

Content Analysis (A2 Only) - Mark Scheme

Q1.

(a) [AO2 = 4]

Level	Marks	Description
2	3 – 4	Knowledge of the difference between primary and secondary data is clear and mostly accurate. The knowledge is applied appropriately. The answer is generally coherent with effective use of terminology.
1	1 – 2	Knowledge of the difference is evident but the answer lacks accuracy and detail. Application is limited, inappropriate or absent. Use of terminology is either absent or inappropriate.
	0	No relevant content.

Application:

- primary data is gathered directly/first-hand from the participants, and is specific to the aim of the study whereas secondary data has previously been collected by a third party (another researcher or an official body), not specifically for the aim of the study, and then used by the researcher
- in this study, the interview recordings are primary data –gathered specifically for the purpose of investigating causes of aggressive behaviour whereas the school records are secondary data – pre-existing and not gathered for the purpose of investigating causes of aggressive behaviour.

(b) [AO3 = 2]

2 marks for a clear, coherent explanation of how thematic analysis could be carried out in this study

1 mark for a limited/muddled explanation.

Possible content

- use the recordings to make a transcription of the interview
- use coding to initially analyse the transcripts
- review the transcriptions/codes looking for emergent themes/ideas that might be linked to later aggressive behaviour, eg family violence, parental argument, alcohol misuse.

No credit for answers referring to **pre-determined** categories, codes, themes and/or counting frequencies.

Q2.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

- A single set of numbered levels (formerly bands) to cover all skills
- Content appears as a bulleted list
- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

(a) **AO3 = 4**

Content analysis is a way of analysing data such as text using coding units such as themes. In this case mothers were asked to write down how their child behaved, so students might suggest.

Create a checklist / categories
Relevant example(s) of behaviours eg aggression, crying
Read through the diaries / mothers' writing / reports
Counting behaviours or tallying
Compare before and after day care

Any 1 of these equals 1 mark
Any 2 of these equals 2 marks
For 3 marks any 3 components but must refer to reading diaries / mothers' writing / reports.
For 4 marks any 4 components but must refer to reading diaries / mothers' writing / reports.
ie Max 2 marks if there is no reference to reading diaries.

AO3 Knowledge and understanding of content analysis
4 marks Effective explanation Explanation is accurate, reasonably detailed and demonstrates sound knowledge and understanding of how content analysis could be used. Includes reference to both coding / categorizing and counting.
3 marks Reasonable explanation Explanation is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of how content analysis could be used.
2 marks Basic explanation Explanation demonstrates basic knowledge of how content analysis could be used.
1 mark Rudimentary explanation Explanation demonstrates rudimentary knowledge of how content analysis could be used.
0 marks

No creditworthy material.

(b) **AO3 = 4**

Credit all possible limitations of this investigation such as mothers not having time to write much, or to problems in the analysis such as difficulties deciding on appropriate categories. Other limitations could be demand characteristics, mothers dropping out of the study, bias in recording, lack of control of time spent in day care, nine-month-olds not representative of all young children etc. Also ethical issues such as maintaining confidentiality could be made relevant.

Students may explain one limitation in detail, or more than one in less detail.

AO3 Knowledge and understanding of limitations of this investigation
4 marks Effective explanation Explanation is accurate, reasonably detailed and demonstrates sound knowledge and understanding of one or more limitations of this investigation.
3 marks Reasonable explanation Explanation is generally accurate but less detailed and demonstrates reasonable knowledge and understanding of one or more limitations of this investigation.
2 marks Basic explanation Explanation demonstrates basic knowledge of one or more limitations of this investigation.
1 mark Rudimentary explanation Explanation demonstrates rudimentary knowledge of one or more limitations of this Investigation.
0 marks No creditworthy material.

Q3.

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

Although the essential content for this mark scheme remains the same, mark schemes for the new AQA Specification (Sept 2015 onwards) take a different format as follows:

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- No IDA expectation in A Level essays, however, credit for references to issues, debates and approaches where relevant.

(a) **AO1 = 1**

A brief definition of the term is sufficient for 1 mark eg a technique for analysing data

according to themes or categories.

Candidates who simply write 'a way of analysing qualitative data' are not meeting the requirement to say 'what is meant by....?'

(b) **AO2 / 3 = 3**

- The psychologist would have identified a number of categories or themes by which to sort the drawings. Such categories/themes might include: the type of food depicted eg carbohydrate, protein; the state of the food eg cooked, raw etc; the portion size; the brightness of the colours used.
- He would have counted examples from each category to provide quantitative data.
- He could then compare the drawings according to these categories to see if there were changes over the four week period.

For full marks candidates can either outline three of the above or outline two with some elaboration.

For 2 marks candidates can either outline two of the above, or one with elaboration.

For 1 mark candidates simply outline one of the above eg "choose a theme like size".

Note: maximum 2 marks if no engagement with the stem.

(c) **AO2 / 3 = 5**

The form would need to contain sufficient information for the participant to make an informed decision about whether to take part or not. The form should contain some of the following:

- The purpose of the study.
- The length of time required of the participants.
- The fact that participants would have to be isolated in a research institute for the duration of the study.
- Details about the diet.
- Right to withdraw.
- Reassurance about protection from harm e.g. the availability of medical supervision.
- The requirement to undertake a series of psychological tests.
- Reassurance about confidentiality of the data.

It is not necessary for candidates to include all of the above points for full marks. However, in order to access the top band, candidates must engage with the study and include sufficient information on both ethical and methodological issues for participants to make an informed decision.

Maximum of 3 marks if no ethical issues are included.

AO2/3 = 5 marks
<p>5 marks Effective The 'consent form' demonstrates sound understanding. Information is given in a clear and concise form and is explicitly relevant. The form includes sufficient information so that participants can make a fully informed decision including the right to withdraw.</p>
<p>4 – 3 marks Reasonable The 'consent form' demonstrates reasonable understanding. Information is given in a reasonably clear and concise form and is mainly relevant. The form includes sufficient information so that participants can make an informed decision.</p>
<p>2 marks Basic The 'consent form' demonstrates basic understanding. There is some lack of clarity and conciseness and material is not always relevant. There are some omissions such that participants would find it difficult to make a decision.</p>
<p>1 mark Rudimentary The 'consent form' is rudimentary and demonstrates very little understanding. Information is not given in a clear and concise form. The form has significant omissions such that a decision is not possible.</p>
<p>0 marks No creditworthy material is presented.</p>