

Mark schemes

Q1.

[AO1 = 2]

A – Controlled observation

E – Participant observation

[2]

Q2.

[AO3 = 6]

Level	Mark	Description
3	5-6	Suggestions are generally detailed and practical, showing sound understanding of observational techniques. All three elements are presented appropriately. The answer is mostly clear and coherent. Specialist terminology is used effectively. Minor detail and/or explanation sometimes lacking.
2	3-4	Some suggestions are sensible and practical, showing some understanding of observational techniques. At least two elements are presented. The answer may lack clarity, accuracy and organisation in places. There is some appropriate use of specialist terminology.
1	1-2	At least one element is addressed but knowledge of observational techniques is limited. The whole answer lacks clarity, has inaccuracies and is poorly organised.
	0	No relevant content.

Three elements of design to be credited:

- **type of observation** – eg covert or overt, naturalistic or controlled, non-participant or participant
- **operationalised behavioural categories** – detail of at least two specific and observable behaviours to be recorded, eg obeying an instruction from a teacher, obeying an instruction from a peer, following the school rules etc
- **behavioural sampling method** – recordings can take place at specified time intervals (time sampling), eg every minute or as the behaviour occurs (event sampling), eg number of times a child obeys an instruction from a teacher. The type(s) of sampling must be appropriate for the behaviours chosen.

[6]

Q3.**[AO2 = 4]**

Level	Marks	Description
2	3-4	Application of knowledge of standardisation and control is clear and mostly accurate. Application is explicit and appropriate. The answer is generally coherent with effective use of terminology.
1	1-2	Some application of knowledge of standardisation and control is apparent but may be implicit. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate. OR only one element explained at L2.
	0	No relevant content.

Possible content:

- a standardised script would ensure the same greeting was given to the children and their parents when they arrived, providing a high level of control
- without using a standardised script, the researcher's welcome may vary causing unintentional bias, eg may use more child-friendly vocabulary which may make the child less anxious and thus more sociable, etc
- using a controlled observation helps to reduce extraneous variables which may have an impact on the social behaviour of the children, affecting the validity of the study.

Credit other relevant material.

[4]**Q4.****[AO3 = 1]****1 mark** for stating an appropriate limitation of using controlled observations.**Possible content:**

- they **lack** ecological validity/**cannot** be applied to everyday life/**less** natural behaviour
- effects of demand characteristics are **more likely** (Hawthorne effect).

Accept other valid limitations.

[1]

Q5.**[AO2 = 4]**

1 mark for **each** appropriate behavioural category given, categories must be observable and explicitly linked to a child's interaction with other individuals.

Possible behavioural categories:

- child smiles at another child
- child shares toys
- child talks to another child
- child snatches a toy from another child.

Plus

2 marks for a clear and coherent explanation with some detail.

1 mark for a limited/muddled explanation.

Possible points:

- behavioural categories are appropriate because they focus on social behaviours/are objective/visible/mutually exclusive/not ambiguous/not overlapping.

Credit other relevant material.

Note – credit can still be awarded for explanations even if credit has not been given for the behavioural categories stated (eg, due to the categories not being explicitly social).

[4]

Q6.**[AO2 = 4]**

Level	Marks	Description
2	3-4	Knowledge of time sampling is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1-2	Some knowledge of time sampling is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- record the child's behaviour at set time intervals during the five minute period, eg every 20 seconds
- at the specified time intervals, tick/mark one or more categories from the behavioural checklist according to the behaviour exhibited by the observed child, eg if the child is smiling and chatting to another child the observer should tick 'smiling at another child' and 'talking to another child' from the list of behaviours
- behaviours observed in between the time sampling frames should be ignored and should not be recorded, eg even if a child is sharing their toy after time sampling snap shot, this behaviour should not be recorded.

Credit other relevant material.

[4]

Q7.**[AO2 = 4]****For the strength and limitation award:****2 marks** for a clear, coherent strength/limitation with appropriate application.**1 mark** for a limited or muddled strength/limitation.**Possible strengths:**

- time sampling may be easier to manage as there are likely to be many social behaviours occurring throughout the set observation time
- time sampling is most appropriate for recording ongoing behaviours that are likely to occur in a social setting, eg conversations or playing together.

Possible limitation:

- time sampling may not be representative of social behaviours as some social behaviours that 3-year-old children may display may be missed, eg a child may be playing independently when the observer is noting the behaviour, but then sharing their toys or talking to another child outside of the set observation time frame.

Credit other relevant strengths/limitations.

[4]**Q8.****(a) [AO1 = 2 AO2 = 2]**

Level	Mark	Description
2	3-4	Knowledge of behavioural categories is clear and detailed, showing sound understanding. The explanation is clear and appropriate. There is appropriate use of specialist terminology.
1	1-2	Knowledge of behavioural categories is limited/muddled, showing limited understanding. The explanation lacks detail. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- a system of behavioural categories is a list/tally chart examples of behaviour likely to occur during an observation
- these should be observable/objectively defined/operationalised/unambiguous.

Possible explanation:

- using a set of behavioural categories should enable the recordings of friendly behaviour made by the two students to be consistent (can

- help to establish inter-observer reliability)
this means that the observations can be carried out reliably/be less subjective interpretations of what is friendly and what is not.

Credit other relevant material.

4

(b) **[AO3 = 4]**

Award **1 mark each** for each of two behaviours suggested. For credit, behaviours should be both observable and friendly.

Possible suggestions: giving a toy to another child, holding hands, cuddling, playing a game that involves co-operation, sharing snacks, talking to each other, playing together.

PLUS

2 marks for a clear, coherent explanation of why/how the suggested behaviours might be more valid, showing sound understanding of the concept of validity.

1 mark for a limited/muddled explanation.

Possible content:

- how the suggested behaviours have face validity because they appear to measure what they are supposed to measure, ie friendly behaviour
- how the suggested behaviours show kindness, mutual enjoyment or similar
- whereas the behaviours in the table have no obvious friendly element – a child could be playing, sitting, standing near to another but these activities may have no friendly or even social element.

4

(c) **[AO3 = 4]**

Level	Mark	Description
2	3-4	Knowledge of what the students need to do is clear and detailed, showing sound understanding of the use of inferential testing. The explanation is clear and appropriate. There is appropriate use of specialist terminology, including the language of statistical testing.
1	1-2	Knowledge of what the students need to do is limited/muddled, showing limited understanding of the use of inferential testing. The explanation lacks detail. Use of specialist terminology is either absent or inappropriate.
	0	No relevant content.

Possible content:

- they would need to use a Chi-squared test/statistical test/inferential test with the data
- in this case there is categorical/nominal data and an independent design
- the result of the test (the observed/calculated value) would be compared to the critical table value at the 0.05 level
- if there is a less than 5% probability that the difference is due to chance, then the students could say the difference is significant
- then they can accept their research hypothesis (reject the null)

Accept other relevant material.

4

(d) [AO1 = 1 AO2 = 2]

1 mark – an idiographic approach.

PLUS

2 marks for a clear and coherent outline with clear application.

1 mark for a limited/muddled outline.

Possible content:

- an idiographic approach would involve investigation of friendliness/friendly behaviour in an individual child or their parents
- eg interview/observe/carry out a case study of one child, focussing on their friendly behaviour
- results should not be used to generalise findings/propose general laws about friendly behaviour (and play space).

3

[15]

Q9.

[AO3 = 3]

3 marks for a clear, elaborated suggestion of one way studies of attachment could be improved by using controlled rather than naturalistic observations.

2 marks for a suggestion with some elaboration.

1 mark for a limited or muddled suggestion.

Possible reasons:

- controlled observations can minimise extraneous variables
- controlled observations are likely to have standardised procedures, so reliability/replication is more of a possibility than in naturalistic observations
- cause and effect relationships are easier to establish than in a naturalistic observation.

Credit other relevant ways.

Credit reference to research examples, eg Ainsworth, if they support suggestion.

If more than one way is presented credit the best one.

[3]

Q10.**[AO2 = 6 AO3 = 6]**

Level	Mark	Description
4	10-12	Suggestions are generally well detailed and practical, showing sound understanding of observational design. All four elements are present. Justifications are appropriate. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or explanation sometimes lacking.
3	7-9	Suggestions are mostly sensible and practical, showing some understanding of observational design. At least three elements are present. There is some appropriate justification. The answer is mostly clear and well organised. Specialist terminology is mostly used effectively.
2	4-6	Some suggestions are appropriate but others are impractical or inadequately explained. At least two elements are addressed. Justifications are partial, muddled or absent. The answer lacks clarity, accuracy and organisation on occasions.
1	1-3	Knowledge of observational design is limited. At least one element is addressed. The whole answer lacks clarity, has many inaccuracies and is poorly organised.
	0	No relevant content.

Four elements of design to be credited:

- type of observation with justification for choice of observation type, eg covert or overt, naturalistic, participant or non-participant and why
- use of time **OR** event sampling with justification – recordings can take place at specified time intervals (time sampling), eg every minute **OR** as the behaviour occurs (event sampling), eg number of times child talks to another child
- dealing with **one** relevant ethical issue – request informed consent from parents, minimise risk of harm to pupils, confidentiality of personal data, debriefing, enabling a withdrawal of data
- how reliability of the data collection could be assessed, eg using two observers/raters and comparing separate recordings; statistical comparison (correlation) of data from both observers/raters.

[12]