

OCR A-LEVEL PSYCHOLOGY • H567

PSYCHOLOGY



EXAM QUESTION PACK

1.1 RESEARCH METHODS AND TECHNIQUES

SCORE

/180

PERCENTAGE

%

STEMUP

These questions belong to OCR, not to us.

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

What we do not own

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

Where to find the originals

OCR publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at ocr.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.

1.

Slipping up can be good

Psychologists have investigated many ways that could improve how children learn. However, most of these have concentrated on studying the effect of different teaching styles, rather than focusing on the child themselves. A psychologist taking a more child-focused approach wants to study if being more relaxed affects concentration levels. They want to investigate if young children can concentrate better when wearing comfortable slippers on their feet compared to wearing shoes. The study is to be conducted in one large primary school with 240 children on the register.

Outline **one** strength of conducting this study as a laboratory experiment.

[3]

2. Which of these always involves a mixture of standardised pre-prepared questions and ones that are made up as the interview progresses?

- A panel interviews
- B semi-structured interviews
- C structured interviews
- D unstructured interviews

Your answer ☐

[1]

3. Which correlation coefficient shows the strongest relationship between the variables studied?

- A -0.94
- B -0.87
- C +0.72
- D + 0.86

Your answer ☐ [1]

4. Which of these is **not** a term used when describing the outcome of a correlation statistical analysis?

- A negative
- B positive
- C skew
- D zero

Your answer ☐ [1]

5.

Count your blessings

As many as 1 in 4 people experience mental health issues at some time in their life and psychologists are always looking for new ways to help people cope with such matters. One interesting idea is that by writing down things that we should be grateful for (such as having good friends, a nice sunny day and our physical well-being) we can help improve our mental health.

Psychologists want to investigate this further by using the self-report method, asking people about what kind of things they feel grateful for and how this makes them feel.

Outline **one** strength of using an interview rather than a written questionnaire in this study.

[3]

6.

Count your blessings

As many as 1 in 4 people experience mental health issues at some time in their life and psychologists are always looking for new ways to help people cope with such matters. One interesting idea is that by writing down things that we should be grateful for (such as having good friends, a nice sunny day and our physical well-being) we can help improve our mental health.

Psychologists want to investigate this further by using the self-report method, asking people about what kind of things they feel grateful for and how this makes them feel.

Suggest **two** variables that could be correlated in this study to investigate the relationship between feeling grateful and mental health/well-being.

Variable 1

Variable 2

[2]

7. Put the letter of the correct answer in the box provided.

What type of observation is done in a way that the participants will be unaware that they are being watched?

- A controlled
- B covert
- C overt
- D unstructured

Your answer

☐

[1]

8. Put the letter of the correct answer in the box provided.

Which of these is **not** a laboratory experimental design?

- A alternative measures
- B independent measures
- C matched participants
- D repeated measures

Your answer

☐

[1]

9.

A clean smell?

The aroma of freshly baked bread, the smell of newly ground coffee and the scent of a nice fragrance. We associate different smells with different people and situations, and our sense of smell can even influence how we behave. Sometimes this can be immediate and direct, such as making us feel hungry, but it can also be more indirect. For example, the smell of lemons is often associated with cleanliness. To study this further, psychologists want to use the experimental method to investigate if people leave less litter in a room filled with the smell of lemons compared to one that smells of nothing.

Evaluate the use of the laboratory experimental method in this study.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[6]

10. Put the letter of the correct answer in the box provided.

Which of these best describes the research method(s) used in Loftus and Palmer's (1974) study of eyewitness testimony?

- A** lab experiment
B lab experiment and correlation
C lab experiment and observation
D lab experiment and self-report

Your answer

[1]

11. Put the letter of the correct answer in the box provided.

Which of these is a reason that the 1997 study of autism by Baron-Cohen et al. is considered a quasi experiment?

- A location of the study
- B measure of the dependent variable
- C status of participants
- D use of facial expressions

Your answer

[1]

12.

Mind changing?

Attitudes towards mental health and how it is treated have changed a lot over the years. However, despite this there are still differences in how people with physical, compared to mental illnesses are thought of and cared for. Psychologists want to study this further using the self-report method to investigate peoples' attitudes towards mental health.

Outline **one** weakness of the use of an interview rather than a written questionnaire in this study.

[3]

13. Put the letter of the correct answer in the box provided.

Which of these research methods or experimental designs does not have an independent variable that is controlled and manipulated directly by the researcher?

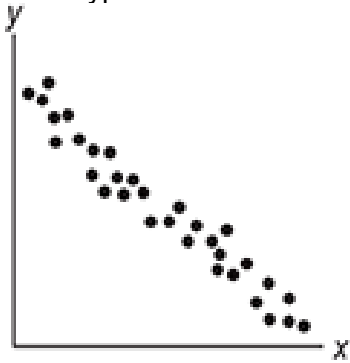
- A field experiment
- B lab experiment
- C quasi experiment
- D repeated measures design experiment

Your answer

[1]

14. Put the letter of the correct answer in the box provided.

What type of correlation is shown in the scatter diagram below?



- A strong negative
- B strong positive
- C weak positive
- D zero

Your answer ☐

[1]

15. Put the letter of the correct answer in the box provided.

In the cross-cultural study of helping behaviour by Levine et al. (2001), which type of correlation was found between the variables 'purchasing power' and 'the overall level of help given'?

- A non-significant negative correlation
- B significant negative correlation
- C significant positive correlation
- D zero correlation

Your answer ☐

[1]

16. Put the letter of the correct answer in the box provided.

What is the name for the type of observation where people are aware their behaviour is being studied?

- A closed
- B covert
- C overt
- D Quasi

Your answer ☐

[1]

17.

Get a grip

Hand shaking is a fairly common greeting between people in some cultures, especially when meeting someone for the first time. However, the way that we shake hands with someone can vary quite a lot, and this might influence what we think of the person whose hand we are shaking. Some research suggests that simply the length of time that the hand is shaken can influence how friendly or not we perceive the person to be. Psychologists want to study this using the experimental method to investigate the effect of a 'short' compared to a 'long' handshake on how friendly a person is thought to be.

Outline **one** weakness of conducting this study as a laboratory experiment.

[3]

18.

Because I'm happy

The word happy is repeated 56 times in Pharrell Williams' song "Happy". But what is happiness? What makes people happy and why? Knowing more about this key emotion would be interesting and could even be beneficial to help understand and treat some affective disorders (such as depression). However, happiness may be unique to each individual so a more personal approach using a self-report is needed to find out more about people's ideas and experiences of this emotion.

A team of psychologists is considering conducting self-report research into people's ideas and experiences of happiness.

Outline **two** weaknesses of using the self-report method in this study.

[4]

19. Which of these is a type of observation?

- A likert
- B matched
- C quasi
- D unstructured

Your answer ☐

[1]

20.

Because I'm happy

The word happy is repeated 56 times in Pharrell Williams' song "Happy". But what is happiness? What makes people happy and why? Knowing more about this key emotion would be interesting and could even be beneficial to help understand and treat some affective disorders (such as depression). However, happiness may be unique to each individual so a more personal approach using a self-report is needed to find out more about people's ideas and experiences of this emotion.

A team of psychologists is considering conducting self-report research into people's ideas and experiences of happiness.

Outline what the self-report research method involves.

-----[2]

21. Which is true of a quasi experiment?

- A has a naturally occurring independent variable
- B has an artificial independent variable
- C has no independent variable
- D has two independent variables

Your answer ☐

[1]

22. Which of these is not a type of interview?

- A semi-structured
- B structured
- C unstructured
- D unsupported

Your answer ☐

[1]

23. Which of the following best describes the research methods used in the study of moral development conducted by Kohlberg (1968)?

- A** field experiment and observation
- B** field experiment and self-report
- C** longitudinal and observation
- D** longitudinal and self-report

Your answer ☐

[1]

24. In the study by Moray (1959) investigating auditory attention, what best describes the research method used?

- A** field experiment
- B** laboratory experiment using a mixture of repeated measures and independent measures design
- C** laboratory experiment using independent measures design
- D** quasi experiment

Your answer ☐

[1]

25. In which type of correlation do both variables increase at the same or similar rate?

- A** negative
- B** positive
- C** skewed
- D** zero

Your answer ☐

[1]

Phombies (talk, don't walk!)

People seem to use their mobile phones more and more these days and it seems we prefer to text than actually talk to other people at times. When out and about some people even use their phone whilst still walking, looking like some kind of phone zombie (phombie), often so fixated on their display screen that they are completely oblivious of other people and their surroundings.

One psychologist conducted an observation study in a busy town centre to investigate this further and see if there was a difference in males' and females' use of the phone whilst walking. The data is presented below.



Number of males and females walking or not walking whilst using their mobile phone in a town centre		
	Walking whilst using phone	Not walking whilst using phone
Males	84	32
Females	58	26

Outline **two** conclusions that can be made from the data collected in this study.

[4]

27. In the study of hemispheric disconnection by Sperry, what is the decimal for the duration in seconds that images were presented to the visual fields?

- A 0.001
- B 0.01
- C 0.1
- D 1.0

Your answer ☐

[1]

28. When conducting research, what is the name of the group of people that we want to study and apply the results to?

- A** cohort
- B** participants
- C** population
- D** population

Your answer

☐

[1]

29. In an experiment, which of the following best describes what 'control' refers to?

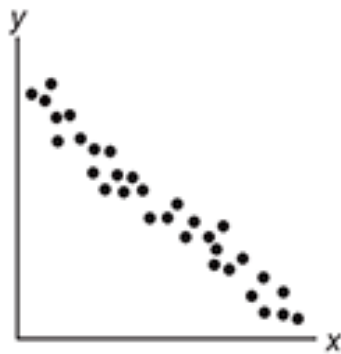
- A** apart from the IV, keeping as many other things the same as possible
- B** apart from the DV, keeping as many other things the same as possible
- C** restricting participants to a specific amount of time to complete tasks
- D** restricting participants to a specific number of attempts to complete the tasks

Your answer

☐

[1]

30. Which correlation coefficient best relates to the data displayed in this scatter diagram?



- A** -0.7
- B** -0.07
- C** +0.7
- D** +0.07

Your answer

☐

[1]

31. What does the null hypothesis in an experiment state?

- A** there will be an effect of the IV on the DV
- B** there will not be an effect of the IV on the DV
- C** there will be a relationship between the IV and the DV
- D** there will not be a relationship between the IV and the DV

Your answer

☐

[1]

32. Which is true of a field experiment?

- A** has an independent variable
- B** has an independent variable that cannot be manipulated
- C** has an independent variable that is always naturally occurring
- D** has no independent variable

Your answer

☐

[1]

33. Which is true of a naturalistic observation?

- A** always conducted in an outdoor location
- B** conducted in a place where the behaviour studied usually occurs
- C** has a naturally occurring independent variable
- D** has data collected by someone who is part of the research team

Your answer

☐

[1]

34. Which of these is the name of an interviewing technique where the researcher has no pre-planned questions?

- A** free form
- B** open
- C** unplanned
- D** unstructured

Your answer

☐

[1]

35.

A question of morality

How do young children know right from wrong, what is good or bad or kind or unkind? Are there some things that are common to all children that underpin our sense of morality and shape the way we think about such things? The only way psychologists can investigate people's thoughts about such things is to ask them questions using the self-report method.

Outline **one** strength of the use of an interview rather than a written questionnaire in this study.

[3]

36. Put the letter of the correct answer in the box provided.

What is the name given when a researcher becomes a member of a group so they can study their behaviour more closely?

- A** naturalistic observation
- B** overt observation
- C** participant observation
- D** unstructured observation

Your answer

[1]

37. Put the letter of the correct answer in the box provided.

What type of experiment is conducted in a real life setting?

- A** field
B lab
C natural
D quasi

Your answer

[1]

38. Put the letter of the correct answer in the box provided.

What type of interview involves **no** preparation of questions beforehand?

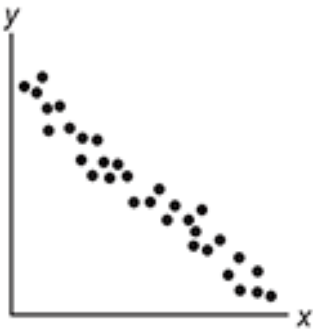
- A open
- B semi-structured
- C structured
- D unstructured

Your answer ☐

[1]

39. Put the letter of the correct answer in the box provided.

What can be said about the variables displayed in the scatter diagram below?



- A as one increases the other decreases
- B as one increases the other increases
- C they are significantly different
- D they are not significantly different

Your answer ☐

[1]

40. Put the letter of the correct answer in the box provided.

Why is the Casey et al. study (neural correlates of the delay of gratification) regarded as a quasi experiment?

- A because an MRI brain scanner was used to measure biological differences
- B because the classification of participants as 'high delayers' or 'low delayers' already existed
- C because the participants were male or female
- D because there was no independent variable

Your answer ☐

[1]

41(a).

Dreaming is something that we all do, regularly, yet despite this we know very little about it. Why is it that some people seem to remember their dreams more than others? Why do some people have pleasant dreams whereas others have nightmares? Perhaps what we have done in the day, or even type of foods we have eaten influence our dreams. Do we have more dreams, or less as we get older? There is clearly much we do not know. To investigate further, psychologists want to use the self-report method to find out more about dreaming.

Evaluate the use of a semi-structured interview in this study.

[illegible]

[6]

(b). What is a semi-structured interview?

[2]

(c). Briefly outline how you could use a semi-structured interview for this study.

[4]

42(a).

An educational psychologist conducted research investigating if there was any correlation between performance in two different but related subjects studied by GCSE students. If a student is good at one, are they also good at the other, and if they perform poorly in one does that mean that they will also struggle to do well in the other one? Data from a small sample is presented in the table below.

Table showing test results from two different subjects studied by a group of participants		
Participant	Maths test score	Physics test score
a	20	23
b	15	17
c	6	24
d	28	30
e	8	12
f	11	14
g	22	24
h	4	7

Suggest **two** strengths of using correlation in this study.

[4]

(b). Suggest **two** weaknesses of using correlation in this study.

[4]

43. Which of these best describes a quasi experiment?

- A dependent variable is directly manipulated
- B dependent variable is not directly manipulated
- C independent variable is directly manipulated
- D independent variable is not directly manipulated

Your answer ☐

[1]

44. What type of observation is conducted in a real-life setting where participants are not usually aware they are being studied?

- A ecological
- B naturalistic
- C realistic
- D secretive

Your answer ☐

[1]

45. Which variable was negatively correlated with length of time as taxi driver in the Maguire et al. study?

- A volume of grey matter in the anterior hippocampus
- B volume of grey matter in the central hippocampus
- C volume of grey matter in the hippocampus
- D volume of grey matter in the posterior hippocampus

Your answer ☐

[1]

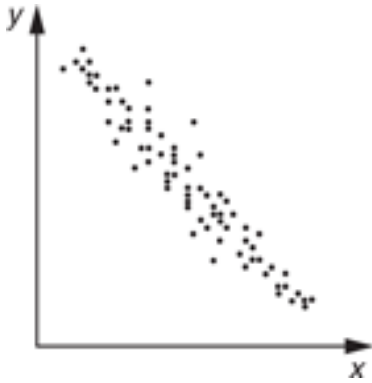
46.

Travel log. How do people pass the time on a long journey? Some people seem to cope better than others and manage to keep themselves occupied or simply don't mind (perhaps even enjoy) the rest. Others find it more difficult and can become bored and restless. Psychologists want to use the naturalistic observation method to investigate this and find out if some types of behaviour and actions are more common than others.

Outline **one** strength and **one** weakness of using the naturalistic observation method in this study.

_____ [6]

49. What description best describes the type of correlation shown in this scatter diagram?



- A strong negative correlation
- B strong positive correlation
- C weak negative correlation
- D weak positive correlation

Your answer ☐

[1]

50. Which of the following pieces of research could only be investigated as a quasi (rather than laboratory) experiment?

- A the effect that colour has on the taste of food
- B the effect that noise has on the ability to concentrate
- C the effect that sleep has on mood
- D the effect that spending time in a care home has on children's social development

Your answer ☐

[1]

51. What two variables showed a negative correlation in the data analysis from the Levine et al. study into cross-cultural altruism?

- A overall help and average age of the population
- B overall help and average family size
- C overall help and economic wealth (purchasing power parity- ppp)
- D overall help and number of people present at the time

Your answer ☐

[1]

52. A psychologist used a small office at a doctor's surgery to secretly observe the body language of people in the waiting room using a pre-prepared table of behavioural categories. What type of observation is this?

- A** controlled non-participant observation
- B** covert structured observation
- C** overt naturalistic observation
- D** unstructured participant observation

Your answer

☐

[1]

53. What was Milgram (1963) unable to control in his experiment into obedience?

- A** how Mr Wallace interacted with the participant
- B** the comments used as prods
- C** the confederate acting as the experimenter
- D** the increments in voltage

Your answer

☐

[1]

54.

A psychologist used an observation to investigate the effect of environment on individuals' need for personal space. They decided to carry out a covert observation in three settings: a nightclub, a college library and the changing room in a leisure centre. Members of the public using the facilities made up the sample. The psychologist observed key behaviours, such as reduced eye contact, defensive body posture and movement away from people.

Outline **one** strength of using an observation compared to self-report.

[2]

55. Which is the name of a type of interview?

- A** closed
- B** likert
- C** quasi
- D** structured

Your answer

☐

[1]

56. Which one of the following is a feature of **all** experiments?

- A** direct manipulation of the independent variable
- B** measurement of a dependent variable
- C** random allocation of participants to conditions
- D** use of controlled environment

Your answer

☐

[1]

57. What type of questions featured in the self-report questionnaires used by Chaney et al. in the 'funhaler study'?

- A** closed
- B** open
- C** qualitative
- D** semantic differential

Your answer

☐

[1]

58.

Dreaming is something that we all do, regularly, yet despite this we know very little about it. Why is it that some people seem to remember their dreams more than others? Why do some people have pleasant dreams whereas others have nightmares? Perhaps what we have done in the day, or even type of foods we have eaten influence our dreams. Do we have more dreams, or less as we get older? There is clearly much we do not know. To investigate further, psychologists want to use the self-report method to find out more about dreaming.

Explain **one** strength and **one** weakness of using the self-report method in this study.

[illegible]

[6]

59. What is the name of the variable that is measured in an experiment?

- A** confounding
B dependent
C extraneous
D independent

Your answer

[1]

- A** Bandura et al. (transmission of aggression)
- B** Casey et al. (neural correlates of delay of gratification)
- C** Milgram (obedience)
- D** Sperry (split brains)

[1]

Do like me. The extent to which people mimic each other's behaviour (e.g. fold arms at the same time) is often regarded as an indicator of how well they are getting on together, especially if in a romantic relationship. A psychologist wants to conduct a study using the observation method to investigate this by studying the behaviour of couples having a drink in a bar. Behaviour was observed every 10 minutes during a period from 8 pm to 10 pm.

[3]

[3]

62.

Do like me. The extent to which people mimic each other's behaviour (e.g. fold arms at the same time) is often regarded as an indicator of how well they are getting on together, especially if in a romantic relationship. A psychologist wants to conduct a study using the observation method to investigate this by studying the behaviour of couples having a drink in a bar. Behaviour was observed every 10 minutes during a period from 8 pm to 10 pm.

Explain the difference between a naturalistic observation and a controlled observation.

[2]

63(a).

A psychologist carried out a quasi-experimental study to investigate if there is a difference in job satisfaction levels depending on working environment. He looked specifically at whether there was a difference between office workers who had their own personal desk and those that had to ‘hot desk,’ i.e. had no particular desks and shared all desks with others.

He approached two separate insurance companies – one that used ‘hot desking’ and one where people had their own personal desk – who agreed to the psychologist interviewing a random sample of employees. A structured interview was used where each employee was rated on how much they enjoyed their job using a scale from 1 to 10, with 10 indicating high job satisfaction.

The results from the study are shown in the table below.

A table to show the frequency of job satisfaction ratings and median ratings for employees working in a hot desking office and employees working in an office with personal desks.

Job Satisfaction Rating	Frequency (tally) from Hot Desking office	Frequency (tally) from Personal Desk office
1	2	0
2	3	2
3	3	2
4	3	4
5	10	8
6	6	8
7	4	8
8	4	0
9	1	0
10	0	0
Median Rating	5	5.5
Range	9	6

Outline what is meant by a quasi experiment.

[2]

(b). Explain why the investigation into job satisfaction levels is an example of a quasi experiment.

[2]

A psychologist carried out a quasi-experimental study to investigate if there is a difference in job satisfaction levels depending on working environment. He looked specifically at whether there was a difference between office workers who had their own personal desk and those that had to ‘hot desk,’ i.e. had no particular desks and shared all desks with others.

He approached two separate insurance companies – one that used ‘hot desking’ and one where people had their own personal desk – who agreed to the psychologist interviewing a random sample of employees. A structured interview was used where each employee was rated on how much they enjoyed their job using a scale from 1 to 10, with 10 indicating high job satisfaction.

The results from the study are shown in the table below.

A table to show the frequency of job satisfaction ratings and median ratings for employees working in a hot desking office and employees working in an office with personal desks.

Job Satisfaction Rating	Frequency (tally) from Hot Desking office	Frequency (tally) from Personal Desk office
1	2	0
2	3	2
3	3	2
4	3	4
5	10	8
6	6	8
7	4	8
8	4	0
9	1	0
10	0	0
Median Rating	5	5.5
Range	9	6

The psychologist used a structured interview to collect the data.

Describe how a structured interview is different from an unstructured interview.

65. Which is a type of observation in psychological research?

- A participant
- B population
- C practical
- D principal

[1]

66. What is a strength of using a questionnaire to carry out psychological research?

- A high response rates are guaranteed, giving representative data
- B questions can be changed in order to follow new lines of enquiry
- C respondents are unable to lie in their answers, giving reliable data
- D responses can be compared to identify patterns in data

[1]

67. What is a weakness of using an overt observation in psychological research?

- A high risk of observer effect
- B low levels of ecological validity
- C poor generalisability to population
- D reduced inter-rater reliability

[1]

68.

A psychologist was interested in the relationship between individuals' language ability and their physical co-ordination. She used a correlational analysis to investigate this in a self-selected sample of 34 adult participants.

Each participant completed a language ability test. This test involved both having to spell a list of 20 words and answering 20 closed questions on the meaning of words. The participants' physical co-ordination was then calculated by rating them on six different tasks including balancing on a beam, catching a ball and copying a dance routine.

The psychologist's hypothesis predicted a significant negative correlation.

Using this information above, explain what she was expecting the results to show.

[2]

69(a).

A psychologist conducted an observation study to investigate how people react when walking towards each other along a corridor in a building where lots of different office staff work. To do this, she asked for permission to set up hidden cameras for a day to record people's encounters along one of the main corridors connecting one part of the building to another. The results from the study are shown in the table below.

Table 1: Different behaviours observed as two people approach each other in a corridor

Avoids eye contact	Smiles	Says hello	Makes eye contact	nods	total
80	48	40	24	8	200

Explain what is meant by a covert observation.

[2]

(b). Evaluate the use of covert observation in this study.

[4]

70. What is the name given to the type of observation where one of the research team becomes a member of the group that is being observed?

- A** covert
- B** naturalistic
- C** overt
- D** participant

Your answer

[1]

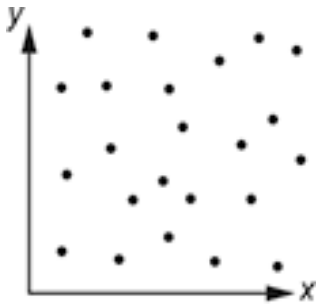
71. Which of these best describes an unstructured interview?

- A** one where there are no fixed number of questions
- B** one where there are no open questions
- C** one where there are no pre-planned questions
- D** one where there are no time limits for respondents to answer

Your answer

[1]

72. What type of correlation best describes the data displayed in this scatter diagram?



- A** negative correlation
- B** no correlation
- C** positive correlation
- D** weak correlation

Your answer

[1]

73.

TV treats. People often eat snack foods, such as crisps, nuts and chocolate whilst watching TV. It may be that the more TV that is watched, the more snack foods are eaten. To investigate this a psychologist wants to use the correlation technique to see if there is a relationship between the amount of TV watched and snack foods eaten.

*Explain how you would conduct a study using the correlation technique to investigate if there is a relationship between the amount of TV watched and snack foods eaten. Justify your decisions as part of your explanation. You must refer to:

- how the participants would be obtained
- how data for each of the measured variables would be obtained
- the control of at least one extraneous variable.

You should use your own experience of practical activities to inform your response.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

74(a).

TV treats. People often eat snack foods, such as crisps, nuts and chocolate whilst watching TV. It may be that the more TV that is watched, the more snack foods are eaten. To investigate this a psychologist wants to use the correlation technique to see if there is a relationship between the amount of TV watched and snack foods eaten.

Describe **one** strength of using the correlation technique in this study.

31

(b). Describe **one** weakness of using the correlation technique in this study.

31

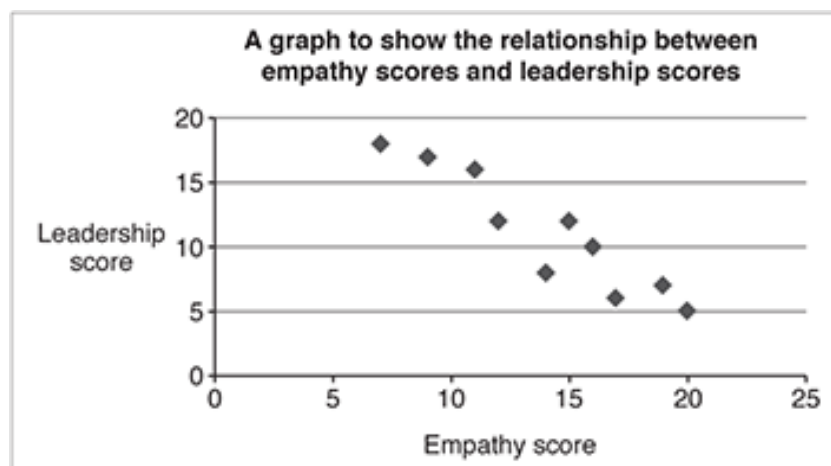
75.

TV treats. People often eat snack foods, such as crisps, nuts and chocolate whilst watching TV. It may be that the more TV that is watched, the more snack foods are eaten. To investigate this a psychologist wants to use the correlation technique to see if there is a relationship between the amount of TV watched and snack foods eaten.

Explain what the term 'positive correlation' refers to.

[2]

76. Look at the following scatter diagram.



Which is the best estimate of the correlation coefficient for the above data?

- A -0.7
- B -0.2
- C +0.2
- D +0.7

Your answer

[1]

77. What is the name for the type of interview in which some of the questions to be asked are compiled beforehand and others made up while the interview is being conducted?

- A** semi-constructed
- B** semi-detached
- C** semi-structured
- D** semi-unstructured

Your answer

☐

[1]

78. What is a quasi-experiment?

- A** the independent variable cannot be directly manipulated
- B** the independent variable is directly manipulated
- C** there is more than one independent variable
- D** there is no independent variable

Your answer

☐

[1]

79.

Furry friends. Some research suggests that animals can help people feel less lonely. To investigate this further a psychologist wants to conduct an experiment to study the effect of caring for pets on elderly people living in one large residential home called 'The Oaklands' which has a total of 125 men and women aged between 60 and 95.

* Explain how you would use the experimental method to conduct this research. Justify your decisions as part of your explanation.

In your answer, the required features that you must refer to are:

- the experimental design you would use
- how the dependent variable will be measured
- the control of at least one extraneous variable.

You should use your own experience of practical activities to inform your response.

80.

Furry friends. Some research suggests that animals can help people feel less lonely. To investigate this further a psychologist wants to conduct an experiment to study the effect of caring for pets on elderly people living in one large residential home called ‘The Oaklands’ which has a total of 125 men and women aged between 60 and 95.

Outline **one** advantage of conducting this research in a real-life setting.

[2]

81.

A psychologist conducted an observation study to investigate how people react when walking towards each other along a corridor in a building where lots of different office staff work. To do this, she asked for permission to set up hidden cameras for a day to record people’s encounters along one of the main corridors connecting one part of the building to another. The results from the study are shown in the table below.

Table 1: Different behaviours observed as two people approach each other in a corridor

Avoids eye contact	Smiles	Says hello	Makes eye contact	Nods	total
80	48	40	24	8	200

This study is an example of a structured observation. What is a structured observation?

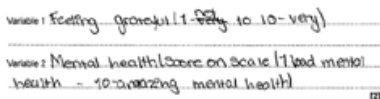
[2]

END OF QUESTION PAPER

Mark scheme

Question			Answer/Indicative content	Marks	Guidance										
1			Outline one strength of conducting this study as a laboratory experiment. <table><tr><td colspan="2">Likely answers: high levels of control over extraneous variables, ability to establish cause and effect, more able to replicate than field experiments, standardisation allowing replication</td></tr><tr><td colspan="2">Clear outline of strength in context.</td></tr><tr><td>Clear outline of strength but not in context.</td><td>OR attempted outline of strength in context.</td></tr><tr><td colspan="2">Identification of or attempt to outline strength (whether in context or not).</td></tr><tr><td colspan="2">The candidate has not provided any creditworthy information</td></tr></table>	Likely answers: high levels of control over extraneous variables, ability to establish cause and effect, more able to replicate than field experiments, standardisation allowing replication		Clear outline of strength in context.		Clear outline of strength but not in context.	OR attempted outline of strength in context.	Identification of or attempt to outline strength (whether in context or not).		The candidate has not provided any creditworthy information		Max 3 3 2 1 0	Context = concentration, slippers, shoes, learning, primary school children etc. Do not accept comments related to the choice of experimental design as this is not the experimental method. NB: Only first response is marked <u>Examiner's Comments</u> Candidates were confident with the strengths of lab experiments and better responses referred to the control of extraneous variables and how this strengthens confidence in cause and effect. Equally successful responses referred to standardisation, which enables replication to check for consistency of results. Weaker responses lost marks as they did not always include clear evidence of the controls or standardisation (i.e. no context) as well as for their confusion of validity/reliability, such as attributing reliability to cause and effect.
Likely answers: high levels of control over extraneous variables, ability to establish cause and effect, more able to replicate than field experiments, standardisation allowing replication															
Clear outline of strength in context.															
Clear outline of strength but not in context.	OR attempted outline of strength in context.														
Identification of or attempt to outline strength (whether in context or not).															
The candidate has not provided any creditworthy information															
			Total	3											
2			B		semi-structured interviews										
			Total	1											
3			A		-0.94 <u>Examiner's Comments</u> Many candidates responded well to this question, however some candidates opted for D incorrectly, suggesting that candidates were guided by the negative sign rather than the coefficient to determine the strength of the relationship.										
			Total	1											

4			C	1	Skew <u>Examiner's Comments</u> Many answered correctly however there was still a large number of incorrect answers.								
			Total	1									
5			Outline <u>one</u> strength of using an interview rather than a written questionnaire in this study. <u>Answers could include:</u> - As an interview is face to face, the interviewer can clarify what questions mean/respondent can ask for clarification which is more difficult to do with a questionnaire as the researcher is not always present. - As an interview is face to face, the interviewer can respond better to how participants are reacting to the questions which isn't always possible to do with a questionnaire. - As an interview is a conversation, the interviewer can reassure participants if needed at any stage which isn't always possible with a questionnaire. <table><tr><td colspan="2">Clear outline of strength in context</td></tr><tr><td>Attempt to outline strength in context</td><td>OR Clear outline of strength but not in context</td></tr><tr><td colspan="2">Brief and/or weak attempt to outline strength (whether in context or not)</td></tr><tr><td colspan="2">The candidate has not provided any creditworthy information</td></tr></table>	Clear outline of strength in context		Attempt to outline strength in context	OR Clear outline of strength but not in context	Brief and/or weak attempt to outline strength (whether in context or not)		The candidate has not provided any creditworthy information		Max 3 3 2 1 0	Context = mental health, grateful, feelings, etc. Don't accept responses related to data types as both qualitative and quantitative data can be collected in an interview or a questionnaire. For a 'clear outline', candidates must indicate within the answer why this is a strength of an interview in comparison to a questionnaire. <u>Examiner's Comments</u> The distribution of marks was similar across the range of marks available on this question. Those who didn't gain any marks often gave a generic weakness of a self-report method rather than directly answering the question. Those who scored well were able to suggest a strength of an interview rather than a written questionnaire; they were able to add context and also elaborate on why this was a strength or a weakness.
Clear outline of strength in context													
Attempt to outline strength in context	OR Clear outline of strength but not in context												
Brief and/or weak attempt to outline strength (whether in context or not)													
The candidate has not provided any creditworthy information													
			Total	3									
6			Suggest two variables that could be correlated in this study to investigate the relationship between feeling grateful and mental health/well-being. <u>Answers could include:</u>	Max 2 [1+1] 1 0	Context = mental health, grateful, feelings, etc. Must be clear how the variables are/can be quantified for use in a correlation analysis. Must be indicative of ordinal data. <u>Examiner's Comments</u>								

			• Ratings of how grateful people feel (1-10) and self-ratings of mental well-being (1-10). • Number of things people report feeling grateful for and self-ratings of mental well-being (1-10). Suggestion of a clearly quantified variable in context The candidate has not provided any creditworthy information		Most candidates got this question incorrect. This was often due to there not being an indication of how these variables could be quantified and therefore employed in a correlational analysis. For example, simply stating ‘what they are grateful for’ (which could be qualitative) rather than ‘the number of things they are grateful for’. Exemplar 2  Exemplar 2 shows an acceptable candidate answer to this question where the variables are clearly quantified and so can be used in a correlational analysis.
			Total	2	
7		B			covert <u>Examiner’s Comments</u> The majority of candidates responded well to this question. Some candidates chose option C incorrectly.
			Total	1	
8		A			alternative measures <u>Examiner’s Comments</u> The majority of candidates responded well to this question. Incorrect responses were varied.
			Total	1	
9		Positive evaluation points could include reference to standardisation and control features able to be employed (e.g. same level of aroma in rooms, room layout made consistent across conditions) etc Negative evaluation points could include possible issues related to demand characteristics and possible reduction in ecological validity (depending on how conducted) etc	Max 6	Context = aroma, smell, scent, fragrance, litter, any example of litter (e.g. wrappers, rubbish) cleanliness etc Annotation – CONT for when the point is in context. Accept positive and/or negative evaluation points as creditworthy Do not accept as creditworthy comments related to choice of	

			5 marks One clear evaluation point in context and one attempt whether in context or not OR Clear evaluation with two or more points with one in context - 5-6 6 marks Clear evaluation with two or more points in context - 5-6 Clear evaluation with two or more points but not in context - 3-4 OR one clear evaluation point in context - 3-4 4 marks Attempt at two points or more points, one in context and one not in context 3 marks Attempt at one point in context and one or more brief or weak attempt at evaluation (whether in context or not) - 3-4 Brief or weak attempt at evaluation (whether in context or not) - 1-2 One clear evaluation point but not in context - 1-2 The candidate has not provided any creditworthy information - 0		experimental design as this is not the experimental method 1-2 marks could include a number of points but not developed (whether in context or not) <u>Examiner's Comments</u> Good responses tended to outline two evaluation points using a point, explain, context structure. There was a wide range of suitable points. Candidates effectively focused on high control of extraneous variables/standardisation of procedure and problems with ecological validity and demand characteristics. These points were often clearly explained and contextualised well. Weaker responses did not always include clear evidence of the controls or standardisation e.g. candidates just stated the independent variable and not any actual controls e.g. using the same diffuser to release the smell of lemons. Some responses just listed strengths and weaknesses without any explanation of terminology or contextualisation. The minority of candidates evaluated the experimental design as opposed to the experimental method, but this was less so than usual on these questions. This could be possibly because the independent measures design had already been asked about so this helped to remind candidates of the difference between the method and design.
			Total	6	
10			D	1	<u>Examiner's Comments</u> The minority candidates were able to identify the correct response but many were incorrect.
			Total	1	
11			C	1	<u>Examiner's Comments</u>

					Some candidates inaccurately identified B as their response.
			Total	1	
12			Likely answers: may increase demand characteristics / social desirability responses so lower validity; more time consuming; less able to standardise delivery of questions etc. 3 mark answer: Clear outline of weakness in context 2 mark answer: Clear outline of weakness but not in context OR Attempt to outline weakness in context 1 mark answer: Brief and/or weak attempt to outline weakness (whether in context or not) 0 marks: No credit worthy information	3	Context - mental illness, psychiatric, attitudes etc Note: Comparative language or implied reference to questionnaire is needed for full marks <u>Examiner's Comments</u> Many candidates gained 2 of 3 marks here. Lost marks were usually due to not comparing an interview to a questionnaire or not contextualising the response to the scenario. Exemplar 2 Exemplar 2 demonstrates a clear outline of a weakness in context. The weakness is compared to the questionnaire to make it clear the candidate is addressing the question.
			Total	3	
13			C	1	<u>Examiner's Comments</u> Most candidates answered this correctly with some inaccurately answering A as their response.
			Total	1	
14			A	1	<u>Examiner's Comments</u> The majority of candidates answered this correctly.
			Total	1	
15			B significant negative correlation		<u>Examiner's Comments</u> This was answered correctly by most of the candidates. Some candidates chose option C incorrectly.

			Total	1							
16			C Overt		<u>Examiner's Comments</u> Answered correctly by the majority candidates. Some candidates chose option B incorrectly.						
			Total	1							
17			Likely answers: The artificiality of the setting may produce unnatural behaviour that does not reflect real life, i.e., low ecological validity. This means it would not be possible to generalise the findings to a real-life setting. Demand characteristics or experimenter effects may bias the results and become confounding variables <table border="1"><tr><td colspan="2">Clear outline of weakness in context</td></tr><tr><td>Clear outline but not in context</td><td>Attempted outline in context</td></tr><tr><td colspan="2">Brief and/or weak attempt (whether in context or not)</td></tr></table> The candidate has not provided any creditworthy information	Clear outline of weakness in context		Clear outline but not in context	Attempted outline in context	Brief and/or weak attempt (whether in context or not)		Max 3 3 2 1 0	Context = friendliness, hand-shaking etc. <u>Examiner's Comments</u> There were many good, clear responses to this question with popular weaknesses including lack of ecological validity and demand characteristics which were often contextualised and made clear why these are weaknesses. Less successful responses were often underdeveloped with the weaknesses just being identified without being explained. An error in some responses was to identify demand characteristics as the weaknesses but then outline social desirability which showed lack of understanding of how these two are different in psychology.
Clear outline of weakness in context											
Clear outline but not in context	Attempted outline in context										
Brief and/or weak attempt (whether in context or not)											
			Total	3							
18			Likely answers could include: dishonesty (lowering validity); demand characteristics (lowering validity); comprehension of questions asked (affecting reliability and / or validity) etc For each weakness: 2 mark answer: Clear outline of weakness in context 1 mark answer: Clear outline of weakness but not in context OR attempted outline of weakness in context 0 marks: No creditworthy response	Max 2+2	-Context = happy, happiness, comedy, emotion etc Identification of weakness in context award 1 mark Identification of weakness not in context award 0 marks A weakness that is specific to a type of question (e.g. rating scale) that is not a weakness for all self-reports is not creditworthy.						

			Total	4	
19			D	1	
			Total	1	
20			The self-report method involves obtaining data from participants through responses to questions. 2 mark answer: Clear outline of one feature of self-report method Possible answers: • Uses questions to obtain responses from participants • Likert and semantic rating scales can be used to get opinions from participants 1 mark answer: Identification of one feature Possible answers: • Uses questions • Involves scales 0 marks: No creditworthy response	2	Three ways to outline feature of self-report (award 2 marks): 1 general comment on question and response, e.g. uses questions to obtain responses from participants 2 outline of two features of questionnaires or interviews e.g. open / closed questions, types of scales: semantic / Likert, structure / unstructured interviews, 3 two methods of data collection outlined e.g. questionnaires and interviews
			Total	2	
21			A	1	
			Total	1	
22			D	1	
			Total	1	
23			D	1	
			Total	1	
24			laboratory experiment using a mixture of repeated measures and independent measures design B	1	
			Total	1	
25			B positive	1	

			Total	1	
26			For example: Overall, most people walk whilst using their mobile, which suggests that they may think they are too busy to stop whilst doing what they are on their phone; more males than females walk whilst using their phone, which suggests that females may be more self-conscious of using their phone whilst walking than males and prefer to stop whilst doing so. Up to 2 marks for each conclusion 2 mark answer: Clear outline of conclusion in context 1 mark answer: Clear outline of conclusion but not in context OR Attempted outline of conclusion in context 0 marks: No credit worthy information	Max 4	Context = mobile, phone, walk(ing), texting etc Must be conclusions (interpretation of data), and not simply stating findings (if so cap at 1 mark max, whether one or two findings stated)
			Total	4	
27			C	1	
			Total	1	
28			C	1	
			Total	1	
29			A	1	
			Total	1	
30			A	1	
			Total	1	
31			B	1	
			Total	1	
32			A has an independent variable	1	<u>Examiner's Comments</u> Answered correctly by many candidates. Some candidates chose option C incorrectly.
			Total	1	

33			B conducted in a place where the behaviour studied usually occurs	1	<u>Examiner's Comments</u> Answered correctly by most candidates. Incorrect choices by candidates were varied.
			Total	1	
34			D unstructured	1	<u>Examiner's Comments</u> Nearly all candidates answered this question correctly.
			Total	1	
35			Likely answers: can see participant's response; can seek clarification / elaboration on points made; can explain questions better. In comparison to a questionnaire. Clear outline of strength in context with explicit reference to a questionnaire. Attempt to outline strength in context OR Clear outline of strength but not in context Brief and/or weak attempt to outline strength (whether in context or not) The candidate has not provided any creditworthy information	Max 3 3 2 1 0	-Context = morality, morals, good/bad, right/wrong participants are more likely to be honest is creditworthy. <u>Examiner's Comments</u> Generally answered well but many candidates did not contextualise and could not attain the full 3 marks available.  Afl Centres should encourage candidates to ensure they always contextualise their answers when a question includes the phrase "in this study"
			Total	3	
36			C	1	<u>Examiner's Comments</u> Most answered this correctly
			Total	1	
37			A	1	<u>Examiner's Comments</u> Mostly answered correctly but a small number gave C as their response.
			Total	1	
38			D	1	<u>Examiner's Comments</u> Most answered this correctly

			Total	1						
39		A		1	<u>Examiner's Comments</u> A number of candidates found interpreting the scatter graph problematic and gave an incorrect response to this question. However later, on question 24, most candidates were able to draw a scatter graph correctly Afl Centres should make sure that candidates can demonstrate knowledge and understanding of the process and procedures involved in collection, analysis and presentation of a range if different data (as outlined on page 7 of the specification)					
			Total	1						
40		B		1	<u>Examiner's Comments</u> . Answered correctly by most candidates. A minority of candidates chose option D incorrectly.					
			Total	1						
41	a	The preparation of some specific questions about dreaming prior to the interview allows standardisation of a core set of questions common to all participants, whilst the ability to ask new, individual and extra questions as the interview proceeds can allow a greater variety of information about different people's dreams and dreaming behaviour to be studied, thereby increasing overall validity. However, interpreting responses to some questions, especially those created as the interview unfolds could be problematic etc <table><tr><td colspan="3">Detailed evaluation with reference to 2 or more points context</td></tr><tr><td>Reasonable evaluation.</td><td>OR two (or more</td><td>OR one evaluation</td></tr></table>	Detailed evaluation with reference to 2 or more points context			Reasonable evaluation.	OR two (or more	OR one evaluation	Max 6 5-6 3-4	-Context = 'dream(s)', 'dreaming' etc -Accept both positive and negative evaluation points here -Points related to the general use of an interview and / or open or closed questions are not creditworthy -For top band must have at least two points, both in context <u>Examiner's Comments</u> Some candidates simply referred to features of a standard interview (or even more generally a self-report questionnaire) here, referring to things such as the ability to obtain a
Detailed evaluation with reference to 2 or more points context										
Reasonable evaluation.	OR two (or more	OR one evaluation								

			Two (or more) points made, but one is weaker / less clear than the other, or not in context points) made but not in context point discussed in detail and in context	1-2 0	lot of information and the risk of demand characteristics. The best responses here focused on things unique to a semi-structured interview, such as the flexibility afforded by being able to ask new, additional questions as the interview unfolds and the opportunity to obtain information that would not otherwise be possible through the use of a standard interview.
			Brief and / or unclear evaluation whether in context or not The candidate has not provided any creditworthy information		
	b		A semi-structured interview is one in which some specific questions to ask are prepared in advance, whilst others are created at the time of the interview Clear explanation of what a semi-structured interview is Attempt to explain what a semi-structured interview is but lacks some clarity The candidate has not provided any creditworthy information	Max 2 2 1 0	-Do not credit responses that <i>only</i> explain the use of predetermined questions and do not refer to the use of questions compiled / arising at the time of the interview <u>Examiner's Comments</u> Some candidates struggled with this question and did not convey enough knowledge to distinguish between a standard structured interview and a semi-structured one. The best responses identified that a combination of some pre-determined questions, together with some new questions derived as the interview unfolds in response to the predetermined ones, was involved.
	c		Involves the preparation of some specific questions relating to dreaming and dreaming habits prior to undertaking the interview (e.g. about the themes in people's dreams, or how often they remember their dreams). Also, thinking of some questions to ask as the interview is being conducted (e.g. in response to answers / replies given to other questions asked). Clear outline of how a semi-structured interview could be used in this study in context. For 4 marks it must be clear that the additional (un-prepared) questions arise in response to the pps answers, rather than having been set previously.	Max 4 3-4 1-2	-Context = 'dream(s)', 'dreaming' etc -It is not necessary to write any specific questions here to illustrate the creation of material completed before the interview starts (although this would help produce a more clear response). Categories of questions would be sufficient. <u>Examiner's Comments</u> Candidates who struggled with the previous linked question also found this one difficult. Once again, some candidates did not provide enough information to distinguish between a standard structured interview and a

		Clear outline of how a semistructured interview could be used but not in context OR attempt and / or unclear outline of how a semi-structured interview could be used in context The candidate has not provided any creditworthy information	0	semi-structured one. This was even true of some candidates who achieved full credit in the previous question as the use of examples provided did not always make it clear that some questions would originate from responses made as the interview unfolds.
		Total	12	
42	a	Suggest two strengths of using correlation in this study. Strengths include: able to show relationship between maths and physics scores (especially on a scatter diagram which is easy to assimilate); can use existing data (maths and physics test scores); provides information for further research about the skills / qualities used / needed to do well in maths and physics; etc. 2 marks for each strength as follows: 2 marks: Clear strength outlined in context 1 mark: Clear strength outlined but not in context OR attempt to outline strength in context 0 marks: No creditworthy response.	4	-Context = GCSE, maths, physics 2 x AO2 marks for demonstrating knowledge and application of the correlation technique in this study 2 x AO3 marks for evaluation of the strengths of using correlation in this study
	b	Suggest two weaknesses of using correlation in this study. weaknesses include: does not show cause-and-effect between the ability to perform well in maths and physics; relationships could occur by chance; extraneous variables may be responsible for performance in maths and physics (e.g. completing puzzles etc.); only deals with quantitative data so unable to know <i>why</i> those who perform well in maths also perform well in physics (or vice versa) 2 marks for each weakness as follows:	4	-Context = GCSE, maths, physics 2 x AO2 marks for demonstrating knowledge and application of the correlation technique in this study 2 x AO3 marks for evaluation of the weakness of using correlation in this study

			2 marks: Clear weakness outlined in context 1 mark: Clear weakness outlined but not in context OR attempt to outline weakness in context 0 marks: No creditworthy response.										
			Total	8									
43			D	1									
			Total	1									
44			B	1									
			Total	1									
45			A	1	<u>Examiner's Comments</u> Both these questions reveal the need to be aware of research methods in the context of the core studies, and recognise how delivery of component 2 can facilitate and enhance learning of the content of component 1.								
			Total	1									
46			Strengths could include: participants likely to be unaware they are being observed; no restrictions on participants behaviour; sampling more natural behaviour; increased validity etc Weaknesses could include: recording data can be problematic; demand characteristics / social desirability IF people realise / become aware of being watched; ethical considerations etc <table><tr><td colspan="2">Clear, detailed outline of strength / weakness in context</td></tr><tr><td>Clear, detailed outline of strength / weakness but not in context</td><td>OR attempt to outline strength / weakness in context</td></tr><tr><td colspan="2">Brief and / or weak attempt to outline strength / weakness (whether in context or not)</td></tr><tr><td colspan="2">The candidate has not provided any creditworthy information</td></tr></table>	Clear, detailed outline of strength / weakness in context		Clear, detailed outline of strength / weakness but not in context	OR attempt to outline strength / weakness in context	Brief and / or weak attempt to outline strength / weakness (whether in context or not)		The candidate has not provided any creditworthy information		Max 6 3 2 1 0	-Context = journey (including modes of transport – e.g. car, bus, plan train etc), and / or any relevant related behaviours from the candidates suggested behavioural categories) -Lack of control over extraneous variables and the impact these could have on the findings is creditworthy here -Re ethics and the use of ‘consent’. Some ethical considerations are creditworthy, but using the issue of lack of ‘consent’ as a weakness is not really appropriate if the planned research is described as occurring in a public place – e.g. a train. Consent IS creditworthy as a strength in fact, where the point could be made that as it is a public place direct formal consent is not required. -Reference to research not being replicable on its own without any
Clear, detailed outline of strength / weakness in context													
Clear, detailed outline of strength / weakness but not in context	OR attempt to outline strength / weakness in context												
Brief and / or weak attempt to outline strength / weakness (whether in context or not)													
The candidate has not provided any creditworthy information													

				elaboration (e.g. influence of an extraneous variable) is not creditworthy -Example 1 mark responses could include just saying something like ... <i>-High in ecological validity as a natural environment (coach journey)</i> <i>-strength is more natural behaviour can be observed</i> <i>-participants don't know they're being observed no control over extraneous variables</i> 2 mark example <i>High in ecological validity as a natural environment (coach journey) so common behaviours will be observed</i> <u>Examiner's Comments</u> Most candidates performed very well on this question being able to outline a strength and weakness of the use of the observation method (although some did not do so in context). The vast majority referred to aspects that would make the ecological validity of the study high, although some did not provide enough detail or elaboration (saying little more than high ecological validity because it was a natural setting). Many candidates, for a weakness made incorrect references to the ethical issue of consent, which was not creditworthy here if (as was the case for the majority of candidates) they were describing research to be conducted in a public place (eg a train). There are other, appropriate weaknesses of the observation method (eg problems being able to see / record behaviours clearly) that should have been considered and highlights the need to cover the strengths and weaknesses of the different methodologies in more detail and with more sophistication, rather than a superficial learning of a generic list.
			Total	6

47			B	1	<u>Examiner's Comments</u> Many correct responses to this question, but of those that were not correct all the other (incorrect) options featured, indicating there is some confusion not only about what quasi experiment involves, but also the difference between independent and dependent variables.
			Total	1	
48			A	1	<u>Examiner's Comments</u> Mostly correct responses for this question
			Total	1	
49			A	1	
			Total	1	
50			D	1	
			Total	1	
51			C	1	
			Total	1	
52			B	1	
			Total	1	
53			What was Milgram (1963) unable to control in his experiment into obedience? 1 mark for A – how Mr Wallace interacted with the participant.	1 AO1 1b	
			Total	1	
54			Outline ONE strength of using an observation compared to self-report. 1 mark for a strength of an observation e.g. 'a researcher can see for themselves what people do in a situation', 'it has higher validity' 1 further mark for an elaboration	2 AO3 2a	Do only credit a strength which is implicitly or explicitly an advantage over self-report, e.g. do not credit higher ecological validity as this would imply a comparison with the experimental method.

			which makes explicit comparison with self-report. e.g. 'a researcher can see for themselves what people do in a situation (1) rather than relying on their honesty (1)', 'observation allow psychologists to see how individuals behave in their natural environment (1) whereas self-report relies too much on respondents' insight (1)'. Other appropriate responses should be credited.				
			Total	2			
55			Which is the name of a type of interview? 1 mark for D – structured.	1 AO1 1b (r)			
			Total	1			
56			Which one of the following is a feature of all experiments? 1 mark for B – measurement of a dependent variable.	1 AO1 1b (r)			
			Total	1			
57			A	1	<u>Examiner's Comments</u> Some candidates incorrectly chose option B (open)		
			Total	1			
58			Strengths include: relatively quick and easy to plan and conduct; ability to access thoughts about dreams / dreaming; etc Weaknesses include: validity issues due to dishonesty of responses; interpretation problems; demand characteristics / social desirability responses etc. Up to 3 marks for each strength and 3 marks for each weakness Clear explanation of strength / weakness of the self-report method in context <table><tr><td>Explanation of strength /</td><td>OR Clear explanation of</td></tr></table>	Explanation of strength /	OR Clear explanation of	Max 6 3 2	-Context = 'dream(s)', 'dreaming' etc -Accept strengths and weaknesses related to the use of open and closed questions as part of the self-report method -Accept strengths and weaknesses related to the use any form of selfreport (e.g. interviews) <u>Examiner's Comments</u> There were a lot of good responses to this question, referring to things such
Explanation of strength /	OR Clear explanation of						

			weakness brief and / or lacks clarity but in context strength / weakness of the self-report method but not in context	1 0	as the ability to obtain rich, detailed, qualitative information about things that would be difficult (if not impossible) through any other research method. Good responses also tended to acknowledge potential demand characteristics, and the influence of social desirability when enquiring about potentially sensitive and embarrassing things. However, some candidates did not always answer in context.
			Total	6	
59		B		1	<u>Examiner's Comments</u> Mostly correct responses
			Total	1	
60		B		1	<u>Examiner's Comments</u> This question revealed the need (and the opportunity afforded) to reinforce the learning of research methods through the core studies
			Total	1	
61	a	Likely answers: more natural behaviour of couples recorded; ecological validity high etc Clear description of strength of the observation method in context Attempt to describe strength of observation method in context OR Clear description of strength of observation method but not in context Brief and / or weak attempt to describe strength of observation method (whether in context or not) The candidate has not provided any creditworthy information	Max 3 3 2 1 0	Context = couples, mimic / mimicking, romance / relationship related, bar <u>Examiner's Comments</u> There were many good responses to this question, with the highest scoring candidates providing a clear answer in context	
	b	Likely answers: observer bias; social desirability effect if couples realize they are being observed; practical problems recording behaviours (e.g. view obscured at times) etc	Max 3	Context = couples, mimic / mimicking, romance / relationship related, bar	

			Clear description of weakness of the observation method in context Attempt to describe weakness of observation method in context Brief and / or weak attempt to describe weakness of observation method (whether in context or not) The candidate has not provided any creditworthy information	3 2 1 0	Accept reference to ethical issues as a weakness Examiner's Comments There were many good responses to this question, with the highest scoring candidates providing a clear answer in context
			Total	6	
62			A naturalistic observation takes place in a real life setting whereas a controlled observation is conducted in a setting specifically created / arranged / set-up for the study Difference clearly explained Attempt to explain difference The candidate has not provided any creditworthy information	Max 2 2 1 0	Reference to variables is not necessarily incorrect but there must be a clear enough distinction about how the environment is manipulated in some way to convey understanding of how it differs from a naturalistic observation. Examiner's Comments Some candidates struggled to be able to be able to convey understanding of the difference between a naturalistic and controlled observation. Higher achieving candidates often provided examples that clarified what they said. A more basic response did little more than simply use the words from the actual terms provided in the question itself (e.g. stating that 'a controlled observation was one that was controlled')
			Total	2	
63	a		Outline what is meant by a quasi experiment. 1 mark for recognising that an independent variable and dependent variable are present. 1 mark for knowing that the independent variable pre-exists / is naturally occurring / cannot be directly manipulated. Other appropriate responses should be credited.	2 AO1 1b	

	b	Explain why the investigation into job satisfaction levels is an example of a quasi experiment. 1 mark for identifying the type of office / desk is the independent variable. 1 mark for explaining why / how this is not open to manipulation, e.g. the office are real offices where the type of desks used is decided already. Other appropriate responses should be credited.	2 AO2 g	Either mark can be awarded independently of the other. The first mark can be awarded when the IV is identified implicitly as part of the explanation.
		Total	4	
64		The psychologist used a structured interview to collect the data. Describe how a structured interview is different from an unstructured interview. <u>AO1 – 2 marks</u> Candidates must demonstrate knowledge and understanding of structured and unstructured interviews. 1 mark is achieved for knowing that structured interviews use pre-set questions. 1 mark for knowing that unstructured interviews use questions based on the interviewees' previous answers. <u>AO3 – 1 mark</u> 1 further mark for a distinction which is likely to be evaluative – this may be explicit, e.g. structured interviews are therefore more focused whereas unstructured interviews can explore other lines of enquiry or implicit, e.g. it is easier to compare responses with a structured interview. Other appropriate responses should be credited.	3 2 AO1 1b 1 AO3 2a	Do not credit definitions of either interview where they are implicit or 'obvious opposites'. e.g. structured interviews used pre-set questions whereas unstructured interviews do not. e.g. structured interviews have pre-set questions but the questions have not been decided in unstructured interviews. Do not credit the idea that structured interviews provide quantitative data and unstructured interviews provide qualitative data (as this depends on type of questions not type of interview).
		Total	3	
65		Which is a type of observation in psychological research?	1 AO1 1b (r)	

			1 mark for A – participant.		
			Total	1	
66			What is a strength of using a questionnaire to carry out psychological research? 1 mark for D – responses can be compared to identify patterns in data.	1 AO3 2a	
			Total	1	
67			What is a weakness of using an overt observation in psychological research? 1 mark for A – high risk of observer effect.	1 AO3 2a	
			Total	1	
68			The psychologist's hypothesis predicted a significant negative correlation. Using this information above, explain what she was expecting the results to show. <u>AO1 – 1 mark</u> Candidates will achieve 1 mark for knowledge and understanding of the idea of a negative correlation. For example a mark will be gained for understanding that one variable will increase as the other decreases. <u>AO2 – 1 mark</u> Responses will achieve a mark for applying their knowledge and understanding to the variables in this investigation. Therefore 2 marks will be achieved for an answer similar to this – ‘the psychologist expected individuals with a high score (1) on the language test to score low (1) on the physical coordination test’. Other appropriate responses should be credited.	2 1 AO1 1a 1 AO2 b (m)	If answer is applied to the study but is muddled then limit to 1 mark.
			Total	2	

69	a		An observation in which the participants are unaware that they are being observed by a researcher. Clear outline of what a covert observation is. Attempt to outline what a covert observation is. The candidate has not provided any creditworthy information	Max 2 2 1 0	-Answer does not have to be in context <u>Examiner's Comments</u> Most candidates were able to explain what is involved in a covert observation. However, there was sometimes a lack of clarity that prevented maximum marks from being awarded. For example, in referring to a covert observation as one in which observers "do not give informed consent", or "can't see the researcher". Some candidates also confused covert with overt observation and controlled observation.						
	b		Possible responses could include: sampling of more natural behaviours; increased validity; demand characteristics reduced / eliminated; ethical problems (e.g. consent, invasion of privacy) etc. Accept any other creditworthy responses. Two or more clear points in context <table><tr><td>One point in context with another that is not</td><td>OR one detailed point in context</td></tr><tr><td>Two clear points but neither in context</td><td>OR just one point in context</td></tr><tr><td>Attempt (whether in context or not)</td><td>OR one clear point but not in context</td></tr></table> The candidate has not provided any creditworthy information	One point in context with another that is not	OR one detailed point in context	Two clear points but neither in context	OR just one point in context	Attempt (whether in context or not)	OR one clear point but not in context	Max 4 4 3 2 1 0	-Context = corridor, workplace, office worker etc -Also accept behavioural categories (e.g. smiles) as context in this question. <u>Examiner's Comments</u> Most candidates were able to suggest two or more appropriate evaluation points related to the use of covert observation. However, in order to achieve high band marks responses needed to be contextualised to the research outlined.
One point in context with another that is not	OR one detailed point in context										
Two clear points but neither in context	OR just one point in context										
Attempt (whether in context or not)	OR one clear point but not in context										
			Total	6							
70			D	1	<u>Examiner's Comments</u> Mostly correct answers						
			Total	1							
71			C	1	<u>Examiner's Comments</u>						

					Mostly correct answers, although some candidates did choose option A ('no fixed number of questions')
			Total	1	
72			B	1	<u>Examiner's Comments</u> Mostly correct answers, although some candidates did choose option A ('negative' correlation)
			Total	1	
73			Level of response Good 10-12 marks Details of required features (RFs) included - All 3 required features addressed -Accurate and detailed knowledge and understanding of each feature in context - Good evidence of application of required features in context Justification of decisions made - Appropriate justification of <i>all</i> decisions and <i>some</i> is contextualized -Well developed line of reasoning that is clear and logically structured Level of response Reasonable 7-9 marks Details of required features (RFs) included - All 3 required features addressed -Reasonably accurate and detailed knowledge and understanding of <i>each</i> feature -At least two applications of required features in context Justification of decisions made - Some appropriate justification of decision related to all three required features (7 marks if only two required features justified)	Max 12	Context = reference to TV and snacks - Explicit reference to own practical work and clear links between own work and the planned research for each required feature. e.g. specific mention of aim or procedural features -For top band (good) 10 marks if just one RF linked, 11 marks if two and 12 if all three -If there is no explicit clear link between own practical work and <i>any</i> of the 3 required features caps the mark at 9 maximum. RF1 – sampling technique must be described, not just named (otherwise counts as 'basic') RF2 – must be clear how both variables will be measured for use in a correlation analysis (production of quantitative data) <u>Examiner's Comments</u> There was a mixture of different quality of responses to this question, although many candidates did find it difficult to achieve the higher band marks. The best responses were characterised by taking each of the three required features in turn. Firstly, demonstrating understanding of what was involved and how to address it for the research presented. Next by justifying the decisions made regarding how to address it. Finally,

		-There was a line of reasoning evident with some structure If two required features are addressed in detail and justified in context and explicit links made to own practical work award 8 marks Level of response Limited 4-6 marks Details of required features (RFs) included -Two of the required features addressed -Limited application of required features OR all required features referred to but in a limited way Justification of decisions made -Attempt to justify decision(s) but weak -Evidence of some structure, but weak If one required feature addressed in detail and justified in context and explicit links made to own practical work award 4 marks Level of response Basic 1-3 marks Details of required features (RFs) included -One of the required features addressed -Weak application of required features OR more than one of the required features referred to but in a very brief and/or basic way	drawing upon the candidates own experiences of conducting research themselves and how they learned from this how to conduct the research presented. All of this needed to be discussed in context to obtain marks in the highest band. It is particularly worthy of pointing out the how it should be made clear how the candidates own experiences of conducting research involving the same required features using the same research technique (correlation) should be evident in the response here as an acknowledgement of how/why the suggestions are being made for the research proposed have been derived from the candidates own experiences of conducting practical activities. Many candidates also demonstrated a lack of understanding of what was involved in correlation research, often describing the measurement of the variables as if for an experiment instead, and sometimes explicitly referring the IVs and DVs.
--	--	---	--

			Justification of decisions made -None, or if present very weak				
			Total	12			
74	a		Likely answers: enables the relationship between amount of TV viewed, and amount of snack food eaten to be studied; enables both variables (TV viewing hours and amount of snacks consumed) to be expressed quantitatively; allows data to be plotted on a scatterdiagram etc etc Clear description of strength of correlation in context <table><tr><td>Clear description of strength of correlation but not in context</td><td>OR attempt in context</td></tr></table> Brief and / or weak attempt to describe strength of correlation data (whether in context or not) The candidate has not provided any creditworthy information	Clear description of strength of correlation but not in context	OR attempt in context	Max 3 3 2 1 0	Context = reference to TV and snacks -If using '<i>can see relationship between variables</i>' as strength needs elaboration for full marks – e.g. by stating when the data is plotted on a scatterdiagram, or by outlining how the relationship shown can then be used as the basis for more controlled research investigating cause- and-effect etc. If just simply stating can see relationship easy cap at 1 mark (whether in context or not) -Any reference to cause-and-effect as a strength at any stage of answer = zero
Clear description of strength of correlation but not in context	OR attempt in context						
	b		Likely answers: doesn't show cause-and-effect (whether watching TV makes people eat more snacks or not); affords no insight in to why people may eat more when watching TV etc etc Clear description of weakness of correlation in context <table><tr><td>Clear description of weakness of correlation but not in context</td><td>OR attempt in context</td></tr></table> Brief and / or weak attempt to describe weakness of correlation data (whether in context or not) The candidate has not provided any creditworthy information	Clear description of weakness of correlation but not in context	OR attempt in context	Max 3 3 2 1 0	Context = reference to TV and snacks -If just saying something like ... '<i>doesn't establish cause-and-effect between amount of TV watched and amount of snack foods eaten</i>' without any elaboration, cap at 1 mark <u>Examiner's Comments</u> These questions, requiring a knowledge of the strengths and weaknesses of the correlation technique were best answered using a PEC (point, example, comment) or similar strategy, where a strength/weakness is outlined in general first, then an example of this related to the proposed research (context) and finishing with a justification of how/why the point made was a strength/weakness
Clear description of weakness of correlation but not in context	OR attempt in context						

					(elaboration, providing detail for maximum marks).						
			Total	6							
75			A positive correlation is a relationship between two variables in which the value of one variable increases as the other increases Clear explanation of what a positive correlation is Attempt to explain what a positive correlation is The candidate has not provided any creditworthy information	Max 2 2 1 0	-Any reference to IVs and DVs or cause-and-effect = zero <u>Examiner's Comments</u> Mostly correct answers here						
			Total	2							
76			A	1	<u>Examiner's Comments</u> Most candidates were able to identify this was a negative correlation but some struggled with the strength of the correlation						
			Total	1							
77			C	1	<u>Examiner's Comments</u> Mostly correct						
			Total	1							
78			A	1	<u>Examiner's Comments</u> Generally well answered, but with some occasional responses indicating this type of research had no independent variable at all						
			Total	1							
79			<table><tr><td colspan="2">Level of response Good (10–12 marks)</td></tr><tr><td>Details of required features (RFs) included</td><td>Justification of decisions made</td></tr><tr><td>- All 3 required features addressed - Accurate and detailed</td><td>- Appropriate justification of all decisions and some is contextualized</td></tr></table>	Level of response Good (10–12 marks)		Details of required features (RFs) included	Justification of decisions made	- All 3 required features addressed - Accurate and detailed	- Appropriate justification of all decisions and some is contextualized	Max 12	<u>Examiner's Comments</u> This question needed candidates to refer to three required features (RFs) as part of explaining how a piece of research could be conducted in the specified area. It is worthwhile noting that this rubric will be consistent on all other subsequent papers and use the comments that follow to guide preparation to answer this question in future. To achieve high band marks each required feature needed to be addressed (an explanation provided about how it would be used / implemented), justified (a rationale for
Level of response Good (10–12 marks)											
Details of required features (RFs) included	Justification of decisions made										
- All 3 required features addressed - Accurate and detailed	- Appropriate justification of all decisions and some is contextualized										

		knowledge and understanding of each feature in context - Good evidence of application of required features in context	- Well developed line of reasoning that is clear and logically structured		why it was being used in the prescribed way) and linked to the candidates own practical work in some way. Strong responses addressed each required feature in turn in a detailed and clear way and justified the decisions made in relation to each required feature in context of the research to be conducted. The candidates then went on to make explicit reference to their own practical work they had conducted to explain how this had informed them of the way to plan the proposed research. 'Explicit reference' requires some details relating to what the research was about (the research question / hypothesis that was investigated). To access the highest marks candidates needed to address each required feature and justify their decisions, and make explicit reference to their own practical work. Some candidates only referred to one or two of the required features (not all three), and / or failed to justify why the decisions being discussed had been made. There were also some candidates who made no reference at all to any of their own practical work as a way to inform their responses. Only the three required features stated in the question needed addressing. Other aspects related to how the research could / would be conducted (such as details of the sample and sampling technique) were not required and were not creditworthy (although candidates were not penalised for including such details but may have lost time for reference to required features that were needed). It was evident that some candidates adopted the more traditional 'who, what, where, when and how' approach in responding to this question which would have led them to include details that were not required. It may be worth highlighting this when practicing such questions in class and drawing attention to the
		Reference to own practical work -Explicit reference to own practical work and clear links between own work and the planned research for each required feature. e.g. specific mention of aim or procedural features 10 marks if just one RF linked, 11 marks if two and 12 if all three Level of response Reasonable (7–9 marks)			
		Details of required features (RFs) included	Justification of decisions made		
		-All 3 required features addressed -Reasonably accurate and detailed knowledge and understanding of each feature -At least two applications of required features in context	-Some appropriate justification of decisions related to all three required features (7 marks if only two required features justified) -There was a line of reasoning evident with some structure		
		If two required features are addressed in detail and justified in context and explicit links made to own practical work award 8 marks			

			Reference to own practical work -No explicit link between own practical work and required features Level of response Limited (4–6 marks) <table><tr><th>Details of required features (RFs) included</th><th>Justification of decisions made</th></tr><tr><td> -Two of the required features addressed -Limited application of required features </td><td rowspan="2"> -Attempt to justify decision(s) but weak -Evidence of some structure, but weak </td></tr><tr><td> OR all required features referred to but in a limited way </td></tr></table> If one required feature addressed in detail and justified in context and explicit links made to own practical work award 4 marks Level of response Basic (1–3 marks) <table><tr><th>Details of required features (RFs) included</th><th>Justification of decisions made</th></tr><tr><td> -One of the required features addressed -Weak application of required features </td><td rowspan="2"> -None, or if present very weak </td></tr><tr><td> OR more than one of the required </td></tr></table>	Details of required features (RFs) included	Justification of decisions made	-Two of the required features addressed -Limited application of required features	-Attempt to justify decision(s) but weak -Evidence of some structure, but weak	OR all required features referred to but in a limited way	Details of required features (RFs) included	Justification of decisions made	-One of the required features addressed -Weak application of required features	-None, or if present very weak	OR more than one of the required	need to address the specific required features stipulated.
Details of required features (RFs) included	Justification of decisions made													
-Two of the required features addressed -Limited application of required features	-Attempt to justify decision(s) but weak -Evidence of some structure, but weak													
OR all required features referred to but in a limited way														
Details of required features (RFs) included	Justification of decisions made													
-One of the required features addressed -Weak application of required features	-None, or if present very weak													
OR more than one of the required														

			features referred to but in a very brief and / or basic way		
			Total	12	
80			Advantages can include: high ecological validity (studying elderly people in their real residential home); samples naturally occurring behaviour; behaviour is unrestricted etc Clear outline of an advantage of conducting the research in a real life setting in context	Max 2	-Context = pets, loneliness, features of the residents of the home (e.g. elderly) <u>Examiner's Comments</u> To access the highest marks the answer to this question needed to be presented in context of the research outlined. Many candidates answered in a very brief, non- contextualised way, simply stating that an advantage was that the research would be 'high in ecological validity', without outlining how or why (in context).
			Attempt to outline of an advantage of conducting the research in a real life setting in context	2	
			OR Clear outline of an advantage of conducting the research in a real life setting, but not in context	1	
			No creditworthy response	0	
			Total	2	
81			An observation that uses an explicitly predetermined behavioural categories of behavior. Clear outline of what a structured observation is Attempt to outline what a structured observation is The candidate has not provided any creditworthy information	Max 2	-Answer does not have to be in context of the research outlined. <u>Examiner's Comments</u> This question was generally answered very well with most candidates being aware that a structured observation involved the use of predetermined behavioural categories.
				2	
				1	
				0	
			Total	2	