

Psychology

General Certificate of Secondary Education

Unit **B543**: Research in Psychology

Mark Scheme for June 2013

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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.

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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

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		1 mark for ticking 1 st box.	1	If more than one box ticked then zero marks.	1 X AO3
2		1 mark for matching 'independent variable' to 1 st box. 1 mark for matching 'dependent variable' to 3 rd box.	2	For additional line drawn over the two required, subtract 1 mark.	2 x AO3
3		1 mark for 7-11 year olds.	1		1 x AO3
4		1 mark for demonstrating an understanding of the purpose of a control eg 'to control for extraneous variables', 'to make the experiment fair', 'to make sure only the IV affects the DV'. 1 mark for demonstrating why 'the same bed time' in this study was a control eg 'because going to bed later one night may give a child more frightening dreams as it would be darker (1)', 'because the time they went to bed may have affected the dreams they had' (1).	2	To award full marks the response must make reference to bedtime as the control. It's not the time they went to sleep, it's the time they went to bed. If the candidate provides two purposes of a control, only one can be credited if it is not linked to bedtime.	2 x AO3
5		1 mark for 'false'.	1	No credit if both responses circled.	1 x AO3
		1 mark for 'true'.	1	No credit if both responses circled.	1 x AO3
6	(a)	1 mark for 'repeated measures (groups)'.	1		1 x AO3

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>1 mark for identifying a relevant strength eg 'no participant variables', 'less participants need to be found'.</p> <p>1 mark for applying the strength to the study eg 'a strength is that individual differences do not affect the results (1) such as whether a child is hyperactive or anxious – this will stay the same between conditions' (1).</p> <p>eg 'by using the same participants, this minimises individual differences (1) for example if different groups were used in this study, one set of children may just naturally have scarier dreams than the other group, not as an effect of the sweets' (1).</p>	2	<p>To award full marks the response must make reference to the features of the study in the source.</p> <p>Allow extraneous variable as participant variables are an example.</p>	2 x AO3
7		<p>1 mark for identifying a relevant issue.</p> <p>1 mark for relating this to the study in the source eg 'consent is an issue (1) because the participants are too young to give their own consent' (1),</p> <p>'parents and carers (1) would have to give consent' (1),</p> <p>'giving sweets to children can be considered unhealthy (1) so the psychologist is not considering their welfare' (1),</p> <p>'making children talk about how frightening dreams are (1) may cause additional distress' (1),</p> <p>'protection of participants' (1) 'it is wrong to give children sweets on the basis it might give them nightmares' (1).</p>	2	<p>If the candidate refers to the presence of frightening dreams as being harmful, they must link this with the giving of sweets or to having to report them to gain credit.</p> <p>The answer must go beyond giving a definition of the ethical issue.</p>	2 x AO3

Question			Answer	Marks	Guidance	
					Content	Levels of response
8			<p>1 mark for knowing what demand characteristics are eg clues/cues in an experiment which suggest/give away the aim/hypothesis.</p> <p>1 mark for stating the effect of demand characteristics eg participants behave differently from normal, participants try to confound results, results become invalid, participants try to give the psychologist the results that he/she needs.</p>	2	Whilst the candidate can address the question by using the study in the source this is not required for full marks.	2 x AO3

Question		Answer	Marks	Guidance	
				Content	Levels of response
9	(a)	1 mark for realism/generalisable to natural settings/true to life.	1	If the candidate describes a lack of ecological validity then they must make this clear in their answer in order to achieve the mark, eg a' lack of ecological validity is when the experiment is not like real life'.	1 x AO3
	(b)	1 mark for an appropriate feature of the study that lacks ecological validity eg being in a lab, sleeping in a room with all other participants, having nightmares rated (by another person).	1	.	1 x AO3
10		Any answer between 6.5 and 6.9 (inclusive).	1		1 x AO3
11		1 mark for a brief or basic response eg 'participants may lie', 'they may forget details of their dreams', 'they might not want to talk about their dreams'. 1 mark for a more detailed and developed response eg 'some people do not know how to express themselves (1) and so may not want to talk to the interviewer' (1) 'children may be embarrassed by the content of their dreams (1) and instead give socially desirable responses' (1), 'interviews rely on children being able to articulate their experiences (1) but they may not be old enough to do this well enough' (1), 'interviews are limited if people don't have insight (1) which might be the case with something complex like dreams' (1).	2	If responses assume the interview is structured or unstructured specifically then credit accordingly. Credit reference to interviewer effects.	2 x AO3

Question			Answer	Marks	Guidance	
					Content	Levels of response
12		(a)	1 mark for reference to consistency/replicability.	1	Do not credit 'trustworthiness' or 'accuracy'.	1 x AO3
		(b)	1 mark for a brief but relevant response eg 'it means the results from both methods can compared', 'to check how frightening dreams are matches brain activity'.	1	Credit references to 'comparisons' (for consistency) and/or 'replication' (for checking purposes).	1 x AO3

Question		Answer	Marks	Guidance	
				Content	Levels of response
13	(a)	1 mark for a type of observation – likely to come from overt, covert, participant, non-participant but also credit naturalistic / controlled.	1	Do credit responses that identify an observation with two dimensions eg an overt non-participant observation.	1 x AO3
	(b)	1 mark for identifying a feature of that observation 1 further mark for saying why it is a strength eg for a covert observation – ‘not knowing they are being watched (1) they will behave more naturally’ (1) eg for a participant observation - ‘if the researcher joins in what the children are doing (1) they will better understand the kind of feelings they are experiencing after having sweets’ (1) eg for an overt observation - ‘if the children know they are being observed (1), then it will be more ethical as they can gain consent’ (1).	2	Do not judge the feasibility of the type of observation just its justification. Candidates may use the follow-up study to illustrate their justification of the chosen observation but this is not necessary for the full marks. If no response in part (a) and the candidate then goes on to give a definition of a type of observation in part (b) credit as normal. Eg there is no response in part (a) and in part (b) ‘if the participants don’t know they are being observed (1) they will act naturally’ (1).	2 x AO3
14	(a)	1 mark for a correct stem ie one referring to a difference or correlation. 1 mark for inclusion of both the IV and DV/co-variables. eg 1 mark for ‘there is a difference in the attitudes to health and safety’, ‘there will be no correlation between health and safety’	2	Maximum of 1 mark for a hypothesis which contains the necessary components but is muddled/unclear. Hypotheses can be present tense (‘is’), future tense (‘will’) but not past tense (‘was’).	2 x AO3

Question			Answer	Marks	Guidance	
					Content	Levels of response
			eg 2 marks for 'there is no difference in how cautious a person is whether they have had a serious accident <u>or not</u> ' or 'the more serious a person's accident, the more aware they will be of health and safety issues'.		<p>No marks for responses which are aims or research questions.</p> <p>NB Hypothesis can be null or alternate but for experimental hypotheses, both conditions and the direction of the prediction must be present for full marks.</p> <p>'Serious accidents makes people aware of heath and safety as they have experienced this' = 0 marks.</p> <p>'People who have had serious accidents are more aware of heath and safety issues' = 1 mark.</p> <p>'There will be a difference in people's awareness of heath and safety depending on whether or not they have had a serious accident' = 2 marks.</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	(i)	1	Allow stratified, self-selecting/ volunteer.	2 x AO3
		(ii)	1	The response must illustrate how the method is used to gain the mark.	1 x AO3
		(iii)	1		1 x AO3

Question		Answer	Marks	Guidance	
				Content	Levels of response
14	(c)	<p>1 mark for each feasible question relating to health and safety / being careful – which can be open or closed. eg 'Give me examples of the types of accidents that worry you.'</p> <p>eg 'On a scale of 1 to 10, how careful are you around the home?'</p>	2	<p>It is possible to credit something as simple as 'How careful are you?' for 1 of the marks.</p> <p>Do not double-credit questions that ask for the same/similar information.</p> <p>For 1 mark do not expect all possible options on a multi-choice question, or a scale to be explained/provided, etc.</p> <p>Questions must target the participant who is taking part in the questionnaire (ie asking what family and friends would do is not applicable to the nature of this investigation).</p>	2 x AO3

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(d)	<p>1 mark for identifying a basic procedure and/or one feature of the procedure eg for a correlation - 'I would use a scattergraph to plot the results'.</p> <p>2 marks for outlining a reasonably feasible procedure eg 'I would ask participants to describe the most serious accident they have been involved in at the top of the questionnaire (1) then give it a score between 1 and 20 with 20 being the score for the most serious' (1).</p> <p>3 marks for describing, within the time constraints, a feasible procedure eg 'I would send the questionnaire to my volunteers via email (1). The questionnaire would start by identifying a list of serious accidents and ask participants to tick the ones that applied to them. (1). I would add up the number of ticks each participant gives and plot them on a bar graph' (1).</p>	3	<p>The emphasis is on <i>how</i> not <i>why</i>.</p> <p>Consider any of the following:</p> <p>Sample How the groups are divided eg into 'serious accident or not'. How seriousness of accident is measured Location Controls By whom (details of researcher) Any instructions given to participants Example of an additional questions not credited in (c) Type of questions (open / closed) Data analysis (NB: if a scattergraph is suggested this must be consistent with the hypothesis in (a) ie a correlation.</p> <p>Do NOT credit any aspect of the investigation that has been / will be awarded in separate questions, for example: Sampling method in b (i/ii) Ethical issues (unless different to that stated in e (i/ii).</p>	3 x AO3

Question			Answer	Marks	Guidance	
					Content	Levels of response
					Repetitions of the questions in (c) Be mindful of contradictory procedures in light of other information provided in other question parts.	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(e) (i)	1 mark for any relevant issue eg consent, confidentiality, protection from harm, right to withdraw, debrief etc.	1	<p>Ethical issue must be identified by name.</p> <p>Issues can include the following; Confidentiality (Informed) consent Right to withdraw Deception Debrief Any issue relating to the health & well being of participants; eg distress, trauma, harm, embarrassment . 'not comfortable'.</p>	1 x AO3
	(ii)	<p>1 mark for a brief or basic response eg 'I would not publish any names' (1), 'I would brief the participants before giving them the questionnaire' (1). 'I would offer counselling afterwards' (1).</p> <p>2 marks for a more detailed and developed response eg 'I would make sure the questionnaire is anonymous (1) by asking participants not to put their name on the questionnaire' (1),</p> <p>'I would debrief participants (1) and offer them counselling to try and remove the stress' (1),</p> <p>'I would tell the participants what the aim (1) was and ask them to sign a consent form' (1),</p> <p>'I would tell them that they could leave at any time (1) using instructions at the start of the questionnaire' (1).</p>	2	<p>No justification is needed as to why something is done to keep it ethical, the focus is on how. For full marks the response must be an elaboration of their main point. Refer to examples.</p> <p>(ii) can be credited even if 0 marks or NR has been given for (i) if it is clear which ethical issue the candidate is referring to.</p>	2 x AO3

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(f)	<p>1 mark for a relevant strength eg it is easy to keep responses anonymous, a large number of respondents can be accessed at the same time, people are asked the same questions, it is easy to replicate.</p> <p>1 mark for relating the strength to an aspect of the investigation, which may be explicit or implicit (given other descriptions of the investigation)</p> <p>eg 'It easy to compare the two groups answers to identify differences (1) because people are asked the same question' (1),</p> <p>'it is easy to keep responses anonymous (1) which is important to get valid answers to questions about the dangerous things that people do' (1)</p>	2	References to being 'easier' must refer to 'replication' and/or 'how the questionnaire is conducted/distributed'. Do not credit 'easy to collect results'.	2 x AO3

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