

**A LEVEL**

**Examiners' report**

# PSYCHOLOGY

**H567**

For first teaching in 2015

**H567/01 Summer 2022 series**

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## Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

### Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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## Paper 1 series overview

Overall, this year, the standard of responses was good. There was a wide range of responses, suggesting the paper differentiated appropriately. Higher achieving candidates wrote more extended and detailed responses that were clearly focused on the question. Most candidates did contextualise their responses to the research proposal outlined in Sections B and C, although this could often be inconsistent. Some candidates found it difficult to use terminology appropriately. Research methods can be reinforced through the core studies so that the candidates are prepared for identifying the research methods used in the core studies that they have learned. It would also be a good idea to produce a glossary, commencing early in the course to facilitate understanding of the many terms and concepts (many of which candidates will not have encountered before studying psychology). Candidates should have practice in the design and implementation of their own practical activities (including an analysis of the data collected and the conclusions reached from this). This should reinforce their knowledge and understanding of research methods in general, as well as some of the specific terms and concepts they could be assessed on and help them to comment on how conducting their own research has helped in the planning of novel research presented in this examination. In general, the use of examples to illustrate points, convey understanding better and help elaboration should be encouraged. Finally, it is important to realise that a comprehensive understanding of inferential statistics and how they are interpreted is required and a realisation that there may be the need to perform some calculations in response to some questions.

### Assessment for learning



Research methods reinforced through core studies so that the candidates are prepared for identifying the research methods used in the core studies that they have learned.

Glossary of terms and concepts.

Practice in the design and implementation of their own practical activities (including an analysis of the data collected and the conclusions reached from this).

Presenting model answers/peer marking to help candidates to extend their responses with the use of examples to illustrate points.

#### Candidates who did well on this paper generally did the following:

- wrote extended responses appropriate to the number of marks each question was worth
- contextualised their responses
- had a good understanding of how to calculate chi square, use a statistics table and draw conclusions from the results
- had a good understanding of terminology.

#### Candidates who did less well on this paper generally did the following:

- brief responses to most questions regardless of number of marks the question was worth
- did not include context in responses
- little understanding of how to calculate chi square, use a statistics table and draw conclusions from the results
- showed inadequate understanding of terminology.

## Section A overview

There was good knowledge and understanding shown of the core studies, data recording, analysis, sections of the scientific report and the methods used by psychologists. In this section, candidates should cover and revise the whole of the syllabus for research methods as there were some gaps in knowledge that were evident on specific multiple choice questions outlined below.

### Question 1

- 1 Which of these sections of the write-up of a practical report is the only one in which the significance statement for the research would not be stated?

- A abstract
- B discussion
- C introduction
- D results

Your answer

[1]

Answered correctly by over half of candidates. Incorrect choices by candidates were varied.

### Question 2

- 2 Which of these indicates the least probability of the null hypothesis being true?

- A  $p < 0.05$
- B  $p < 0.01$
- C  $p < 0.001$
- D  $p > 0.01$

Your answer

[1]

Again, this was answered by over half of all candidates. Incorrect choices by candidates were varied.

### Question 3

3 Which of these is an inferential rather than a descriptive statistical analysis?

- A Mann-Whitney U
- B mean
- C standard deviation
- D variance

Your answer

[1]

Most candidates responded correctly to this question. Some candidates chose option C incorrectly.

### Question 4

4 Which of these terms refers to the process of checking research prior to publication?

- A paired review
- B peer review
- C phased review
- D priority review

Your answer

[1]

The majority of candidates responded correctly. Incorrect choices by candidates were varied.

### Question 5

5 If the variance is 36, what is the standard deviation?

- A 3
- B 6
- C 18
- D 1296

Your answer

[1]

Most candidates answered this question correctly. Incorrect choices by candidates were varied.

## Question 6

6 Which sampling technique ensures everyone in the target population has an equal chance of being in the sample?

- A opportunity
- B random
- C self-selected
- D snowball

Your answer

[1]

Almost all candidates answered correctly for Question 6. Incorrect choices by candidates were varied.

## Question 7

7 Which of these is a type of reliability?

- A criterion
- B ecological
- C face
- D test-retest

Your answer

[1]

The majority of candidates answered correctly. Some candidates chose option A incorrectly.

## Question 8

8 What type of data is used to calculate the Chi-square test?

- A interval
- B nominal
- C ordinal
- D ordinal and interval

Your answer

[1]

This was answered correctly by the majority of candidates. Incorrect choices by candidates were varied.



## Question 9

**9** Which is the simplest form of the ratio 12:8?

**A** 2:3

**B** 3:1

**C** 3:2

**D** 6:4

Your answer

[1]

Most candidates were successful in this question. A small number of candidates chose option D incorrectly.

## Question 10

**10** 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]

This was answered correctly by most of the candidates. Some candidates chose option C incorrectly.

## Question 11

**11** Which two variables were positively correlated in Maguire et al.'s (2000) study of taxi drivers' brains?

- A** volume of grey matter in posterior hippocampus and age
- B** volume of grey matter in posterior hippocampus and length of time as a taxi driver
- C** volume of grey matter in posterior hippocampus and length of time taken to pass 'The Knowledge' test
- D** volume of grey matter in posterior hippocampus and volume of grey matter in anterior hippocampus

Your answer

[1]

Answered correctly by many candidates. Incorrect choices by candidates were varied.

## Question 12

**12** What decimal is represented by the fraction  $1/25$ ?

- A** 0.25
- B** 0.04
- C** 0.02
- D** 0.05

Your answer

[1]

Answered correctly by most candidates. Some candidates chose option A incorrectly.

## Question 13

**13** What is the dependent variable in an experiment investigating the effect of noise on concentration?

- A** concentration
- B** IQ level
- C** noise
- D** time of day

Your answer

[1]

Answered correctly by most candidates. Some candidates chose option C incorrectly.

## Question 14

**14** Which inferential statistical test simply involves counting the number of times the values in one condition are higher or lower than those in the other?

- A** Chi-square
- B** Binomial Sign
- C** Spearman's Rho
- D** Wilcoxon Signed Ranks

Your answer

[1]

Answered correctly by less than half of all candidates. Many candidates chose option D incorrectly.

## Question 15

**15** Which of these is **not** a criterion for the use of parametric inferential statistical tests?

- A** data must be interval level
- B** data must be normally distributed in the population
- C** sample size
- D** variance between conditions should be similar

Your answer

☐

[1]

Answered correctly by over half of the candidates. Some candidates chose option A incorrectly.

## Question 16

**16** What type of question or scale allows respondents to express how much they agree or disagree with a statement?

- A** leading
- B** likert
- C** open
- D** semantic differential

Your answer

☐

[1]

Answered correctly by many candidates. Some candidates chose option C or D incorrectly.

## Question 17

**17** Which of these is a type of logical reasoning used in science?

- A** abduction
- B** construction
- C** induction
- D** reduction

Your answer

[1]

Answered correctly by over half of the candidates. Some candidates chose option A or D incorrectly

## Question 18

**18** Which of these is a statistical term relating to whether the null hypothesis has been incorrectly accepted or rejected?

- A** critical value
- B** null
- C** one-tailed
- D** type 1 error

Your answer

[1]

Answered correctly by most candidates. Some candidates chose option C incorrectly.

## Question 19

**19** 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]

Answered correctly by the majority candidates. Some candidates chose option B incorrectly.

## Question 20

**20** In which type of distribution is the mean greater than both the median and the mode?

- A** bimodal
- B** negatively skewed
- C** normal
- D** positively skewed

Your answer

[1]

Answered correctly by less than half of the candidates. Some candidates chose option B or C incorrectly.

## Section B overview

There was good understanding shown by many candidates of the experimental research methods as well as closed questions and psychology as a science. To improve, candidates should practice operationalising variables when writing hypotheses, fully explain each required feature in the extended writing question and be able to discuss the features of science and how these apply to a specific research study. Many of the responses were appropriately contextualised but not in all cases.

### Question 21

#### 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.

**21** Write an alternative, two-tailed hypothesis for this study.

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..... [3]

Good responses provided a two-tailed hypothesis with clearly operationalised rating scale, e.g. 1 being very unfriendly and 10 being very friendly. Many were able to identify times (in seconds for the handshakes-short and long). Less successful responses either operationalised one variable or neither. A significant minority of responses provided either a one-tailed, correlational or null hypothesis which were not creditworthy.

## Exemplar 1

There will be a significant difference between in how friendly a person is thought to be (using semantic differential scale) between a "short" and "long" handshake.

Diagram: A horizontal line with a bracket above it. Below the left end of the line is the word "friendly". Below the right end of the line is the word "not friendly".

Annotations: Under "short" is "(5 seconds)". Under "long" is "(50 seconds)".

Exemplar 1 is a full mark response with both variables clearly operationalised.

## Question 22

**22\*** Explain how you would conduct a study using the laboratory experimental method to investigate if the length of a handshake affects how friendly a person is thought to be. Justify your decisions as part of your explanation. You must refer to:

- the sampling technique to obtain participants for the study
- which experimental design you would use in this study
- how you would operationalise the dependent variable to obtain quantitative data
- the control of one extraneous variable

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

[15]

Responses varied a lot to this extended question, with many candidates finding it difficult to achieve the higher band marks. The most successful responses were characterised by taking each of the four required features in turn, writing a separate paragraph relating to each one. 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, drawing on the candidate's own experiences of conducting research themselves and how they learned from this to conduct the research presented. All of this needed to be discussed in context to obtain marks in the highest band. It should also be noted that the candidates own experiences of conducting practical activities (especially the one using the same research method, which here was the laboratory experimental method) should be evident in their response to each required feature in terms of how this has helped inform their decision making for the planning of the current proposed research.

There was also much variation in how candidates demonstrated knowledge and understanding of each of the individual required features (RFs). The most successful responses were characterised by first defining what the RF was / referred to (e.g. for RF1, defining the sampling method) before going on to describe exactly how the RF would be addressed in the proposed research. Often candidates did not provide enough detail. For example, in relation to RF1 just identifying the method without clearly describing how they would implement this sampling method in this research (for example, many candidates did not clarify how they would end up with their final sample, e.g. not stating that the first 20 volunteers were used.)



RF2 was generally identified and defined by providing an outline of the two conditions and whether the participants would do one or two conditions. However, many responses did not explain how the participants would be assigned to the conditions or which condition would be first for repeated measures design. Responses that used matched pairs design often scored lower for this RF.

Most candidates were able to identify and describe an appropriate way to operationalise the variable 'extraversion' for RF3. Many did clearly explain how this would be done with the most popular choice being a 1-10 scale. A significant number of candidates clearly labelled the rating scale they had given. There were a significant number of candidates who did confuse the terms likert scale and semantic differential scale where they would identify one type of scale and then outline a different scale. The most common of these was identifying a likert scale and outlining a 1-10 scale. In addition, some candidates confused the independent and dependent variable and outlined the length of the handshake as the dependent variable which was not creditworthy.

RF4 was also well answered with a wide range of controls with detailed justification of how they would limit the impact of extraneous variables, e.g. standardising the hand shaker's appearance/behaviour. Less successful responses often did not explain how they would enact the control and just identified what should be controlled and why.

Most candidates did make explicit reference to their own practical projects throughout their response. A significant number of responses did not have context when justifying the decisions to use a particular sample, design etc. Also, many candidates wrote extensively about their own research but often did not link this to their decisions to use or not use that particular strategy in their planning of this piece of research. Some candidates wrote out a full description of the activities they had done in class first, then addressed the RF without linking the two together.

## Exemplar 2

For this experiment, I would use an independent measures design, this is when participants perform in only one condition. I would do this by have two conditions of 'short' handshake and 'long' handshake with a group of 8 participants in each group. Independent measures designs have no order effects meaning that the results are not influenced by the participants getting bored, fatigued or becoming wise to the study because due to performing multiple conditions. In my own research into memory being affected by colour, I used an independent measures design to stop the effects of order effects from changing my results. <sup>That's</sup> why I believe it would be best suited for this research.

Exemplar 2 addressed RF2 reasonably and in context and provided some reasonable justification but not in context and makes explicit reference to the candidate's practical work. This candidate achieved a mark in the reasonable band overall as one of the RFs was not in context and the justification for each RF throughout their response was mixed with one limited, two reasonable and one good and sometimes not in context.

## Question 23 (a)

- 23 (a)** Suggest **one** closed question you could use to obtain some additional information for this study.

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..... [3]

There were many good clear and contextualised closed questions given by candidates with clear options to circle/tick provided after the question. Do you think the person whom you just shook hands with is friendly? Yes/No

Less successful responses were those that provided a closed question but without the options to tick/circle. While they understand it should be a short response, they were not providing the options for participants to choose from. For example, Do you think the person is friendly?

## Question 23 (b)

- (b)** Outline **one** strength of the use of closed questions in this study.

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..... [3]

There were many good responses to this question, and they were generally contextualised. Common strengths included the ability to make comparisons and do analysis. This was often explained for why it was a strength with reference to the question asked in Question 23 (a) and/or the study outlined in Question 22. Less successful responses were often vague and underdeveloped or lacked context. Some responses just described that a closed question produces quantitative data without explaining any strength of this type of data.

## Question 24

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

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..... [3]

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.

## Question 25

**25** Outline **one** way to help reduce demand characteristics in this study.

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..... [2]

There were many good responses which used deception or distractor questions to disguise the aim or use independent measures design. Better responses used context examples as part of their explanation. Lower scoring responses gave a basic outline of how to reduce demand characteristics such as disguising the aim without outlining either how this could be done (e.g. being told a different aim) or why this would lead to a reduction in demand characteristics. A significant number of responses were confused between demand characteristics and social desirability or suggested deceiving the participants in the debrief as the candidate was clearly confused about when a debrief takes place.

## Question 26

**26** Outline **two** ways that you have designed this study which support the view that psychology is a science.

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[6]

The responses for this question covered the full range of the mark band. Most responses were able to at least identify one or two features of science. Better responses made clear how features of scientific research support psychology as a science. Common features outlined included quantitative data, objective data, control of extraneous variables, manipulation of the independent variable, standardised procedure, or reliability. These types of responses then went on to illustrate their point with contextual details from their research. Responses that didn't score so well often identified a feature that made their study scientific but did not put this into the context of their study. In addition, many responses attempted too many features of science within one point without linking them or providing any sort of explanation as to how this feature of science could be seen within their study.

## Section C overview

A good understanding was shown by many candidates of inferential statistics, pie charts, evaluation of the validity of a naturalistic observation, evaluation of quantitative data and conclusions that can be drawn from data as well as from statistical analysis. Many of the responses were in context of the study on gestures while on a mobile phone call. Less successful responses tended to be brief. This section of the examination had the most questions that were not attempted by candidates.

### Question 27

#### Mobile mobile

Most people have a mobile phone so making or receiving a call while out and about is very easy. However, there may be differences in people's behaviour when talking on the phone. To study this a psychologist conducted an observation study to investigate if there are differences in how much men and women gesture (e.g. move hands or head) while talking on the phone. To do this they sat on a bench on a busy high street for two hours one Saturday afternoon and recorded the number of times people made gestures of any kind or not while talking on the phone. The data is presented in the table below.

**Table showing the number of males and females who made gestures or not while making or receiving a mobile phone call**

Use of gestures	Males	Females
Yes	(a) 11	(b) 5
No	(c) 3	(d) 14

**27** Outline **one** conclusion that can be obtained from this study from the data presented in this table.

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..... **[3]**

Most responses were able to gain 1 mark for this question by concluding that men use more gestures than women while making or receiving a mobile phone call. However, many candidates did not understand the term 'conclusion' and often repeated the data from the table. Better responses gave an explanation as to why men might use more gestures such as men being more passionate or enthusiastic; females being more verbally articulate so did not need to gesture to emphasise their point.

## Question 28

- 28** Draw a fully labelled pie chart showing the percentage of males compared to females who made gestures whilst on the phone. **[4]**

Many candidates achieved 3 or 4 marks for this question by working out how many males and females gestured overall and then the percentage of males and females within this group. There were many responses that gave a clear title and labelled all sections of their pie chart as well as putting in the percentages for each section. Some responses provided a key rather than a label within the pie chart which was creditworthy. Less successful responses often had no title or an inappropriate title such as 'number of males and females..' where the pie chart showed the percentage. Those responses that provided a pie chart for all the data from the table were also able to achieve full credit for this question.

## Question 29

- 29** The psychologist used the Chi-square test to analyse the data from this study. Give **one** reason why this would be the appropriate non-parametric inferential test to use in this study.

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..... **[2]**

Many candidates achieved full marks for this question by either identifying that the data was nominal with the example of the categories from the study (use of gestures or not) or identified that the study had an independent measures design with the two conditions of male and female. A small number of responses identified that the study was investigating a difference but often this lacked context. Less successful responses often gave two reasons such as nominal and independent measures without contextualising either of these.

## Question 30 (a)

- 30** The formula for the Chi-square test requires the use of expected frequencies (E). The expected frequencies for three of the cells are provided in the table below.

Cell	Observed frequency (O)	Expected frequency (E)	O – E	(O – E) <sup>2</sup>	(O – E) <sup>2</sup> / E
A	11	6.79	4.21	17.72	2.61
B	5	9.21	–4.21	17.72	1.92
C	3	7.21	–4.21	17.72	2.46
D	14				

- (a)** Calculate the expected frequency for cell D. Present your answer to two decimal places and show your workings.

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..... **[3]**

Candidates were well prepared for this question. A common good response was achieved via  $17 \times 19 / 33$  method. Common error was not rounding up to 2 decimal places or just knocking off the remaining numbers and using 9.78 rather than rounding up to 9.79.



## Question 30 (b)

Formula for  $\chi^2$ 

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

(b) Calculate the overall value of Chi-square. Show your workings.

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..... [3]

Candidates were well prepared for this question. The most common good response:  $2.61 + 1.92 + 2.46 + 1.81 = 8.8$ . A common error was to work out **1.81 to 1.82** instead.

## Question 30 (c)

(c) Calculate the degrees of freedom for use with the Chi-square test in this study. Show your workings.

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..... [2]

Well answered, most candidates understood how to calculate this and got the correct answer.

Some counted the headings of the rows and columns in the table OR counted the rows and columns in the table used to work out cell d, making the response incorrect.

## Question 30 (d)

- (d) Using the extract from the table of critical values presented below, what is the critical value for use with the Chi-square test in this study at the 1% level of probability?

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 ..... [1]

Candidates achieved well on this question with many identifying the correct critical value of 6.635. Small number of candidates had the common error of using the 0.05 critical value so clearly misinterpreting its meaning. In addition, some chose the incorrect critical value due to having calculated the incorrect degree of freedom in Question 30 (d).

## Question 30 (e)

df	Probability level					
	0.5	0.10	0.05	0.02	0.01	0.001
1	0.455	2.706	3.841	5.412	6.635	10.827
2	1.386	4.605	5.991	7.824	9.210	13.815
3	2.366	6.251	7.815	9.837	11.345	16.268
4	3.357	7.779	9.488	11.668	13.277	18.465
5	4.351	9.236	11.070	13.388	15.086	20.517

- (e) What conclusions can be reached from the calculation of Chi-square in this study?

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 .....  
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 ..... [3]

There were many good responses to this question where candidates correctly interpreted that the calculated value was higher than the critical value and so the result of the test was significant. Better responses contextualised this in light of the study's overall conclusion. Many then correctly identified that the null hypothesis was rejected. Less successful responses often lacked context, accepting the null hypothesis, and not knowing how to refer to the meaning of the significance level accurately i.e. probability of confidence in the IV impacting the DV/ probability results were a fluke/chance.

## Question 31 (a)

**31 (a)** Outline **one** strength of the use of the quantitative data collected in this study.

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..... **[3]**

There were many accurate strengths identified by candidates in this question such as easy to analyse or to compare. Some responses were clearly outlined as to why this was a strength in the context of the study. Lower achieving responses were where candidates did not fully elaborate on a point and just mentioned that this made the study more reliable or more objective, for example, without an explanation as to why. In addition, some candidates did not recognise that the data to which they were referring was nominal and mentioned factors such as calculating mean.

## Question 31 (b)

**(b)** Outline **one** weakness of the use of the quantitative data collected in this study.

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..... **[3]**

There were many good responses to this question which often referred to lack of insight or detail. The best responses included some relevant detail such as quantitative data being limited because we are unaware of why gestures were being made such as how annoyed the participant on the phone was or the content of their call. Responses that did not score as well did not outline why a lack of detail is a problem or did not include context.

## Question 32

- 32** Outline **two** ways in which the naturalistic observation method used in this study could affect the validity of the data collected.

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2 .....

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[6]

The marks achieved by candidates for this question covered the full range of the mark scheme. Common points included ecological validity, lack of demand characteristics which improved validity and lack of control of extraneous variables which reduced validity. Examples of good responses fully explained how the natural environment enabled the observers to record true to life gesture behaviour or how behaviour was unaffected by the demand characteristics that occur within the laboratory. Candidates provided good examples of possible extraneous variables that occur within a busy street that could affect the gestures that a person makes while on the phone (e.g bumping into people, little space, used phone call content well). Less successful responses often identified the issue but did not explain how validity would actually be affected, lacked detail or did not include context; all of which restricted the marks available to them. A significant number of responses identified population validity as an issue in this study which is not specific to naturalistic observations and therefore was not creditworthy.

## Exemplar 3

- 1 As it is a ~~naturalistic~~ naturalistic observation it takes place in the participants natural environment so there is low control over extraneous variables (such as who the person is talking on the phone to) which could have an effect on the dependant variable. Therefore the internal validity will be lower as you can't be certain that the independant variable is truly effecting the dependant variable
- 2 As it is a naturalistic observation and takes place in the environment is not manipulated and occurs in a place where the behaviour (being on the phone) is normal the ecological validity will be higher therefore the data/ findings can be generalised to other places and environments where someone might be on the phone.

Exemplar 3 is a full mark response where the two points raised are clear, detailed and in context.

## Question 33 (a)

33 Which section of the write-up of a practical report for this research would each of the following appear in?

(a) raw data

[1]

Answered correctly by some candidates. Incorrect responses covered other sections of the scientific report such as abstract, results and conclusion/discussion.

## Question 33 (b)

(b) calculations for statistical analyses performed

[1]

Answered correctly by less than half of candidates. Incorrect responses covered other sections of the scientific report such as abstract, results and conclusion/discussion.

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# Supporting you

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## Post-results services

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

## Keep up-to-date

We send a weekly roundup to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

## OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

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## Signed up for ExamBuilder?

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ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

## Active Results

Review students' exam performance with our free online results analysis tool. It is available for all GCSEs, AS and A Levels and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

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If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on  
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Alternatively, you can email us on  
**support@ocr.org.uk**

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