



Sample Mark Scheme

AS Level Psychology H169/01 Research methods

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 56

Version: **Sample**

This document has 13 pages

MARKING INSTRUCTIONS**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this component. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
[KU]	Knowledge and Understanding: studies, theories, policies, methods
[CON]	Sociological evidence/concepts/theory
[DEV]	Developed Point: fully explained in a relevant way
[^]	Underdeveloped: Partially explained, but requiring more depth
[APP]	Application/Interpretation.
[L]	Lip service:
[EVAL]	Evaluation
[U]	Unsubstantiated/undeveloped/implicit: accurate without explanation/support
?	Unclear/confused/lacks sense not creditable
[IRRL]	Irrelevant: not related to the topic area and/or non-sociological
[REP]	Repetition

12. Subject Specific Marking Instructions**Section A: Multiple choice**

Question	Answer	Guidance
1	D	There will be no significant difference between extroverted and introverted people in terms of how well they perform in front of an audience.
2	A	Autobiography of a serial killer.
3	D	Responses can be compared to identify patterns in data.
4	A	1/5.
5	A	High risk of observer effect.
6	B	Beta.
7	C	Taking out 20 names from a container holding all the names of the target population
8	A	Date of publication.
9	A	Participant.
10	B	-0.7

Section B: Research design and response

Q11: Explain why the data collected in this investigation is an example of quantitative data. (3 marks)	
Marking Criteria	Guidance
3 marks: Relevant detail about quantitative data identified and explained in detail in the context of this investigation.	<u>Example 3 mark answer:</u> The data in this investigation is quantitative because it is numerical. The language test is based on the number of correct answers given as a score and the coordination was measured using a rating scale.
2 marks: Relevant detail about quantitative data identified, and briefly explained in the context of this investigation.	
1 mark: Relevant detail about quantitative data identified, but not outlined in the context of this investigation.	
0 marks: No creditworthy response.	

Q12(a): Explain one strength of using a self-selected sample in this investigation. (3 marks)	
Marking Criteria	Guidance
3 marks: Relevant strength identified and explained in detail in the context of this investigation.	<u>Example 3 mark answer:</u> One strength is that participants are well motivated because they have actively chosen to come forward and therefore are likely to do their best on the two tests giving a true measure of their language abilities. NB. Context is required to access 2 marks or above.
2 marks: Relevant strength identified, and briefly explained in the context of this investigation.	
1 mark: Relevant strength identified (whether in context or not).	
0 marks: No creditworthy response.	

Q12(b): Explain one weakness of using a self-selected sample in this investigation. (3 marks)	
Marking Criteria	Guidance
3 marks: Relevant weakness identified and explained in detail in the context of this investigation.	<u>Example 3 mark answer:</u> One weakness is that certain types of people are likely to volunteer and this gives a biased sample such as people that are more confident who may overperform on the coordination tests because they like “performing” in front of others. NB. Context is required to access 2 marks or above.
2 marks: Relevant weakness identified, and briefly explained in the context of this investigation	
1 mark: Relevant weakness identified (whether in context or not).	
0 marks: No creditworthy response.	
Q13: Outline how confidentiality could have been dealt with in this investigation. (2 marks)	
Marking Criteria	Guidance
2 marks: Clear and accurate description of how confidentiality could have been dealt with in this investigation.	<u>Example 2 mark answer:</u> The language ability test scores are kept anonymous, for example by making sure that numbers are used to match scores rather than names.
1 mark: Partial or vague description of how confidentiality could have been dealt with in this investigation.	
0 marks: No creditworthy response.	
Q14: Explain why the data from the language ability test may be criticised for lacking construct validity (3 marks)	
Marking Criteria	Guidance
3 marks: Relevant criticism made in relation to construct validity and explained in detail in the context of this investigation.	<u>Example 3 mark answer:</u> Findings lack construct validity when a narrow measure has been used, therefore reducing the complexity of a behaviour. In this case, there is more to language ability than spelling and understanding word meaning – for example, there is no test of speaking or listening ability. NB. Examiners should be mindful that construct validity may not be explicitly defined/described and that the understanding may be more implicit in the response – where this is obvious, then credit accordingly.
2 marks: Relevant criticism made in relation to construct validity, and briefly explained in the context of this investigation.	
1 mark: Relevant criticism made in relation to construct validity (whether in context or not).	
0 marks: No creditworthy response.	

<p>Q15: Explain how you would carry out an experiment to investigate if there is a difference or not. Justify your decisions as part of your explanation. You must refer to:</p> <ul style="list-style-type: none"> ▪ The experimental design you would use ▪ How you would operationalise the dependent variable to obtain quantitative data ▪ How you would attempt to reduce the influence of one extraneous variable. (12 marks) 			
Marking Criteria			Guidance
Level	AO2 – maximum of 6 marks How Required Features are addressed	AO3 – maximum of 6 marks Justification of decisions made	<p><u>Suggestions could include:</u></p> <p>RF1: Any relevant experimental design: independent measures, repeated measures, matched participants.</p> <p>RF2: The language ability of a person could be operationalised by reference to scores on a language test. This <u>must</u> produce quantitative data.</p> <p>RF3: Extraneous variables could include the time given to complete the tests or if English is the first language of participant.</p> <p>Other appropriate responses should be credited.</p>
Excellent 5–6 marks	All three Required Features are addressed accurately, in context, and with sufficient clarity to enable replication.	Accurate justification is provided in context for all three design decisions.	
Good 3–4 marks	Two of the Required Features are addressed accurately, in context, and with sufficient clarity to enable replication.	Accurate justification is provided in context for two of the design decisions.	
Limited 1–2 marks	One of more of the Required Features is addressed accurately and with sufficient clarity to enable replication.	Accurate justification is provided for one of the design decisions.	
0 marks	No creditworthy response.		

Section C: Data analysis and interpretation

Q16: Outline what is meant by a structured observation. (2 marks)	
Marking Criteria	Guidance
2 marks: Clear and accurate description of what a structured observation is.	<u>Example 2 mark answer:</u>
1 mark: Partial or vague description of what a structured observation is.	An observation that uses explicitly predetermined behavioural categories to observe behaviour.
0 marks: No creditworthy response.	
Q17: Identify the level of data that was obtained in this investigation. (1 mark)	
Marking Criteria	Guidance
1 mark: The level of data obtained in this investigation is nominal.	
0 marks: No creditworthy response.	
Q18: Calculate the ratio of the number of times people avoided eye contact to the number of times people said hello. Express your answer in its simplest form. (2 marks)	
Marking Criteria	Guidance
2 marks: Accurate ratio identified AND simplified.	Accurate ratio = 80:40 Simplified ratio = 2:1
1 mark: EITHER accurate ratio identified OR simplified ratio only stated.	
0 marks: No creditworthy response.	

Q19: Sketch a pie chart to show the data collected in this investigation. (4 marks)											
Marking Criteria [1 mark per feature]	Guidance										
1 mark: For including an appropriate title.	Sectors of the pie chart only need to be approximate sizes. There is no need to check with a protractor or overlay. Calculations could be percentages or fractions displayed within the sector of the pie chart or to the side. Pie chart showing the percentage of behaviours observed as two people approach each other along a corridor:										
1 mark: For correctly calculating percentages/fractions for each sector.											
1 mark: For drawing the sectors in proportional size to the data displayed.											
1 mark: For including appropriate labels for the sectors of the pie chart.											
	<table border="0"> <tr> <td>Avoids eye contact</td> <td>40%</td> </tr> <tr> <td>Smiles</td> <td>24%</td> </tr> <tr> <td>Says hello</td> <td>20%</td> </tr> <tr> <td>Makes eye contact</td> <td>12%</td> </tr> <tr> <td>Nods head</td> <td>4%</td> </tr> </table>	Avoids eye contact	40%	Smiles	24%	Says hello	20%	Makes eye contact	12%	Nods head	4%
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Q20: Outline two conclusions that can be made from the data collected in this investigation. (6 marks) [3+3]	
Marking Criteria	Guidance
For each conclusion:	
3 marks: Relevant conclusion stated, supported by reference to relevant findings, and plausible explanation given for the conclusion.	<u>Example 3-mark answer:</u> The most frequent behaviour was to avoid eye-contact, which suggests people do not like to acknowledge each other in a corridor. This might be because there are a lot of different staff working in the building that they do not know.
2 marks: Relevant conclusion stated, and EITHER supported by reference to relevant findings OR plausible explanation given for the conclusion.	
1 mark: Relevant conclusion stated, and NEITHER supported by reference to relevant findings NOR plausible explanation given for the conclusion.	
0 marks: No creditworthy response.	

Q21: What percentage of the total number of behaviours recorded in this follow-up investigation were classified as 'avoids eye contact'? (3 marks)	
Marking Criteria	Guidance
3 marks: Accurate percentage calculated, with accurate workings and final answer given to two significant figures.	<u>Example 2-mark answer:</u> $125 \div 310 \times 100 = 40.3225806$ Expressed to two significant figures is 40%
2 marks: Accurate percentage calculated, with accurate workings but not given to two significant figures.	
1 mark: EITHER accurate percentage calculated OR accurate workings shown.	
0 marks: No creditworthy response.	

Q22: Outline what is meant by a covert observation. (2 marks)	
Marking Criteria	Guidance
2 marks: Clear and accurate description of what a covert observation is.	<u>Example 2 mark answer:</u>
1 mark: Partial or vague description of what a covert observation is.	An observation in which the participants are unaware that they are being observed by a researcher.
0 marks: No creditworthy response.	Answer does not have to be in the context of the investigation outlined.

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