimacy and this will make her feel that her personal space is invaded. • Kim feels uncomfortable in Country B because the personal space for interacting with people is larger than that of her own culture. Kim feels it is difficult to have a personal conversation as people are standing too far away which does not feel intimate enough. <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 cultural differences in personal space 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 cultural differences in personal space 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	Application of knowledge of cultural differences in personal space is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Application of knowledge of cultural differences in personal space is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4</p> <p>AO2 = 4</p>
Level	Description	Marks												
2	Application of knowledge of cultural differences in personal space is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Application of knowledge of cultural differences in personal space 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
17	<p>Explain one limitation of research into personal space.</p> <p>Award marks as follows</p> <p>3 marks: The explanation of one limitation of research into personal space is detailed. The answer is clear with appropriate use of specialist terminology.</p> <p>2 marks: The explanation of one limitation of research into personal space lacks detail. The answer lacks clarity in places.</p> <p>1 mark: The explanation of one limitation of research into personal space is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Does not explain ‘vertical’ space where distance is based on dominance in a relationship, eg a doctor standing over a patient or a teacher standing in front of seated students. This does not tend to vary cross-culturally. • May lack temporal validity. The original research was carried out in the 1960s (Hall, 1963 and 1996). As people become more global, these differences in personal space are reducing. • Ignores the role of biology in maintaining personal space, eg there is evidence that the amygdala plays a key role in processing emotional reactions to personal space invasions. <p>Credit other relevant material.</p>	<p>3</p> <p>AO3 = 3</p>

PS04 grid

	AO1	AO2	AO3	Total
Section A				
01.1	2			2
01.2		4		4
02	4			4
03		2		2
04			6	6
05	6		6	12
Section B				
06		4		4
07			6	6
08	8	4	8	20
Section C				
09.1	1			1
09.2	1			1
10			4	4
11	2			2
12			4	4
13.1		3		3
13.2		3		3
14			3	3
15	2			2
16		4		4
17			3	3
Unit total	26	24	40	90