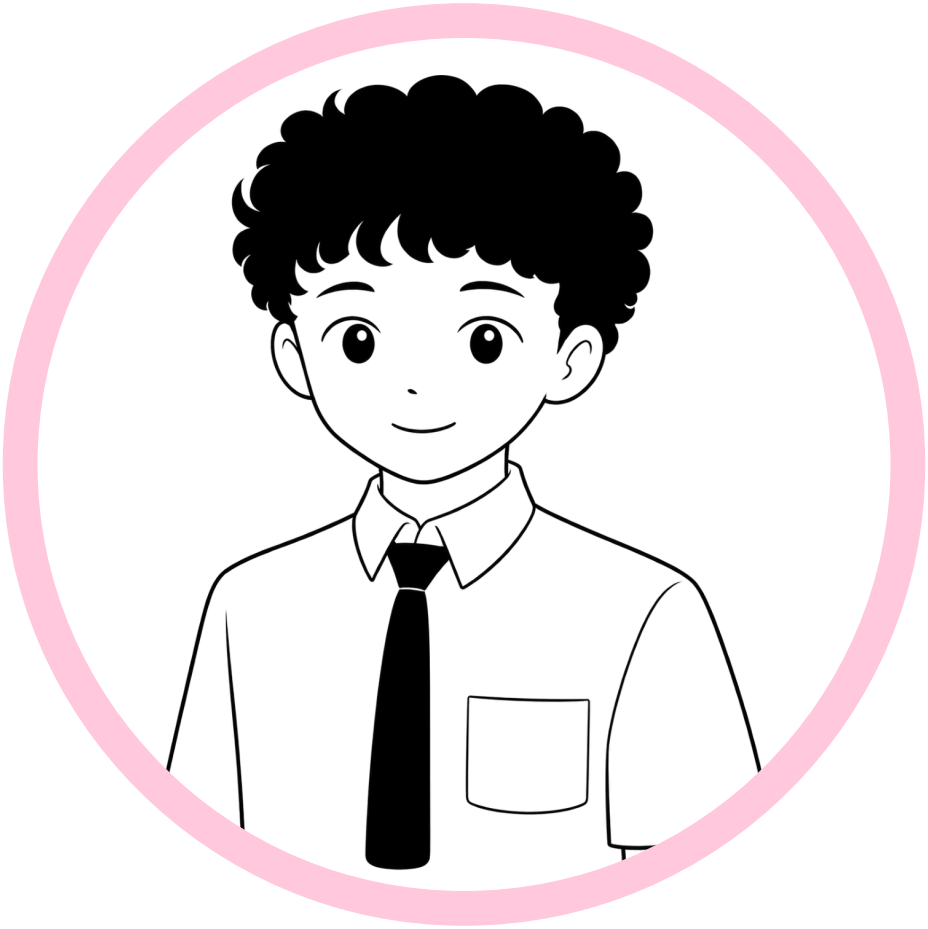
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.2.3.1 DEMAND CHARACTERISTICS AND INVESTIGATOR EFFECTS

SCORE	PERCENTAGE
/8	%

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Q1.

(a) **[AO2 = 2]**

2 marks for 250 hours OR for 1000/10 x 2.5 = 250 hours OR for 100 x 2.5 = 250 hours

1 mark for correct workings but incorrect answer e.g. 15000 minutes.

2

(b) **[AO2 = 2]**

1 mark for correct identification

plus

1 mark for correct explanation

Possible content:
- primary data because the results came directly from the eye witnesses / because the data was collected by the psychologist specifically for the purpose of the investigation
- quantitative data because the psychologist used closed questions
- qualitative because the psychologist recorded what they said (in words).

Accept answers referring to levels of measurement with appropriate justification.

2

(c) **[AO3 = 2]**

2 marks for relevant modification that would reduce investigator effects in this study.

1 mark for a brief or muddled explanation.

Possible content:
- have an interviewer who had not witnessed the event / did not know the aims of the study so that they would not be affected by their own perception of the event
- use open-ended questions so that the interviewees were able to give a more detailed and accurate version of what they saw
- use questionnaire (or other means) to collect data without face to face interaction.

Credit other relevant suggestions that would reduce investigator effects in this study.

2

(d) **[AO2 = 2]**

2 marks for a clear, coherent outline with some detail.

1 mark for a limited / muddled outline, e.g. ‘other psychologists assess / check / review her research report’.

0 marks for ‘other psychologists look at the research’.

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Possible content:

- her report would be sent for independent scrutiny (checked / reviewed) by other psychologists
- they would consider e.g. validity, ethics, errors, significance, originality and possible improvements
- to see whether it should be published.

Credit other relevant answers that can be applied to the stem.

2

[8]

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Q1.

Part (a) was an easy part of the question for most students. However, they do need to be very careful with the clarity of their handwriting in questions such as this one. It was sometimes difficult to determine whether the answer was 250 or 230. There were some careless maths errors, such as "losing" a zero, or by giving the answer in minutes rather than hours.

Part (b) was another part of the question students found easy. The most common answer was quantitative data because she used closed questions. Credit was also given to those who chose qualitative data because she recorded what they said; or primary data because she collected the data specifically for this study.

In part (c), while some students were able to provide accurate answers showing good understanding, others merely described what the investigator effect was, rather than how to reduce it. This is yet another example of the need to read the question carefully. Better answers were able to suggest getting someone else who had not been at the concert to ask the questions, or to avoid having the investigator present by using a questionnaire. It was very clear from the answers to part (d) that a large number of students had no idea what the purpose of a peer review is. They seemed to think that a journal was something the psychologist kept herself. However, a small minority of students were able to explain that the process was to determine whether or not the journal should publish her report. This would involve a group of experts in the same field evaluating her report to make this decision.