

GCSE

Psychology

Unit **B543**: Research in Psychology

General Certificate of Secondary Education

Mark Scheme for June 2015

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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

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	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
	Benefit of doubt
	No benefit of doubt
	Expansion of a point
	Irrelevant
	Effective evaluation
	Knowledge and understanding

Question		Answer	Marks	Guidance
1		'to investigate whether enjoying homework improved students' performance in examinations'. [1]	1	Allow similar response. The response must be an aim not a hypothesis.
2		1 mark for recognising that this hypothesis predicts a relationship (correlation). 1 mark for the accurate identification of both variables. For example "There will a relationship / correlation [1] between exam marks and the rating of enjoyment of homework' [1].	2	The response must be a hypothesis to be creditworthy (not an aim, question or statement of results). NB: hypotheses can be phrased in either the present or future tense, but not the past tense. Allow link, trend or pattern for correlation. Accept 'performance in examination'.
3	(a)	1 mark for random sampling	1	
	(b)	1 mark for the identification of a strength pertaining to the use of random sampling. 1 mark for elaborated responses demonstrating how or why it is a strength. For example 'Random samples are less biased [1] as everyone in the target population has an equal chance of being selected' [1] or 'random samples are more representative [1] as the researcher cannot choose who takes part in the investigation' [1].	2	No explicit reference to the source is required. If the incorrect sampling method has been identified in (a) award 1 mark for a strength that pertains to that identified. For example if opportunity sampling has been identified in (a) award a maximum of 1 mark for a strength of opportunity sampling.
4		The target population is the group of people from whom the sample is drawn so the target population is all the people the psychologist wants to generalise his findings to. 1 mark for the identification of the target population. For example 'students at the psychologist's school' [1], students at a school [1]	1	Mere reference to 'students' or 'school students' is not creditworthy.

Question		Answer	Marks	Guidance
5		1 mark for ratings of enjoyment / enjoyment on a scale of 1-10 1 mark for exam marks	2	Reference to 'rating' or 'scale' is needed to be creditworthy. Allow 'exam....grades/results/performance.'
6		1 mark for identifying a feature of structured interviews. 1 mark for identifying a feature of unstructured interviews. For example 'Structured interviews are where the questions are pre-determined [1] whereas in unstructured interviews the interviewer asks questions based on the participant's answers [1] or 'in structured interviews, participants are asked the same questions [1] whereas in unstructured interviews the interviewee is asked different questions so it runs more like a conversation' [1].	2	If a candidate provides one feature and the opposite feature, 1 mark rather than 2 should be awarded e.g. 'structured interviews are where the questions are pre-determined whereas in unstructured interviews they are not' [1]. If a correct description is given of either or both structured or unstructured interviews with no identification i.e. structured/unstructured, 1 mark should be awarded.
7		1 mark for identifying a strength of using interviews 1 mark for elaborated responses illustrating how or why it's a strength For example 'A strength of interviews is that it allows participants to double check what the questions mean [1] which would make the results more valid [1].' or 'A strength of interviews is that the interviewer can clarify participants' responses [1] to make sure he is interpreting the answers correctly [1] or 'A strength of interviews is that they can be used to access people's thoughts and feelings [1] so in this study the psychologist could find out how the students feel about doing homework' [1].	2	A strength pertaining to the use of predetermined questions leading to standardisation (replication) is creditworthy. Lying, exaggeration or social desirability are not creditworthy.
8		1 mark for Qualitative (data).	1	If both boxes are ticked 0 marks.

Question	Answer	Marks	Guidance
9	<p>1 mark for identifying an appropriate ethical issue the psychologist would need to consider</p> <p>1 mark for an elaborated response clearly indicating how or why this makes his study ethical.</p> <p>For example 'the psychologist would have to maintain confidentiality [1] by making sure that he doesn't use the student's names' [1].</p>	2	Allow definitions of ethical issues as their identification.
10	1 mark for identifying a scattergraph.	1	
11	<p>1 mark for demonstrating an understanding of the concept of ecological validity.</p> <p>1 mark for illustrating how this study is high in ecological validity.</p> <p>For example 'ecological validity means how much the study reflects real life situations [1], in this study real exam grades are used so this is high in ecological validity' [1].</p>	2	Location of 'being in a school' is not creditworthy.
12	<p>Social desirability is when participants give answers that they think the researchers want to hear, rather than give their true answers.</p> <p>1 mark for a vague response which states that social desirability is where participants may lie in interviews.</p> <p>1 mark for an accurate description of social desirability which includes reference to participants giving answers they think the researchers want to hear/they believe society expects of them.</p> <p>1 mark for placing the answer in context of the investigation in the source.</p> <p>For example, 'social desirability is when participants give the researcher the answer they think he or she wants to hear [1].</p>	3	

Question		Answer	Marks	Guidance
		It may be a problem in interviews as the participant may guess the aim of the investigation and so try to fit their answer in line with what the researcher is investigating [1], so participants may tell the researcher that they spent more time doing homework than they really do' [1] or 'social desirability is where the participants being interviewed do not give their honest answer [1], they give the answer they think makes them look good [1], so in this study they may say that they do lots of homework when they don't" [1] .		
13	(a)	1 mark for results which show consistency	1	
	(b)	1 mark for identifying one way the psychologist could check the reliability of his results. 1 mark for an elaborated response demonstrating how this method would check for reliability. For example 'the psychologist tape recorded his interviews so he could get another psychologist to listen to the tapes [1] if they both agreed on how the responses have been interpreted, this would make it reliable.' [1] or 'The psychologist could repeat the study [1] and compare the two sets of results to see if they are similar [1].	2	
14	(a)	1 mark for recognising that this hypothesis predicts no difference. 1 mark for the accurate identification of both variables. For example 'There will be no difference [1] in the amount a shop sells when Christmas or chart music is played' [1], 'There will be no difference [1] in the amount a shop sells depending on the type of music [1]	2	The response should not be an aim or a question. If response refers to both 'no difference' <i>and</i> 'no relationship/correlation' then this is not creditworthy. NB: hypotheses can be phrased in either the present or future tense, but not the past tense. The IV does not need to be operationalised, but must infer 2 or more 'types of music'.

Question		Answer	Marks	Guidance
14	(b)	1 mark for the accurate identification of the Independent variable as Type of music 1 mark for the accurate identification of the Dependent variable as (Amount of) shop sales.	2	Allow operationalised examples of type of music (e.g. rock and classical)
14	(c)	1 mark for naming/outlining one way of selecting shop(s) 1 mark for naming/outlining one way of selecting shoppers 1 mark for an indication of the sampling frame (where the sample is selected from) for either shop(s) or shoppers. For example 'I would go to a shopping centre [1], choose two shops [1] and use the first 20 people to enter the shop [1].' 'I would use an opportunity sample of whoever is shopping [1] in a department store [1] in my local shopping centre [1].'	3	Mere identification of sampling method/definition with no contextualisation is not creditworthy e.g. 'I would use an opportunity sample' or 'I would draw names from a hat.' The focus of the question is on how, not why and so justifications of choice of sampling method are not creditworthy.
14	(d)	1 mark for an attempt to describe how the investigation would be done; for example 'I would get two shops to take part and get one to play Christmas music to its customers and one to play chart music'. 2 marks for describing a reasonable feasible procedure; For example 'I would get two shops to take part and get one to play Christmas music to its customers and one to play chart music. This is an independent groups design. I would ask them to do it for one week, and at the same time' 3 marks for describing, in some detail within the time constraints, a feasible procedure; For example 'I would get two shops to take part and get one to play Christmas music to its customers and one to play chart music. This is an independent groups design. I would ask them to do it for one week, and at the same time.	3	NB: Refer back to 14(c) before marking this question to check for repetition. No marks can be awarded for details of the sampling method as this is credited in 14(c) Credit any features of the design not already asked for in other questions. For example: <ul style="list-style-type: none"> • Experimental design by application (the mere identification of a design is insufficient). • Operationalising the IV/DV • Details of ethical guidelines followed • How data would be collected (i.e. by asking the shops / watching the shoppers) • Analysis of data including presentation. (mere identification of method of analysis/presentation is insufficient.)

Question			Answer	Marks	Guidance
			I would record the number of items sold per day and calculate the mean and put the data into a bar graph so I could compare them'.		<ul style="list-style-type: none"> Aspects of standardisation which have not been credited in 14e(ii) Location (if not credited in 14c) <p>If the answer reads like a list, marks are capped at 2.</p>
14	(e)	(i)	<p>1 mark for any feasible extraneous variable that could impact on this investigation.</p> <p>For example 'how long the music is played for' [1], 'how long the shops are open for (if they differ)' [1] or 'day of week' [1].</p>	1	Credit any extraneous variable that could pertain to this investigation.
		(ii)	<p>Standardisation involves keeping all other variables constant to ensure only the IV affects the DV.</p> <p>1 mark for suggesting a way of achieving standardisation 1 mark for an elaborated response demonstrating how or why this would achieve standardisation.</p> <p>For example 'standardisation could be achieved by making sure each type of music is played at the same volume [1] to make sure it is the type of music rather than the volume which affect sales.' [1].</p>	2	Allow the standardisation of any variable that could affect the DV (other than the IV) which may or may not be the variable identified in 14e(i). Examples include: how long the music is played for, the type of goods the shops sell etc.
14	(f)		<p>1 mark for identifying a strength of using an experiment. 1 mark for elaborated responses illustrating how or why it is a strength.</p> <p>For example 'this is a field experiment and so it is higher in ecological validity [1] which means I can relate the results to other shops' [1] or 'experiments have control [1] so by controlling extraneous variables I can test cause and effect' [1]. 'experiments can test cause and effect [1] because only the IV will affect the DV' [1]</p>	2	<p>The identified strength can be named or defined.</p> <p>No explicit contextualisation is required as by the nature of the question, contextualisation comes from the method.</p>

APPENDIX 1

Question No	A* - B	C - E	F - G	Max mark
1			1	1
2		1	1	2
3(a)			1	1
3(b)		1	1	2
4	1			1
5		1	1	2
6	1	1		2
7	1	1		2
8			1	1
9			2	2
10	1			1
11		1	1	2
12	1	1	1	3
13(a)			1	1
13(b)	2			2
14(a)		1	1	2
14(b)		1	1	2
14(c)	1	1	1	3
14(d)	1	1	1	3
14(e) (i)			1	1
14(e) (ii)	2			2
14(f)	1	1		2
Total	12	12	16	40

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