OCR
Oxford Cambridge and RSA

AS LEVEL

Examiners' report

PSYCHOLOGY

H167
For first teaching in 2015

H167/01 Summer 2024 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.

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Paper 1 series overview

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

This paper was accessible with the 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 confused some psychological terminology such as Likert scales with other rating scales, however most had a good grasp of the terminology used in research methods and could respond appropriately. Candidates often confused the first question on the population validity and focused too heavily on the stem regarding '1 in 4 people experience mental health' – candidates often referenced this in regard to the study having low population validity rather than the study itself.

It is important to make sure 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 different types of experiments/self-reports/observations. 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. It will 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 students apply their understanding of research methods.

Finally, candidates should be encouraged to use examples in order to illustrate key points that they make. This will help them to convey their understanding better.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• demonstrated good knowledge and understanding of key terms and concepts	• demonstrated basic knowledge and understanding of key terms and concepts
• gave extended and detailed responses focusing specifically on the question	• gave basic or limited detail in their responses
• contextualised their answers to the stem scenarios presented on the question paper	• missed out context in their answers so that their response did not relate directly to the stem scenarios presented on the question paper
• gave developed conclusions about research rather than simply stating findings	• identified findings rather than developing conclusions
• understood that bar charts generally do not show all raw data but rather some form of analysis e.g. the mean score.	• confused principles of ranking data.

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.

Section A overview

Candidates generally showed good knowledge and understanding across the range of questions asked. The occasional poorly answered question suggests that preparation was not complete across the whole specification. Some candidates would benefit by reviewing their responses again before the end of the exam as responses to extended questions in other sections might help trigger recognition and recall.

Multiple choice questions
Centres should remind candidates that if their answer is unclear, the examiner may be unable to see the option they have 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 candidates' final answer. 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   When writing up a practical report, which of these best describes what an abstract is?

    A   a link to related existing research

    B   a summary of the research

    C   an evaluation of the research

    D   an extension of the research

Your answer   **[1]**

Most answered this correctly.

Question 2

2   Which sampling technique starts with one person, who is asked to suggest another person to take part, and then that person asks someone else, and so on?

    A   opportunity sampling

    B   random sampling

    C   self-selected sampling

    D   snowball sampling

Your answer   **[1]**

Nearly all answered this correctly.

Question 3

3   What is criterion validity?

   A   whether the measurement of a variable can be applied to the target population

   B   whether the measurement of a variable can be replicated

   C   whether the measurement of a variable can predict outcomes for similar behaviour in the future

   D   whether the measurement of a variable relates to everyday life

   Your answer [ ]   [1]

Most answered this correctly.

Question 4

4   The table below shows the findings from a sample of 50 people asked about their favourite colour. What percentage of people said their favourite colour was blue?

Colour	Number of people who said this was their favourite colour
Red	17
Blue	11
Green	9
Yellow	7
Pink	6

   A   2.2%

   B   5%

   C   11%

   D   22%

   Your answer [ ]   [1]

Nearly all answered this correctly

Question 5

5   In an experiment, which type of hypothesis predicts there will be 'no difference' between the conditions?

    A   alternative hypothesis

    B   null hypothesis

    C   one-tailed alternative hypothesis

    D   two-tailed alternative hypothesis

Your answer   ☐   **[1]**

Nearly all answered this correctly.

Question 6

6   Which type of statistical analysis requires data to come from conditions with similar variances?

    A   descriptive statistical tests

    B   measures of dispersion statistical tests

    C   non-parametric statistical tests

    D   parametric statistical tests

Your answer   ☐   **[1]**

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

Question 7

7   Which of these always has an independent variable?

    A   field experiments

    B   laboratory experiments

    C   quasi experiments

    D   all of the above

Your answer   ☐   **[1]**

Most answered correctly.

Question 8

8   Which of these is **not** a type of reliability?

    A   inter-rater

    B   peer-review

    C   split-half

    D   test-retest

Your answer [ ]   **[1]**

Many answered correctly but there was still a large number of incorrect answers.

Question 9

9   Which term refers to when participants change their behaviour to present themselves in a more favourable way?

    A   social acceptance

    B   social desirability

    C   social inclusion

    D   social referencing

Your answer [ ]   **[1]**

The majority answered correctly.

Question 10

10 Which of these is **not** a term used when describing the outcome of a correlation statistical analysis?

    A   negative

    B   positive

    C   skew

    D   zero

Your answer   **[1]**

Many answered correctly however there was still a large number of incorrect answers.

Question 11

11 How were participants recruited for Chaney et al.'s (2004) Funhaler study?

    A   through local child or general practitioner clinics

    B   through local newspapers

    C   through local schools

    D   through local sports clubs

Your answer   **[1]**

Most answered correctly.

Question 12

12   In Bandura et al.'s (1961) study into the transmission of aggression in children, how was time sampling used to observe the children during phase 3 of the experiment (test for delayed imitation)?

   A   continuously for 20 minutes

   B   every 5 seconds for 20 minutes

   C   every minute for 20 minutes

   D   randomly throughout a period of 20 minutes

   Your answer ☐   **[1]**

Most answered incorrectly. Of those who did answer incorrectly, the majority chose option A.

Question 13

13   In Freud's (1909) study of Little Hans the data was obtained through information contained in letters written by Hans' father. Which type of data is this?

   A   binary

   B   nominal

   C   primary

   D   secondary

   Your answer ☐   **[1]**

Most answered correctly.

Question 14

14 What is 28.6359 written to two significant figures?

   A   28

   B   28.64

   C   28.7

   D   29

Your answer [   ]   [1]

Most answered correctly.

Question 15

15 If a psychologist plans to conduct a study which makes it easy for participants to stop taking part at any stage if they want to, which ethical consideration is being addressed?

   A   consent

   B   debrief

   C   deception

   D   right to withdraw

Your answer [   ]   [1]

Nearly all answered correctly.

Section B overview

In this section on research design and response, candidates are required to present their responses based on a study they design that is related to the scenario presented in the question paper. The design question (Question 17) is fundamental and carries 12 marks. Other questions in this section ranged from 1-6 marks. There was general good understanding shown of the required features in the design question and also of open questions inclusive of knowledge and evaluation.

To improve, candidates need to make sure they are familiar with all of the terminology in the specification so that they can address all questions accurately. Many would have benefitted from adding more detail in their answers, consistently contextualising their response and elaborating on their evaluation.

Question 16 (a)

Count your blessings

As many as 1 in 4 people experience mental health issues at some time in their life and psychologists are always looking for new ways to help people cope with such matters. One interesting idea is that by writing down things that we should be grateful for (such as having good friends, a nice sunny day and our physical well-being) we can help improve our mental health. Psychologists want to investigate this further by using the self-report method, asking people about what kind of things they feel grateful for and how this makes them feel.

16

(a) Identify **one** reason why the study might have low population validity.

....

.... **[1]**

Many candidates did not get this question correct; they did not identify an issue from the study in general and focused too heavily on the statistics given in the stem of '1 in 4 people experience mental health issues'. Candidates need to understand that this section on design and response is about a response to the stem, not a requirement for them to evaluate the stem.

Question 16 (b)

(b) Write a one-tailed alternative hypothesis for this study.

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.... **[3]**

Many candidates were able to identify a one-tailed hypothesis however they often did not get full marks due to not operationalising the variables within the hypothesis. A large number of candidates wrote a two-tailed hypothesis, and some wrote a correlational hypothesis; these candidates were given zero marks.

Question 17*

17* Explain how you would use the self-report method to investigate what kind of things make people feel grateful and if this helps improve their mental health. Justify your decisions as part of your explanation. You must refer to:

- the use of a structured interview
- one question that uses a Likert scale
- the sampling method you would use to collect participants.

You should use your own experience of practical activities to inform your response. **[12]**

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There was a variety of responses to this question, although a significant minority of candidates achieved the marks in the highest band. The best responses were characterised by taking each of the three required features (RF) in turn.

Firstly, candidates demonstrated knowledge of the feature itself and an understanding of what was involved in terms of addressing it for the research presented.

They 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.

Most candidates achieved marks within the limited band due to a lack of detail in their responses, context or justification. Some candidates wrote more about their own practical activity than they did about the explanation of the study they had planned based on the stem.

RF1: Most candidates simply defined a structured interview and their explanation did not go beyond this. Some candidates were able to suggest a question that might be asked. Those who understood the structured interview were able to effectively address how this could be done to gain the highest marks.

RF2: Most candidates were able to suggest a Likert scale but often didn't elaborate on what the scale would be. Some candidates confused a Likert scale with a standard rating scale or a semantic differential scale.

RF3: This was the better answered required feature with most candidates choosing opportunity sampling and suggesting how they could carry out this sampling method.

Exemplar 1

Ques14 Some of the questions I will be asking
but in ~~pa~~ this interview, will use a Likert
scale. An example of a question using this
is " To what extent, do you agree or disagree
that saying things you may be grateful ~~to~~
for, ~~or~~ ~~mak~~ ~~ear~~ makes you feel happier or
improves your mood. " The answers provided
(continued in extra space)

17*	will be from the options : " strong agree,
	agree, unsure, disagree and strongly
	disagree. This will give ~~&~~ me a clear
	answer ~~without~~ without a great level of

Exemplar 1 shows an extract from a Level 4 candidate answer to RF2 (Likert scale) which is accurate, clear and in context. This candidate has demonstrated knowledge of the options participants are given in a Likert scale question.

Assessment for learning

Candidates often refer to their questionnaire that they have conducted as a form of practical for the self-report method. Candidates should be encouraged to conduct a practical using the interview technique so they are clear on the difference between a structured/semi structured/unstructured interview and are aware of how data is collected.

Question 18

18　Suggest **one** open question that you could use in this study.

....

....

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.... **[2]**

Most candidates achieved 2 marks on this question. For those who achieved 1 mark this was usually due to no context.

Question 19 (a)

19

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

....

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.... **[3]**

Many participants gained full marks for this question. There was a large number who gained 2 marks for mixed reasons: first, candidates sometimes miss out context; second, candidates are sometimes unable to elaborate on their evaluation for the final mark.

Question 19 (b)

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

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.... **[3]**

A similar number of candidates achieved 2 or 3 marks on this question. For those that achieved 2 marks this was often due to no context or no elaboration in their answer.

Question 20

20 Outline how you would address **two** ethical considerations in the design of this study.

1 ....
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2 ....
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[6]

Candidates were often able to give two separate ethical considerations in context however often they didn't explain 'how' these considerations would be employed.

Question 21

21 Outline **one** strength of using an interview rather than a written questionnaire in this study.

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.... **[3]**

The distribution of marks was similar across the range of marks available on this question.

Those who didn't gain any marks often gave a generic weakness of a self-report method rather than directly answering the question. Those who scored well were able to suggest a strength of an interview rather than a written questionnaire; they were able to add context and also elaborate on why this was a strength or a weakness.

Question 22

22 Suggest **two** variables that could be correlated in this study to investigate the relationship between feeling grateful and mental health/well-being.

Variable 1 ....

....

Variable 2 ....

....

[2]

Most candidates got this question incorrect. This was often due to there not being an indication of how these variables could be quantified and therefore employed in a correlational analysis. For example, simply stating 'what they are grateful for' (which could be qualitative) rather than 'the number of things they are grateful for'.

Exemplar 2

Variable 1 Feeling grateful (1 - not very to 10 - very)

Variable 2 Mental health (Score on scale (1 bad mental health - 10-amazing mental health)

[2]

Exemplar 2 shows an acceptable candidate answer to this question where the variables are clearly quantified and so can be used in a correlational analysis.

Section C overview

A good understanding was shown by many candidates of bar charts and quantitative data. This section of the examination had the most questions that were not attempted by candidates due to the lack of understanding of ranking data and reliability.

Question 23

23 Draw a fully labelled bar chart displaying the mean rating for how cute the puppy was perceived to be in each condition of this study.
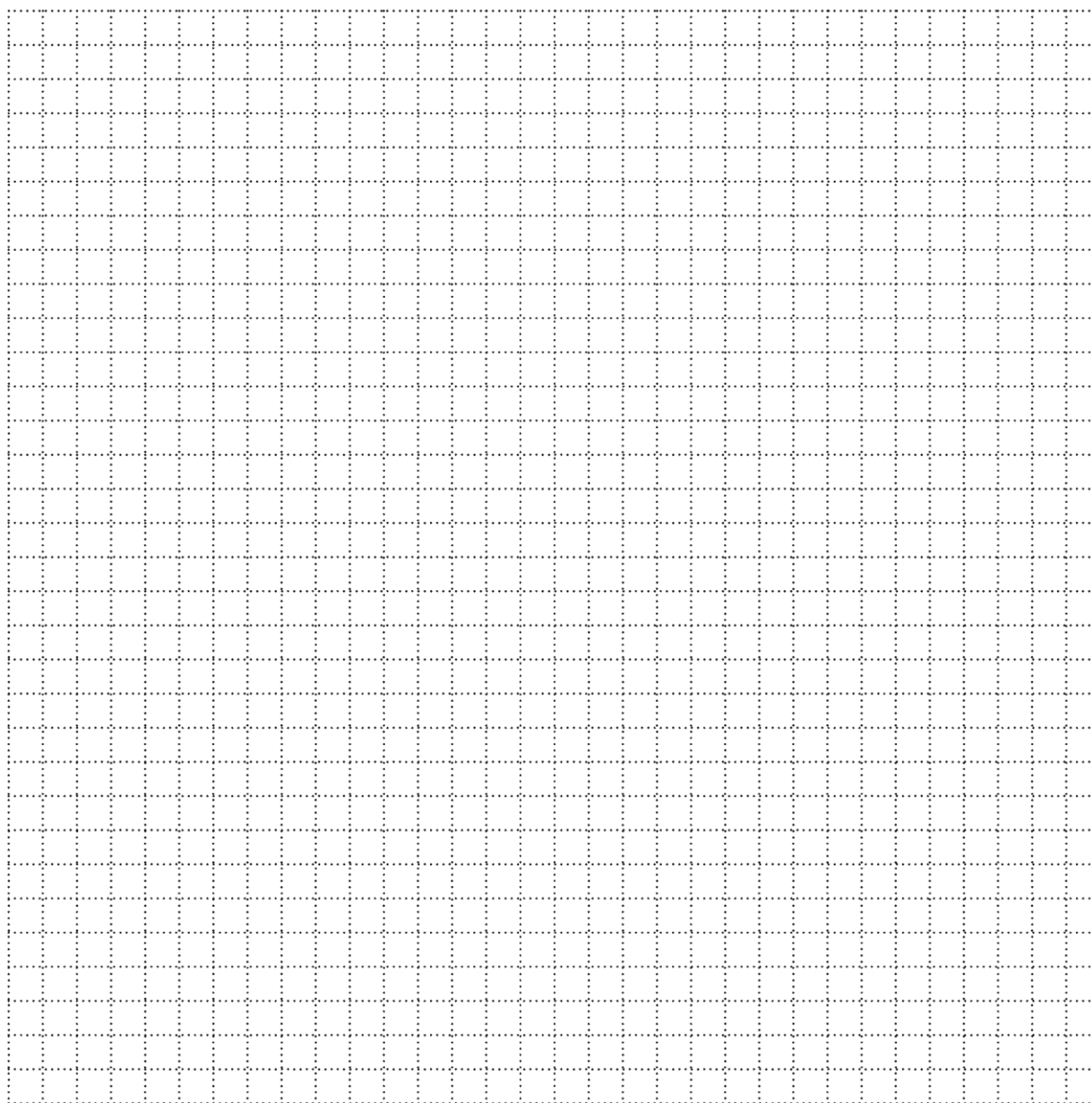
[4]

Many candidates had a good understanding of how to draw a bar chart. Candidates often lost marks due to not fully operationalising their title or the label on their y axis. There was a significant number of candidates who presented all raw data on their graph rather than their mean.

Question 24

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

1 ....

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2 ....

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[6]

This question gained a variety of responses with few candidates accessing the full range of marks. Most candidates were restricted in their marks as they only identified findings rather than giving conclusions.

Assessment for learning

Candidates would benefit from being given opportunities to examine raw data tables and practise extrapolating conclusions that could be drawn from them by looking at the nature of the data and any patterns that can be inferred. These skills can also be illustrated through data collected through practical investigations conducted 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 25

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

Strength ....

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Weakness ....

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[6]

Candidates were able to access a wide range of marks on this question, with most accessing the highest band. Reponses that couldn't access top band usually lacked context or elaboration on their evaluation point.

Question 26 (a)

26

(a) The inferential statistical test used to analyse the data collected in this study is the Wilcoxon Signed Ranks test. Explain how data is ranked for this test in this study.

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....

.... **[3]**

Many candidates misunderstood this question and outlined why the Wilcoxon test would be used. A significant number of candidates were however able to answer this question effectively but often missed out context for the final mark.

Question 26 (b)

(b) Using the Wilcoxon Signed Ranks test, calculate the value of T for the data collected in this study by completing the table below. **[3]**

Formula/process:
T = the sum of the ranks of the differences with the least frequent sign

Participant	Ratings of how cute a puppy is (1 = 'not very cute', 20 = 'extremely cute')				
	Condition (a) with big eyes	Condition (b) with small eyes	Difference (a) – (b)	Ranks of differences	T value (sum of the ranks of the differences with the least frequent sign)
a	18	7			
b	14	3			
c	12	14			
d	17	20			
e	19	9			
f	16	10			

Some candidates were able to achieve full marks on this question. Many candidates were able to complete the difference column but nothing further. Those achieving 2 marks were normally able to complete the difference and get the final T value correct - however their ranking was often incorrect due to ranking minus 3 as 1 and minus 2 as 2.

Assessment for learning

Candidates would benefit from having opportunities to calculate practice inferential statistical tests. It would also be useful to remind them that in a Wilcoxon Signed Ranks test they are to ignore the minus signs when ranking the data.

Question 27

27   Outline **one** reason why the reliability of the data collected in this study could be low.

....

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....

.... **[3]**

Many candidates did not achieve marks on this question, often confusing reliability with validity. The more common incorrect responses focused on social desirability bias/population validity.

Exemplar 3

Reliability refers to how replicable a study is. In this study on whether eye size affects cuteness, it could be low because it's not conducted in a controlled setting, so other future research may not imitate the same setting which reduces reliability.

Exemplar 3 demonstrates one possible 3 mark answer to this question. This candidate has identified the control of a setting and how if it is not kept the same then this would reduce the reliability of the data collection. Their response is also in context.

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👍 **I like this**   👎 **I dislike this**

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