



GCSE

Psychology

J203/02: Studies and applications in Psychology 2

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 10 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

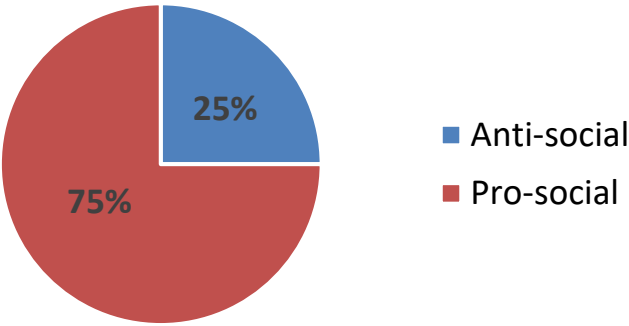
11. Annotations

Annotation	Meaning
	Correct or expansion
	Incorrect
	Unclear
	AO1 point for Q18
	AO3 point for Q18
	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 – SOCIAL INFLUENCE

Question			Answer	Mark	Guidance
1	(a)		1 mark for correctly identifying B (hippocampal volume increases, self-esteem increases)	1	
1	(b)		1 mark for correctly identifying A (person A who has high self-esteem).	1	
1	(c)		1 mark for correctly identifying A (attitudes towards authority).	1	
2			1 mark for demonstrating that external locus of control refers to an individual having no/little control over their actions/behaviour/life/future/outcomes. 1 mark for an accurate example of external locus of control. <u>For example:</u> A belief that an individual has no control over their life [1]. For example, a student thinks their performance on the test will depend on how difficult the teacher sets the test [1].	2	Correct examples of external locus of control in isolation can be awarded 1 mark.
3			1 mark for each correctly placed term. <u>For example:</u> Deindividuation tends to happen in crowds as we lose our sense of awareness of ourselves. When we are in a larger group, we fail to monitor ourselves as we normally would.	3	

Question			Answer	Mark	Guidance
4			<p>1 mark for accurate data proportions (25% and 75%). 1 mark for accurate labelling – pro-social and anti-social. 1 mark for accurate title – types of social behaviour (shown at a football match)</p> <p><i>For example:</i></p> <div data-bbox="369 590 1288 1149"> <p>Types of social behaviour shown at a football match</p>  </div>	3	The sectors must be proportionate to 25% and 75% but do not need to be labelled with the percentages.
5	(a)		<p>1 mark for demonstrating an understanding that a police uniform gives authority. 1 mark a contextualised response justifying that this gives legitimate social power.</p>	2	Accept higher status.

			<p><u>For example:</u> Umi picked up the container because the person was wearing a police uniform which makes them an authority figure [1] and this gives them legitimate social power. [1]</p>		
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Question			Answer	Mark	Guidance
5	(b)		<p>1 mark for stating authoritarian personality. Plus 1 mark for an elaborated response explaining how having an authoritarian personality leads to obedience through identification of a feature of the personality type. 1 mark for contextualising the response to Umi being more likely to pick up the container.</p> <p><u>For example:</u> If Umi has an authoritarian personality [1], They will respect the police officer as someone superior to them [1] so they will be more likely to pick up the container [1].</p> <p>If Umi has an authoritarian personality [1], they are more likely to blindly obey [1] so they will be more likely to pick up the container [1].</p>	3	
5	(c)		<p>1 mark for the identification of a weakness of situational factors as an explanation. 1 mark outlining why the identified weakness is a weakness of situational factors as an explanation. 1 mark for an elaborated response outlining the implication of the identified weakness in context of the source.</p> <p><u>For example:</u></p>	3	

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		<p>Individuals have free will [1] and may show independent behaviour regardless of the situational factors [1]. For instance, Umi may choose to not pick up the container despite being told by a person in police uniform [1].</p> <p>One weakness is that it is too reductionist [1] it only considers situational factors like culture [1] so Umi may be more likely to pick up the container because she has an authoritarian personality [1]</p> <p>One weakness is that it ignores individual differences [1] for example Umi may have low self-esteem [1] which means she is more likely to obey and pick up the container [1]</p>		
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Question			Answer	Mark	Guidance
6	(a)		1 mark for identifying face-to-face (ticking the first box).	1	
6	(b)		<p>1 mark for stating a strength of the interview method. 1 mark for illustrating the strength in context of the NatCen (2011) study.</p> <p><u>For example:</u> Allows more in-depth data collection as participants' can be asked follow-up questions [1]. For instance, if a reason shared for not getting involved in the riot is unclear, then the researchers can ask for elaborations/ clarifications [1].</p> <p>Using interviews allowed Natcen to ask follow up questions [1] allowing him to find out why they got involved in the riots [1].</p> <p>Using interviews gets more detailed qualitative data [1] so Natcen could find out why some people were looters or watchers [1].</p> <p>Interviews allow a rapport to form between the interviewer and the participant [1] so participants may be more open about their involvement in the riots [1].</p>	2	Only credit depth/detail if it is quantified with asking follow up questions or paired with gaining qualitative data.
6	(c)		<p>1 mark for stating a weakness of the interview method. 1 mark for illustrating the weakness in context of the NatCen (2011) study.</p> <p><u>For example:</u> Participants may give a socially desirable answer [1]. For</p>	2	Demand characteristics is not credit worthy.

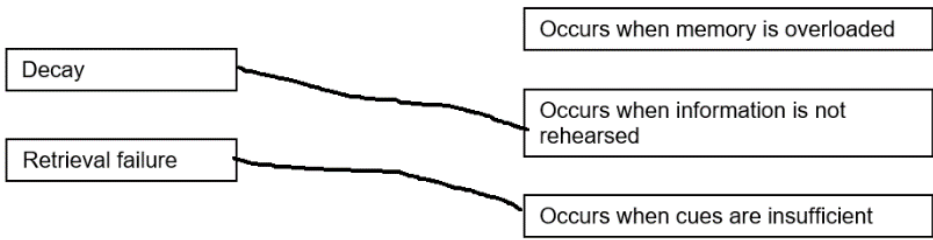
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		<p>instance, participants may lie about their involvement in the riot due to the fear of being judged by the researchers [1].</p> <p>Participants may lie [1] and say they were not involved in the riot when they were [1].</p> <p>Participants may exaggerate their answers [1] about their involvement in the riots [1].</p> <p>Participants may want to avoid being judged [1] and therefore may not admit they were involved in the riots [1].</p> <p>Using interviews could be time consuming [1] because NatCen aimed to interview 30 people [1].</p> <p>Interviews can have interviewer bias [1] where NatCen could have asked leading questions about the riots [1].</p>		
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SECTION B – MEMORY

Question			Answer	Mark	Guidance
7	(a)		1 mark for correctly identifying C (sensory store)	1	
7	(b)		1 mark for correctly identifying A (long-term memory)	1	
7	(c)		1 mark for correctly identifying D (transferring information from short-term memory to long-term memory)	1	
8			<p>1 mark for each correctly matched explanation of types of forgetting.</p> <p><u>For example:</u></p>  <pre> graph LR Decay[Decay] --- Overloaded[Occurs when memory is overloaded] Retrieval[Retrieval failure] --- Rehearsed[Occurs when information is not rehearsed] Retrieval --- Cues[Occurs when cues are insufficient] </pre>	2	If two lines are drawn from the same definition to two evaluative terms, no credit.
9	(a)		<p>1 mark for demonstrating understanding that our memory is influenced by our prior experiences.</p> <p>Plus</p> <p>1 mark for a contextualised response referring to the experience of all/any dog.</p> <p><u>For example:</u></p>	2	Do not credit context in isolation; the role of experience must be in the response to receive credit through reference to reconstruction/memories merging/memories being generalised/changed/distorted.

			Memories can be reconstructed [1]. Taylor is fearful of all dogs [1].		
Question			Answer	Mark	Guidance
9	(b)		<p>1 mark for demonstrating understanding that schemas influence what we expect to happen in certain situations.</p> <p>Plus</p> <p>1 mark for demonstrating expectation in context of the source.</p> <p><u>For example:</u> Expectations are based on previous knowledge stored as schemas [1]. Therefore, Taylor expects all dogs will bite [1].</p> <p>To deal with the overload of sensory information at the time of being bitten [1], Taylor now expects every dog to bite [1].</p>	2	Do not credit context in isolation; the role of expectation must be in the response to receive credit through reference to schemas/being overloaded with sensory information at the time of being bitten, leading to inaccurate expectations.
10			<p>1 mark for the correct ratio (in its simplest form): 9:2</p> <p>1 mark for accurate workings.</p> <p><u>For example:</u> The greatest common factor is 3. $27/3 = 9$ $6/3 = 2$</p>	2	1 mark can be awarded if: <ul style="list-style-type: none"> - The workings are correct but the final answer is wrong (for example, 2:9) - The final answer is correct in the absence of the workings.
11	(a)		1 mark for correctly identifying Question 2 as the leading question. (Did you see the man holding a weapon while passing by the house on the day of the event?)	1	
11	(b)		<p>1 mark for demonstrating understanding that leading questions can manipulate memories via suggestion.</p> <p>1 mark for contextualised response illustrating how through the identification of weapon from question 2.</p>	2	

		<p><u>For example:</u> Leading questions manipulate people's memories through suggestion/manipulation/insinuating/by implying something has happened when it may not have [1]. For instance, Question 2 makes Sam believe that there was a man holding a weapon on the day of the event [1].</p> <p>Leading questions suggest an answer [1] so Sam may recall a weapon when there may not have been one [1].</p>		
11	(c)	<p>1 mark for the identification of a criticism of Theory of Reconstructive Memory. 1 mark for describing a feature of the Theory of Reconstructive Memory that illustrates the identified criticism. 1 mark for a contextualised response.</p> <p>Most likely answers will refer to: Reductionism Unfalsifiable/unable to test it Not scientific Determinism</p> <p><u>For example:</u> Reductionist [1] because it reduces memory recall to problems with only reconstruction [1] while Sam's memory of the crime could have been affected by many factors such as age and anxiety [1].</p> <p>The theory is not scientific [1] because schemas are not physical things [1] and so we can't test if Sam's memory of the weapon is reconstructed [1].</p>	3	
Question		Answer	Mark	Guidance

12		<p>1 mark for the identification of cerebellum as the damaged brain area.</p> <p>Plus</p> <p>1 mark for demonstrating an understanding of the role of the cerebellum in procedural memory (motor movement/skill based/muscle memory or examples of).</p> <p>1 mark for contextualised response.</p> <p><u>For example:</u> Cerebellum [1] plays a part in retrieving and performing skill-based memories [1]. The brain injury may have caused damage to the cerebellum, leading Ling to not remember how to drive a car [1].</p>	3	
13	(a)	<p>1 mark for stating a strength of independent measures design.</p> <p>Plus</p> <p>1 mark for illustrating the strength in context of the Braun, Ellis and Loftus (2002) study.</p> <p>Most likely answers refer to: Removes order effects Reduces demand characteristics</p> <p><u>For example:</u> Removes order effects as participants complete one condition only [1], either Disney advertisement or a non-Disney advertisement condition [1].</p>	2	It must be clear the response is referring to the Braun, Ellis and Loftus (2002) study.
13	(b)	<p>1 mark for stating a weakness of the sample (e.g age bias)</p> <p>Plus</p> <p>1 mark for illustrating this in context of the Braun, Ellis and Loftus (2002) study.</p> <p>Most likely answers will refer to: Age bias (students) Cultural bias (all from America)</p>	2	

			<p><u>For example:</u> The sample was age-biased [1] because only students (who are usually young) took part in the study. [1]</p>		
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SECTION C – SLEEP AND DREAMING

Question			Answer	Mark	Guidance
14	(a)		1 mark for correctly identifying A (REM sleep).	1	
14	(b)		1 mark for correctly identifying C (sleep plays a role in emotional stability).	1	
14	(c)		1 mark for correctly identifying C (produces melatonin).	1	
15			<p>1 mark for demonstrating an understanding of the concept of representativeness as to whether the sample is typical of the wider population.</p> <p>1 mark for illustrating a lack of representativeness in context of the Williams et al.'s (1992) study.</p> <p><u>For example:</u> Williams used 2 male and 10 female students [1] so the sample is not representative of male students [1].</p> <p>The sample were from University [1] so the sample is not representative of non-undergraduates [1].</p> <p>23-45 years of age [1] – sample is not representative of people under 23 and over 45 [1].</p>	2	<p>The response must show an understanding of representativeness to gain credit.</p> <p>Responses referring to generalisability are not credit worthy.</p>

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16			1 mark for the correct percentage to 2 significant figures: 35% 1 mark for each of the following accurate workings: $18/(33+18)$ [1] $\times 100 = 35.29$ [1] $= 35\%$ [1]	3	Two separate calculations should be present for full marks including the raw percentage
17	(a)		1 mark for correctly identifying sleep onset insomnia.	1	
17	(b)		1 mark for identification of (bedroom) light. 1 mark for identification of meal-time.	2	Credit: (Large) meal/eating before going to bed

Question	Answer	Mark	Guidance
<p>18</p>	<p>* AO1 marks</p> <p>AO1 description marks can be awarded for description of the Activation Synthesis Theory of Dreaming (i.e., the function and actions of the brain during sleep, including the limbic system, activity of neurons in the pons during sleep, the process of synthesis as a function of the cerebral cortex) and at least one other theory/ explanation from a different area of psychology (e.g., The Multi-store Model of Memory, the influence of the brain in dispositional factors, including hippocampal volume in self-esteem and regions of the pre-frontal cortex in morality, biological explanation of clinical depression/ schizophrenia).</p> <p>AO1</p> <p>Level 3: (5-6 marks): There is a thorough description of Activation Synthesis Theory of Dreaming and at least one other theory/ explanation from a different area of psychology. 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 Activation Synthesis Theory of Dreaming and at least one other theory/ explanation from a different area of psychology. 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 Activation Synthesis Theory of Dreaming and/or at least other theory/ explanation from a different area of psychology. 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>13</p>	<p>For AO1: to be placed in Level 2 or above, the response must refer to both the Activation Synthesis Theory of Dreaming and at least one other area of psychology.</p> <p>For AO3: to be placed in Level 2 or above, the response must refer to both the Activation Synthesis Theory of Dreaming and one other area of psychology.</p> <p>AO1 Level 1 may typically: give a BASIC description of the Activation Synthesis Theory of Dreaming and one other theory or explanation from a different area of psychology with some relevant information OR only the Activation Synthesis Theory of Dreaming is described OR only one other theory or explanation is described.</p> <p>AO1 Level 2 may typically: GOOD detail of the Activation Synthesis Theory of Dreaming + one other theory or explanation from a different area of psychology; most information is relevant.</p> <p>AO1 Level 3 may typically: THOROUGH description of Activation Synthesis Theory of Dreaming + one other theory or explanation from a different area of psychology; accurate and detailed.</p>

		<p>AO3 marks awarded for use of theories/ explanations to debate the value of studying the brain and neuropsychology (e.g., reductionism vs. holism, scientific approach vs. non-scientific approach, issues of reliability and validity, objectivity vs. subjectivity, determinism vs. free will, usefulness of applications).</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 in relation to the value of studying the brain and neuropsychology. Points are coherent and relevant to the quote, 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 in relation to the value of studying the brain and neuropsychology. Points may be brief but should still be relevant to the quote 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 or not linked to the quote.</p> <p>(0 marks): No credit worthy response.</p>	<p>AO3 Level 1 may typically: EITHER BASIC generic evaluation of the Activation Synthesis Theory of Dreaming + one other theory or explanation from a different area of psychology (with or without links to the quote) OR only evaluation in relation to the Activation Synthesis Theory of Dreaming or one other theory or explanation from a different area of psychology.</p> <p>AO3 Level 2 may typically: Two GOOD evaluation points (can be strengths and/or weaknesses) relating to the quote. Points may be brief and will relate to the Activation Synthesis Theory of Dreaming + one other theory or explanation. An attempt is made to draw appropriate conclusion(s).</p> <p>AO3 Level 3 may typically: Two or more THOROUGH evaluation points relating to the Activation Synthesis Theory of Dreaming + one other theory or explanation and related to the quote. Points are fully elaborated and appropriate conclusion(s) are made.</p>
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SECTION D – RESEARCH METHODS

Question			Answer	Mark	Guidance
19			1 mark for stating happiness,	1	
20			<p>1 mark for identification/description of one way the psychologist could have controlled extraneous variables.</p> <p>1 mark for an elaborated response explaining how this could be achieved in this study.</p> <p>Most likely answers will refer to:</p> <ul style="list-style-type: none"> - Controlling participant variables through the random allocation to the conditions of the IV - Controlling situational variables through standardising a feature of the procedure. <p>For example: Using standardisation [1], for example getting both groups to watch the same movie [1].</p> <p>Choosing a movie [1] no-one participant has seen before [1].</p> <p>Making all participants [1] watch the same movie [1].</p>	2	The extraneous variable being controlled must pertain to the nature of the study in the source.
21			<p>1 mark for stating a weakness of self-selected sampling.</p> <p>Plus</p> <p>1 mark for illustrating why it is a weakness in context of the source.</p> <p><u>For example:</u> Sample may not representative [1] as certain types of students such as those who are generally more helpful/enjoy movies may have volunteered [1].</p>	2	

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22	(a)		<p>1 mark for demonstrating understanding that the mode is calculated by finding the most commonly/frequently occurring score in a data set.</p> <p><u>For example:</u> By identifying the common score in a set of data [1].</p>	1	
22	(b)		<p>1 mark for stating the correct mode as 6.</p> <p><u>For example:</u> The mode is 6 [1].</p>	1	
23			<p>1 mark for stating a strength of a laboratory experiment. 1 mark for an elaborated response explaining why this is a strength for this study.</p> <p>Most likely responses will refer to: Cause and effect High control Easier to replicate</p> <p><u>For example:</u> A laboratory experiment allows for the establishment of cause and effect [1] so he will know that watching a movie with friends caused the increase in happiness. [1].</p> <p>The psychologist will have higher control [1] so they can make sure nothing else affects the happiness of the participants [1].</p>	2	

Question			Answer	Mark	Guidance
24			<p>1 mark for stating a strength of a rating scale. 1 mark for an elaborated response explaining how this is a strength for this study.</p> <p>Most likely answers will refer to: Ease of analysis Easier to compare Find patterns / identify trends</p> <p><u>For example:</u> A strength of a rating scale is that it provides quantitative data/easy to analyse [1]. Here it was easy to count up the happiness scores for each group (and see that the group who watched the film with friends had the highest scores) [1].</p>	2	
25			<p>1 mark for identifying one potential ethical issue in this study. 1 mark for stating a way to deal with the ethical issue. 1 mark for a way to deal with the ethical issue in context of the study.</p> <p><u>For example:</u> Right to withdraw [1]; by informing participants at the beginning of the experiment that they can stop [1] watching the movie/answering question at any time [1].</p> <p>Confidentiality [1]; by ensuring the responses of the participants are anonymous [1] on the questionnaire about happiness [1].</p> <p>Protection from harm [1] by making sure the movie [1] is age appropriate to the students and their friends watching it. [1]</p>	3	<p>Debriefing is a method of managing ethical issues and not an ethical issue in itself.</p> <p>Allow parental consent Allow informed consent but not consent alone.</p>

			<p>Informed consent [1] the students could be debriefed [1] by telling them after they have watched the films that the study was on happiness [1].</p> <p>Deception [1] the students need to be told the real aim of the study is on happiness [1] so they should be debriefed afterwards [1].</p>		
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Question			Answer	Mark	Guidance
26	(a)		<p>1 mark for identifying a feature of overt observation. 1 mark for identifying a feature of covert observation.</p> <p><u>For example:</u> Overt observation involves observing participants with their knowledge [1] while covert observation involves observing participants while they are unaware that they are being observed [1].</p>	2	If the difference is stated but not identified to overt or covert observations, 1 mark can be awarded. For example, 'one is where the participants do know they are being observed and one is where they do not know they are being observed' [1]
26	(b)		<p>1 mark for stating a strength of covert observation. 1 mark for illustrating the strength in context of the source.</p> <p>Most likely responses will refer to: Higher (ecological) validity Avoids observer effect Less demand characteristics</p> <p><u>For example:</u> Less demand characteristics [1] and altering of behaviours, for instance, participants may not present themselves as happier by smiling more [1].</p> <p>Participants will act more naturally if they don't know they are being observed [1] so their happiness levels will be more valid [1].</p>	2	Social desirability is not credit worthy.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

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