

INTERNATIONAL A-LEVEL PSYCHOLOGY

PS04

Unit 4 Approaches and Application

Mark scheme

June 2026

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

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 © 2026 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
01	<p>Outline what is meant by classical conditioning.</p> <p>Award marks as follows: 2 marks: for a clear outline of classical conditioning. 1 mark: for a muddled or vague outline of classical conditioning.</p> <p>Possible content The association of an unconditioned stimulus with a neutral stimulus to produce a conditioned response.</p> <p>Credit alternative wording.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking Guidance	Total Marks												
02	<p>Describe the procedure of Pavlov’s study into classical conditioning.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Pavlov presented dogs with food (unconditioned stimulus) which made them salivate (unconditioned response). • He paired the sound of a bell (neutral stimulus) with the presentation of food (unconditioned stimulus) over a number of trials. • He presented the sound of the bell alone (conditioned stimulus) to see if it would elicit the salivation response (conditioned response). • He recorded the dogs’ salivation response to the bell (conditioned stimulus). • He continued to present the bell alone to see if the behaviour would extinguish over 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>Knowledge of Pavlov’s procedure to study classical conditioning 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>Knowledge of Pavlov’s procedure to study classical conditioning 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	Knowledge of Pavlov’s procedure to study classical conditioning is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Knowledge of Pavlov’s procedure to study classical conditioning is limited, vague or muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4</p> <p>AO1 = 4</p>
Level	Description	Marks												
2	Knowledge of Pavlov’s procedure to study classical conditioning is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Knowledge of Pavlov’s procedure to study classical conditioning 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															
03	<p>Manahil has always had difficulty controlling her mood, just like her father. Manahil takes medication to help with this, but sometimes she forgets and becomes upset very easily.</p> <p>Manahil's difficulty controlling her mood has got worse since she was in a car accident and suffered a brain injury.</p> <p>Using your knowledge of the biological approach, explain Manahil's difficulty controlling her mood.</p> <p>Possible application</p> <ul style="list-style-type: none"> Manahil may have inherited genes from her father that make it harder to control her mood as she says, just like her father, she has always had difficulty controlling her mood. Manahil's medication may regulate neurotransmitter levels (eg serotonin) helping her to control her mood. When she forgets to take the medication, her neurotransmitter levels could be disrupted and this could affect her mood. The brain injury from the car accident could have affected the structure and function of her brain in the areas responsible for mood regulation, so she is unable to control her mood. <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>Application of the biological approach to explain Manahil's difficulty controlling her mood 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 the biological approach to explain Manahil's difficulty controlling her mood 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 the biological approach to explain Manahil's difficulty controlling her mood 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	Application of the biological approach to explain Manahil's difficulty controlling her mood is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Application of the biological approach to explain Manahil's difficulty controlling her mood is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4	1	Application of the biological approach to explain Manahil's difficulty controlling her mood 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>AO2 = 6</p>
Level	Description	Marks															
3	Application of the biological approach to explain Manahil's difficulty controlling her mood is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6															
2	Application of the biological approach to explain Manahil's difficulty controlling her mood is relevant but detail is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4															
1	Application of the biological approach to explain Manahil's difficulty controlling her mood 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															
04	<p>Evaluate the biological approach.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Use of research evidence to support the link between biology and behaviour, eg Broca (1861). • It is a scientific approach so able to establish cause and effect. • Objective methods are used increasing reliability and validity, eg use of laboratory experiments, PET and fMRI scans. • Real-life application, eg development of anti-psychotic drugs to treat schizophrenia. • Fails to recognise the role of cognitive and social influences on behaviour. • Deterministic view that behaviour is caused by genes, neurotransmitters and biological structures, contrasts with the notion of free will. • Comparison with alternative approaches. <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 biological approach 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>Evaluation of the biological approach 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>Evaluation of the biological approach 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	Evaluation of the biological approach is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6	2	Evaluation of the biological approach is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4	1	Evaluation of the biological approach 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	Evaluation of the biological approach is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6															
2	Evaluation of the biological approach is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4															
1	Evaluation of the biological approach 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									
05	<p>Discuss the cognitive approach.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Behaviour is influenced by internal mental processes. • Schema are the mental representations of experience, knowledge and understanding. • Mental processes are a form of information processing which can be compared to that of a computer. • Theoretical and computer models can be used to provide testable theories about mental processing which can be inferred from behaviour. • Cognition and biological processes can be integrated via cognitive neuroscience. • Methodology makes use of controlled experimentation so inferences can be made about mental processes on the basis of observed behaviour. <p>Possible discussion</p> <ul style="list-style-type: none"> • Use of research evidence to support the approach, eg Bartlett (1932). • Uses controlled experimentation so has scientific rigour. • The computer analogy is mechanistic which struggles to explain the irrationality seen in emotional responses. • The use of controlled environments lacks ecological validity meaning we may not get an understanding of how cognitive processes such as memory work in real life. • Problems with inference such as subjective interpretation of behaviour. • Research from other approaches indicate, for example, inherited and learned factors as causes of behaviour which are overlooked by the approach. • Oversimplistic because the focus is often on individual mental processes and often does not explain how different mental processes work together. • Real-life application such as explaining schizophrenia in terms of dysfunctional thought processing. • Comparisons with other approaches. <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>4</td><td>Knowledge of the cognitive approach is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is used effectively.</td><td>10–12</td></tr> <tr> <td>3</td><td>Knowledge of the cognitive approach is evident but there are occasional inaccuracies and/or 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> </tbody> </table>	Level	Description	Marks	4	Knowledge of the cognitive approach is accurate and generally well detailed. Discussion 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 the cognitive approach is evident but there are occasional inaccuracies and/or omissions. There is some effective discussion. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.	7–9	<p>12</p> <p>AO1 = 6 AO3 = 6</p>
Level	Description	Marks									
4	Knowledge of the cognitive approach is accurate and generally well detailed. Discussion 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 the cognitive approach is evident but there are occasional inaccuracies and/or 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 the cognitive approach is present. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	4–6	
	1	Knowledge of the cognitive approach 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	

Section B: Issues and Debates in Psychology

Total for this section: 30 marks

Question	Marking Guidance	Total Marks
06	<p>Some psychologists believe that all human behaviour has a cause, but people still have some control over their behaviour.</p> <p>Which one of the following terms best matches this statement.</p> <p>Shade one box only.</p> <p>Answer key:</p> <p>D – Soft determinism</p>	<p>1</p> <p>AO1 = 1</p>

Question	Marking Guidance	Total Marks															
07	<p>Explain one strength and one limitation of taking a deterministic view in psychology.</p> <p>Possible strengths</p> <ul style="list-style-type: none"> It is in line with the objectives of science as it conducts experiments to find causes for behaviour. It has useful practical applications such as developing drugs to treat disorders such as schizophrenia. It can explain many types of behaviour, eg environmental determinism explains behaviour as being caused by learning from the environment. <p>Possible limitations</p> <ul style="list-style-type: none"> It is reductionist in that it attempts to find single, simple causes for behaviour. This fails to uncover the meaning behind behaviour. Determinist explanations can take away moral responsibility for people's actions, for example those who commit crime can blame their genes or hormones. It is not compatible with approaches that place emphasis on free will as being necessary for personal growth (eg humanistic approach). <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>The explanation of one strength and one limitation of taking a deterministic view 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>The explanation of one strength and/or one limitation of taking a deterministic view 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> <tr> <td>1</td><td>The explanation of one strength and/or one limitation of taking a deterministic view 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.</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	The explanation of one strength and one limitation of taking a deterministic view is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6	2	The explanation of one strength and/or one limitation of taking a deterministic view 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	The explanation of one strength and/or one limitation of taking a deterministic view 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.	1–2	0	No creditable content.	0	<p>6</p> <p>AO3 = 6</p>
Level	Description	Marks															
3	The explanation of one strength and one limitation of taking a deterministic view is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6															
2	The explanation of one strength and/or one limitation of taking a deterministic view 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	The explanation of one strength and/or one limitation of taking a deterministic view 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.	1–2															
0	No creditable content.	0															

Question	Marking Guidance	Total Marks
08	<p>What is meant by heredity?</p> <p>Possible content The passing of genetic characteristics from parents to offspring.</p> <p>Credit alternative wording.</p>	<p>1</p> <p>AO1 = 1</p>

Question	Marking Guidance	Total Marks
09	<p>Identify one example of heredity in a behaviour you have studied in psychology.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Humans inherit a fear of animals or situations that were a threat to their ancestors (biological preparedness). • Prey animals inherit sleep patterns to keep them safe from predators, eg sleeping for less time than carnivores do. • Concordance rates show that chances of developing schizophrenia increase with genetic relatedness. <p>Credit other relevant content.</p>	<p>1</p> <p>AO2 = 1</p>

Question	Marking Guidance	Total Marks															
10	<p>Evaluate the nature-nurture debate in psychology.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Support from research suggesting a nature view of behaviour, eg Gottesman and Shields (1966) twin studies into schizophrenia. • Support from research suggesting a nurture view of behaviour, eg Skinner's (1953) work on operant conditioning. • The nature view is considered deterministic, it suggests that we cannot change our behaviour, eg if we have inherited genes associated with aggression, there is little we can do to change it. This is problematic as it removes a person's agency or free will leading to learned helplessness. • The nurture view is based more on free will or soft determinism as it suggests we have the ability to change our behaviour through rehabilitation or training. This allows a person to feel in control and optimistic about the future. • Support from studies suggesting an interactionist approach, eg Piaget's (1952) model where maturation and interaction with the environment are both essential for cognitive development. • There is little research evidence to support a wholly nature or a wholly nurture view of behaviour. For example, in twin studies concordance rates are never 100%. • The interactionist explanation is a good compromise as neither nature nor nurture provides a complete explanation for 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>Evaluation of the nature-nurture debate 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>Evaluation of the nature-nurture debate 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>Evaluation of the nature-nurture debate 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	Evaluation of the nature-nurture debate is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6	2	Evaluation of the nature-nurture debate is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4	1	Evaluation of the nature-nurture debate 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	Evaluation of the nature-nurture debate is detailed and effective. The answer is clear with appropriate use of specialist terminology.	5–6															
2	Evaluation of the nature-nurture debate is relevant but effectiveness is lacking. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	3–4															
1	Evaluation of the nature-nurture debate 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
11	<p>A psychologist conducted an experiment to investigate whether the amount of sleep impacts memory in college students. To test this, the psychologist randomly allocated 100 participants to two groups and controlled how much sleep they had during a night.</p> <p>Group A: slept for 8 hours Group B: slept for 4 hours</p> <p>Memory was assessed through a standard list of 20 words that participants had to learn before they slept and then recalled the next morning. Each participant's recall score (number of words out of 20) was recorded. The psychologist wrote down the method, including the environment in which recall was tested.</p> <p>Using your knowledge of psychology and science, explain three ways in which the psychologist's experiment can be considered scientific.</p> <p>For any three of the ways below, award marks as follows: 2 marks for a clear and coherent explanation of the way in which the psychologist's experiment can be considered scientific. 1 mark for a muddled or vague explanation of the way in which the psychologist's experiment can be considered scientific.</p> <p>Possible Application</p> <ul style="list-style-type: none"> • Objectivity – Participant scores (number of words recalled) were written down so they can be recorded and verified by another person allowing for objectivity. • Empirical method – the psychologist collected data on how the amount of sleep affects recall through an experiment using the empirical method. • Replicability – the psychologist wrote down the method, including the environment in which recall was tested, allowing for replicability. • Falsification – the psychologist would have constructed a testable hypothesis (IV amount of sleep DV recall score out of 20) which was capable of being falsified. <p>Credit other relevant material.</p>	<p>6</p> <p>AO2 = 6</p>

Question	Marking Guidance	Total Marks									
12	<p>Discuss reductionism in psychology.</p> <p>Possible content</p> <ul style="list-style-type: none"> • The idea that complex behaviours can be explained at a lower level by studying the components that make up that behaviour. • Reference to types of reductionism, eg biological reductionism and stimulus-response (environmental) reductionism. • 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 a reductionist level, eg the dopamine hypothesis to explain schizophrenia. <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. For example, reducing the explanation for schizophrenia to neurotransmitters (dopamine/serotonin) tells us nothing of the psychological dimension, eg how the patient feels. • Comparison with holism which emphasises the whole person and the context in which the behaviour occurs rather than component parts. • Comparison with holism, less likely to find the meaning behind behaviour when it is reduced to individual units. <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>Knowledge of reductionism is detailed and accurate. Discussion is effective. The answer is clear with appropriate use of specialist terminology.</td><td>7–9</td></tr> <tr> <td>2</td><td>Knowledge of reductionism is relevant but detail is lacking. Any discussion is mostly effective. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.</td><td>4–6</td></tr> </tbody> </table>	Level	Description	Marks	3	Knowledge of reductionism is detailed and accurate. Discussion is effective. The answer is clear with appropriate use of specialist terminology.	7–9	2	Knowledge of reductionism is relevant but detail is lacking. Any discussion is mostly effective. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	4–6	<p>9</p> <p>AO1 = 4 AO3 = 5</p>
Level	Description	Marks									
3	Knowledge of reductionism is detailed and accurate. Discussion is effective. The answer is clear with appropriate use of specialist terminology.	7–9									
2	Knowledge of reductionism is relevant but detail is lacking. Any discussion is mostly effective. The answer lacks clarity in places. Specialist terminology is occasionally used appropriately.	4–6									

	1	Knowledge of reductionism is very limited. Discussion is limited, poorly focused or absent. The answer is vague and/or muddled. Specialist terminology is either absent or inappropriately used.	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
13	<p>David is at a football match with a group of friends. After the match, the group gathers outside the stadium. Someone shouts, “Push it over!” pointing to a board with the other football team’s name on. Soon, lots of people are shouting and pushing down the board.</p> <p>David is normally a reserved and moral person. However, he pushes the board over with everyone else and shouts wildly when it falls to the floor.</p> <p>Using your knowledge of deindividuation, explain David’s behaviour.</p> <p>Award marks as follows: 3 marks: the explanation of David’s behaviour is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: the explanation of David’s behaviour lacks detail. The answer lacks clarity in places. 1 mark: the explanation of David’s behaviour is briefly presented. The answer is very limited, vague and or muddled.</p> <p>Possible content</p> <ul style="list-style-type: none"> David experiences loss of self-regulation and self-responsibility (deindividuation) because being part of the group of friends gives him anonymity. David joins in with pushing over the board. This is because the anonymity of being in a group decreases restraints against behaviour that would otherwise be inhibited. David feels less accountable for his actions. Pushing over the board is a group action, therefore, responsibility is shared between him and his friends. <p>Credit other relevant material.</p>	<p>3</p> <p>AO2 = 3</p>

Question	Marking Guidance	Total Marks
14	<p>Briefly evaluate research into in-group favouritism and out-group bias.</p> <p>Award marks as follows: 3 marks: evaluation of research into in-group favouritism and out-group bias is detailed. The answer is clear with appropriate use of specialist terminology. 2 marks: evaluation of research into in-group favouritism and out-group bias lacks detail. The answer lacks clarity in places. 1 mark: evaluation of research into in-group favouritism and out-group bias is briefly presented. The answer is very limited, vague and/or muddled.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • Support from research, eg The Robbers Cave field experiment (Sherif, 1961) where in-group favouritism and out-group bias increased with competition between groups of boys over time. • Further support from minimal groups studies, eg Diehl (1990) suggesting the effects of in-group favouritism and out-group bias can occur through belief that one is a group member, without any other members being present. • Consideration of cultural differences in minimal groups studied. Wetherell (1982) found that North American and British children showed in-group favouritism and out-group bias but Pacific or Maori children did not, preferring to help and support one another regardless of which group they were assigned. • Methodological criticisms as many of the studies used teenage boys which tells us very little about in group/out group effects in women, adults or other settings. <p>Credit other relevant material.</p>	<p>3</p> <p>AO3 = 3</p>

Question	Marking Guidance	Total Marks												
15	<p>Qian has just started work in a coffee shop and has agreed with her boss some goals to help develop her skills.</p> <p>Qian can make simple coffees but wants to learn how to make more complicated types of coffee. Qian agrees to attend a training course which will help her master the skills required. Qian will also receive regular customer feedback on the quality of the coffee she makes.</p> <p>Using your knowledge of goal-setting theory, explain whether Qian is likely to be successful.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Qian has identified a specific goal, as she wants to learn how to make more complicated types of coffee. • The more complicated types of coffee are a little more challenging than the one she currently makes. Therefore, Qian's goal is challenging but realistic enough to be achievable. • The goal has been set by Qian and her boss. Goals set collaboratively are more likely to be achieved. • Throughout her training, Qian will be receiving feedback from customers. Regular feedback helps to maximise performance. <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 goal-setting theory to Qian is appropriate 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 goal-setting theory to Qian is limited, 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	2	Application of goal-setting theory to Qian is appropriate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Application of goal-setting theory to Qian is limited, vague and/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 goal-setting theory to Qian is appropriate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	Application of goal-setting theory to Qian is limited, vague and/or muddled. Specialist terminology is either absent or inappropriately used.	1–2												
0	No creditable content.	0												

Question	Marking Guidance	Total Marks
16	<p>Anika has a demanding job in air traffic control. Her job has a high level of responsibility and requires intense concentration to avoid accidents.</p> <p>Although the job demands are high, Anika is happy and loves her job. She is happy because her employer offers very good support, provides a comfortable working environment, opportunities for development and regular feedback on her performance.</p> <p>Describe and evaluate the job demands-resources (JD-R) model. Refer to Anika in your answer.</p> <p>Possible content</p> <ul style="list-style-type: none"> • The JD-R model (Demerouti et al, 2001) has two key concepts; job demands and job resources. • Demands are aspects of the job that require sustained physical and mental effort. • Demands may have physical and psychological costs such as work overload, problems with relationships and job insecurity. • Job resources help workers reach their goals. • They reduce job demands and the costs (physical and psychological) linked to job demands. • Resources (such as training and social support) are critical in the development of workers. <p>Possible application</p> <ul style="list-style-type: none"> • Anika's job as an air traffic controller requires sustained mental effort to avoid accidents. Therefore, it is a demanding role. • These demands could lead to work overload and stress but instead, Anika thrives on the demands. • The resources she is provided with, eg comfortable working environment and regular feedback, mitigate for the effects of high job demands. • She is happy at work because the resources provided by her employer, eg opportunities for development, improve her well-being. <p>Possible evaluation</p> <ul style="list-style-type: none"> • Research support for the JD-R model, eg Nielsen et al (2011), North Sea oil workers' stressors (perception of risk) were mitigated by resources (perception of safety). • The JD-R is a more realistic model than the original J D-C version because it includes a larger range of variables relevant to the workplace. • The addition of job resources, eg development opportunities and feedback on performance, make this a highly dynamic and flexible model that can be applied to any work setting. • The JD-R model is capable of changing to fit new working environments as relationships between demands and resources evolve, eg moving towards a new digital age. • The addition of resources also provides a range of potential interventions to reduce strain and burnout in the workplace. 	<p>20</p> <p>AO1 = 8 AO2 = 4 AO3 = 8</p>

- Difficult to test the JD-R model in one study as it is impossible to operationalise so many variables at once.
- Comparing findings from research is difficult as there will be such a range of demands and resources that no two studies will be testing the same thing.

Credit other relevant material.

Level	Description	Marks
4	Knowledge of the job demands-resources (JD-R) model is accurate and generally well detailed. Evaluation is effective. Application is appropriate. 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 job demands-resources (JD-R) model is evident but there are occasional inaccuracies and/or omissions. There is some effective evaluation. There is some appropriate application. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	11–15
2	Limited knowledge of the job demands-resources (JD-R) model is present. Any evaluation/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 job demands-resources (JD-R) model is very limited. Evaluation/application is limited, poorly focused and/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

PS04 grid

	AO1	AO2	AO3	Total
Section A				
01	2			2
02	4			4
03		6		6
04			6	6
05	6		6	12
Section B				
06	1			1
07			6	6
08	1			1
09		1		1
10			6	6
11		6		6
12	4		5	9
Section C				
13		3		3
14			3	3
15		4		4
16	8	4	8	20
Unit total	26	24	40	90