Mark scheme

<table>
<tr><th colspan="3">Question</th><th>Answer/Indicative content</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>1</td><td></td><td></td><td>Outline one strength of conducting this study as a laboratory experiment.

<table><tr><td colspan="2">Likely answers: high levels of control over extraneous variables, ability to establish cause and effect, more able to replicate than field experiments, standardisation allowing replication</td></tr><tr><td colspan="2">Clear outline of strength in context.</td></tr><tr><td>Clear outline of strength but not in context.</td><td>OR attempted outline of strength in context.</td></tr><tr><td colspan="2">Identification of or attempt to outline strength (whether in context or not).</td></tr><tr><td colspan="2">The candidate has not provided any creditworthy information</td></tr></table></td><td>Max 3
3
2
1
0</td><td>Context = concentration, slippers, shoes, learning, primary school children etc.

Do not accept comments related to the choice of experimental design as this is not the experimental method.

NB: Only first response is marked

<u>Examiner’s Comments</u>

Candidates were confident with the strengths of lab experiments and better responses referred to the control of extraneous variables and how this strengthens confidence in cause and effect. Equally successful responses referred to standardisation, which enables replication to check for consistency of results. Weaker responses lost marks as they did not always include clear evidence of the controls or standardisation (i.e. no context) as well as for their confusion of validity/reliability, such as attributing reliability to cause and effect.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>3</td><td></td></tr>
<tr><td>2</td><td></td><td></td><td>B</td><td></td><td>semi-structured interviews</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>3</td><td></td><td></td><td>A</td><td></td><td>-0.94

<u>Examiner’s Comments</u>

Many candidates responded well to this question, however some candidates opted for D incorrectly, suggesting that candidates were guided by the negative sign rather than the coefficient to determine the strength of the relationship.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
</table>

<table>
<tr><td>4</td><td></td><td></td><td>C</td><td>1</td><td>Skew

<u>Examiner's Comments</u>

Many answered correctly however there was still a large number of incorrect answers.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>5</td><td></td><td></td><td>Outline <u>one</u> strength of using an interview rather than a written questionnaire in this study.

<u>Answers could include:</u>

• As an interview is face to face, the interviewer can clarify what questions mean/respondent can ask for clarification which is more difficult to do with a questionnaire as the researcher is not always present.
• As an interview is face to face, the interviewer can respond better to how participants are reacting to the questions which isn't always possible to do with a questionnaire.
• As an interview is a conversation, the interviewer can reassure participants if needed at any stage which isn't always possible with a questionnaire.

Clear outline of strength in context

Attempt to outline strength in context OR Clear outline of strength but not in context

Brief and/or weak attempt to outline strength (whether in context or not)

The candidate has not provided any creditworthy information</td><td>Max 3
3
2
1
0</td><td>Context = mental health, grateful, feelings, etc.

Don't accept responses related to data types as both qualitative and quantitative data can be collected in an interview or a questionnaire.

For a 'clear outline', candidates must indicate within the answer why this is a strength of an interview in comparison to a questionnaire.

<u>Examiner's Comments</u>

The distribution of marks was similar across the range of marks available on this question.

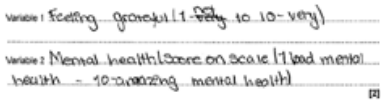
Those who didn't gain any marks often gave a generic weakness of a self-report method rather than directly answering the question. Those who scored well were able to suggest a strength of an interview rather than a written questionnaire; they were able to add context and also elaborate on why this was a strength or a weakness.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>3</td><td></td></tr>
<tr><td>6</td><td></td><td></td><td>Suggest two variables that could be correlated in this study to investigate the relationship between feeling grateful and mental health/well-being.

<u>Answers could include:</u></td><td>Max 2
[1+1]
1
0</td><td>Context = mental health, grateful, feelings, etc.

Must be clear how the variables are/can be quantified for use in a correlation analysis.

Must be indicative of ordinal data.

<u>Examiner's Comments</u></td></tr>
</table>

			• Ratings of how grateful people feel (1-10) and self-ratings of mental well-being (1-10). • Number of things people report feeling grateful for and self-ratings of mental well-being (1-10). Suggestion of a clearly quantified variable in context The candidate has not provided any creditworthy information		Most candidates got this question incorrect. This was often due to there not being an indication of how these variables could be quantified and therefore employed in a correlational analysis. For example, simply stating 'what they are grateful for' (which could be qualitative) rather than 'the number of things they are grateful for'. Exemplar 2  Exemplar 2 shows an acceptable candidate answer to this question where the variables are clearly quantified and so can be used in a correlational analysis.
			Total	**2**	
7			B		covert **Examiner's Comments** The majority of candidates responded well to this question. Some candidates chose option C incorrectly.
			Total	**1**	
8			A		alternative measures **Examiner's Comments** The majority of candidates responded well to this question. Incorrect responses were varied.
			Total	**1**	
9			Positive evaluation points could include reference to standardisation and control features able to be employed (e.g. same level of aroma in rooms, room layout made consistent across conditions) etc Negative evaluation points could include possible issues related to demand characteristics and possible reduction in ecological validity (depending on how conducted) etc	Max 6	Context = aroma, smell, scent, fragrance, litter, any example of litter (e.g. wrappers, rubbish) cleanliness etc **Annotation – CONT for when the point is in context.** Accept positive and/or negative evaluation points as creditworthy Do not accept as creditworthy comments related to choice of

<table>
<tr>
<td></td><td></td><td></td>
<td>
<table>
<tr><td colspan="2">5 marks
One clear evaluation point in context and one attempt whether in context or not
OR Clear evaluation with two or more points with one in context - 5-6</td><td>6 marks
Clear evaluation with two or more points in context - 5-6</td></tr>
<tr><td>Clear evaluation with two or more points but not in context - 3-4</td><td>OR one clear evaluation point in context - 3-4</td><td>4 marks
Attempt at two points or more points, one in context and one not in context
3 marks
Attempt at one point in context and one or more brief or weak attempt at evaluation (whether in context or not) - 3-4</td></tr>
<tr><td colspan="2">Brief or weak attempt at evaluation (whether in context or not) - 1-2</td><td>One clear evaluation point but not in context - 1-2</td></tr>
<tr><td colspan="3">The candidate has not provided any creditworthy information - 0</td></tr>
</table>
</td>
<td></td>
<td>experimental design as this is not the experimental method

1-2 marks could include a number of points but not developed (whether in context or not)

<u>Examiner’s Comments</u>

Good responses tended to outline two evaluation points using a point, explain, context structure. There was a wide range of suitable points. Candidates effectively focused on high control of extraneous variables/standardisation of procedure and problems with ecological validity and demand characteristics. These points were often clearly explained and contextualised well. Weaker responses did not always include clear evidence of the controls or standardisation e.g. candidates just stated the independent variable and not any actual controls e.g. using the same diffuser to release the smell of lemons. Some responses just listed strengths and weaknesses without any explanation of terminology or contextualisation.
The minority of candidates evaluated the experimental design as opposed to the experimental method, but this was less so than usual on these questions. This could be possibly because the independent measures design had already been asked about so this helped to remind candidates of the difference between the method and design.</td>
</tr>
<tr><td></td><td></td><td></td><td>Total</td><td>6</td><td></td></tr>
<tr><td>10</td><td></td><td></td><td>D</td><td>1</td><td><u>Examiner’s Comments</u>

The minority candidates were able to identify the correct response but many were incorrect.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>11</td><td></td><td></td><td>C</td><td>1</td><td><u>Examiner’s Comments</u></td></tr>
</table>

					Some candidates inaccurately identified B as their response.
			Total	**1**	
12			Likely answers: may increase demand characteristics / social desirability responses so lower validity; more time consuming; less able to standardise delivery of questions etc. **3 mark answer**: Clear outline of weakness in context **2 mark answer**: Clear outline of weakness but not in context OR Attempt to outline weakness in context **1 mark answer**: Brief and/or weak attempt to outline weakness (whether in context or not) **0 marks**: No credit worthy information	3	Context - mental illness, psychiatric, attitudes etc Note: Comparative language or implied reference to questionnaire is needed for full marks **Examiner's Comments** Many candidates gained 2 of 3 marks here. Lost marks were usually due to not comparing an interview to a questionnaire or not contextualising the response to the scenario. Exemplar 2  Exemplar 2 demonstrates a clear outline of a weakness in context. The weakness is compared to the questionnaire to make it clear the candidate is addressing the question.
			Total	**3**	
13			C	1	**Examiner's Comments** Most candidates answered this correctly with some inaccurately answering A as their response.
			Total	**1**	
14			A	1	**Examiner's Comments** The majority of candidates answered this correctly.
			Total	**1**	
15			B significant negative correlation		**Examiner's Comments** This was answered correctly by most of the candidates. Some candidates chose option C incorrectly.

<table>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>16</td><td></td><td></td><td>C Overt</td><td></td><td><u>Examiner's Comments</u>

Answered correctly by the majority candidates. Some candidates chose option B incorrectly.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>17</td><td></td><td></td><td>Likely answers:

The artificiality of the setting may produce unnatural behaviour that does not reflect real life, i.e., low ecological validity. This means it would not be possible to generalise the findings to a real-life setting. Demand characteristics or experimenter effects may bias the results and become confounding variables

<table><tr><td colspan="2">Clear outline of weakness in context</td></tr><tr><td>Clear outline but not in context</td><td>Attempted outline in context</td></tr><tr><td colspan="2">Brief and/or weak attempt (whether in context or not)</td></tr></table>
The candidate has not provided any creditworthy information</td><td>Max 3

3

2

1

0</td><td>Context = friendliness, hand-shaking etc.

<u>Examiner's Comments</u>

There were many good, clear responses to this question with popular weaknesses including lack of ecological validity and demand characteristics which were often contextualised and made clear why these are weaknesses. Less successful responses were often underdeveloped with the weaknesses just being identified without being explained. An error in some responses was to identify demand characteristics as the weaknesses but then outline social desirability which showed lack of understanding of how these two are different in psychology.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>3</td><td></td></tr>
<tr><td>18</td><td></td><td></td><td>Likely answers could include: dishonesty (lowering validity); demand characteristics (lowering validity); comprehension of questions asked (affecting reliability and / or validity) etc

For each weakness:

2 mark answer:
Clear outline of weakness in context

1 mark answer:
Clear outline of weakness but not in context
OR
attempted outline of weakness in context

0 marks:
No creditworthy response</td><td>Max 2+2</td><td>-Context = happy, happiness, comedy, emotion etc

Identification of weakness in context award 1 mark
Identification of weakness not in context award 0 marks

A weakness that is specific to a type of question (e.g. rating scale) that is not a weakness for all self-reports is not creditworthy.</td></tr>
</table>

			Total	**4**	
19			D	1	
			Total	**1**	
20			The self-report method involves obtaining data from participants through responses to questions. **2 mark answer:** Clear outline of one feature of self-report method Possible answers: • Uses questions to obtain responses from participants • Likert and semantic rating scales can be used to get opinions from participants **1 mark answer:** Identification of one feature Possible answers: • Uses questions • Involves scales **0 marks:** No creditworthy response	2	Three ways to outline feature of self-report (award 2 marks): 1 general comment on question **and** response, e.g. uses questions to obtain responses from participants 2 outline of two features of questionnaires or interviews e.g. open / closed questions, types of scales: semantic / Likert, structure / unstructured interviews, 3 two methods of data collection outlined e.g. questionnaires and interviews
			Total	**2**	
21			A	1	
			Total	**1**	
22			D	1	
			Total	**1**	
23			D	1	
			Total	**1**	
24			B laboratory experiment using a mixture of repeated measures and independent measures design	1	
			Total	**1**	
25			B positive	1	

			Total	**1**	
26			For example: Overall, most people walk whilst using their mobile, which suggests that they may think they are too busy to stop whilst doing what they are on their phone; more males than females walk whilst using their phone, which suggests that females may be more self-conscious of using their phone whilst walking than males and prefer to stop whilst doing so. Up to 2 marks for each conclusion 2 mark answer: Clear outline of conclusion in context 1 mark answer: Clear outline of conclusion but not in context OR Attempted outline of conclusion in context **0 marks:** No credit worthy information	Max 4	Context = mobile, phone, walk(ing), texting etc Must be conclusions (interpretation of data), and not simply stating findings (if so cap at 1 mark max, whether one or two findings stated)
			Total	**4**	
27			C	1	
			Total	**1**	
28			C	1	
			Total	**1**	
29			A	1	
			Total	**1**	
30			A	1	
			Total	**1**	
31			B	1	
			Total	**1**	
32			A has an independent variable	1	**<u>Examiner's Comments</u>** Answered correctly by many candidates. Some candidates chose option C incorrectly.
			Total	**1**	

33			B conducted in a place where the behaviour studied usually occurs	1	**Examiner's Comments** Answered correctly by most candidates. Incorrect choices by candidates were varied.
			Total	**1**	
34			D unstructured	1	**Examiner's Comments** Nearly all candidates answered this question correctly.
			Total	**1**	
35			Likely answers: can see participant's response; can seek clarification / elaboration on points made; can explain questions better. In comparison to a questionnaire. Clear outline of strength in context with explicit reference to a questionnaire. Attempt to outline strength in context **OR** Clear outline of strength but not in context Brief and/or weak attempt to outline strength (whether in context or not) The candidate has not provided any creditworthy information	Max 3 3 2 1 0	-Context = morality, morals, good/bad, right/wrong participants are more likely to be honest is creditworthy. **Examiner's Comments** Generally answered well but many candidates did not contextualise and could not attain the full 3 marks available. **AfI** Centres should encourage candidates to ensure they always contextualise their answers when a question includes the phrase "in this study"
			Total	**3**	
36			C	1	**Examiner's Comments** Most answered this correctly
			Total	**1**	
37			A	1	**Examiner's Comments** Mostly answered correctly but a small number gave C as their response.
			Total	**1**	
38			D	1	**Examiner's Comments** Most answered this correctly

			Total	**1**	
39			A	1	**Examiner's Comments** A number of candidates found interpreting the scatter graph problematic and gave an incorrect response to this question. However later, on question 24, most candidates were able to draw a scatter graph correctly **AfI** Centres should make sure that candidates can demonstrate knowledge and understanding of the process and procedures involved in collection, analysis and presentation of a range if different data (as outlined on page 7 of the specification)
			Total	**1**	
40			B	1	**Examiner's Comments** . Answered correctly by most candidates. A minority of candidates chose option D incorrectly.
			Total	**1**	
41	a		The preparation of some specific questions about dreaming prior to the interview allows standardisation of a core set of questions common to all participants, whilst the ability to ask new, individual and extra questions as the interview proceeds can allow a greater variety of information about different people's dreams and dreaming behaviour to be studied, thereby increasing overall validity. However, interpreting responses to some questions, especially those created as the interview unfolds could be problematic etc Detailed evaluation with reference to 2 or more points context Reasonable evaluation. **OR** two (or more **OR** one evaluation	**Max 6** **5-6** **3-4**	-Context = 'dream(s)', 'dreaming' etc -Accept both positive and negative evaluation points here -Points related to the general use of an interview and / or open or closed questions are not creditworthy -For top band must have at least two points, both in context **Examiner's Comments** Some candidates simply referred to features of a standard interview (or even more generally a self-report questionnaire) here, referring to things such as the ability to obtain a

			Two (or more) points made, but one is weaker / less clear than the other, or not in context points) made but not in context point discussed in detail and in context Brief and / or unclear evaluation whether in context or not The candidate has not provided any creditworthy information	**1-2** **0**	lot of information and the risk of demand characteristics. The best responses here focused on things unique to a semi-structured interview, such as the flexibility afforded by being able to ask new, additional questions as the interview unfolds and the opportunity to obtain information that would not otherwise be possible through the use of a standard interview.
	b		A semi-structured interview is one in which some specific questions to ask are prepared in advance, whilst others are created at the time of the interview Clear explanation of what a semi-structured interview is Attempt to explain what a semi-structured interview is but lacks some clarity The candidate has not provided any creditworthy information	**Max 2** **2** **1** **0**	-Do not credit responses that *only* explain the use of predetermined questions and do not refer to the use of questions compiled / arising at the time of the interview **Examiner's Comments** Some candidates struggled with this question and did not convey enough knowledge to distinguish between a standard structured interview and a semi-structured one. The best responses identified that a combination of some pre-determined questions, together with some new questions derived as the interview unfolds in response to the predetermined ones, was involved.
	c		Involves the preparation of some specific questions relating to dreaming and dreaming habits prior to undertaking the interview (e.g. about the themes in people's dreams, or how often they remember their dreams). Also, thinking of some questions to ask as the interview is being conducted (e.g. in response to answers / replies given to other questions asked). Clear outline of how a semi-structured interview could be used in this study in context. For **4 marks** it must be clear that the additional (un-prepared) questions arise in response to the pps answers, rather than having been set previously.	**Max 4** **3-4** **1-2**	-Context = 'dream(s)', 'dreaming' etc -It is not necessary to write any specific questions here to illustrate the creation of material completed before the interview starts (although this would help produce a more clear response). Categories of questions would be sufficient. **Examiner's Comments** Candidates who struggled with the previous linked question also found this one difficult. Once again, some candidates did not provide enough information to distinguish between a standard structured interview and a

			Clear outline of how a semistructured interview could be used but not in context **OR** attempt and / or unclear outline of how a semi-structured interview could be used in context The candidate has not provided any creditworthy information	**0**	semi-structured one. This was even true of some candidates who achieved full credit in the previous question as the use of examples provided did not always make it clear that some questions would originate from responses made as the interview unfolds.
			Total	**12**	
42	a		**Suggest two strengths of using correlation in this study.** Strengths include: able to show relationship between maths and physics scores (especially on a scatter diagram which is easy to assimilate);can use existing data (maths and physics test scores); provides information for further research about the skills / qualities used / needed to do well in maths and physics; etc. 2 marks for each strength as follows: **2 marks**: Clear strength outlined in context **1 mark:** Clear strength outlined but not in context OR attempt to outline strength in context **0 marks**: No creditworthy response.	4	-Context = GCSE, maths,physics 2 xAO2 marks for demonstrating knowledge and application of the correlation technique in this study 2 x AO3 marks for evaluation of the strengths of using correlation in this study
	b		**Suggest two weaknesses of using correlation in this study.** weaknesses include: does not show cause-and-effect between the ability to perform well in maths and physics; relationships could occur by chance; extraneous variables may be responsible for performance in maths and physics (e.g. completing puzzles etc.); only deals with quantitative data so unable to know *why* those who perform well in maths also perform well in physics (or vice versa) 2 marks for each weakness as follows:	4	-Context = GCSE, maths,physics 2 x AO2 marks for demonstrating knowledge and application of the correlation technique in this study 2 x AO3 marks for evaluation of the weakness of using correlation in this study

<table>
<tr><td></td><td></td><td></td><td>2 marks: Clear weakness outlined in context
1 mark: Clear weakness outlined but not in context OR attempt to outline weakness in context
0 marks:No creditworthy response.</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>8</td><td></td></tr>
<tr><td>43</td><td></td><td></td><td>D</td><td>1</td><td></td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>44</td><td></td><td></td><td>B</td><td>1</td><td></td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>45</td><td></td><td></td><td>A</td><td>1</td><td><u>Examiner’s Comments</u>

Both these questions reveal the need to be aware of research methods in the context of the core studies, and recognise how delivery of component 2 can facilitate and enhance learning of the content of component 1.</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>46</td><td></td><td></td><td>Strengths could include: participants likely to be unaware they are being observed; no restrictions on participants behaviour; sampling more natural behaviour; increased validity etc

Weaknesses could include: recording data can be problematic; demand characteristics / social desirability IF people realise / become aware of being watched; ethical considerations etc
Clear, detailed outline of strength / weakness in context
Clear, detailed outline of strength / weakness but not in context OR attempt to outline strength / weakness in context
Brief and / or weak attempt to outline strength / weakness (whether in context or not)
The candidate has not provided any creditworthy information</td><td>Max 6

3

2

1

0</td><td>-Context = journey (including modes of transport – e.g. car, bus, plan train etc), and / or any relevant related behaviours from the candidates suggested behavioural categories)

-Lack of control over extraneous variables and the impact these could have on the findings is creditworthy here

-Re ethics and the use of ‘consent’. Some ethical considerations are creditworthy, but using the issue of lack of ‘consent’ as a weakness is not really appropriate if the planned research is described as occurring in a public place – e.g. a train. Consent IS creditworthy as a strength in fact, where the point could be made that as it is a public place direct formal consent is not required.

-Reference to research not being replicable on its own without any</td></tr>
</table>

					elaboration (e.g. influence of an extraneous variable) is not creditworthy -Example 1 mark responses could include just saying something like … *-High in ecological validity as a natural environment (coach journey)* *-strength is more natural behaviour can be observed* *-participants don't know they're being observed no control over extraneous variables* 2 mark example *High in ecological validity as a natural environment (coach journey) so common behaviours will be observed* **<u>Examiner's Comments</u>** Most candidates performed very well on this question being able to outline a strength and weakness of the use of the observation method (although some did not do so in context). The vast majority referred to aspects that would make the ecological validity of the study high, although some did not provide enough detail or elaboration (saying little more than high ecological validity because it was a natural setting). Many candidates, for a weakness made incorrect references to the ethical issue of consent, which was not creditworthy here if (as was the case for the majority of candidates) they were describing research to be conducted in a public place (eg a train). There are other, appropriate weaknesses of the observation method (eg problems being able to see / record behaviours clearly) that should have been considered and highlights the need to cover the strengths and weaknesses of the different methodologies in more detail and with more sophistication, rather than a superficial learning of a generic list.
			Total	**6**	

47			B	**1**	**Examiner's Comments** Many correct responses to this question, but of those that were not correct all the other (incorrect) options featured, indicating there is some confusion not only about what quasi experiment involves, but also the difference between independent and dependent variables.
			Total	**1**	
48			A	**1**	**Examiner's Comments** Mostly correct responses for this question
			Total	**1**	
49			A	**1**	
			Total	**1**	
50			D	**1**	
			Total	**1**	
51			C	**1**	
			Total	**1**	
52			B	**1**	
			Total	**1**	
53			**What was Milgram (1963) unable to control in his experiment into obedience?** 1 mark for A – how Mr Wallace interacted with the participant.	**1** **AO1 1b**	
			Total	**1**	
54			**Outline ONE strength of using an observation compared to self-report.** 1 mark for a strength of an observation e.g. 'a researcher can see for themselves what people do in a situation', 'it has higher validity' 1 further mark for an elaboration	**2** **AO3 2a**	Do only credit a strength which is implicitly or explicitly an advantage over self-report, e.g. do not credit higher ecological validity as this would imply a comparison with the experimental method.

			which makes explicit comparison with self-report. e.g. 'a researcher can see for themselves what people do in a situation (1) rather than relying on their honesty (1)', 'observation allow psychologists to see how individuals behave in their natural environment (1) whereas self-report relies too much on respondents' insight (1)'. Other appropriate responses should be credited.		
			Total	**2**	
55			**Which is the name of a type of interview?** 1 mark for D – structured.	**1** **AO1 1b (r)**	
			Total	**1**	
56			**Which one of the following is a feature of all experiments?** 1 mark for B – measurement of a dependent variable.	**1** **AO1 1b (r)**	
			Total	**1**	
57			A	**1**	**Examiner's Comments** Some candidates incorrectly chose option B (open)
			Total	**1**	
58			Strengths include: relatively quick and easy to plan and conduct; ability to access thoughts about dreams / dreaming; etc Weaknesses include: validity issues due to dishonesty of responses; interpretation problems; demand characteristics / social desirability responses etc. Up to 3 marks for each strength and 3 marks for each weakness Clear explanation of strength / weakness of the self-report method in context Explanation of strength / **OR** Clear explanation of	**Max 6** **3** **2**	-Context = 'dream(s)', 'dreaming' etc -Accept strengths and weaknesses related to the use of open and closed questions as part of the self-report method -Accept strengths and weaknesses related to the use any form of selfreport (e.g. interviews) **Examiner's Comments** There were a lot of good responses to this question, referring to things such

			weakness brief and / or lacks clarity but in context / strength / weakness of the self-report method but not in context Attempt to explain strength / weakness of the self-report method (whether in context or not) The candidate has not provided any creditworthy information	**1** **0**	as the ability to obtain rich, detailed, qualitative information about things that would be difficult (if not impossible) through any other research method. Good responses also tended to acknowledge potential demand characteristics, and the influence of social desirability when enquiring about potentially sensitive and embarrassing things. However, some candidates did not always answer in context.
			Total	**6**	
59			B	**1**	**Examiner's Comments** Mostly correct responses
			Total	**1**	
60			B	1	**Examiner's Comments** This question revealed the need (and the opportunity afforded) to reinforce the learning of research methods through the core studies
			Total	**1**	
61	a		Likely answers: more natural behaviour of couples recorded; ecological validity high etc Clear description of strength of the observation method in context Attempt to describe strength of observation method in context / **OR** Clear description of strength of observation method but not in context Brief and / or weak attempt to describe strength of observation method (whether in context or not) The candidate has not provided any creditworthy information	**Max 3** **3** **2** **1** **0**	Context = couples, mimic / mimicking, romance / relationship related, bar **Examiner's Comments** There were many good responses to this question, with the highest scoring candidates providing a clear answer in context
	b		Likely answers: observer bias; social desirability effect if couples realize they are being observed; practical problems recording behaviours (e.g. view obscured at times) etc	**Max 3**	Context = couples, mimic / mimicking, romance / relationship related, bar

			Clear description of weakness of the observation method in context	**3**	Accept reference to ethical issues as a weakness **Examiner's Comments** There were many good responses to this question, with the highest scoring candidates providing a clear answer in context
			Attempt to describe weakness of observation method in context **OR** Clear description of weakness of observation method but not in context	**2**	
			Brief and / or weak attempt to describe weakness of observation method (whether in context or not)	**1**	
			The candidate has not provided any creditworthy information	**0**	
			Total	**6**	
62			A naturalistic observation takes place in a real life setting whereas a controlled observation is conducted in a setting specifically created / arranged / set-up for the study	**Max 2**	Reference to variables is not necessarily incorrect but there must be a clear enough distinction about how the environment is manipulated in some way to convey understanding of how it differs from a naturalistic observation. **Examiner's Comments** Some candidates struggled to be able to be able to convey understanding of the difference between a naturalistic and controlled observation. Higher achieving candidates often provided examples that clarified what they said. A more basic response did little more than simply use the words from the actual terms provided in the question itself (e.g. stating that 'a controlled observation was one that was controlled')
			Difference clearly explained	**2**	
			Attempt to explain difference	**1**	
			The candidate has not provided any creditworthy information	**0**	
			Total	**2**	
63	a		**Outline what is meant by a quasi experiment.** 1 mark for recognising that an independent variable and dependent variable are present. 1 mark for knowing that the independent variable pre-exists / is naturally occurring / cannot be directly manipulated. Other appropriate responses should be credited.	2 AO1 1b	

	b		**Explain why the investigation into job satisfaction levels is an example of a quasi experiment.** 1 mark for identifying the type of office / desk is the independent variable. 1 mark for explaining why / how this is not open to manipulation, e.g. the office are real offices where the type of desks used is decided already. Other appropriate responses should be credited.	2 AO2 g	Either mark can be awarded independently of the other. The first mark can be awarded when the IV is identified implicitly as part of the explanation.
			Total	**4**	
64			**The psychologist used a structured interview to collect the data. Describe how a structured interview is different from an unstructured interview.** **<u>AO1 – 2 marks</u>** Candidates must demonstrate knowledge and understanding of structured and unstructured interviews. 1 mark is achieved for knowing that structured interviews use pre-set questions. 1 mark for knowing that unstructured interviews use questions based on the interviewees' previous answers. **<u>AO3 – 1 mark</u>** 1 further mark for a distinction which is likely to be evaluative – this may be explicit, e.g. structured interviews are therefore more focused whereas unstructured interviews can explore other lines of enquiry or implicit, e.g. it is easier to compare responses with a structured interview. Other appropriate responses should be credited.	3 2 AO1 1b 1 AO3 2a	Do not credit definitions of either interview where they are implicit or 'obvious opposites'. e.g. structured interviews used pre-set questions whereas unstructured interviews do not. e.g. structured interviews have pre-set questions but the questions have not been decided in unstructured interviews. Do not credit the idea that structured interviews provide quantitative data and unstructured interviews provide qualitative data (as this depends on type of questions not type of interview).
			Total	**3**	
65			**Which is a type of observation in psychological research?**	1 AO1 1b (r)	

			1 mark for A – participant.		
			Total	**1**	
66			**What is a strength of using a questionnaire to carry out psychological research?** 1 mark for D – responses can be compared to identify patterns in data.	1 AO3 2a	
			Total	**1**	
67			**What is a weakness of using an overt observation in psychological research?** 1 mark for A – high risk of observer effect.	1 AO3 2a	
			Total	**1**	
68			**The psychologist's hypothesis predicted a significant negative correlation. Using this information above, explain what she was expecting the results to show.** **<u>AO1 – 1 mark</u>** Candidates will achieve 1 mark for knowledge and understanding of the idea of a negative correlation. For example a mark will be gained for understanding that one variable will increase as the other decreases. **<u>AO2 – 1 mark</u>** Responses will achieve a mark for applying their knowledge and understanding to the variables in this investigation. Therefore 2 marks will be achieved for an answer similar to this – 'the psychologist expected individuals with a high score (1) on the language test to score low (1) on the physical coordination test'. Other appropriate responses should be credited.	2 1 AO1 1a 1 AO2 b (m)	If answer is applied to the study but is muddled then limit to 1 mark.
			Total	**2**	

<table>
<tr>
<td>69</td>
<td>a</td>
<td></td>
<td>An observation in which the participants are unaware that they are being observed by a researcher.
Clear outline of what a covert observation is.
Attempt to outline what a covert observation is.
The candidate has not provided any creditworthy information</td>
<td>Max 2 2 1 0</td>
<td>-Answer does not have to be in context

<u>Examiner's Comments</u>
Most candidates were able to explain what is involved in a covert observation. However, there was sometimes a lack of clarity that prevented maximum marks from being awarded. For example, in referring to a covert observation as one in which observers "do not give informed consent", or "can't see the researcher". Some candidates also confused covert with overt observation and controlled observation.</td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
<td>Possible responses could include: sampling of more natural behaviours; increased validity; demand characteristics reduced / eliminated; ethical problems (e.g. consent, invasion of privacy) etc.

Accept any other creditworthy responses.
Two or more clear points in context
<table>
<tr><td>One point in context with another that is not</td><td>OR one detailed point in context</td></tr>
<tr><td>Two clear points but neither in context</td><td>OR just one point in context</td></tr>
<tr><td>Attempt (whether in context or not)</td><td>OR one clear point but not in context</td></tr>
</table>
The candidate has not provided any creditworthy information</td>
<td>Max 4 4 3 2 1 0</td>
<td>-Context = corridor, workplace, office worker etc

-Also accept behavioural categories (e.g. smiles) as context in this question.

<u>Examiner's Comments</u>
Most candidates were able to suggest two or more appropriate evaluation points related to the use of covert observation. However, in order to achieve high band marks responses needed to be contextualised to the research outlined.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td></td>
<td></td>
<td>D</td>
<td>1</td>
<td><u>Examiner's Comments</u>

Mostly correct answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td></td>
<td></td>
<td>C</td>
<td>1</td>
<td><u>Examiner's Comments</u></td>
</tr>
</table>

					Mostly correct answers, although some candidates did choose option A ('no fixed number of questions')
			Total	**1**	
72			B	1	**Examiner's Comments** Mostly correct answers, although some candidates did choose option A ('negative' correlation)
			Total	**1**	
73			**Level of response** **Good** 10-12 marks **Details of required features (RFs) included** -**All 3** required features addressed -Accurate and detailed knowledge and understanding of each feature in context -**Good** evidence of **application** of required features in context **Justification of decisions made** -**Appropriate justification** of *all* decisions and *some* is contextualized -Well developed line of reasoning that is clear and logically structured **Level of response** **Reasonable** 7-9 marks **Details of required features (RFs) included** -**All 3** required features addressed -Reasonably accurate and detailed knowledge and understanding of *each* feature -At least **two** applications of required features in context **Justification of decisions made** -**Some** appropriate **justification** of decision related to all three required features (7 marks if only two required features justified)	Max 12	Context = reference to TV and snacks -**Explicit** reference to own practical work and clear links between own work and the planned research for each required feature. e.g. specific mention of aim or procedural features -For top band (good) 10 marks if just one RF linked, 11 marks if two and 12 if all three -If there is no explicit clear link between own practical work and *any* of the 3 required features caps the mark at 9 maximum. RF1 – sampling technique must be described, not just named (otherwise counts as 'basic') RF2 – must be clear how both variables will be measured for use in a correlation analysis (production of quantitative data) **Examiner's Comments** There was a mixture of different quality of responses to this question, although many candidates did find it difficult to achieve the higher band marks. The best responses were characterised by taking each of the three required features in turn. Firstly, demonstrating understanding of what was involved and how to address it for the research presented. Next by justifying the decisions made regarding how to address it. Finally,

			-There was a line of reasoning evident with some structure If two required features are addressed in detail and justified in context and explicit links made to own practical work award 8 marks **Level of response** **Limited** 4-6 marks **Details of required features (RFs) included** -**Two** of the required features addressed -**Limited application** of required features **OR** all required features referred to but in a limited way **Justification of decisions made** -**Attempt** to justify decision(s) but weak -Evidence of some structure, but weak If one required feature addressed in detail and justified in context and explicit links made to own practical work award 4 marks **Level of response** **Basic** 1-3 marks **Details of required features (RFs) included** -**One** of the required features addressed -**Weak application** of required features **OR** more than one of the required features referred to but in a very brief and/or basic way		drawing upon the candidates own experiences of conducting research themselves and how they learned from this how to conduct the research presented. All of this needed to be discussed in context to obtain marks in the highest band. It is particularly worthy of pointing out the how it should be made clear how the candidates own experiences of conducting research involving the same required features using the same research technique (correlation) should be evident in the response here as an acknowledgement of how/why the suggestions are being made for the research proposed have been derived from the candidates own experiences of conducting practical activities. Many candidates also demonstrated a lack of understanding of what was involved in correlation research, often describing the measurement of the variables as if for an experiment instead, and sometimes explicitly referring the IVs and DVs.

			Justification of decisions made -**None**, or if present very weak		
			Total	**12**	
74	a		Likely answers: enables the relationship between amount of TV viewed, and amount of snack food eaten to be studied; enables both variables (TV viewing hours and amount of snacks consumed) to be expressed quantatively; allows data to be plotted on a scatterdiagram etc etc Clear description of strength of correlation in context Clear description of strength of correlation but not in context **OR** attempt in context Brief and / or weak attempt to describe strength of correlation data (whether in context or not) The candidate has not provided any creditworthy information	Max 3 3 2 1 0	Context = reference to TV and snacks -If using *'can see relationship between variables'* as strength needs elaboration for full marks – e.g. by stating when the data is plotted on a scatterdiagram, or by outlining how the relationship shown can then be used as the basis for more controlled research investigating cause- and-effect etc. If just simply stating can see relationship easy cap at 1 mark (whether in context or not) -Any reference to cause-and-effect as a strength at any stage of answer = zero
	b		Likely answers: doesn't show cause-and-effect (whether watching TV makes people eat more snacks or not); affords no insight in to why people may eat more when watching TV etc etc Clear description of weakness of correlation in context Clear description of weakness of correlation but not in context **OR** attempt in context Brief and / or weak attempt to describe weakness of correlation data (whether in context or not) The candidate has not provided any creditworthy information	Max 3 3 2 1 0	Context = reference to TV and snacks -If just saying something like … *'doesn't establish cause-and-effect between amount of TV watched and amount of snack foods eaten'* without any elaboration, cap at 1 mark **Examiner's Comments** These questions, requiring a knowledge of the strengths and weaknesses of the correlation technique were best answered using a PEC (point, example, comment) or similar strategy, where a strength/weakness is outlined in general first, then an example of this related to the proposed research (context) and finishing with a justification of how/why the point made was a strength/weakness

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td>(elaboration, providing detail for maximum marks).</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>6</td><td></td></tr>
<tr><td>75</td><td></td><td></td><td>A positive correlation is a relationship between two variables in which the value of one variable increases as the other increases

Clear explanation of what a positive correlation is

Attempt to explain what a positive correlation is

The candidate has not provided any creditworthy information</td><td>Max 2

2

1

0</td><td>-Any reference to IVs and DVs or cause-and-effect = zero

<u>Examiner’s Comments</u>

Mostly correct answers here</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>2</td><td></td></tr>
<tr><td>76</td><td></td><td></td><td>A</td><td>1</td><td><u>Examiner’s Comments</u>
Most candidates were able to identify this was a negative correlation but some struggled with the strength of the correlation</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>77</td><td></td><td></td><td>C</td><td>1</td><td><u>Examiner’s Comments</u>
Mostly correct</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>78</td><td></td><td></td><td>A</td><td>1</td><td><u>Examiner’s Comments</u>
Generally well answered, but with some occasional responses indicating this type of research had no independent variable at all</td></tr>
<tr><td></td><td></td><td></td><td>Total</td><td>1</td><td></td></tr>
<tr><td>79</td><td></td><td></td><td>Level of response
Good (10–12 marks)
<table><tr><th>Details of required features (RFs) included</th><th>Justification of decisions made</th></tr><tr><td>- All 3 required features addressed

- Accurate and detailed</td><td>- Appropriate justification of all decisions and some is contextualized</td></tr></table></td><td>Max 12</td><td><u>Examiner’s Comments</u>
This question needed candidates to refer to three required features (RFs) as part of explaining how a piece of research could be conducted in the specified area. It is worthwhile noting that this rubric will be consistent on all other subsequent papers and use the comments that follow to guide preparation to answer this question in future. To achieve high band marks each required feature needed to be addressed (an explanation provided about how it would be used / implemented), justified (a rationale for</td></tr>
</table>

			knowledge and understanding of each feature in context - **Good** evidence of **application** of required features in context - Well developed line of reasoning that is clear and logically structured **Reference to own practical work** -**Explicit** reference to own practical work and clear links between own work and the planned research for each required feature. e.g. specific mention of aim or procedural features 10 marks if just one RF linked, 11 marks if two and 12 if all three **Level of response** **Reasonable (**7–9 marks) **Details of required features (RFs) included** -**All 3** required features addressed -Reasonably accurate and detailed knowledge and understanding of each feature -At least **two** applications of required features in context **Justification of decisions made** -**Some** appropriate **justification** of decisions related to all three required features (7 marks if only two required features justified) -There was a line of reasoning evident with some structure If two required features are addressed in detail and justified in context and explicit links made to own practical work award 8 marks		why it was being used in the prescribed way) and linked to the candidates own practical work in some way. Strong responses addressed each required feature in turn in a detailed and clear way and justified the decisions made in relation to each required feature in context of the research to be conducted. The candidates then went on to make explicit reference to their own practical work they had conducted to explain how this had informed them of the way to plan the proposed research. 'Explicit reference' requires some details relating to what the research was about (the research question / hypothesis that was investigated). To access the highest marks candidates needed to address each required feature and justify their decisions, and make explicit reference to their own practical work. Some candidates only referred to one or two of the required features (not all three), and / or failed to justify why the decisions being discussed had been made. There were also some candidates who made no reference at all to any of their own practical work as a way to inform their responses. Only the three required features stated in the question needed addressing. Other aspects related to how the research could / would be conducted (such as details of the sample and sampling technique) were not required and were not creditworthy (although candidates were not penalised for including such details but may have lost time for reference to required features that were needed). It was evident that some candidates adopted the more traditional 'who, what, where, when and how' approach in responding to this question which would have led them to include details that were not required. It may be worth highlighting this when practicing such questions in class and drawing attention to the

Reference to own practical work

-No explicit link between own practical work and required features

Level of response
Limited (4–6 marks)

Details of required features (RFs) included	**Justification of decisions made**
-**Two** of the required features addressed -**Limited application** of required features	-**Attempt** to justify decision(s) but weak -Evidence of some structure, but weak
OR all required features referred to but in a limited way	

If one required feature addressed in detail and justified in context and explicit links made to own practical work award 4 marks

Level of response
Basic (1–3 marks)

Details of required features (RFs) included	**Justification of decisions made**
-**One** of the required features addressed -**Weak application** of required features	-**None**, or if present very weak
OR more than one of the required	

need to address the specific required features stipulated.

			features referred to but in a very brief and / or basic way		
			Total	**12**	
80			Advantages can include: high ecological validity (studying elderly people in their real residential home); samples naturally occurring behaviour; behaviour is unrestricted etc Clear outline of an advantage of conducting the research in a real life setting in context Attempt to outline of an advantage of conducting the research in a real life setting in context **OR** Clear outline of an advantage of conducting the research in a real life setting, but not in context No creditworthy response	**Max 2** **2** **1** **0**	-Context = pets, loneliness, features of the residents of the home (e.g. elderly) **Examiner's Comments** To access the highest marks the answer to this question needed to be presented in context of the research outlined. Many candidates answered in a very brief, non- contextualised way, simply stating that an advantage was that the research would be 'high in ecological validity', without outlining how or why (in context).
			Total	**2**	
81			An observation that uses an explicitly predetermined behavioural categories of behavior. Clear outline of what a structured observation is Attempt to outline what a structured observation is The candidate has not provided any creditworthy information	**Max 2** **2** **1** **0**	-Answer does not have to be in context of the research outlined. **Examiner's Comments** This question was generally answered very well with most candidates being aware that a structured observation involved the use of predetermined behavioural categories.
			Total	**2**	