



# GCE

## Psychology

Advanced Subsidiary GCE

Unit **G541**: Psychological Investigations

# Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.















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Annotations

Annotation	Meaning
	Attempts evaluation
	Benefit of doubt
	Context
	Cross
	Evaluation
	Extendable horizontal line
	Expandable horizontal wavy line
	Significant amount of material which doesn't answer the question
	Not answered question
	Tick
	Development of point
	Omission mark
	Unclear
	Good use of research/supporting evidence

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Question		Answer		Marks	Guidance	
1	(a)	Ethical issues could include: consent (although a bar is a public place); deception (observers posing as customers in the bar when really undertaking research); harm (potentially if become aware of being looked at); protection of participants (invasion of privacy, intrusion on personal interactions etc).		2	Context = bar (pub/café), couples, postural echoing / imitation of behaviour (to inc any of the listed behaviours).	
		<b>0 marks</b>	The candidate has not provided any creditworthy information			
		<b>1 mark</b>	Ethical issue clearly identified, but in general			<b>OR</b> attempt to identify ethical issue in context but could be clearer
		<b>2 marks</b>	Ethical issue clearly identified in context			
	(b)	For example, Consent could have been dealt with by placing a poster in the bar informing participants of the general nature of the research and that by staying in the bar it would be taken that they were Okay for this to happen.		2	Context = bar (pub/café), couples, postural echoing / imitation of behaviour (to inc any of the listed behaviours).  Accept comments relating to ways to deal with any appropriate ethical issue raised.	
		<b>0 marks</b>	The candidate has not provided any creditworthy information			
		<b>1 mark</b>	General attempt to suggest how the ethical issue could be dealt with			<b>OR</b> attempt to suggest how the ethical issue could be dealt with in context but could be clearer
		<b>2 marks</b>	Clear suggestion of how the ethical issue could be dealt with in context			

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Question	Answer	Marks	Guidance															
2 (a)	<p>Inter-rater reliability in observational research refers to the extent to which different observers are able to observe and rate (or code) the same behaviour in the same way.</p> <table border="1" data-bbox="331 316 1274 560"> <tr> <td data-bbox="331 316 450 384"><b>0 marks</b></td> <td colspan="2" data-bbox="450 316 1274 384">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="331 384 450 488"><b>1 mark</b></td> <td colspan="2" data-bbox="450 384 1274 488">General attempt to describe inter-rater reliability (e.g. simply stating that 'it refers to consistency', or it is when two or more observers compare their results etc). Lacks clarity.</td> </tr> <tr> <td data-bbox="331 488 450 560"><b>2 marks</b></td> <td colspan="2" data-bbox="450 488 1274 560">Clear description of inter-rater reliability</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information		<b>1 mark</b>	General attempt to describe inter-rater reliability (e.g. simply stating that 'it refers to consistency', or it is when two or more observers compare their results etc). Lacks clarity.		<b>2 marks</b>	Clear description of inter-rater reliability		2	<p>Note – just stating that inter-rater reliability is when two (or more) observers compare their data / results is not, on it's own enough for full marks (as this only provides a way to check / assess the extent of inter-rater reliability). Award 1 mark here.</p> <p>If candidate simply states 'having two or more observers' = zero.</p> <p>Simply stating 'repeating the study to check for same/similar results' = zero.</p>						
<b>0 marks</b>	The candidate has not provided any creditworthy information																	
<b>1 mark</b>	General attempt to describe inter-rater reliability (e.g. simply stating that 'it refers to consistency', or it is when two or more observers compare their results etc). Lacks clarity.																	
<b>2 marks</b>	Clear description of inter-rater reliability																	
	<p>(b) Researchers could meet prior to the study to establish and agree the behavioural categories to look out for and the criteria for acknowledging if exhibited or not. A pilot study could be used to assess the ease of use of the coding scheme and identify any problems so it can be amended.</p> <table border="1" data-bbox="331 756 1274 1206"> <tr> <td data-bbox="331 756 450 825"><b>0 marks</b></td> <td colspan="2" data-bbox="450 756 1274 825">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="331 825 450 893"><b>1 mark</b></td> <td colspan="2" data-bbox="450 825 1274 893">Brief response lacking detail and not in the context of the research outlined in the source material</td> </tr> <tr> <td data-bbox="331 893 450 1064"><b>2 marks</b></td> <td data-bbox="450 893 860 1064">Appropriate and detailed response, but not in the context of the research outlined in the source material</td> <td data-bbox="860 893 1274 1064"><b>OR</b> brief response that is lacking detail that is in the context of the research outlined in the source material</td> </tr> <tr> <td data-bbox="331 1064 450 1133"><b>3 marks</b></td> <td colspan="2" data-bbox="450 1064 1274 1133">Response is made that lacks some clarity, but is outlined in the context of the research outlined in the source material</td> </tr> <tr> <td data-bbox="331 1133 450 1206"><b>4 marks</b></td> <td colspan="2" data-bbox="450 1133 1274 1206">Appropriate, clear and detailed response outlined in the context of the research outlined in the source material</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information		<b>1 mark</b>	Brief response lacking detail and not in the context of the research outlined in the source material		<b>2 marks</b>	Appropriate and detailed response, but not in the context of the research outlined in the source material	<b>OR</b> brief response that is lacking detail that is in the context of the research outlined in the source material	<b>3 marks</b>	Response is made that lacks some clarity, but is outlined in the context of the research outlined in the source material		<b>4 marks</b>	Appropriate, clear and detailed response outlined in the context of the research outlined in the source material		4	<p>Context = bar (pub/café), couples, postural echoing / imitation of behaviour (to inc any of the listed behaviours).</p> <p>Note – having more observers does not in itself increase inter-rater reliability (cap at one mark whether in context or not). However, if other creditworthy things are included mark appropriately.</p>
<b>0 marks</b>	The candidate has not provided any creditworthy information																	
<b>1 mark</b>	Brief response lacking detail and not in the context of the research outlined in the source material																	
<b>2 marks</b>	Appropriate and detailed response, but not in the context of the research outlined in the source material	<b>OR</b> brief response that is lacking detail that is in the context of the research outlined in the source material																
<b>3 marks</b>	Response is made that lacks some clarity, but is outlined in the context of the research outlined in the source material																	
<b>4 marks</b>	Appropriate, clear and detailed response outlined in the context of the research outlined in the source material																	

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Question	Answer	Marks	Guidance						
3	<p>Accept any two findings. From, for example: folding arms was the most common behaviour engaged in by each couple; couples only touched their nose at the same time on 3 occasions etc.</p> <p>2 marks for each finding.</p> <table border="1" data-bbox="320 416 1263 655"> <tr> <td data-bbox="320 416 443 485"><b>0 marks</b></td> <td data-bbox="443 416 1263 485">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="320 485 443 587"><b>1 mark</b></td> <td data-bbox="443 485 1263 587">The candidate has stated a finding, but this lacks clarity, or is not in the context of the research outlined in the source material</td> </tr> <tr> <td data-bbox="320 587 443 655"><b>2 marks</b></td> <td data-bbox="443 587 1263 655">The candidate has stated a clear finding and this is in the context of the research outlined in the source material</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information	<b>1 mark</b>	The candidate has stated a finding, but this lacks clarity, or is not in the context of the research outlined in the source material	<b>2 marks</b>	The candidate has stated a clear finding and this is in the context of the research outlined in the source material	4	<p>Note – it is not appropriate to have mean, median or range of values of the nominal data presented in the table (only mode is acceptable).</p> <p>Accept total behaviours observed = 45.</p> <p>Note – frequency counts not needed for full marks (e.g. acceptable to just say ‘folding arms was the most observed behaviour’).</p>
<b>0 marks</b>	The candidate has not provided any creditworthy information								
<b>1 mark</b>	The candidate has stated a finding, but this lacks clarity, or is not in the context of the research outlined in the source material								
<b>2 marks</b>	The candidate has stated a clear finding and this is in the context of the research outlined in the source material								

Number of times couples performed behaviours at the same time as each other					
Fold arms together	Cross legs	Rest head on hand	Drink at same time	Touch hair	Touch nose
12	8	10	7	5	3

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Question	Answer	Marks	Guidance												
4	<p>Strengths include: higher ecological validity as in a natural setting where couples meet and socialize; overall validity could be higher as participants likely to be unaware they are being monitored so act more naturally.</p> <p>Weaknesses include: problems recording behaviour accurately if bar gets busy; problems interpreting the actions of the couples and if they fit the behavioural categories listed; lack of validity if participants become aware of being monitored, especially when interacting socially (demand characteristics); ethical issues (e.g. invasion of privacy when couples out socializing) etc.</p> <p>3 marks for strength, 3 marks for weakness.</p> <table border="1" data-bbox="320 651 1263 1066"> <tr> <td data-bbox="320 651 443 719"><b>0 marks</b></td> <td colspan="2" data-bbox="443 651 1263 719">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="320 719 443 823"><b>1 mark</b></td> <td colspan="2" data-bbox="443 719 1263 823">Brief attempt to outline strength/weakness but lacks clarity/detail (e.g. strength = high EV, weakness = ethics) and not in context</td> </tr> <tr> <td data-bbox="320 823 443 995"><b>2 marks</b></td> <td data-bbox="443 823 853 995">Clear/detailed outline of strength/weakness but not in context of the research outlined in the source material</td> <td data-bbox="853 823 1263 995"><b>OR</b> strength/weakness lacking in clarity/detail, but attempt to discuss in context</td> </tr> <tr> <td data-bbox="320 995 443 1066"><b>3 marks</b></td> <td colspan="2" data-bbox="443 995 1263 1066">Clear/detailed outline of strength/weakness discussed in context of the research outlined in the source material</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information		<b>1 mark</b>	Brief attempt to outline strength/weakness but lacks clarity/detail (e.g. strength = high EV, weakness = ethics) and not in context		<b>2 marks</b>	Clear/detailed outline of strength/weakness but not in context of the research outlined in the source material	<b>OR</b> strength/weakness lacking in clarity/detail, but attempt to discuss in context	<b>3 marks</b>	Clear/detailed outline of strength/weakness discussed in context of the research outlined in the source material		6	<p>Context = bar (pub/café), couples, postural echoing / imitation of behaviour (to include any of the listed behaviours).</p> <p>Accept ethics (e.g. invasion of privacy etc) here.</p> <p>Accept strengths related to data collected in this study (e.g. quantitative data, event sampling).</p> <p>Accept reference to inter-rater reliability, but must be fully explained/justified.</p> <p>Reference to reliability without making clear how/why it would be a strength is not creditworthy (e.g. 'a strength of this observation is that it is replicable').</p>
<b>0 marks</b>	The candidate has not provided any creditworthy information														
<b>1 mark</b>	Brief attempt to outline strength/weakness but lacks clarity/detail (e.g. strength = high EV, weakness = ethics) and not in context														
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## Section B

Question	Answer	Marks	Guidance												
5	<p>Strengths could include: young age group more likely to use mobile phone for texting; easier to obtain sample as just from one class in one college etc.</p> <p>Weaknesses could include: unrepresentative sample; limited range of ages and therefore possibly personality types; all from London; all from just one class in one college etc.</p> <p>3 marks for strength, 3 marks for weakness.</p> <table border="1" data-bbox="320 584 1274 895"> <tr> <td data-bbox="320 584 439 651"><b>0 marks</b></td> <td colspan="2" data-bbox="439 584 1274 651">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="320 651 439 718"><b>1 mark</b></td> <td colspan="2" data-bbox="439 651 1274 718">Attempt to outline strength/weakness</td> </tr> <tr> <td data-bbox="320 718 439 826"><b>2 marks</b></td> <td data-bbox="439 718 824 826">Strength/weakness clearly outlined but not in context</td> <td data-bbox="824 718 1274 826"><b>OR</b> strength/weakness lacks some clarity/detail, but is in context</td> </tr> <tr> <td data-bbox="320 826 439 895"><b>3 marks</b></td> <td colspan="2" data-bbox="439 826 1274 895">Strength/weakness clearly outlined in context</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information		<b>1 mark</b>	Attempt to outline strength/weakness		<b>2 marks</b>	Strength/weakness clearly outlined but not in context	<b>OR</b> strength/weakness lacks some clarity/detail, but is in context	<b>3 marks</b>	Strength/weakness clearly outlined in context		6	<p>Context = personality, text message(s) and mobile phones.</p> <p>Reference to representative age <i>range</i> is not creditworthy as a strength.</p> <p>Reference to sampling <i>method</i> must relate to a strength/weakness of the sample it produces in this study.</p> <p>Accept reference to size of sample as either a strength / or weakness providing it is justified.</p>
<b>0 marks</b>	The candidate has not provided any creditworthy information														
<b>1 mark</b>	Attempt to outline strength/weakness														
<b>2 marks</b>	Strength/weakness clearly outlined but not in context	<b>OR</b> strength/weakness lacks some clarity/detail, but is in context													
<b>3 marks</b>	Strength/weakness clearly outlined in context														



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Question	Answer	Marks	Guidance															
6	<p>For example ... <i>There will be (or is) a correlation between introversion/extroversion rating and number of words in mobile phone text messages.</i></p> <table border="1" data-bbox="320 347 1274 895"> <tr> <td data-bbox="320 347 439 416"><b>0 marks</b></td> <td colspan="2" data-bbox="439 347 1274 416">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="320 416 439 520"><b>1 mark</b></td> <td colspan="2" data-bbox="439 416 1274 520">The candidate has written an appropriate alternate hypothesis but has simply stated 'there will be/is a correlation'. There is no indication of either of the measured variables</td> </tr> <tr> <td data-bbox="320 520 439 588"><b>2 marks</b></td> <td colspan="2" data-bbox="439 520 1274 588">The candidate has written an appropriate alternate hypothesis but has only referred to one variable</td> </tr> <tr> <td data-bbox="320 588 439 794"><b>3 marks</b></td> <td data-bbox="439 588 855 794">The candidate has written an alternate hypothesis referring to both variables, but there is a lack of clarity about one of the measured variables or both</td> <td data-bbox="855 588 1274 794"><b>OR</b> both variables clearly referred to but a general lack of clarity of the way the hypothesis is stated</td> </tr> <tr> <td data-bbox="320 794 439 895"><b>4 marks</b></td> <td colspan="2" data-bbox="439 794 1274 895">The candidate has written a clearly stated appropriate alternate hypothesis referring to both of the measured variables</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information		<b>1 mark</b>	The candidate has written an appropriate alternate hypothesis but has simply stated 'there will be/is a correlation'. There is no indication of either of the measured variables		<b>2 marks</b>	The candidate has written an appropriate alternate hypothesis but has only referred to one variable		<b>3 marks</b>	The candidate has written an alternate hypothesis referring to both variables, but there is a lack of clarity about one of the measured variables or both	<b>OR</b> both variables clearly referred to but a general lack of clarity of the way the hypothesis is stated	<b>4 marks</b>	The candidate has written a clearly stated appropriate alternate hypothesis referring to both of the measured variables		4	<p>Note – simply referring to 'personality' instead of introversion / extroversion is not clear enough to credit reference to this variable (simply stating 'personality' could mean aggression, or humour personality traits etc).</p> <p>Use of the word 'difference' or 'affects / 'effects' = zero marks.</p> <p>Any reference to DV, 'link' or 'association' = zero.</p> <p>Accept positive or negative correlations.</p> <p>If both an alternate and null hypothesis is presented and it is not made clear which is which then = zero.</p> <p>The variables do not have to be fully operationalized for maximum marks.</p>
<b>0 marks</b>	The candidate has not provided any creditworthy information																	
<b>1 mark</b>	The candidate has written an appropriate alternate hypothesis but has simply stated 'there will be/is a correlation'. There is no indication of either of the measured variables																	
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<b>4 marks</b>	The candidate has written a clearly stated appropriate alternate hypothesis referring to both of the measured variables																	

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Question	Answer	Marks	Guidance												
7	<p>Strengths may include: quantifiable scale to allow 'personality' to be expressed numerically, and easy numerical comparisons across different people; simple, easy to understand scale, with clear definitions at each end etc. Weaknesses may include: subjective interpretation of the scale; scale may be too narrow (just 1 to 10); does not allow full expression of what an individuals 'personality' is really like etc.</p> <p>3 marks for strength, 3 marks for weakness.</p> <table border="1" data-bbox="320 517 1274 963"> <tr> <td data-bbox="320 517 436 587"><b>0 marks</b></td> <td colspan="2" data-bbox="436 517 1274 587">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="320 587 436 657"><b>1 mark</b></td> <td colspan="2" data-bbox="436 587 1274 657">Attempt to explain strength/weakness of the way 'personality' was measured, but lacks clarity</td> </tr> <tr> <td data-bbox="320 657 436 858"><b>2 marks</b></td> <td data-bbox="436 657 855 858">Clearly explained strength/weakness of the way 'personality' was measured but not in the context of the information outlined in the source material</td> <td data-bbox="855 657 1274 858"><b>OR</b> attempt to explain strength/weakness of the way 'personality' was measured in context</td> </tr> <tr> <td data-bbox="320 858 436 963"><b>3 marks</b></td> <td colspan="2" data-bbox="436 858 1274 963">Clearly explained strength/weakness of the way 'personality' was measured in the context of the information outlined in the source material</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information		<b>1 mark</b>	Attempt to explain strength/weakness of the way 'personality' was measured, but lacks clarity		<b>2 marks</b>	Clearly explained strength/weakness of the way 'personality' was measured but not in the context of the information outlined in the source material	<b>OR</b> attempt to explain strength/weakness of the way 'personality' was measured in context	<b>3 marks</b>	Clearly explained strength/weakness of the way 'personality' was measured in the context of the information outlined in the source material		6	Context = any aspect of personality (e.g. introversion/extroversion, outgoing, shy etc).
<b>0 marks</b>	The candidate has not provided any creditworthy information														
<b>1 mark</b>	Attempt to explain strength/weakness of the way 'personality' was measured, but lacks clarity														
<b>2 marks</b>	Clearly explained strength/weakness of the way 'personality' was measured but not in the context of the information outlined in the source material	<b>OR</b> attempt to explain strength/weakness of the way 'personality' was measured in context													
<b>3 marks</b>	Clearly explained strength/weakness of the way 'personality' was measured in the context of the information outlined in the source material														

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8		A negative correlation is where, as the values of one variable increase, the values of the other tend to decrease, although not necessarily at the same rate	2	Accept for one mark an appropriate sketch of a negative correlation presented on it's own.  Any reference to DV = zero.  Any reference to effect / affect of one variable on another = zero.	
		<b>0 marks</b>			The candidate has not provided any creditworthy information
		<b>1 mark</b>			Attempt to explain what a negative correlation is, but lacks clarity
		<b>2 marks</b>			Clear explanation of what a negative correlation is

Question	Answer	Marks	Guidance						
9	<p>A scattergraph is a visual display of two variables expressed numerically, one on each axis and indicated at the intersection of the two values.</p> <table border="1" data-bbox="324 311 1265 518"> <tr> <td data-bbox="324 311 436 375"><b>0 marks</b></td> <td data-bbox="436 311 1265 375">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="324 375 436 438"><b>1 mark</b></td> <td data-bbox="436 375 1265 438">Attempt to explain how data is presented in a scattergraph</td> </tr> <tr> <td data-bbox="324 438 436 518"><b>2 marks</b></td> <td data-bbox="436 438 1265 518">Clear explanation of how data is presented in a scattergraph</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information	<b>1 mark</b>	Attempt to explain how data is presented in a scattergraph	<b>2 marks</b>	Clear explanation of how data is presented in a scattergraph	2	<p>Reference to a dependent variable = zero.</p> <p>Any reference to effect / affect of one variable on another = zero.</p> <p>Accept sketches of scattergraphs used to help illustrate what is meant (if data or labels included there should be no reference to a DV, if so = zero).</p>
<b>0 marks</b>	The candidate has not provided any creditworthy information								
<b>1 mark</b>	Attempt to explain how data is presented in a scattergraph								
<b>2 marks</b>	Clear explanation of how data is presented in a scattergraph								

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Question	Answer	Marks	Guidance																												
10	<p>Aggression could be measured in many ways, for example: on an arbitrary scale 1 (not aggressive) to 10 very aggressive; how participants respond in a combat game (shoot to kill etc) after exposure to the films; level of punishment suggested for hypothetical crimes committed by a person; observation of aggressive behaviour after exposure to film (e.g. when interacting with others); physiological measures of aggression (heart-rate or blood pressure changes etc)</p> <table border="1" data-bbox="331 464 1290 1433"> <tr> <td data-bbox="331 464 450 528"><b>0 marks</b></td> <td colspan="3" data-bbox="450 464 1290 528">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="331 528 450 651"><b>1-2 marks</b></td> <td data-bbox="450 528 835 651">Brief and/or unclear attempt to describe how aggression could be measured with no evaluation</td> <td colspan="2" data-bbox="835 528 1290 651"><b>OR</b> evaluation of a way to measure aggression that has not been described</td> </tr> <tr> <td data-bbox="331 651 450 810"><b>3-4 marks</b></td> <td data-bbox="450 651 835 810">Clear description of how aggression could be measured, but minor omissions prevent full replication. No evaluation</td> <td colspan="2" data-bbox="835 651 1290 810"><b>OR</b> attempt to both describe how aggression could be measured and evaluate it, but lacking clarity/detail</td> </tr> <tr> <td data-bbox="331 810 450 1086"><b>5 marks</b></td> <td data-bbox="450 810 730 1086">Clear description of how aggression could be measured that would allow full replication but no evaluation</td> <td data-bbox="730 810 1010 1086"><b>OR</b> Clear description of how aggression could be measured, but minor omissions prevent full replication with attempt at evaluation, but unclear</td> <td data-bbox="1010 810 1290 1086"><b>OR</b> attempt to describe how aggression could be measured with clear and detailed evaluation</td> </tr> <tr> <td data-bbox="331 1086 450 1241"><b>6-7 marks</b></td> <td data-bbox="450 1086 835 1241">Clear description of how aggression could be measured that would allow full replication and attempt at evaluation</td> <td colspan="2" data-bbox="835 1086 1290 1241"><b>OR</b> Clear description of how aggression could be measured, but <b>minor omissions</b> prevent full replication with clear and detailed evaluation</td> </tr> <tr> <td data-bbox="331 1241 450 1337"><b>8-9 marks</b></td> <td colspan="3" data-bbox="450 1241 1290 1337">Clear description of how aggression could be measured that would allow full replication and clear and detailed evaluation with reference to one issue</td> </tr> <tr> <td data-bbox="331 1337 450 1433"><b>10 marks</b></td> <td colspan="3" data-bbox="450 1337 1290 1433">Clear description of how aggression could be measured that would allow full replication and clear and detailed evaluation with reference to two or more issues</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information			<b>1-2 marks</b>	Brief and/or unclear attempt to describe how aggression could be measured with no evaluation	<b>OR</b> evaluation of a way to measure aggression that has not been described		<b>3-4 marks</b>	Clear description of how aggression could be measured, but minor omissions prevent full replication. 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Details related to peripheral things, such as sample / sampling are not creditworthy here.</p> <p>DV can be either quantitative or qualitative</p> <p>Examples of ‘minor omissions’ ....</p> <ul style="list-style-type: none"> <li>• If unclear who is doing the rating and how (e.g. how recorded)</li> <li>• If ends of rating scale not identified</li> <li>• No list of categories for observed aggressive behaviours</li> </ul> <p>If more than one technique to measure aggression is presented it must be clear how they are combined for it to be fully replicable.</p>
<b>0 marks</b>	The candidate has not provided any creditworthy information																														
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Mark Scheme

June 2012

Question	Answer	Marks	Guidance																				
11	<p>An independent measures design is where participants only take part in one condition of the experiment. A repeated measures design is where participants take part in both (or all) conditions of an experiment.</p> <table border="1" data-bbox="331 347 1288 1002"> <tr> <td data-bbox="331 347 450 416"><b>0 marks</b></td> <td colspan="3" data-bbox="450 347 1288 416">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="331 416 450 555"><b>1 mark</b></td> <td data-bbox="450 416 831 555">Brief, unclear outline of what is involved in an independent measures design only</td> <td colspan="2" data-bbox="831 416 1288 555"><b>OR</b> Brief, unclear outline of what is involved in a repeated measures design only</td> </tr> <tr> <td data-bbox="331 555 450 762"><b>2 marks</b></td> <td data-bbox="450 555 728 762">Clear outline of what is involved in an independent measures design only</td> <td data-bbox="728 555 1008 762"><b>OR</b> clear outline of what is involved in a repeated measures design only</td> <td data-bbox="1008 555 1288 762"><b>OR</b> brief unclear outline of what is involved in both independent and repeated measures design</td> </tr> <tr> <td data-bbox="331 762 450 930"><b>3 marks</b></td> <td data-bbox="450 762 831 930">Clear outline of what is involved in an independent measures design, but unclear about a repeated measures design</td> <td colspan="2" data-bbox="831 762 1288 930"><b>OR</b> Clear outline of what is involved in a repeated measures design, but unclear about an independent measures design</td> </tr> <tr> <td data-bbox="331 930 450 1002"><b>4 marks</b></td> <td colspan="3" data-bbox="450 930 1288 1002">Clear outline of what is involved in <b>both</b> an independent measures design and a repeated measures design</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information			<b>1 mark</b>	Brief, unclear outline of what is involved in an independent measures design only	<b>OR</b> Brief, unclear outline of what is involved in a repeated measures design only		<b>2 marks</b>	Clear outline of what is involved in an independent measures design only	<b>OR</b> clear outline of what is involved in a repeated measures design only	<b>OR</b> brief unclear outline of what is involved in both independent and repeated measures design	<b>3 marks</b>	Clear outline of what is involved in an independent measures design, but unclear about a repeated measures design	<b>OR</b> Clear outline of what is involved in a repeated measures design, but unclear about an independent measures design		<b>4 marks</b>	Clear outline of what is involved in <b>both</b> an independent measures design and a repeated measures design			4	<p>Note – context is not required for full marks here (but may be used and is creditworthy).</p> <p>Reference to ‘task’ or ‘parts’ or ‘different experiments’ cap at 1 mark for the design referred to. Reference to ‘conditions’ is required for full marks.</p>
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June 2012

Question	Answer	Marks	Guidance												
12	<p>Strengths include: no individual differences as in independent measures, existing levels of aggression are controlled for; fewer participants needed.</p> <p>Weaknesses include: carry-over effects possible (e.g. performance in second condition may be affected by fatigue or practice from participation in the first condition);</p> <p>3 marks for strength, 3 marks for weakness.</p> <table border="1" data-bbox="331 517 1290 930"> <tr> <td data-bbox="331 517 450 587"><b>0 marks</b></td> <td colspan="2" data-bbox="450 517 1290 587">The candidate has not provided any creditworthy information</td> </tr> <tr> <td data-bbox="331 587 450 687"><b>1 mark</b></td> <td colspan="2" data-bbox="450 587 1290 687">Attempt to describe strength/weakness, but lacks clarity and not in the context of the research outlined in the source material</td> </tr> <tr> <td data-bbox="331 687 450 858"><b>2 marks</b></td> <td data-bbox="450 687 869 858">Clear and detailed outline of strength/weakness, but in general - not in the context of the research outlined in the source material</td> <td data-bbox="869 687 1290 858"><b>OR</b> attempt to describe strength / weakness in context</td> </tr> <tr> <td data-bbox="331 858 450 930"><b>3 marks</b></td> <td colspan="2" data-bbox="450 858 1290 930">Clear and detailed outline of strength/weakness in the context of the material presented in the source material</td> </tr> </table>	<b>0 marks</b>	The candidate has not provided any creditworthy information		<b>1 mark</b>	Attempt to describe strength/weakness, but lacks clarity and not in the context of the research outlined in the source material		<b>2 marks</b>	Clear and detailed outline of strength/weakness, but in general - not in the context of the research outlined in the source material	<b>OR</b> attempt to describe strength / weakness in context	<b>3 marks</b>	Clear and detailed outline of strength/weakness in the context of the material presented in the source material		6	Context = aggression, violence, film etc
<b>0 marks</b>	The candidate has not provided any creditworthy information														
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