OCR
Oxford Cambridge and RSA

GCSE

Psychology

Unit **B543:** Research in Psychology

General Certificate of Secondary Education

Mark Scheme for June 2018

Oxford Cambridge and RSA Examinations

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
BP	Blank Page – this annotation **must** be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
✔	Correct response
✘	Incorrect response
?	Unclear
↓	Banded down
BOD	Benefit of doubt
NBOD	No benefit of doubt
E	Expansion of a point
IR	Irrelevant
EE	Effective evaluation
KU	Knowledge and understanding

Question			Answer	Marks	Guidance
1			1 mark for recognising that an hypothesis predicts a difference. 1 mark for the accurate identification of **both** variables. For example, 'there will be a difference [1] in the effectiveness of treating the symptoms of depression with counselling and drug treatment [1]' or 'counselling will be more [1] effective at treating the symptoms of depression than drug treatment [1]'.	2	A response that is an aim/question/statement/correlation/relationship is capped at 1 mark where both variables have been correctly identified. NB: hypotheses can be phrased in either the present or future tense, but not the past tense as this is a description of the results. One and two tailed hypotheses are creditworthy. Treatment types is not sufficient – counselling and drug treatment must be specified for the IV. Mention of symptoms and/or depression for the DV.
2	(a)		1 mark for independent groups / independent measures.	1	Do not credit individual groups or independent alone.
2	(b)		1 mark for the identification of a generic weakness of using an independent groups design. 1 mark for elaborated responses demonstrating how or why it is a specific weakness with the study in the source. For example, 'there will be participant variables as each participant only does one condition [1] and so it may be that participants in one group have worse symptoms of depression than the people in the other group' [1]. or 'independent groups design require more participants as each participant only does one condition [1] and it might be that it is more difficult to get more participants with depression for each condition' [1].	2	Some reference to the source is required for 2 marks, e.g. treatment.
3	(a)		1 mark for identifying the sample in the source as patients suffering from depression.	1	Allow patients / people suffering from depression.

Question			Answer	Marks	Guidance
3	**(b)**		1 mark for naming any sampling method. Most likely are opportunity / random / volunteer sampling (self-selected).	**1**	Allow stratified, systematic, snowball and quota sampling.
3	**(c)**		1 mark for a response, which demonstrates a clear understanding of how the sampling method is used. 1 mark for an elaborated response which goes beyond a definition and relates their response to the study in the source. For example, 'volunteer sampling involves putting up an advert and asking people to take part [1] so the psychologist could have put up a poster in the clinic' [1] or 'he could have just used whoever was in the clinic at the time [1] and asked them by convenience to take part' [1] (opportunity).	**2**	If the candidate explains a sampling technique that is not mentioned in 3(b) marks can be awarded if the sampling technique in named here. For example, the candidate names opportunity sampling in 3(b) and here says 'the psychologist could put all the names in a hat and draw out the first 10 patients and get a **random** sample that way' would gain a maximum 1 mark. Justifications are not creditworthy, the focus of the question is on how not why. The second mark comes from providing context to the study, e.g. clinic, patients, treatment, depression.
4	**(a)**		1 mark for ticking the first box; identifying the interview as a structured interview.	**1**	If both boxes are ticked, no marks are awarded.
4	**(b)**		1 mark for identifying a strength of using an interview to collect the data. 1 mark for an elaborated response demonstrating how or why it is a strength. For example, 'one strength of interviews is that they gain in depth data [1] about how depression is affecting their lives' [1] or, 'one strength of using a structured interview is that the same questions are asked to all participants [1] and so their symptoms of depression can be compared more easily' [1] or 'one strength of interviews is the participant can check with the researcher if they don't understand a question [1], giving more valid results' [1].	**2**	Strengths can be general to interviews or specific to structured. Less likely to lie or exaggerate are not strengths.

Question			Answer	Marks	Guidance
5			1 mark for a vague response indicating that using the treatment for the same time (6 weeks) was a control / method of standardisation. 2 marks for an elaborated response indicating why it acted as a control / method of standardisation (in relation to the IV in this study). For example: 'using the treatments for a different amount of time would have been an extraneous variable [1] so we wouldn't know if it was the change in time which made it more effective and not the treatment itself' [1] or, 'keeping the treatment length the same for all participants would be fair [1], because it would make sure it was the treatment type affecting their depression and not how long they were receiving it for' [1].	2	No specific reference to control is needed. Answers which make implicit reference can be credited, such as fair. The elaboration must refer to how using both treatments for the same length of time would allow the researcher to see the effect of the independent variable (drug treatment and counselling).
6			1 mark for how depression was affecting their lives.	1	
7			1 mark for demonstrating an understanding that to gain consent participants should be aware of what the study entails / that they are taking part in the research / that it can be achieved verbally or in writing before the interview takes place.	1	
8	(a)		1 mark for demonstrating an understanding of what ecological validity is. 1 further mark for why having ecological validity is important, in relation to the application of the results to real life. For example, 'ecological validity is the extent to which results reflect the real life situation [1] it is important so we can generalise the results' [1]	2	Allow reversals relating to lacking ecological validity, for example, 'lacking ecological validity means it is not true to life [1] so results cannot be applied to real life situations' [1]. Elaborations referring to population validity are not creditworthy.

Question			Answer	Marks	Guidance
8	(b)		1 mark for an accurate explanation of **why** the study in the source has ecological validity. For example, 'the psychologist used *real* patients who were suffering from depression' [1], or 'the experiment was a field experiment [1] or 'carried out in participant's natural environment' [1].	1	The response must refer to a feature of the study that is ecologically valid (the feature will come from the source).
9	(a)		1 mark for accurately stating that a case study is an in-depth study. 1 mark for the accurately stating that is a study on one person or small group of people.	2	Both features (in depth / detailed and one person / small group) are needed for 2 marks. Any reference to time frame is not creditworthy, e.g. over a long time.
9	(b)		1 mark for identifying an appropriate bias (either by name or description) of using case studies as a method of collecting data. 1 mark for stating how it is a bias. Most likely answers will refer to gender, age, cultural or observer, interviewer / researcher bias. For example, 'researcher bias is one type of bias of using case studies [1], this is where the researchers own feelings can influence the case study' [1] or 'cultural bias [1], where the results will favour one culture' [1].	2	For full marks, it must be clear how the bias exists. Any reference to experimenter bias is not creditworthy. If they identify one type of bias but explain another, the response is capped at 1 for the identification only.
10			1 mark for identifying a feature of reliability e.g. consistency, replicability of findings. 1 mark for identifying a feature of validity e.g. truth. For example, 'Reliability refers to consistency [1] and validity refers to whether we are measuring what we think we are [1]'.	2	Responses referring to reliability as repeatable are only creditworthy if linked to the results. If the candidate identifies a feature of both reliability and validity but fails to distinguish which one, 1 mark can be awarded. For example, *'they* refer to consistency and measuring what we say we are [1]'.

Question			Answer	Marks	Guidance
					The focus of the question is what reliability and validity are, *NOT* what they are not, e.g. inconsistency (reliability) and being false/untrue (validity).
11	**(a)**		1 mark for recognising that hypotheses are a prediction. 1 mark for the accurate identification of **both** variables. For example, 'there will be no difference [1] in how people use their personal space in informal and formal settings' [1] or 'there will be a difference [1] in how people use their personal space in formal settings and informal settings' [1], or 'people will use more [1] personal space in formal settings compared to informal settings' [1].	**2**	A response that is an aim/question/statement/correlation/relationship is capped at 1 mark if both variables are present. Both conditions of the IV (informal and formal setting) need to be included or an operationalised description of them. NB: hypotheses can be phrased in either the present or future tense, but not the past tense. Null and alternate hypotheses are creditworthy.
	(b)		1 mark for identifying one behaviour that could be observed in the investigation. 1 mark for identifying one additional behaviour that could be observed in the investigation. Some examples include: distance, touching behaviours, placement of objects / belongings, time / frequency, amount of communication, amount of times they frown / smile etc.	2	For full marks both behaviours must be feasible to the nature of the candidate's investigation. Only operationalised (measurable) behaviours may be credited here; reference to in/formality of the setting, or merely to personal space is not creditworthy as they are stated in the source. Mere identification of 'body language', 'posture', 'facial expression' are not creditworthy alone.
	(c)	**(i)**	1 mark for demonstrating an understanding that observer effect occurs when participants become aware they are being watched. 1 mark for demonstrating an understanding that participant's behaviour may change/participants behaving differently. For example, 'observer effect is when participants behave	2	Candidates who fail recognise observer effect occurs when participants *know* they are being observed can still gain credit for reference to behaviour change / participants behaving differently.

Question			Answer	Marks	Guidance
			differently [1], because they know they are being watched' [1].		
	(c)	**(ii)**	1 mark for a feasible suggestion to prevent the observer effect. 1 mark for an elaborated response explaining how or why this would reduce observer effect in the investigation in relation to the participant's behaviour. For example, 'using a covert observation would prevent the observer effect [1], if participants do not know they are being watched, their behaviour will be more natural' [1].	**2**	Covert does not need to be directly referred to, just that the participant is unaware they are being watched.
	(d)		1 mark for identifying, by name, an appropriate ethical consideration. 1 mark for an elaborated response explaining how this would be achieved in context of the investigation. For example, 'I would make sure that that the participants were debriefed [1] after the observation, I would tell them that I had observed them and tell them the aim of the investigation' [1].	**2**	*Consent is not credit worthy as it contradicts the nature of the investigation (11c).* Most likely answers will include: debriefing participants. Right to withdraw (in relation to the use of data). Privacy / confidentiality.
	(e)		1 mark for an attempt to describe how the investigation would be done. For example, 'I would observe people at work with colleagues and at home with friends'. 2 marks for describing a reasonable feasible procedure For example, 'I would observe people at work with colleagues and at home with friends and record their behaviour in formal and informal settings using a tally chart where I would record each time a behaviour happens'. 3 marks for describing, in some detail within the time constraints, a feasible procedure. For example, 'I would	**3**	*NB: Refer back to 11(c) before marking this question to check for repetition.* The focus of this question is on the observational method, the use of any other method is not creditworthy. The question is on **how** not why so justifications are not creditworthy. No marks can be awarded for the identification of behaviour categories already given in 11(b) *Although if new ones are described these can be credited*

Question			Answer	Marks	Guidance

			observe people at work with colleagues and at home with friends and record their behaviour in formal and informal settings using a tally chart where I would record each time a behaviour happens. I would debrief the participants afterwards to tell them that I have observed them and ask them if it's ok for me to use their data'.		*accordingly.*
					Candidates need to go beyond the mere identification of techniques in order to achieve credit to demonstrate understanding of the technique / feature.
					
					Some description must be present to achieve full marks.
					
					Credit any feasible features of the observation **not** already asked for in other questions. For example:
					  • Sample (identifiable group).
					  • Sampling technique (random and volunteer sampling contradict the nature of the investigation so are not credit worthy).
					  • Behavioural categories not previously credited.
					  • Type of observation (participant / non-participant).
					  • Descriptions of formal and informal settings.
					  • Details of any additional ethical consideration not credited in 11(d).
					  • Piloting the observation.
					  • Training/use of more than one observer with detail.
					  • How data would be collected i.e. tally chart, behavioural checklist or observation schedules.
					  • How data could be analysed in relation to comparing the two setting.
					  • Procedural details relating to timings etc.

	(f)		1 mark for identifying an appropriate generic strength of using the observation method. 1 mark for placing the strength in context of their investigation. For example, 'one strength of an observation is it there is less chance of demand characteristics [1] because my participants will not know that I am observing them' [1], or	**2**	*NB: refer back to 11(e) when marking this response to check for context.* *If the candidate contradicts the nature of their investigation, marks are capped at 1 for identifying a generic strength of observations.* The focus is on the observational method not the way it was conducted, i.e., covertly.

Question			Answer	Marks	Guidance
			'one strength of an observation is that it collects primary data [1], so I am collecting and recording the results on personal space first hand' [1] or, 'one strength on my observation is higher ecological validity [1] because I am watching them in a natural setting' [1].		

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