

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL A-LEVEL PSYCHOLOGY PS04

Unit 4 Approaches and Application

Mark scheme

June 2022

Version: 1.1 Final Mark Scheme



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

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Level of response marking instructions

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

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

Step 1 Determine a level

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

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

Step 2 Determine a mark

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

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

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

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

Section A: Approaches in Psychology

Total for this section: 30 marks

Question	Marking guidance	Total marks												
01	<p>Family studies of people diagnosed with schizophrenia have been carried out. One study found a 13% risk of being diagnosed with schizophrenia if one parent had also been diagnosed with schizophrenia. The risk rose to 46% if both parents had been diagnosed with schizophrenia.</p> <p>Explain how family studies allow psychologists to understand genetic influences on behaviour. Refer to the study above in your answer.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Family studies provide evidence for the genetic basis of behaviour/schizophrenia as the greater the genetic similarity between people, the greater the concordance of a particular behaviour/disorder, such as schizophrenia. • The research shows there is a much higher risk (more than three times the risk) of being diagnosed with schizophrenia if both parents have schizophrenia (46% risk) compared to only one parent diagnosed with schizophrenia (13% risk). • The increase in the risk of being diagnosed with schizophrenia if both parents have schizophrenia suggests schizophrenia runs in families and is likely to have a genetic basis. <p>Credit other relevant material.</p> <table border="1" data-bbox="300 1227 1310 1697"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The explanation of how family studies allow psychologists to understand the influence of genes on behaviour is accurate with some detail. There is some effective application. The answer is clear with appropriate use of specialist terminology.</td> <td>3–4</td> </tr> <tr> <td>1</td> <td>The explanation of how family studies allow psychologists to understand the influence of genes on behaviour is limited, vague or muddled. Application is absent or of limited effectiveness. 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 how family studies allow psychologists to understand the influence of genes on behaviour is accurate with some detail. There is some effective application. The answer is clear with appropriate use of specialist terminology.	3–4	1	The explanation of how family studies allow psychologists to understand the influence of genes on behaviour is limited, vague or muddled. Application is absent or of limited effectiveness. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p>4</p> <p>AO2 = 2 AO3 = 2</p>
Level	Description	Marks												
2	The explanation of how family studies allow psychologists to understand the influence of genes on behaviour is accurate with some detail. There is some effective application. The answer is clear with appropriate use of specialist terminology.	3–4												
1	The explanation of how family studies allow psychologists to understand the influence of genes on behaviour is limited, vague or muddled. Application is absent or of limited effectiveness. Specialist terminology is either absent or inappropriately used.	1–2												
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Question	Marking guidance	Total marks															
02	<p data-bbox="300 331 1235 365">Evaluate the use of computer models to explain mental processes.</p> <p data-bbox="300 400 576 432">Possible evaluation</p> <ul data-bbox="300 472 1326 887" style="list-style-type: none"> • Computer models allow understanding of mental processes that are not directly observable. • Computer models are widely used (eg to explain memory processes) and are open to empirical testing. • Use of models oversimplifies complex processes, eg often ignore emotion. • Models are too mechanistic/machine reductionist. By focusing on information processing systems, models such as the multi-store model of memory ignore social and emotional influences on behaviour. • The models are ‘bottom-up’ as they rely on processing incoming information from the senses, whereas many of our interpretations in the real world are ‘top-down’ and rely on existing knowledge and schemas. • The connectionist models are more appropriate for explaining top-down processing. <p data-bbox="300 920 687 952">Credit other relevant material.</p> <table border="1" data-bbox="300 987 1310 1541"> <thead> <tr> <th data-bbox="300 987 408 1037">Level</th> <th data-bbox="408 987 1169 1037">Description</th> <th data-bbox="1169 987 1310 1037">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 1037 408 1189">3</td> <td data-bbox="408 1037 1169 1189">Evaluation of the use of computer models to explain mental processes is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td> <td data-bbox="1169 1037 1310 1189">5–6</td> </tr> <tr> <td data-bbox="300 1189 408 1341">2</td> <td data-bbox="408 1189 1169 1341">Evaluation of the use of computer models to explain mental processes is relevant, but detail is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.</td> <td data-bbox="1169 1189 1310 1341">3–4</td> </tr> <tr> <td data-bbox="300 1341 408 1494">1</td> <td data-bbox="408 1341 1169 1494">Evaluation of the use of computer models to explain mental processes is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.</td> <td data-bbox="1169 1341 1310 1494">1–2</td> </tr> <tr> <td data-bbox="300 1494 408 1541">0</td> <td data-bbox="408 1494 1169 1541">No creditable content.</td> <td data-bbox="1169 1494 1310 1541">0</td> </tr> </tbody> </table>	Level	Description	Marks	3	Evaluation of the use of computer models to explain mental processes is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Evaluation of the use of computer models to explain mental processes is relevant, but detail is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.	3–4	1	Evaluation of the use of computer models to explain mental processes is very limited. The answer is vague/muddled. Specialist terminology is either absent or inappropriately used.	1–2	0	No creditable content.	0	<p data-bbox="1358 331 1422 365">6</p> <p data-bbox="1358 400 1469 432">AO3 = 6</p>
Level	Description	Marks															
3	Evaluation of the use of computer models to explain mental processes is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6															
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0	No creditable content.	0															

Question	Marking guidance	Total marks
<p>03</p>	<p>Describe and evaluate the behaviourist approach in psychology. In your answer refer to one or more topics you have studied.</p> <p>Possible knowledge</p> <ul style="list-style-type: none"> • Behaviourist theories, eg classical conditioning (UCS, CS, UCR, CR), operant conditioning – learning by association between response and consequence. • Work of Pavlov – classical conditioning of salivation response in dogs. • Work of Skinner – operant conditioning of bar pressing in rats, pigeons etc. • Concept of reinforcement, types of reinforcement (positive, negative, primary, secondary). <p>Possible topics</p> <ul style="list-style-type: none"> • The behaviourist explanation for phobias, eg the two-process model. • The behaviourist treatment of phobias, eg systematic desensitisation. • The importance of reinforcement in any context, eg child development, workplace, social support and resistance to influence. • Token economy systems in schools/other institutions eg stars/stickers used to reinforce desired behaviour. <p>Possible evaluation</p> <ul style="list-style-type: none"> • Enhances the scientific status of psychology. • Use of objective scientific methods – systematic manipulation of variables, focus on observable behaviour, control, demonstration of cause and effect. • Oversimplification of all behaviour into S-R links (reductionism). • Ignores mental processes used in learning (SLT). • Ethical issues associated with control and manipulation of behaviour. • Control contrasted with notion of free will. • Use of animal studies and application of laws of learning to humans has been criticised. <p>Credit other relevant material.</p>	<p>20</p> <p>AO1 = 8 AO2 = 4 AO3 = 8</p>

Level	Description	Marks
4	Description of the behaviourist approach is accurate and generally well detailed. Evaluation is thorough and effective. Use of topic(s) 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	Description of the behaviourist approach is evident but there are occasional inaccuracies/omissions. Evaluation is mostly effective. Use of topic(s) is mostly appropriate. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	11–15
2	Limited description of the behaviourist approach is present. Focus is mainly on description. Any evaluation/use of a topic is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	6–10
1	Description of the behaviourist approach is very limited. Evaluation/use of a topic 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 B: Issues and Debates in Psychology

Total for this section: 30 marks

Question	Marking guidance	Total marks
04	<p>Which one of the following is the main feature of falsifiability?</p> <p>Correct Answer: C – Researchers attempt to falsify the null hypothesis</p>	<p>1</p> <p>AO1 = 1</p>

Question	Marking guidance	Total marks
05.1	<p>Name one type of determinism.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Biological determinism. • Environmental determinism. • Soft determinism. • Hard determinism. 	<p>1</p> <p>AO1 = 1</p>

Question	Marking guidance	Total marks
05.2	<p>Briefly outline what is meant by the free will and determinism debate.</p> <p>Possible content</p> <p>It is a debate about the extent to which our behaviour is governed by our own choices or whether behaviour is shaped/controlled by other forces, such as biology or environment.</p> <p>2 marks for a clear outline of the free will and determinism debate. 1 mark for a limited, vague or muddled outline. 0 marks for no creditable content.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking guidance	Total marks												
<p>05.3</p>	<p>There are many people, including some psychologists, who believe that we have free will.</p> <p>Explain at least one advantage of having a belief in free will.</p> <p>Possible advantages</p> <ul style="list-style-type: none"> • A belief in free will means that we are able to choose between courses of action and can see a purpose to our existence. • It justifies the existence of prisons and the judicial process. • Cognitive psychologists believe the possession of free will is essential, for example to decision-making. They believe that when we reflect on behaviour we can decide/have free will to alter that behaviour in the future. • Free will allows for the development of moral responsibility and moral decision-making. <p>Credit other relevant materials.</p> <table border="1" data-bbox="300 929 1310 1299"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>The explanation of at least one advantage of having a belief in free will 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 at least one advantage of having a belief in free will 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 at least one advantage of having a belief in free will is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	The explanation of at least one advantage of having a belief in free will 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>
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2	The explanation of at least one advantage of having a belief in free will is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
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Question	Marking guidance	Total marks															
06	<p>The empirical method is a scientific approach to collecting evidence, for example by conducting experiments and observations.</p> <p>Evaluate the use of the empirical method in psychology.</p> <p>Possible evaluation</p> <ul style="list-style-type: none"> • The use of empirical methods in psychology means that evidence is gained through objective methods such as experiments. • Empirical methods ensure that data is objective and free from (researcher) bias ie it is not distorted by emotion, beliefs and values of the researcher. • The emphasis on objectivity when using empirical methods adopts a view of people as predictable and controllable. This takes away the essence of what it is to be human and to have some free will/control. • Many empirical methods, eg experiments, create artificial situations and there might be a problem generalizing to real-life (lack of ecological validity). <p>Credit other relevant material.</p> <table border="1" data-bbox="300 954 1310 1476"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Evaluation of the use of the empirical method in psychology is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.</td> <td>5–6</td> </tr> <tr> <td>2</td> <td>Evaluation of the use of the empirical method in psychology is relevant, but detail 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 the use of the empirical method in psychology 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 the use of the empirical method in psychology is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Evaluation of the use of the empirical method in psychology is relevant, but detail is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.	3–4	1	Evaluation of the use of the empirical method in psychology 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 the use of the empirical method in psychology is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6															
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0	No creditable content.	0															

Question	Marking guidance	Total marks												
07	<p>There are different levels of explanation in psychology.</p> <p>Explain how going for a walk with a friend can be understood at both a reductionist level and a holistic level.</p> <p>Possible content</p> <ul style="list-style-type: none"> • A higher level of explanation is a sociocultural level which would include social and cultural influences involved when going for a walk with a friend. • This is a holistic level of explanation which draws on emotional and social/cultural meanings of going for a walk with a friend. • A lower level of explanation would be a physiological level such as motor neurons in the brain sending a message to muscles to walk. • This is a (biological) reductionist level of explanation where behaviour and psychological processes (going for a walk with a friend) are reduced to particular types of brain activity. • Other levels of explanation that could be referred to include: evolutionary; behavioural; cognitive etc. <p>Credit other relevant material.</p> <table border="1" data-bbox="300 1025 1305 1529"> <thead> <tr> <th data-bbox="300 1025 408 1070">Level</th> <th data-bbox="408 1025 1168 1070">Description</th> <th data-bbox="1168 1025 1305 1070">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="300 1070 408 1261">2</td> <td data-bbox="408 1070 1168 1261">The explanation/application of how going for a walk with a friend can be understood at both a reductionist level and a holistic level is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td> <td data-bbox="1168 1070 1305 1261">3–4</td> </tr> <tr> <td data-bbox="300 1261 408 1480">1</td> <td data-bbox="408 1261 1168 1480">The explanation/application of how going for a walk with a friend can be understood at both a reductionist level and a holistic level is limited, vague or muddled. Specialist terminology is either absent or inappropriately used. OR one explanation at level 2.</td> <td data-bbox="1168 1261 1305 1480">1–2</td> </tr> <tr> <td data-bbox="300 1480 408 1529">0</td> <td data-bbox="408 1480 1168 1529">No creditable content.</td> <td data-bbox="1168 1480 1305 1529">0</td> </tr> </tbody> </table>	Level	Description	Marks	2	The explanation/application of how going for a walk with a friend can be understood at both a reductionist level and a holistic level is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	The explanation/application of how going for a walk with a friend can be understood at both a reductionist level and a holistic level is limited, vague or muddled. Specialist terminology is either absent or inappropriately used. OR one explanation at level 2.	1–2	0	No creditable content.	0	<p>4</p> <p>AO2 = 4</p>
Level	Description	Marks												
2	The explanation/application of how going for a walk with a friend can be understood at both a reductionist level and a holistic level is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4												
1	The explanation/application of how going for a walk with a friend can be understood at both a reductionist level and a holistic level is limited, vague or muddled. Specialist terminology is either absent or inappropriately used. OR one explanation at level 2.	1–2												
0	No creditable content.	0												

Question	Marking guidance	Total marks
08	<p>Two friends were talking after a Psychology lesson.</p> <p>Bilal said, “You are a good football player because you have your parents’ genes.” Abdullah replied, “Maybe, but my parents also took me to watch a lot of football matches and I play in two football teams.”</p> <p>Discuss what is meant by an interactionist approach to the nature-nurture debate. Refer to Bilal and Abdullah in your answer.</p> <p>Possible knowledge</p> <ul style="list-style-type: none"> • Interactionism in the context of the nature-nurture debate is a position that considers behaviour to be influenced by both nature and nurture, and neither alone can provide a complete explanation of behaviour. • The interactionist approach accepts that some knowledge/abilities are innate (the influence of heredity) but that the influence of the environment and experience is also important. • As it makes no sense to separate nature and nurture, interactionists study how the two interact and influence each other. <p>Credit knowledge of interactionism embedded in examples.</p> <p>Possible application</p> <ul style="list-style-type: none"> • Bilal believes that Abdullah’s footballing skills are inherited. He takes a nature view and believes that footballing ability is innate. • Abdullah acknowledges that he might have inherited some of his skill when he replies to Bilal, but he also points out that he has observed and practised a lot of football. • Abdullah is suggesting an interactionist position, whereby he may have inherited some of his skill, but this has been enhanced through observation and learning in the environment. He has also been nurtured by going to football matches. <p>Possible discussion</p> <ul style="list-style-type: none"> • Most psychologists now believe that it is not either nature or nurture that affects behaviour, but how they both interact and influence each other. • Research is mainly concerned with the relative importance of both heredity (nature) and environment (nurture). • Examples of interactionism include research into schizophrenia where studies have shown even identical twins with identical DNA only have approximately 58% concordance, indicating nurture also plays a major part in the development of schizophrenia (the diathesis-stress model). • The cognitive approach supports a more interactionist explanation for the role of nature and nurture (eg Piaget’s theory of cognitive development proposes an innate series of stages but the rate of progression is influenced by the environments/opportunities etc). <p>Credit discussion of interactionism embedded in examples.</p> <p>Credit other relevant material.</p>	<p>12</p> <p>AO1 = 6 AO2 = 2 AO3 = 4</p>

Level	Description	Marks
4	Knowledge of interactionism in the nature-nurture debate is accurate and generally well detailed. Discussion/application is effective. The answer is clear, organised and focused. Specialist terminology is mostly used effectively.	10–12
3	Knowledge of interactionism in the nature-nurture debate is evident but there are occasional inaccuracies/omissions. There is some appropriate discussion/application. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately.	7–9
2	Limited knowledge of interactionism in the nature-nurture debate is present. There is some limited discussion/application. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	4–6
1	Knowledge of interactionism in the nature-nurture debate is very limited. Discussion/application 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 C: Applied Psychology: Work and the Individual

Total for this section: 30 marks

Question	Marking guidance	Total marks
09.1	<p>One feature of goal-setting theory is goal specificity.</p> <p>Name two other features of goal-setting theory.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Goal difficulty. • Goal acceptance. • Goal commitment. <p>Credit other relevant features.</p>	<p>2</p> <p>AO1 = 2</p>

Question	Marking guidance	Total marks
09.2	<p>The manager of a supermarket wanted to motivate the shop workers to keep the supermarket shelves tidy and well stocked with food.</p> <p>Explain how the manager could use at least one feature of goal-setting theory to motivate the shop workers.</p> <p>Possible content</p> <ul style="list-style-type: none"> • The manager should ensure that the goals are challenging but the goals should be realistic enough to be achievable. For example, a goal might be set for each shop worker to ensure their area is tidy and stocked at the end of each day ready for the morning (goal difficulty). • The manager should make the goal very clear and precise. For example, the shop worker would know their designated area and it would be their specific responsibility for ensuring tidy and well-stocked shelves in that area (goal specificity). • The manager should try to gain acceptance for the goal, and this is best done collaboratively. For example, the manager could hold a meeting with the group of shop workers to explain the plan and goals so that they could all discuss and agree a goal (goal acceptance). • The shop worker should have a personal interest in reaching a goal. This could be through a desire to gain knowledge (Mastery goal) or a desire to appear competent to others (Performance goal). For example, the shop worker could be sent on a training course to master safety and skill. To help to improve performance a weekly competition could be held, or similar (goal commitment) <p>Credit other relevant material.</p>	<p>6</p> <p>AO2 = 6</p>

Level	Description	Marks
3	Explanation/application of at least one feature of goal-setting theory is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6
2	Explanation/application of at least one feature of goal-setting theory is relevant, but detail is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.	3–4
1	Explanation/application of at least one feature of goal-setting theory 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												
09.3	<p>Explain one strength of goal-setting theory.</p> <p>Possible strengths</p> <ul style="list-style-type: none"> • There is evidence for the effectiveness of goal-setting theory, eg Latham and Baldes (1975); Erez and Zidon (1984) etc. • Goal-setting theory led to the idea of 'stretch goals' (Gratton, 2000). • Farrell et al. (2005) have suggested that goal-setting is influential and applicable to all cultures. • Goal-setting theory is used widely in management, eg SMART technique (Bouend'Eerd et al., 1998). <p>Credit other relevant material.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>Explanation of one strength of goal-setting theory is accurate with some detail. The answer is clear with appropriate use of specialist terminology.</td> <td>3–4</td> </tr> <tr> <td>1</td> <td>Explanation of one strength of goal-setting theory 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	Explanation of one strength of goal-setting theory is accurate with some detail. The answer is clear with appropriate use of specialist terminology.	3–4	1	Explanation of one strength of goal-setting theory 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												
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0	No creditable content.	0												

Question	Marking guidance	Total marks															
10	<p>Mr Taylor owns a taxi business. He is working 16 hours each day but still cannot complete all the work he has to do. He feels things are getting out of his control because he does not have enough people working for him.</p> <p>Explain how the effects of workload and control might lead to workplace stress for Mr Taylor.</p> <p>Possible content</p> <p><u>Workload</u></p> <ul style="list-style-type: none"> Mr Taylor is under time pressure as he cannot complete all the work (high workload), even working 16 hours a day. The demands of his job appear to require a lot of effort both physically and mentally, causing strain. A high strain job is most associated with workplace stress (Karasek, 1979). Research has found that job demands/high workload – such as that experienced by Mr Taylor – leads to stress, eg Demerouti et al. (2001). <p><u>Control</u></p> <ul style="list-style-type: none"> Mr Taylor may normally have a strong internal locus of control (which would give him greater resistance to stress) but he is unable to control his present situation. He has been unable to employ sufficient staff and feels out of control. Because things are now feeling out of control (he has limited decision latitude) Mr Taylor is likely to experience workplace stress. In a meta-analysis by Marmot et al. (1997) it was found that lack of control had a significant negative effect on stress levels. Mr Taylor is likely to experience workplace stress due to him feeling ‘out of control’. <p>Credit other relevant material.</p> <table border="1" data-bbox="300 1391 1307 1984"> <thead> <tr> <th>Level</th> <th>Description</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Explanation/application of the effects of workload and control 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>Explanation/application of the effects of workload and/or control is relevant, but detail 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>Explanation/application of the effects of workload and/or control 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	Explanation/application of the effects of workload and control is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6	2	Explanation/application of the effects of workload and/or control is relevant, but detail is lacking. The answer lacks clarity in places. There is some appropriate use of specialist terminology.	3–4	1	Explanation/application of the effects of workload and/or control 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>AO2 = 6</p>
Level	Description	Marks															
3	Explanation/application of the effects of workload and control is detailed and appropriate. The answer is clear with appropriate use of specialist terminology.	5–6															
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0	No creditable content.	0															

Question	Marking guidance	Total marks
11	<p>Describe and evaluate social identity theory.</p> <p>Possible knowledge</p> <ul style="list-style-type: none"> • Social identity theory (SIT) (Tajfel and Turner, 1983) explains how we form a view of who we are, based on personality, self-concept and the roles we undertake. • Social identity theory is based on research into in-groups and out-groups. • An in-group is a social group of which a person psychologically identifies as being a member. • An out-group is a social group with which a person does not identify as being a member. • The theory (SIT) suggests there are three key stages when we become a member of an in-group: <ul style="list-style-type: none"> <u>social categorization</u> – where we label ourselves, eg manager, tennis player, etc <u>social identification</u> – by identifying with that group we take up that identity in our own/others' eyes <u>social comparison</u> – we compare our group with others. We define our group in positive terms and reinforce our positive view of ourselves. Out-groups may be seen in negative terms. • In-groups can be defined and based on a macro level, such as the organisation you work for, or a micro level, such as your role or department in the organisation. <p>Possible evaluation</p> <ul style="list-style-type: none"> • Social identity theory (SIT) can explain how stereotyping/prejudice/discrimination can occur. • There is support for SIT from experiments into minimal groups (Tajfel et al. 1971). • SIT may be culturally specific (Wetherell, 1982). More co-operative societies have different cultural norms and may be more generous towards the out-group. • SIT presents prejudice as a natural drive to boost self-esteem – this may be used as a justification for prejudice/discrimination. <p>Credit other relevant material.</p>	<p>12</p> <p>AO1 = 6 AO3 = 6</p>

Level	Description	Marks
4	Knowledge of social identity theory 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 social identity theory 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 social identity theory 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 social identity theory 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

PS04 grid

	AO1	AO2	AO3	Total
Section A				
01		2	2	4
02			6	6
03	8	4	8	20
Section B				
04	1			1
05.1	1			1
05.2	2			2
05.3			4	4
06			6	6
07		4		4
08	6	2	4	12
Section C				
09.1	2			2
09.2		6		6
09.3			4	4
10		6		6
11	6		6	12
Unit total	26	24	40	90