(d)　　　Outline **one** advantage and **one** disadvantage of opportunity sampling in this research. **[3]**

Credit **could** be given for:
- Advantage, e.g. it would be easier, in comparison to other sampling techniques, for the psychologist to locate just an individual with a brain injury from a local hospital.
- Disadvantage, e.g. the personality of the individual with brain injury may not be similar to the general population; they may be more amenable to the researcher and, therefore, more susceptible to demand characteristics.
- Other appropriate advantage and disadvantage.

Marks	AO3
3	An appropriate advantage and disadvantage are identified and both are clearly linked to the novel situation.
2	An appropriate advantage and disadvantage are identified and there are weak links to the novel situation **OR** An appropriate advantage and disadvantage are noted but only one of these is clearly linked to the novel situation.
1	An appropriate advantage and disadvantage are identified and there are no links to the novel situation **OR** An appropriate advantage or disadvantage is noted with a weak link to the novel situation.
0	An appropriate advantage or disadvantage is noted but there is no link to the novel situation **OR** The issue is not addressed.

(e)　　　Identify and discuss **one** ethical issue that might arise in this research. **[3]**

Credit **could** be given for:
- Consent issues may arise as the participant has recently suffered a brain injury and, therefore, may not fully understand and be able to agree to participate.
- Other appropriate ethical issue.

Marks	AO3
3	An appropriate ethical issue is identified and thoroughly discussed with clear links to the novel situation.
2	An appropriate ethical issue is identified and reasonably discussed with some link to the novel situation.
1	An appropriate ethical issue is discussed but with no links to the novel situation **OR** A reasonable ethical discussion which is clearly linked to the scenario but the issue is not clearly identified**.**
0	An ethical issue is not discussed.

(f)   State **one** conclusion that can be drawn from the content analysis in this research.   **[3]**

Credit **could** be given for:
- Example - The number of words correctly recalled after six months was more than twice the number of words correctly recalled after one month.
- Example - All the words correctly recalled after one month only had one syllable and were short, the words correctly recalled after six months ranged in length and some had up to three syllables.
- Other appropriate conclusion.

Marks	AO3
3	An appropriate and accurate conclusion has been stated fully and clearly with a link to the data in the novel situation.
2	An appropriate and accurate conclusion has been stated with a weak link to the novel situation **OR** An inferential conclusion has been given which has been clearly linked to the data in the novel situation.
1	An appropriate and accurate conclusion has been stated but there is no link to the novel situation.
0	An inappropriate or inaccurate conclusion has been stated **OR** The issue is not addressed.

GCE Psychology - PY3

SECTION A

Q.1 Psychologists were interested in the success of the prison system. They conducted formal interviews with prisoners and prison guards. The questions were all open questions. The same questions were asked in the same order to both guards and prisoners. The prisoners and guards were selected by quota sampling.

Examples of two questions from the interview.

(1) How do you think prisons punish prisoners?	_ _ _
(10) How do you think relationships between guards and prisoners could be improved?	_ _ _

(a) Explain one advantage and one disadvantage of using an interview in Psychological research. **[4]**

Advantage
- They allow for detailed answers.
- Can collect a large amount of information, qualitative data.
- Any other relevant advantage.

Disadvantage
- Can be unreliable and affected by social desirability bias.
- Can be time consuming and requires skilled intereviewers.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and both explained in detail.
3	One clear advantage/disadvantage identified and explained in detail and one disadvantage/advantage only partially explained.
2	One advantage and one disadvantage only partially explained **OR** Only one advantage/disadvantage identified and explained in detail.
1	Only one advantage **OR** one disadvantage identified.
0	No relevant information.

(b) (i) Define what is meant by the term 'open questions'. **[2]**

Marks	AO1
2	Clear and detailed definition given e.g. a question asked that allows the respondent to answer in any way they wish.
1	Basic information only, e.g. fuller answers can be given.
0	No relevant definition.

(ii) Explain one advantage of using 'open questions'. **[2]**

- Fewer constraints on answers as compared with closed questions.
- Allows for fuller answers/interviewees can elaborate.
- Any other relevant advantage.

Marks	AO3
2	Clear advantage explained in detail.
1	Advantage only identified or partially explained.
0	No relevant information.

(iii) Define what is meant by the term 'closed questions'. **[2]**

Marks	AO1
2	Clear and detailed definition e.g. a question asked that only allows for a certain response such as yes or no.
1	Basic definition only, e.g. yes or no answer.
0	No relevant definition.

(c) Explain one issue that would affect the validity of an answer given by a prisoner in the above study. **[2]**

Marks	AO1
2	Clear and detailed definition e.g. answers given may not represent truth and are an affect of social desirability bias or interviewers effects (with context).
1	Basic explanation, e.g. answer given is affected by social desirability bias or without context.
0	No relevant information.

(d)　(i)　Define what is meant by the term 'quota sampling'.　　**[2]**

Marks	AO1
2	Clear and detailed definition e.g. the sample is selected roughly in proportion to their occurrence in the population, such as different age groups.
1	Basic definition, e.g. proportionate sample.
0	No relevant information.

(ii)　Explain one advantage and one disadvantage of using quota sampling to select participants in psychological research.　　**[4]**

Advantage
- Less researcher bias.
- If quotas are filled, good representative sample of target population is achieved.
- Any other relevant advantage.

Disadvantage
- Can still lead to a biased sample.
- May not be able to fill quota needed e.g. not enough of a certain group willing to participate.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and explained in detail.
3	One advantage and one disadvantage identified and only partially explained.
2	Only one advantage/disadvantage identified and explained in detail **OR** both advantage and disadvantage identified but not explained.
1	Only one advantage/disadvantage identified.
0	No relevant information.

(iii)   Identify and explain one other appropriate sampling method that could have been used in the above study. **[2]**

- Random sampling: all names of prison population put into a hat and number needed pulled out.
- Volunteer sampling: e.g. a poster put asking for volunteers from the prison to take part in a study.
- Systematic sampling: names of all prison population put on a list and every *n*th name chosen.
- Any other relevant sampling method.

Marks	AO1
2	Sampling method named and explained (with context).
1	Sampling method only named (no context).
0	No relevant information.

(e)   Define what is meant by the term 'reliability'. **[2]**

- For a study to be carried out and produce consistent results.
- Use of a consistent measuring too.
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition only.
0	No relevant definition.

(f)   One way to test the reliability of a study is to measure inter-rater reliability. Define the term 'inter-rater reliability'. **[2]**

- Two or more researchers collect data in a consistent manner e.g. using a coding system.
- Data collected by two or more researchers is correlated.
- Any other relevant definition.

Marks	AO3
2	Clear and detailed definition given.
1	Basic definition only.
0	No relevant definition.

TOTAL 24

SECTION B

Q.2 A laboratory experiment was carried out to see how emotion and arousal affected memory. In Part One of the experiment twenty participants were shown a video of a man walking down a street. They were then shown several photographs of men and had to identify the man from the video. In Part Two of the experiment the same participants were shown a video of a man committing a robbery. Again they were shown several photographs of men and had to identify the man committing the robbery. The participants were chosen by opportunity sampling.

	Part one of the experiment	Part two of the experiment
Correctly identified	14	6

Results were found to be significant at the 5% level.

(a) (i) Define what is meant by the term 'laboratory experiment'. **[2]**

- A study that takes place within a controlled environment.
- A study that takes place within an artificial setting.
- The I.V. can be manipulated and the D.V. can be measured.
- Any other relevant definition.

Marks	AO1
2	Clear and detailed definition given.
1	Basic definition only.
0	No relevant definition.

(ii) Explain one advantage and one disadvantage of a laboratory experiment.

[4]

Advantage
- Good internal validity.
- Control of confounding variable.
- Can show cause and effect.
- Any other relevant advantage.

Disadvantage
- Behaviour is artificial.
- Poor ecological validity.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and explained in detail.
3	One advantage and one disadvantage identified and only partially explained.
2	Only one advantage/disadvantage identified and explained in detail **OR** both advantage and disadvantage identified but not explained.
1	Only one advantage/disadvantage identified.
0	No relevant information.

(b)   (i)   Define what is meant by the term 'repeated measures design'.   **[2]**

Marks	AO1
2	Clear and detailed definition given, e.g. one group of participants researched in two or three conditions.
1	Basic definition, e.g. one group of participants.
0	No relevant definition.

(ii)   Explain one advantage and one disadvantage of a repeated measures design.   **[4]**

Advantage
- Because the same participants do both tests no individual differences between groups.
- Fewer participants are needed to get the same amount of data.
- Any other relevant advantage.

Disadvantage
- Order effects due to practice, tiredness and/or boredom.
- Any other relevant disadvantage.

Marks	AO2
4	One clear advantage and one clear disadvantage identified and explained in detail.
3	One advantage and one disadvantage identified and only partially explained.
2	Only one advantage/disadvantage identified and explained in detail **OR** both advantage and disadvantage identified but not explained.
1	Only one advantage/disadvantage identified.
0	No relevant information.

(c) State an appropriate directional hypothesis for the laboratory   experiment in the above study. **[2]**

Marks	AO3
2	Appropriate directional hypothesis stated, e.g. emotion or arousal has a negative affect on memory.
1	Directional hypothesis given. Basic or muddled statement.
0	No relevant information.

(d) Define what is meant by the term 'concurrent validity'. **[2]**

Marks	AO1
2	Clear and detailed definition e.g. concurrent validity is validating a measurement by comparing it with an established measurement that has known validity.
1	Basic information only e.g. compare to another measurement.
0	No relevant definition.

(e) Identify and explain how one confounding variable may have affected the above study. **[2]**

- Time of day each condition took place.
- Characteristics/mood of the participant.
- Eyesight of participant.
- Order effects.
- Personal experience of robbery.
- Any other relevant variable.

Marks	AO3
2	Confounding variable identified and affect on study explained (with context)
1	An appropriate confounding variable is identified but not explained affect (no context).
0	No relevant explanation.

(f)   (i)   Define what is meant by the term 'opportunity sampling'.   **[2]**

Marks	AO1
2	Clear and detailed definition given e.g. a case of selecting whoever is available at that time at that location.
1	Basic information only e.g. selecting who is available and is willing to participate.
0	No relevant definition.

(ii)   Give one disadvantage of 'opportunity sampling'.   **[2]**

- May be biased sample.
- Unlikely to be representative of the target population.
- Any other relevant disadvantage.

Marks	AO2
2	Clear disadvantage explained in detail.
1	Disadvantage only identified or partially explained
0	No relevant information.

(g)   'Results were found to be significant at the 5% level.' Explain what this means.   **[2]**

Marks	AO3
2	Clear and detailed explanation, e.g. the probability of the results being down to chance is 5% or less.
1	Basic explanation, e.g. results are 95% accurate.
0	No relevant information.

(h)   Define what is meant by the term 'ratio level data'.   **[2]**

Marks	AO1
2	Clear and detailed definition, e.g. this is data that has fixed units of measurement throughout the range and has a meaningful zero point, such as time.
1	Basic definition only, e.g. a meaningful zero.
0	No relevant information.

Total 26

SECTION C

Q.3 Consider ethical issues in the use of human participants in psychological research.

[15]

Credit **could** be given for the following:

- Discussion of BPS guidelines; strengths of guidelines, e.g. increase in participant welfare. Limitations of guidelines, e.g. 'loop holes' in deception/consent guidance, not all psychologists are BPS members; not legally binding.
- Key ethical issues (e.g. deception , protection from harm, anonymity, confidentiality).
- Discussion of ethical issues and their impact on the participants and the results of research, e.g. Milgram's use of deception. Zimbardo's failure to release participants on request.
- Involuntary participants e.g. the use of naïve participants in Piliavin, Rodin and Piliavin (1969) and Langer and Rodin (1976).
- Intervention studies and the ethical issues they produce, e.g. Klein (1991) and Leyens et al (1975).
- Any other relevant material.

Marks	AO2
12-15	Discussion is appropriate and well detailed. Material is used in an effective manner (evidence of coherent elaboration) and is thorough. Depth and range of knowledge is displayed, though not necessarily in equal measure. Specialist terms are used throughout.
8-11	Discussion is reasonably appropriate but less detailed. Material is used in an effective manner. Depth or range of knowledge is displayed. Some specialist terms.
4-7	Discussion is basic; material is used in a relevant manner but is limited. Few specialist terms.
1-3	Discussion is superficial; material is muddled and/or incoherent. Specialist terms are either absent or incorrect.
0	No relevant knowledge or understanding of relevant material is demonstrated.