

Advanced GCE Psychology

G541: Psychological Investigations - Medium banded Candidate style answer

Introduction

OCR has produced these candidate style answers to support teachers in interpreting the assessment criteria for the new GCE specifications and to bridge the gap between new specification release and availability of exemplar candidate work.

This content has been produced by senior OCR Examiners, with the input of Chairs of Examiners, to illustrate how the sample assessment questions might be answered and provide some commentary on what factors contribute to an overall grading. The candidate style answers are not written in a way that is intended to replicate student work but to demonstrate what a “good” or “excellent” response might include, supported by Examiner’s commentary and conclusions.

As these responses have not been through full moderation and do not replicate student work, they have not been graded and are instead, banded “medium” or “high” to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

A researcher has conducted an experiment to see if people recall more words from a list of ten words when they learn and recall in the same room rather than in one room and recall in a different room. This was an independent measures design

The results were as follows:

	Recall in same room	Recall in different room
Number of words recalled	9	2
	8	6
	8	8
	7	6
	7	7
	8	9

1 (a) Suggest an appropriate null hypothesis for this experiment.

[4]

Candidate style answer

There is no difference between recall in the same room and recall in a different room. Any differences are due to chance.

Examiner's commentary

Reference to the DV is vague here (recall of what?)

(b) identify the independent variable and the dependent variable in this experiment.	
[2]	
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>
The independent variable is the room and the dependent variable is memory.	Both the IV and DV are unclear here

2(a) What is meant by an 'independent measures' design?	
[2]	
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>
An experiment where participants only do one thing.	Unclear – pps may do more than one 'thing' but still be IMD

(b) What is meant by a 'repeated measures' design?	
[2]	
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>
An experiment where people do more than one thing.	Again, unclear here

(c) Outline one strength and one weakness of using an independent measures design for this experiment.	
[6]	
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>
One <u>strength</u> of using an independent measures design in this experiment is that the participants will not have knowledge of one condition before taking part in another, so their performance can not be influenced in any way. One <u>weakness</u> is that there may be individual differences between the subjects participating in each condition that determine the results obtained	Okay, but not in the context of the research presented in the source material (state dependent memory)

3 Outline <u>two</u> findings that might be drawn from this data.	
[4]	
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>
One finding is that there is a difference in the number of words recalled in each condition. Another finding is that some people score much higher than others.	Too vague – what is the 'difference'? – when is recall better? Also, who scores higher and by how much?

<p>Section B Answer all questions A researcher wishes to conduct an observation of students' use of their free time in college.</p> <p>4 Describe and evaluate a suitable procedure for this observation.</p> <p style="text-align: right;">[10]</p>	
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>
<p>Observations could be made in the student common room using a pre-prepared recording table of five behavioural categories. Observations could take place each lunch hour for one week by two observers.</p> <p>Lots of data will be obtained because the common room is a busy place so lots of different ways students use their free time can be observed. However, there are other places where students go to in their free time that would not be monitored.</p> <p>Using two observers would ensure good inter-rater reliability.</p>	<p>The response here does not include details of what the actual behavioural categories to be used will be. It is not made clear here why the failure to make observations in the other places referred to would be a problem</p> <p>Having two observers does not in itself ensure inter-rater reliability</p>

<p>5 Describe one ethical issue that the researcher needs to consider when conducting this observation and suggest how this could be dealt with.</p> <p style="text-align: right;">[4]</p>	
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>
<p>One possible ethical issue is that of lack consent. To deal with this student could be asked if they mind being observed.</p>	<p>Here there is a lack of detail concerning just exactly what the students will be asked if they 'mind being observed doing', and where and for how long and how etc.</p>

<p>6(a) Explain what is meant by inter-rater reliability.</p> <p style="text-align: right;">[2]</p>	
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>
<p>It is when two different people agree with what they are observing.</p>	<p>The response lacks some detail here. It would have been better to add '... and record things in the same way each time the observation takes place' for example</p>

(b) Suggest how the researcher could ensure that this observation has inter-rater reliability.

[4]

Candidate style answer

The study could use two observers who compare what they have recorded afterwards to see if it is the same/similar.

Examiner'ss commentary

This would only be a check on reliability, rather than a way to establish it (or make it more likely). Also, the answer is not in the context of the research in the source material

Section C

Answer all questions

A researcher has conducted a correlational study to investigate the relationship between how good people think their memory is and how well they do on a memory test. The first variable was 'self rating of memory' and was measured by asking people to rate their memory on a 10 point scale (where 1 = very poor and 10 = excellent). The second variable was 'actual memory' and this was measured by showing them a video of a minor road accident and asking them a series of 10 eye-witness questions.

Results were as follows:

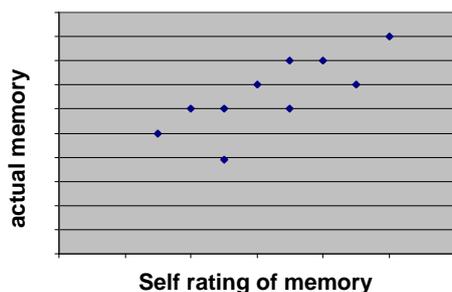
Participant Number	Self rating of memory	Score on memory test
1	3	5
2	4	6
3	5	4
4	8	8
5	9	7
6	10	9
7	7	6
8	7	8
9	5	6
10	6	7

7 (a) Sketch an appropriately labelled scattergraph displaying the results.

[4]

Candidate style answer

A scattergraph showing the relationship between self rating of memory and actual memory



Examiner'ss commentary

Clear title and labelling of axes, but there are no units of measurement on either axis

(b) Outline <u>one</u> conclusion that can be drawn from this scattergraph.		[3]
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>	
Self rating of memory and actual memory are positively correlated.	The response here doesn't elaborate what being 'positively correlated' actually means in the context of the two variables outlined in the source material (i.e. as the self-rating of memory increases, so does the actual memory score achieved)	

8 Suggest <u>one</u> problem with the way 'self rating of memory' has been measured in this investigation.		[3]
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>	
one problem is that the scale may have been too narrow and did not allow people to express verbally what they thought their memory was like.	Okay, but needed to elaborate on why having a 'too narrow' scale and an inability to express things verbally could've been a problem	

9 Describe and evaluate <u>two</u> other ways in which 'actual memory' might be measured.		[10]
<i>Candidate style answer</i>	<i>Examiner'ss commentary</i>	
Another way that 'actual memory' could be measured would be to use a memory test of recall of words. This would be easy to do and quick, but may not be representative of how people use their memory in everyday life, so lack ecological validity. Also, people could have been given a collection of 20 photographs of faces to look at and see how many they remember a week later.	Needed a little more detail on how the test would be conducted (number of words, time allowed etc) No evaluation of the alternative measure here	

Overall banding: Medium

The responses here are often brief and sometimes lack detail. They are also not related to the context of the research outlined in the source material where they need to be. This is a common problem that prevents candidates from securing higher marks. There is also a lack of elaboration that means the points made do not always convey full understanding.