



Questions & Answers

Higher Psychology (assignment)

1 Method

Is there a 'minimum' level of description required for the sample section of the report? For example - would the breakdown of gender and age be enough?

Generally speaking, number of participants, gender, and age (or age range) are required. It is important to focus on the ability to replicate.

Is it ok to signpost the reader to standardised instructions in Appendices rather than including the full text in procedure if relevant?

That is fine to do.

Do candidates always need to make four separate points to access the 4 marks in the Ethics section?

Multiple marks can be awarded for a well-developed point which shows a good understanding of an ethical issue specific to the candidate's own procedure, and illustrates the steps taken to avoid this.

Do candidates need to refer directly to the BPS guidelines, to gain marks in the Ethics section?

No, as long as the explanation is sufficient to show how the guidelines have been applied in this study.

If all ethical guidelines described are done very generally and not related specifically to their own, does this ever get credit or 0/4?

If discussion of ethics is completely general the section gets 0/4. Candidates need to relate their points to their study in order to gain marks.

If the candidate has omitted telling the full purpose of the experiment until the debrief, can they get full ethical marks?

They can, as in the beans in a jar study but they have to explain why they did this and that the aim was given in the debrief - also check the debrief that the aim then was given.

2 Results

For a research that includes a correlational analysis - do students need to calculate the mean, median and mode and the correlation coefficient?

The correlation co-efficient is not required at this level - a scattergram would be the main piece of evidence for the results of a correlational study, plus reference to the direction (if any) of the correlation expected (in the hypothesis), and the direction of the correlation found (in Results and Discussion). If a learner chooses to do a piece of research that requires correlational analysis, extra tuition will be needed to enable them to access marks for these points, as this does not form part of the course specification. It is not necessary to supply a mean, median and/or mode in addition to this, but this may be done if preferred. If

correlational analysis is done, then it is expected that the raw data table will be in the Results section, not Appendices, as with other types of data analysis.

3 Discussion (analysis)

In their analysis can candidates give real life applications/implications?

Yes - this is a great way for candidates to gain analysis marks.

Do candidates' comparisons (in the Discussion section) need to relate to their results? Would comparing samples, and explaining how that makes one set of results more reliable or able to be generalised, be appropriate analysis?

Where candidates make comparisons with other studies, they should be given marks only where they explain the impact of the similarities/differences on their results.

4 Discussion (evaluation)

How are marks allocated for points of evaluation in the assignment?

In the assignment, 1 mark is available for each explained, valid point of evaluation.

Evaluation - could candidates just give strengths and weaknesses of the method used, eg lab experiment, or would the marks be maxed out?

It might be difficult to gain 2 specific and 2 generic marks for evaluating the method alone. Candidates would need to be encouraged to include evaluative points that relate to a range of issues with their method, eg they are not likely to gain 4 marks for evaluating the sample.

5 Other

APA reports don't require the title of Introduction as it is assumed all reports start with an introduction?

It is a requirement for formatting in Higher Psychology, so is required for candidates to access the 'Other' marks.