Surname	Centre Number	Candidate Number
First name(s)		2

GCE AS

B290U20-1

Z22-B290U20-1

THURSDAY, 26 MAY 2022 – AFTERNOON

PSYCHOLOGY – AS component 2
Psychology: Investigating Behaviour

1 hour 45 minutes

For Examiner's use only		
Question	**Maximum Mark**	**Mark Awarded**
1.	**6**	
2.	**2**	
3.	**6**	
4.	**8**	
5.	**2**	
6.	**16**	
7.	**19**	
8.	**21**	
Total	**80**	

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ADDITIONAL MATERIALS

In addition to this paper you may require a calculator and a ruler.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet. Additional space is provided for some questions within the booklet (if required). If further space is required for any question, you should use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

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

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

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Section A

Answer **all** questions.

1. (a) Define the term 'null hypothesis'. [2]

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(b) Give an example of a null hypothesis. [2]

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(c) Explain why a psychologist would accept the null hypothesis. [2]

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2. Explain **one** advantage of using event sampling in psychological observations. [2]

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Examiner only

3. Evaluate the use of secondary sources in psychological research. [6]

Additional space for question **3** only:

Examiner only

4. Define the following terms:

(a) 'Target population'. [2]

(b) 'Systematic sampling'. [2]

(c) 'Demand characteristics'. [2]

(d) 'Quasi-experiment'. [2]

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5. Describe what is meant by confidentiality in psychological research. [2]

6. (a) Briefly describe the sample and methodology used in Kohlberg's (1968) research '*The child as a moral philosopher*'. [4]

(b) Critically evaluate the sample and methodology used in Kohlberg's (1968) research '*The child as a moral philosopher*'. [12]

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Additional space for question **6**(b) only:

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Section B

Answer **all** questions.

7. A Biology teacher noted that one of her year 11 classes did not do well on tests. She believed this was due to a lack of enthusiasm for the content of the lessons. The headteacher suggested teaching the class outdoors and asked the Biology teacher to investigate the success of this strategy.

Ten students with a range of abilities were selected for the investigation. For one week, the students were taught in their usual classroom on Monday, but on the Wednesday their lesson took place on the school sports field. The teacher gave the students a knowledge test (marked out of 10) after each lesson in the two learning environments and the results are shown below:

Fig. 1. – Knowledge test scores collected after a lesson in each learning environment (Classroom and Sports field).

Participant	Classroom	Sports field
1	6	9
2	2	1
3	5	9
4	3	5
5	3	5
6	4	4
7	2	5
8	6	9
9	3	6
10	3	5

(a) Write a fully operationalised directional hypothesis for this research. [2]

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Examiner only

(b) (i) Calculate the median score for the knowledge test following the lesson on the sports field. Show your workings. [2]

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(ii) Calculate the mean score for the knowledge test following the lesson on the sports field. Show your workings. [2]

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(iii) Explain which measure of central tendency is the most appropriate representation for the knowledge test scores following the lesson on the sports field. [2]

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Examiner only

(c) (i) Identify the experimental design in this research. [1]

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(ii) Justify why the experimental design used in this research is appropriate. [2]

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(d) (i) Explain **one** issue of validity which may occur in this research. [2]

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(ii) Explain what could be done to deal with the issue of validity explained in (d)(i). [2]

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Examiner only

(e) A researcher wants to investigate the reasons why the knowledge test scores were lower in the classroom. Explain how the researcher could have used an alternative method to produce qualitative data to explore these reasons. [4]

Additional space for question **7**(e) only:

Examiner only

8. A supermarket manager read that job satisfaction was linked to quality of interactions with people's supervisors. The manager conducted a structured interview with the staff where they rated the quality of the interactions with their supervisor, and he compared this data to the scores of job satisfaction given in a recent staff survey. The findings are displayed in the table below:

Fig. 2. – Participant job satisfaction scores and ratings of the quality of interactions with the supervisor.

Participant	Score of job satisfaction on a scale of 1–5	Rating of the quality of interactions with the supervisor on a scale of 1–5
1	3	4
2	2	1
3	3	5
4	1	2
5	2	3
6	2	3
7	4	5
8	4	4
9	1	2
10	2	1

(a) (i) Identify a graphical representation that could be used to display the data in this research (Fig. 2). [1]

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(ii) Explain why the graphical representation you identified in (a)(i) was appropriate for this research. [2]

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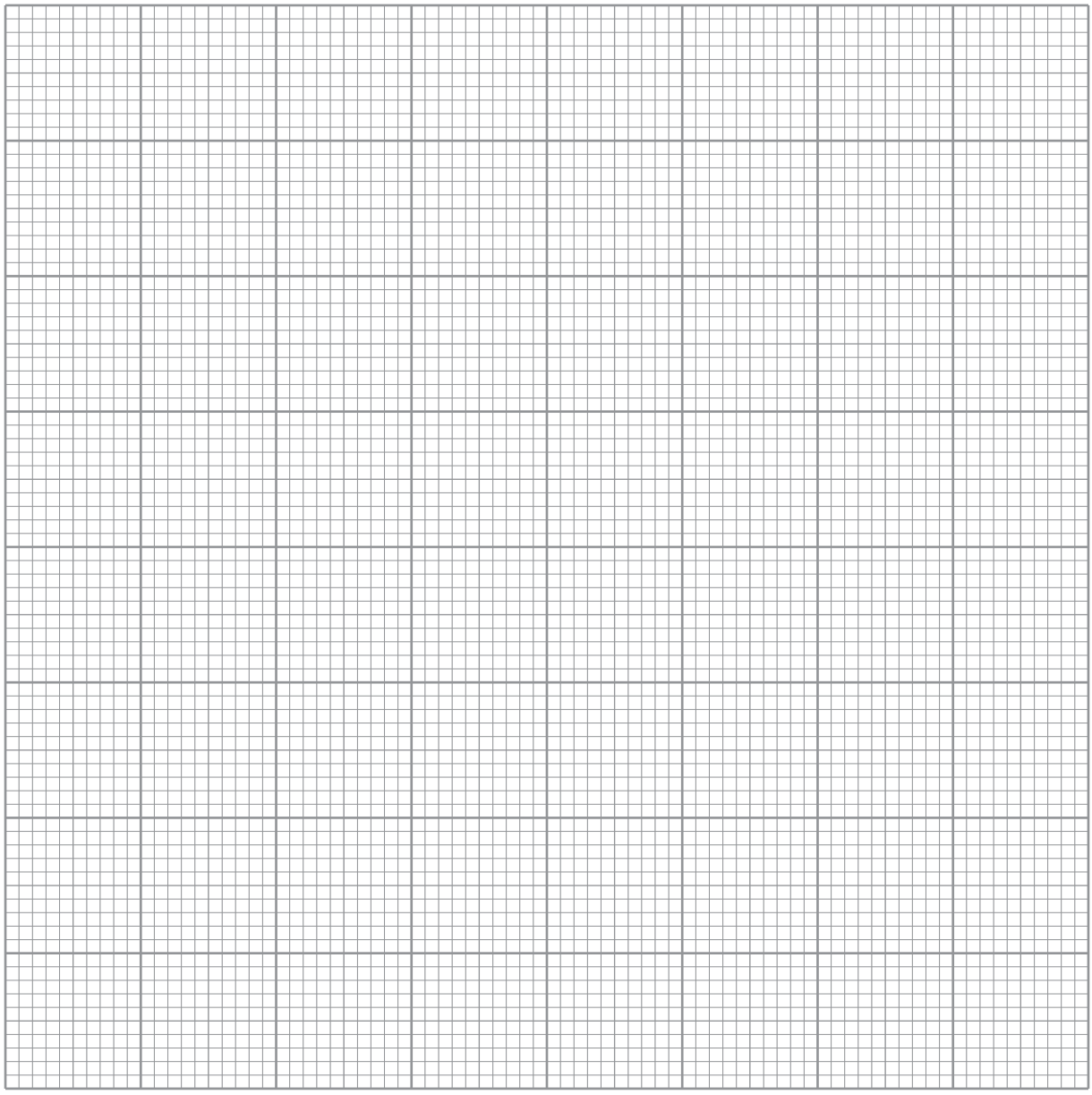
(iii) Using an appropriate graphical representation, display the data from this research (Fig. 2). [4]



(iv) State **one** conclusion that can be drawn from the graphical representation in (a)(iii). [2]

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(b) (i) Describe **two** ethical issues that may arise when conducting this research. [2 + 2]

(ii) Suggest how the risk posed by the **two** ethical issues in (b)(i) could be managed in this research. [2 + 2]

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(c) Identify and fully justify which inferential statistic would be most appropriate to analyse the data in this research (Fig. 2) [4]

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END OF PAPER

Question number	Additional page, if required. Write the question number(s) in the left-hand margin.

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