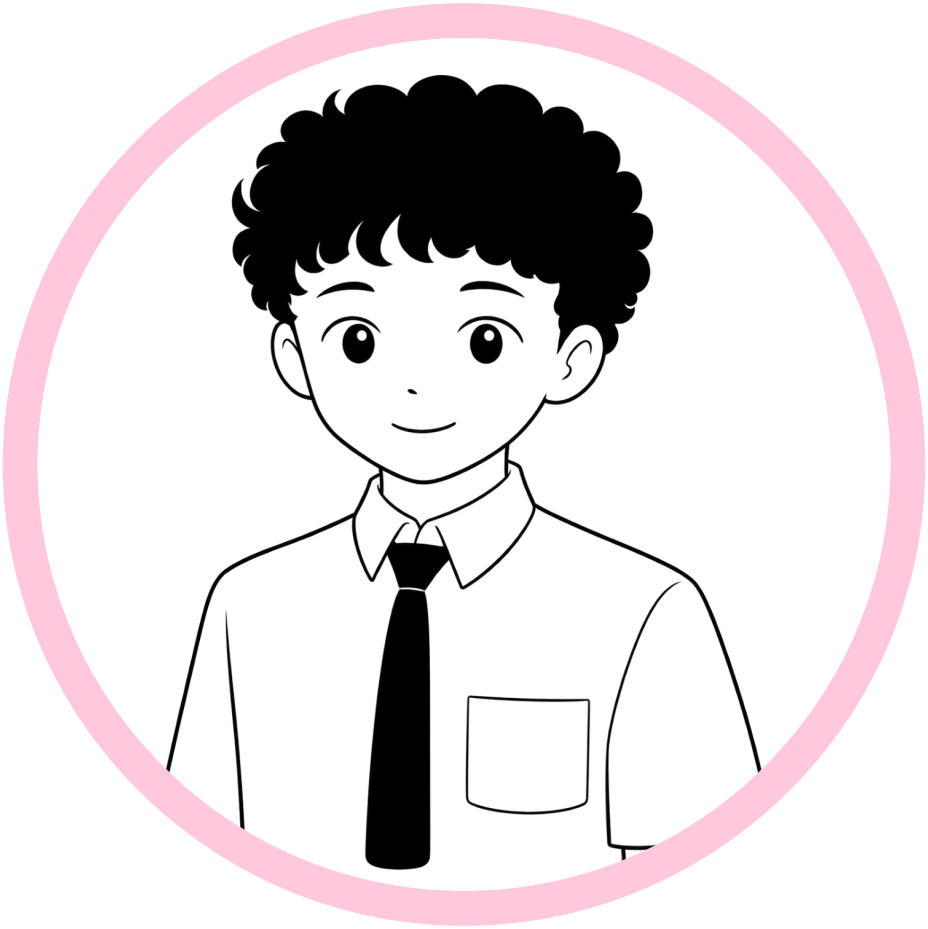
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



MARK SCHEME

3.2.3 SELF-REPORT TECHNIQUES

SCORE	PERCENTAGE
/110	%

STEMUP

These questions belong to AQA, not to us.

The examination questions, mark schemes and examiner reports in this pack were written and published by AQA. They are past assessment materials, reproduced here so that students can revise from them.

What we do not own

STEMUP is not affiliated with AQA and does not own, and makes no claim to own, any of the question, mark scheme or examiner report material in this pack. AQA has not endorsed, approved or been involved in the production of it. AQA and the qualification titles used here belong to their respective owners and appear for identification only.

Where to find the originals

AQA publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at aqa.org.uk before you revise, because content and wording can change between series.

If you hold the rights to any material in this pack and would like it amended or removed, contact admin@stemup.co.uk and we will act on it.

Q1.

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

1 mark for an accurate, relevant disadvantage of quantitative data eg lacks detail (which may decrease validity of findings) etc.

Plus

1 mark for clear application regarding the negative impact of using quantitative data in this study (such as rating a patient's improvement).

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

1 mark for an appropriate question which produces quantitative data, eg 'On average how many hours of physiotherapy does the patient receive per week?'

Plus

1 mark for an appropriate question which produces qualitative data, eg 'How does physiotherapy help your patients?'

Note: can accept relevant items that are not phrased as questions, eg describe… or rate....

Q2.

[AO1 = 3]

1 mark: where the participant gives information to the researcher/provides details of own feelings/thoughts/behaviour.

Plus

1 mark each for **two** further points:

- involves responding to questions on a questionnaire/during interview
- elaboration of a self-report method eg (open/closed questions, structured/unstructured)
- elaboration might also be by example

Credit other relevant points eg involves subjectivity.

Q3.

[AO3 = 2]

1 mark for a brief explanation (must be explained rather than stated).

Plus

1 mark for elaboration in relation to consequences for the research / implications.

Possible limitations: questionable validity; lack objectivity (questions about self).

STEMUP.CO.UK

Credit any other relevant limitation.

Q4.

[AO3 = 2]

1 mark for a brief explanation (must be explained rather than stated).

Plus

1 mark for elaboration in relation to consequences for the research / implications.

Possible limitations: questionable validity; lack objectivity (questions about self).

Credit any relevant limitation.

Q5.

[AO3 = 2]

1 mark for a brief explanation (must be explained rather than stated).

Plus

1 mark for elaboration in relation to consequences for the research / implications.

Possible limitations: questionable validity; lack objectivity (questions about own child).

Credit other relevant limitations.

Q6.

(a) **[AO2 = 3]**

One mark for knowledge of inter-rater (observer) reliability (this may be named or implicit in the application)

Plus

Up to two marks for applying knowledge of how reliability of the category system could be assessed in this study.

For example:

The consistency between the recordings of two researchers would be assessed by asking each researcher to categorise the essays independently for ‘references to love’. The data would then be compared and if similar then the analysis is reliable.

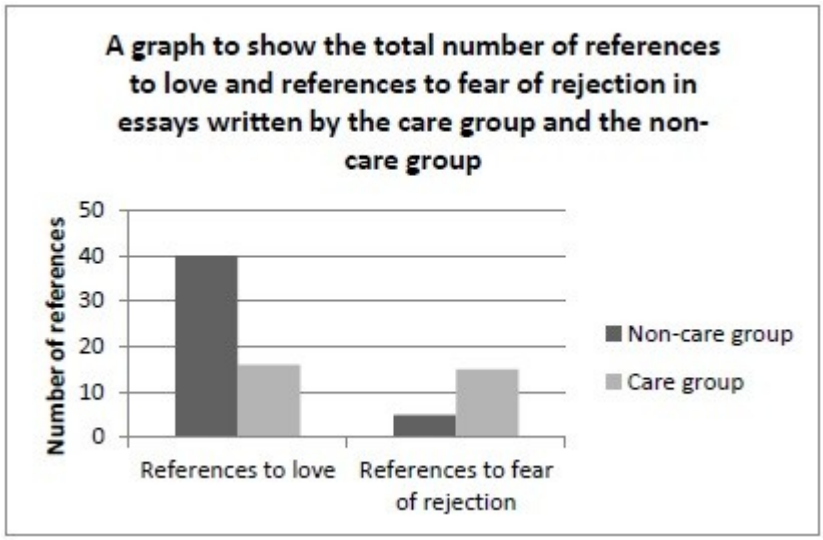
Credit reference to the fact that the correlation coefficient between the researchers’ data should exceed 0.8.

(b) **[AO2 = 3]**

Up to 3 marks for an accurate sketch of a bar chart to represent the data in the table

STEMUP.CO.UK

- **1 mark** for an appropriate title
- **1 mark** for correctly labelled axes
- **1 mark** for accurately plotted bars (4 in total)



(c) **[AO2 = 3]**

- **1 mark** for calculating the total number of references to love overall (16+40 = 56)
- **1 mark** for representing the total number of references to love in the care group as a fraction of the total number of references to love overall (16/56)
- **1 mark** for dividing both parts of the fraction by the lowest common denominator (16/8 = 2; 56/8 = 7) to produce the correct answer (2/7)

(d) **[AO3 = 3]**

3 marks for clear explanation plus coherent elaboration

2 marks for explanation plus some elaboration

1 mark for vague/muddled explanation

Students may make a single, elaborated point or a number of points in less detail.

Possible content

- The interviewer could have asked follow-up questions to gain greater insight into some of the points raised in the essay
- The interview would produce more detail/depth of information than the participant would have been able to reveal within the essay
- Interview data would have provided a further measure of reliability/validity of the original essay content
- The interviewer may have gained rapport with the participant so they have felt comfortable revealing more personal/sensitive information face-to-face

STEMUP.CO.UK

Accept other valid points.

(e) **[AO1 = 4 AO2 = 2]**

Level	Marks	Description
3	5 – 6	Knowledge of Bowlby's monotropic theory is clear and accurate. There is appropriate use of the data in the table and clear links made to Bowlby's theory. The answer is clear and coherent. Specialist terminology is used effectively.
2	3 – 4	Knowledge of Bowlby's monotropic theory is present though there may be some inaccuracy/lack of clarity. There is some attempt to use the data in Table 1 though the links to Bowlby's theory may not always be clear. There is some appropriate use of specialist terminology.
1	1 – 2	Knowledge of Bowlby's theory is briefly stated with little elaboration. The use of data in Table 1 in the context of Bowlby's theory may be inappropriate or absent. The answer may include inaccuracies and be poorly organised. Specialist terminology is either absent or inappropriately used.
	0	No relevant content.

Possible content:

Knowledge of Bowlby's monotropic theory:

- Unique 'monotropic' relationship with mother-figure
- Notion of critical/sensitive period up to approx. 2 years
- Importance of internal working model for future relationships
- Social releasers to facilitate bond
- Reciprocal process

Accept other valid points.

Possible application:

- The care group made fewer references to love in their essays/more reference to fear of rejection which suggests their lack of monotropic bond may have affected the quality of their future relationships
- Failure to form internal working model in the care group
- Adopted at 5 so missed critical period for formation of bond

Q7.

AO3 = 4

STEMUP.CO.UK

Two strengths of using questionnaires could include:

- Compared to interview they are easy to use (1 mark). The researcher doesn't need any special training to hand out the questionnaires (2nd mark for elaboration).
- People may be happier to disclose personal information on a questionnaire (1 mark) compared to a face-to-face situation (2nd mark for elaboration).
- Participants can answer the questions without the need for the researcher to be present (1 mark) so reducing experimenter bias (2nd mark for elaboration).
- If the questionnaire used closed questions which generate quantitative data, this is easier to analyse (1 mark) than open questions which generate qualitative data which is difficult to analyse (2nd mark for elaboration).
- Can be given to a large group of people (1 mark).

For each strength, 1 mark for identifying the strength and a further mark for explaining why it is a strength. The final bullet point is an example of a 1-mark answer as there is no explanation of why it is a strength.

Examiners should be aware that this question asks about the strengths of the method, not of the type of data collected. Answers that refer to data should not receive credit unless they are explicitly related to the type of question used (as illustrated in the bullet point above).

Q8.

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.

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

One mark for either B or C.

One mark for an appropriate advantage of using open questions.
Likely points: open questions provide depth / detail / greater diversity of responses / more meaningful information in the response; they avoid participant frustration associated with fixed choice responses.

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

One mark for an appropriate conclusion that might be drawn, eg: the majority of people **regard themselves** as kind and helpful people.(Accept alternatives such as 'see themselves, believe or think they are / say they would')

One mark for justification of the answer with reference to the data given, eg: the number of people who reported they would help the person is much higher than any other response given (about 75% said they would help the person).

Accept other valid conclusions with an appropriate matching justification.

STEMUP.CO.UK

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

Up to 2 marks for an appropriate experimental hypothesis. For full credit the hypothesis must be a testable statement and contain both the IV and DV.

Possible answers for 2 marks:
Non-directional: There is a difference in the number of participants who go to help / help someone when the participant waits alone and when the participant waits with another person.

Directional: More participants who wait alone go to help / help someone than participants who wait with another person. (Accept 'Fewer'.)

Accept null version of the hypothesis.

Possible answers for 1 mark:

There will be a difference in the number of participants who go to help / help in Condition 1 and Condition 2

People who wait alone are more likely to go to help / help than people than people who wait with someone else.

(d) **[AO3 = 3]**

One mark for identification of a possible extraneous variable.
Likely answers: the behaviour of the interviewer who 'falls'; the behaviour of the confederate in the waiting room. Accept EVs based on participant variables eg gender and appropriate condition variables such as 'noise.'

One mark for explaining why the EV should be controlled.

One mark for explaining how it could be controlled.

Possible answers:
The behaviour of the interviewer who falls must be the same – the same sounds and cries so that each participant has the same incident to react to. This could be controlled by using a taped recording of the falling and crying out.
The behaviour of the confederate must be the same so that each participant has the same environment in the waiting room. This could be controlled by using the same person as a confederate who has a script he / she follows for each participant.

(e) **[AO3 = 3]**

One mark for identification of the experimental design as independent groups / measures.

Up to 2 marks for explanation of why this is a suitable design for this study.
Likely points: the participants can only be exposed to the person 'falling' once (1) as they will then have some understanding of what the study is trying to find out and their behaviour will be affected by this knowledge (lack of naivety) (1).

Maximum of 1 mark for generic explanations not linked explicitly to the study

STEMUP.CO.UK

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

Up to 2 marks for an outline of the procedure of random sampling:

Possible answer:
Put the name of every first year student at the university into a hat (number every first year student)(1).
Draw out 40 names or numbers for the sample (use a random number table / computer program to generate a set of 40 numbers – this represents the sample) (1).

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

One mark for an appropriate suggestion.
Likely answer: Bar chart / bar graph, frequency graph. Accept pie chart.

One mark for justification of the suggestion.
Likely point: the display clearly demonstrates the numerical difference between the two conditions. Credit discrete data / categorical data.

If more than one graphical display is listed – mark the first answer.

(h) **[AO3 = 4]**

For each of the TWO points, allow one mark for identification of the point and one further mark for discussion of why that point should be raised when the participants are debriefed. Max 2 marks for each point.

For full marks at least one of these points must focus on imparting the aim / purpose of the study or detail of the two conditions.

One further mark for discussion of the chosen point.

Maximum 2 marks if only ethical issue(s) discussed. These 2 marks can only be given for **one** ethical issue (1) that is appropriately discussed (1).

Likely points: explanation of the aim of the study; explanation of the use of independent groups; ethical issues, (these include deception, protection from harm / treating participants with respect; right to withdraw data from the study.)

Verbatim answers are likely to be credited with a maximum of two marks as there would be no discussion / explanation.

Q9.

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.

(a) **AO3 = 3**

Advantages of using a questionnaire in this study could include that data from the hundred adults could be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed; participants might

STEMUP.CO.UK

be more willing to answer honestly because they would feel more anonymous; there might be a reduction in investigator effects because the researcher's reactions would not be visible. The advantage must be one that could be applied to this study.
1 mark for a slightly muddled or very brief outline of an advantage. Further marks for accurate elaboration.

(b) **AO3 = 2**

Qualitative is non-numerical and uses words to give a full description of what people think or feel.
1 mark for a very brief or slightly muddled answer eg qualitative data uses words.
2nd mark for accurate elaboration eg by comparison or by using an example.

(c) **AO3 = 2**

One mark for a question which would produce qualitative data but is not appropriate eg "How are you feeling?"
Two marks for an appropriate question eg "Tell me what it was like in the institution"
(Full marks can be awarded if it is not in the form of a question)
0 marks for a question that would not produce qualitative data.

(d) **AO3 = 1 + 1 + 3**

There are no ethical issues named in the specification, so any potentially relevant issues should be credited.
Likely ethical issues include informed consent, right to withdraw, protection from harm, confidentiality, respect or the need for debriefing in this particular case.
Other issues such as deception (deliberate or by omission) can be credited as they could apply in this research.
One mark each for identification of a relevant ethical issue.
One mark for a brief mention of how the issue could be dealt with.
Two further marks for elaboration appropriate to this research.
There is a depth / breadth trade-off. Candidates may explain one way of dealing with the issue in some depth, or mention several ways (of dealing with one issue) more briefly. Ethical issue one eg, right to withdraw (1 mark); ethical issue two eg confidentiality
(1 mark); Don't identify the participants (1 mark). Don't use photographs or names in published research. Names of people and / or places should be changed (2 further marks).

Q10.

AO3 = 4

Strengths of questionnaires:

- Can be given to a large sample of people.
- Participants can answer the questionnaire without the need for the researcher to be present, so reducing experimenter bias.
- Compared with interviews they are easy to use, the researcher doesn’t need any special training to use them.

For each strength, 1 mark for identifying the strength explicitly relevant to questionnaires and a further mark for explaining why it is a strength.
The first bullet point is an example of a 1-mark answer as there is no explanation of **why** it

STEMUP.CO.UK

is a strength. The other two examples are 2-mark answers as there is some explanation. Candidates could also make reference to the advantage of specific types of questions on the questionnaire, i.e. open or closed.

Q11.

AO3 = 4

For each advantage and disadvantage 1 mark for stating an advantage / disadvantage. 2nd mark for clear elaboration. Eg an advantage of using a questionnaire is that the data is easier to analyse (1 mark).
Eg An advantage of using a questionnaire is that it is more likely to produce quantitative data which is easier to analyse (2 marks).
Candidates may refer to this study, but this is not necessary.

Q12.

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) **AO2 / 3 = 2**

One mark for one brief finding and a further mark for appropriate elaboration or for two brief findings or one mark for a slightly muddled answer.
On average, the treatment group showed greater improvement after the treatment than the no-treatment group. The average improvement score for the no-treatment group was very low suggesting that the treatment gains for the treatment group were not simply a result of the passage of time.

There was some variation in both groups as shown by the ranges but it was wider in the treatment group. The low range in the no-treatment group suggests that most people in this group had similar low improvement scores.

(b) **AO1 = 1, AO2 / 3 = 3**

One mark for identification of a suitable test and 3 further marks for an appropriate justification.The specification only requires knowledge of non-parametric tests. However, if a candidate names an independent t-test and justifies its use, this is perfectly acceptable. It is likely that most candidates will identify a non-parametric test. The most appropriate test is the Mann-Whitney and the justifications for its use are:

- independent groups design
- at least ordinal data
- differences.

STEMUP.CO.UK

(c) **AO2 / 3 = 2**

One mark for correctly identifying the likelihood and one further mark for an appropriate explanation or one mark for a slightly muddled answer.

The likelihood of making a Type 1 error is 5%. A Type 1 error occurs when a researcher claims support for the research hypothesis with a significant statistical test, but in fact, the variations in the scores are due to chance variables. If the level of significance is set at 5%, there will always be a one in twenty chance or less that the results are due to chance rather than to the influence of the independent variable or some other factors.

(d) **AO2 / 3 = 4**

Two marks for each reason. One mark for a basic identification and one further mark for elaboration.

Possible reasons include:

Expectations – the patients might expect the treatment to do them some good and it becomes a self-fulfilling prophesy.

Biased sample – even though the participants were randomly assigned to groups, the treatment group might, by chance have included more people with milder symptoms that were more likely to respond to treatment.

Other support – we do not know what other support/ treatment that the participants might have had over the 8 week therapy period.

(e) **AO2 / 3 = 4**

Two marks for the advantage and two marks for the disadvantage. One mark for simply identifying an advantage / disadvantage and the further mark for elaboration in the context of the study. Answers which are not set in context cannot achieve full marks.

Advantage: Much quicker to administer and to score – could all have been given out at the same time whereas the therapist has to conduct 30 time-consuming interviews; cheaper than interviews, ie in terms of the therapist's time; people might be more comfortable, and, therefore, more honest, if they have to write responses rather than face an interviewer (could work the other way as well – see disadvantages).

Disadvantage: Self-report questionnaires might not yield as accurate data as an interview – questions can limit range of answers and there are no additional cues, eg body language, participants might be less honest on a questionnaire than in a face-to-face interview.

Marks can be awarded for any appropriate advantages / disadvantages.

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

Candidates should demonstrate understanding of some of the requirements of a good consent form. For full marks, it should be succinct, clear and informative.

It is likely to include some of the following information: treatment programme that is noninvasive; requirement to be assessed on current level of functioning; use of a trained therapist to conduct interviews; duration of the programme; requirement for

re-assessment at the end of the programme; random allocation to a treatment or no-treatment group.

It should show awareness of ethical considerations, eg

- no pressure to consent – it will not affect any other aspects of their treatment if they choose not to take part
- they can withdraw at any time
- they can withdraw their data from the study
- their data will be kept confidential and anonymous
- they should feel free to ask the researcher any questions at any time
- they will receive a full debrief at the end of the programme.

For full marks, candidates must include a range of both procedural and ethical points.

AO2 / 3 Mark Bands (5 marks)
5 marks Effective Consent form demonstrates sound knowledge and understanding of research ethics.
4 – 3 marks Reasonable Consent form demonstrates reasonable knowledge and understanding of research ethics.
2 marks Basic Consent form demonstrates basic, superficial knowledge and understanding of research ethics.
1 mark Rudimentary Consent form is rudimentary demonstrating very limited understanding of research ethics.
0 marks No creditworthy material is presented.

(g) **AO1 = 2, AO2 / 3 = 2**

AO1: One mark for brief description, eg ’consistency’ and one further mark for elaboration. Reliability refers to consistency over time. If a test, questionnaire, etc, is reliable, people tend to score the same on the test if they take it again soon afterwards.

AO2 / 3: One mark for a very brief answer, eg ‘do another test’ or ‘test them again’ or ‘use another interviewer to check’. Two marks for some elaboration.

Reliability could have been checked by administering a valid and reliable questionnaire to the participants as well as interviewing them and then comparing the scores on the two measures. If the interview score was reliable, there would be strong positive correlation between the scores.

The interviews could have been filmed and given to another trained therapist to assess. A strong correlation between the scores given by each therapist would demonstrate reliability.

(h) **AO2 / 3 = 10**

For full marks, the method section should be written clearly, succinctly and in such a way that the study would be replicable. It should be set out in a conventional reporting style, possibly under appropriate headings. Examiners should be mindful that there are now different, but equally acceptable reporting styles. For example, candidates should not be penalised for writing in the first person. The important factor here is whether the study could be replicated.

There should be reasonable detail with regard to:

- design
- participants
- materials
- procedures.

AO2 / 3 Mark Bands (10 marks)
10 – 9 marks Effective Effective method section that demonstrates sound knowledge and understanding of investigation design. The design decisions are appropriate and the description provides accurate detail of the design, participants, materials and procedure of the study. Effective and appropriate report style.
8 – 6 marks Reasonable The method section demonstrates reasonable knowledge and understanding of investigation design. The design decisions are generally appropriate and the description provides reasonable detail of the design, participants, materials and procedure of the study. Generally appropriate report style.
5 – 3 marks Basic The method section demonstrates basic knowledge and understanding of investigation design. Some aspects of the design are appropriate. The description provides basic detail of some features of the study or rudimentary outline of the main features. Expression lacks clarity.
2 – 1 mark Rudimentary The method section demonstrates rudimentary knowledge or understanding of research. The report is weak, muddled or incomplete. Deficiency in expression results in confusion and ambiguity.
0 marks No creditworthy material is presented.

Q1.

(a) Most students were able to give a disadvantage of quantitative data, but some failed to provide appropriate application. Some common incorrect answers included disadvantages of qualitative data, advantages of quantitative data and advantages/disadvantages of questionnaires.

(b) Nearly all students managed to gain at least one mark and many gained full credit. The quantitative question suggested was generally effective, but the qualitative question suggested could have produced a quantitative response, so did not gain credit. Some students got qualitative and quantitative the wrong way round and consequently gained no marks. The most popular method of answering the quantitative part was either to give a rating scale or to pose a question followed by the words *"Yes/No"*. Although giving a closed answer response that is not officially quantitative, it was credited for this series. However, schools and colleges should ensure students are able to distinguish between quantitative and closed questions for future series.

Q2.

This question was generally quite poorly answered. Although many students could gain some credit by suggesting that self-report often involved questionnaires and interviews, many confused self-report with peer review or report writing. A number of students offered pre-learned evaluative points that did not gain credit.

Q7.

Answers need to explain the strength rather than merely state it. So to state that questionnaires are "quick" gains no credit because there is no explanation as to why they are quick. Better answers compared questionnaires to other methods such as interviews. So to say that a questionnaire is quick in comparison to an interview becomes a creditworthy comment. Since the question asked about the strength of the methods, answers that referred only to the type of data did not receive credit, unless they were explicitly linked to the type of question that would generate such data. Some students gave generic answers that could apply to either questionnaires or interviews, and these received minimal credit.

Q8.

(a) This was generally answered well.

(b) Students failed to notice that the appropriate conclusion the researchers could draw was that the participants **believed / said** they would help. The actual behaviour was not measured by the questionnaire.

(c) Students are still poor at writing clear hypotheses, with both conditions of the IV present and a measurable DV. Many answers were aims and the expression 'more likely' was often used, as was reference to Condition 1 and Condition 2.

(d) It was evident from many answers that students could not spot obvious variables on which researchers would focus their attention. Instead, answers included reference to the 'heating', with the idea that the room was likely to become so hot / cold that participants would lose the ability to hear what was going on.

(e) Many students lost a mark for this question because they produced a generic explanation for the suitability of the experimental design and did not relate their answers to the study described.

(f) This was not answered well. Many explained what random sampling is or gave advantages or limitations of the method. It was rare to see an answer that identified what must go into the 'hat / random-number generator' and what would then happen. There was a great deal of confusion with random allocation.

(g) Most students suggested a bar chart and could produce a sensible reason for choosing such a display.

(h) Unfortunately, many students did not recognise that, if asked about debriefing participants, then the focus is on telling people everything about the study in which they have just taken part. This is especially important in studies using independent groups design, as participants are not only unaware of the aim of the investigation, but also that other people performed under different conditions. Too many answers merely concentrated on ethical points.

Q9.

(a) Students who scored well often focussed on the anonymity of questionnaires, the lack of investigator effects or the time advantage where questionnaires could be simultaneously completed. Whether students gained full marks depended on how effectively they were able to explain the advantage they had identified. Better answers compared questionnaires to interviews, or referred to the relatively large number of adults in this study. Some students referred to the advantages of analysing data from questionnaires which was not the focus of the question.

(b) Most responses explained the term qualitative data appropriately. A few students described quantitative data; given that the word quantitative can be so easily aligned with number, it is surprising that students get muddled about these terms.

(c) Most responses were appropriate, although a number of questions provided would have produced numerical data (eg how long ?x2, how many ?x2) or categorical answers (usually yes / no responses).

(d) Although most students had no difficulty in identifying two ethical issues, many students were less successful in providing suitable suggestions for how one of these issues could be dealt with. Some students just re-stated the ethical issue. Other students filled up the answer space by explaining how both ethical issues could be dealt with, leaving the examiner to decide which was the more credit-worthy answer.

Q10.

This question asked candidates to explain the strengths, not merely describe a characteristic of a questionnaire. There were a wide range of answers, such as if the questionnaire is anonymous, respondents may be more honest; if they are filled in private demand characteristics are reduced. However, answers that simply said that they are 'cheap' or 'quick', gained no credit unless there was some elaboration. For example, questionnaires are quicker than interviews. Describing the type of data as a strength was in itself not credit-worthy, since such data could often be generated by other methods. However, if reference was made to the type of question and the data it would generate, this could be credit-worthy. For example, open-ended questions produce qualitative data that can be rich and varied.

Many candidates misread the question and provided one strength and one limitation.

STEMUP.CO.UK

Q11.

Many candidates were able to provide an appropriate advantage and a disadvantage of a questionnaire and to explain it. The main pitfall here was to describe a strength or weakness of a questionnaire without explaining it in comparison to an interview. For example ‘people could answer dishonestly because of social desirability bias’. This could equally be true of an interview. Better answers included the explanation that it could be easier to lie on a questionnaire because the respondent is not face-to-face with the researcher. There were some very brief answers such as ‘it’s quick and easy’. Candidates who have tried to construct questionnaires might realise that while they may be quick to administer they are far from easy to construct.

Q12.

Perhaps surprisingly, many candidates achieved higher marks for this section than for their other two questions. Most candidates attempted all parts of the question although a significant minority did not complete part (h) suggesting that they might have run out of time. This was a pity since this part carried 10 marks.

(a) This was a straightforward question and many candidates accessed full marks but a surprising number were confused by median and range and some did not understand what the range indicated about the data.

(b) Many candidates were very well prepared and got full marks here but some wrote very confused answers showing little understanding eg ‘Spearman’s Rho because it was nominal data and repeated measures’.

(c) There was a centre effect here. Some candidates had a good understanding of Type 1 error while others had clearly never heard of it. Some understood what is meant by the term and offered a definition but were not able to apply their knowledge to answer the question.

(d) Candidates offered a wide range of answers, although some were a little bit too brief or poorly explained to get both marks. There was some confusion about what is meant by a placebo and some candidates offered two explanations which were essentially the same as one another. Other candidates offered factors which could apply equally to the treatment and non-treatment group. It is important in this kind of question to read the stem carefully. Some candidates said that the therapists might have been biased in favour of the treatment group, but the stem clearly states that the therapist did not know who had been in which group.

(e) A lot of candidates missed the point that the advantage / disadvantage needed to be in comparison to interviews. Many candidates gave advantages/disadvantages that could apply equally well to both self-reports and interviews. This was acceptable only if the candidate made it clear ie ‘*People are less honest in a questionnaire*’ was not credit-worthy because it could apply to both interviews and questionnaires. However, ‘*People are less honest in a questionnaire because they are anonymous and feel they can lie about themselves without being found out*. *In an interview where they are face-to-face with the interviewer, they might find it more difficult to lie*’.

(f) Some candidates wrote excellent consent forms containing both ethical and procedural information and expressed them in appropriate language. Some candidates had a very vague understanding of what needed to be included here, either only focusing on all the ethical issues (*you will have the right to withdraw your data, yourself etc*) with no mention of the procedures, or vice versa. Many adopted a rather inappropriate tone eg ‘*Once you have signed this form, you are committed to being in the study' or ‘You have to subject yourself to an interview*’. It was surprising

STEMUP.CO.UK

to see that a few candidates seemed to think a consent form acted as some kind of legal disclaimer – '*you may suffer harm but if you sign this you can't sue us.*'

It was notable on this question that candidates who were able to express themselves clearly and succinctly were much more likely to access full marks. Many answers were so poorly constructed that the content was difficult to understand. Many switched confusingly between pronouns eg *They will have to have an interview. You can withdraw at any time. I agree to be part of this study*.

(g) There were some very muddled answers to this question. Candidates often didn't read the question carefully, and wrote something like '*Reliability means if you do the study again you will get similar results*' for their definition and then didn't know what to write for the next part of the question. Those candidates who explained it in terms of inter-rater reliability generally gained full marks. Some candidates did not read the question carefully and did not relate their answer to checking the scores in this particular study. Many candidates thought incorrectly that test-retest involved using different participants. Some candidates suggested split-half methods indicating a lack of thought about the question. Some candidates confused reliability with validity.

(h) Many candidates showed limited awareness of a conventional reporting style. While it was not necessary to divide the method section into sub-sections, this strategy might have helped candidates to include all the relevant details. Weaker answers made no mention of gender or eating disorders and simply repeated details from the stimulus material. Many candidates completely lost sight of the fact that gender differences were being investigated and suggested randomly allocating participants to groups. A lot of time was wasted in including aims / hypotheses and statistical analyses which do not form part of a method section. Better answers included appropriate detail of IV, DV, design, sampling method, materials / equipment and procedure which would have enabled replication to take place. As in (f), poor expression and grammatical errors often obscured meaning.

STEMUP.CO.UK