

OXFORD

INTERNATIONAL
AQA EXAMINATIONS

INTERNATIONAL A-LEVEL PSYCHOLOGY

(9685)

Mark scheme

Unit 4: Approaches and application

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.

Section A: Approaches in psychology

Total for this section: 30 marks

Question	Part	Marking guidance	Total marks
01		<p>As part of a study into social learning, a psychologist showed a group of 5 year old boys a film of a young boy of similar age. In the film the young boy was stroking a rabbit. Whilst the group of 5 year old boys watched the film, the psychologist commented on how kind the boy in the film was. After the group of 5 year old boys had watched the film, the psychologist brought a rabbit into the room and waited to see how they behaved with the rabbit.</p> <p>Explain how social learning might have occurred in this situation.</p> <p>Award 1 mark for any four of the following applications:</p> <ul style="list-style-type: none">• The group of boys observed the actions of a role model (boy in film).• The role model was of similar age so they could identify with him.• The boys who observed would use mediating cognitive processes to attend to/remember/appraise the actions of the boy in the film.• The psychologist's comments (praise) acted as vicarious reinforcement. <p>The children would be likely to imitate the actions of the boy in the film (stroke the rabbit).</p>	4

Question	Part	Marking guidance	Total marks									
03		<p>Describe and evaluate the behaviourist approach in psychology. Refer in your answer to at least one topic you have studied.</p> <p>Possible content:</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>Credit other relevant content.</p> <p>Possible evaluation points and use of topic:</p> <ul style="list-style-type: none">• Enhancing scientific status of psychology.• Use of objective scientific methods – systematic manipulation of variables, focus on observable behaviour, control, demonstration of cause and effect.• Usefulness in explaining behaviour eg two-process explanation of phobias (topic).• Usefulness in treating behaviour eg systematic desensitisation (topic).• Importance of reinforcement in any context eg child development, workplace, social support and resistance to influence (topics).• Oversimplification of all behaviour into S-R links (reductionism).• Ethical issues associated with control and manipulation of behaviour.• Control contrasted with notion of free will. <p>Credit other relevant evaluation/use of topic.</p> <table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>4</td><td>Knowledge of the behaviourist approach is accurate and generally well detailed. Evaluation is thorough and effective. Use of topic is appropriate. 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 behaviourist approach is evident but there are occasional inaccuracies/omissions. Evaluation is mostly effective. Use of topic is mostly appropriate. The answer is mostly clear and organised but</td><td>15–11</td></tr></table>	Level	Description	Marks	4	Knowledge of the behaviourist approach is accurate and generally well detailed. Evaluation is thorough and effective. Use of topic is appropriate. 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 behaviourist approach is evident but there are occasional inaccuracies/omissions. Evaluation is mostly effective. Use of topic is mostly appropriate. The answer is mostly clear and organised but	15–11	20
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Question	Part	Marking guidance	Total marks
03		occasionally lacks focus. Specialist terminology is mostly used appropriately.	AO3=12 AO1=8
		2 Limited knowledge of the behaviourist approach is present. Focus is mainly on description. Any evaluation/use of topic is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is occasionally used appropriately.	
		1 Knowledge of the behaviourist approach is very limited. Evaluation/use of 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.	
		0 No creditable content.	

Section B: Issues and debates in psychology**Total for this section: 30 marks**

Question	Part	Marking guidance	Total marks
04		<p>A key feature of science is objectivity.</p> <p>Outline what is meant by objectivity. Explain why objectivity is important in psychological research.</p> <p>AO1</p> <p>2 marks for a clear explanation of what is meant by objectivity: where measurement is unaffected by the opinions/expectations/values of the researcher/observer.</p> <p>1 mark for a limited, vague or muddled explanation.</p> <p>AO3</p> <p>1 mark each for any two for the following points:</p> <ul style="list-style-type: none"> Ensures that data that is free from (researcher) bias. Ensures that measurement is valid (measures what is supposed to be measured). Especially important in psychology because researchers are people and so are more likely to be biased when studying people. 	<p>4</p> <p>AO3=2 AO1=2</p>
05		<p>Identify two types of reductionism.</p> <p>1 mark for each type identified:</p> <ul style="list-style-type: none"> Biological reductionism. S-R reductionism or environmental reductionism. 	<p>2</p> <p>AO1=2</p>

Question	Part	Marking guidance	Total marks
06		<p>Briefly explain one strength and one limitation of reductionism.</p> <p>In each case award as follows:</p> <p>2 marks for a clear explanation of a strength/limitation of reductionism.</p> <p>1 mark for a limited/vague/muddled explanation.</p> <p>Possible strengths:</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. 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. <p>Possible limitations:</p> <ul style="list-style-type: none"> Oversimplifies complex behaviour – tends to work at the level of description rather than explanation. Loses sight of the whole person – comparison with holism. Takes no account of the social context in which behaviour occurs. <p>Credit other relevant strengths and limitations.</p>	<p>4</p> <p>AO3=4</p>
07		<p>Discuss the nature-nurture debate in psychology. Refer in your answer to two topics you have studied.</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. <p>Credit other relevant content.</p> <p>Possible discussion points and use of topics:</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 (topic). Use of evidence to support the influence of learning, eg studies of 	20

Question	Part	Marking guidance	Total marks																		
07		scaffolding in cognitive development (topic).																			
		<ul style="list-style-type: none">• Links with theories, eg how Baillargeon’s work supports the nature side of the debate (topic).• Implications of taking either a nature or a nurture stance, eg for education, treatment of disorders (topic) etc.• Need for an interactionist view to take account of both influences.• Constructivism – individuals inherit a tendency to seek out a certain environment.																			
		Credit other relevant discussion/use of topics.																			
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Section C: Applied psychology: work and the individual

Total for this section: 30 marks

Question	Part	Marking guidance	Total marks														
08		<p>Below (A–G) are examples of how people behave at work.</p> <p>Choose one of the examples (A–G) to match each of the behaviours in Table 1. Use a different example for each behaviour. Write the appropriate letter in the space next to the relevant behaviour. You may use each letter once, more than once or not at all.</p> <p>Award 1 mark for each correct answer in the table below.</p> <table><tr><th>Behaviour</th><th>Letter</th></tr><tr><td>Risky shift</td><td>E</td></tr><tr><td>In-group, out-group effects</td><td>G</td></tr><tr><td>Social facilitation</td><td>A</td></tr><tr><td>Groupthink</td><td>D</td></tr><tr><td>Deindividuation</td><td>F</td></tr><tr><td>Social loafing</td><td>C</td></tr></table>	Behaviour	Letter	Risky shift	E	In-group, out-group effects	G	Social facilitation	A	Groupthink	D	Deindividuation	F	Social loafing	C	6
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Social loafing	C																
			AO1=6														
09		<p>Oti needs to communicate important information to a colleague in another office. She wonders whether she should send an email or have a face-to-face meeting.</p> <p>Referring to egocentrism, explain why it might be better not to use email in this situation.</p> <p>1 mark for each of the following:</p> <ul style="list-style-type: none">Egocentrism occurs when the sender of a communication perceives the message from their own point of view and is unable to see the message from the point of view of the receiver.With important messages it is crucial that the sender and receiver interpret the message in the same way. <p>With email the sender cannot check to see the receiver has understood the message in the way it was intended so, to avoid misunderstanding, it would be better for Oti to deliver the message in person.</p>	3														
			AO2=3														

Question	Part	Marking guidance	Total marks															
10		<p>DCP Enterprises introduced new working systems in 2016. Table 2 shows the number of absences due to stress-related illnesses at DCP Enterprises in the last 2 years.</p> <p>Using your knowledge of how workload and control affect stress at work, what can you conclude about the data in Table 2?</p> <p>Possible content includes:</p> <ul style="list-style-type: none">• Degree of control a person has over their workload (decision latitude) directly affects stress; higher control leads to lower stress; lower control leads to higher stress.• Excessive workload can lead to stress (or having too little work to do).• Control and workload can interact: Karasek’s model states that most stressful jobs have high demand and low control, whereas least stressful jobs have low demand and high control. <p>Credit other relevant content.</p> <p>Conclusion:</p> <ul style="list-style-type: none">• The data in the table show a marked decrease in the number of days of employee absence in 2016 compared with the previous year.• This suggests that the changes in working systems have affected employees in two possible ways;<ul style="list-style-type: none">a) workloads have become more manageable/sensible/reasonable,b) employees have been given more control over their work. <table><tr><th>Level</th><th>Description</th><th>Marks</th></tr><tr><td>3</td><td>Knowledge of workload and control is accurate. The conclusion is appropriate showing effective application. The answer is clear and organised. There is some effective use of specialist terminology.</td><td>9–7</td></tr><tr><td>2</td><td>Knowledge of workload and control is evident but there are occasional inaccuracies/omissions. The conclusion is partly appropriate showing some appropriate application. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.</td><td>6–4</td></tr><tr><td>1</td><td>Knowledge of workload and/or control is either limited or very limited. The conclusion is either inappropriate, limited or absent showing limited or no application. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.</td><td>3–1</td></tr><tr><td>0</td><td>No creditable content.</td><td></td></tr></table>	Level	Description	Marks	3	Knowledge of workload and control is accurate. The conclusion is appropriate showing effective application. The answer is clear and organised. There is some effective use of specialist terminology.	9–7	2	Knowledge of workload and control is evident but there are occasional inaccuracies/omissions. The conclusion is partly appropriate showing some appropriate application. The answer lacks clarity and organisation in places. There is some appropriate use of specialist terminology.	6–4	1	Knowledge of workload and/or control is either limited or very limited. The conclusion is either inappropriate, limited or absent showing limited or no application. The answer lacks clarity and is poorly organised. Specialist terminology is either absent or inappropriately used.	3–1	0	No creditable content.		9
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AO3=4
AO2=5

Question	Part	Marking guidance	Total marks
11		<p>Arwa enjoys work and appreciates that she is well paid. She has fun with her colleagues and likes the challenges involved in solving complex problems at work. Her supervisor often tells her how well she works. At her recent appraisal Arwa said she wants to become a senior manager within the next two years.</p> <p>Describe two theories of job motivation and satisfaction. Explain how each theory can be applied to Arwa.</p> <p>Possible content includes:</p> <p>Any two of the following theories</p> <ul style="list-style-type: none"> • Need theory: Maslow's theory of motivation suggests people have a hierarchy of needs; the hierarchy moves from basic physiological needs (hunger, thirst, shelter) to higher psychological needs (need for self-esteem, need to belong, need for self-actualisation); people's behaviour is driven by the need to work towards self-actualisation. • Expectancy theory: people are motivated to work because they expect to achieve what they want from their job; motivation is due to combined effect of three factors: expectancy – belief that effort will result in performance, instrumentality – belief that performance will be rewarded, valence – perception of value of the rewards. • Goal-setting theory: people are motivated to work hard if they have difficult but attainable goals; more effective if the workers take part in the goal-setting process by negotiating and agreeing targets; effective goals should be accepted by workers, difficult but attainable, specific, involve feedback; effectiveness is also dependent on worker efficacy. <p>Credit also other relevant examples of the three types of theory.</p> <p>Possible applications/explanation:</p> <p>For credit, the behaviour in the text must be linked to a relevant component of theory.</p> <ul style="list-style-type: none"> • Need theory: Arwa's social needs are met at work – she enjoys time with her colleagues (Maslow's social needs); Arwa's esteem needs are met – boss praises her; Arwa's cognitive needs are met – she enjoys the challenge of solving problems; Arwa's basic needs can be met because she earns money (to buy food etc). • Expectancy theory: Arwa believes she can solve problems at work (expectancy); Arwa's boss praises her performance so Arwa understands her efforts will be successful (instrumentality); Arwa's efforts earn her a good salary (instrumentality); Arwa appreciates that she is paid well for working hard (valence). • Goal-setting theory: Arwa is motivated by the difficult challenge of solving complex problems; Arwa takes part in an appraisal process to set goals/targets; Arwa gets feedback on how she is doing from her boss; Arwa appears to have self-efficacy – she appears confident in her ability as she aspires to be promoted. <p>Credit other relevant applications.</p>	12

Question	Part	Marking guidance	Total marks																		
11		Note: if student offers more than two theories then credit the best two.																			
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AO2=6
AO1=6

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



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