Cambridge Assessment International Education

Cambridge International AS & A Level

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

9982320010

PSYCHOLOGY **9990/22**

Paper 2 Research Methods **February/March 2020**

1 hour 30 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **12** pages. Blank pages are indicated.

DC (DH/CGW) 189967/1
© UCLES 2020

[Turn over

Section A

Answer **all** questions in this section.

1 From the study by Piliavin et al. (subway Samaritans):

(a) Describe how the quantitative data was collected in this study.

.....

.....

.....

..... [2]

(b) Suggest **one** advantage of using quantitative data in this study.

.....

.....

.....

..... [2]

2 From the study by Canli et al. (brain scans and emotions):

Explain what is meant by 'generalisability', using **two** examples from this study.

.....

.....

.....

.....

.....

..... [3]

© UCLES 2020

3 In an experiment with a repeated measures design, there may be a problem with order effects.

Explain **one** type of order effect.

.....

.....

.....

..... [2]

4 In the study by Laney et al. (false memory), a comparison was made between a 'love asparagus' group and a control group.

(a) (i) Name the experimental design used in this comparison.

..... [1]

(ii) Explain **one** disadvantage of this design.

.....

.....

.....

..... [2]

(b) Describe **one** ethical problem in this study.

.....

.....

.....

..... [2]

5 In the study by Bandura et al., the children's aggression levels were rated at the start of the study and used to allocate children to groups.

Explain why this information was needed to allocate the children to groups.

.....

.....

.....

..... [2]

6 Describe **two** different ways that dependent variables can be measured, using any examples.

1 .....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

..... [6]

Section B

Answer **all** questions in this section.

7 Jenny is studying Sven, a man who has problems with his memory. He is unable to remember new people or facts, even if they are repeated many times. Jenny is collecting data using techniques including interviews, questionnaires and observations.

(a) (i) Name the research method Jenny is using.

..... [1]

(ii) Explain **one** advantage of this research method in this study.

.....

.....

.....

..... [2]

(b) (i) Suggest **one** open question that Jenny could ask Sven to investigate his memory problems.

.....

..... [1]

(ii) Suggest **one** closed question that Jenny could ask Sven to investigate his memory problems.

.....

..... [1]

(iii) Suggest **one** advantage of asking closed questions.

.....

..... [1]

(c) One problem for Jenny is that whenever she talks to Sven, he does not recognise her.

Suggest **one** reason why this is a problem for Jenny's study.

.....

.....

.....

..... [2]

8 Janet is investigating attitudes to healthy eating. She is considering using a questionnaire or an interview.

(a) Explain what is meant by a 'questionnaire'.

.....

..... [1]

(b) Explain what is meant by an 'interview'.

.....

..... [1]

(c) Explain **one** advantage of using questionnaires to investigate healthy eating.

.....

.....

.....

..... [2]

(d) Explain **one** disadvantage of using questionnaires to investigate healthy eating.

.....

.....

.....

..... [2]

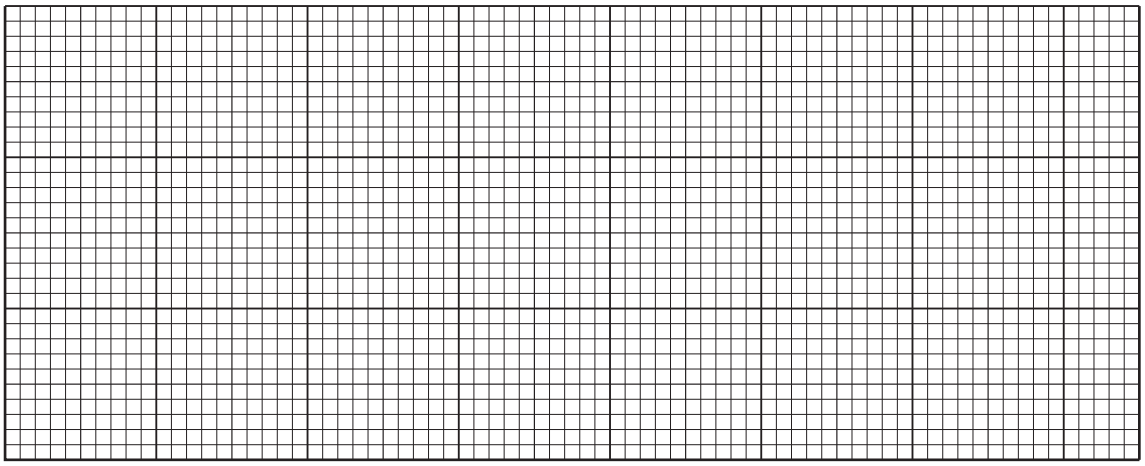
Question 9 appears on the following page

9 Silas conducted an observational study about discrimination and counted examples of different kinds of discrimination. His data is shown in Table 1.

Table 1

	Type of discrimination observed			
	Being ignored	**Being stared at**	**Verbal aggression**	**Physical aggression**
Number of instances	16	12	6	8

(a) Draw a bar chart of Silas's results. [4]



© UCLES 2020

(b) Silas was observing in a large playground in a school with the permission of the school principal and the parents of the children.

(i) Explain whether there could be an issue with privacy in this study.

.....

.....

.....

..... [2]

(ii) Explain whether there could be an issue with informed consent in this study.

.....

.....

.....

..... [2]

(c) Explain the feature of Silas's observation that means it is a structured observation.

.....

.....

.....

..... [2]

Section C

Answer **all** questions in this section.

10 Clarice is studying repetitive behaviours in lessons, such as playing with a pen or doodling. These behaviours could be beneficial to concentration or be a distraction. Clarice wants to know whether there is a correlation between repetitive behaviours and the understanding of a lesson.

(a) Describe how Clarice could conduct a correlational study to test whether there is a relationship between repetitive behaviours and the understanding of a lesson.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

© UCLES 2020

.....

.....

.....

.....

..... [10]

(b) Identify **one** practical weakness/limitation with the procedure you have described in your answer to part (a) and suggest how your study might be done differently to overcome the problem.

Do **not** refer to ethics or sampling in your answer.

.....

.....

.....

.....

.....

.....

.....

..... [4]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

© UCLES 2020