



GCE AS/A LEVEL

2290U20-1 – NEW AS

PSYCHOLOGY – Unit 2

Using Psychological Concepts

P.M. MONDAY, 23 May 2016

1 hour 30 minutes plus your additional time allowance

ADDITIONAL MATERIALS

In addition to this examination paper, you will need a 12 page answer book.

You may require a calculator and a ruler.

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Answer ALL questions in Section A AND Section B.

Write your answers in the separate answer book provided.

INFORMATION FOR CANDIDATES

Mark allocations are shown in brackets.

You are reminded of the need for good English and orderly clear presentation in your answers.

Assessment will take into account the quality of written communication used in your answers.

Answer ALL questions in Section A AND Section B.

SECTION A – CONTEMPORARY DEBATE

- 1. ‘Eye-witness reports of children are less reliable than those of adults.’**

Discuss the reliability of eye-witness testimony with reference to the above context. [20]

SECTION B – PRINCIPLES OF RESEARCH AND APPLICATION OF RESEARCH METHODS

- 2. Outline the main features of a case study. [3]**

- 3. Identify the three moral levels that Kohlberg used to assess his participants in his research ‘The child as a moral philosopher’ (1968). [3]**

- 4(a) **With reference to Milgram's (1963) 'Behavioral study of Obedience', describe the main features of research conducted in a laboratory environment. [6]**

Opposite are some of the findings from Milgram's (1963) 'Behavioral study of Obedience'.

- (b) **Using the data in the opposite table, calculate the range of volts issued by participants. Show your workings. [2]**

5. **What is meant by the term 'co-variables'? [2]**

Generator Label	Voltage	Number of participants who stopped at this voltage
Intense Shock	255	0
	270	0
	285	0
	300	5
Extreme Intensity Shock	315	4
	330	2
	345	1
	360	1
Danger: Severe Shock	375	4
	390	2
	405	1
	420	1
XXX	435	0
	450	26

- 6. Research was carried out into whether students who smile more at their teachers are predicted higher grades than those who smile less. The smiling behaviour of students was rated by a teaching assistant who was present during three lessons. The ratings were then compared to the students' predicted grades.**
- (a) Write an appropriate null hypothesis for the above research. [2]**
- (b) The teaching assistant used time sampling to rate the smiling behaviour. Describe how the teaching assistant could have used this technique. [3]**
- (c) Explain ONE advantage and ONE disadvantage of the teaching assistant conducting research in the field. [4]**

The teaching assistant recorded the average smile behaviours alongside the teacher's predicted grades. Results are shown in the table opposite:

- 6(d) Identify and explain how ONE confounding variable could have affected a student's smile behaviour rating. [2]
- (e) Identify the level of measurement for the 'smile behaviour rating'. [1]
- (f) (i) Identify a measure of central tendency that could be used to summarise the grades of the students and explain why this measure is appropriate. [3]
- (ii) Calculate the measure of central tendency you identified in (f)(i). Show your workings. [2]
- (g) Consider TWO ethical issues that might have arisen in the above research, and ONE way of dealing with EACH of the ethical issues you identified. [8]

Participant No.	1	2	3	4	5	6	7	8	9	10
Smile behaviour rating	3	4	2	0	2	1	4	5	2	3
Predicted Grade	C	B	D	D	C	E	B	A	A	C

(Smile behaviour rating: 0 = rarely smiled to 5 = smiled all the time)

7. **A male confederate was in a shopping centre for three hours on two different Monday mornings. On the first Monday he wore a suit and on the second he wore gym clothing. Each Monday he asked passers-by if they would be willing to sign up to the same children's charity. The research used an opportunity sample.**

Results are shown in the table below:

Type of clothing worn by the confederate	Number of people who signed up to the children's charity
Suit	14
Gym clothing	7

- 7(a) Using data from the table opposite, draw a bar chart to show the results of this research. [4]**
- (b) Identify the independent variable in the above research. [1]**
- (c) Identify and explain the experimental design that has been used in the above research. [2]**
- (d) Describe ONE issue of validity in this research, and explain ONE way to deal with this issue. [4]**
- (e) Explain ONE advantage and ONE disadvantage of opportunity sampling. [4]**
- (f) Explain how the research above could be refined using a different sampling technique. [4]**

END OF PAPER