Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

8288841722

PSYCHOLOGY **9990/22**

Paper 2 Research Methods **October/November 2019**

1 hour 30 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.
You may use an HB pencil for any diagrams or graphs.
Do not use staples, paper clips, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **9** printed pages and **3** blank pages.

© UCLES 2019

Cambridge Assessment International Education

Section A

Answer **all** questions in this section.

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

(a) Identify the main research method used in this study.

.....

..... [1]

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

.....

.....

.....

..... [2]

2 A hypothesis in a study states 'Recall will be better after a short delay than after a long delay'.

(a) Is this a directional (one-tailed) or a non-directional (two-tailed) hypothesis?

Include a reason for your answer.

.....

..... [1]

(b) **(i)** Suggest **one** way to operationalise 'recall' in this study.

.....

..... [1]

(ii) Suggest **one** way to operationalise 'short delay and long delay' in this study.

.....

..... [1]

© UCLES 2019

3 Explain what is meant by a 'sample', using an example from a core study from the biological approach.

.....

.....

.....

..... [2]

4 In the study by Milgram (obedience), the 'primary dependent variable' was voltage.

(a) Explain **two** ways in which this measure was valid.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

(b) Explain **one** way in which this measure was **not** valid.

.....

.....

.....

..... [2]

5 **(a)** State what is meant by 'participant variables'.

.....

..... [1]

(b) Suggest **one** participant variable that could have been important in the study by Schachter and Singer (two factors in emotion).

.....

..... [1]

6 Describe **one** similarity and **one** difference between an independent measures design and a repeated measures design, using any examples.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

© UCLES 2019

Section B

Answer **all** questions in this section.

7 Dr Shah is conducting a naturalistic observation in a children's play area.

(a) Suggest **two** ways that Dr Shah could make her study ethical.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

(b) State why this study is a 'naturalistic observation'.

.....

..... [1]

(c) Suggest how Dr Shah could conduct her study if she were a covert, non-participant observer.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

8 Sonia is conducting a study using drivers queueing in traffic. Her hypothesis is 'There will be a positive correlation between frustration and anger in drivers'. Sonia measures anger by asking each driver to rate how angry they feel on a rating scale from 0 (calm) to 5 (very angry).

(a) Suggest **one** way that Sonia could measure frustration in this study, other than using a rating scale.

.....

.....

.....

..... [2]

(b) Explain **one** strength of using the measure of frustration you have suggested in part **(a)**.

.....

.....

.....

..... [2]

(c) Write a null hypothesis for Sonia's study.

.....

..... [1]

(d) Identify a measure of central tendency that Sonia could use on her 'anger' data.

Include a reason for your answer.

.....

.....

.....

..... [2]

© UCLES 2019

9 Zach is planning a study using laboratory rats to investigate whether they will copy a rat which acts as a model by eating unusual foods. He is aware of the ethical guidelines for using animals in experiments.

(a) Suggest **one** reason why it is more ethical for Zach to test the copying of eating behaviour rather than the copying of aggression.

.....

.....

.....

..... [2]

(b) Suggest **one** practical reason why the rat is a good species to choose for this study.

.....

.....

.....

..... [2]

(c) Zach decides to measure the effect of the model by observing the similarities in eating behaviour between the learner rat and the model rat.

Explain whether this measure is valid.

.....

.....

.....

..... [2]

(d) Explain **one** strength of observations.

.....

.....

.....

..... [2]

Section C

Answer **all** questions in this section.

10 Fahim is planning an interview study to investigate the types of dreams people have. He wants to collect a range of data using different types of questions.

(a) Describe how Fahim could conduct a semi-structured interview about the types of dreams that people have.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [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

© UCLES 2019

BLANK PAGE

© UCLES 2019

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 2019