AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Psychology 5181
Specification A

Unit 3 (PYA3)

Social Psychology and Research Methods

Mark Scheme

2007 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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UNIT 3 (PYA3)
QUALITY OF WRITTEN COMMUNICATION (QoWC)

2 marks	The work is characterised by some or all of the following: • clear expression of ideas • a good range of specialist terms • few errors in grammar, punctuation and spelling • errors do not detract from the clarity of the material.
1 mark	The work is characterised by: • reasonable expression of ideas • the use of some specialist terms • errors of grammar, punctuation and spelling • errors detract from the clarity of the material.
0 marks	The work is characterised by: • poor expression of ideas • limited use of specialist terms • errors and poor grammar, punctuation and spelling • errors obscure the clarity of the material.

ASSESSMENT OBJECTIVES ONE, TWO AND THREE

AO1	Assessment objective one = knowledge and understanding of psychological theories, terminology, concepts, studies and methods and communication of knowledge and understanding of psychology in a clear and effective manner.
AO2	Assessment objective two = analysis and evaluation of psychological theories, concepts, studies and methods and communication of knowledge and understanding of psychology in a clear and effective manner.
AO3	Assessment objective three = design, conduct and report psychological investigation(s) choosing from a range of methods, and taking into account the issues of reliability, validity and ethics, and collect and draw conclusions from the data.

SECTION A: SOCIAL PSYCHOLOGY

1 (a) Explain **two** ethical issues that have arisen in social influence research. *(3 marks + 3 marks)*

Marking Criteria	Marks	Performance Descriptions (for each explanation)
There are several ethical issues that candidates may offer, but the most likely ones are those identified on the specification: • deception • informed consent • the protection of participants from psychological harm. However, other ethical issues (such as confidentiality, the need for privacy etc) are also creditworthy as long as they could be relevant to social influence (S.I.) research. There is no requirement to make this link to S.I. explicit (although it would be hard to think of any ethical issues that have no link to S.I. research). Mere identification of ethical guidelines eg debriefing, the right to withdraw, would not count as issues without identification of the underlying issue they address. Candidates could use an example to illustrate the issue, but descriptions of a study would not be creditworthy.	**3**	**Accurate and reasonably detailed** The candidate provides an accurate and reasonably detailed description of an ethical issue that demonstrates relevant knowledge and understanding. For example, deception is not telling participants what the study is about. It is an ethical issue because it prevents participants from being able to give their full informed consent and might make them distrustful of participating in the future.
	2	**Less detailed but generally accurate** The candidate provides a less detailed but generally accurate description of an ethical issue that demonstrates relevant knowledge and/or understanding. For example, lack of informed consent is an issue because it means the participants do not know what they are saying yes to.
	1	**Basic** The candidate provides a basic description of an ethical issue that demonstrates some relevant knowledge and/or understanding but lacks detail and may be muddled. For example, the candidate may correctly identify an ethical issue but without explaining *why* it is an issue.
	0	**Very brief/flawed or inappropriate** The candidate provides a very brief/flawed or inappropriate description that fails to demonstrate any knowledge or understanding of the topic. For example, the candidate may only offer a guideline, without the underlying issue.

1 (b) Describe the aims and conclusions of **one** study into obedience to authority. *(6 marks)*

Marking Criteria	Marks	Performance Descriptions
There are several studies that candidates may select, but it is likely that they will choose one of Milgram's studies, although any study of obedience is creditworthy. The question explicitly asks for aims and conclusions, so no credit should be given for procedures or findings. However, candidates may elaborate findings into conclusions; where the boundary is unclear this should be treated sympathetically. Candidates do not need to cover both aims and conclusions in equal depth to achieve high marks, but they do need to consider the aims explicitly. For example: Aims: Milgram's aims were to see whether people would obey an unjust command from a person in a position of authority, whether they would go so far as to harm an innocent person. If Zimbardo's study is used, candidates must make his aims and conclusions explicitly relevant to obedience. Variations of Milgram's studies can be counted as one study. Milgram concluded that it is the power of the situation and not personality that causes people to obey an unjust order. Being in the agentic state causes people to obey moving into the autonomous state allows them to refuse.	**6**	**Accurate and reasonably detailed** The candidate provides an accurate and reasonably detailed description of both the aims and conclusions that demonstrates relevant knowledge and understanding. For example, the candidate has offered a detailed aim, such as in the marking criteria and also detailed conclusions. For example, Milgram concluded that ordinary people could commit evil crimes, not just evil people: that it is due to situational factors rather than dispositional factors.
	5-4	**Less detailed but generally accurate** The candidate provides a less detailed but generally accurate description of both the aims and conclusions that demonstrates relevant knowledge and/or understanding. For example, a detailed account of the conclusions with only a brief mention of the aims, or a balanced account of both in less detail.
	3-2	**Basic** The candidate provides a basic description of the aims and conclusions that demonstrates some relevant knowledge and/or understanding, but lacks detail and may be muddled. Alternatively, description of either the aims or the conclusions of the study is generally accurate but less detailed.
	1-0	**Very brief/flawed or inappropriate** For 1 mark, the candidate provides a very brief/flawed description of the aims and conclusions that demonstrates very little knowledge or understanding. For 0 marks, the candidate provides an inappropriate answer which fails to demonstrate any knowledge or understanding of the aims and conclusions, for example the candidate describes the procedures.

1 (c)   Outline and evaluate research into minority influence.   *(18 marks)*

Marking Criteria

AO1 criteria are satisfied by a description of research into minority influence. Research may be studies and/or theories.

AO2 criteria consist of the evaluation of such research.

There are several studies that candidates might outline, but the most likely ones are those mentioned in the specification (Moscovici *et al* and Nemeth *et al*). However, other studies are also acceptable. For example, Clark used the classic film 'Twelve Angry Men' to investigate minority influence. Other research considered factors such as the importance of group size.

Theories are also creditworthy as AO1:

- dual process model; compliance or conversion
- social impact model (Latane and Wolf)
- theory of Social Cryptoamnesia.

It is also possible to make a case for Asch's experiments to be relevant here. The naïve participant in fact belongs to a rather large majority (ie people outside the experiment who if asked would answer correctly – the rest of society). Thus the confederates are a very small minority (people who give the wrong answer). If a candidate makes such a case, then Asch's work can be credited. However, the case must be made *explicitly*.

The commentary can consider the methodology used in the studies. For example, most are laboratory-based (lack ecological validity, demand characteristics, gender bias in Moscovici's experiment etc). Ethical issues such as deception can also be considered, as can the practical application of such research, eg innovation versus status quo.

Since a lot of research compares majority and minority influence, any answers that include the former should not be ruled out. Candidates might make a case for the inclusion of such material as AO2.

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1 (c)

Marks	Performance Descriptions	Marks	Performance Descriptions
	AO1: Outline of research into minority influence.		**AO2:** Evaluation of research into minority influence.
6	**Accurate and reasonably detailed** The candidate provides an accurate and reasonably detailed outline of research into minority influence that demonstrates relevant knowledge. For example, the candidate has outlined Moscovici's research including details of the procedures, findings and conclusions.	12-10	**Informed commentary** • Within the time constraints for this part of the question, there is effective use of material to address the question and provide an informed commentary. • Effective analysis and evaluation of material. • Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. • The structure is generally clear and coherent.
5-4	**Less detailed but generally accurate** The candidate provides a less detailed but generally accurate outline of research into minority influence that demonstrates relevant knowledge. For example, the candidate has outlined Moscovici's research, but without the detail or the conclusions that were drawn.	9-7	**Reasonable commentary** • There is appropriate selection of material to address the question, but this is not always used effectively to produce a reasonable commentary. • Reasonable analysis and evaluation of material. • A range of issues and/or evidence in limited depth, or a narrower range in greater depth.
3-2	**Basic** The candidate provides a basic outline of research into minority influence that demonstrates some relevant knowledge but lacks detail and may be muddled. For example, the candidate has outlined one study of minority influence, with a brief outline of some of the procedures.	6-4	**Basic commentary** • The selection and use of material provides only a basic commentary. • Basic analysis and evaluation of material. • Superficial consideration of a restricted range of issues and/or evidence.
1-0	**Very brief/flawed or inappropriate** For 1 mark, the candidate provides an outline, which is very brief/flawed, eg the candidate may identify the relevant study, 'calling a blue slide green'. For 0 marks, an inappropriate outline that fails to demonstrate any knowledge of research into minority influence.	3-0	**Rudimentary/absent or irrelevant commentary** • The selection and use of material provides only a rudimentary commentary, or commentary is absent or wholly irrelevant. • Analysis and evaluation just discernible or absent.

2 (a) (i) Give **one** explanation of why people yield to majority influence. *(3 marks)*

    (ii) Give **one** explanation of why people yield to minority influence. *(3 marks)*

Marking Criteria	Marks	Performance Descriptions (for each explanation)
Examples of why people yield to **majority influence** due to: • informational social influence: they are unsure how to behave and want to be correct. They believe that the majority is right and not only change their behaviour but may also change their beliefs. This is conforming both publicly and privately, ie acceptance. • normative social influence: they want to fit in and be liked. They might not accept the beliefs of the majority but are simply conforming due to compliance. There are several reasons why people yield to a **minority:** • the dissociation model (social cryptoamnesia) • the snowball effect (as a few people move towards the minority, slowly more and more also follow) • the theory of social impact (strength, number and status, immediacy) • informational social influence. Moscovici suggested that it is through a process of conversion that the minority has influence. People are more likely to yield to a minority when it is: • consistent • flexible • committed.	**3**	**Accurate and reasonably detailed** The candidate provides an accurate and reasonably detailed explanation of why people yield to majority influence/minority influence that demonstrates relevant knowledge. For example, the candidate has given an explanation of informational social influence as suggested in the marking criteria: or the candidate has given an explanation of the dissociation model: the majority gradually accepts minority beliefs without the majority remembering where these beliefs originated. The beliefs and the source of these beliefs become dissociated.
	2	**Less detailed but generally accurate** The candidate provides a less detailed but generally accurate explanation of why people yield to majority influence/minority influence that demonstrates relevant knowledge. For example, the candidate may give an explanation: normative social influence is when people conform because they want to fit in to the group: or, in the snowball effect, a few members of the majority start to accept the minority view.
	1	**Basic** The candidate provides a basic explanation of why people yield to majority influence/minority influence that demonstrates some relevant knowledge but lacks detail and may be muddled. For example, the candidate may give a basic explanation: people conform so that they are liked by the group; or if the minority are consistent.
	0	**Very brief/flawed or inappropriate** The candidate provides a very brief/flawed or inappropriate explanation of why people yield to majority influence/minority influence that fails to demonstrate any knowledge of the topic. For example, the candidate has explained why people yield to obedience.

2 (b) Ethical issues may arise in social influence research. Outline **two** ways psychologists deal with these issues.   *(3 marks + 3 marks)*

Marking Criteria	Marks	Performance Descriptions (for each explanation)
There are several ways in which psychologists *deal* with ethical issues. The specification suggests the use of ethical guidelines and the use of ethical committees. Other more specific ways are also appropriate: • thorough debriefing • prior general consent • presumptive consent • right to withhold information (retrospective informed consent). In order to gain full marks, candidates need to explain how psychologists deal with issues, rather than merely describe the issue/guideline. For example, candidates could explain how ethical committees or how psychologists might refer to the ethical guidelines in order to help them deal with ethical issues.	**3**	**Accurate and reasonably detailed** The candidate provides an accurate and reasonably detailed outline of one way in which psychologists deal with ethical issues that demonstrates relevant knowledge and understanding. For example, the candidate may outline presumptive consent: it involves informing a group of participants, who are similar to the actual participants, of the nature of the research and asking them if they would take part. If they agree, then the psychologist can assume the real participants would also agree.
	2	**Less detailed but generally accurate** The candidate provides a less detailed but generally accurate outline of one way in which psychologists deal with ethical issues that demonstrates relevant knowledge and/or understanding. For example, presumptive consent is when the psychologist asks other people if they would take part in the research and, if they agree, the psychologist would go ahead.
	1	**Basic** The candidate provides a basic outline of one way in which psychologists deal with ethical issues that demonstrates some relevant knowledge and/or understanding but lacks detail and may be muddled. For example, debriefing, and/or is when the psychologist tells the participants about the research.
	0	**Very brief/flawed or inappropriate** The candidate provides a very brief/flawed or inappropriate outline of one way in which psychologists deal with ethical issues that fails to demonstrate any knowledge or understanding of the topic. For example, the candidate may only offer a description of an ethical issue.

2 (c) 'Validity is a general concept and there are different types, such as internal validity and external validity.'

Discuss the validity of studies of obedience to authority. *(18 marks)*

Marking Criteria

AO1 credit should be given to a description of validity and/or validity of studies of obedience. The quote suggests the different types of validity that could be offered.

AO2 credit should be given for discussion of validity. Candidates could consider the implications of lack of validity and the impact this has on conclusions.

Validity refers to whether the study really measured/investigated what it intended to do, and how confident we are that it did what it set out to.

Internal validity (experimental validity) refers to whether the experimental procedures worked, whether the effects were real or whether the participants were simply 'going along' with the experimenter and responding to demand characteristics. External validity refers to whether the results can be generalised to other situations, outside of the experimental situation (ie ecological validity). It also includes population validity (can the results from this study be generalised to other groups?).

One of the main criticisms of Milgram's work was that it lacked internal validity and that the participants were not fooled by the procedures. Orne and Holland argued that participants were not really stressed, but were simply pretending to be. Milgram disagreed and showed film evidence of participants who were clearly very distressed, suggesting that the research did have internal validity.

Simply describing research into obedience would not receive marks unless it was being used to illustrate issues of validity.

Milgram's research has been replicated in other countries, where similar findings have been obtained. This suggests that his research did have external validity. Hofling's study also claims to have high internal and external validity. However, the replication by Rank and Jacobsen challenges the external validity of Hofling.

Most of the studies into obedience used American participants and many were males. This suggests a lack of population validity.

2 (c)

Marks	Performance Descriptions	Marks	Performance Descriptions
	AO1: Outline of validity.		**AO2:** Evaluation/discussion of validity.
6	**Accurate and reasonably detailed** The candidate provides an accurate and reasonably detailed outline of validity that demonstrates relevant knowledge and understanding. For example, the candidate has outlined both internal validity and external validity, or has described validity of one or more studies of obedience.	12-10	**Informed commentary** • Within the time constraints for this part of the question, there is effective use of material to address the question and provide an informed commentary. • Effective analysis and evaluation of material. • Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth. • The structure is generally clear and coherent.
5-4	**Less detailed but generally accurate** The candidate provides a less detailed but generally accurate outline of validity that demonstrates relevant knowledge and/or understanding.	9-7	**Reasonable commentary** • There is appropriate selection of material to address the question, but this is not always used effectively to produce a reasonable commentary. • Reasonable analysis and evaluation of material. • A range of issues and/or evidence in limited depth, or a narrower range in greater depth.
3-2	**Basic** The candidate provides a basic outline of validity that demonstrates some relevant knowledge and/or understanding but lacks detail and may be muddled.	6-4	**Basic commentary** • The selection and use of material provides only a basic commentary. • Basic analysis and evaluation of material. • Superficial consideration of a restricted range of issues and/or evidence.
1-0	**Very brief/flawed or inappropriate** The candidate provides an outline which is very brief/flawed, or an inappropriate outline that fails to demonstrate any knowledge or understanding of the topic, for example simply describing research into obedience.	3-0	**Rudimentary/absent or irrelevant commentary** • The selection and use of material provides only a rudimentary commentary, or commentary is absent or wholly irrelevant. • Analysis and evaluation just discernible or absent.

SECTION B: RESEARCH METHODS

3   **Total for this question: 30 marks**

Research has shown there is a relationship between internet use and sociability. A psychologist decided to investigate this by asking volunteers from the sixth forms of several local schools to keep a diary. Each volunteer recorded in a diary the number of hours spent using the internet over a four-week period.

At the end of four weeks, all the participants were given a test to measure their sociability. A high score on this test indicates that someone is very sociable.

The results were plotted on a scattergraph. A correlation coefficient of - 0.752 was found between internet use and sociability.

Scattergraph to show relationship between internet use and sociability
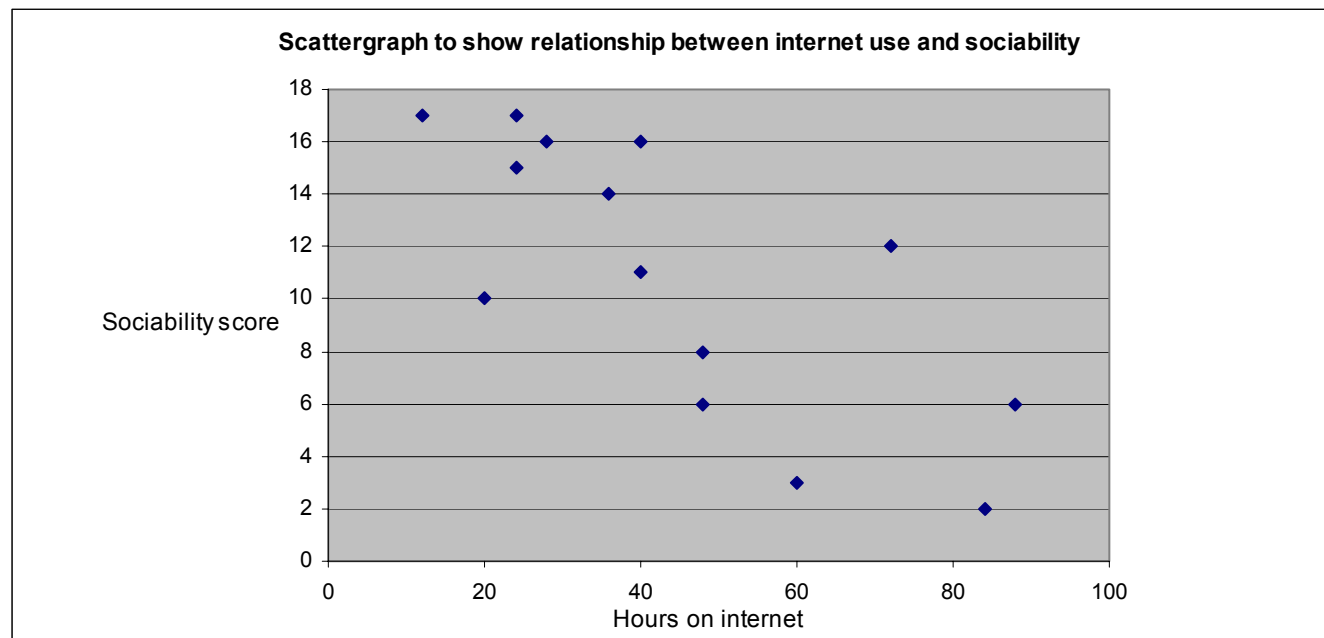
Mark scheme for Question 3: where the word *one* appears in a question, positive marking does *not* apply and only the first answer is credited.

(a) Identify the **two** variables measured in this study. *(1 mark + 1 mark)*

Marking Criteria	Marks	Performance Descriptions (for each variable)
AO3 One variable is the number of hours spent using the internet. The other is the score on a sociability test. Since there is only one mark for each variable, examiners should take a lenient approach, eg 'sociability' and 'internet use' will be acceptable.	**1**	**Basic** Identification of the variable is accurate, for example, as given in the marking criteria.
	0	**Inappropriate/incorrect** Identification of the variable is inappropriate, for example, the candidate may identify the method used.

(b) Write a directional hypothesis for this study. *(2 marks)*

Marking Criteria	Marks	Performance Descriptions
AO3 This was a correlation, so the hypothesis must be one indicating a relationship between the two variables. Given that the scattergraph shows a negative correlation (and there is a negative correlation coefficient), candidates ought to be able to write an appropriate hypothesis. There is a negative relationship between the number of hours spent using the internet and scores on a sociability test. Since a hypothesis is written before the findings, candidates can legitimately offer either a positive or negative correlation; either would receive credit.	**2**	**Accurate and detailed** Statement of the hypothesis is both accurate and detailed, for example, as given in the marking criteria.
	1	**Basic** Statement of the hypothesis is basic, lacking detail and may be muddled and/or flawed. For example, there is a negative relationship between the two variables.
	0	**Inappropriate/incorrect** Statement of the hypothesis is inappropriate, for example, the candidate may give the aim of the study; or there is a relationship between internet use and sociability scores (non-directional).

(c) The investigation described above used a correlational analysis.

(i) Explain **one** advantage and **one** disadvantage of using a correlational analysis. *(2 marks + 2 marks)*

Marking Criteria	Marks	Performance Descriptions for the advantage/disadvantage
AO2 **Note that the answers do not need to be in context for full marks.** Advantage: • can produce very useful information on the strength of a relationship between two variables • can be useful as an exploratory tool for further research • can investigate a relationship that already exists without having to manipulate any variables. Disadvantage: • it is impossible to determine cause and effect (1 mark) • there may seem to be a relationship but it is due to a third variable • non-linear relationships may be hidden by correlation coefficients.	2	**Accurate and detailed** Explanation of the advantage/disadvantage is both accurate and detailed. For example, it is not possible to say that one variable causes another, only that they are related.
	1	**Basic** Explanation of the advantage/disadvantage is basic, lacking detail and may be muddled and/or flawed; for example, shows the strength of a relationship.
	0	**Inappropriate/incorrect** Explanation of the advantage/disadvantage is inappropriate, for example, the candidate may give an advantage/disadvantage that is incorrect.

(ii) What is meant by the term *correlation coefficient*? *(2 marks)*

Marking Criteria	Marks	Performance Descriptions
AO1 A correlation coefficient is a statistic that reflects the degree to which two sets of scores are related. It will always be somewhere between –1 and +1. It indicates the direction and the strength of the relationship.	2	**Accurate and detailed** Explanation of a correlation coefficient is both accurate and detailed, for example, a number that shows the strength and direction of a relationship.
	1	**Basic** Explanation of a correlation coefficient is basic, lacking detail and may be muddled and/or flawed. For example, it shows the strength of a correlation.
	0	**Inappropriate/incorrect** Explanation of a correlation coefficient is inappropriate or is incorrect.

(d) What conclusion might the psychologist draw from the findings of this study?   *(2 marks)*

Marking Criteria	Marks	Performance Descriptions
AO3 They could conclude that there is a relationship between the two variables, that those people who spend a long time using the internet are also less sociable than those who do not spend much time on the internet. They cannot conclude that high use of internet *causes* people to become less sociable!	**2**	**Accurate and detailed** The conclusion is both accurate and detailed. For example, people who are not very sociable are those who also like to use the internet a lot.
	1	**Basic** The conclusion is basic, lacking detail and may be muddled and/or flawed; for example, using the internet and being sociable are related.
	0	**Inappropriate/incorrect** The conclusion is inappropriate or is incorrect, for example, using the internet causes you to become less sociable.

(e) Outline **one** ethical issue that the psychologist should have considered in this study. Explain how the psychologist could have dealt with this issue.

(3 marks)

Marking Criteria	Marks	Performance Descriptions for an outline of the ethical issue.
AO3 There are several ethical issues that are possible: lack of informed consent, deception (possibly), protection from psychological harm, confidentiality.	**1**	**Appropriate** The ethical issue is appropriate.
	0	**Inappropriate/incorrect** The ethical issue is inappropriate or incorrect.
There are several ways of dealing with ethical issues:		
• thorough debriefing	**Marks**	**Performance Descriptions for how the ethical issue could be dealt with.**
• giving the participants the right to withdraw their data		
• ensuring the participants' data remains confidential.	**2**	**Accurate and detailed** The explanation of how to deal with the ethical issue is both accurate and detailed. For example, all the participants will be given a debrief, this will involve them being told all about the study and making sure that they are happy to have their results used.
The way of dealing with the ethical issue must relate to the issue identified.	**1**	**Basic** The explanation of how to deal with the ethical issue is basic, lacking detail, and may be muddled and/or flawed; for example, making sure no one puts their name on the tests.
	0	**Inappropriate/incorrect** The explanation is inappropriate or incorrect.

(f) (i) Outline **one** limitation of using a volunteer sample. *(2 marks)*

Marking Criteria	Marks	Performance Descriptions
AO2 With a volunteer sample, there might only be one type of participant, it does not necessarily produce a sample that is representative of the target population. It is known that volunteers have certain personality traits that non-volunteers might lack.	**2**	**Accurate and detailed** The limitation of using a volunteer sample is both accurate and detailed. For example, the sample might not be typical of the population, so you cannot generalise from it.
	1	**Basic** The limitation of using a volunteer sample is basic, lacking detail, and may be muddled and/or flawed; for example, you cannot generalise from it.
	0	**Inappropriate/incorrect** The limitation of using a volunteer sample is inappropriate or incorrect.

(ii) Identify **one** other method of selecting participants for this study. Explain how this method of selection might be put into practice. *(3 marks)*

Marking Criteria	Marks	Performance Descriptions
AO3 Random and opportunity are the other two methods of selecting participants identified on the specification. However, any other recognised method other than volunteer is acceptable. (Self-selected is another way of describing volunteer and thus not creditworthy.) Whatever method is identified the explanation must relate to the chosen method. Random: ask the schools for the register of sixth formers, give them each a number and using random number tables (or a computer), select the required number of participants. Opportunity: go into the IT classes and use the students who are present, or stand outside the school and ask students as they are leaving (!)	**3**	**Accurate and reasonably detailed** The identification of one other method of selecting participants and an explanation of how to put it into practice is accurate and reasonably detailed. For example, for random sampling, use the school register, get all the names of the sixth formers, put them in a hat and select as many as you want.
	2	**Less detailed but generally accurate** The identification of one other method of selecting participants and an explanation of how to put it into practice is less detailed but generally accurate (for example, random sample - get all the sixth formers' names and put them in a hat and pick out how many you want); or the explanation is accurate and detailed but not within the context of the study; or the identification is missing but the method is clear and could be attributed to a particular method.
	1	**Basic** The identification of one other method of selecting participants and an explanation of how to put it into practice is basic, lacks detail and is muddled; or there is simply an identification of another way of selecting a sample, but without an explanation of how.
	0	**Very brief/flawed or inappropriate** The identification of one other method of selecting participants and an explanation of how to put it into practice is incorrect; or the candidate has explained how to select a volunteer sample.

(g)　　(i) What is meant by the term *reliability?*　　　　　　　　　　　　　　　　　*(1 mark)*

　　　　(ii) Outline **one** way to assess the reliability of this study.　　　　　　　*(2 marks)*

Marking Criteria	Marks	Performance Descriptions for reliability
AO1 Reliability refers to the consistency of a study/test (or how dependable it is). If it is repeated and similar results are obtained, then it can be said to be reliable.	**1**	**Appropriate** Reliability is correct.
	0	**Inappropriate/incorrect** Reliability is inappropriate or incorrect.

	Marks	**Performance Descriptions for assessment of reliability.**
AO3 To assess the reliability of the study, it could be repeated at some later time to see if the same/similar results are found; ie test-retest reliability. It is unlikely that split-half reliability will be appropriate here, unless it is explicitly linked to the sociability test. Reliability of any aspect of the study can be assessed.	**2**	**Accurate and detailed** The outline of how to assess the reliability of this study is accurate and detailed. For example, the test-retest method could be used to assess it, do it again and compare the results.
	1	**Basic** The outline of how to assess the reliability of this study is basic, lacking detail, and may be muddled and/or flawed; for example, do the test again.
	0	**Inappropriate/incorrect** The outline of how to assess the reliability of this study is inappropriate or incorrect.

(h) Following the study described above, the psychologist wanted to find out more about the relationship between internet use and sociability. To do this, the psychologist decided to obtain qualitative data by interviewing some of the participants.

(i) Give **one** example of a question that the psychologist might use to produce qualitative data. Explain why this would produce qualitative data. *(3 marks)*

Marking Criteria	Marks	Performance Descriptions for the question
AO3 A possible question could be: "What sort of things do you use the internet for?" "How would you describe your personality?" Qualitative data is any data that is non-numerical. It is concerned with opinions, attitudes and feelings.	**1**	**Appropriate** The question is correct (ie would produce qualitative data).
	0	**Inappropriate/incorrect** The question is inappropriate or incorrect.
	Marks	**Performance Descriptions for explanation**
	2	**Accurate and detailed** The explanation of why it would produce qualitative data is accurate and detailed; for example, the answer is in words and not numbers, it is what the person feels.
	1	**Basic** The explanation of why it would produce qualitative data is basic, lacking detail, and may be muddled and/or flawed; for example, it is just in words.
	0	**Inappropriate/incorrect** The explanation of why it would produce qualitative data is inappropriate or incorrect.

(ii) In the context of this study, outline **one** strength and **one** weakness of qualitative data. *(2 marks + 2 marks)*

Marking Criteria	Marks	Performance Descriptions for strength/weakness
AO3 Strength: • qualitative data is an expression of feelings; it allows the participant to express his/her voice • it generates a rich source of information that can be used to suggest further research.	**2**	**Accurate and detailed** The strength/weakness of qualitative data is both accurate and detailed. For example, one strength is that participants can put their views into their own words and explain exactly what they use the internet for.
Weakness: • more difficult to analyse than quantitative data • might be difficult to make generalisations from the data • easier to misinterpret what was said. For both marks, the strength/weakness needs to be within the context of the study.	**1**	**Basic** The strength/weakness of qualitative data is basic, lacking detail, and may be muddled and/or flawed, or the strength/weakness is accurate and detailed but not set within the context of the study; for example, one weakness is that it is hard to analyse the data.
	0	**Inappropriate/incorrect** The strength/weakness of qualitative data is incorrect.

Assessment Grid

Question	Part	AO1	AO2	AO3
1	(a)	6		
	(b)	6		
	(c)	6	12	
Total for Question 1		**18**	**12**	
2	(a)	6		
	(b)	6		
	(c)	6	12	
Total for Question 2		**18**	**12**	
3	(a)			2
	(b)			2
	(c)	2	4	
	(d)			2
	(e)			3
	(f)		2	3
	(g)	1		2
	(h)			7
Total for Question 3		**3**	**6**	**21**
QoWC		2		
Total for unit		**39**	**30**	**21**