

ADVANCED SUBSIDIARY GCE IN PSYCHOLOGY

3876

REVISED SPECIMEN ASSESSMENT MATERIALS

These specimen assessment materials are designed to accompany the revised OCR Advanced GCE in Psychology Specification for teaching from September 2002.

Following a review of Curriculum 2000, the changes in assessment format outlined in the specimen material enclosed will be introduced for AS Psychology Units 2540, 2541 and 2542 in June 2003.

Centres are permitted to copy material from this booklet for their own internal use.

OCR has prepared specifications to incorporate the range of features required by Advanced GCEs and subject criteria. The specimen assessment material accompanying the specification is provided to give Centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

QAN 100/0627/8

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**Oxford Cambridge and RSA Examinations
Advanced Subsidiary GCE**

**PSYCHOLOGY
CORE STUDIES 1**

2540

Revised Specimen Paper

Additional materials:
One 8-page answer book;

4-page answer books may be issued to candidates who require continuation paper.

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and Candidate number in the spaces provided on the answer paper/answer booklet.
- Write your answers on the separate answer book provided.
- You must answer **all** the questions.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

COGNITIVE PSYCHOLOGY

- 1 In the study on eyewitness testimony by Loftus and Palmer, the use of the verbs 'smashed' and 'hit' led to different responses from the participants. Outline **one** of these differences. [2]
- 2 From the study by Deregowski, explain the term 'depth cue'. [2]
- 3 Give **two** reasons why Gardner and Gardner chose to teach Washoe a sign language rather than a verbal one. [4]
- 4 (a) From the study by Baron-Cohen, Leslie and Frith on autism, explain the term 'theory of mind'. [2]
- (b) Give **one** problem that arises if a person does not have a theory of mind. [2]

DEVELOPMENTAL PSYCHOLOGY

- 5 In the study by Bandura, Ross and Ross on aggression, the researchers used a matched pairs experimental design. Why were the children matched in this study? [2]
- 6 In the study by Freud, Little Hans is referred to as 'a little Oedipus'. Briefly describe the Oedipus complex. [2]
- 7 (a) From the study by Hodges and Tizard, outline **one** difference in the social relationships of the restored and the adopted children. [2]
- (b) Give **one** explanation for this difference. [2]

- 8 (a) In the study by Samuel and Bryant on conversation, in the 'one question condition' children were asked the question after they had seen the substance changed in front of them. Identify the other **two** conditions of this experiment. [2]
- (b) In addition to these conditions, two other factors affected the children's ability to conserve, identify **both** of these factors. [2]

PHYSIOLOGICAL PSYCHOLOGY

- 9 From the study by Raine, Buchsbaum, and LaCasse, outline **one** difference between the brain scans of the murderers and the control group. [2]
- 10 In Schachter and Singer's study on emotion, one variable was manipulated using an injection. Identify **two** of the conditions of this variable. [2]
- 11 Outline **two** findings from the split-brain study by Sperry. [4]
- 12 (a) Describe **one** control that was used in the study on sleep and dreaming by Dement and Kleitman. [2]
- (b) Outline why controls are used in psychological research. [2]

SOCIAL PSYCHOLOGY

- 13 In Milgram's study on obedience, the participants were observed showing signs of tension. Milgram suggested that the tension was caused by the conflicts produced by the study. Outline **one** of these conflicts. [2]
- 14 From the prison simulation study by Haney, Banks and Zimbardo, explain **one** problem of using a simulated prison environment rather than a real prison. [2]
- 15 (a) In the subway samaritan study by Piliavin, Rodin and Piliavin, some of the researchers acted as victims and some as models. Identify **one** of the model conditions. [2]
- (b) Outline **one** conclusion that was drawn from the model conditions. [2]

- 16 (a) In his study into intergroup discrimination, Tajfel used a set of matrices to try to find out whether the participants' choices when awarding points would be influenced by one of three factors: 'maximum in-group profit', 'maximum joint profit' and 'maximum difference'. Using the matrix below, identify the pair of numbers that indicate 'maximum joint profit'. [2]

Matrix 1

20	19	18	17	16	15	14	13	12	11	10	9	8
2	4	6	8	10	12	14	16	18	20	22	24	26

- (b) When allocating points to an in-group and an out-group member the participants mostly used 'maximum difference'. Outline what this tells us about their behaviour. [2]

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

- 17 From the review by Gould, describe **one** problem experienced in the mass IQ testing of American World War One recruits. [2]
- 18 In their study on doll choice, Hraba and Grant looked at how children perceive themselves. Name **two** of the variables measured in the study. [2]
- 19 Thigpen and Cleckley used a case study to investigate multiple personality disorder. Give **one** advantage and **one** disadvantage of the case study method used in this study. [4]
- 20 (a) From the first experiment in the Rosenhand study, Sane in Insane Places, explain why the pseudopatients were falsely diagnosed as having a mental disorder. [2]
- (b) Explain why people with real disorders were identified as pseudopatients in the second experiment in this study. [2]

[Total paper marks: 60]

**Oxford Cambridge and RSA Examinations
Advanced GCE**

**PSYCHOLOGY
CORE STUDIES 1**

2540

REVISED MARK SCHEME

Revised Specimen Paper 2003

Cognitive Psychology

Question	Description	Mark
1	Most likely answers: More of those that were asked using ‘smashed’ reported seeing broken glass than those who were asked using ‘hit’. (reverse of this allowable)	2
	Smashed led to higher estimate of speed	2
	Hit led to lower estimate of speed	2
	Partially correct answer	1
2	A piece of visual information that allows us to perceive three dimensions.	2
	Other appropriate answers	2
	Partially correct answer	1
3	Most likely answers:	
	Two from: Washoe’s vocal apparatus is structured differently to humans and so she could not produce human speech sounds;	
	Previous research had shown that chimps were incapable of producing speech;	
	Previous research had shown that use of the hands/gestures is prominent in chimp behaviour;	2
	Partially correct answer (e.g. she couldn’t speak)	1
4	(a) The ability to understand that other people may have beliefs about the world that differ to your own.	2
	Other appropriate answers	2
	Partially correct answer	1
	(b) Social Interactions/Relationships would be meaningless	2
	Other appropriate answers	2
	Partially correct answer	1

Developmental Psychology

5	To control for individual differences in pre-existing levels of aggression	2
	Partially correct answer	1
6	Boy has sexual feelings for mother and fears father	2
	Partially correct answer	1

7	(a)	Most likely answer: Adopted children had better relationship with their (adopted) parents	2
		Partially correct answer	1
	(b)	Most likely answer: Adoptive parents wanted the children more	2
		Partially correct answer	1
8	(a)	Two-question or Standard (Piagetian) Condition	1
		Fixed Array Condition (Allow descriptions of the conditions)	1
	(b)	Age The property that they were being tested on (mass/number/volume)	1

Physiological Psychology

9		Murders had lower levels of activity in pre-frontal lobes	2
		Murders had lower levels of activity in parietal lobes	2
		Murders had lower levels of activity in corpus collosum	2
		Murders had lower levels of activity in left hemisphere than the right	2
		Murders had higher levels of activity in occipital lobes	2
		Other appropriate answers (e.g. controls had higher levels....) (answers must contain both direction of difference and brain region for 2 marks)	2
		Partially correct answer (direction of difference or region of brain only)	1
10		Two from: Epi Informed, Epi ignorant, Epi Misinformed and Placebo (control)	2
11		Two from: Most likely answers: The participants could not name an object shown to the left visual field.	2
		Each hand would search for its own object and reject that from the other hand if they came across it.	2
		Partially correct answer (only one hand's object referred to)	1
12	(a)	One from: Participants told to abstain from alcohol and caffeine because they affect sleep patterns	2
		Participants woken by doorbell rather than by direct contact with experimenter to eliminate experimenter effects	2
		Participants woken randomly to avoid demand characteristics	2
		Control without what it was controlling for	1

(b)	Controls are used to try to limit the effect of extraneous variables	2
	Partially correct answer	1

Social Psychology

13	One from: Competing demands of experimenter and victim	2
	Weight of scientific authority versus cry for relief from pain and suffering	2
	The experimenter gives the participant little time for reflection	2
	The opposition of two deeply ingrained dispositions: not to harm and to obey authority	2
	Partially correct answers	1
14	Most likely answer: Lacks ecological validity because the prisoners are not real convicts/lacks many features of normal prison life/guards not given formal training, etc.	2
	Partially correct answer (e.g. lacks ecological validity)	1
15	(a) One from: Critical Area Early	2
	Critical Area Late	2
	Adjacent Area Early	2
	Partially correct answer (area or time only)	1
	(b) One from: Early model elicited significantly more help than late model	2
	Area variable (critical/adjacent) had no effect on help received	2
	Too few cases of programmed model to allow an analysis	2
Partially correct answer	1	
16	(a) 8:26	2
	(b) They favoured their own group more than the outgroup	2
	Partially correct answer (i.e. reference to one group only)	1

Psychology of Individual Differences

17	<p>One from (most likely answers): Tests were culturally biased as they needed to knowledge of US history</p> <p>Many men who took the Alpha test which was for literates were illiterate</p> <p>Administration problems, such as Alpha fails not being recalled for beta</p> <p>The beta test was a pictorial test but still needed use of a pencil and many recruits had not held one before</p> <p>Other appropriate answers</p> <p>Partially correct answer</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p>
18	<p>Two from: Racial preference/ Racial Self Identification/ Racial Awareness</p>	<p>2</p>
19	<p>Most likely answers: <u>Advantage:</u> Enabled an in-depth study which allowed the different personalities to emerge</p> <p>Other appropriate answers</p> <p>Partially correct answer (e.g. in-depth, but not related to study)</p> <p><u>Disadvantage:</u> Every case of MPD may be unique and so results cannot be generalised</p> <p>Other appropriate answers</p> <p>Partially correct answer (e.g. cannot generalise, but not related to study)</p>	<p>2</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p>
20	<p>(a) Most likely answer: The doctors made a type one error</p> <p>DSM has a low validity</p> <p>Partially correct answer (e.g. they displayed symptoms)</p> <p>(b) Most likely answer: Because the stakes were high due to prestige and reputation</p> <p>Other appropriate answer</p> <p>Partially correct answer (e.g. they knew of the first experiment)</p>	<p>2</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p>

**Oxford Cambridge and RSA Examinations
Advanced Subsidiary GCE**

**PSYCHOLOGY
CORE STUDIES 2**

2541

Revised Specimen Paper

Additional materials:
One 8-page answer book;

4-page answer books may be issued to candidates who require continuation paper.

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and Candidate number in the spaces provided on the answer paper/answer booklet.
- Write your answers on the separate answer paper provided.
- Answer **one** question in Section A and **one** question in Section B.
- Read each question carefully and make sure you know what you have to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The maximum mark for this paper is **50**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

SECTION A

Answer **one** question from this section.

- 1** Psychological research is often carried out on a limited number of people. The sample chosen will have an effect on the results of the research.

Choose **one** of the core studies listed below and answer the following questions.

Haney, Banks and Zimbardo (prison simulation)

Milgram (obedience)

Tajfel (intergroup discrimination)

- (a) Describe how participants were selected in your chosen study. **[6]**
- (b) Using examples, give **two** strengths and **two** weaknesses of the sample used in your chosen study. **[12]**
- (c) Suggest **two** other samples for your chosen study and say how you think these might affect the results. **[8]**

[Total Marks: 26]

- 2** One way in which psychologists carry out research is by gathering a great deal of data about one individual. This method is known as the case study.

Choose **one** of the core studies listed below and answer the following questions.

Freud (Little Hans)

Thigpen and Cleckley (multiple personality disorder)

Gardner and Gardner (Project Washoe)

- (a) Describe how the case study method was used in your chosen study. **[6]**
- (b) Using examples, give **two** strengths and give **two** weaknesses of the case study as used in your chosen study. **[12]**
- (c) Suggest **one** alternative way your chosen study could have been investigated and say how you think this might affect the results. **[8]**

[Total Marks: 26]

SECTION B

Answer **one** question from this section.

- 3** Some psychologists believe that the environment or situation we are in determines our behaviour. If this were true, then we would all behave in similar ways under similar conditions and some studies appear to show that this is what happens. Other psychologists argue that not all our behaviour is similar to others' and that we are thinking, feeling individuals, with our own personality.

Using the core studies listed below, answer the questions which follow.

Gould (IQ testing)
Rosenhan (sane in insane places)
Piliavin, Rodin and Piliavin (subway samaritans)
Deregowski (perception)

- (a) Describe what each study tells us about how situations affect behaviour. [12]
- (b) Using examples, give **four** problems psychologists may have to consider when they study the effect of situations on behaviour. [12]

[Total Marks: 24]

- 4** Some of the core studies take a physiological approach to human behaviour and experience. This approach considers how our hormones, nervous system, and functions of the brain interact to determine our behaviour.

Using the core studies listed below, answer the questions that follow.

Schachter and Singer (emotion)
Sperry (split-brain)
Dement and Kleitman (sleep and dreaming)
Raine, Buchsbaum and LaCasse (brain scanning)

- (a) What physiological processes were involved in each of the studies? [12]
- (b) Using examples, give **two** strengths and **two** weaknesses of the physiological approach. [12]

[Total Marks: 24]

[Total Paper Marks: 50]

**Oxford Cambridge and RSA Examinations
Advanced GCE**

**PSYCHOLOGY
CORE STUDIES 2**

2541

REVISED MARK SCHEME

Revised Specimen Paper 2003

Section A

Question	Description	Mark
1 AO1	<p>(a) Describe how participants were selected in your chosen study. Named studies: Haney, Banks & Zimbardo/ Milgram/ Tajfel Emphasis is on detail of chosen core study.</p> <p>Likely answers: (any appropriate answer receives credit): Indicative content would be included here regarding the selection of participants in all three of the named studies.</p> <p>No answer or incorrect answer</p> <p>One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.</p> <p>Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good.</p> <p>Description is accurate with appropriate detail. Understanding is good. Omissions are few. Expression and use of psychological terminology is competent. For 6 marks quality of written communication must be very good.</p> <p>Max mark</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p> <p>6</p>
1 AO2	<p>(b) Using examples, give two strengths and two weaknesses of the sample used in your chosen study <i>Emphasis of points specific to chosen core study</i></p> <p>Most likely answers: (any appropriate answer receives credit): Indicative content of strengths and weaknesses would be included here</p> <p>For each point up to a maximum of FOUR points:</p> <p>No answer or incorrect answer.</p> <p>Identification of point relevant to question with NO example from chosen study and NO comment/evaluation.</p> <p>Description of point AND either relevant example from chosen study OR comment/evaluation.</p> <p>Description of point AND relevant example from chosen study AND comment/evaluation.</p> <p>Max mark</p>	<p>.</p> <p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>12</p>
1 AO2	<p>(c) Suggest <u>two</u> other samples for your chosen study and say how you think these might affect the results. <i>Answers must be specific to chosen core study.</i> <i>For each suggestion [TWO max]</i></p> <p>No answer or incorrect answer.</p> <p>Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications.</p> <p>Relevant alternative described in appropriate detail with understanding of implications.</p> <p>Max mark</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>8</p>

Question	Description	Mark
2 (a)	<p>Describe how the case study method was used in your chosen study.</p> <p>AO2</p> <p>Named studies: Freud / Thigpen & Cleckley / Gardner & Gardner Emphasis is on detail of chosen core study.</p> <p>Likely answers: (any appropriate answer receives credit): Indicative content would be included here regarding the use of the case study method in all three of the named studies.</p> <p>No answer or incorrect answer</p> <p>One or two general statements are identified which are basic and lacking in detail. Expression is poor and use of psychological terms is rudimentary.</p> <p>Description is accurate with increased detail. Some understanding evident. Expression and use of psychological terms is good.</p> <p>Description is accurate with appropriate detail. Understanding is good. Omissions are few. Expression and use of psychological terminology is competent. For 6 marks quality of written communication must be very good.</p> <p>Max mark</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p> <p>6</p>
2 (b)	<p>Using examples, give two strengths and two weaknesses of the case study used in your chosen study.</p> <p><i>Emphasis of points specific to chosen core study</i></p> <p>Most likely answers: (any appropriate answer receives credit): Indicative content of strengths and weaknesses would be included here.</p> <p>For each point up to a maximum of FOUR points</p> <p>No answer or incorrect answer.</p> <p>Identification of point relevant to question with NO example from chosen study and NO comment/evaluation.</p> <p>Description of point AND either relevant example from chosen study OR comment/evaluation.</p> <p>Description of point AND relevant example from chosen study AND comment/evaluation.</p> <p>Max mark</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>12</p>
2 (c)	<p>Suggest one alternative way your chosen study could have been investigated and say how you think this might affect the results</p> <p>AO2</p> <p><i>Answers must be specific to chosen core study. NB candidates may offer more than one suggestion. All marked and best ONE credited.</i></p> <p>No answer or incorrect answer.</p> <p>Alternative identified but little or no expansion. Alternative may be peripherally relevant with minimal reference to study. Minimal understanding of implications.</p>	<p>0</p> <p>1-2</p>

Question	Description	Mark
	Relevant alternative described in appropriate detail with understanding of implications. <i>How this might affect the results:</i>	3-4
	Effect of change/alternative referred to briefly but not developed. For 2 marks there may be brief expansion of possible effect but with no analysis (comment but no comprehension).	1-2
	Effect of change/alternative considered in appropriate detail with analysis (comment and comprehension). For 4 marks there is clarity of expression and arguments are structured.	3-4
	Max mark	8

Section B

Question	Description	Mark
3 (a) AO1	<p>Describe what each study tells us about how situations affect behaviour.</p> <p>Gould (IQ testing) Rosenhan (sane in insane places) Piliavin, Rodin & Piliavin (subway samaritans) Deregowski (perception)</p> <p>Candidates must relate each of the four named studies to the assessment request.</p> <p>Likely answers: (any appropriate answer receives credit): Indicative content would be included here regarding how situations affect behaviour in all four named studies.</p> <p>For each point up to a maximum of FOUR points (one from each study)</p> <p>No answer or incorrect answer.</p> <p>Identification of point relevant to question but not related to study OR comment about study but not related to question.</p> <p>Description of point relevant to question and related to study but with no analysis (comment with no comprehension).</p> <p>Description of point relevant to question and related to study with analysis (comment with comprehension) about what study tells us about situations. Spelling, punctuation and grammar are good.</p> <p>Max mark</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>12</p>

Question	Description	Mark
<p>3 (b)</p> <p>AO2</p>	<p>Using examples, give four problems psychologists may have to consider when they study the effect of situations on behaviour.</p> <p><i>Candidates should describe problems that apply generally, and not problems specific to a core study. Answers must be supported with named studies; any combination</i></p> <p>Likely answers: (any appropriate answer receives credit): Indicative content would be included here regarding problems related to the study of situations</p> <p>For each point up to a maximum of FOUR points</p> <p>No answer OR general point not related to question.</p> <p>Identification of problem relevant to question with no example or comment/evaluation. OR if problem is one occurring in a specific core study.</p> <p>Description of problem related to question AND either relevant example OR comment/evaluation.</p> <p>Description of problem related to question, relevant example and comment/evaluation.</p> <p>Clarity of expression and structure of argument are good.</p> <p>Max mark</p>	<p></p> <p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>12</p>
TOTAL MARKS AVAILABLE		24
<p>4 (a)</p> <p>AO1</p>	<p>What physiological processes were involved in each of the studies?</p> <p>Schachter & Singer (emotion) Raine, Buchsbaum & LaCasse (brain scanning) Sperry (split-brain) Dement & Kleitman (sleep & dreaming)</p> <p>Candidates must relate each of the four named studies to the assessment request.</p> <p>Likely answers: (any appropriate answer receives credit): Indicative content would be included here regarding what physiological processes applied in all four named studies.</p> <p>For each point up to a maximum of FOUR points (one from each study)</p> <p>No answer or incorrect answer</p> <p>Identification of point relevant to question but not related to study OR comment about study but not related to question.</p> <p>Description of point relevant to question and related to study but with no analysis (comment with no comprehension).</p> <p>Description of point relevant to question and related to study but with analysis (comment with comprehension) about what study tells us about the physiological approach. Spelling, punctuation and grammar are good</p> <p>Max mark</p>	<p></p> <p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>12</p>

Question	Description	Mark
<p>4 (b)</p> <p>AO2</p>	<p>Using examples, give two strengths and two weaknesses of the physiological approach.</p> <p><i>Candidates should describe strengths/weaknesses that apply generally, and not problems specific to a core study. Answers must be supported with named studies; any combination.</i></p> <p>Likely answers: (any appropriate answer receives credit): Indicative content would be included here regarding strengths and weaknesses of the physiological approach.</p> <p>For each point up to a maximum of FOUR points</p> <p>No answer or general point not related to question.</p> <p>Identification of point relevant to question with no example or comment/evaluation. OR if point is one only occurring in specific core study.</p> <p>Description of point AND either relevant example OR comment/evaluation.</p> <p>Description of point, relevant example and comment/evaluation. Clarity of expression and structure of argument are good.</p> <p>Max mark</p>	<p></p> <p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>12</p>
	TOTAL MARKS AVAILABLE	24

**Oxford Cambridge and RSA Examinations
Advanced Subsidiary GCE**

PSYCHOLOGY
PSYCHOLOGICAL INVESTIGATIONS

2542

Revised Specimen Paper

Additional materials:
One 8-page answer book;

4-page answer books may be issued to candidates who require continuation paper.

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.
- Answer **all** questions.
- Write your answers on the separate answer paper provided.
- If you use sheets of continuation paper, fasten the sheets securely to the answer book.
- You may use your **Practical Work Folder** when answering questions.
- At the end of the examination you must attach your **Practical Work Folder** to the back of your answer papers.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **50**.
- You will be awarded marks for quality of written communication where an answer requires a piece of extended writing.

Answer **all** questions]

SECTION A

Based on Activity A: Questions, self reports and questionnaires.

- 1 Explain the aim of your activity. [2]
- 2 Outline **two** conclusions that can be drawn from your results. [4]
- 3 (a) Suggest an alternative way of finding out the same information. [3]
(b) Suggest how this alternative might affect the validity of your results. [3]

[Total Marks: 12]

SECTION B

Based on Activity B: An observation.

- 4 Describe the categories or coding scheme that you used for your observation. [4]
- 5 Suggest **one** improvement that could be made to your categories or coding scheme. [4]
- 6 Explain how you think this improvement would affect the results of your observation. [4]

[Total Marks: 12]

SECTION C

Based on Activity C: Collection of data to investigate the difference between two conditions.

- 7 Describe the sample that you used for this activity. [3]
- 8 How did you select this sample? [3]
- 9 Explain **one** strength and **one** weakness with the way you selected this sample. [6]

[Total Marks: 12]

SECTION D

Based on Activity D: Collection of data involving two independent measures and analysis using a test of correlation.

- 10 (a) State the **null** hypothesis for your activity. [3]
- (b) Explain how **one** of your variables was measured. [2]
- 11 Sketch an appropriate visual display of your results. [3]
- 12 (a) Outline the conclusion that you reached in relation to your null hypothesis. [3]
- (b) Explain how you reached this conclusion. [3]

[Total Marks: 14]

[Total paper marks: 50]

**Oxford Cambridge and RSA Examinations
Advanced GCE**

PSYCHOLOGY
PSYCHOLOGICAL INVESTIGATIONS

2542

REVISED MARK SCHEME

Revised Specimen Paper 2003

SECTION A

Activity A: Questions, self reports and questionnaires.

Question	Description	Mark
1 AO3	<p><i>Explain the aim of your activity.</i></p> <p>Candidates do not need to write a hypothesis for this question – a clearly stated aim of what was under investigation is appropriate.</p> <p>Aim is unclear or vague.</p> <p>Clearly stated aim.</p> <p>Maximum mark</p>	 2
2 AO2	<p><i>Outline two conclusions that can be drawn from your results.</i></p> <p>2 x 2 marks for each conclusion.</p> <p>Vague or unclear conclusion.</p> <p>Clear conclusion.</p> <p>Maximum mark</p>	 4
3(a) AO1	<p><i>Suggest an alternative way of finding out the same information.</i></p> <p>Candidates may answer this in a number of ways. They may choose to offer alternative questions/rating scales or they may offer an alternative method such as observation or experiment.</p> <p>Very brief answer, e.g. observation.</p> <p>Increasingly detailed answer.</p> <p>Well explained appropriate alternative.</p> <p>Maximum mark</p>	 3
3(b) AO1	<p><i>Suggest how this alternative might affect the validity of your results.</i></p> <p>Validity – to what extent are you measuring what you claim to measure? Candidates may either choose to explain how their alternative would increase the validity of the results or they may suggest that this would decreased the validity. Either response is appropriate but for 3 marks the candidate must demonstrate that they understand the concept of validity.</p> <p>Muddled or very brief answer.</p> <p>Explanation of how the alternative may affect the results but without a clear demonstration of the understanding of the concept validity.</p> <p>Clear discussion of how the alternative method would affect the validity of the results.</p> <p>Maximum mark</p>	 3

SECTION B

Activity B: An observation

Question	Description	Mark
<p>4</p> <p>AO3</p>	<p><i>Describe the categories or coding scheme that you used for your observation.</i></p> <p>Candidates should give details of the complete coding scheme or categories that they used. For full marks it should be possible to replicate the observation. This would include, where necessary an explanation of the categories.</p> <p>Categories incomplete or muddled.</p> <p>Detailed account of the categories used and including any definitions necessary. Replication would be possible.</p> <p>Maximum mark</p>	<p>1-2</p> <p>3-4</p> <p>4</p>
<p>5</p> <p>AO1</p>	<p><i>Suggest one improvement that could be made to your categories or coding scheme.</i></p> <p>Candidates may suggest modifications to the original categories or additions to the original categories. They may also suggest changes to the use of the scheme such as coding every minute rather than coding every behaviour. The change must be to the categories/coding scheme and not general, e.g. observe for longer.</p> <p>Appropriate change but lacking detail.</p> <p>Well explained appropriate change to categories.</p> <p>Maximum mark</p>	<p>1-2</p> <p>3-4</p> <p>4</p>
<p>6</p> <p>AO1</p>	<p><i>Explain how you think this improvement would affect the results of your observation.</i></p> <p>Appropriate effect discussed but brief or muddled.</p> <p>Increasing well explained effect.</p> <p>Maximum mark</p>	<p>1-2</p> <p>3-4</p> <p>4</p>

SECTION C

Activity C: Collection of data to investigate the difference between two conditions.

Question	Description	Mark
<p>7</p> <p>AO3</p>	<p><i>Describe the sample that you used for this activity.</i></p> <p>Candidates should give information about the participants for this activity, number of participants, age, sex, status (e.g. students), race etc. Sampling method is not credited in this question.</p> <p>Brief/muddled answer.</p> <p>An attempt to describe the sample including number of participants and at least one other piece of information (age, sex, status, race etc.)</p> <p>A clear description of the sample including number of participants and at least two other pieces of information as above.</p> <p>Maximum mark</p>	<p>1</p> <p>2</p> <p>3</p> <p>3</p>
<p>8</p> <p>AO3</p>	<p><i>How did you select this sample?</i></p> <p>Candidates should give information about the sampling method used.</p> <p>Brief/muddled answer.</p> <p>An attempt to explain the sampling method used but some lack of clarity, e.g. method explained but not named.</p> <p>Sampling method identified (e.g. opportunity) and clearly explained.</p> <p>Maximum mark</p>	<p>1</p> <p>2</p> <p>3</p> <p>3</p>
<p>9</p> <p>AO1</p>	<p><i>Explain one strength and one weakness with the way you selected this sample.</i></p> <p>Answers might include: Strengths: Convenient, representative; Weaknesses: Lack of generalisability, complex, time consuming etc.</p> <p>Brief/muddled answer.</p> <p>Appropriate strength/weakness identified but not fully explained/applied to this activity.</p> <p>Appropriate strength/weakness explained and applied to this activity.</p> <p>Maximum mark</p>	<p>1</p> <p>2</p> <p>3</p> <p>6</p>

SECTION D

Activity D: Collection of data involving two independent measures and analysis using a test of correlation.

Question	Description	Mark
10(a) AO3	<i>State the null hypothesis for your activity.</i> A clearly stated null hypothesis should contain a statement of no difference/no effect and both the independent and dependent variable should be clearly identified. Null hypothesis attempted but could be stated more clearly. Clearly stated null hypothesis including both variables. Maximum mark	 1-2 3 3
10(b) AO3	<i>Explain how one of your variables was measured.</i> Brief/muddled answer. Clear description of measurement. Maximum mark	 1 2 2
11 AO3	<i>Sketch an appropriate visual display of your results.</i> Candidates should produce a labelled scattergram. An attempt at an appropriate display but lacking key information. An appropriate and fully labelled visual display. Maximum mark	 1-2 3 3
12(a) AO2	<i>Outline the conclusion that you reached in relation to your null hypothesis.</i> The conclusion should include a statement of whether the null hypothesis was accepted or rejected. Brief/muddled answer. Increasingly appropriate answer but lacking clarity or not explicitly stating whether the null hypothesis was accepted or rejected. A clear conclusion from the activity including a correct statement of whether the null hypothesis was accepted or rejected. Maximum mark	 1 2 3 3

<p>12(b)</p> <p>AO3</p>	<p><i>Explain how you reached this conclusion.</i></p> <p>Candidates should make reference to the statistical test results/probability level in justifying their decision.</p> <p>Brief/muddled answer.</p> <p>An attempt to explain how the conclusion was based on statistical analysis but answer lacks clarity.</p> <p>A clear explanation of how the conclusion was based on the results of the statistical analysis: candidates should make explicit reference to significance or non-significance of statistical test results or to probability levels.</p> <p>Maximum mark</p>	<p></p> <p>1</p> <p>2</p> <p>3</p> <p>3</p>
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