

**GCSE (9-1)**

**Examiners' report**

# PSYCHOLOGY

**J203**

For first teaching in 2017

**J203/02 Summer 2024 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.

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## Paper 2 series overview

J203/02 Studies and applications in psychology is the second of two examined components for the OCR GCSE Psychology 9-1 qualification. This component focuses on:

- Social influence
- Memory
- Sleep and dreaming
- Research methods.

Candidates who did well on this paper showed precise knowledge of the studies, theories, key concepts, and terms and were able to effectively use source material to give contextualised responses. The paper appeared accessible with the majority of candidates attempting all the questions.

Candidates are encouraged to read questions carefully. Question 13(b) required candidates to describe one weakness of the sample used in the study in the source. Some candidates described a weakness of using an independent measures design, it is inferred because 13(a) required the description of a strength of this experimental design. Question 18 required candidates to refer to the Activation Synthesis Theory of Dreaming and at least one other **theory** or **explanation** from a different area of psychology. Some candidates described research studies instead of a theory or explanation, or described the Freudian Theory of Dreaming which is from the same area of psychology.

In Section D, Research methods, a scenario is provided for context, and candidates are required to refer to the source in their responses. In those responses requiring contextualisation (Questions 20, 21, 23, 24, 25 and 26(b)), candidates often did not use the source material. Furthermore, Questions 5(b), 5(c), and 11(b) were centred around a source. Many candidates did not use the source to illustrate or contextualise their responses. The assessment objective weighting for AO2 in this paper is 33–37% and these types of questions reflect this.

Candidates are encouraged to show their workings when performing calculations. Some candidates did not achieve full marks, as they only stated the final answer or partial workings when the question directed them to 'show your workings' (for example, Questions 10 and 16).

When candidates use extra pages or type their responses, correct labelling of the questions in the margin is essential. On some occasions, incorrect numbering/absence of question numbering was seen. Furthermore, when answering a multiple-choice question or drawing lines to match key terms with definitions, candidates must make sure they cross out what they do not want marked and that their responses are legible. Finally, candidates are encouraged to make sure their handwriting is legible and that they confine their responses to the space provided, utilising the extra pages where necessary.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"><li>• gave contextualised responses to the source material when required</li><li>• could distinguish between specialist terms or concepts (Questions 9(a) and (b))</li><li>• addressed the question in full, for example when explaining a weakness (Questions 5(c), 6(c), 11(c))</li><li>• were able to identify correct responses from the source material provided (Question 17(b)).</li></ul>	<ul style="list-style-type: none"><li>• gave generic responses when contextualisation was required</li><li>• did not show, or only showed partial workings, for calculations</li><li>• confused specialist terminology (Question 15, for example)</li><li>• stated an evaluate term but did not demonstrate an understanding of it</li><li>• confused studies, theories and explanations</li><li>• gave partial responses when a description or explanation was required.</li></ul>

## Section A overview

Section A covered social influence. There were 24 marks available in total for this section.

### Question 1 (a)

1

(a) Identify the correct statement about the influence of the brain in dispositional factors.

- A as hippocampal volume decreases, self-esteem increases
- B as hippocampal volume increases, self-esteem increases
- C damage to the pre-frontal cortex leads to better moral reasoning
- D the pre-frontal cortex has no influence on moral reasoning

Your answer

[1]

The majority of candidates answered this question correctly.

### Question 1 (b)

(b) Identify the person who is **least** likely to conform.

- A person A who has high self-esteem
- B person B who has low self-esteem
- C person C who has high external locus of control
- D person D who has an authoritarian personality

Your answer

[1]

The majority of candidates answered this question correctly.

## Question 1 (c)

(c) Identify the dispositional factor affecting young people's decision-making found in the NatCen (2011) study into the Tottenham riots.

- A attitudes towards authority
- B family attitudes
- C peer pressure
- D presence of an authority figure

Your answer

[1]

The majority of candidates answered this question correctly.

## Question 2

2 Outline what **external locus of control** means. Use an example to support your answer.

.....

.....

.....

.....

..... [2]

Many candidates could articulate what locus of control is, but fewer were able to offer an appropriate response to support their answer. Some candidates confused locus of control with normative or informational social influence and conformity in general, offering responses linked to the NatCen (2011) study. Some candidates gave answers that reworded the question, for example, stating 'external factors that control.'



### Question 3

- 3 Complete the following passage about collective and crowd behaviour.

You must choose a different term for each gap from the list below.

**deindividuation**

**internalisation**

**smaller**

**larger**

**pride**

**awareness**

..... tends to happen in crowds as we lose our  
sense of ..... of ourselves. When we are in a  
..... group, we fail to monitor ourselves as we normally  
would.

[3]

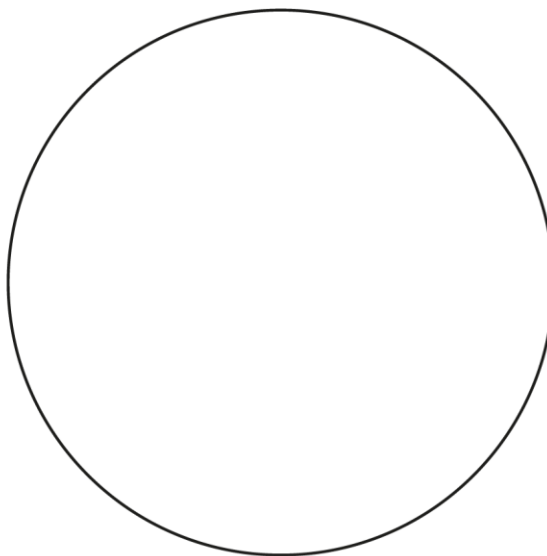
A well answered question with few errors seen.

### Question 4

- 4 A researcher observed the behaviour of 180 people during a football match. Results showed that 75% of the people observed showed pro-social behaviour while 25% showed anti-social behaviour.

Draw a pie chart to show the percentage of people who showed pro-social behaviour and the percentage of people who showed anti-social behaviour.

[3]



Many candidates could plot accurate data proportions and accurately label the sectors. Fewer candidates gave an accurate title and so achieved partial marks. Candidates are encouraged to avoid using patterns or colouring in their graphs as this often erased labels or made labels unclear.

## Question 5 (a)

- 5** After finishing their drinks, Zayn and Umi threw the containers on the pavement. Zayn was told to pick up their container by an ordinary citizen. Umi was told to pick up their container by a person in a police uniform.

Using the scenario above:

- (a)** Briefly explain why Umi is more likely to pick up the container.

.....

.....

.....

.....

..... [2]

Many candidates were able to secure partial marks for recognising that wearing a (police) uniform gives authority. Fewer candidates were able to explain why (legitimate social power). Some candidates focused on the police having the power to punish, or referred to Bickman's study.

## Question 5 (b)

- (b)** Explain how Umi's personality may have influenced whether or not they picked up their container.

.....

.....

.....

.....

.....

..... [3]

This question required candidates to identify that Umi may have an authoritarian personality, then use a characteristic/feature of this personality type to explain how this may influence whether or not they picked up the container. Many candidates identified authoritarian personality but did not encompass its influence in this scenario. Some candidates referred to self-esteem or morality and some relied on descriptions of Umi having confidence or an external locus on control.

## Exemplar 1

...authoritarian personality.....Umi may have <sup>an</sup> authoritarian personality, which provides  
 ...obedience blindly to whoever with higher authority, this affects if she picks up  
 ...the bag as she would be more influenced to do so with this personality trait  
 ...when asked / commanded by ~~an~~ authoritative figure (police uniform),.....

Exemplar 1 shows a fully contextualised accurate response. The candidate identifies authoritarian personality, then refers to blind obedience as a key characteristic and uses the source to explain how this would affect the likelihood of Umi picking up the container. This response achieved full marks.

## Question 5 (c)

- (c) Describe **one** weakness of using situational factors to explain the likelihood of Umi picking up the container.

.....

.....

.....

.....

.....

.....

.....

..... [3]

This question required candidates to identify an appropriate weakness of situational factors as an explanation, then use the scenario to outline why the identified weakness is a weakness in context of the source. Many candidates could achieve partial marks for explaining a weakness, without identifying it. Few candidates could outline the implication of the weakness in context of the source. A minority of candidates chose not to answer the question.

## Question 6 (a)

**6** The NatCen (2011) study into the Tottenham riots used interviews to collect data.

**(a)** Identify the way the interviews were conducted in this study.

Tick **one** box to show your answer.

Face-to-face

☐

Over the phone

☐

Via the internet

☐

[1]

A well answered question.

## Question 6 (b)

**(b)** Outline **one** strength of interviews as used in this study.

.....

.....

.....

.....

..... [2]

Many candidates showed excellent knowledge of using interviews as a research method. Some candidates referred to 'less likely to lie' or 'easier to spot lying' as the strength and did not gain credit. Some candidates who were able to give an appropriate strength did not contextualise their response to NatCen (2011). Candidates are encouraged to read the question carefully, making sure they answer all aspects of it.

## Question 6 (c)

(c) Outline **one** weakness of interviews as used in this study.

.....

.....

.....

.....

..... [2]

The majority of candidates were able to achieve partial credit for recognising social desirability bias or lying as a weakness of using interviews. As with part (a), many did not contextualise their response to NatCen (2011). Using the research to support points is encouraged.

## Section B overview

Section B covered Memory. There were 24 marks available in total for this section.

### Question 7 (a)

7

(a) Which memory store holds information for the shortest duration?

- A long-term memory
- B reconstructive memory
- C sensory store
- D short-term memory

Your answer

[1]

This was a well answered question.

### Question 7 (b)

(b) Which memory store has the largest capacity?

- A long-term memory
- B reconstructive memory
- C sensory store
- D short-term memory

Your answer

[1]

This was a well answered question.

## Question 7 (c)

(c) Identify the inability that Clive Wearing had.

- A transferring information from long-term memory to procedural memory
- B transferring information from sensory store to long-term memory
- C transferring information from sensory store to short-term memory
- D transferring information from short-term memory to long-term memory

Your answer

[1]

This was a well answered question, with the vast majority of candidates achieving the mark.

## Question 8

8 Match the terms to their correct explanations.

Draw **one** line from each type of forgetting to its correct explanation.

### Type of forgetting

Decay

Retrieval failure

### Explanation

Occurs when memory is overloaded.

Occurs when information is not rehearsed.

Occurs when cues are insufficient.

[2]

The majority of candidates could correctly match the type of forgetting with its correct explanation. Candidates are encouraged to cross through any lines they do not want marked; some responses with more than two lines drawn were seen.

### Misconception



Question 9 (a) and (b) saw the highest number of no responses on the paper. Many candidates adopted the literal meaning of 'experience' and 'expectation', not encompassing the appropriate psychological concepts.

The specification states candidates should understand the role of experience and expectation, not just how these contribute to a schema.

Question 9 (a)

**9** Since being bitten by a dog a few weeks ago, Taylor is afraid to go near any dog. Taylor fears that all dogs will bite.

**(a)** Explain Taylor's fear of dogs using the role of experience on memory.

.....

.....

.....

.....

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

To achieve marks, candidates were required to show an understanding that our memory is influenced by prior experiences. Those responses referring to the reconstruction of memory, memories merging, or memories being changed or distorted achieved marks. For context, responses had to refer to Taylor's fear of all or any dogs. Very few candidates achieved this.

Question 9 (b)

**(b)** Explain Taylor's fear of dogs using the role of expectation on memory.

.....

.....

.....

.....

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

To achieve marks, candidates were required to demonstrate an understanding that schemas influence what we expect to happen in certain situations and to provide context from the scenario in relation to all/any dog. Many candidates gave generic, common sense responses rather than using psychology.



## Question 10

- 10** A researcher conducted a study and counted the number of participants influenced by a leading question. They found that 27 participants were influenced by the leading question and 6 participants were not influenced by the leading question.

Calculate the ratio of participants influenced by the leading question to participants not influenced by the leading question.

Express your answer in its simplest form.

Show your workings.

.....

.....

.....

.....

..... [2]

Many candidates achieved full marks on this question. Some candidates did not show their workings and missed '3' as the common factor and so achieved partial marks. Some candidates calculated the ratio the wrong way round. Few candidates tried to simplify the ratio further and some calculated the percentage instead.

## Question 11 (a)

- 11** Sam has appeared in court as a witness to a crime. Three of the questions that the lawyer has prepared for Sam are listed below.

Question 1: What did you see while passing by the house on the day of the event?

Question 2: Did you see the man holding a weapon while passing by the house on the day of the event?

Question 3: What was the man doing when you saw him?

Using the scenario above:

- (a)** Identify the leading question.

..... [1]

The majority of candidates recognised Question 2 as the leading question. Questions such as these direct the candidate to use the scenario, but some candidates wrote their own questions. Some incorrectly identified Question 1 or 3 as the leading question.

## Question 11 (b)

**(b)** Explain how Sam's memory can be distorted by leading questions.

.....

.....

.....

.....

..... [2]

Candidates were required to demonstrate an understanding that leading questions can manipulate memories via suggestion, and then use the scenario to illustrate how this influenced Sam's memory through the identification of the weapon from Question 2. Many candidates relied on descriptions of how memory is changed or distorted through leading questions, without showing an understanding of how this occurs. The majority of candidates were able to achieve partial marks for providing some context in relation to the weapon from Question 2.

## Question 11 (c)

**(c)** Describe **one** criticism of using the Theory of Reconstructive Memory to explain Sam's memory.

.....

.....

.....

.....

.....

..... [3]

Candidates are encouraged to avoid using generic evaluative points. The focus of these types of questions is to show an understanding of why the criticism is relevant, using the scenario to support the response. Many candidates could identify a criticism, referring to reductionism or determinism, but many did not explain why this is an issue for the Theory of Reconstructive Memory specifically. Good responses were able to use a feature of the theory and embed context in their descriptions.

## Exemplar 2

The theory is too reductionist. It breaks down a complex phenomena (memory) into simply cognitive processes, mainly schemas. It therefore fails to mention how schemas are made and the potential influence of external factors <sup>/environment</sup> on Sam's memory - it is too simplistic in its approach.

Exemplar 2 is an example of a partially correct response. It identifies reductionism and can explain why this criticism is relevant specifically to the Theory of Reconstructive Memory through the description around schemas. The response achieved 2 marks. For full marks, some reference to Sam's memory of the crime was needed to give contextualisation.

## Question 12

- 12 Ling used to work as a taxi driver. Following a brain injury, Ling no longer remembers how to drive a car.

Explain how neurological damage to **one** area of the brain could have affected Ling's procedural memory.

.....

.....

.....

.....

.....

..... [3]

A variety of brain areas were seen for this question, ranging from the prefrontal cortex, cerebral cortex and hippocampus. Some candidates referred to types of amnesia instead. Those candidates who did correctly identify the cerebellum often gained partial marks as they did not state what type of memories are procedural. Instead, they repeated the latter half of the question. For full marks, responses needed to refer to the cerebellum being responsible for motor movement/skill based/muscle memory, or examples of these.

## Question 13 (a)

**13** Braun, Ellis and Loftus (2002) used a laboratory experiment with an independent measures design in their study of how advertising can change our memories of the past.

**(a)** Describe **one** strength of an independent measures design as used in this study.

.....

.....

.....

.....

..... [2]

The majority of candidates were able to achieve partial marks for identifying a strength of an independent measures design. Few candidates were able to achieve full marks for contextualising the strength to Braun, Ellis and Loftus' (2002) study. Candidates are encouraged to use the research study to support their points.

## Question 13 (b)

**(b)** Describe **one** weakness of the sample used in this study.

.....

.....

.....

.....

..... [2]

A well answered question with the majority of candidates achieving full marks. The most common weaknesses identified were cultural, gender and age bias. When errors were made, candidates misread the question and described a weakness of using an independent measures design in the study.

## Section C overview

Section C covered Sleep and Dreaming. There were 24 marks available in this section and includes the extended essay style response.

### Question 14 (a)

14

(a) Identify the stage of sleep during which dreaming mainly occurs.

- A REM sleep
- B Stage 1
- C Stage 2
- D Stage 3

Your answer

[1]

A well answered question.

### Question 14 (b)

(b) Identify the accurate statement about sleep.

- A sleep increases bacteria in the body
- B sleep increases stress and anxiety
- C sleep plays a role in emotional stability
- D sleep prevents physical repair of the body

Your answer

[1]

A well answered question.

## Question 14 (c)

(c) Identify the role of the pineal gland in sleep.

- A activates the limbic system
- B produces blood
- C produces melatonin
- D stimulates the hypothalamus

Your answer

[1]

A well answered question.

## Question 15

15 Briefly explain why Williams et al.'s (1992) study into bizarreness in dreams and fantasies may lack representativeness.

.....

.....

.....

.....

..... [2]

Many candidates were unable to show an understanding of representativeness, often confusing it with generalisability. Most candidates were able to identify a feature of the sample but could not link this to the concept of representativeness, instead using phrases such as 'apply' or 'generalise'. Several candidates repeated cultural or gender bias from Question 13(b). Those candidates who did show an understanding of representativeness often did not illustrate their response in context of Williams et al.'s (1992) study by saying who the sample did not represent.

## Question 16

- 16** A dream researcher found 33 bizarre elements and 18 non-bizarre elements in the participants' dream reports.

Calculate the percentage of non-bizarre elements in the participants' dream reports.

Write your answer to **two** significant figures.

Show your workings.

.....

.....

.....

.....

.....

..... [3]

The majority of candidates were able to achieve at least partial marks for giving the correct response. Candidates are encouraged to show all their workings, as many were seen to show no, or only partial, calculations. A minority of candidates attempted to calculate a ratio instead or did not show their response to two significant figures.

## Question 17 (a)

- 17** Casey has difficulty getting to sleep. They keep their bedroom light on due to a fear of the dark. Casey makes sure to eat a large meal right before going to bed, so they do not feel hungry while they are asleep. They also take a tablet each night to increase the level of melatonin in their blood.

- (a)** Name the type of insomnia Casey is experiencing.

..... [1]

This was a well answered question with only a minority of candidates writing maintenance insomnia.

## Question 17 (b)

(b) State **two** exogenous zeitgebers that may be negatively affecting Casey's sleep.

1 .....

2 .....

[2]

The majority of candidates could list 'light' from the source as one exogenous zeitgeber. Fewer candidates could recognise it was the mealtime, as opposed to the meal itself, that was the second exogenous zeitgeber. Candidates are encouraged to read the question carefully as some were seen to give generic responses or confused endogenous with exogenous pacemakers/zeitgebers.

## Question 18\*

**18\*** Use your knowledge and understanding from across the psychology course to explain how far you agree with the following statement:

'Studying the brain and neuropsychology gives us the best understanding of human cognitions and behaviours.'

In your answer, refer to the Activation Synthesis Theory of Dreaming and **at least one** other theory or explanation from a different area of psychology you have studied.

[13]

Question 18 required candidates to show knowledge of the contribution of neuropsychology to our understanding of human cognitions and behaviours using the Activation Synthesis Theory of Dreaming and at least one other theory of explanation from a different area of psychology. Candidates who performed well on this question knew which theory and explanation to refer to and were able to describe how or why it supported/refuted the statement. The most common alternative theories described were the Social Learning Theory, Piaget's Theory of Cognitive Development, theories of schizophrenia or depression and Eysenck's personality theory. These candidates were then able to evaluate features of their chosen theories/explanations in relation to their contribution to our understanding of human cognitions and behaviours. Some candidates were able to write insightful conclusions offering valid judgements based on the discussion of evidence they provided.

Less successful responses showed little or no knowledge of the Activation Synthesis Theory of Dreaming, or confused it with the Freudian Theory of Dreaming, or described research studies, such as Williams, Clive Wearing, or Bickman. Such responses did not gain credit as the question asked for a theory or explanation so descriptions of research studies were not creditworthy. Less successful responses also cited generic evaluation issues with no link to the statement in the question.



## Exemplar 3

'Studying the brain and neuropsychology gives us the best understanding of human cognitions and behaviours.'

*nature vs nurture*

*eyesore*

In your answer, refer to the Activation Synthesis Theory of Dreaming and **at least one** other theory or explanation from a different area of psychology you have studied.

[13]

Activation synthesis theory of dreaming is a neurological explanation of dreams. It theorises that pons in the brain stem send up random brain spikes at frequent intervals which stimulates and 'activates' the whole cerebral cortex, such as the temporal lobe and occipital lobe. The cerebral cortex then tries to 'make sense' of these brain activity by synthesising different past experiences and reactions into one whole object of thought (dreams). It also explains that the reason why our dreams are so random is because the cerebral cortex is constantly trying to make sense of the brain activity. This theory only talks about the neuropsychology of dreams.

A weakness is that it completely ignores nurture and how environmental factors also influence our dreams and human cognitions by focusing on the brain. Arguably this makes it ~~hard~~ reductionist and may not fully explain human cognitions and behaviours since ~~our~~ <sup>the way we grow up</sup> we ~~are~~ may play an influential role. However, it is useful because it provides an easily understandable explanation for how

neuropsychology is linked to our human cognitions, specifically dreaming, but in doing so it is deterministic and ignores free will so I think it's not a good explanation.

Another theory is Eysenck's ~~explan~~ theory of the three personality types; psychoticism, neuroticism and extraversion. He states that psychoticism, which is ~~psychotic~~, immoral behaviour, is caused by excess dopaminergic neurones which means there is too much dopamine in a person's synapses which leads to less inhibition of impulses. This therefore leads to criminal-like behaviour. He states extraversion, linked with being sociable, is caused by an understimulated prefrontal cortex ~~leading~~ ~~to~~ caused by the reticular activating system blocking external stimuli, leading the person to behave more fanatically. He states neuroticism is based on the automatic nervous system which doesn't regulate the limbic system. These are all studying the brain and neuropsychology and its link with behaviour.

// A weakness of only studying the brain is that the theory ignores environmental influences, ignoring ~~not~~ nurture. It also doesn't consider individual differences and reasons why they behave a certain way. Therefore it is not useful because it ignores if how someone grew up made their behaviour a certain way. This means we can't apply the theory to real life since it does not consider individuals <sup>and does not</sup> ~~not~~ <sup>mirror</sup> ~~life~~.

// In conclusion, I disagree that studying brain is best -  
(extra answer space)

18 - explanation for human behaviour because it is also influenced by factors outside just neuropsychology. This means to fully understand human cognitions and behaviour we must consider the role of nurture.

Exemplar 3 achieved full marks. This candidate demonstrates thorough knowledge and understanding of the Activation Synthesis Theory of Dreaming and Eysenck's personality theory for 6 AO1 marks. The candidate evaluates each theory, using accurate specialist terminology such as reductionism. The evaluation is illustrated by linking it to our understanding of human cognitions and behaviours. The response is logical and the evaluation is balanced. The conclusion forms a judgement which is based on the discussion of the response and so achieves the full 7 marks.

## Section D overview

Section covered Research Methods. There were 24 marks available in total for this section.

### Assessment for learning



In Section D, Research Methods, a scenario is provided for context, and candidates are required to refer to the source in their responses. In those questions requiring contextualisation (Questions 20, 21, 23, 24, 25 and 26(b)), candidates often did not use the source material. Candidates are encouraged to re-read the source material when answering the questions in this section.

Question 19

A psychologist used a laboratory experiment to investigate if watching a movie alone or watching a movie with friends led to increased happiness. The psychologist recruited 30 students using the self-selected sampling method. 15 of the students then watched a movie alone and the other 15 students watched a movie with their friends. After watching the movie, all students completed a questionnaire.

The questionnaire used a rating scale of 1–7 (1 = very unhappy, 7 = very happy) to assess levels of happiness.

The happiness ratings for participants who watched the movie with friends are shown in the table below.

Participant	Happiness rating (1–7)
1	3
2	4
3	5
4	7
5	6
6	7
7	6
8	4
9	6
10	6
11	5
12	7
13	6
14	7
15	5

19 Identify the dependent variable for this study.

..... [1]

Many candidates could correctly identify the dependent variable as levels of happiness. The most common errors included stating the independent variable, or candidates stating both the independent and dependent variables.

## Question 20

**20** Suggest **one** way the psychologist could have controlled extraneous variables in this study.

.....

.....

.....

.....

..... [2]

Candidates are encouraged to read questions carefully, as some candidates gave a definition or description of extraneous variables whereas the question required a suggestion of how they could be controlled. Responses referring to the control of participant and situational variables were most successful. Candidates should also make sure the extraneous variable they control is relevant to the study in the source.

## Question 21

**21** Outline **one** weakness of using the self-selected sampling method in this study.

.....

.....

.....

.....

..... [2]

Many candidates could outline a weakness of using self-selected sampling in this study. Some candidates gave descriptions of how the psychologist could achieve a self-selected sample. Some gave generic responses that would pertain to other methods of sampling such as creating a biased sample. Many candidates did outline an appropriate weakness but did not provide context.

## Question 22 (a)

**22**

**(a)** Outline how you would find the mode in a set of data.

.....  
..... [1]

The majority of candidates stated that the mode is the most common score in the data. A minority of candidates confused the mode with other measures of central tendency and dispersion, such as the range.

## Question 22 (b)

**(b)** State the mode for the happiness ratings given in the table.

.....  
..... [1]

The majority of candidates could identify the mode. A minority of candidates calculated the mean, median or range of the data.

## Question 23

**23** Outline **one** strength of using a laboratory experiment in this study.

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

The majority of candidates identified one strength of using a laboratory experiment. Fewer candidates were able to provide a contextualised response which was required by the question. Some candidates confused the concept of control and suggested the experimenter could control the independent variable, whereas manipulation would have been an appropriate response.

## Question 24

**24** Outline **one** strength of using a rating scale in this study.

.....

.....

.....

.....

..... [2]

The majority of candidates could identify one strength of using a rating scale. Fewer were able to outline this in context of the study in the source. Some candidates stated that they produce quantitative data without giving a strength of it.

## Question 25

**25** Identify **one** potential ethical issue in this study **and** explain how it could be dealt with.

.....

.....

.....

.....

.....

.....

..... [3]

Candidates are encouraged to read the question carefully. 'Identify' does not require any explanation. Many candidates identified an ethical issue and then described why it was an issue. This often led to limited explanation as to how it could be dealt with. Some candidates relied on debriefing participants as their potential ethical issue. As this is a method of managing ethics, it was not creditworthy. Furthermore, candidates who identified consent could not gain credit without recognising valid consent as the ethical issue.

On occasion, candidates were seen to confuse ethical issues with ethnicity.



## Question 26 (a)

**26** The psychologist could have conducted an observation of the students' happiness instead of using a questionnaire to measure happiness.

**(a)** Explain the difference between overt observation and covert observation.

.....

.....

.....

.....

..... [2]

The majority of candidates accurately explained the difference between overt and covert observations. When errors were made, candidates explained the difference between participant/non-participant observations or mixed the type of observations up.

## Question 26 (b)

**(b)** Describe **one** strength of using a covert observation in this study.

.....

.....

.....

.....

..... [2]

The majority of candidates could state a strength of using a covert observation but fewer could provide context in their responses. The most common responses referred to the lack of demand characteristics, or that more natural behaviour/ecological validity is likely with the covert observation. Candidates are encouraged to use specialist terminology correctly as many referred to social desirability bias, confusing the term with demand characteristics.

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