OCR
Oxford Cambridge and RSA

AS LEVEL

Examiners' report

PSYCHOLOGY

H167
For first teaching in 2015

H167/01 Summer 2022 series

Contents

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

This is the first of the two examined components for the OCR AS Level Psychology qualification. This is the seventh examination of the reformed Psychology AS Level specification, and overall the standard of responses was good. There was a wide range of responses, suggesting that the paper differentiated fairly.

This paper was accessible with most candidates attempting all questions. Candidates who did well on the paper were distinguished by their extended, detailed responses that focused more specifically on the question rubric and, where appropriate contextualised their answer to stem scenarios provided on the question paper.

Some candidates struggled with the concept of a semi-structured interview in Section B (Research design and response) and made suggestions relating to quantitative and qualitative data rather than an interview that has both predetermined questions and spontaneous questions being asked. Some candidates also struggled with the concept of a Likert scale and gave a different type of rating scale.

It is important to make sure that candidates have had practice in the design and implementation of their own practical activities (including an analysis of the data collected and conclusions reached from this). Candidates should be encouraged to consider other variations of the method they have used to consolidate their knowledge, for example of different types of experiments/self reports/observations. This should additionally 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. It should also help them to comment on how conducting their own research has helped in the planning of the novel research presented in the examination paper. Research methods can also be reinforced through the delivery of the Core Studies component, which will help candidates apply their understanding of research methods. Finally, the use of examples to illustrate points, convey understanding better thus enabling some elaboration should be encouraged.

Assessment for learning
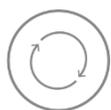
Centres should encourage candidates to create a glossary of key terms and concepts for research methods and should promote using these terms in their responses.

Key term assessment check points are encouraged.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
• demonstrated good knowledge and understanding of key terms and concepts • gave extended and detailed responses focusing specifically on the question • contextualised their responses to the stem scenarios presented on the question paper.	• demonstrated basic knowledge and understanding of key terms and concepts • gave basic or limited detail in their responses • missed out context in their responses so that their response did not relate directly to the stem scenarios presented on the question paper.

Section A overview

There was good knowledge and understanding shown across the range of questions. The occasional less-successful answered question suggests that preparation was not complete across the whole specification. Some candidates would benefit from reviewing their responses again at the end of the exam as responses to extended questions in other sections might help trigger recognition and recall.

Multiple Choice Questions

If an answer is unclear, the examiner may be unable to see the option a candidate has chosen. Some candidates change their mind on their response and write over their original, this can make it difficult for an examiner to decipher the candidate's final answer that they would like assessing. If a candidate changes their mind, they can write their answer to the right of the answer space or on the additional paper provided.

Question 1

1   What sampling technique is used when placing an advert in a newspaper to recruit participants?

A   opportunity

B   random

C   self-selected

D   snowball

Your answer [ ]   **[1]**

Most candidates answered this correctly with some inaccurately answering A as their response.

Question 2

2   Which of these research methods or experimental designs does not have an independent variable that is controlled and manipulated directly by the researcher?

A   field experiment

B   lab experiment

C   quasi experiment

D   repeated measures design experiment

Your answer [ ]   **[1]**

Most candidates answered this correctly with some inaccurately answering A as their response.

Question 3

3　Which of these is not covered by the ethical issue of 'respect'?

    A　confidentiality

    B　consent

    C　payment

    D　withdrawal

Your answer ☐　　　　　　　　　　　　　　　　　　　　　　　　　　　　　**[1]**

This question was answered correctly by most candidates.

Question 4

4　What type of correlation is shown in the scatter diagram below?
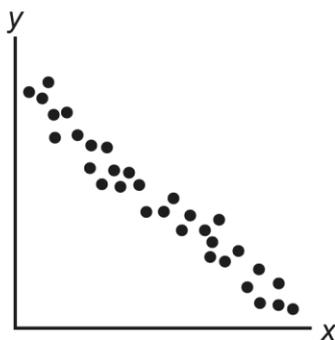
    A　strong negative

    B　strong positive

    C　weak positive

    D　zero

Your answer ☐　　　　　　　　　　　　　　　　　　　　　　　　　　　　　**[1]**

The majority of candidates answered this correctly.

Question 5

5   What does the null hypothesis in an experiment state?

   A   there will be an effect of the IV on the DV

   B   there will not be an effect of the IV on the DV

   C   there will be a relationship between the IV and the DV

   D   there will not be a relationship between the IV and the DV

Your answer [   ]   **[1]**

Some candidates inaccurately answered D to this question.

Assessment for learning
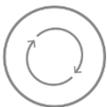
Check that candidates are clear on the difference in hypothesis writing for experiments and correlations, e.g., a correlation investigates a relationship whereas an experiment investigates a difference.

Candidates could be given a range of research proposals using different methods and be asked to write the appropriate hypothesis.

Question 6

6   Which of these indicates the research is significant at the 3% level of probability?

   A $p < 3.0$

   B $p < 0.3$

   C $p < 0.03$

   D $p < 0.003$

Your answer [   ]   **[1]**

Most candidates answered this correctly.

Question 7

7   In which of these sections of the write-up of a practical report would you find specific details of any apparatus used in the research?

   A   abstract

   B   discussion

   C   method

   D   results

Your answer [ ]   **[1]**

A number of candidates were unable to give a correct response to this question.

Question 8

8   Which of these is not a type of validity?

   A   construct

   B   criterion

   C   face

   D   visual

Your answer [ ]   **[1]**

Many candidates answered this correctly with some giving an inaccurate response.

Question 9

9   Which of these would not be included when citing an academic reference using the Harvard system?

   A   first name initials of researchers

   B   probability level of the findings obtained in the research

   C   title of the publication of the research

   D   year of publication of the research

Your answer [ ]   **[1]**

Most candidates answered this question correctly.

Question 10

10 Which of these is the name of the process by which fellow academics scrutinise the work of others prior to publication?

   A   peer reference

   B   peer reliability

   C   peer response

   D   peer review

Your answer   [   ]   **[1]**

The question was answered correctly by most candidates.

Question 11

11 Which of these was an independent variable in the Grant et al. (1998) study into context dependent memory?

   A   type of learning material used

   B   type of participants used

   C   type of questions used

   D   type of testing condition used

Your answer   [   ]   **[1]**

Many candidates answered this correctly with some inaccurately answering C as their response.

Question 12

12 Which of these is a reason that the 1997 study of autism by Baron-Cohen et al. is considered a quasi experiment?

   A   location of the study

   B   measure of the dependent variable

   C   status of participants

   D   use of facial expressions

Your answer [   ] **[1]**

Some candidates inaccurately identified B as their response.

Question 13

13 Which of these best describes the kind of data collected in Milgram's (1963) study of obedience?

   A   both quantitative and qualitative

   B   neither quantitative or qualitative

   C   quantitative

   D   qualitative

Your answer [   ] **[1]**

Many candidates answered this correctly with some inaccurately answering C as their response.

Question14

14 Which of these could be the result of Spearman's rho inferential statistical test?

    A   0.05

    B   1.05

    C   −1.05

    D   11.05

Your answer   **[1]**

Some inaccurate responses were given to this question.

Assessment for learning
Candidates should undertake calculations of inferential statistical tests to understand the outcomes.

Question 15

15 Which of these is a type of rating scale?

    A   analytical analog

    B   bimodal binary

    C   semantic differential

    D   sequential similarity

Your answer   **[1]**

Most candidates answered this correctly.

Section B overview

Within this section on Research design and response, candidates are required to present their responses based on a study they design in response to the scenario presented in the question paper. The design question (Question 16) is fundamental and carries 12 marks. Other questions in this section ranged from 1-6 marks. There was good understanding shown of one of the required features in the design question and of writing an aim, strengths and weaknesses of closed questions, demand characteristics and usefulness. To improve, candidates need to make sure they are familiar with all the terminology in the specification so that they can address all questions accurately. Many would have benefitted from adding more detail in their responses and consistently contextualising their response.

Question 16

> **Mind changing?**
>
> Attitudes towards mental health and how it is treated have changed a lot over the years. However, despite this there are still differences in how people with physical, compared to mental illnesses are thought of and cared for. Psychologists want to study this further using the self-report method to investigate peoples' attitudes towards mental health.

16* Explain how you would use the self-report method to investigate attitudes towards mental illness. You must refer to:

- the use of a semi-structured interview
- one question that uses a Likert scale
- one question that would produce quantifiable data

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

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.... **[12]**

This question gained a variety of responses, although very few candidates achieved the highest band marks. The best responses were characterised by taking each of the three required features in turn. Firstly, demonstrating knowledge of the feature itself and an understanding of what was involved in terms of addressing it for the research presented. Candidates would then justify the decision made regarding how to address it before finally drawing on their own experiences of conducting research and explicitly outlining how this informed the planned study presented. All three of the required features (RF) needed to be discussed in context to obtain marks in the highest band. See next page for further details.

RF1: Many candidates confused the purpose of a semi-structured interview being about gathering both quantitative and qualitative data. Understanding of a semi-structured interview was quite poor. Those who understood that a semi-structured interview consisted of some pre-planned questions in addition to having the ability to ask spontaneous questions in response to a participants' response gained the highest marks.

RF2: Many candidates also confused a Likert scale with other types of rating scales therefore not addressing this feature of the question. Some candidates did have correct knowledge of a Likert scale but sometimes their response was limited due to not giving an appropriate scale that could be used. Those that provided a clear contextualised example of a Likert scale with an appropriate scale gained the highest marks.

RF3: Most candidates addressed this feature well. Many gave a closed question with fixed choice responses to address this feature. Candidates who displayed less understanding were likely to not give fixed choice responses therefore making it unclear how the data gathered would be quantitative.

Exemplar 1

Exemplar 1 shows RF1 being addressed. Correct knowledge and understanding of the feature in context. Candidates should then justify the RF before explicitly linking it to their own practical work.

Question 17

17 Write a research aim for this study.

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.... **[2]**

> Many candidates performed well on this question with a minority presenting a hypothesis. The key differentiation here came from some candidates not stating a fully contextualised aim clearly enough. Some made it much more complex than it needed to be.

Question 18 (a)

18 **(a)** Identify the difference between a population and sample when conducting research.

....

.... **[1]**

> This was quite poorly answered with many candidates not having a clear understanding of a population.

Misconception
?   Some candidates have identified a population as 'everyone from an area' but this isn't always the case. A population may refer to a particular group of people. For this question, candidates were required to demonstrate knowledge that a population is who the researcher wants to apply/generalise results to.

Question 18 (b)

(b) Name and describe the sampling technique you would use to obtain the participants for this study.

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.... **[3]**

This question gained a range of responses. Those who achieved full marks were able to name a sampling technique, describe how they would use the technique to gain a sample and contextualise to the scenario. Many candidates named one technique but described another suggesting that candidates are confusing key concepts. Many candidates managed to gain 2 of 3 marks on this question. The lack of detail or context penalised some in terms of accessing the full marks.

Question 19 (a)

19 (a) Outline **one** strength of the use of closed questions in this study.

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.... **[3]**

Most candidates gained 2 or 3 marks on this question. For those who lost marks it was the lack of detail or context which penalised them.

Question 19 (b)

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

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.... **[3]**

Many candidates gained 2 marks on this question with some achieving full marks. For those who lost marks it was the lack of detail or context which penalised them. Candidates need to provide more information rather than 'it lacks detail'.

Question 20

20 Outline **two** ways that you would try to reduce the influence of demand characteristics in this self-report study.

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.... **[6]**

There was a mixed response to this question. Some candidates gained 3 marks for one suggestion but struggled to write an equally successful response for another suggestion. Some candidates were penalised due to the lack of detail or context in their response. Some candidates were unable to give a response or gave a response that wasn't relevant to the self-report study such as using independent measures design.

Question 21

21 Outline **one** weakness of the use of an interview rather than a written questionnaire in this study.

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.... **[3]**

Many candidates gained 2 of 3 marks here. Lost marks were usually due to not comparing an interview to a questionnaire or not contextualising the response to the scenario.

Exemplar 2

One weakness of an interivew over a questionaire in this study is participants may feel uncomfortable in expressing their attitudes about mental health especially as its a sensitive topic so a written questionaire would lessen the anxious stress **[3]** as they can be alone instead of infront of the interviewer.

Exemplar 2 demonstrates a clear outline of a weakness in context. The weakness is compared to the questionnaire to make it clear the candidate is addressing the question.

Question 22

22 Outline **one** thing that may lower the usefulness of the findings from this study.

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.... **[2]**

Most candidates gained at least 1 mark on this. Candidates were often penalised for not contextualising their response. For those not gaining credit on this question, it was often due to only including a key term such as reliability or validity but not linking this to usefulness.

Exemplar 3

One thing that may lower the usefulness is social desirability as the topic is sensitive due to it being ink relation to mental and physical disabilities so people may lie to stay in accordance with what society thinks they should say. [2]

This exemplar shows a clear outline of something which may affect the usefulness in context of the scenario.

Section C overview

Question 23

Participant	Self-rating of extroversion (0 to 100)	Friend's rating (0 to 100)
a	100	90
b	80	25
c	90	10
d	40	70
e	15	95
f	70	45
g	35	85
h	50	60
i	60	45
j	25	100

Knowing me, knowing you

How well do we know each other and how much does this reflect what we think of our self? To investigate this a psychologist asked ten people to rate their own level of extroversion on a scale of 0 ('not very extrovert at all') to 100 ('extremely extrovert') and then asked a close friend of each person to rate them using the same scale. The results are presented in the table below.

23 Outline **two** conclusions that can be made from the data collected in this study.

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... **[6]**

This question gained a variety of responses with not many candidates accessing the full range of marks. Candidates were required to interpret a table of data and infer a finding. Candidates needed to go beyond merely restating an individual finding which many did not do. Credit was given for a finding but this restricted candidates to low band marks.

Assessment for learning

Candidates would benefit from being given opportunities to examine raw data tables and practice extrapolating conclusions that could be drawn from them by looking at the nature of the data and any patterns that can be discerned. These skills can also be illustrated through practical work data gathered in preparation for this exam.

The difference in findings and conclusions from the core studies component could be highlighted to assist in demonstrating to candidates how to differentiate between findings and conclusions.

Question 24

24 Draw a fully labelled scatter diagram displaying the data from this study.
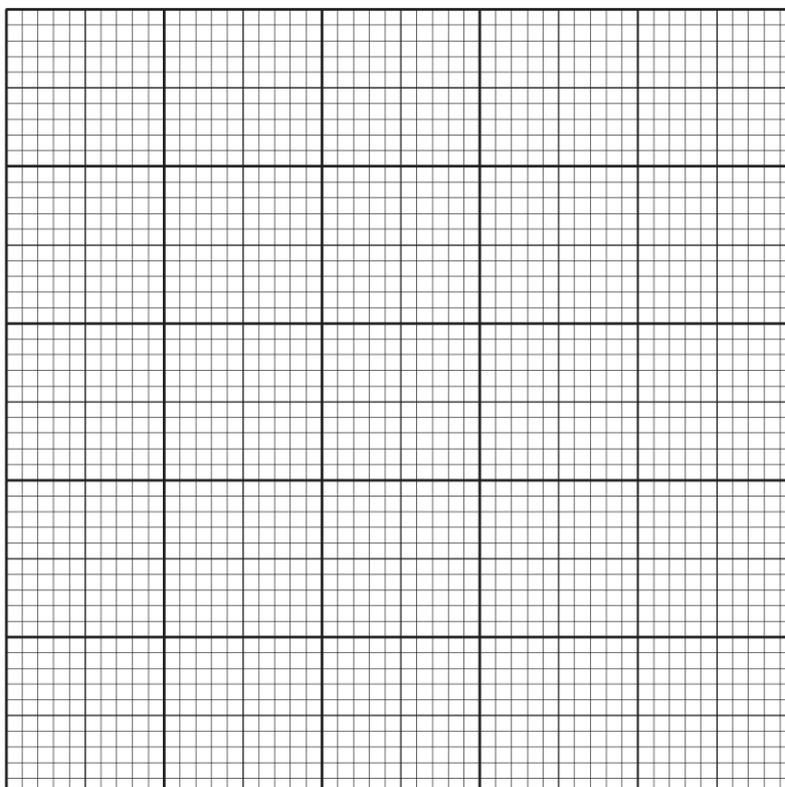
[4]

Most candidates gained 3 or 4 marks on this question. For those candidates who lost a mark this generally came from not fully labelling one of the axes on the graph, for example writing 'friend's rating' rather than 'friend's rating of extroversion'. A minority of candidates plotted the two scores separately on the graph for each participant therefore not demonstrating understanding of a relationship between variables.

Question 25

25 Outline **one** strength and **one** weakness of the use of quantifiable data in this study.

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.... **[6]**

Most candidates were able to identify a strength and a weakness of quantitative data. For those not achieving full marks, often candidates were penalised for not contextualising their response or for not elaborating on the strength/weakness. For example, candidates need to go beyond 'it lacks detail' for a weakness.

Assessment for learning

Centres should encourage candidates to make sure they always contextualise their responses when a question includes the phrase "in this study".

Candidates could be encouraged to self-reflect on their own work and highlight their use of context. This will assist candidates in identifying where they are losing marks if they have not included context in their response.

Question 26

26 Explain why the Spearman's rho would be the appropriate non-parametric inferential statistical test to use to analyse the data from this study.

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.... **[3]**

Candidates answered this question well in terms of knowledge. Very few candidates contextualised their response so were often penalised here.

Question 27

27 Given that the value of d^2 = 270.5, use the formula for Spearman's rho provided here to calculate the value of r_s. Show your workings.

$$r_s = 1 - \frac{6 \left(\Sum d^2 \right)}{n \left(n^2 - 1 \right)}$$

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.... **[3]**

> There was a spread of marks for this question. Candidates generally were able to calculate the value of r_s however were sometimes penalised for not including their workings.

Question 28

28 Explain what $p > 0.05$ would mean in the significance statement for the result of the Spearman's rho test from this study.

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.... **[3]**

> There were quite a few non-responders to this question, in addition to many stating that this would mean there was a significant relationship. Some candidates stated that there would not be a significant relationship but did not go beyond this. Very few included context and a minority of candidates were able to give a clear explanation.

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