



GCSE

Psychology

J203/01: Studies and applications in Psychology 1

General Certificate of Secondary Education

Mark Scheme for June 2024

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (*The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.*)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response: Not applicable in F501

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following

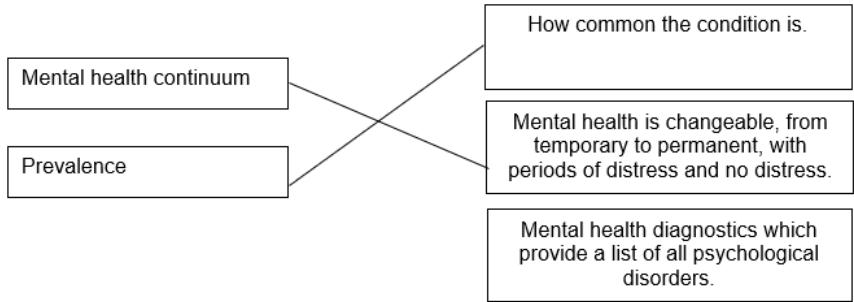
Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Correct or expansion
	Incorrect
	Unclear
	AO1 point for Q16
	AO3 point for Q16
	Omission
	Stopped marking at this point/capped
	Highlighter
	Seen
	Irrelevant (Significant amount of material which doesn't answer the question)
	Blank page
	Repetition

12. Subject Specific Marking Instructions

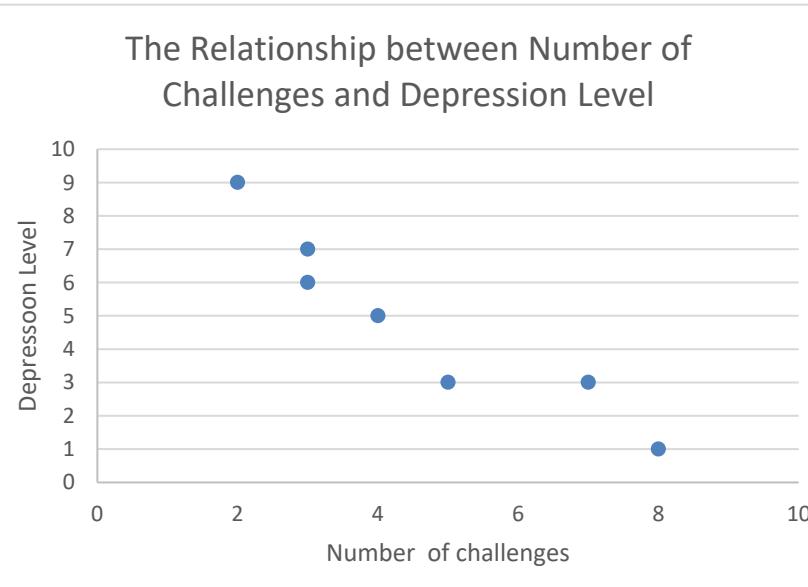
SECTION A – PSYCHOLOGICAL PROBLEMS

Question		Answer	Mark	Guidance												
1	(a)	<p>Identify which of the following is not a typical characteristic of clinical depression.</p> <p>B - Hallucinations</p>	1													
1	(b)	<p>Identify which one of the following suggests that, due to evolution, we suffer with some mental health issues to prevent further defeat.</p> <p>D – Social Rank Theory of Clinical Depression</p>	1													
1	(c)	<p>Identify which one of the following suggests that irrational thinking causes some mental health issues.</p> <p>A – ABC Model of Clinical Depression</p>	1													
2		<p>There are many concepts related to mental health. Draw a line to match each concept with its definition.</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 45%;">Concept</td> <td style="width: 5%;"> </td> <td style="width: 45%;">Definition</td> </tr> <tr> <td>Mental health continuum</td> <td></td> <td>How common the condition is.</td> </tr> <tr> <td>Prevalence</td> <td></td> <td>Mental health is changeable, from temporary to permanent, with periods of distress and no distress.</td> </tr> <tr> <td></td> <td></td> <td>Mental health diagnostics which provide a list of all psychological disorders.</td> </tr> </table> 	Concept		Definition	Mental health continuum		How common the condition is.	Prevalence		Mental health is changeable, from temporary to permanent, with periods of distress and no distress.			Mental health diagnostics which provide a list of all psychological disorders.	2	If more than two lines are drawn then subtract 1 mark for each additional line.
Concept		Definition														
Mental health continuum		How common the condition is.														
Prevalence		Mental health is changeable, from temporary to permanent, with periods of distress and no distress.														
		Mental health diagnostics which provide a list of all psychological disorders.														

Question		Answer	Mark	Guidance

Question		Answer	Mark	Guidance
3	(a)	<p>Describe Tandoc et al.'s (2015) study into Facebook use and depression.</p> <p>Level 3 (5-6 marks): There is a thorough, clear and accurate description of the study which includes both procedure and findings.</p> <p>Level 2 (3-4 marks): There is a clear and accurate description of the study which can include procedure and/or findings.</p> <p>Level 1 (1-2 marks): There is a basic or partial description of the study and there may be some inaccuracies.</p> <p>(0 marks): No creditworthy response.</p> <p>(Maximum 4 marks if no reference to findings or procedure).</p> <p>Likely content: Hypotheses (H1,2,3), method (self-report, online survey/questionnaire), sample (2 features needed, students, on a journalism course, USA, 68% female, 32%</p>	6	<p><i>Example 6-mark answer:</i> One hypothesis for Tandoc was the heavy Facebook users would feel more envy (1). They used 736 American (1) university students. They used questionnaires (1) to measure Facebook use, Envy and depression (1) They found that heavy Facebook use did experience stronger feelings of envy (1). Although it was concluded that Facebook on its own does not directly lead to depression (1).</p> <p><i>Example 4-mark answer:</i> Tandoc wanted to see if using Facebook led to higher reports of depression/envy (1). A questionnaire was used (1). Students from the USA on a journalism course were asked to take part (1). They were asked to report how many hours a day they used Facebook/ a 5-point scale to measure Envy/ questionnaire to measure depression. (1)</p> <p><i>Example 2-mark answer:</i> Tandoc used a questionnaire (1) and asked students from the USA (1) to answer questions about their Facebook use.</p>

		male), materials (report on hours on Facebook and 5-point scale on Facebook use, depression scale, Envy scale), results: (H1 supported, H2 not supported, H3 supported • H1: Heavy Facebook users tend to feel higher levels of Facebook envy than light Facebook users. • H2: Facebook users with a big network of friends tend to feel higher levels of Facebook envy than users with a small network of friends. • H3: Those who report feeling higher levels of Facebook envy tend to report more symptoms of depression than those who feel lower levels of Facebook envy.).		
3	(b)	Outline one weakness of the research method used in Tandoc et al.'s (2015) study into Facebook use and depression. 1 mark for a brief or basic criticism. OR 2 marks for a more developed criticism which clearly relates to the study. Likely criticisms: demand characteristics, reliability issues, construct validity, correlational issues i.e. cause and effect, online method.	2	Answer must be focused on self-report, correlation or online method (survey, questionnaire – not sample). <i>Example 2-mark answer:</i> There could be issues with social desirability (1) as self-report relies on participants being honest, they may not want to admit to being depressed. (1)

Question		Answer	Mark	Guidance																
4	(a)	<p>(i) 1 mark for a title which refers to both measures used on the graph.</p> <p>1 mark for labelling X axis.</p> <p>1 mark for labelling Y axis.</p> <p>1 mark for accurately drawing plots.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">The Relationship between Number of Challenges and Depression Level</p>  <table border="1"> <caption>Data points from the scatter diagram</caption> <thead> <tr> <th>Number of challenges</th> <th>Depression Level</th> </tr> </thead> <tbody> <tr><td>2</td><td>9</td></tr> <tr><td>3</td><td>7</td></tr> <tr><td>3</td><td>6</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>5</td><td>3</td></tr> <tr><td>7</td><td>3</td></tr> <tr><td>8</td><td>1</td></tr> </tbody> </table> </div>	Number of challenges	Depression Level	2	9	3	7	3	6	4	5	5	3	7	3	8	1	4	<p>Graph doesn't need line of best fit.</p> <p>Accept number of challenges or number of arguments.</p>
Number of challenges	Depression Level																			
2	9																			
3	7																			
3	6																			
4	5																			
5	3																			
7	3																			
8	1																			
4	(a)	<p>(ii) Identify the type of correlation shown in your scatter diagram.</p> <p>Negative</p>	1																	

Question		Answer	Mark	Guidance
4	(a)	<p>(iii) The psychologist looked at whether the challenges were aggressive or not and found that out of the total number of 32 'challenges', 17 were classed as aggressive. Calculate the percentage of challenges that were aggressive, expressed to one decimal place. Show your workings.</p> <p>1 mark for working:</p> $17/32 = 0.53125$ $0.53125 \times 100 = 53.125$ <p>1 mark for correct answer to one decimal place:</p> <p>53.1%</p>	2	
4	(b)	<p>Briefly explain why the Social Rank Theory of clinical depression can be considered reductionist.</p> <p>1 mark for a brief or basic understanding of reductionism. Plus 1 mark for additional elaboration, clearly linking the theory.</p>	2	<p><i>Example of a 2-mark answer:</i></p> <p>The theory doesn't consider that depression is more complex, (1) it only considers the evolutionary approach rather than looking at other factors (1) (like serotonin levels).</p>

Question		Answer	Mark	Guidance
5		<p>Ling found out that their grandfather had schizophrenia. Alex told Ling that schizophrenia is related to the volume of different parts of a person's brain.</p> <p>Briefly explain what Alex means by this.</p> <p>1 mark for hippocampus.</p> <p>1 mark for saying it has a low volume and/or abnormal volume.</p> <p>Or</p> <p>1 mark for frontal lobe/cortex OR Temporal lobe.</p> <p>1 mark for saying it has a low volume.</p> <p>(if only say small – no credit, if combined with volume/density can be credited)</p>	2	

SECTION B – CRIMINAL PSYCHOLOGY

Question		Answer	Mark	Guidance
6	(a)	<p>Identify the country the sample was taken from in Cooper and Mackie's (1986) study.</p> <p>D - USA</p>	1	
	(b)	<p>Identify which toy was the 'skill based' toy used in Cooper and Mackie's (1986) study.</p> <p>C – Pinball game</p>	1	
	(c)	<p>Identify the research method that was not used in Cooper and Mackie's (1986) study.</p> <p>D - Unstructured interview</p>	1	
7		<p>Where and when you live can define if a behaviour is seen as a crime or not.</p> <p>Using an example, explain how the role of culture can affect the way criminal behaviour is defined.</p> <p>1 mark for a clear example (linked to crime). Plus 1 mark for the comparison alternative culture/time (specific).</p> <p>1 mark for a clear explanation to how culture/time affects criminal behaviour using the example given.</p> <p>0 marks if answer not clearly related to crime.</p>	3	<p>This could be within or across cultures.</p> <p><i>Example 3-mark answer:</i> One example is smoking in the UK culture. (1) It was considered acceptable to smoke indoors in public places, (1) however norms changed and now it is illegal to do so. (1)</p> <p style="text-align: center;">OR</p> <p>One example is homosexuality. (1) In some cultures like Morocco it is seen as a crime because it deviates from the social norms (1) but it is not in the UK. (1)</p>

Question		Answer	Mark	Guidance
8	(a)	<p>Explain how the roles of internalisation and direct reinforcement from the Social Learning Theory can explain why Hiro plans to continue to pickpocket.</p> <p>1 mark for explaining internalisation. 1 mark for linking Hiro and internalisation. 1 mark for explaining direct reinforcement. 1 mark for linking Hiro and direct reinforcement.</p> <p>(N.b. do not accept vicarious reinforcement)</p>	4	<p><i>Example 4-mark answer:</i> Hiro has internalised the behaviour as Hiro has learnt how to pickpocket (1) and has done this for over a year now without being caught. (1) Hiro has been directly reinforced as they used the money to buy a new coat. (1) This positively reinforces pickpocketing. (1)</p>
8	(b)	<p>Describe how a role model could reduce the likelihood of Hiro reoffending.</p> <p>1 mark for explaining what a role model is. Plus 1 mark for how it will reduce the offending.</p>	2	<p><i>Example 2-mark answer:</i> A role model could model positive behaviour. (1) This would mean Hiro could copy the good behaviour making them less likely to go back to the bad behaviour. (1)</p> <p>OR</p> <p>A positive role model would be matched with Hiro. (1) This would mean Hiro would want to be like the role model and stop pickpocketing. (1)</p>
9	(a)	<p>Identify which personality trait is Sara describing.</p> <p>1 mark for naming 'Extroversion'/Extrovert'.</p>	1	

Question		Answer	Mark	Guidance
9	(b)	<p>Briefly explain how the cerebral cortex is involved with criminal activity.</p> <p>1 mark for a basic explanation for how the cerebral cortex is affects criminal behaviour.</p> <p>Plus</p> <p>1 mark for further elaboration.</p>	2	<p><i>Example 2-mark answer:</i> Cerebral cortex is under-aroused (1), so people take part in criminal behaviour in order to simulate the cerebral cortex. (1)</p>
10		<p>Synapses in the brain can be as small as 0.000004 centimetres. Express this figure in standard form.</p> <p>4×10^{-6}</p>	1	NB. Must be 10^{-6} not 10^6
11		<p>Briefly explain why Eysenck's Criminal Personality Theory may be ignoring individual differences.</p> <p>1 mark for a brief or basic understanding of individual differences.</p> <p>Plus</p> <p>1 mark for additional elaboration, clearly linking the theory.</p>	2	<p><i>Example 2-mark answer:</i> The theory ignores individual differences as it suggests that all criminals are the same with the same 'criminal personality'.(1) It could be that not all extroverts are criminals. (1) (accept any area of PEN)</p>

Question		Answer	Mark	Guidance
12	(a)	<p>Describe two key findings from Heaven's (1996) study into delinquency.</p> <p><u>For each finding:</u> 1 mark for a brief or basic understanding of a finding. Plus 1 mark for additional elaboration of the finding.</p> <p><u>Findings include:</u></p> <ul style="list-style-type: none"> Males were more likely than females to engage in delinquency at both Time 1 and Time 2. Psychoticism at both Time 1 and Time 2 correlated with delinquency at Time 1 and Time 2. Extroversion at Time 2 correlated with delinquency at Time 2. The best predictor of delinquency at both Time 1 and 2 was psychoticism. Overall, psychoticism, extroversion and low self-esteem explained only a modest percentage of the variance of delinquency so their influence on delinquency over time was relatively weak. 	4 (2+2)	<p><i>Example 1-mark answer:</i> Males are more likely to be delinquent (1).</p> <p>Delinquency is best predicted by psychoticism (1).</p> <p><i>Example 2-mark answer</i> At both time 1 and time 2 (1) males are more likely to be delinquent than females (1).</p> <p>Delinquency is best predicted by psychoticism (1) both at time 1 and time 2 (1).</p>
12	(b)	<p>Give one reason why the findings from Heaven's (1996) study into delinquency may not be valid.</p> <p>1 mark for identifying an issue. Plus 1 mark for expanding on the issue linking to the study.</p>	2	<p><i>Example 2-mark answer:</i> One issue might be that participants can lie on questionnaires (1) as participants may not want to admit they have committed criminal acts. (1)</p>

J203-01

Mark Scheme

June 2024

		Likely content: construct validity, population validity, Ps dropping out (subject attrition), demand characteristics, social desirability.		
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SECTION C – DEVELOPMENT

Question		Answer	Mark	Guidance
13	(a)	Identify what Dweck meant by a 'fixed mindset'. D - Intelligence is pre-defined and we are born with certain abilities	1	
13	(b)	Identify which one of the following Dweck suggests teachers and parents should use to encourage a 'growth mindset'. A - Praise	1	
13	(c)	Identify which one of the following is a weakness of Dweck's Learning Theory of Development A - Dweck's theory focuses too much on nurture	1	
14	(a)	Describe Willingham's ideas on the importance of meaning for learning. 1 mark for stating that meaning is the most important when learning. 1 mark for additional elaboration.	2	Most information is not learnt via visual or auditory; kinaesthetic is not helpful; need to create links between the information rather than memorise; doesn't need to be relevant to the person learning as personal interest does not improve learning.
14	(b)	Using Willingham's ideas on the importance of meaning for learning, suggest how the psychologist could help Amit's class to learn the meaning of the words. 1 mark for how the psychologist could help. Plus 1 mark for linking to the stem.	2	The psychologist could demonstrate the verb actions (e.g. jumping), could get the children to complete the actions (e.g. throwing), etc.

Question		Answer	Mark	Guidance
15	(a)	<p>Explain why Piaget's Theory of Cognitive Development may not be generalisable to all children.</p> <p>1 mark for a brief or basic criticism. Plus 1 mark for further development which clearly relates to the theory.</p> <p>Criticisms include: underestimating the age children achieve the stages (individual differences); (hypothetical thinking) too complicated for children to understand; universality of theory does not account for neurodiversity.</p>	2	<p>Answers cannot be related to sampling issues as this focuses on the study and not the theory.</p> <p><i>Example 2-mark answer:</i> Some children are found to not be egocentric (1), when given a simplified version of the (three mountain) task they can see the perspective of the doll. (1)</p> <p>OR</p> <p>Piaget may have underestimated the age children achieved each stage (1) some children may have object permanence but do not wish to find the toy. (1)</p>
15	(b)	<p>Explain why Piaget's Theory of Cognitive Development could be considered reductionist.</p> <p>1 mark for a brief or basic understanding of reductionism. Plus 1 mark for additional elaboration, clearly linking the theory.</p>	2	<p><i>Example 2-mark answer:</i> Piaget's theory could be seen as too simple (1) as he failed to consider of the importance of support (teachers/parents). (1)</p> <p>OR</p> <p>Piaget stated that children were little scientists who didn't need support from others to learn (1) however others suggest that support/scaffolding is important for learning. (1)</p>

Question		Answer	Mark	Guidance
16	*	<p>'It is impossible to conduct a study that is free from any bias.'</p> <p>In your answer, you should refer to Piaget's (1952) study into the conservation of number and at least one other study from another area of psychology.</p> <p>AO1</p> <p>Level 3 (5-6 marks): There is a thorough description of studies and a sound understanding of their key features. This is demonstrated with accuracy and clarity. The information presented is relevant and is very well structured.</p> <p>Level 2 (3-4 marks): There is a good description of studies and a reasonable understanding of their features. This is demonstrated with some accuracy and clarity. The information presented is relevant and in a good structure.</p> <p>Level 1 (1-2 marks): There is a basic description of at least one study and some knowledge of key features of the theory/theories. This may include some inaccuracy. The information has some relevance but is presented with limited structure.</p> <p>(0 marks): No credit worthy response.</p> <p>AO3</p> <p>Level 3 (6-7 marks): There is a thorough evaluation which offers breadth and/or depth covering at least two different points. Points are coherent and relevant, and the response is developed in order to reach a substantiated judgement in response to the question.</p> <p>Level 2 (4-5 marks): There is a good evaluation which offers breadth and/or depth covering at least two different points. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.</p> <p>Level 1 (1-3 marks): There may be some basic attempt at evaluation, but it will be weak. Judgements will be either unclear or absent.</p> <p>(0 marks): No credit worthy response.</p>	13	<p>AO1 description marks can be awarded for knowledge and understanding of Piaget's (1952) study into the conservation of number plus one other relevant study from another area of psychology (therefore this cannot be Blackwell <i>et al.</i> (2007): study into fixed and growth mindsets)</p> <p>For AO1: To be placed in Level 2 or above, the response must refer to both Piaget's study and at least one other study from another area of psychology.</p> <p>Treat as 3 marks for Piaget plus 3 marks for other study, however capped at Level 1 if only 1 appropriate study.</p> <p>AO3 marks awarded for use of studies for evaluating issues of bias, e.g., gender bias, cultural bias, age bias, experimenter bias, observer bias and bias in questioning.</p> <p>For AO3: To be placed in Level 2 or above, the response must refer to both Piaget's study and at least one other study from another area of psychology.</p> <p>Piaget does not have age bias.</p>

SECTION D – RESEARCH METHODS

Question		Answer	Mark	Guidance
17		<p>State an alternative hypothesis for your investigation.</p> <p>1 mark for recognising that an alternative hypothesis predicts a relationship.</p> <p>Plus</p> <p>1 mark for the accurate identification of both co-variables operationalised.</p> <p>N.B. Should be written in future tense.</p>	2	<p>Null hypotheses can still earn 1 mark if both co-variables are clearly stated.</p> <p>Hypotheses predicting ‘a difference’ receive no credit.</p> <p><i>Example 2-mark answer:</i> There will be a relationship (1) in the level of confidence and the number of words a participant uses. (1)</p> <p>There will be a positive relationship (correlation) between (1) the level of confidence and the number of words a participant uses. (1)</p>
18		<p>Describe how you would collect an opportunity sample for your investigation.</p> <p>1 mark for the idea that they are using participants who are available at the time.</p> <p>Plus</p> <p>1 mark for contextualising the response by relating it to the planned investigation.</p>	2	<p><i>Example 2-mark answer:</i> I would ask the students in my psychology class (1) who are there at the time. (1)</p>

Question		Answer	Mark	Guidance
19		<p>Explain how population validity may be an issue in your investigation.</p> <p>1 mark for demonstrating an understanding of what population validity is.</p> <p>Plus</p> <p>1 mark for contextualising the response by relating it to the planned investigation.</p>	2	<p><i>Example 2-mark answer:</i> Only using students may not be valid (1) people who are older might know more words which could affect the results. (1)</p>
20		<p>Outline the procedure you would use in your investigation.</p> <p>1 mark for identifying a basic procedure and/or one feature of the procedure.</p> <p>OR</p> <p>2 marks for a reasonably feasible procedure and/or two features of the procedure.</p> <p>OR</p> <p>3 marks for describing a feasible procedure and/or three features of the procedure.</p> <p>OR</p> <p>4 marks for describing a feasible procedure and/or four features of the procedure.</p>	4	<p>Do not credit features that have been awarded marks in responses to other questions.</p> <p>Creditworthy features could include:</p> <ul style="list-style-type: none"> • method for collecting data • operationalisation of co-variables • use of controls • sample (not method) • ethical considerations
21	(a)	<p>Identify the type of data used for the 'number of words' used in your investigation.</p> <p>1 mark for correct identification – this is most likely quantitative data or primary data.</p>	1	<p>This must not be contradicted by information in previous and future questions (most likely Q20).</p>

Question		Answer	Mark	Guidance
21	(b)	<p>Outline one strength of using this type of data in your investigation</p> <p>1 mark for a relevant strength of the chosen data type. Plus 1 mark for applying this to the investigation. If 21(a) incorrect, but answer has correct strength – cap answer at 1 mark.</p>	2	<p><i>Example 2-mark answer:</i></p> <p>Quantitative - One strength is that it makes data that is easy to analyse (1) the number of the words can be placed in scatter graph. (1)</p> <p>OR</p> <p>Primary - One strength of primary data is that we can be more sure it is valid (1) the researcher is collected the number of words themselves so they can trust it.(1)</p>
22		<p>Explain how you would calculate the range for the 'number of words used'.</p> <p>1 mark for knowing that you need to take the lowest number from the highest. Plus 1 mark for applying to the investigation – the lowest score of how they recorded the number of words and the highest number of words</p>	2	N.B – if lowest taken from highest +1 credit worthy.
23		<p>Explain one strength of using a correlation for this investigation.</p> <p>1 mark for identifying a valid strength of a correlation. Plus 1 mark for explaining why this is a strength of a correlation. Plus 1 mark for contextualising a response in relation to the planned investigation.</p>	3	<p><i>Example 3-mark answer:</i></p> <p>Correlations allow researchers to study areas that are hard/unethical to investigate (1) because they do not manipulate variables, they just look at how two variables interact/show a relationship. (1) As decreasing someone's confidence would be unethical. (1)</p>

J203-01

Mark Scheme

June 2024

		Could include: starting point to new/future research, where unethical to manipulate, ecological validity, demonstrates positive/negative correlations.		
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