

INTERNATIONAL A-LEVEL PSYCHOLOGY

(9685) Mark scheme

Unit 3: Advanced topics and research methods 2 Specimen 2018

Copyright © 2017 Oxford International AQA Examinations and its licensors. All rights reserved.

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:
	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:
	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.

Section A: Psychology of sleep

Total for this section: 30 marks

Question	Part	Marking guidance				Total marks
01		In Table 1 below the	re are four exar	nples of biologi	cal rhythms.	4
		For each example, in ultradian rhythm by example.			•	
		Award 1 mark for ea	ch correct answ	wer in the table	below.	
		Example of biological rhythm	circadian	infradian	ultradian	
		Alternating periods of REM and non-REM sleep			\checkmark	
		Changes in body temperature throughout the day and night			\checkmark	
		Depression that occurs regularly at a certain time of year		V		
		The normal sleep-wake cycle	\checkmark			AO1=4
02		Leila is a doctor. She the hospital. After a problems sleeping o irritable. Leila also fi working at night.	week on night of luring the day a	duty, she finds t and is becoming	that she has anxious and	6
		Explain what is mea exogenous zeitgebe answer.	• •	-		
		Knowledge/applicati	ion:			
		Endogenous pacer	makers are inter	nal biological rhy	thms.	
		Exogenous zeitgek that affect sleep/wa		factors/environn	nental cues	
		When Leila moves impose sleep.	onto night duty	internal pacemak	kers try to	
		• These are out of sy	ynchrony with ex	ternal factors eg	daylight/dark.	
		• Such disruption ca increased tension,	-		bed sleep,	
		Level Description			Marks	
		exogenous z is effective.	of endogenous p ceitgebers is clea The answer is clea use of terminolog	ar and applicatior ear with	6–5	

Question	Part	Marking	j 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	
		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	102.4
		0	No creditable content.		AO2=4 AO1=2
03		Describ	e and evaluate the restoration theory of sleep.		20
		Conten	t:		
		-	iological states during sleep reflect time of recove prain.	ry of body	
		-	ects of brain metabolism may be restored, eg syna ections, synthesis of brain chemicals.	ptic	
		Oswa	ald – REM sleep restores brain, NREM sleep resto	ores body.	
			sleep may be associated with development of ne ections/brain development.	w synaptic	
			e – core sleep essential for brain restoration (REM M); light REM is optional sleep.	/ and	
		• Horn	e – body restoration can occur in relaxed waking	state.	
		Evaluat	ion:		
		Theo	ries consistent with high levels of REM sleep in ne	ewborns.	
		sleep	of evidence to support restoration theories, eg cas o deprivation show mental disturbances including l anguage disorders (Gardner, Tripp).		
			radictory findings in relation to the effects of exerc orous exercise does not always lead to longer sle	•	
		Effect	ts of fatal familial insomnia.		
		• REM	rebound after deprivation supports crucial role of	REM sleep.	
			parison/links with other theories, eg evolutionary t ory consolidation.	heory and	
		Credit o	ther relevant material.		
		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	

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.	
		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.	10–6
		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.	5–1
		0 No creditable content.	AO3=12 AO1=8

Section B: Schizophrenia

Total for this section: 30 marks

Question	Part	Marking	g guidance		Total marks
04			be the procedure and findings of a study in which ty of diagnosis of schizophrenia was investigation		6
		Conten	t: Rosenhan study is most likely		
		patie heari instru hosp	edure – field study; Part 1 – 8 pseudopatients (pref ents) went to hospital complaining of hearing voices ing words like 'thud'; if admitted to hospital they we ucted to behave normally; Part 2 – in a follow-up st itals were told about the incorrect diagnoses and th dopatients would again present themselves for adr	; reported re udy the nat	
	 Results: Part 1 – all 8 were admitted to hospital and diagnos with schizophrenia; in hospital they were ignored by staff or the normal behaviour was treated as a symptom of their 'disorder average stay was 17 days and longest stay was 52 days; reli- with diagnosis 'in remission'; Part 2 – diagnosis rates dropped significantly when hospitals believed patients might be pseudopatients. 			ff or their sorder'; s; released	
		Credit o	ther relevant studies eg Cheniaux 2009, Read 200	4.	
		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	

Question	Part	Marking	guidance			Total marks
04			3 marks for well.	either procedure or findings done		
		1		aspect of a study is described but s very limited. The answer is led.	2–1	
		0	No creditabl	e content.		AO1=6
05			d Andrew are behaviour.	e each showing symptoms of so	hizophrenia	4
				eople want to hurt him. He hears the house and keep the blinds		
				s, he sometimes says unconne ed to get out of bed or eat.	cted words.	
		behavio to matc	our from the h each symp	chizophrenia are listed below. (descriptions of either Matt or Ar tom. Write the matching behavi to the name of the symptom.	ndrew above	
		1 mark				
		Sympto	om	Behaviour from the description Matt or Andrew	ns of	
		Avolitio	on	Cannot be bothered to get out of	bed/eat	
		Delusio	n	Believes people want to hurt him		
		Halluci	nation	Hears voices telling him		
		Speech	poverty	Rarely speaks/sometimes says unconnected words		AO2=4
06		Discuss	s the use of c	Irug therapy for schizophrenia.		20
		Conten	t:			
		neuro antag	otransmitter d gonist which a	tics used to reduce level of activity opamine; chlorpromazine is a dop cts to block dopamine receptor sit e activity; also has sedative effect	amine es and	
		 Atypical antipsychotics eg clozapine acts on dopamine, serotonin and glutamate; also risperidone; less commonly used than typical antipsychotics; used with patients who do not respond to typical antipsychotics. 				
		Discus				
		drugs	-	roblem side effects eg typical antip confusion, weight gain, involuntary	-	
				r effectiveness of the therapy eg o d placebo (Thornley 2003).	comparison of	
		I				

Question	Part	Marking	g guidance		Total marks
06		• Typic	cal antipsychotics have no effect on negative sympt	toms.	
		• Ethic	al issues eg drugs are sometimes used to control.		
			of the patient as passive recipient (medication) or a cipant (cognitive therapy).	active	
		Com	parison with other therapies.		
		oper	der issues such as reductionism eg biological thera ate at the basic level of cells and chemicals and do ider the person's whole experience.	•	
		Credit c	ther relevant material.		
		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.		AO3=12 AO1=8

Section C: Research methods 2

Total for this section: 30 marks

Question	Part	Marking	guidance		Total marks
07		Sugges	t a suitable hypothesis for this study.		3
		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.		AO2=3
08		Job stress score Award n 1 mark 1 mark	he data in Table 2, sketch an appropriate graphi and label the axes. Use the graph paper below. d to provide a title for your graph.		4
		1 mark	for using an appropriate scale.		
		1 mark	for plotting the scattergram correctly.		AO2=4

Question	Part	Marking guidance	Total marks
09		Identify and interpret the relationship shown in the graphical display you have drawn in your answer to 08?	3
		1 mark for identifying a positive correlation.	
		Plus	
		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.	
		1 mark for a muddled or vague interpretation.	
		0 marks for an answer that refers to cause and effect.	
		Note – if graphical display drawn in 08 is incorrect, credit answer to 09 that corresponds to the incorrect graph in 08.	AO3=3
10		State an appropriate statistical test the psychologist could use to analyse the data in Table 2. Justify your answer.	4
		1 mark for identifying the Spearman's rho test.	
		Plus marks for justification as follows:	
		1 mark – The psychologist is investigating a relationship between two variables.	
		1 mark – The data should be considered/treated as ordinal scale.	
		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.	
		Credit answers based on Pearson's r test if student offers an appropriately argued justification.	AO2=4
11		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.	4
		Award marks as follows:	
		1 mark – use test-retest reliability.	
		1 mark – participants should complete the stress questionnaire and then complete it again sometime later.	
		1 mark – for each individual, their questionnaire score on both occasions should be similar/consistent.	
		1 mark – if this pattern occurs across the two sets of scores it indicates reliability.	
		Credit answers referring to other ways of assessing reliability.	AO2=4

Question	Part	Marking	guidance		Total marks		
12		-	iscuss at least one problem that might occur with ants to record in a diary the number of hours they w	•	4		
		Possibl	e content includes:				
		• Data may lack accuracy due to lack of objectivity, bias, inability to recall at the end of the day, proneness to exaggeration etc.					
		partic	 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. 				
		 Discurreliat 	ussion of implications eg that measure may not be ble.	valid or			
		Credit o	ther relevant problems				
		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.		AO3=4		
13	 Explain one ethical issue the psychologist would need to consider when carrying out this study. Possible Issues include: Consent – psychologist would need to gain informed consent beforehand – participants should be told the study is about job stress and hours worked and what will be expected of them before 				4		
		 Conf comr any t is hig Right chan study the w 	agree to fill in the diary and questionnaire. identiality – psychologist should ensure data gathe nunicated without the data first being made anonyr hird party eg employer should not be told the a cer hly stressed or that an individual works very few he to withdraw – participants should be told that they ge their mind and remove themselves or their data of at any time so if they change their mind during the yeek or even after completing the questionnaire the	nous to tain person ours. can from the e course of			
		be able to do so. Credit any other ethical issue made relevant to this study eg protection from harm etc.					
		Level	Description	Marks			
		2	One relevant ethical issue is explained in some detail with explanation of how/why the issue is important in relation to this study. The answer is clear with appropriate use of terminology.	4–3			
		1	Explanation of one relevant ethical issue is limited, vague or muddled or not properly	2–1			

MARK SCHEME - INTERNATIONAL A-LEVEL PSYCHOLOGY UNIT 3

Question	Part	Marking guidance	Total marks		
13		applied to this study. The answer lacks clarity.			
		0 No creditable content.	AO2=4		
14		Another researcher decides to carry out a pilot study observation of how people spend their break time at work. She visits an office where all the employees have a 15 minute morning break. All employees spend their 15 minute break in a lounge area where there is seating and a drinks machine.	1		
		Suggest one advantage of carrying out a pilot study.			
		1 mark for a relevant advantage.			
		Possible advantages:			
		• A pilot study enables better quality research – potential problems can be avoided.			
		• Saves time in the long run as any mistakes are not made with large numbers of participants.	AO3=1		
15		Suggest three behavioural categories the researcher could observe at break time.	3		
		1 mark each for any three appropriate categories.			
		Possible suggestions:			
		talking to a colleague			
		using a mobile phone			
		• eating			
		drinking			
		playing a card game			
		reading			
	listening to music.				
		Credit other relevant behavioural categories – note that the category must reflect an observable behaviour.	AO2=3		

GET HELP AND SUPPORT

Visit our website for information, guidance, support and resources at oxfordaqaexams.org.uk

You can contact the psychology team directly;

E: psychology@oxfordaqaexams.org.uk

OXFORD

INTERNATIONAL AQA EXAMINATIONS

OXFORD INTERNATIONAL AQA EXAMINATIONS LINACRE HOUSE, JORDAN HILL, OXFORD, OX2 8TA UNITED KINGDOM

> enquiries@oxfordaqaexams.org.uk oxfordaqaexams.org.uk

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and Oxford International AQA Examinations will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.