

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL A-LEVEL PSYCHOLOGY

PS04

Unit 4 Approaches and Application

Mark scheme

January 2023

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 oxfordaqaexams.org.uk

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 © 2023 Oxford International AQA 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
<p>01</p>	<p>Which two of the following are not mediational processes in social learning:</p> <p>A Attention B Desensitisation C Manipulation D Reproduction E Retention</p> <p>Answers: B and C</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking guidance	Total marks
<p>02</p>	<p>With reference to Leo, explain the social learning processes of:</p> <p>(a) Identification (b) Modelling</p> <p>Award up to 2 marks for each term:</p> <p>Possible content:</p> <p>(a) Identification</p> <ul style="list-style-type: none"> • Leo sees himself as similar to his father as his father is a role model to him. Identification is when there is a connection between a child and a role model • Because Leo identifies with his father, he is more likely to imitate him so Leo washes the wheel using the same action. • Leo is probably aware that he and his father are the same sex and identification is usually with the same sex role model. <p>2 marks for a clear explanation of identification with reference to Leo. 1 mark for a muddled or vague explanation of identification with reference to Leo. 0 marks for an answer with no creditable content.</p> <p>Possible content:</p> <p>(b) Modelling</p> <ul style="list-style-type: none"> • Leo observes the way his father washes the car. Modelling is learning that involves observing actions. • Leo notices the way his father washes the wheel with a brush. Modelling involves extracting information about the actions. • Leo washes the car wheel in the same way as his father who is a significant role model. (Accept answers that focus on father as the model) <p>2 marks for a clear explanation of modelling with reference to Leo. 1 mark for a muddled or vague explanation of 'modelling' with reference to Leo. 0 marks for an answer with no creditable content.</p> <p>Note: There may be some overlap, the terms are not mutually exclusive.</p>	<p>4</p> <p>AO2 = 4</p>

Question	Marking guidance	Total marks																											
03	<p>Explain one strength and one limitation of social learning theory.</p> <p>Possible strengths:</p> <ul style="list-style-type: none"> • There is research to support social learning theory eg Bandura et al. (1961; 1963). • Social Learning theory uses controlled scientific studies in investigations, which allow for replication, generalisation, cause and effect etc. • Social learning theory acknowledges the importance of cognitions and thought processes on learning. • Social learning theory can be applied to many areas such as education, aggression etc. <p>Accept other relevant strengths.</p> <p>For a strength award marks as follows:</p> <table border="1" data-bbox="300 875 1305 1227"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>A strength is explained in detail. The answer is clear with appropriate use of specialist terminology.</td> <td>3</td> </tr> <tr> <td>2</td> <td>A strength is explained but detail is lacking. The answer lacks clarity in places.</td> <td>2</td> </tr> <tr> <td>1</td> <td>A strength is briefly presented but there is little or no explanation. The answer is very limited/vague/muddled.</td> <td>1</td> </tr> <tr> <td>0</td> <td>No creditable content.</td> <td>0</td> </tr> </tbody> </table> <p>Possible limitations:</p> <ul style="list-style-type: none"> • Bandura’s research has been criticised and this has implications for the theory. • Social learning theory cannot explain all behaviour eg where there is no observation, no role model etc. • Social learning theory is sometimes criticised for not taking sufficient note of biology. • Social learning theory does not fully explain individual differences eg reinforcement is different for individuals. <p>Accept other relevant limitations.</p> <p>For a limitation award marks as follows:</p> <table border="1" data-bbox="300 1742 1305 2040"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>A limitation is explained in detail. The answer is clear with appropriate use of specialist terminology.</td> <td>3</td> </tr> <tr> <td>2</td> <td>A limitation is explained but detail is lacking. The answer lacks clarity in places.</td> <td>2</td> </tr> <tr> <td>1</td> <td>A limitation is briefly presented but there is little or no explanation. The answer is very limited/vague/muddled.</td> <td>1</td> </tr> </tbody> </table>	Level	Description	Marks	3	A strength is explained in detail. The answer is clear with appropriate use of specialist terminology.	3	2	A strength is explained but detail is lacking. The answer lacks clarity in places.	2	1	A strength is briefly presented but there is little or no explanation. The answer is very limited/vague/muddled.	1	0	No creditable content.	0	Level	Description	Marks	3	A limitation is explained in detail. The answer is clear with appropriate use of specialist terminology.	3	2	A limitation is explained but detail is lacking. The answer lacks clarity in places.	2	1	A limitation is briefly presented but there is little or no explanation. The answer is very limited/vague/muddled.	1	<p>6</p> <p>AO3 = 6</p>
Level	Description	Marks																											
3	A strength is explained in detail. The answer is clear with appropriate use of specialist terminology.	3																											
2	A strength is explained but detail is lacking. The answer lacks clarity in places.	2																											
1	A strength is briefly presented but there is little or no explanation. The answer is very limited/vague/muddled.	1																											
0	No creditable content.	0																											
Level	Description	Marks																											
3	A limitation is explained in detail. The answer is clear with appropriate use of specialist terminology.	3																											
2	A limitation is explained but detail is lacking. The answer lacks clarity in places.	2																											
1	A limitation is briefly presented but there is little or no explanation. The answer is very limited/vague/muddled.	1																											

	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">0</td> <td style="width: 80%; text-align: center;">No creditable content.</td> <td style="width: 10%; text-align: center;">0</td> </tr> </table>	0	No creditable content.	0	
0	No creditable content.	0			

Question	Marking guidance	Total marks
04	<p>Reinforcement is an important process in operant conditioning. Use your knowledge of two types of reinforcement to explain the behaviours shown by Adeel and Beth.</p> <p>Award up to 2 marks for each type of reinforcement:</p> <p>Content</p> <p>Adeel's behaviour is due to negative reinforcement. This is where Adeel does something to avoid something unpleasant occurring – he behaves well in class to avoid obtaining a bad school report; he behaves well in class so that he will not be punished.</p> <p>2 marks for a clear explanation of negative reinforcement applied to Adeel. 1 mark for a muddled or vague explanation of negative reinforcement applied to Adeel. 0 marks for an answer with no creditable content.</p> <p>Content</p> <p>Beth's behaviour is due to positive reinforcement. This is where Beth does something to gain a reward/reinforcer – she works hard for her test so that she can be rewarded with a present.</p> <p>2 marks for a clear explanation of positive reinforcement applied to Beth. 1 mark for a muddled or vague explanation of positive reinforcement applied to Beth. 0 marks for an answer with no creditable content.</p>	<p>4</p> <p>AO2 = 4</p>

Question	Marking guidance	Total marks
05	<p>Briefly explain the difference between phenotype and genotype.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • The genotype is the genetic make-up of an individual whereas the phenotype is what happens when the genotype interacts with the environment. • The phenotype includes environmental influences as well as genes whereas the genotype is strictly a person's genetic make-up. • Examples may be used to illustrate the point eg the genotype will determine the maximum height an individual could achieve but the actual height (phenotype) depends on other factors like nutrition. <p>Accept other relevant points/examples.</p> <p>2 marks for a brief but clear explanation of the difference between phenotype and genotype. 1 mark for a muddled or vague explanation of the difference between phenotype and genotype. 0 marks for an answer with no creditable content.</p>	<p>2</p> <p>AO3 = 2</p>

Question	Marking guidance	Total marks
06	<p>Describe and evaluate the cognitive approach in psychology.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • The cognitive approach studies internal mental processes – such as memory. • Models have been developed to show how internal mental processes might operate eg Information Processing Models/MSM memory etc. • Both theoretical and computer models have been developed. • Cognitive psychologists are interested in the role of schema in information processing. • More recently, cognitive neuroscience has emerged which brings together biological and cognitive processes. • Credit knowledge of methodology eg the cognitive approach uses controlled methods to make inferences about mental processes etc. <p>Possible evaluation:</p> <ul style="list-style-type: none"> • The cognitive approach has many applications eg in the explanation and treatment of depression; EWT etc. • The cognitive approach has contributed to the field of A.I. and robotics etc. • It is now acknowledged that schemas play an important role in mental processing, eg in reconstructive memory. • Credit the use of evidence eg Bartlett (1958) War of the Ghosts; Memory research etc. • The cognitive approach uses scientific methods of research which give it scientific rigour. 	<p>12</p> <p>AO1 = 6 AO3 = 6</p>

	<ul style="list-style-type: none"> • The use of models in cognitive psychology can oversimplify complex processes eg memory models. • The cognitive approach is criticised for being mechanistic eg by comparing the mind to a computer it fails to explain human qualities such as emotion/motivation etc. • Experimental studies of mental processes are often artificial and may be unrepresentative of everyday behaviours/lack ecological validity. • The cognitive approach takes a soft determinist stance which is more flexible than the hard determinism of the behaviourist approach. <p>Accept other relevant material.</p>	
Level	Description	Marks
4	Knowledge of the cognitive approach is accurate and generally well detailed. Evaluation is effective. The answer is clear, organised and focused. Specialist terminology is mostly used effectively.	10–12
3	Knowledge of the cognitive approach is evident but there are occasional inaccuracies/omissions. There is some appropriate evaluation. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.	7–9
2	Limited knowledge of the cognitive approach is present. There is some limited evaluation. 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. Evaluation is limited, poorly focused or absent. The answer 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
<p>07</p>	<p>Referring to the conversation, explain what Ali and Mia think about the free will and determinism debate.</p> <p>Possible content:</p> <p>Ali: believes in hard/biological determinism (1), that all behaviour is determined by forces outside of our control, because we have no choice/control over the influence of our genes (1).</p> <p>Mia: believes some elements of behaviour are determined by factors such as genetic inheritance, we do still have control over some choices in life, there is some free will (1), this is soft determinism (1).</p>	<p>4</p> <p>AO2 = 4</p>

Question	Marking guidance	Total marks															
08	<p>Evaluate one or more types of reductionism in psychology.</p> <p>Possible evaluation:</p> <ul style="list-style-type: none"> • Explaining behaviours at a basic/fundamental level enables greater understanding of the mechanisms involved. • Understanding basic biological mechanisms allows researchers to find treatments eg drugs for schizophrenia. • Environmental reductionism focuses only on overt behaviour. • Variables are isolated, manipulated and measured so researchers can confidently show cause and effect. • Gives greater credibility to psychology, as reductionism is the basis of scientific research and links psychology to other scientific disciplines. • Oversimplifies complex behaviour – 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. • Loses sight of the whole person – comparison with holism which emphasises the whole person/system/behaviour/experience rather than component parts. • Takes no account of the social context in which behaviour occurs. <p>Credit other relevant evaluative points.</p> <p>Answers may refer to specific types of reductionism eg biological reductionism; stimulus-response (environmental) reductionism, or just use the general term ‘reductionism’.</p> <table border="1" data-bbox="300 1211 1310 1771"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Evaluation of one or more types of reductionism 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 one or more types of reductionism is relevant, but detail/application is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.</td> <td>3–4</td> </tr> <tr> <td>1</td> <td>Evaluation of one or more types of reductionism 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	Evaluation of one or more types of reductionism is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Evaluation of one or more types of reductionism is relevant, but detail/application is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.	3–4	1	Evaluation of one or more types of reductionism 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</p> <p>AO3 = 6</p>
Level	Description	Marks															
3	Evaluation of one or more types of reductionism is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6															
2	Evaluation of one or more types of reductionism is relevant, but detail/application is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.	3–4															
1	Evaluation of one or more types of reductionism 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
09	<p>Discuss the nature-nurture debate. Refer to two approaches you have studied in psychology.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Debate about the relative importance of heredity and environment in determining behaviour. • Nature side of the debate assumes heredity is more important. • Nurture side of the debate assumes environment is more important. • Nature aspect is rooted in nativist theory that knowledge/abilities are innate. • Nurture aspect rooted in empiricist theory that knowledge derives from learning – Locke’s view of mind as a ‘tabula rasa’ or blank slate on which experiences are written. • The interactionist approach suggests the idea that both genetics (nature) and the environment (nurture) influence behaviour. • The diathesis-stress model of mental illness is interactionist and suggests psychopathology is caused by a biological vulnerability (nature) which is only expressed when there is an environmental trigger (nurture). • Knowledge of studies investigating the relative contributions of nature and nurture eg twin and adoption studies. • Epigenetics – markers on DNA that may affect genetic code of offspring. <p>Possible approaches:</p> <ul style="list-style-type: none"> • Behaviourist approach – extreme nurture position – environment forms behaviour. • Social Learning theory – behaviour learnt from role models in the environment – largely nurture. • Cognitive approach – interaction of nature eg innate schemas, and nurture eg mediation of cognitive factors based on experience. • Biological approach – assumes genetic make-up drives behaviour in the main (nature) but acknowledges to some extent the environment (nurture) does affect development eg phenotype. <p>Possible discussion:</p> <ul style="list-style-type: none"> • Use of evidence to support the influence of nature, eg twin studies of schizophrenia showing higher concordance for MZ pairs than for DZ pairs. • Use of evidence to support the influence of learning, eg studies of scaffolding in cognitive development. • Links with theories, eg how Baillargeon’s work supports the nature side of the debate. • Implications of taking either a nature or a nurture stance, eg for education, treatment of disorders etc. • Need for an interactionist view to take account of both influences – nature and nurture. • Constructivism – individuals inherit a tendency to seek out a certain environment. • The diathesis-stress model has proved useful in understanding and treating mental illness eg schizophrenia; evidence for the diathesis-stress model eg Tienari et al (2004). • Use of topics in discussion. <p>Credit other relevant material.</p>	<p>20</p> <p>AO1 = 8 AO2 = 4 AO3 = 8</p>

Level	Description	Marks
4	Knowledge of the nature-nurture debate is accurate and generally well detailed. Discussion is effective. There is effective application to two approaches. The answer is clear, organised and focused. Specialist terminology is mostly used effectively.	16–20
3	Knowledge of the nature-nurture debate is evident but there are occasional inaccuracies/omissions. There is some appropriate application and/or discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.	11–15
2	Limited knowledge of the nature-nurture debate is present. There is some limited application and/or discussion. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10
1	Knowledge of the nature-nurture debate is very limited. Application and/or discussion is limited, poorly focused or absent. The answer 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
10.1	<p>Outline what is meant by social facilitation.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Social facilitation is the tendency for people to perform differently/better in the presence of others than when they are alone. • Studies have shown improved performance when (passive) others are present (audience effect) when performing a simple task. <p>Credit other relevant content.</p> <p>2 marks for a clear outline of what is meant by social facilitation. 1 mark for a muddled or vague outline of what is meant by social facilitation. 0 marks for an answer with no creditable content.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking guidance	Total marks												
10.2	<p>With reference to social facilitation, explain the findings shown in Table 1.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • The results show that Group B (the co-action group) solve the puzzle much quicker than Group A (who perform the task in a room alone) OR the results show that Group A (who perform the task in a room alone) perform the task much slower than Group B (the co-action group). • The group who perform the same task alongside others (Group B) complete the task 33% quicker time than Group A who work alone. • This is an example of social facilitation where people often perform better in a group setting than alone on a simple task like this puzzle. <p>Credit other relevant content:</p> <table border="1" data-bbox="300 1503 1310 1850"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The explanation of the findings of the social facilitation study 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 the findings of the social facilitation study 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 the findings of the social facilitation study is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	The explanation of the findings of the social facilitation study 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	The explanation of the findings of the social facilitation study is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	The explanation of the findings of the social facilitation study 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>Mimi is going to an office for a job interview. She asks her friend, Pete, about non-verbal communication.</p> <p>Briefly explain two types of non-verbal communication Pete could suggest are important for Mimi’s interview.</p> <p>Possible content:</p> <ul style="list-style-type: none"> • Eye-contact: Pete would advise Mimi not to avoid eye-contact. The amount of eye-contact eg frequency of glances and patterns of fixation, is important. He would advise her that eye-contact can have a critical first impression. • Facial expressions: Pete would advise Mimi to make sure she is smiling (a universal expression) and not frowning/looking bored. • Personal space: Pete would advise Mimi to make sure she is aware of personal space and to maintain a social space for the workplace interview rather than invading personal space – which is for interactions with close friends and family. <p>Note: Reference to cultural variations/universals should be credited eg facial expressions for 6 universal emotions; physical distance closer in Middle East than Europe etc.</p> <p>Credit other relevant content</p> <table border="1" data-bbox="300 1111 1308 1547"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The explanation of two types of non-verbal communication 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 two types of non-verbal communication is limited, vague or muddled. OR one type of non-verbal communication at L2. 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 two types of non-verbal communication is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	The explanation of two types of non-verbal communication is limited, vague or muddled. OR one type of non-verbal communication at L2. 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	The explanation of two types of non-verbal communication is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	The explanation of two types of non-verbal communication is limited, vague or muddled. OR one type of non-verbal communication at L2. Specialist terminology is either absent or inappropriately used.	1–2												
0	No creditable content.	0												

Question	Marking guidance	Total marks															
12	<p>Discuss one model of workplace stress.</p> <p>Possible knowledge:</p> <ul style="list-style-type: none"> • The job demands-resources (JD-R) model – Demerouti et al (2001). • Job demands – physical and mental effort of the job/organisational structure can lead to physiological/psychological costs. Can lead to burnout. • Job resources – help workers achieve goals, critical in the personal growth/development of workers eg training/social support etc. • Personal resources (component of job resources) – aspects of personality eg resilience, locus of control etc. <p>Possible discussion:</p> <ul style="list-style-type: none"> • Research supported usefulness of JD-R model – particularly job resources. • JD-R model more complex/more realistic than the earlier JD-C model, but the complexity makes the model difficult to test in entirety. • JD-R model very flexible – can be applied to a range of work environments. It is adaptable to digital age and can cope with changing work patterns etc. • JD-R model provided interventions to reduce strain and burnout in the workplace. • Research relies heavily on questionnaires which may be open to researcher bias, social desirability etc. – implications for support of model. • Comparison with other models eg the (JD-C) model of workplace stress. • Use of research to support/refute the model: Nielsen et al (2011); Baka (2015) etc. <p>Credit other relevant material.</p> <table border="1" data-bbox="300 1294 1305 2049"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Knowledge of one model of workplace stress is accurate and generally well detailed. Discussion is effective. The answer is clear, organised and focused. Specialist terminology is mostly used effectively.</td> <td>16–20</td> </tr> <tr> <td>3</td> <td>Knowledge of one model of workplace stress is evident but there are occasional inaccuracies/omissions. There is some appropriate discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.</td> <td>11–15</td> </tr> <tr> <td>2</td> <td>Limited knowledge of one model of workplace stress is present. There is some limited discussion. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.</td> <td>6–10</td> </tr> <tr> <td>1</td> <td>Knowledge of one model of workplace stress is very limited. Discussion is limited, poorly focused or absent. The answer lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.</td> <td>1–5</td> </tr> </tbody> </table>	Level	Description	Marks	4	Knowledge of one model of workplace stress is accurate and generally well detailed. Discussion is effective. The answer is clear, organised and focused. Specialist terminology is mostly used effectively.	16–20	3	Knowledge of one model of workplace stress is evident but there are occasional inaccuracies/omissions. There is some appropriate discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.	11–15	2	Limited knowledge of one model of workplace stress is present. There is some limited discussion. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10	1	Knowledge of one model of workplace stress is very limited. Discussion is limited, poorly focused or absent. The answer lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–5	<p>20</p> <p>AO1 = 8 AO3 = 12</p>
Level	Description	Marks															
4	Knowledge of one model of workplace stress is accurate and generally well detailed. Discussion is effective. The answer is clear, organised and focused. Specialist terminology is mostly used effectively.	16–20															
3	Knowledge of one model of workplace stress is evident but there are occasional inaccuracies/omissions. There is some appropriate discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.	11–15															
2	Limited knowledge of one model of workplace stress is present. There is some limited discussion. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10															
1	Knowledge of one model of workplace stress is very limited. Discussion is limited, poorly focused or absent. The answer lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	1–5															

	<table border="1"><tr><td>0</td><td>No creditable content.</td><td>0</td></tr></table>	0	No creditable content.	0	
0	No creditable content.	0			

PS04 grid

	AO1	AO2	AO3	Total
Section A				
01	2			2
02		4		4
03			6	6
04		4		4
05			2	2
06	6		6	12
Section B				
07		4		4
08			6	6
09	8	4	8	20
Section C				
10.1	2			2
10.2		4		4
11		4		4
12	8		12	20
Unit total	26	24	40	90