



GCSE

Psychology

J203/01: Studies and applications in Psychology 1

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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

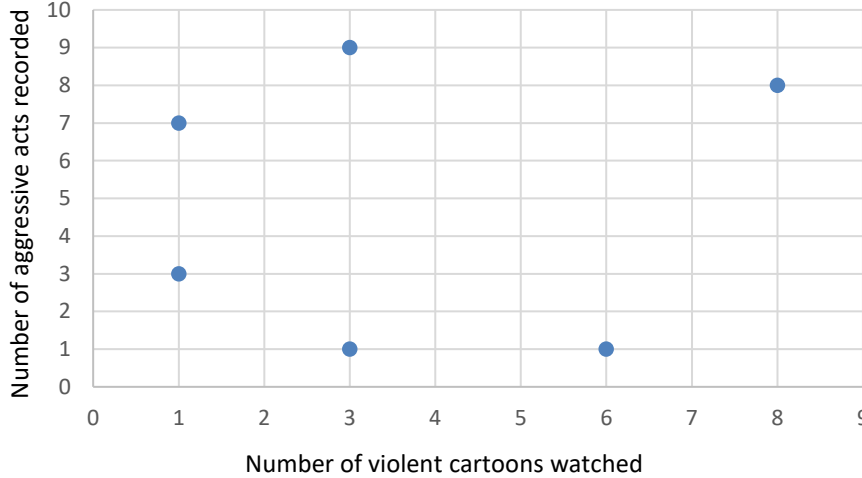
11. Annotations

Annotation	Meaning
	Correct or expansion
	Incorrect
	Unclear
	AO1 point for Q14 (This is a banded answer, therefore amount of annotations do not necessarily correspond to awarded mark)
	AO3 point for Q14 (This is a banded answer, therefore amount of annotations do not necessarily correspond to awarded mark)
	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 – Criminal Psychology

Question			Answer	Mark	Guidance
1	(a)		Identify which punishment means a criminal will lose their freedoms, rights, and privileges. B (Prison)	1	
1	(b)		Identify which punishment involves a convicted person doing unpaid work in their local area. A (Community sentence)	1	
1	(c)		Identify the appropriate term for when an offender meets their victim to make the offender aware of the consequences of their actions. D (Restorative justice)	1	

2	(a)	(i)	1 mark for a title which refers to both measures on the graph. 1 mark for labelling the X axis. 1 mark for labelling the Y axis. 1 mark for accurately plotting the given data. Scatter diagram to show the relationship between the number of violent cartoons watched and the number of violent acts recorded. <table><caption>Data points from the scatter diagram</caption><thead><tr><th>Number of violent cartoons watched (X)</th><th>Number of aggressive acts recorded (Y)</th></tr></thead><tbody><tr><td>1</td><td>3</td></tr><tr><td>1</td><td>7</td></tr><tr><td>3</td><td>1</td></tr><tr><td>3</td><td>9</td></tr><tr><td>6</td><td>1</td></tr><tr><td>8</td><td>8</td></tr></tbody></table>	Number of violent cartoons watched (X)	Number of aggressive acts recorded (Y)	1	3	1	7	3	1	3	9	6	1	8	8	4	Graph doesn't need line of best fit. Accept appropriate alternative wording of the title and labelling (don't accept titles that state or imply causation). Axis scale needs to be appropriate.
Number of violent cartoons watched (X)	Number of aggressive acts recorded (Y)																		
1	3																		
1	7																		
3	1																		
3	9																		
6	1																		
8	8																		
2	(a)	(ii)	Identify the type of correlation shown in your scatter diagram. 1 mark for ticking the box 'No correlation'.	1															

2	(b)	Briefly explain whether or not the results found in this study support the Social Learning Theory of Criminality. 1 mark for stating (or implying through explanation) that the results do not support SLT. Plus 1 mark for explaining why the results do not support SLT.	2	<u>Example 2-mark answer:</u> The results do not support SLT (1), because seeing violence should mean they are more likely to reproduce/copy the behaviour (1). OR There should be a positive correlation (1) because SLT says that the more violence observed, the more aggressive acts should be produced (1). N.B. For second mark candidate must explain why the results do not support SLT, not simply stating the results.
3		Briefly explain why the Social Learning Theory of Criminality is said to focus too much on nurture. 1 mark for a clear link between nurture and SLT of Criminality. 1 mark for a clear link between SLT of Criminality and its stance against nature.	2	<u>Example 2-mark answer:</u> SLT says we learn criminal behaviour from our environment (1). It doesn't consider that we might have a criminal gene (1). For full marks the answer must be related to crime. Cap at 1 mark if not related to crime.
4	(a)	Name the experimental method and design used in Cooper and Mackie's (1986) study into video games and aggression in children. 1 mark for experimental method: Laboratory/lab experiment. 1 mark for experimental design: Independent measures design.	2	Accept alternative wording (e.g. independent groups). Check that they have been named the correct way round (i.e. do not accept 'independent measures' in the answer space for 'experimental method').

4	(b)	Outline one finding from Cooper and Mackie's (1986) study. 1 mark for a brief finding. 1 mark for further specific detail of the finding (such as number, time etc.)	2	<u>Example 2-mark answer:</u> They found video games had more of an effect on girls than boys (1) especially Missile command (1). <u>Example of a 1-mark answer:</u> More boys had video games at home than girls. (1) N.B. No marks for saying girls are more aggressive. Refer to OCR core studies guide 1 for a definitive list of findings.
4	(c)	In Cooper and Mackie's (1986) study, a child used a 'buzzer' to show how much punishment to give. This was used to measure the level of interpersonal aggression. Explain why the use of a buzzer as a measurement for interpersonal aggression may be a criticism of this study. 1 mark for linking to validity (e.g. construct, ecological). Plus 1 mark for linking back to the study (e.g. referring to aggression).	2	<u>Example 2-mark answer:</u> This would lack construct validity (1). Aggression is a complex behaviour, and the use of a buzzer narrowed the measurement of aggression down to a simple score (1). Accept any other reasonable response.
5	(a)	Identify the personality type that Jamal is displaying according to Eysenck's Criminal Personality Theory. Neuroticism/neurotic	1	

5	(b)	Explain why the psychologist might think Nina is displaying characteristics of extraversion as identified in Eysenck's Criminal Personality Theory. 1 mark for a trait of extraversion, e.g. out-going, sociable, confident. Plus 1 mark for a link to the scenario (placing the answer in context).	2	<u>Example 2-mark answer:</u> Because people who are extrovert are very sociable (1) and Nina loves meeting new people (1). Link needs to come from scenario i.e. to parties, meeting new people and talking to friends.
5	(c)	Using your knowledge of neuropsychology, briefly describe how Eysenck's (1967) Biological Basis of Personality Theory could explain why Kai committed a crime. 1 mark for dopamine. and 1 mark for the increase in dopamine/consequence of change. plus 1 mark for a link to the Kai's criminal behaviour.	3	<u>Example 3-mark answer:</u> Psychoticism is caused by dopamine (1). This means that there is too much dopamine (1) in a person's brain. This could have made Kai more aggressive which is why he ended up in prison for attacking another person (1). <u>Example 2-mark answer:</u> Dopamine (1) in the brain can lead to less inhibition of impulses (1) so Kai is more aggressive. <u>Example 1-mark answer:</u> Kai might have dopamine in their brain (1) If there is no reference to dopamine, then zero marks can be awarded. For the third mark it must be clear that they are committing a crime, not just being aggressive in general.

SECTION B – Psychological Problems

Question			Answer	Mark	Guidance
6	(a)		Identify the type of neuron that fires too easily or too often according to the Biological Theory of Schizophrenia. A (Dopaminergic)	1	
6	(b)		Identify which one of the following describes the 'gap' between neurons that chemical impulses are transmitted across. C (Synapse)	1	
6	(c)		Identify which one of the following is not a criticism of the Biological Theory of Schizophrenia. C (It is too holistic)	1	

7		Until about 30 years ago, people with mental health problems were kept in psychiatric institutions or on psychiatric wards. However, people with mental health problems are now, whenever possible, cared for in the community. Describe ways that care in the community has had an impact on society. Level 3 (5-6 marks): There is a thorough description of different ways that care in the community has had an impact on society. Level 2 (3-4 marks): There is a good description of different ways care in the community has had an impact on society. Level 1 (1-2 marks): There is a basic or partial description of a way care in the community has had an impact on society. 0 marks: No creditworthy response. <u>Possible content:</u> Supported accommodation, counselling, social work support, home help, day centres, workplace support, support to be independent, support to not be isolated, keeps patients out of hospitals, decreases cost to economy, increases the cost to taxpayers through funding the support, issues around public services, laws passed to protect people with mental health issues, changing attitudes in society.	6 If more than one way has been described but they are very basic or 'list like' the answer is Level 1. Impacts can be negative or positive. <u>Example 6-mark answer:</u> Care in the community aims to help people with mental health issues to manage and live in their community. As more people need support this has caused people to have to pay more tax as it is spent on supporting people in different ways, for example they can get help with housing to ensure they have a place to live, they will also get counselling to help treat their illness. This means they will be able to work, and this will contribute to the economy. Before this, they could have been stuck in hospitals for the rest of their lives. <u>Example 4-mark answer:</u> Care in the community means people are taken care of outside of hospitals. This means that people are not stuck inside an asylum but are able to live with their family. Laws like the Equality Act have been introduced to protect their rights and stop them being discriminated against. <u>Example 2-mark answer:</u> Care in the community means they may have a social worker to help them manage on their own. N.B. Answers focused purely on the individual rather than community/society are capped at level 1. Also answers only discussing 1 way it has impacted are also capped at level 1.
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8	(a)	Calculate the percentage of 16–24 year-olds who did not report experiencing depression in the workplace. Write your answer to one significant figure. Show your working. 1 mark for correct answer to one significant figure: 40% 1 mark for working: $100(\%) - 61(\%) = 39(\%)$ OR $100(\%) - 60(\%) = 40(\%)$	2	NB. For the ‘working’ mark - candidates may show their working to one significant figure ($100 - 60 = 40$) or they may do their working to two significant figures ($100 - 61 = 39$)
8	(b)	Calculate the fraction of workers who recovered after being treated for depression. Express your answer in its simplest form. Show your working. 1 mark for correct answer: $\frac{9}{146}$ 1 mark for working: $\frac{36}{584} \div 4$	2	Accept alternative forms of working out.
9	(a)	Identify the activating event. Failing the driving test (twice).	1	
9	(b)	Name the person who has an irrational belief. Sam	1	

9	(c)		Name the person who has a rational belief. Taylor	1	
10			Explain two criticisms of the ABC Model of Clinical Depression. <u>For each criticism:</u> 1 mark for a brief or basic criticism. 1 mark for further development of the criticism which clearly relates to the theory.	4 [2+2]	Criticism may include issues around if thoughts are rational or irrational, too reductionist, ignores nature, hard to establish cause and effect, supports free will. <u>Example 4-mark answer:</u> It is too reductionist (1) neurotransmitters might influence our thinking rather than it just being an irrational thought (1). The model suggests we have free will (1) this could be an issue as it means the person is responsible for their illness and feel it is their fault which it might not be (1). If criticisms overlap, then award of maximum of 2 marks.
11			Anti-depressants can improve the symptoms of clinical depression. Explain the action of anti-depressants in the brain. 1 mark for the identification of correct neurotransmitter (serotonin, noradrenaline, dopamine or norepinephrine). 1 mark for the idea that reuptake is prevented. 1 mark for the idea that the extra serotonin/noradrenaline is in the synapse . 1 mark for the idea that that this can improve depressive symptoms.	4	<u>Example 4-mark answer:</u> Anti-depressants increase the amount of serotonin/noradrenaline in the brain (1) by preventing the reuptake of serotonin/ noradrenaline (into the pre-synaptic neuron) (1) This means there is more serotonin available at the synapse (1). When a person has more serotonin in the brain, they feel happier / their mood is improved / the symptoms of depression reduce (1). <u>Example 2-mark answer:</u> Anti-depressants mean there is more serotonin/noradrenaline (1), so we are less depressed (1). Answer MUST be focused on neuropsychology. Student may refer to anti-depressants as SSRIs or NDRIs. N.B. If a candidate is discussing schizophrenia and dopamine – no marks.

SECTION C - Development

Question			Answer	Mark	Guidance
12	(a)		Identify the brain development process that happens in childhood. B (The density of synapses in the prefrontal cortex is at its peak)	1	
12	(b)		Identify the brain development process that happens in the pre-natal stage of development. A (The cerebral cortex is formed)	1	
12	(c)		Identify which characteristic is measured by an IQ test. C (Intelligence)	1	
13	(a)		Identify and briefly outline one of the four stages of cognitive development according to Piaget. 1 mark for the name of a stage. 1 mark for a brief outline of one feature of the named stage. <u>Stages and relevant features of each stage:</u> Sensori-motor stage – motor-coordination / body schema / object permanence. Pre-operational stage – animism / reversibility / egocentrism. Concrete-operational stage – decentration/ conservation. Formal operational stage – abstract / hypothetical thinking.	2	The second mark (for the feature of the stage), e.g. animism, cannot be awarded without some outline of it. Students can outline the feature without naming the feature, but it must be clear. If they name a stage but an incorrect feature of that stage, award only 1 mark. <u>Example 2-mark answers:</u> Sensori-motor stage: (1) children understand that objects exist even when they cannot see them (1). Pre-operational stage: (1) children will think their teddies have feelings (animism) (1). Concrete-operational stage: (1) children can tell that something stays the same even though the way it appears might change (1). Formal operational stage: (1) children use their imagination to solve hypothetical problems (1).

Question			Answer	Mark	Guidance
13	(b)		Explain two criticisms of Piaget's Theory of Cognitive Development. <u>For each criticism:</u> 1 mark for a brief or basic criticism. 1 mark for further development of the criticism which clearly relates to the theory.	4 [2+2]	<u>Example 4-mark answer:</u> It is too reductionist (1). He reduces the theory down to four stages of development (1). It may not be universal (1). Only half of adults reach the formal operational stage (1). Culture bias is acceptable, but criticism must be focused on the theory, not the study.
13	(c)		A researcher found that 12 out of 25 psychologists thought Piaget's theory was out of date. Express this fraction as a decimal to one decimal place. Show your working. 1 mark for expressing to one decimal place: = 0.5 1 mark for working: $12 / 25 = 0.48$	2	Anything that demonstrates correct workings counts as workings. E.g. $12/25$ or 0.48.

Question	Answer	Mark	Guidance
14	* Use your knowledge and understanding from across the psychology course to explain how far you agree with the following statement: ‘Research using correlations is not useful.’ In your answer, you should refer to Blackwell et al.’s (2007) study into fixed and growth mindsets and at least one other study from another area of psychology. AO1 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. 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. 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. 0 marks: No creditworthy response. AO3 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. 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. 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. 0 marks: No creditworthy response.	13	AO1 description marks can be awarded for knowledge and understanding of Blackwell et al.’s (2007) study and at least one other study from another area of psychology (therefore this cannot be Piaget’s (1952) study into the conservation of number). For AO1: to be placed in Level 2 or above, the response must refer to both Blackwell et al.’s (2007) study and one (or more) other study from another area of psychology. AO3 marks awarded for use of studies for evaluating issues with usefulness of correlations. For example: • Allows for research on areas where experiment cannot be used. • Often high levels of ecological validity. • Cannot establish cause and effect. • Often lack of (construct) validity due to use of quantitative data. For AO3: to be placed in Level 2 or above, the response must refer to both Blackwell et al.’s (2007) study and at least one other study from another area of psychology.

SECTION D – Research Methods

Question			Answer	Mark	Guidance
15			You have been asked to carry out an interview to investigate why teenagers in the UK decide to vape. The theory is that the main reason teenagers vape is because it looks cool. Explain what target population means in your investigation. 1 mark for a definition or explanation of target population. Plus 1 mark for applying this to the investigation.	2	<u>Example 2-mark answer:</u> This is all the people the psychologist wants to research (1), for example teenagers in the UK (1).
16	(a)		Identify the type of interview you will use in your investigation. 1 mark for naming ‘structured’ or ‘unstructured’.	1	Accept semi-structured if used.

16	(b)	Outline how you would use the type of interview you have identified in your investigation. 1 mark for describing the interview named in Q16(a). Plus 1 mark for applying this to the investigation.	2	<u>Example 2-mark answers:</u> A structured interview is where the questions are pre-set (1). for example every person may be asked, what is the main reason you started smoking (1) An unstructured interview is more like a conversation (no pre-set questions) (1). The research would just ask about vaping and allow the teenager to guide the answer. If the response in Q16(b) doesn't follow on from Q16(a) then no credit can be given. (i.e. Structured then describing unstructured) If Q16(a) is left blank or not a type of interview and the answer in 16(b) is correct, credit can be given.
17		Explain one strength of using an interview in this investigation. 1 mark for identifying the strength. 1 mark for brief explanation/development of the strength. Plus 1 mark for applying this strength to the investigation.	3	<u>Example 3-mark answers:</u> The interviewee is able to clarify questions (1) as they are talking directly to the interviewer (1). If a participant didn't understand a question about vaping, they can ask the interviewer to explain (1). There is higher validity (1) as it allows access to people's thoughts and feelings (1). For example, I would be able to find out in detail why someone might have started vaping (1). N.B. Strength must be related to interviews specifically, not question types.

18		Other than social desirability, explain one weakness of using an interview in this investigation. 1 mark for identifying the weakness. 1 mark for brief explanation/development of the weakness. Plus 1 mark for applying this weakness to the investigation.	3	No marks awarded for social desirability (as specified by the question). <u>Example 3-mark answers:</u> They rely on people being able to explain their thoughts and feelings (1). This might lower the validity (1). For example, participants might not know why they started vaping (1). Interviews are time-consuming (1) as they take a long time to set up/carry out with participants individually (1). A questionnaire might be a better method to collect why vaping seems to be cool (1). N.B. Weakness must be related to interviews specifically, not question types.
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19		Outline the procedure you would use to collect the sample in your investigation. In your answer you must refer to: • the sample • the sampling method • how the sample will be gathered. 1 mark for identifying an appropriate sample. 1 mark for identifying an appropriate sampling method. 1 mark for outlining how their sample will be gathered.	3 Examples of appropriate samples could be students in a psychology class, students from my school year, members of a local youth club, members of a local skate-boarding club, etc. Examples of appropriate sampling method could be random, opportunity, volunteer sampling. Examples of how the sample will be gathered could be put all the names of members of in a hat and draw out the first twenty names (random); stand at the entrance of classroom/club and ask the first twenty people to come through the door if they would mind taking part (opportunity); put a poster up in the classroom/common room/club café and ask those who would be willing to take part (volunteer). The third mark for how the sample will be gathered must be appropriate to the type of sampling method, e.g. if 'opportunity' sample is stated and this is described as putting up a poster, then the third mark cannot be credited. <u>Example 3-mark answer:</u> My sample would be taken from students in my Psychology class (1). To gather my sample, I would use the random sampling method (1) by placing the names of all the students in my Psychology class in a hat and drawing out 20 names (1). N.B. Repetition of the target population – teenagers (in the UK) – is not creditworthy – sample features need to be specific i.e. number, students etc.
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20			Describe one ethical issue you will need to consider in your investigation. 1 mark for identifying a relevant ethical issue. Plus 1 mark for linking the issue to the stem.	2	<u>Example 2-mark answer:</u> Confidentiality (1). Participants may not want to be known for vaping so I would need to keep their names secret. Consent must be informed consent for credit.
21			A common problem with self-report methods is social desirability. Explain how social desirability could affect your investigation. 1 mark for explaining what social desirability is. Plus 1 mark for applying it to the investigation.	2	<u>Example 2-mark answer:</u> Participants may want to look better (1). This means that participant may not be honest about how much they vape (1).

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