MARKSCHEME

May 2003

PSYCHOLOGY

Higher Level

Paper 3

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1.   **Triangulation techniques include**

      I.   **using different methods of collecting data**

      II.   **using evidence from different sources.**

  (a)   **Using *two* examples, outline what is meant by each of I and II**   *[4 marks]*
above.

Candidates should consider each of the two techniques *i.e.* different sources and different methods of collecting data mentioned in the quotation. Award a maximum of *[2 marks]* for each technique that is considered.

Evidence from different sources, *i.e.* more than one, should be broadly interpreted, although these need to be located within psychology. Replication of a specific study could well be a method of triangulation.

In order to gain *[2 marks]* for methods of data collection, two types should be outlined; *e.g.* the experimental method and interviews.

  (b)   **To what extent do each of the *two* techniques mentioned**
     above increase the validity of psychological research?   *[6 marks]*

Since the question requires candidates to **assess** the extent to which the two techniques increase validity, simple identification of examples of each will not attract marks.

Allocate *[4 marks]* for the way in which candidates make the case for enhanced accuracy brought about by employing triangulation techniques.

A further *[2 marks*] should be awarded for answers that discuss how each technique fails to increase accuracy.

Modest answers are likely to simply describe the techniques, whereas higher quality responses will justify or reject the claim that triangulation techniques increase validity, giving appropriate reasons.

2. **Using examples, examine the advantages and disadvantages of each of the following:**

   (a)   **small group interviews (focus groups)**   *[5 marks]*

   (b)   **one to one interviews.**   *[5 marks]*
   If either part (a) or part (b) alone is considered by examining the advantages and disadvantages of each, then a maximum of *[5 marks]* should be awarded.

   The type of interview used – structured, semi-structured or unstructured, is left to the discretion of the candidate. In general, one-to-one interviews permit the interviewer to establish good rapport with the respondent, allowing the interviewer to collect richer data. If a rapport cannot be established, then the quality of data will be severely diminished. Recording and transcription of data, however, is usually relatively straightforward. Small group interviews can encourage more openness and more information when respondents stimulate ideas from each other. Conversely the presence of others may inhibit some individuals. A mood of "keeping your mouths shut" may infect some groups. Recorded group interviews for groups is not easy, especially when it comes to transcription.

   The question asks for an examination of the advantages and disadvantages of each type of interview. Where candidate considers **either** advantages **or** disadvantages, award a maximum of *[5 marks]* overall.

   Answers that simply identify examples of each will not attract marks.

3. **In relation to qualitative research methods**

   (a)   **compare the advantages of intrinsic and extrinsic case**   *[4 marks]*
   studies
   Intrinsic case studies are those studied for their own sake, because they are interesting in themselves. Extrinsic case studies are representative of a particular area of study. If only one intrinsic **or** extrinsic case study is explained, then a maximum of *[2 marks]* should be awarded. Note that candidates are not asked for disadvantages of either type and no marks should be awarded for such information. If answers explain advantages of case studies by examples that are clearly attributed to either intrinsic or extrinsic models, this approach can be awarded up to a maximum of *[2 marks]*.

   (b)   **examine why it may not usually be desirable to generalize**
        from a single case study.   *[6 marks]*
   Candidates should make the examiner aware that whether case studies are related to an individual, a group, an organization or an event, it is likely that much of the behaviour observed will be unique to that entity. Data from the case study could not necessarily be applied to others nor would it be desirable to do so. If candidates make this point clearly, they should be given *[3 marks]* for this part of the question. Further marks can be gained if consideration of potential for researcher bias is addressed, and/or if the question of generalization versus the uniqueness of the subject of the case study is considered. The last mentioned point is of great significance to qualitative researchers and is still the subject of controversy.