

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL A-LEVEL PSYCHOLOGY

(9685)

Mark scheme

Unit 3: Advanced topics and research methods 2

Specimen 2018

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 assessment writer.

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.

International A-level Psychology mark scheme

How to mark

Aims

When you are marking your allocation of scripts your main aims should be to:

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- ensure comparability of assessment for all students, regardless of question or examiner.

Approach

It is important to be **open-minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study psychology in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about psychology. It is important to assess the quality of **what the student offers**.

Do not mark scripts based on the answer **you** would have written. The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

Assessment Objectives

This component requires students to:

AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> • in a theoretical context • in a practical context • when handling qualitative data • when handling quantitative data.
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> • make judgements and reach conclusions • develop and refine practical design and procedures.

The marking grids

Do not think of levels equalling grade boundaries.

Depending on the part of the examination, the levels will have different mark ranges assigned to them. This will reflect the different weighting of Assessment Objectives in particular tasks and across the examination as a whole.

Using the grids

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

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 descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for 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 descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

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.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that 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 of 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.

In addition to the levels descriptors, question specific indicative content is provided as a guide for examiners. This is not intended to be exhaustive and you must credit other valid points.

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

Annotating scripts

You should write a summative comment at the end for each Assessment Objective and indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence. It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking. Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

6

Question	Part	Marking guidance			Total marks									
02		2	Some knowledge of endogenous pacemakers and exogenous zeitgebers is present and there is some appropriate application. The answer lacks clarity/use of terminology in places.	4–3	AO2=4 AO1=2									
		1	Knowledge of endogenous pacemakers and exogenous zeitgebers is limited or very limited. Application is either inappropriate or absent. The answer is vague/muddled.	2–1										
		0	No creditable content.											
03		<p>Describe and evaluate the restoration theory of sleep.</p> <p>Content:</p> <ul style="list-style-type: none">Physiological states during sleep reflect time of recovery of body and brain.Aspects of brain metabolism may be restored, eg synaptic connections, synthesis of brain chemicals.Oswald – REM sleep restores brain, NREM sleep restores body.REM sleep may be associated with development of new synaptic connections/brain development.Horne – core sleep essential for brain restoration (REM and NREM); light REM is optional sleep.Horne – body restoration can occur in relaxed waking state. <p>Evaluation:</p> <ul style="list-style-type: none">Theories consistent with high levels of REM sleep in newborns.Use of evidence to support restoration theories, eg case studies of sleep deprivation show mental disturbances including hallucination and language disorders (Gardner, Tripp).Contradictory findings in relation to the effects of exercise on sleep – vigorous exercise does not always lead to longer sleep.Effects of fatal familial insomnia.REM rebound after deprivation supports crucial role of REM sleep.Comparison/links with other theories, eg evolutionary theory and memory consolidation. <p>Credit other relevant material.</p> <table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>4</td><td>Knowledge of the restoration theory of sleep is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.</td><td>20–16</td></tr><tr><td>3</td><td>Knowledge of the restoration theory of sleep is</td><td>15–11</td></tr></table>			Level	Description	Marks	4	Knowledge of the restoration theory of sleep is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.	20–16	3	Knowledge of the restoration theory of sleep is	15–11	20
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Question	Part	Marking guidance	Total marks
03		evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	AO3=12 AO1=8
		2 Limited knowledge of the restoration theory of sleep is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	
		1 Knowledge of the restoration theory of sleep is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	
		0 No creditable content.	

Section B: Schizophrenia

Total for this section: 30 marks

Question	Part	Marking guidance	Total marks									
04		<p>Describe the procedure and findings of a study in which the reliability of diagnosis of schizophrenia was investigated.</p> <p>Content: Rosenhan study is most likely</p> <ul style="list-style-type: none">• Procedure – field study; Part 1 – 8 pseudopatients (pretend patients) went to hospital complaining of hearing voices; reported hearing words like ‘thud’; if admitted to hospital they were instructed to behave normally; Part 2 – in a follow-up study the hospitals were told about the incorrect diagnoses and that pseudopatients would again present themselves for admission.• Results: Part 1 – all 8 were admitted to hospital and diagnosed with schizophrenia; in hospital they were ignored by staff or their normal behaviour was treated as a symptom of their ‘disorder’; average stay was 17 days and longest stay was 52 days; released with diagnosis ‘in remission’; Part 2 – diagnosis rates dropped significantly when hospitals believed patients might be pseudopatients. <p>Credit other relevant studies eg Cheniaux 2009, Read 2004.</p> <table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>3</td><td>The procedure and findings of a study are described in detail. The answer is clear with appropriate use of terminology.</td><td>6–5</td></tr><tr><td>2</td><td>Some aspects of the procedure and/or findings of a study are described but detail is lacking. The answer lacks clarity in places. May award</td><td>4–3</td></tr></table>	Level	Description	Marks	3	The procedure and findings of a study are described in detail. The answer is clear with appropriate use of terminology.	6–5	2	Some aspects of the procedure and/or findings of a study are described but detail is lacking. The answer lacks clarity in places. May award	4–3	6
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Question	Part	Marking guidance	Total marks																			
06		<ul style="list-style-type: none">• Typical antipsychotics have no effect on negative symptoms.• Ethical issues eg drugs are sometimes used to control.• Role of the patient as passive recipient (medication) or active participant (cognitive therapy).• Comparison with other therapies.• Broader issues such as reductionism eg biological therapies operate at the basic level of cells and chemicals and do not consider the person's whole experience. <p>Credit other relevant material.</p>																				
		<table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>4</td><td>Knowledge of the use of drug therapy for schizophrenia is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.</td><td>20–16</td></tr><tr><td>3</td><td>Knowledge of the use of drug therapy for schizophrenia is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.</td><td>15–11</td></tr><tr><td>2</td><td>Knowledge of the use of drug therapy for schizophrenia is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.</td><td>10–6</td></tr><tr><td>1</td><td>Knowledge of the use of drug therapy for schizophrenia is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.</td><td>5–1</td></tr><tr><td>0</td><td>No creditable content.</td><td></td></tr></table>		Level	Description	Marks	4	Knowledge of the use of drug therapy for schizophrenia is mostly accurate and generally well detailed. Evaluation is mostly effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear and focused. Specialist terminology is mostly used effectively.	20–16	3	Knowledge of the use of drug therapy for schizophrenia is evident but there are occasional inaccuracies/omissions. There is some effective evaluation. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is mostly used appropriately.	15–11	2	Knowledge of the use of drug therapy for schizophrenia is present. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	10–6	1	Knowledge of the use of drug therapy for schizophrenia is very limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.	5–1	0	No creditable content.		<p>AO3=12</p> <p>AO1=8</p>
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Section C: Research methods 2

Total for this section: 30 marks

Question	Part	Marking guidance	Total marks															
07		Suggest a suitable hypothesis for this study.	3															
		<table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>3</td><td>For an appropriate directional or non-directional correlational hypothesis: There is a (positive) correlation between the number of hours worked per week and job stress score.</td><td>3</td></tr><tr><td>2</td><td>For a correlational statement with both variables that lacks clarity or where only one variable is operationalised.</td><td>2</td></tr><tr><td>1</td><td>For a muddled correlational statement with both variables but neither operationalized.</td><td>1</td></tr><tr><td>0</td><td>No creditable content.</td><td></td></tr></table>		Level	Description	Marks	3	For an appropriate directional or non-directional correlational hypothesis: There is a (positive) correlation between the number of hours worked per week and job stress score.	3	2	For a correlational statement with both variables that lacks clarity or where only one variable is operationalised.	2	1	For a muddled correlational statement with both variables but neither operationalized.	1	0	No creditable content.	
		Level		Description	Marks													
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0	No creditable content.																	
		AO2=3																
08		Using the data in Table 2, sketch an appropriate graphical display and label the axes. Use the graph paper below. You do not need to provide a title for your graph.	4															
		<div><p>Award marks as follows:</p><p>1 mark for labelling vertical axis.</p><p>1 mark for labelling horizontal axis.</p><p>1 mark for using an appropriate scale.</p><p>1 mark for plotting the scattergram correctly.</p></div>																
		AO2=4																

Question	Part	Marking guidance	Total marks
09		<p>Identify and interpret the relationship shown in the graphical display you have drawn in your answer to 08?</p> <p>1 mark for identifying a positive correlation.</p> <p>Plus</p> <p>2 marks for a clear interpretation using appropriate terminology: as one co-variable, the number of hours working increases, the other co-variable, the stress score also increases.</p> <p>1 mark for a muddled or vague interpretation.</p> <p>0 marks for an answer that refers to cause and effect.</p> <p>Note – if graphical display drawn in 08 is incorrect, credit answer to 09 that corresponds to the incorrect graph in 08.</p>	<p>3</p> <p>AO3=3</p>
10		<p>State an appropriate statistical test the psychologist could use to analyse the data in Table 2. Justify your answer.</p> <p>1 mark for identifying the Spearman's rho test.</p> <p>Plus marks for justification as follows:</p> <p>1 mark – The psychologist is investigating a relationship between two variables.</p> <p>1 mark – The data should be considered/treated as ordinal scale.</p> <p>1 mark – because either hours worked is a diary estimate so not a fixed-scale measurement and/or the job stress score is based on a questionnaire measure where the scores may not be of fixed interval.</p> <p>Credit answers based on Pearson's r test if student offers an appropriately argued justification.</p>	<p>4</p> <p>AO2=4</p>
11		<p>The researcher wants to know whether the results from the job stress questionnaire are reliable. Explain one way in which the psychologist could assess the reliability of the job stress questionnaire.</p> <p>Award marks as follows:</p> <p>1 mark – use test-retest reliability.</p> <p>1 mark – participants should complete the stress questionnaire and then complete it again sometime later.</p> <p>1 mark – for each individual, their questionnaire score on both occasions should be similar/consistent.</p> <p>1 mark – if this pattern occurs across the two sets of scores it indicates reliability.</p> <p>Credit answers referring to other ways of assessing reliability.</p>	<p>4</p> <p>AO2=4</p>

Question	Part	Marking guidance	Total marks												
12		<p>Briefly discuss at least one problem that might occur with asking participants to record in a diary the number of hours they worked.</p> <p>Possible content includes:</p> <ul style="list-style-type: none">• Data may lack accuracy due to lack of objectivity, bias, inability to recall at the end of the day, proneness to exaggeration etc.• Discussion/elaboration of the problem eg objectivity – the participants are involved in the study so will have a tendency to over-under record for a variety of reasons.• Discussion of implications eg that measure may not be valid or reliable. <p>Credit other relevant problems</p> <table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>2</td><td>At least one relevant problem is explained in some detail. The answer is clear with appropriate use of terminology.</td><td>4–3</td></tr><tr><td>1</td><td>Explanation of at least one problem is limited, vague or muddled. The answer lacks clarity.</td><td>2–1</td></tr><tr><td>0</td><td>No creditable content.</td><td></td></tr></table>	Level	Description	Marks	2	At least one relevant problem is explained in some detail. The answer is clear with appropriate use of terminology.	4–3	1	Explanation of at least one problem is limited, vague or muddled. The answer lacks clarity.	2–1	0	No creditable content.		4 <
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