

GCSE (9-1)

Examiners' report

PSYCHOLOGY

J203

For first teaching in 2017

J203/02 Summer 2022 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers are also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 2 series overview

J203/02 Studies and applications in psychology is the second of two examined components for the OCR GCSE (9-1) Psychology qualification. This component focuses on:

- Social Influence
- Memory
- Sleep and Dreaming
- Research Methods

Candidates who did well on this paper showed precise knowledge of the studies, theories, key concepts, and terms and were able to effectively use source material to give contextualised responses. The paper appeared accessible with most candidates attempting all the questions. Candidates need to read questions carefully. Question 15 required candidates to 'refer to explanations of social influence and **at least one** other area of psychology'. Many candidates only referred to theories or studies from social influence, as such their responses were capped at Level 1.

In Section D, Research Methods, the scenario is provided for context, and candidates are required to refer to the source in their responses. In those questions requiring contextualisation: Questions 17 (a), 17 (b), 18, 19 (b), and 20, candidates often did not use the source material thus only achieving partial marks for generic responses. As with the questions, candidates need to carefully read the source material. Many candidates did not appreciate that Questions 5 (d) and 14 (c) required the use of the source and did not gain full marks for offering non-contextualised responses. In questions such as Question 5, candidates are instructed to give responses 'using the source'. For these questions, candidates are required to identify, from the source, the correct answer and lift it out. Many candidates are missing opportunities for marks by changing the source or by making additions to it.

Candidates need to show their workings when doing calculations. Some candidates did not achieve full marks where they just stated the final answer when the question directed them to 'show your workings' (e.g., Questions 9 (a) and (b)).

When candidates use additional pages, clearly labelling the questions in the margin is essential. On some occasions, the incorrect numbering of questions was seen. Furthermore, when answering the multiple-choice questions, candidates need to make sure their response is legible. On occasion, it was challenging to decipher what letter a candidate was referring to as one had been written over another. Candidates should clearly cross out any responses they do not want marked.

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
<ul style="list-style-type: none"> • gave contextualised responses to the source material • addressed the question in full, for example, using knowledge from studies to support their evaluation (e.g., Question 11) • were able to give examples from the source provided • could distinguish between specialist terms (e.g., Question 18). 	<ul style="list-style-type: none"> • gave generic responses when contextualised responses were required • did not show their workings for calculations • gave partial responses when a description or explanation was required • confused specialist terminology.

Section A overview

Sleep and Dreaming. Total marks for this section = 24.

Question 1 (a)

1 (a) Identify what the colour of the wolves represented in Freud's (1918) Wolfman study.

- A White bedlinen
- B White hair
- C White snow
- D White wolves

Your answer

[1]

Most candidates answered this question correctly.

Question 1 (b)

(b) Identify the nationality of the Wolfman from Freud's (1918) study.

- A American
- B French
- C Russian
- D Spanish

Your answer

[1]

A well answered question.

Question 1 (c)

(c) Identify what the wolves in the tree represented in Freud's (1918) Wolfman study.

- A Father
- B Himself
- C Mother
- D Sister

Your answer

[1]

A well answered question.

Question 2

2 Match the terms to their correct definitions of sleep disorders.

Draw **one** line from each sleep disorder to the correct definition.

Sleep onset insomnia

Sleep maintenance
insomnia

Someone who avoids going to
sleep

Someone who cannot get to
sleep

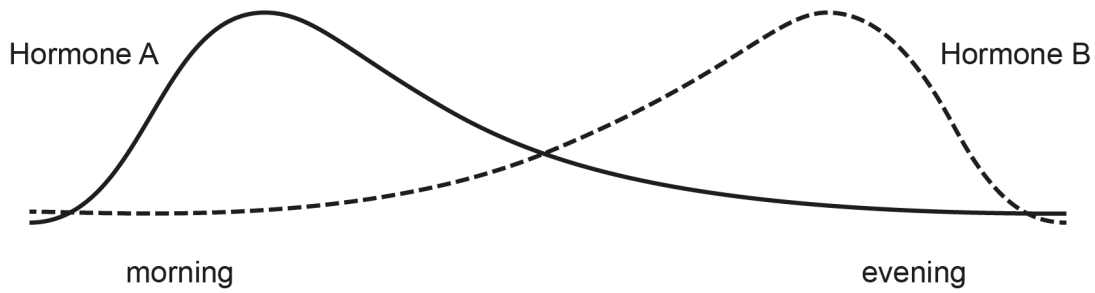
Someone who falls asleep but
wakes regularly

[2]

A very well answered question with almost all candidates correctly matching the definition to the sleep disorder.

Question 3 (a)

3 The following diagram shows the role of two hormones in the sleep-wake cycle.



(a) Identify which of the two hormones is melatonin.

Tick **one** box to show your answer.

Hormone A

Hormone B

[1]

A well answered question with most candidates recognising Hormone B as melatonin.

Question 3 (b)

(b) Outline the role of the pineal gland in sleep.

.....

.....

.....

..... [2]

Many candidates were able to give a brief response that the role of the pineal gland is to secrete melatonin but fewer candidates were able to give an elaborated response demonstrating an understanding of how the pineal gland plays a role in the sleep/wake cycle.

Question 4 (a)

4 Kai is recovering from an accident. One problem that Kai is experiencing is insomnia. The doctor tells Kai that neurological damage to the hypothalamus can impact sleep. The doctor also says there are ways Kai can be helped to get to sleep more easily.

Using the source:

(a) Outline how neurological damage to the hypothalamus may have affected Kai's sleep.

.....

.....

.....

.....

.....

.....

.....

..... [3]

Many candidates did not demonstrate an understanding that the SCN is part of the hypothalamus and as such, neurological damage would affect its ability to be responsive to light which in turn would cause low levels of melatonin. Some candidates repeated their response from Question 3 (b) and gave responses focused solely on the pineal gland. Some candidates gave precise responses demonstrating thorough knowledge of neuropsychology.

Exemplar 1

The superchiasmatic nucleus (SCN) is in the hypothalamus which regulates our sleep-wake cycle. Since Kai is experiencing 'insomnia' his damaged hypothalamus may not be able to detect ^{lowered} light levels ^{via optic nerve} which may lead to less melatonin secretion which in turn may keep Kai awake longer as he isn't as drowsy due to the damaged hypothalamus.

Exemplar 1 illustrates an excellent response. This candidate demonstrates a very good level of knowledge and understanding of how neurological damage to the hypothalamus may have affected Kai's sleep. The response refers to the location of the SCN, its inability to detect lowered light levels due to damage, and how that affected Kai (i.e. less melatonin resulting in insomnia). This contextualised response achieved full marks.

Question 4 (b)

(b) Describe **two** techniques that could be used to help Kai sleep.

1

.....

.....

.....

.....

2

.....

.....

.....

.....

[4]

This question required the identification of two techniques that could help Kai sleep, with a description of how Kai could implement them. Many candidates were able to give descriptions of various methods Kai could use without identifying the technique. Thus many candidates achieved partial marks. Some candidates relied on giving variations of the same technique, for example stating not drinking alcohol before bedtime and avoiding caffeine. Such responses received credit for one example of sleep hygiene.

Question 5 (a)

5 Amit and Ling are discussing the meaning of their dreams. Ling says that dreams are motivated by our unconscious urges and desires. Amit has recently been having dreams that focus on fighting with friends. Ling says that this is because Amit has been feeling unhappy at work and wants to leave. Ling also thinks the dreams will stop as soon as Amit leaves his job.

Using the source:

(a) Give **one** example of the manifest content of Amit's dreams.

..... [1]

For these style of questions, candidates are directed to use the source material to give one example as directed by the question. Some candidates are missing opportunities to achieve marks by not using the source appropriately. The response to this question can be lifted from the source.

Question 5 (b)

(b) Give **one** example of the latent content of Amit's dreams.

..... [1]

For these style of questions, candidates are directed to use the source material to give one example as directed by the question. Many candidates were able to do this successfully for this question.

Question 5 (c)

(c) Give **one** example of wish fulfilment from the source.

..... [1]

For these style of questions, candidates are directed to use the source material. Few candidates were able to identify the correct response for this question.

Question 5 (d)

(d) Describe **one** criticism of using the Freudian Theory of Dreaming to explain Amit's dreams.

.....
.....
.....
..... [3]

Most candidates were able to achieve partial marks for identifying one criticism of the Freudian Theory of Dreaming. Fewer candidates were able to explain this criticism in context of Amit's dreams. Candidates should respond to all parts of a question, especially those requiring AO2 contextualisation.

Question 6

6 Outline the role of the cerebral cortex in the Activation Synthesis Theory of Dreaming.

.....

.....

.....

.....

.....

.....

.....

.....

[3]

Some candidates demonstrated precise knowledge of the role of the cerebral cortex in the Activation Synthesis Theory of Dreaming. Many candidates, however, focused purely on the cerebral cortex attaching meaning to dreams (synthesis) without outlining how this is achieved. Such responses achieved partial marks.

Section B overview

Memory. Total marks for this section = 24.

Question 7 (a)

7 (a) Identify the part of the brain that is damaged in people who have anterograde amnesia.

- A Cerebellum
- B Frontal lobe
- C Hippocampus
- D Hypothalamus

Your answer

[1]

A well answered question.

Question 7 (b)

(b) Identify the part of the brain that is damaged in people who have retrograde amnesia.

- A Cerebellum
- B Frontal lobe
- C Hippocampus
- D Hypothalamus

Your answer

[1]

Overall, a well answered question. Where errors were seen, candidates tended to confuse B with A and vice versa.

Question 7 (c)

(b) Identify the part of the brain that is damaged in people who have retrograde amnesia.

- A Cerebellum
- B Frontal lobe
- C Hippocampus
- D Hypothalamus

Your answer

[1]

Overall, a well answered question. Where errors were seen, candidates tended to confuse A with B and vice versa.

Question 8

8 Complete the following passage to describe how the Multi-store Model of Memory explains how memory works.

You must choose a different term for each gap from the list below.

maintenance elaborative sensory semantic auditory

Information from the environment enters the

store. Information that is paid attention to will move to the short-term store. The model states that we must repeat the information in this store to keep it there. This is called

..... rehearsal. Encoding in the short-term store is mainly

.....

[3]

Overall, this was a well answered question with many candidates achieving full marks. Almost all candidates were able to achieve some marks for correcting completing part of the passage.

Question 9 (a)

9 A psychologist carried out an experiment to test the capacity of short-term memory. The psychologist read aloud digits to a group of participants and recorded whether participants could recall 7 or more digits, or fewer than 7 digits. Their results are shown in the table below.

Number of participants recalling fewer than 7 digits	Number of participants recalling 7 or more digits
14	8

Using the source:

(a) Calculate the percentage, to **2** decimal places, of participants who accurately recalled 7 or more digits.
Show your workings.

.....

.....

.....

..... [2]

Many candidates achieved full marks for this question. Some candidates did not show their workings and so achieved partial marks. Some candidates did not give their answer to 2 decimal places as required by the question and some candidates rounded up (or down) their responses. Candidates need to read the question carefully; direct instruction is always placed in bold in the question.

Question 9 (b)

(b) Calculate the ratio of participants recalling fewer than 7 digits to the number of participants recalling 7 or more digits, expressed in its lowest possible form.
Show your workings.

.....

.....

.....

..... [2]

Many candidates achieved full marks for this question. Some candidates did not show their workings and so achieved partial marks. Some candidates calculated the ratio the wrong way round and few candidates did not express the ratio in its lowest possible form.

Question 10 (a)

10 Alex and Li are discussing their last holiday at the beach. They both remember taking a picnic to the beach and having jam sandwiches, as they always have jam sandwiches with a picnic. Alex recalls having an ice cream, but Li says that the ice cream shop was closed that day. Alex thinks Li is wrong as they always have strawberry ice cream when at the beach.

Using the source:

(a) Give **one** example of confabulation.

.....
.....
..... [1]

Some candidates could not identify 'Alex recalls having an ice cream' as one example of confabulation. Candidates should not give two different responses as only the first response can be credited.

Question 10 (b)

(b) Give **one** example of how expectations may have affected Alex and Li's memory.

.....
.....
..... [1]

Some candidates gave the incorrect response here or hedged their bets by offering more one example from the source.

Question 10 (c)

(c) Explain how the Theory of Reconstructive Memory could be considered reductionist.

.....

.....

.....

..... [2]

Most candidates could demonstrate an understanding of reductionism and achieved partial marks. For full marks, responses had to refer to the Theory of Reconstructive memory specifically. Many candidates did achieve this with the most common response referring to schemas. Some candidates attempted to contextualise by referring to how memory is reconstructed. Such tautological responses did not achieve credit for context.

Question 11 (a)

11 Braun, Ellis and Loftus (2002) used a laboratory experiment in their study on how advertising can change our memories of the past.

(a) Describe **one** strength of the experimental method as used in Braun et al.'s (2002) study.

.....

.....

.....

..... [2]

This question required candidates to give one strength of the experimental method and describe it in context of Braun et al.'s study. Many candidates were able to identify a strength (e.g., the most common response was high control over extraneous variables), but fewer candidates were able to illustrate this using Braun's study.

Question 11 (b)

(b) Explain how Braun et al.'s (2002) study used an independent measures design.

.....
.....
.....
..... [2]

To achieve full marks on this question, candidates needed to show an understanding of what an independent measures design is and how it was specifically used in Braun et al.'s study. Some candidates confused the use of different participants in experiments 1 and 2 and as such did not achieve credit. Other errors included confusing experimental designs and referring to a repeated measures design.

Question 11 (c)

(c) Explain **one** weakness of using an independent measures design in this study.

.....
.....
.....
..... [2]

Many candidates recognised individual differences (participant variables) or the need for more participants as key weaknesses of using an independent measures design. Fewer candidates were able to explain this in context of Braun et al.'s study.

Question 12 (a)

12 Charlie, Sam and Taylor are producing a television advert to promote sales of a new chocolate bar. Charlie suggests filming a mother eating the chocolate bar while sitting in the garden with her family. Sam, however, does not think this will be successful. Instead, Sam wants to write a jingle and have it playing in the background at the beginning and end of the advert. Taylor is concerned this may overload consumers. They are therefore considering using autobiographical advertising instead.

Using the source:

(a) State the name of the individual who wants to use repetition in the advertisement.

..... [1]

A very well answered question with almost all candidates achieving 1 mark for stating Sam as the individual who wants to use repetition in the advertisement.

Question 12 (b)

(b) State the name of the individual who wants to use cues in the advertisement.

..... [1]

A very well answered question with almost all candidates achieving 1 mark for stating Charlie as the individual who wants to use cues in the advertisement.

Question 12 (c)

- (c) Explain how autobiographical advertising could be used to promote the sales of this new chocolate bar.

.....

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.....

.....

.....

.....

..... [2]

Many candidates could show some understanding of the concepts of autobiographical advertising. Some candidates referred to ‘the product’ in their explanations rather than giving explicit context to the chocolate bar. As this is an AO2 question, explicit context is required for full marks.

Section C overview

Social Influence. Total marks for this section = 24.

Question 13 (a)

13 (a) Identify which of the following represents the level of authority (lowest to highest) of uniforms worn by experimenters in Bickman's (1974) Experiment 1 investigating the social power of a uniform.

- A** Civilian, milkman, guard
- B** Civilian, guard, milkman
- C** Guard, civilian, milkman
- D** Guard, milkman, civilian

Your answer

[1]

This question was answered particularly well.

Question 13 (b)

(b) Identify the correct statement in relation to the findings of Bickman's (1974) Experiment 1 investigating the social power of a uniform.

- A** Participants obeyed the civilian the most in the bus stop situation
- B** Participants obeyed the milkman the most in the dime and meter situation
- C** Participants obeyed the milkman the most in the paper bag situation
- D** Participants obeyed the guard the most in all three situations

Your answer

[1]

This question was answered particularly well.

Question 13 (c)

(c) Identify which of the following is **not** a criticism of Bickman's (1974) studies into the social power of a uniform.

- A Culturally biased
- B Ecologically invalid
- C Gender biased
- D Unethical

Your answer

[1]

A very well answered question. Where errors were made, the most common was identifying answer C.

Question 14 (a)

14 Ali designs a questionnaire to investigate how individuals respond to different social situations. Ali asks participants to answer a variety of questions including:

- 1 Would you put your smart phone away in class if your teacher told you to?
- 2 Would you stop and help someone who had fallen over?
- 3 Would you join in drawing graffiti on a wall if your friends were all doing it?

Ali decides to keep the participants' identity anonymous so they cannot be identified.

Using the source:

(a) Give the question number that is investigating pro-social behaviour.

..... [1]

A particularly well answered question.

Question 14 (b)

(b) Give the question number that is investigating obedience.

..... [1]

A particularly well answered question.

Question 14 (c)

(c) Describe **one** ethical issue, other than confidentiality, Ali should consider when carrying out the research into how individuals respond in different social situations.

.....
.....
.....
..... [3]

Candidates continue to confuse ethical issues with ethnicity by offering responses referring to cultural variations instead of referring to the ethical guidelines. Some candidates referred to debriefing, this is not creditworthy as it is a method of managing ethical issues as opposed to an ethical issue itself. Some candidates gave generic responses which did not refer to the source. For full marks, the response had to be placed in context of the investigation Ali was conducting.

Question 14 (d)

(d) Ali found that 60% of females and 40% of males were likely to stop and help someone who had fallen over.

Draw a pie chart to show Ali's findings.

[3]

This question was misleading for candidates. As a result all candidates were awarded full (3) marks for this question irrespective of the answer given.

Question 15*

15* Use your knowledge and understanding from across the psychology course to explain how far you agree with the following statement:

'An individual's behaviour is the result of their own free will rather than being determined by the presence of others.' This is known as the free will/determinism debate.

In your answer, refer to explanations of social influence and **at least one** other area of psychology you have studied.

[13]

This question required candidates to show knowledge of the free will/determinism debate using explanations of social influence and at least one other area of psychology. Candidates who performed well on this question knew which explanations and/or studies to refer to and were able to describe how they supported or refuted the statement in the question. These candidates referred to explanations of social influence to illustrate determinism and often to the ABC explanation of depression to illustrate free will. They were then able to evaluate the debate in relation to the strengths and weaknesses of explanations supporting determinism and/or free will. Weaker responses showed little or no knowledge of explanations of social influence, confused which side of the debate explanations supported (or refuted), gave responses that did not go beyond explanations of social influence, or did not link the explanations to the debate.

Exemplar 2

- 15* Use your knowledge and understanding from across the psychology course to explain how far you agree with the following statement:

'An individual's behaviour is the result of their own free will rather than being determined by the presence of others.' This is known as the free will/determinism debate.

In your answer, refer to explanations of social influence and ^{situational or they say we have no control} at least one other area of psychology you have studied.

The explanations of social influence, ^{specifically [13]} can be seen as too deterministic. ^{Authority figures} Determinism is the idea that we have little control over our actions. Both the dispositional and situational factors affecting obedience can be seen as deterministic. The dispositional factor affecting obedience is the authoritarian personality, which is a personality proposed by Adorno where individuals who have experienced harsh parenting grow up with a fear of authority. This makes them displace their negative feelings on those they deem as inferior, while offering blind obedience to those they deem as having higher authority. The situational factor affecting obedience is presence of authority figures. The agency theory proposed by Milgram is that we move from an autonomous state, where we are in control of our own actions, to an agentic state where we act as agents of an authority figure. This happens because authority figures offer to take all responsibility from us so we are more likely to obey orders that go against our moral reasoning as we don't

feel responsible. These factors can be seen as deterministic as they seem to show that we have no resistance against either our personality or authority figures and so we are forced to obey.

A positive of the explanations of social influence being deterministic is that they support the idea of psychology as a science. If we can predict how people are going to behave in either set situations, like if they are in the presence of an authority figure or if they rank highly on the F-scale (tests used to measure the authoritarian personality) then we know how people may behave and we can therefore cure this.

A negative of the explanations of social influence ignoring the role of free will is that it takes blame from the individuals. For example, the factors affecting obedience were initially researched to find why so many followed the Nazi's. By being deterministic, the theory seems to be taking blame from the Nazis by saying they weren't in control of their actions.

15) Dweck's mindset theory can be seen as supporting the free will side of the debate. Free will is where we are in control of our actions and have a choice in our behaviour. Dweck's theory is that those with a fixed mindset believe intelligence is innate and therefore we can't get any more intelligent. Whereas, those with a growth mindset believe that intelligence can change and that the more you practice an behaviour, the action, the better at it you will be. Dweck suggests that those with a growth mindset will learn better as they believe that the harder you try the better you will get. This could be seen as free will as Dweck shows that children can choose the mindset they have and that mindset can

15) Change.

A positive of this being on the free will side is that it can motivate teachers and children to try harder. For example, if teachers learn to praise effort then children will feel better about their learning and will be more motivated to try and better their intelligence.

A negative of Dweck's theory being free will is that it puts blame on children if their abilities don't improve. By saying that children are in control of their own achievement, if a child doesn't achieve they may feel like they are to blame, which puts unwanted pressure on children.

In conclusion, I believe that our behaviours should be determined by free will. This is because it allows us to be in control of our own behaviours and therefore take responsibility for our mistakes.

Exemplar 2 illustrates an excellent response. This candidate demonstrates a very good level of knowledge and understanding of explanations of social influence and refers to both dispositional and situational factors, both clearly linked back to the statement in the question discussing how they support determinism. The candidate then uses Dweck to support the free will side of the debate, again showing excellent knowledge. The response contains a detailed evaluation and draws on the whole response to make an informed judgement in the conclusion. This response achieved full marks for both AO1 and AO3.

Section D overview

Research Methods. Total marks for this section = 24

Question 16

A psychologist wanted to investigate whether there is a relationship between wellbeing and sleeping patterns. The psychologist advertised the study in a local health centre using a poster in the waiting area. The psychologist left contact details for participants who wanted to take part to contact them.

Ten participants were asked to record how many hours they slept for each night, for 7 nights. The psychologist also asked the participants to complete a short questionnaire each day asking them questions about their general wellbeing.

Examples of questions taken from the questionnaire include:

- 1 On a scale of 1–10 (with 1 being extremely unhappy and 10 being extremely happy) how happy do you feel today?
- 2 What sleep hygiene methods do you use to help you get a good night's sleep?
- 3 How often do you wake up on average each night?

The psychologist found a positive correlation between the number of hours slept at night and overall happiness.

16 State a suitable alternative hypothesis for this study.

.....

.....

.....

..... **[2]**

A variation of responses was seen for this question, including: null hypotheses, experimental hypotheses stating a difference, aims and statements of results. When candidates did give an appropriate alternative hypothesis, they were also seen to operationalise the co-variables..

Question 17 (a)

17 (a) Explain how the psychologist used self-selecting sampling to obtain participants in this study.

.....

.....

.....

..... [2]

Candidates should avoid giving a definition where an explanation is required. Candidates were often seen to describe what a self-selecting sample is (e.g., a volunteer sample or where participants select themselves) without explaining how the psychologist in the source achieved a self-selecting sample. As context is required for this question, candidates had to refer to the waiting room or the health centre to achieve full marks.

Question 17 (b)

(b) Explain how the psychologist could have used the random sampling method instead.

.....

.....

.....

..... [2]

Many candidates showed a lack of understanding of how random sampling could be achieved and very few candidates could contextualise their response to the study in the source. Some candidates gave definitions of random sampling rather than explaining how it could be used. Such responses were not credit worthy.

Question 18

18 The psychologist wishes to generalise the findings to the wider population.

Explain why the sample of participants in this study may affect its representativeness.

.....

.....

.....

..... [2]

Many candidates did not demonstrate an understanding of representativeness by confusing the concept with generalisability. Candidates should use specialist terminology accurately and draw on the context from the source to help them to illustrate their responses. When candidates did show an understanding of representativeness, often generic examples were given. For full marks, candidates were required to identify an appropriate feature of the sample in the source that may affect its representativeness (e.g., a sample of 10 participants, all from one health centre).

Exemplar 3

Because it's a self-selecting sample all the participants would be similar in that they were all interested in taking part of the study or the sample would be to similar and the ^{findings could} results of the find not be generalisable because the sample would be too similar. [2]

This response illustrates the most common error made by candidates. The response has no context from the source and its focus is on generalisability as opposed to the representativeness of the sample. This response did not achieve marks.

Question 19 (a)

19 (a) Identify **one** open question the psychologist used in the questionnaire on wellbeing in this study.

.....
..... [1]

Many candidates answered this question correctly. Where errors were seen, candidates made up their own open questions. Candidates should read questions carefully paying attention to 'in this study' which indicates they need to use the source material.

Question 19 (b)

(b) Explain **one** strength of using open questions in this study.

.....
.....
.....
..... [2]

Many candidates could offer a strength of using open questions and achieved partial marks. Fewer candidates could place their response in context of the study in the source. Candidates should avoid giving definitions when evaluation is required; some candidates described what an open question is or stated that they collect qualitative data without elaboration.

Question 20

20 Social desirability can be a problem when using questionnaires.

Explain how social desirability may have affected the findings in this study.

.....

.....

.....

..... [2]

Many candidates relied on tautological responses for example by stating '...a response that is socially desirable...' without capturing what social desirability is. Some candidates confused social desirability with demand characteristics. For many of those who understood the concept, they did not contextualise their responses to the source. In light of this, few candidates achieved full marks for this question.

Question 21

21 State the type of graph the psychologist would use to show the findings from the number of hours slept and happiness scores.

.....

..... [1]

A high number of varied responses was seen for this question with line graphs and bar charts being given as the most common incorrect alternatives to a scattergraph.

Question 22

22 The psychologist found that the least number of hours slept per night was 4 and the most number of hours slept per night was 9.5 hours.

Give the range of the number of hours slept per night.

.....

.....

..... [1]

This question was answered very well.

Question 23

23 The psychologist also found that as participants got older, they tended to sleep fewer hours each night.

Identify what type of correlation this is. Tick **one** box to show your answer.

- Positive correlation
- Negative correlation
- Zero correlation

[1]

This was a well answered question.

Question 24

24 The psychologist could have carried out interviews with participants instead of using questionnaires.

Explain how structured and unstructured interviews are different.

.....

.....

.....

..... [2]

This question required candidates to give one feature of structured interviews and one feature of unstructured interviews. The features needed to be comparable to illustrate how the types of interview were different. Many candidates replied on opposites, for example, stating that 'structured interviews use pre-set questions and unstructured do not'. Responses such as this achieved partial marks.

Supporting you

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