

Psychology

General Certificate of Secondary Education

Unit **B543**: Research in Psychology

Mark Scheme for January 2011

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
1	<p>Give the aim of the study in the source</p> <p>1 mark for ‘to investigate whether there are gender differences in superstitious behaviour’ or similar response.</p>	Max [1]	Allow lucky or unlucky, doesn’t have to be directly lifted from the source.
2	<p>State an alternate hypothesis for this study</p> <p>1 mark for identifying that this hypothesis predicts a difference. 1 mark for the accurate identification of both variables.</p> <p>(eg ‘There will be a difference [1] in the level of superstition experienced by males and females [1]’ or ‘Males will be more [1] influenced by popular superstitions than females [1]’.</p>	Max [2]	<p>Allow reference to gender only, for example ‘there will be a difference in the level of superstitions between genders’.</p> <p>Has to be a prediction, not a statement or an aim.</p>
3	Using the data in Table 1:		
3 (a)	<p>Give the average rating given by females for treading on cracks in the pavement.</p> <p>1 mark for ‘2’.</p>	Max [1]	
3 (b)	<p>Identify the superstition that both males and females said influenced their behaviour most.</p> <p>1 mark for ‘Worrying about Friday 13th’.</p>	Max [1]	

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
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Question Number	Expected Answer	Marks	Rationale
4	<p>The psychologist collected quantitative data from her questionnaire. She could have collected qualitative data instead.</p> <p>State what qualitative data is.</p> <p>1 mark for recognising qualitative data is descriptive/language/words.</p>	Max [1]	<p>Allow reversals of quantitative data (for example, data that is not numbers).</p> <p>Don't accept written or in depth data.</p>
5	<p>The psychologist used an opportunity sample of participants. Describe one weakness of using an opportunity sample for this study.</p> <p>1 mark for a weakness of the opportunity sampling method. 1 mark for illustrating the weakness in context of this investigation,</p> <p>(eg A weakness of the opportunity sampling method is that it is biased [1], the researcher could have chosen people she knew were superstitious to influence the results [1]', or 'One weakness of the opportunity sampling method is that it will not be representative [1] and so you cannot generalise the findings to all males and females' [1]).</p>	Max [2]	<p>To gain full marks, the response must be placed in context of this investigation (for example: relating to the use of males and females, students, superstitious behaviour or types of superstitions).</p>

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
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Question Number	Expected Answer	Marks	Rationale
6	<p>The study raises a number of ethical issues.</p> <p>Complete the following table by choosing an ethical issue from the list to match each definition.</p> <p>One is done for you as an example.</p> <p>Confidentiality Consent Deception Protection from Harm Right to withdraw</p> <p>Ethical Issue / Definition</p> <p>Confidentiality The Psychologist should protect people's identities if their behaviour is recorded.</p> <p>Right to withdraw Participants should not have to continue with the study if they do not want to.</p> <p>Consent Participants should agree to having their behaviour studied.</p> <p>Deception The Psychologist should not lie to participants and should tell them the nature of the investigation</p>	Max [3]	

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
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Question Number	Expected Answer	Marks	Rationale
7	<p>The Psychologist used a questionnaire.</p> <p>One weakness of using the questionnaire method is social desirability.</p> <p>Explain what is meant by social desirability for the questionnaire in this study.</p> <p>1 mark for a vague response which states that social desirability is where participants may lie in questionnaires.</p> <p>1 mark for an accurate description of social desirability which includes reference to participants giving the answers they think the researchers want to hear / they believe society expects of them.</p> <p>1 mark for placing the answer in context of the investigation in the source,</p> <p>(eg Social desirability is where the participants answering the questionnaire do not give their honest answer [1] they give the answer they think the researcher wants them to [1]. So in this study they could say they are very influenced by superstitions when really they are not' [1]).</p>	<p>Max [3]</p>	<p>MUST be contextualised, not gender alone, has to refer to superstition.</p>

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
8	<p>Explain why the Psychologist used standardised instructions in this study.</p> <p>1 mark for making reference to standardised instructions being used for the purpose of a control, or something similar. 1 mark for explaining the purpose of using standardised instructions for the investigation in the source.</p> <p>Standardisation refers to keeping variables the same across conditions. Standardised instructions are therefore a set of instructions that remain the same for all participants to avoid some participants being more or less informed than others,</p> <p>(eg Standardised instructions are where all the participants receive the same instructions [1] in this investigation it is to help stop any extra information they might receive about the research influence their level of superstition [1]).</p>	Max [2]	MUST be contextualised, eg, references to students, superstitions and/or questionnaire, as from source A.
9	<p>Identify the type of questions that the Psychologist used in her questionnaire.</p> <p>Tick one box to show your answer.</p> <p>Open questions <input type="checkbox"/> Closed questions <input checked="" type="checkbox"/></p>	Max [1]	

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
10	<p>Outline how closed questions are different from open questions.</p> <p>1 mark for stating that closed questions are forced choice/that the participant has to choose from the set responses available. 1 mark for stating that open questions have no fixed responses/that participants can answer as they please.</p> <p>(eg ‘open questions allow the participant to answer however they please [1] and closed questions force the participant to choose from a pre-selected set of answers [1]’).</p> <p>NB: 1 mark can be awarded for responses which just give an example of an open or closed question but with no explanation, 1 mark can also be awarded for responses where the candidate shows an understanding of the difference but does not identify which type of question is which.</p> <p>(eg ‘Closed questions mean that participants can only give an answer from a pre-determined choice and open questions do not [1]’).</p>	Max [2]	Allow responses that typically refer to open questions collect qualitative data and closed questions collect quantitative data.

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
11	The Psychologist used a questionnaire. One other method she could have used is an interview.		
11 (a)	<p>Outline how an unstructured interview is different from a structured interview.</p> <p>1 mark for vague answers or responses that only give a definition of one of the two types of interview. 1 mark for an accurate definition which includes <i>both</i> types of interviews,</p> <p>(eg ‘structured interviews are interviews where the interviewer uses a set of questions he has already written [1] whereas an unstructured interview is where there are no set questions and the interviewer asks questions based on how the participant answers’ [1]).</p>	Max [2]	<p>Conversation by itself it not sufficient.</p> <p>Reference must be made to having no set questions in unstructured interviews.</p>
11 (b)	<p>Describe one strength of interviews.</p> <p>1 mark for a brief, unexplored answer such as ‘lots of information can be gained’ or ‘it is really in-depth’.</p> <p>2 marks for a detailed response (eg ‘interviews can provide lots more information than questionnaires [1] as the interviewer can ask the interviewee more questions and can explore their answers in more detail [1]’ or ‘interviews can be really in-depth [1], they can explore the thoughts and feelings of the interviewee in a way questionnaires can’t’ [1]).</p>	Max [2]	<p>Responses that refer to participant's being less likely to lie in interviews cannot be awarded a mark.</p> <p>However if this is supported by being face to face or reference is made to body language, award 1 mark.</p>

Section A – PLANNING, DOING AND ANALYSING RESEARCH			
The Source			
Question Number	Expected Answer	Marks	Rationale
12	<p>Investigations into superstitions can be culturally biased.</p> <p>Explain what is meant by cultural bias.</p> <p>1 mark for vague or partial answers referring to one culture being favoured over another, or to isolated examples given to represent a definition with no explanation,</p> <p>(for example ‘cultural bias is where one culture is favoured over another’ [1], or ‘when psychologists use the results from one culture to explain behaviour from all cultures’ [1] or ‘when psychologists see a culture from their own viewpoint’ [1]).</p> <p>2 marks for a detailed explanation of cultural bias,</p> <p>(eg ‘cultural bias is viewing things from the perspective of one culture [1], like when psychologists findings are based on studying one culture or another’ [1] or, ‘when psychologists use pictures that are familiar to one culture in a different culture to test depth cues [1], this is unfair as they are viewing the culture from their own perspective’ [1]).</p>	Max [2]	<p>Responses that just refer to studying only one culture cannot be awarded marks. However, responses that go beyond this and refer to the results being ungeneralisable as they are based on one culture can be awarded a mark.</p> <p>Doesn’t have to be contextualised.</p>
	Section A Total	[25]	

Section B – Planning an Investigation			
Question Number	Expected Answer	Marks	Rationale
13 (a)	<p>State a null hypothesis for your investigation.</p> <p>1 mark for recognising this hypothesis predicts no difference. 1 mark for correctly identifying the variables,</p> <p>(eg 'There will be no (significant) difference [1] in the activities men and women chose to keep fit' [1] or similar response).</p>	Max [2]	Allow reference to gender.
13 (b) (i)	<p>Identify which sampling method you would use for this investigation.</p> <p>1 mark for identifying an appropriate sampling method.</p> <p>Most likely responses will include 'opportunity', 'random', or 'volunteer sampling'. Allow definitions of.</p>	Max [1]	
13 (b) (ii)	<p>Explain why you would use this sampling method for this investigation.</p> <p>1 mark for justification of the choice of sampling method. 1 mark for placing the justification in context of this investigation.</p> <p>(eg 'I would use the opportunity sampling method because that way I could just use whoever was in the gym at the time of my investigation [1] and this would be quick and convenient [1]' or 'I would use a volunteer sample as I would put up a poster in my local gym asking people if they would like to take part [1] as it's an easy method to use [1]').</p>	Max [2]	<p>If an incorrect response is answered in (i) but the candidate correctly names and justifies a choice of method in (ii) the justification can be credited.</p> <p>Reference to gender counts as contextualisation, as the study is on gender differences.</p>

Section B – Planning an Investigation			
Question Number	Expected Answer	Marks	Rationale
13 (c)	<p>Briefly outline how you would carry out an observation to investigate whether there are differences in the activities men and women choose to keep fit.</p> <p>1 mark for an attempt to describe how the observation would be done, (eg ‘I would watch people use the gym and see what differences there were in the sports they played’).</p> <p>2 marks for describing a reasonably feasible procedure, (eg ‘I would prepare a list of all the sports classes/activities run at my local gym. I would then watch who took which activity and add up the number of males and females in each class’).</p> <p>1 marks for describing, in some detail within the time constraints, a feasible procedure (eg I would prepare a list of all the possible classes and activities my local gym runs. I would then get my observers to take part in the activities using the participant observation method. They would record the number of males and females in each of the classes and record any comments made about the classes so gender differences in choice could be analysed’).</p> <p>NB: Reference to gender differences has to be made to be awarded full marks.</p>	<p>Max [3]</p>	<p>NB: be mindful of responses that describe the sample or sampling method. No credit can be awarded as it is awarded in Question 13b</p> <p>The focus of this question is on how the observation would be carried out and not on why. Justifications for why it is carried cannot be credited.</p> <p>Three separate creditable points need to be made, eg</p> <p>Location Recording data (tally chart) Type of observation What’s being recorded How the data will be treated Or, any other feasible point.</p>

Section B – Planning an Investigation			
Question Number	Expected Answer	Marks	Rationale
13 (d)	<p>Explain how you could achieve inter-rater reliability in this observation.</p> <p>1 mark for demonstrating an understanding of the concept of reliability (eg showing consistency).</p> <p>1 mark for an accurate definition or explanation of how inter-rater reliability is achieved (eg when two or more researchers agree on, or are consistent, in their findings).</p> <p>1 mark for an explanation as to how inter-rater reliability could be achieved in context of this investigation.</p> <p>(eg 'If something is reliable it means if it was done again, the same or similar results would be found [1]. In observations it specifically means to make sure all the observers are recording the same thing [1] so in this investigation all the observers could be trained before the study to make sure they are looking for the same behaviours from the men and women in the gym' [1]).</p>	Max [3]	<p>The behaviours could also be video recorded and watched back by independent researchers which would increase the reliability also.</p> <p>1 mark = using more than one observer.</p>
13 (e)	<p>Explain one control you would use in this observation.</p> <p>1 mark for the identification of an appropriate control (eg most likely responses include using the same gym for the observation, using the same observers to observe or the observers remaining out of sight from participants etc).</p> <p>1 mark for explaining why the control is necessary in context of this investigation (ie because an observer effect may occur if the participants in the gym know they are being watched, or because different observers may perceive behaviours differently etc).</p>	Max [2]	<p>Examples of controls could be time, location, type of activities, weather etc.</p> <p>Don't credit the same number of men and women.</p>

Section B – Planning an Investigation			
Question Number	Expected Answer	Marks	Rationale
13 (f)	<p>Describe one strength of using an observation for this investigation.</p> <p>1 mark for the identification of a strength of the observation as a research method in psychology (eg higher ecological validity, more validity when people are unaware they are being watched, less chance of demand characteristics, see what is in front of you directly etc).</p> <p>1 mark for placing the strength in context of this investigation.</p> <p>(eg ‘one strength of observations are that they are higher in ecological validity[1]. Watching people play sport in a gym is their natural environment and so their choice would reflect their true behaviour [1]’).</p>	[2]	Candidate sets the context in 13c, therefore refer back to this when marking.
	Section B Total	[15]	

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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