

AS REPLACEMENT EXAM

OCR A Level Psychology

AS Replacement Exam

Component 1

Research Methods

⌚ 1 hour

⌚ The maximum mark for this exam is 50

Name

Centre Name

OCR A Level Psychology

AS Replacement Exam – Component 1: Research Methods

Section A: Multiple Choice

ANSWER ALL QUESTIONS IN THIS SECTION. YOU SHOULD PUT THE LETTER OF THE CORRECT ANSWER IN THE BOX PROVIDED.

1 What is a weakness of overt observations?

- A Lack of informed consent
- B Low levels of face validity
- C Observer effects
- D They are quick to complete

Your answer

(1 mark)

2 What does the α symbol mean?

- A Approximately
- B Much greater than
- C Much less than
- D Proportional to

Your answer

(1 mark)

3 What is the name of the rating scale which uses two words with opposite meanings to measure people's attitudes?

- A Agreement Rating Scale
- B Likert Rating Scale
- C Measures of Central Tendency Scale
- D Semantic Differential Rating Scale

Your answer

(1 mark)

Section B: Research Design and Response

ANSWER ALL QUESTIONS IN THIS SECTION.

LEOS ARE LARGER THAN LIFE AND CAPRICORNS ARE LUCKY

People who are interested in astrology believe that the position of the stars at the moment of birth influences your personality, and that your star sign can affect what happens in your life. You have been asked to investigate whether males or females have a greater belief in astrology.

11(a) Identify the independent variable in this study.

(1 mark)

11(b) Identify the dependent variable in this study.

(1 mark)

12 Write an alternative hypothesis for your investigation.

(3 marks)

- 13 Explain how you would conduct a study using the self-report method to investigate gender differences in belief in astrology. Justify your decisions as part of your explanation. You must refer to:
- ➔ a sampling technique to select participants
 - ➔ an interview or a questionnaire
 - ➔ open and/or closed question
 - ➔ ethical considerations

(15 marks)

[illegible]

Section C: Data Analysis and Interpretation

ANSWER ALL QUESTIONS IN THIS SECTION.

A sports psychologist was interested in whether athletes performed better in the morning or in the evening. She hypothesised that 100 metre runners would run significantly faster at 7am than at 7pm. Ten athletes took part in the study, which was conducted in the morning and in the evening. Data from the study is shown below.

Table showing 100 metre times in seconds from two different times of the day ran by a group of athletes.

ATHLETE	7AM TIME	7PM TIME
1	10.5	10.8
2	11.1	11.6
3	12.1	12.9
4	10.9	11.7
5	10.9	13
6	10.4	10.2
7	12.7	13.9
8	13.5	13.6
9	10.8	11.1
10	11.1	10.5

14(a) Identify the experimental design used in this study.

(1 mark)

14(b) Suggest one weakness of this experimental design in the study.

(2 marks)

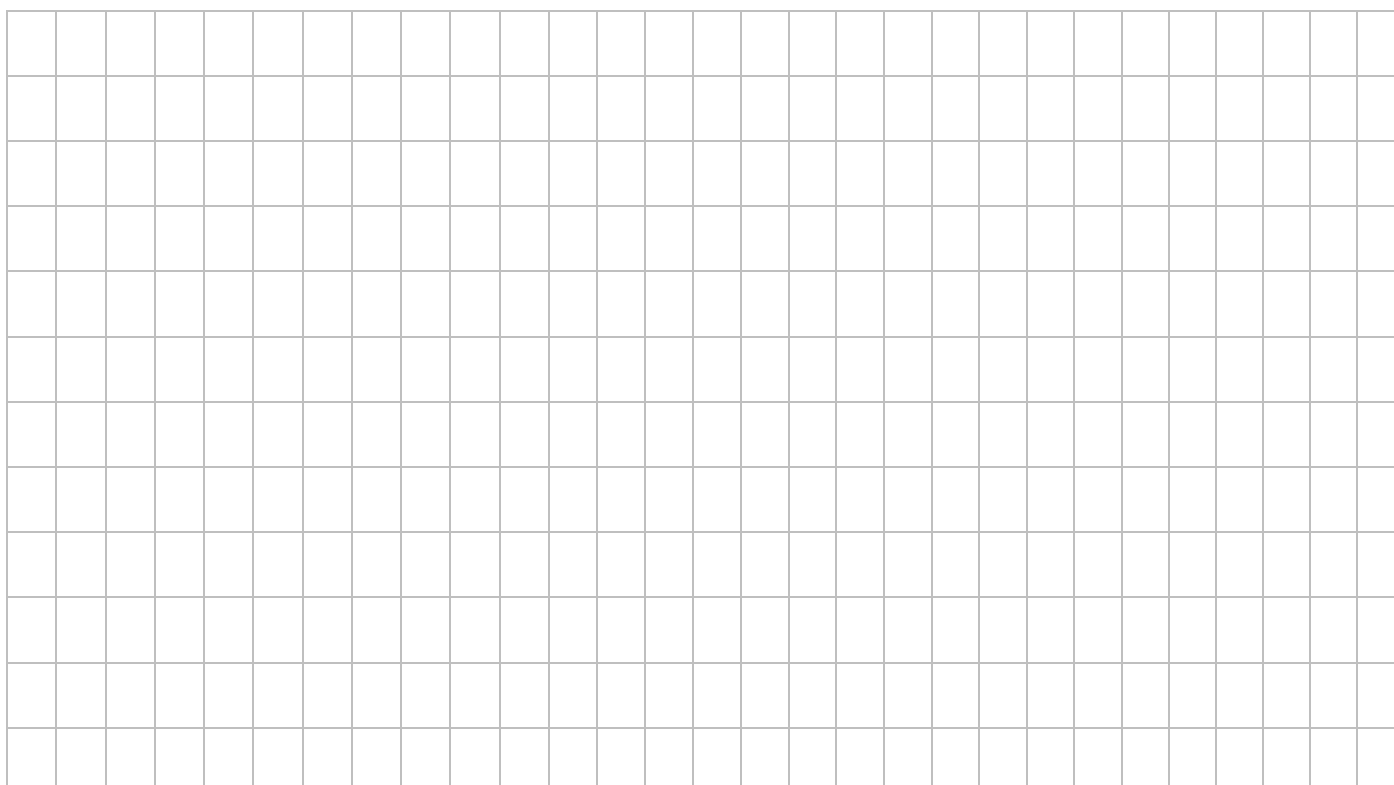
- 17 Using the above critical values, explain whether or not the psychologist has found a significant difference.

(4 marks)

The psychologist decided to carry out some further research to find out whether those athletes who were faster in the morning had eaten breakfast. The psychologist found that 4 of the athletes had cereal for breakfast, 2 athletes had a breakfast bar, 1 ate porridge and 1 of the athletes had some fruit.

- 18 Sketch a bar chart to show the data found in this further piece of research.

(4 marks)



AS REPLACEMENT EXAM

OCR A Level Psychology

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Mark Scheme Component 1

Research Methods

OCR A Level Psychology

AS Replacement Exam – Component 1: Research Methods

Section A: Multiple Choice – Mark Scheme

QUESTION	ANSWER	MARKS	GUIDANCE
1	C	1	
2	D	1	
3	D	1	
4	B	1	
5	D	1	
6	B	1	
7	C	1	
8	B	1	
9	D	1	
10	D	1	

QUESTION		MARKS	GUIDANCE
13	<p>Explain how you would conduct a study using the self-report method to investigate gender differences in belief in astrology. Justify your decisions as part of your explanation. You must refer to:</p> <ul style="list-style-type: none">➡ a sampling technique to select participants➡ an interview or a questionnaire➡ open and/or closed questions➡ ethical considerations <p>You should use your own experience of practical activities to inform your response.</p>	15	See below.

LEVEL OF RESPONSE	DETAILS OF REQUIRED FEATURES (RFS) INCLUDED	JUSTIFICATION OF DECISIONS MADE	REFERENCE TO OWN PRACTICAL WORK
LEVEL 4 12-15 MARKS	<ul style="list-style-type: none">➡ All 4 required features addressed.➡ Accurate and detailed knowledge and understanding of each feature in context.➡ Good evidence of application of required features in context.	<ul style="list-style-type: none">➡ Appropriate justification of all decisions which are contextualised.➡ Well-developed line of reasoning that is clear and logically structured.	<ul style="list-style-type: none">➡ Explicit reference to own practical work and clear links between own work and the planned research for each required feature.➡ e.g. specific mention of aim or procedural features.➡ 12 marks if just one RF linked, 13 marks if two, 14 marks if three and 15 if all four.
LEVEL 3 8- 11 MARKS	<ul style="list-style-type: none">➡ Three required features addressed.➡ Reasonably accurate, detailed knowledge and understanding of each feature.➡ At least two applications of required features in context.	<ul style="list-style-type: none">➡ Some appropriate justification of decisions related to all required features. (8 marks if only two required features justified).➡ There was a line of reasoning evident with some structure.	➡ No explicit link between own practical work and required features.
	If two required features are addressed in detail and justified in context with explicit links made to own practical work, award 8 marks.		
LEVEL 2 4 -7 MARKS	<ul style="list-style-type: none">➡ Two of the required features addressed.➡ Limited application of required features. OR <ul style="list-style-type: none">➡ All required features referred to but in a limited manner.	<ul style="list-style-type: none">➡ Attempt to justify decision(s), but weak.➡ Evidence of some structure, but weak.	
	If one required feature addressed in detail and justified in context and explicit links made to own practical work award 4 marks		
LEVEL 1 1-3 MARKS	<ul style="list-style-type: none">➡ One of the required features addressed.➡ Weak application of required features. OR <ul style="list-style-type: none">➡ More than one of the required features referred to but in a very brief and/or basic way.	➡ None, or if present very weak.	

Section C: Data Analysis and Interpretation

QUESTION	ANSWER	MARKS	GUIDANCE
Identify the experimental design used in this study.			
14(a)	➡ Repeated measures (design).	1	

QUESTION	ANSWER	MARKS	GUIDANCE
Suggest one weakness of this experimental design in this study.			
14(b)	<p>➡ The candidate is most likely to suggest order effects as a weakness. As all participants are taking part in the morning and evening conditions, they may become tired and show fatigue effects, and, as a result, performance may be worse in the evening.</p> <p>➡ Other appropriate weaknesses are acceptable. For instance, it being more time consuming for the participants than an independent measures design, because the participants must run both in the morning and in the evening.</p>	2	<p>2 MARKS</p> <p>➡ Suggestion of an appropriate weakness such as order effects/fatigue effects in the context of the investigation. (Running speed may be slower in the evening due to being tired after also running in the morning).</p> <p>1 MARK</p> <p>➡ Identification of an appropriate weakness, but it is not contextualised to this investigation.</p> <p>0 MARKS</p> <p>➡ An inappropriate weakness for a repeated measures design.</p> <p>If repeated measures is not given for 14(a), no marks can be achieved for 14(b).</p>

SECTION A: MULTIPLE CHOICE	AO1	AO2	AO3	TOTAL
1		1		1
2	1			1
3	1			1
4	1			1
5	1			1
6			1 (Maths)	1
7	1			1
8	1			1
9	1			1
10	1			1
Total	8	1	1	10
SECTION B: DATA ANALYSIS AND INTERPRETATION	AO1	AO2	AO3	TOTAL
11(a)		1		1
11(b)		1		1
12		3		3
13	3	5	7	15
Total	3	10	7	20
SECTION B: DATA ANALYSIS AND INTERPRETATION	AO1	AO2	AO3	TOTAL
14(a)		1		1
14(b)		1	1	2
15	1	1		2
16	2 (Maths)	1 (Maths)		3
17			4 (Maths)	4
18		4 (Maths)		4
19	1 (Maths)	1 (Maths)		2
20	1	1		2
Total	5	10	5	20
Overall Totals	16	21	13	50

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AS Replacement Exam – Component 2: Psychological Themes Through Core Studies

Section A: Core Studies

ANSWER ALL QUESTIONS IN THIS SECTION

- 1(a) From Loftus and Palmer's study into eyewitness testimony: Explain one strength of the research method used in the study.

(2 marks)

- 1(b) Identify one result from Loftus and Palmer's experiment two.

(1 mark)

- 2 Describe one difference between Bandura et al.'s study into the transmission of aggression and Chaney et al.'s funhaler study.

(4 marks)

Section B: Areas, Perspectives and Debates

ANSWER ALL QUESTIONS IN THIS SECTION

6 Describe one weakness of the biological area of psychology. (3 marks)

7 Discuss the free will/determinism debate in relation to the social and the individual differences areas of psychology. Use examples from relevant core studies to support your answer. (15 marks)

Section C: Practical Applications

ANSWER ALL QUESTIONS IN THIS SECTION

We all have difficulty remembering things sometimes. This could be because of the environment in which we are recalling things, or because of the way that we are feeling. However, sometimes our mood or the location can enhance our memories. This can explain why, when we hear a certain song, or even smelling a particular aroma, we remember certain times in our lives.

When researchers ask us to learn information in different states, such as at rest or during exercise, we recall more information if we are in the same state as that in which we originally learnt it. This phenomenon, known as state dependent memory, also occurs if we are in pain, in a sad mood, or even drunk when we learn information. Being exposed to that state again has a dramatic impact on recall. If we learn information when we are feeling 'normal', recall may be worse if we try to remember it when we are feeling anxious. This can be a real problem for nervous students in an exam hall.

- 8(a)** Identify one psychological issue raised by the above source. Support your answer with evidence from the source.

(3 marks)

- 8(b)** Outline one piece of psychological research and justify how it relates to the above article.

(4 marks)

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OCR A Level Psychology

AS Replacement Exam

Mark Scheme Component 2

Psychological Themes Through Core Studies

OCR A Level Psychology

AS Replacement Exam – Component 2: Psychological Themes Through Core Studies

Section A: Core Studies

QUESTION	ANSWER	MARKS	GUIDANCE
From Loftus and Palmer's study into eyewitness testimony: Explain one strength of the research method used in the study.			
1(a)	<p>➡ A strength of using a lab experiment in this study is that it has high levels of control over extraneous variables. The standardised lab conditions ensured that no other factors influenced the witnesses' view of the crash, which may not have been the case in real life.</p> <p>Other appropriate responses such as replicability and high internal validity are creditworthy.</p>	2	<p>2 MARKS</p> <p>➡ Response demonstrates good evaluation.</p> <p>➡ Strength is identified and explained in the context of Loftus and Palmer's study.</p> <p>1 MARK</p> <p>➡ Response demonstrates limited/basic evaluation. Strength is identified but not explained and not in the context of the Loftus and Palmer study: e.g. a strength is that it is high in internal validity.</p> <p>0 MARKS</p> <p>➡ No creditworthy response.</p> <p>In order to achieve full marks the response needs to be given in the context of the study.</p>

Section B: Areas, Perspectives and Debates

QUESTION	ANSWER	MARKS	GUIDANCE
Describe one weakness of the biological area of psychology. Support your answer with evidence from one appropriate core study.			
6	<p>MOST LIKELY WEAKNESSES INCLUDE:</p> <ul style="list-style-type: none"> ➡ One weakness of claiming that behaviour is due to biological factors is that it is very reductionist: it only focuses on one influence on human behaviour. ➡ One weakness of claiming that behaviour is due to biological factors is that it is very determinist: individuals are at the mercy of their biology and cannot control their behaviour. ➡ One weakness of claiming that behaviour is due to biological factors is that research often takes place in artificial laboratory settings, therefore has low ecological validity and as a result findings may not reflect behaviour in real life. ➡ One weakness of the biological area is that, because research relies heavily on the use of scientific equipment, it requires specially trained personnel to operate the machines. <p>Other appropriate weaknesses should be credited which may include limited samples and ethical issues. Any weakness should be supported with evidence from an appropriate core study, e.g. Sperry or Casey.</p>	3	<p>3 MARKS</p> <ul style="list-style-type: none"> ➡ A clear, contextualised weakness is described and supported with appropriate evidence. <p>2 MARKS</p> <ul style="list-style-type: none"> ➡ Vague answer which is supported by a core study. <p>1 MARK</p> <ul style="list-style-type: none"> ➡ Partial answer with no supporting core study. <p>0 MARKS</p> <ul style="list-style-type: none"> ➡ No creditworthy response.

Section C: Practical Applications

Sometimes, we all have difficulty remembering things. This could be because of the environment in which we are recalling things, or because of the way that we are feeling. However, sometimes our mood or the location can enhance our memories. This can explain why we remember certain times in our life when we hear a certain song, or even smell a particular aroma.

When researchers ask us to learn information in different states, such as at rest or during exercise, we recall more information in the same state in which we originally learnt it. This phenomenon, known as state dependent memory, also occurs if we learn information when we are in pain, in a sad mood, or even drunk. Being exposed to that state again before the retrieval of information has a dramatic impact on recall. If we learn information when we are feeling 'normal', our recall may be worse on trying to remember it when we are feeling anxious. This can be a real problem for nervous students in an exam hall.

QUESTION	ANSWER	MARKS	GUIDANCE
Identify one psychological issue raised by the above source. Support your answer with evidence from the source.			
8(a)	<p>LIKELY ISSUES TO BE RAISED:</p> <ul style="list-style-type: none"> ➡ Being in the same state of mind when retrieving information as when learning occurred can improve memory recall. ➡ Being in a different state of mind for learning and recalling can impair memory recall. ➡ State dependent memory is influenced by the person's physical state, much like context dependent memory is influenced by the environment. ➡ Certain states can be controlled in order to improve memory; but some states, such as poor health, are often out of a person's control. 	3	<p>3 MARKS</p> <ul style="list-style-type: none"> ➡ Good application of knowledge and understanding to identify an appropriate issue and supporting evidence from the source is given. An appropriate issue has been identified and contextualised and is supported by evidence from the article. <p>2 MARKS</p> <ul style="list-style-type: none"> ➡ Reasonable application of knowledge and understanding to identify an issue. The application is partially explicit yet accurate and relevant. An appropriate issue may be merely identified but not fully supported with evidence from the article.

	<p>➡ Recall of information is not simply down to intelligence; environmental factors also influence recall.</p> <p>Information from the source should be used as evidence to support the issue identified.</p>		<p>1 MARK</p> <p>➡ Limited application of knowledge and understanding to identify an issue. An issue may be briefly identified but not supported with evidence from the article.</p> <p>0 MARKS</p> <p>➡ No creditworthy response.</p>
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QUESTION	ANSWER	MARKS	GUIDANCE
Outline one piece of psychological research and justify how it relates to the above article.			
8(b)	<p>AO1 – 2 MARKS</p> <p>➡ Candidates will demonstrate knowledge and understanding by outlining a study from the cognitive area. They are most likely to refer to Grant et al.'s core study, but as the question does not require the inclusion of a core study any appropriate study can be credited. Responses are likely to refer to the method and results of the study.</p> <p>AO2 – 2 MARKS</p> <p>➡ Responses will achieve AO2 marks by applying knowledge of research to the area of state or context dependent memory. Answers can be applied to feeling nervous during exams as well as refer to noisy and silent study and test conditions.</p> <p>Other appropriate responses should be credited.</p>	4	<p>3-4 MARKS</p> <p>➡ Good knowledge and understanding of a core study. Good application of knowledge and understanding to explain how the core study could relate to state-dependent memory. The outline is generally accurate and some fine detail has been included. There is a good indication that the candidate appreciates why the study can be linked to the issue identified in the article.</p> <p>1-2 MARKS</p> <p>➡ Reasonable knowledge and understanding of a core study. Reasonable application of knowledge and understanding to explain how the core study could relate to context dependent memory. The outline is reasonable but may lack detail. A few fine details are included. There is some indication that the candidate appreciates why the study can be linked to the issue identified in the article.</p> <p>0 MARKS</p> <p>➡ No creditworthy response.</p>

SECTION A: CORE STUDIES	AO1	AO2	AO3	TOTAL
1(a)			2	2
1(b)	1			1
2	4			4
3	2			2
4			3	3
5	2			2
Total	9	0	5	14
SECTION B: AREAS, PERSPECTIVES AND DEBATES	AO1	AO2	AO3	TOTAL
6			3	3
7	3		12	15
Total	3		15	18
SECTION B: DATA ANALYSIS AND INTERPRETATION	AO1	AO2	AO3	TOTAL
8(a)	1	2		3
8(b)	2	2		4
8(c)	2	3		5
8(d)			6	6
Total	5	7	6	18
Overall Totals	17	7	26	50