

GCSE (9–1) in Psychology
Year 11 Mock exam – PAPER 2

Date – Morning/Afternoon

Time allowed: **1 hour 30 minutes**



You must have:

- a scientific or graphical calculator



First name						
Last name						
Centre number	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					
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INSTRUCTIONS

- Use black ink. HB pencil may be used for graphs and diagrams only.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Where appropriate, your answers should be supported with working. Marks may be given for a correct method even if the answer is incorrect.
- If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is: **84**
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- **This exam consists of FIVE sections. Please answer every question.**

MARKS BREAKDOWN & REVIEW			
	MARK	%	Confidence (1- not at all; 10 – extremely)
SECTION A: Sleep & Dreaming	/24		
SECTION B: Memory	/11		
<i>Including essay response</i>	/13		
SECTION C: Research Methods: analysing research	/18		
SECTION D: Research Methods: designing research	/18		

SECTION A – Sleep and Dreaming

Answer **all** questions in this section

1. (a) Identify an example of an exogenous zeitgeber.

- A an endogenous pacemaker
- B light
- C pineal gland
- D sleep

Your answer

[1]

(b) Identify a stage of sleep

- A Rapid Eye Motion
- B Rapid Eye Movement
- C Real Eye Motion
- D Real Eye Movement

Your answer

[1]

(c) Identify a neurochemical associated with the regulation of sleep

- A dopamine
- B melatonin
- C oestrogen
- D testosterone

Your answer

[1]

**Need
more
help?**

Check out
pages
150-151
of your
textbook

2. Using ten participants, researchers measured the amount of time (in minutes) spent in Stage 1 of the sleep cycle.

The following data was collected.

10.0 9.5 8.2 10.7 10.3 9.6 7.5 10.2 9.9 10.1

Calculate the range from this set of data. Show your working.

Need more help?

Check out page 194 of your textbook

1 mark for workings: $10.7 - 7.5 (+1)$ (✓)

1 mark for answer: 3.2 (✓)

Marker's Comments – Question 2

Must have working to get 2 marks.

Range = [2]

3. Alastair was recently involved in a car accident. During the crash he hit his head hard on the steering wheel. Following the incident, he has been unable to sleep properly.

Using the information above, explain why Alastair finds it difficult to sleep.

Need more help?

Check out page 150 of your textbook

Alastair may find it difficult sleep because of brain damage to the hypothalamus (1) this part of the brain regulates sleeping and wakefulness and if it is damaged it would explain why Alastair finds it hard to sleep (1)

Marker's Comments – Question 3

1 mark for knowledge of an area of the brain which is involved in the function of sleep (SCN/hypothalamus, pineal gland).

1 mark for applying the knowledge to the case of Alistair

[2]

4. (a) Identify a strength of Freud's (1918) dream analysis study of the Wolfman

Need more help?
Check out pages 156-157 of your textbook

detailed information was gained (1); in depth data was obtained (1); an insight was provided into a unique case (1); allows the opportunity to conduct research which would otherwise be impractical

Marker's Comments – Question 4 (a)
The response must refer to a strength related to the method/ research design

- (b) Freudian theory gives one explanation of dreams. Outline the role of repression in dreaming.

Need more help?
Check out pages 153 of your textbook

- To push things into the unconscious (1) to resolve any immediate emotional conflicts (1).
- To put things out of conscious awareness (1) to protect the person from psychological harm (1).

Marker's Comments – Question 4 (b)
Must define repression using other words & explain its role [2]

- (c) Explain why subjectivity can be considered a problem with Freud's theory.

Need more help?
Check out pages 156-157 of your textbook

- It is open to bias/interpretation (1) because a lot of the theory makes reference to the unconscious which cannot be observed (1)
- It is more opinion than fact as Freud's (1) because dreams can be interpreted in a number of different ways depending on how you decide to approach them (1)

Marker's Comments – Question 4 (c)
1 mark for analysing the problem of subjectivity.
1 mark for making a judgement on the problem of subjectivity by relating this to the Freudian theory of dreams

5. Describe the Activation Synthesis theory of dreaming.

Need more help?

Check out pages 158-159 of your textbook

The Activation Synthesis Theory suggests that dreams occur when the mind tries to make sense (**synthesis**) of the **brain activity** happening during sleep (**activation**). (1)

They believe that dreams have **no real meaning**.(1)

Signals come from **pons** in the **brainstem** and from the **neurons** that move the eyes, this activates the **limbic system** and travels to the **occipital lobe**. (1)

These spikes send a surge of stimulation through the brain that activates the **cerebral cortex** & the higher brain tries to **give meaning** to what is happening.(1)

The effort to give these sudden signals meaning is what leads us to dream. The brain draws upon its memories to provide **synthesis** (a meaning that makes sense). (1)

For example, the spikes might be similar to those produced whilst running – when sleeping a person might synthesise those signals and dream of running.(1)

Marker's Comments – Question 5

Level 3 (5–6 marks):

There is a thorough description of two or more concepts. This should be done with accuracy and clarity. There should be evidence of coherency throughout the description, which either links concepts or ideas within a concept.

Level 2 (3–4 marks):

There is a good description of one or more concepts. This should be done with some accuracy. There should be some evidence of coherency within the description, which either links concepts or ideas within a concept.

Level 1 (1–2 marks):

There is a basic reference to one or more concepts. Description may be more common sense than technical.

0 marks: No credit worthy response.

[6]

6. Sleepless Nights

Caitlin is a teenager who finds it difficult to sleep at night and thinks she may be suffering from insomnia. Her father recently read an article on sleep and believes that changing her environment and her routines could help her to get a good night's sleep.

Using your knowledge of treating sleep disorders, explain what advice you would give to Caitlin to help her to increase her chances of getting a good night's sleep.

Need more help?

Check out pages 163-164 of your textbook

Credit understanding and application of one or more ideas used to improve sleep/reduce insomnia, such as, **relaxation techniques, changes to physical environment (taking out electronic equipment, temperature, light), improved diet/exercise, etc.**

For example:

Firstly, Caitlin could 'clean up' her sleep environment (where she sleeps) by making sure that her room is dark, quiet and at a comfortable temperature. (1) Her bedding should be comfortable and she should ensure that any smart phones, computers etc. are off.(1) She should also refrain from using these at least an hour before she plans to sleep (1) as well as avoiding eating large meals just before bedtime and reducing her intake of caffeine. (1)

Caitlin could also use relaxation techniques where she clears her mind (she could write down her worries or imagine them flying away) (1) and engages in deep breathing exercises where she inhales through her nose for 4 seconds, holds for 7 seconds and exhales for 8 seconds. (1)

Marker's Comments – Question 6

Level 3 (5–6 marks):

There is a thorough explanation of at least one idea. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the explanation.

Level 2 (3–4 marks):

There is a good description of at least one idea relevant to the source. This should be done with some accuracy. There should be some evidence of coherency within the description.

Level 1 (1–2 marks):

There is a basic description of at least one idea. Description may be more common sense than technical.

(0 marks):

No credit worthy response.

[6]

SECTION B – Memory

Answer **all** questions in this section

7. (a) Identify which of the following shows why Braun et al.'s (2002) study of autobiographical memories may show age bias.

- A only cartoon characters were investigated
- B only childhood memories were investigated
- C only paper advertisements were investigated
- D only university students were investigated

Your answer

[1]

(b) Identify how Braun et al.'s study lacked ecological validity.

- A participants were made to give adverts more direct attention than normal
- B participants' imagination inflation was measured using numerical scales
- C the character of Ariel did not exist when the participants were younger
- D the character of Mickey Mouse did not look realistic the poster

Your answer

[1]

(c) Identify a weakness of using an independent measures design in Braun et al.'s study.

- A differences in ratings of the pleasantness of the advert may be due to demand characteristics
- B differences in the ratings of the pleasantness of the advert may be due to participant variables
- C differences in recall of shaking hands with a character may be due to demand characteristics
- D differences in recall of shaking hands with a character may be due to participant variables

Your answer

[1]

Need more help?

Read pages 137-140 and complete the activities on page 140.

8. Why do we forget?

Arfan forgets what he came downstairs for until he goes back upstairs again.

Carmen forgets some of the names of the people she has just been introduced to because there were too many of them.

Darcy forgets the poem she is trying to learn because she has not practised it enough times.

Using the source:

(a) Name the person who has explained decay.

Darcy [1]

b) Name the person who has experienced displacement

Carmen [1]

Need more help?

Check out pages 128-129 of your textbook.

9. A group of people with amnesia were tested for recall. When they were given 30 images to memorise, they remembered a median of 5 images.

Calculate the media expressed as a fraction in its lowest form of the total number of images
Show your workings.

Need more help?

Read pages 194-195 and complete the activities on page 197.

1 mark for workings: $5/30$ (✓)

To simplify 5 to 1, which means that you would need to divide it by 5. So you also need to divide 30 by 5.

1 mark for answer Median = $1/6$ (✓)

Marker's Comments – Qu. 9

1 mark only if not expressed in its lowest form.

Median = [2]

10. The neuropsychologist

A neuropsychologist has been assigned two new patients. Patient A is unable recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma.

For both patients, identify the type of amnesia and they are of the brain associated with this type of memory loss.

Patient A:

Type of Amnesia

Type of Amnesia - Retrograde amnesia

Associated Brain Area

Brain Area - Frontal lobe (pre-frontal cortex)

Patient B:

Type of Amnesia

Type of Amnesia - Anterograde amnesia

Associated Brain Area

Brain Area – Hippocampus

[4]

Need more help?

Read pages 122-123.

11.* Use your knowledge and understanding from across the psychology course to explain how far you agree with the following viewpoint.

“Laboratory experiments are so artificial that we cannot reasonably apply them to real life. The only useful studies in psychology are those conducted outside of a laboratory.”

In your answer you should refer to at least **two** different areas of psychology you have studied.

AO1 marks

Description of features of laboratory studies such as Braun, Ellis and Loftus (2002) and Cooper and Mackie (1986).

Description of features of studies conducted outside of a laboratory, for example field experiments such as Bickman (1974), natural experiments such as Piaget (1952), self-report studies such as Williams et al. (1992), case studies such as Freud (1918), and correlational studies such as Blackwell et al. (2007).

AO3 marks

For valid critical evaluation points in terms of being able to apply different types of studies to real life, which relate to:

ecological validity generalisability demand characteristics social desirability bias reliability/replicability control of variables standardisation

bias samples extraneous variables usefulness data ethics.

Other relevant methodological issues should be credited.

Marker's Comments – Qu. 11*

AO3 marks can only be awarded where more than one area of study has been considered. One MUST be a laboratory experiment.

Credit any other relevant response from any other topic area studied:

- Memory – Brain et al. (**lab experiment**); Clive Wearing (case study)
- Development – Piaget (natural experiment); Blackwell et al. (correlational field study – longitudinal)
- Psychological Problems – Daniels et. Al (**lab experiment**), Tandoc (questionnaire)
- Social Influence – Bickman (field experiment), Morrell (NatCen) (interview)
- Criminal Psychology – Cooper & Mackie (**lab experiment**), Heaven (questionnaire, longitudinal)
- Sleep and Dreaming – Freud (case study), Williams (self-report journals)

Marker's Comments – Qu. 11*

AO1 – OUTLINE & DESCRIBE (understanding of theories/studies/key terms)

Level 3 (5–6 marks):

There is a thorough description of features at least two types of studies in psychology (including laboratory experiments), with examples from different areas of psychology. This is done with accuracy and clarity. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

Level 2 (3-4 marks):

There is a good description of one or more types of studies in psychology (including laboratory studies). This is done with accuracy, with examples from different areas of psychology. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Level 1 (1-2 marks):

There is a basic description of one or more types of studies in psychology and may include examples. This may include some inaccuracy. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.

0 marks: No credit worthy response.

AO3 - EVALUATION- LIMITATIONS

Level 3 (5-7 marks):

There is a thorough evaluation which offers breadth and/or depth covering at least 2 different areas of psychology studied. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.

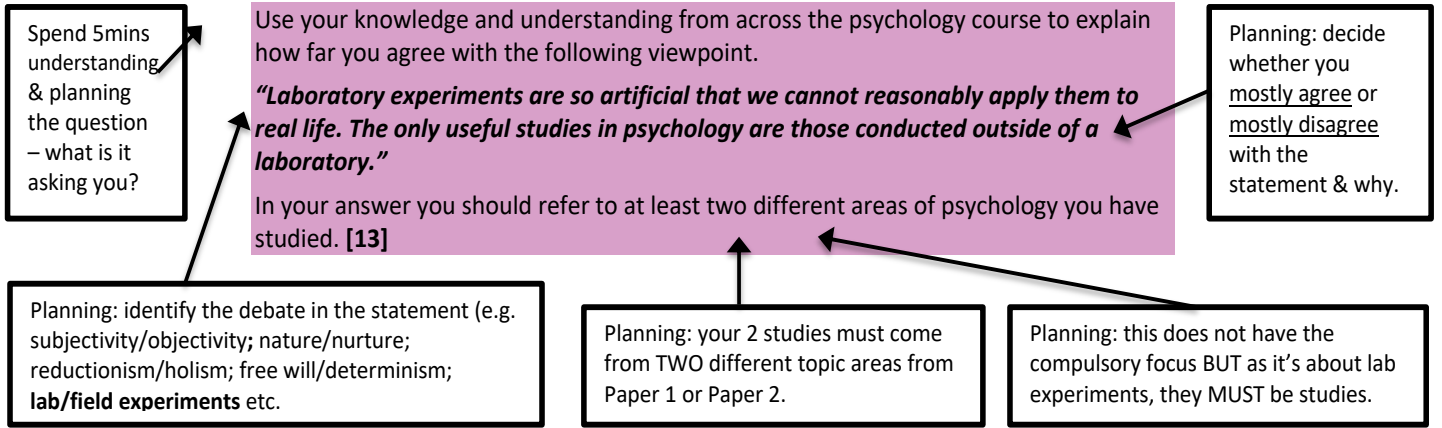
Level 2 (3-4 marks):

There is a good evaluation which offers breadth and/or depth covering at least 2 different areas of psychology studied. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.

Level 1 (1-2 marks):

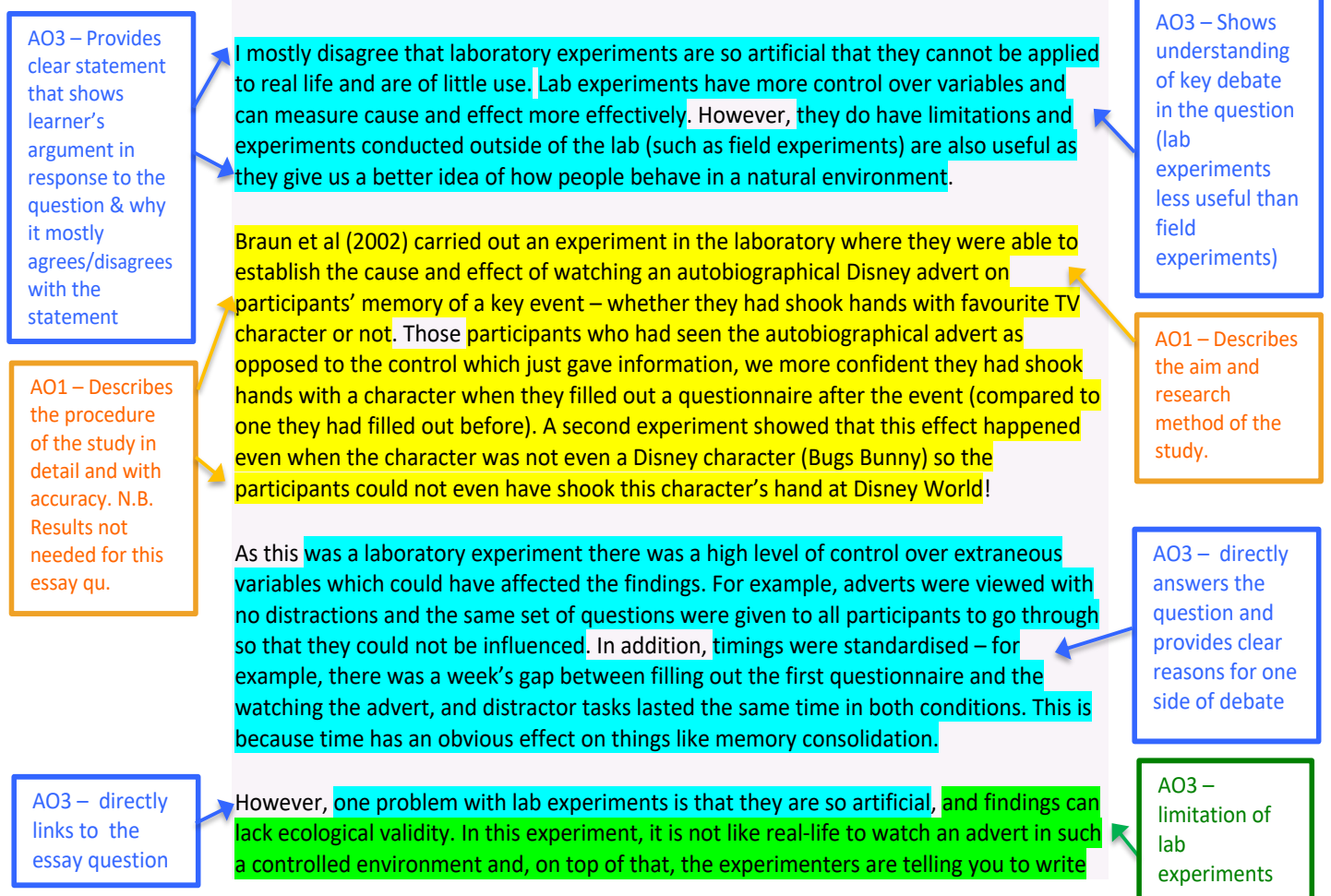
There may be some basic attempt at evaluation but it will be weak and consideration of more than one area of psychology may be inaccurate. Judgements will be either unclear or absent.

0 marks: No credit worthy response.



PLANNING: The first 6-8 lines of the lined answer section should be used for planning

1 st SIDE OF ARGUMENT (lab experiments being useful.)	2 nd SIDE OF ARGUMENT (e.g. field experiments being more useful.)
1 st study – Braun et al.: - Key point (with note form details) - Key point (with note form details) <i>Link to why it's this side of argument</i>	3 rd study - Bickman - Key point (with note form details) - Key point (with note form details) <i>Link to why it's this side of argument</i>
1 st study – Braun et al.: - Key limitation 1 (shows other side of debate) - Key limitation 2 (shows other side of debate) 2 nd study – Cooper & Mackie - Key points & limitations to support other study	3 rd study - Bickman - Key limitation 1 (shows other side of debate) - Key limitation 2 (shows other side of debate)
<i>FINAL points to show which side you agree with most & why.</i>	



A03 – limitation of research methods that affects study's ability to reflect real life

down what you felt about the advert. Another problem is a lack of construct validity because the DV is often measured very narrowly on experiments to give quantitative data – in this one, it was to a score for how likeliness of shaking a character's hand (a narrow measure of the influence of the advert). Because participants knew there were in a lab doing an experiment, there is also the problem of demand characteristics where they may work out the aim – in this case, to test the effect of an advert on how they answer questions second time around. These limitations show that it can be difficult to apply lab experiments to real life.

A03 – directly answers the essay question

A01 – Describes the research method & procedure of the study in detail and with accuracy. N.B. the results are not needed

Cooper & Mackie also carried out a laboratory experiment to test the effect of playing different computer games on levels of aggression. There were three different types of games and their effect was measured in two ways – one was how long they played with different types of toys (one of these was an aggressive toy) and how much they would punish a naughty child in a questioning activity they took part in. Again, there were lots of controls in place to help to establish cause and effect – for example, the children in the experiment were randomly assigned to conditions, and the same set of toys were on offer for the same length of time. Similarly to the other experiment, the game playing and the toy playing took place in highly controlled conditions and so the children may have become self-conscious and behaved differently from normal. Construct validity was low again as aggression was measured using quantitative data – how long each toy was played (not, for example, how it was played with) and how long a buzzer was pressed to show how much a participant would punish another child. In these ways, this study was not able to reflect real life.

A03 – directly answers the essay question

A03 – limitations of lab experiment method

A01 – Describes the aim, research method & context

On the other hand, Bickman's (1974) study into the effects of uniform was a field experiment that took place on the streets of New York and measured how people behaved in their natural environment. Passers-by were asked to do things like pick up litter – sometimes by experimenters in uniforms, other times by experimenters in normal civilian clothes. Bickman found obedience levels were highest when a guard's uniform was used. In this experiment, there is high ecological validity because the setting is not artificial this time. The passers-by had no reason to believe that this was not a real situation. Similarly, because they were not aware of being experimented on, there would have been no demand characteristics. However, construct validity remains a problem because the measure of obedience is still narrow – will you pick up litter or not? This is because it is still an experiment and therefore still has a DV which needs to be quantified in some way.

A01 – Describes the procedure

A03 – directly answers the essay question by showing how field experiments reflect real life

A03 – limitations of field experiments

A03 – limitations of field experiments

The biggest problem with field experiments compared to laboratory experiments is the lack of control over extraneous variables. For example, in Bickman's experiment, there were many uncontrolled street variables which could affect whether people stopped and did as they were told – like the weather, or the crowds.

A03 – compares field & lab experiments

A03 – argument in response to the

To conclude, the idea laboratory experiments are so artificial that we cannot reasonably apply them to real life is probably a little unfair. It is the level of control that allows us to establish cause and effect, and this is what is important to apply to real life. For example, if we are going to use certain types of adverts or ban certain types of computer games, we need to really know that they are having an effect. Studies done outside of the lab are useful too, because they show human behaviour in a more realistic environment. So perhaps the solution is to do both types of studies and to compare the findings to make sure there is some consistency.

A03 – provides clear argument and reasons in response to the statement. Clearly addresses the value of Freud's research to show other side.

SECTION C – Research Methods

Answer **all** questions in this section

A psychologist investigated the relationship between how patient people were when queuing for a theme park ride how they rated their experience of it.

She posed as a member of staff so that she could observe people without them knowing. Every 30 minutes, the psychologist selected a person from the que. She observed that person and measured how patient they appeared to be using a scale of 1 to 10 with 1 being 'very impatient' and 10 being 'very patient'

Once that person had been on the ride, she explained the aim of her research. If they agreed to be part of the study, she then asked them to rate their experience of the ride on a scale of 1 to 10 with 1 being 'not exciting at all' and 10 being 'very exciting'.

12. Explain whether the data collected would be quantitative or qualitative data. Justify your answer.

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

1 mark for understanding the data is quantitative.

1 mark for a justification of this answer in context of the study, e.g. patience is measured on a numerical scale.

Marker's Comments – Qu. 12

If qualitative data is selected then it is still possible to earn the second mark if the explanation is actually of quantitative data.

13. Outline one strength of using a rating scale to measure people's experience of the ride

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

– It is more objective (1) to score someone's excitement rather than asking them to describe it

- Easier to look for patterns (1) in this case between levels of excitement and patience.

Marker's Comments - Qu.13

1 mark for evaluation of a strength of using a rating scale

1 mark for applying this strength to the study [2]

Also credit strengths related to self report.

14. Evaluate the use of observation method in this study

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

As it was a covert non-participant observation it has high ecological validity (1) because participants would not have changed their behaviour because they thought they were being observed.(1)

However, the researchers did not give informed consent from the participants when they were being observed, (1) which can be considered unethical. (1)

There also could have been observer bias as the results relied on the observer's judgment of patience. (1)

Marker's Comments – Qu. 14

Level 3 (4-5 marks):

There is a thorough evaluation of the observational method. This should be done with accuracy and clarity and clearly apply to the source. There should be evidence of coherency throughout the evaluation.

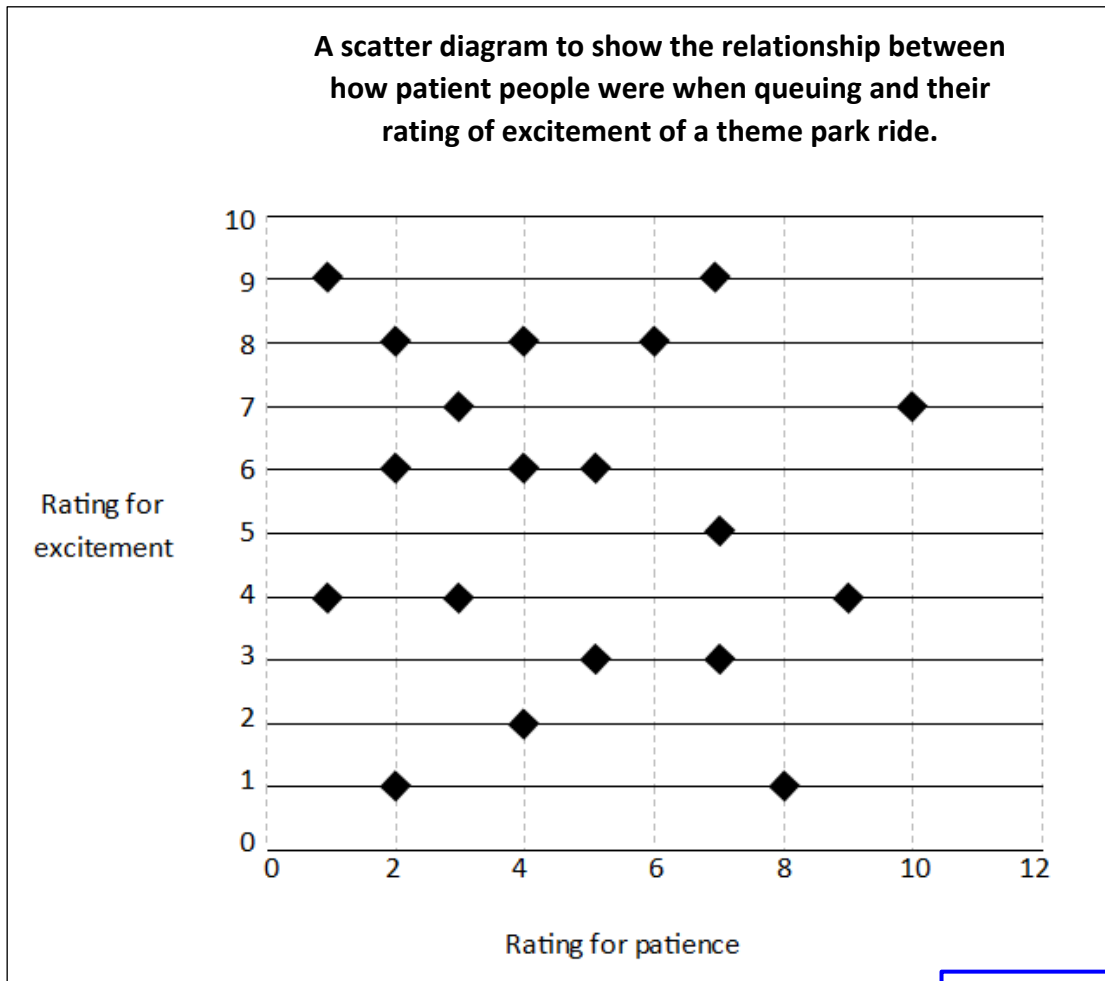
Level 2 (2-3 marks):

There is a good evaluation of the observational method. This should be done with some accuracy. Application to the source should be implicit if not explicit. There should be some evidence of coherency within the evaluation.

Level 1 (1 marks):

There is a basic attempt to evaluate the observational method. Evaluation may be more common sense than technical. Points may only apply to the source in an implicit way.

15. The psychologist presented her findings using a scatter diagram, as shown below.



Explain what the psychologist would conclude from this scatter diagram

Marker's Comments - Qu.15

1 mark for identifying the scatter diagram shows no/zero correlation.

1 mark for a statement that recognises there is no relationship between how exciting people found the ride and how patient they were when queuing. [2]

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

The scatter diagram shows no correlation (1) which shows that there is no relationship between how exciting people found the ride and how patient they were when queuing. (1)

16. Explain two weaknesses of this correlation study.

Marker's Comments - Qu. 16

1 mark for each weakness identified (maximum of 2).

1 mark for context (maximum of 2). Limit of 2 marks available if not contextualized.

Candidates might refer (but are not limited) to the following concepts when contextualising their answers:

- Reliability
- Demand characteristics
- Observer effect
- Gender bias
- Cultural bias
- Age bias
- Experimenter bias
- Observer bias
- Social desirability
- Ethical issues

[4]

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

Researchers cannot establish cause and effect (1). For example, being patient causes more excitement because variables are not manipulated (1).

There are too many uncontrolled variables which can make the results unreliable. (1) For example, other people could influence the participants, the quality of the ride could change the excitement level. (1).

17. Outline **one** way in which this study could show gender bias

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

Examples of a 2 mark answer:

- The research may be gender bias if the sample has much more of one sex than another (1). For example, if the ride appeals more to females (1).
- The researcher's own biases may affect her ratings (1) as she may perceive males as being more impatient when they're not (1).

Examples of a 3 mark answer

- The research may be gender bias if the sample has much more of one sex than another (1). For example, if the ride appeals more to females (1) then they will be over-represented in the data (1).
- Males and females may want to present a different image when rating the ride (1) as males may want to come across as being more macho and rate the ride as less exciting (1) so their ratings are less valid than females (1).

[3]

SECTION D

Research methods – Design an Investigation

Answer **all** questions in this section

You have been asked to carry out interviews to investigate the effects of watching television programmes on mood. The theory is that people's mood (e.g. how sad, happy or anxious, etc. they are) will vary with the types of television programmes they watch.

Use this space to plan your investigation.

18. State an alternative hypothesis for your investigation

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

People who watch comedies will [1] be happier than those who watch horror films. [1]

There will be a difference in how happy or sad [1] people are depending on the types [1] of television programmes they watch.

Marker's Comments - Qu.18

1 mark for recognising that alternate hypotheses predict a difference
1 mark for the accurate identification of both variables i.e.

An aim/ question/ correlation/ relationship is capped at 1 mark.

NB: hypotheses can be phrased in either the present or future tense, but not the past tense [2]

19. (a) What sample you would use for your investigation? Justify your answer.

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

I would use an opportunity sample (1) asking students in my tutor group at school if they are able and willing to participate. (1)

Marker's Comments - Qu.19 (a)

1 mark for identifying type of sample

1 mark for applying it to their study [2]

(b) Describe one strength and one weakness of this sample method in your investigation.

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

One strength is that it is a quick and easy way of choosing participants. (1)

One weakness is that it may not provide a representative sample and could be biased. (1)

Marker's Comments - Qu.19 (b)

1 mark for stating a strength of the sample identified in part (a).

[2]

20. (a) Give one example of a question you would ask in your interviews.

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

What genre of television programs do you usually watch? (closed)

Describe the way you feel when you watch these programs. (open)

(b) Identify if your question is a closed or open question.

Marker's Comments - Qu.20 (b)

1 mark for correctly identifying Open or Closed

Marker's Comments - Qu.20

(a)

Scales or measurements are not needed for the mark to be awarded. Questions can be open or closed. [1]

Any question relating to mood and/or TV is relevant.

[1]

21. Briefly outline how you would carry out your interviews to investigate the effect of watching television programs on mood.

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

I would use a structured interview and ask all the participants the same questions. (1)

I would carry out the interviews individually using the same classroom each time. (1)

I would gain informed consent from all the participants by telling them what the aim of the study was so they understood what their answers were being used for. (1)

I would ask all participants ten questions and record their responses on a tape recorder, and then ask two other people to also analyse the responses. (1)

Marker's Comments - Qu. 21

1 mark for identifying a basic procedure and/or one feature of the procedure.

2 marks for a reasonably feasible procedure and/or two features of the procedure.

3 marks for describing a feasible procedure and/or three features of the procedure.

4 marks for a more detailed description of a feasible procedure and/or four or more features of the procedure

If the answer reads like a list, marks are capped at 2.

Answers must go beyond the mere identification of a feature to be creditworthy. For example, simply identifying an ethical issue is insufficient for credit; candidates must show how they would achieve it. **The emphasis is on how not why.**

[4]

Credit any feasible features of the interview not already asked for in other questions (1 mark per feature). For example:

- Target population
- Location of the interviews
- Piloting the interviews
- Type of interview (structured / unstructured)
- Details of ethical guidelines followed
- How data would be recorded e.g. taking notes.
- Timing
- Number of questions/ examples of questions or scales (or scale response) not included in 13 c.
- Features of increasing reliability/validity e.g. more than one analysing responses, recording data on tape recorder so that information is not missed.
- Controls e.g. carrying out the interview individually.

22. Describe two weaknesses of using an interview for your investigation.

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

People may lie or exaggerate their answers [1] so they may say the TV programme makes them feel happy when really they do not' (1)

Interviews rely on people's memory of past events which is unreliable. (1) For example, a person may remember that they felt happy after watching a TV program when they were actually feeling sad. (1)

Marker's Comments - Qu.22

• 1 mark for identifying an appropriate weakness of using the interview method x2

• 1 mark for placing the weakness in context of their investigation x2

If the candidate contradicts the nature of their investigation, marks are capped at 1 for identifying a generic weakness of interviews. For example, if the candidate says they rely on people being able to communicate their thoughts and feelings when they have used closed questions throughout.

Context can come from the aim or the type of interview (excluding types of question) used previously. [4]

Credit interviewer bias or interviewer effect.

23. Outline how you would analyse the data you collect from your interviews.

Need more help?

Check out the Research Methods chapter of your textbook or go to the [website](#)

I would analyse the data by calculating the mean score for mood when watching the types of television programme and would draw a bar chart. [1] This would tell me if there was a difference in results. [1]

I would record the responses in a table and then tally the genre of TV program and the mood. (1) I can use the tally chart to identify if there was a difference in moods experienced depending upon the genre of TV program. (1)

Marker's Comments - Qu.23

1 mark for *What* is being done with data

1 mark for *Why* the analysis is being done

The method of analysis should correspond with the questions types referred to throughout. For example, if open questions have been referred to, calculating means may not be a feasible method of analysis without first converting the data to quantitative.

If a table alone or a tally chart is included it would not receive marks, however if some analysis is done e.g. 'adding scores together', 'a table of mean scores', 'a table of percentages' this can achieve one mark.

A chart/graph alone can be credited, however graphs that contradict the nature of the investigation i.e. scatter graph would not receive credit.