

GCE

Psychology

H167/01: Research methods

AS Level

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).















Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Unclear
	Attempts evaluation
	Benefit of doubt
	Context
	Cross
	Evaluation
	Extendable horizontal line
	Extendable horizontal wavy line
	Significant amount of material that doesn't answer the question
	Not answered question
	Good use of resources
	Tick
	Development of point
	Omission mark

Section A: Multiple Choice

Quest	Answer
1	C
2	C
3	C
4	A
5	B
6	C
7	C
8	D
9	B
10	D
11	D
12	C
13	A
14	A
15	C

Section B: Research design and response

<p>Explain how you would use the self-report method to investigate attitudes towards mental illness. You must refer to:</p> <ul style="list-style-type: none"> -the use of a semi-structured interview -one question that uses a Likert scale -one question that would produce quantifiable data <p>You should use your own experience of practical activities to inform your response. [12]</p>					
Question		Answer		Marks	Guidance
16				Max 12	Context = mental illness, psychiatric, attitudes etc

Level of Response	Details of required features (RFs) included	Justification of decisions made	Reference to own practical work
Good 10-12 marks	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Appropriate justification of all decisions and <i>some</i> is contextualised - Well developed line of reasoning that is clear and logically structured 	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
Reasonable 7-9 marks	<ul style="list-style-type: none"> - All 3 required features addressed - Reasonably accurate and detailed knowledge and understanding of each feature - At least two applications of required features in context 	<ul style="list-style-type: none"> - Some appropriate justification of decisions related to all three required features - Bottom of the band if only two required features justified - There was some line of reasoning evident with some structure 	For top level, 10 marks if one RF linked, 11 marks if two and 12 marks if all three If there is no explicit link between own practical work and any of the three required features – max 9 marks
Limited 4–6 marks	<ul style="list-style-type: none"> - Two of the required features addressed 	<ul style="list-style-type: none"> - Attempt to justify decision(s) but weak - Evidence of some structure, but weak 	
	It two required features are addressed in detail and justified in context and explicit links made to own practical work – award 8 marks		

		- Limited application of required features - OR all three required features referred to but in a limited way		
		If one required feature is addressed in detail and justified in context and explicit links made to own practical work – award 4 marks		
Basic 1-3 marks		- 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	- None , or if present very weak	
Question		Answer	Mark	Guidance
17		Likely answer: To investigate people's attitudes towards mental illness 2 mark answer: Clearly written aim, in context 1 mark answer: Attempt to write aim, in context 0 marks: No credit worthy information	2	Context – mental illness, psychiatric, attitudes etc
18	(a)	Population is the group of people you want to apply the findings to, whereas the sample is the people you obtain data from. 1 mark answer: Difference between population and sample clearly identified 0 marks: No credit worthy information	1	

18	(b)	<p>Accept naming and describing of any appropriate sampling technique here (e.g. opportunity, self-selected or snowball)</p> <p>3 mark answer: Named and clearly described in context</p> <p>2 mark answer: Named and clearly described, but not in context OR Attempt to name and describe in context</p> <p>1 mark answer: Attempt to name and describe (whether in context or not)</p> <p>0 marks: No credit worthy information</p>	3	<p>Context – mental illness, psychiatric, attitudes etc</p> <p>If random sampling described, must clearly identify the target population and include how all members of such a group would have a chance of selection</p>
19	(a)	<p>Likely answers: easier to analyse; easier to compare across participants etc</p> <p>3 mark answer: Clear outline of strength in context</p> <p>2 mark answer: Clear outline of strength but not in context OR Attempted outline of strength in context</p> <p>1 mark answer: Brief and/or weak attempt to outline strength /weakness (whether in context or not)</p> <p>0 marks: No credit worthy information</p>	3	<p>Context – mental illness, psychiatric, attitudes etc</p>
	(b)	<p>Likely answers: lack of insight about reasons why people think like they do about mental illness; lack of ability to elaborate etc</p>	3	<p>Context – mental illness, psychiatric, attitudes etc</p>

		<p>3 mark answer: Clear outline of weakness in context</p> <p>2 mark answer: Clear outline of weakness but not in context OR Attempted outline of weakness in context</p> <p>1 mark answer: Brief and/or weak attempt to outline weakness (whether in context or not)</p> <p>0 marks: No credit worthy information</p>		
20		<p>For example: inclusion of distractor questions; ensuring anonymity of respondents; disguising aim of research etc</p> <p>3 mark answer: Clear outline in context</p> <p>2 mark answer: Clear outline but not in context OR Attempted outline in context</p> <p>1 mark answer: Brief and/or weak attempt to outline (whether in context or not)</p> <p>0 marks: No credit worthy information</p>	6	<p>Context = mental illness, psychiatric, attitudes etc</p> <p>3 marks for each way outlined to reduce demand characteristics.</p>
21		<p>Likely answers: may increase demand characteristics / social desirability responses so lower validity; more time consuming; less able to standardise delivery of questions etc.</p> <p>3 mark answer: Clear outline of weakness in context</p>	3	<p>Context - mental illness, psychiatric, attitudes etc</p> <p>Note: Comparative language or implied reference to questionnaire is needed for full marks</p>

		<p>2 mark answer: Clear outline of weakness but not in context OR Attempt to outline weakness in context</p> <p>1 mark answer: Brief and/or weak attempt to outline weakness (whether in context or not)</p> <p>0 marks: No credit worthy information</p>		
22		<p>Likely answers: biased sample (e.g. in terms of its size or diversity or gender or age ranges etc); nature of the questions asked (e.g. if too restricted / limiting – enquiring about only one specific mental illness etc)</p> <p>2 mark answer: Clear outline in context</p> <p>1 mark answer: Clear outline, but not in context OR Attempted outline in context</p> <p>0 marks: No credit worthy information</p>	2	Context = mental illness, psychiatric, attitudes etc

23		<p>Conclusions could include: there was a variety in how consistent some people rated their own personality compared to the rating from their best friend, suggesting that some people think about their personality in a similar way to how their friend perceives them, whereas other people think very differently. The differences may be due to how well or how long the person has known their best friend. Judging personality is a difficult thing to do, and the way we perceive our own personality may be different because it is based on different things to what anyone else used to judge personality, such as things that are private and only known to the individual etc</p> <p>3 mark answer: Clear detailed response, in context</p> <p>2 mark answer: Clear detailed response, but not in context OR Attempted response, in context</p> <p>1 mark answer: Attempted response, not in context OR simply stating a finding</p> <p>0 marks: No credit worthy information</p>	6	<p>-Context = personality, extroversion etc</p> <p>-Clear (explicit) interpretation of findings (not simply stating a finding) is required for top band</p> <p>Accept any other appropriate conclusions here.</p> <p>3 marks for each conclusion</p>
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<p>24</p>	<p>Scatterdiagram showing the relationship between self rating of extroversion and ratings by a friend</p> <p>1 mark for correctly plotting the data 1 mark for clear labelling of the x axis 1 mark for clear labelling of the y axis 1 mark for units of measurement on both axes</p>	<p>4</p> <p>A title is not essential, but can add clarity to otherwise unclear labels on axes</p> <p>Labels on axes must be clear. For example, just putting 'friend', or 'friend's rating' is unclear (*but remember this can be clarified by a title if provided)</p>
<p>25</p>	<p>Strengths include easy to analyse, record and present findings on ratings of extroversion; easy to plot visually (scatter diagram) etc</p> <p>Weaknesses include lack of insight into why ratings on extroversion mean, or why given; possible differences in use / interpretation of extroversion scale between participants etc</p> <p>3 mark answer: Clear outline of strength/weakness, in context</p> <p>2 mark answer: Attempted outline of strength/weakness, in context OR Clear outline of strength/weakness, not in context</p> <p>1 mark answer:</p>	<p>6</p> <p>Context - personality, extroversion etc</p> <p>3 marks for strength 3 marks for weakness</p>

		<p>Brief and/or weak outline of strength/weakness, whether in context or not</p> <p>0 marks: No credit worthy information</p>		
26		<p>Reasons: -test of correlation/relationship (and the study investigated the relationship between self-rating and friends rating of extroversion) -ordinal data collected (ratings of extroversion on 0 to 100 scale)</p> <p>3 mark answer: Two appropriate reasons provided, both in context</p> <p>2 mark answer: Two appropriate reasons provided, but only one, or neither in context OR One appropriate reason provided in context</p> <p>1 mark answer: One appropriate reason provided but not in context</p> <p>0 marks: No credit worthy information</p>	3	Context - personality, extroversion etc
27		<p>Accept -0.639 and -0.64</p> <p>Workings ...</p> $r_s = 1 - \frac{6(\sum d^2)}{n(n^2 - 1)}$ <p>6 x 270.5 = 1623 1623 / 990 = 1.64 1 - 1.64 = -0.64</p>	3	

		<p>3 mark answer: Correct answer with all workings</p> <p>2 mark answer: Correct answer with some workings</p> <p>1 mark answer: Correct calculation with no workings OR Some correct workings, but incorrect answer</p> <p>0 marks: No credit worthy information</p>		
28		<p>The probability of there being no relationship between self-ratings of extroversion and ratings by a friend is greater than 5%, meaning that this is not a statistically significant result. There is no relationship between self-ratings of extroversion and ratings made by a friend.</p> <p>3 mark answer: Clear explanation in context</p> <p>2 mark answer: Clear explanation but not in context</p> <p>1 mark answer: Brief and/or weak explanation, whether in context or not</p> <p>0 marks: No credit worthy information</p>	3	Context = personality, extroversion etc

Section	Ques	AO1	AO2	AO3	Total	Maths	Total	Core Study Ques
A	1	1			1			
	2	1			1			
	3	1			1			
	4		1		1	Interpretation of neg' correlation	1	
	5	1			1			
	6	1			1	Interpretation of $p < 0.01$	1	
	7	1			1			
	8	1			1			
	9	1			1			
	10	1			1			
	11			1	1			Grant
	12			1	1			Baron-Cohen
	13			1	1			Milgram
	14			1	1	Interpretation of Spearman's	1	
	15			1	1			
B	16	2	6	4	12			
	17	1	1		2			
	18(a)	1			1			
	18(b)	1	2		3			
	19(a)		2	1	3			
	19(b)		2	1	3			
	20	2	4		6			
	21	1	2		3			

	22	1	1		2			
C	23			6	6			
	24		4		4	Draw scatterdiagram	4	
	25		2	4	6			
	26	2	1		3	Justification of use of Spearman's	3	
	27	1	2		3	Calculation of Spearman's	3	
	28		2	1	1	Interpretation of Spearman's	3	
Total		21	37	17	75		16	
Target		21-24	34-7	16-19	75		15	

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