

# **Psychology**

General Certificate of Secondary Education

Unit **B543**: Research in Psychology

## **Mark Scheme for January 2013**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.











All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2013

## Annotations

Annotation	Meaning
	Correct response
	Incorrect response
	Unclear
	Banded down
	Benefit of doubt
	No benefit of doubt
	Expansion of a point
	Irrelevant
	Effective evaluation
	Knowledge and understanding

## Subject-specific Marking Instructions

That applies across the whole question paper to be included here.

Question			Answer	Marks	Guidance	Levels of response
					Guidance	
1			1 mark for a reference to prediction.	1	Credit examples that demonstrate the idea of prediction.  For example 'what you think might happen'	1 X AO3
2			1 mark for a reference to a small sample or individual person/group/society. 1 mark for a reference to the study being in-depth/detailed or similar eg ' a case study is an in-depth analysis (1) of one person or group (1)'	2	Do not give credit for the idea that case studies are longitudinal.  Do not credit for quantity on its own, it must make reference to detail or depth.  Credit examples of case studies where they are used to illustrate those key features of a case study.	2 x AO3
3			1 mark for ticking statement (b)	1	If more than one box ticked then zero marks.	1 x AO3
4			Match 'opportunity sample' with 3 <sup>rd</sup> box. Match 'random sample' with 1 <sup>st</sup> box.	2	For each additional line beyond the two required, subtract 1 mark.	2 x AO3

Question			Answer	Marks	Guidance	Levels of response
					Guidance	
5			<p>Ethical problems can be selected from confidentiality, <b>INFORMED</b> consent, right to withdraw, 'protection of participants' (eg avoiding discomfort/distress)</p> <p>For each problem;            1 mark for identifying the issue            1 mark for applying it to the study            eg 'the study was not confidential (1) as Neil Levine's name is given in the description (1)'            eg 'it says the researchers insisted on continuing with the study (1) which might suggest Neil did not feel he had the right to withdraw (1)'            eg 'perhaps Neil experienced distress (1) because he got upset about being interviewed about being a hostage (1)'</p>	4	<p>Do not credit issues to do with 'protection of participants' more than once unless there is a distinction made in use of phrase eg 'avoiding distress' and 'giving the right to withdraw' would count as separate issues            However, it is possible to double credit the application of the issue if the issue is distinct in each case eg relating right to withdraw and protection of participant to Neil's reluctance to be interviewed.</p> <p>Unacceptable issues – Debriefing, consent and invasion of privacy CANNOT be credited</p> <p>The nature of informed consent can be implicit in the description.</p> <p>Focus is on the problem which <b>has</b> already occurred.</p>	2 x AO3 2 x AO3
6	(a)		1 mark for any brief but relevant strength eg you can access thoughts and feelings, gives an insight into the person, more truthful (people find it more difficult to lie face-to-face), clarification (the interviewee can check what questions mean/interviewer can clarify responses)	1	<p>Strengths can be specific to a certain type of interview as long as this is made explicit eg structured interviews allow answers to be compared easily.</p> <p>Responses referring to the type of data, e.g., qualitative, without justification = 0 marks</p>	1 x AO3

Question			Answer	Marks	Guidance	Levels of response
					Guidance	Levels of response
	(b)		1 mark for any brief but relevant weakness eg people may lie or exaggerate, they rely on people telling the truth, interviewees responses may be influenced by leading questions, social desirability. Different interviewers may interpret answers differently, the social interaction between the interviewer and interviewee may cause problems. Powers of expression: the inability to verbally express feelings and thoughts.	1	Weaknesses can be specific to a certain type of interview as long as this is made explicit eg unstructured interviews may allow interviewees to lose focus.  Time consuming alone = 0, more time consuming than.....1 mark	1 x AO3
7			1 mark for identifying what is meant by qualitative data 1 mark for using the <b>findings</b> from the study to illustrate this  eg 'the data in the study is descriptive (1) because it tells us why Neil coped so well rather than trying to measure data (1)'	2	It is possible to gain the first mark for stating the opposite what qualitative data is not eg 'the findings are not in numerical form (1) because they talk about Neil 'keeping his mind active' for instance (1)  Detailed/written = 0	2 x AO3

Question			Answer	Marks	Guidance	Levels of response
					Guidance	
8			<p>1 mark for knowing the meaning of the term ecological validity (true to life, realistic, not artificial)</p> <p>2<sup>nd</sup> mark for demonstrating how this study has ecological validity (for example, it actually happened to Neil) implicit contextualisation</p> <p>3<sup>rd</sup> mark for a further demonstration of how the study has ecological validity or for an expansion of the 2<sup>nd</sup> point (explicit contextualisation)</p> <p>eg 'the study was true to life (1) because nothing was set up in this study (1) and instead it focused on a natural hostage situation (1)'</p> <p>eg 'the findings are realistic (1) because Neil Levine was actually held by terrorists (1) and so there is nothing artificial about the situation (1)'</p>	3	For full marks the contextualisation <b>MUST</b> be explicit.	3 x AO3
9		(i)	1 mark for a brief but accurate definition eg favouring one gender (over another), focusing on one sex (more than another), ignoring one gender	1	<p>The emphasis is on the 'bias' rather than the 'gender'.</p> <p>Allow only investigating one gender/a study being based on one gender.</p>	1 x AO3
		(ii)	1 mark for the idea that only a man/male was studied	1		1 x AO3
		(iii)	1 mark for a brief but valid reason eg it does not represent women, we don't know whether a female would have responded the same way to being a hostage, it is not fair to generalise to women/cannot be generalised to females	1	To gain mark, the response <b>must</b> recognise the bias is in <b>favour</b> of males/men/masculinity or <b>against</b> females/women/femininity	1 x AO3

Question			Answer	Marks	Guidance	Levels of response
					Guidance	
		(iv)	1 mark for any bias that could be related to one individual eg age bias, cultural/ethnic bias, class bias, interviewer bias and researcher bias	1	Do not credit experimental bias / experimenter /observer bias'	1 x AO3
10			1 mark for each correct entry in the table as indicated below: 1 <sup>st</sup> row: covert 2 <sup>nd</sup> row: overt 3 <sup>rd</sup> row: participant 4 <sup>th</sup> row: non-participant	4		4 x AO3
11	(a)		1 mark for a correct stem ie one referring to a difference 1 mark for inclusion of both the IV and DV  1 mark answers eg 'there will be a difference between classical music and no music' (correct stem, variables incomplete), 'there is no significant difference in the classical and non-classical music depending on test results' (correct stem but muddled variables).  2 mark answers eg 'there is no significant difference (1) in the exam results of people who have revised while listening to classical music and those who have revised in silence (1)', 'participants who listen to classical music when revising material will recall more of that material (1) than participants who listen to rock music (1)'	2	Maximum of 1 mark for a hypothesis which contains the necessary components but is muddled/unclear.  No marks for responses which are aims or research questions.  NB Hypothesis can be null or alternate but must refer to there being a difference (or not) to be awarded full marks.  Hypotheses should be future tense (will) but credit present tense (is.) Do not credit past tense (revision was affected...)  The two conditions of the IV are necessary for two marks, (for example classical and no music or classical and an alternative music, classical/rock/jazz etc)	2 x AO3



Question			Answer	Marks	Guidance	Levels of response
					Guidance	
	<b>(b)</b>	<b>(i)</b>	1 mark for identifying the participants eg students, family and friends,	1	It must be an identifiable group	1 x AO3
		<b>(ii)</b>	1 mark for giving a feasible reason for that choice of participants eg students: because they are used to revising eg family and friends: because this is convenient for me	1	Reason must relate to choice of participants identified in b(i)  NB It is possible to award marks for b(ii) without marks for b(i) eg 'I would choose participants who are convenient for me'  The reason should pertain to the researcher rather than to the participant taking part.	1 x AO3
	<b>(c)</b>		1 mark for the vague identification of the two conditions of the IV eg with classical music and without, classical music and an alternative genre of music 2 marks for the accurate identification of the two conditions of the IV eg classical music and rock music/pop/jazz, classical music and silence/no music.	2	If the IV is just identified as type of music with no explicit reference to the two conditions then a maximum of 1 mark.	2 x AO3

Question		Answer	Marks	Guidance	Levels of response
	(d)	1 mark for each feasible control identified eg the same participants in each condition, revising for same length of time, sitting the same test, revising in the same room, using the same piece of music within a condition, using the same volume of music, etc	2		2 x AO3
	(e)	<p>Details may include; sampling method, other controls not credited, experimental design named or how participants are allocated to conditions, measurement of DV, instructions, timings, number of participants, location etc</p> <p>1 mark for identifying a basic procedure and/or one feature of the procedure eg 'I would use a repeated measures design'</p> <p>2 marks for outlining a reasonably feasible procedure eg 'Participants would volunteer themselves (1) and would be randomly allocated either to the classical music condition or the no music condition (1)'</p> <p>3 marks for describing, within the time constraints, a feasible procedure eg 'I would randomly select (1) students who were preparing for their trial exams and ask half of them to revise for an hour (1) on the Monday night whilst listening to pop music and the other half to do the same listening to classical music. I would then get them to do a test in the morning on what they have revised (1)'.</p>	3	<p>Do credit justification of an aspect of the procedure but to a maximum of 2 marks. There must be some description for the 3<sup>rd</sup> mark. eg 'I would use an independent groups design by allocating participants to listen to the music or not (1). This would be to avoid any demand characteristics (1). It also means they could revise for the same test which is a fairer comparison (1)'</p> <p>DO not credit any aspect of the procedure that has been assessed in 11a-c / f-g (ie how data would be analysed, ethics etc)</p> <p>(e) has to be consistent with (a) and (c). The allocation of participants to the two conditions of the IV (classical music and other) needs to be apparent/implicit for full marks,</p>	3 x AO3

Question			Answer	Marks	Guidance	
					Guidance	Levels of response
	(f)		<p>1 mark for identifying any one ethical issue that would be relevant to the design of the investigation</p> <p>1 mark for an elaboration of this issue which could be a description of the issue <b>or</b> applying it to the investigation eg 'confidentiality (1) is important because participants have the right to have their identity protected (1)'</p> <p>eg 'participants should have the right to withdraw (1) because they may not enjoy listening to a certain type of music for a long time (1)'</p> <p>eg 'participants must give consent (1) because their trial exam results may be worse than they could have been depending on the condition they have been put in (1)'</p>	2	The issue can be identified more implicitly as part of the description.	2 x AO3
	(g)		<p>1 mark for a brief outline eg 'I would display it in a graph', 'I would use means',</p> <p>2 marks for a more detailed outline 'I would compare the test results of the two groups of students (1) by taking the median score from each (1)', 'Participants results could be plotted on a line graph (1)' and the results for the two groups compared (1)</p>	2	<p>There needs to be some reference to comparison (or similar) to be awarded both marks.</p> <p>NB Data does not have to be analysed quantitatively.</p>	2 x AO3

**APPENDIX 1**  
**Grade Targets for Marks**

<b>Question</b>	<b>A*-B</b>	<b>C-E</b>	<b>F-G</b>
<b>1</b>			1
<b>2</b>	1	1	
<b>3</b>			1
<b>4</b>			2
<b>5</b>		2	2
<b>6</b>	1	1	
<b>7</b>	2		
<b>8</b>	2		1
<b>9</b>	1	1	2
<b>10</b>			4
<b>11a</b>	1	1	
<b>11b</b>		1	1
<b>11c</b>	1	1	
<b>11d</b>	1	1	
<b>11e</b>	1	1	1
<b>11f</b>		1	1
<b>11g</b>	1	1	
<b>TOTAL</b>	<b>12</b>	<b>12</b>	<b>16</b>

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2013

