

# A Level Psychology

H567/01 Research methods

# Wednesday 7 June 2017 – Afternoon

Time allowed: 2 hours



| You must have: • a calculator |  |  |
|-------------------------------|--|--|
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|                               |  |  |
|                               |  |  |



| First name    |                  |
|---------------|------------------|
| Last name     |                  |
| Centre number | Candidate number |

#### **INSTRUCTIONS**

- · Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- · Answer all the questions.
- Write your answer to each question in the space provided. If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.

### **INFORMATION**

- The total mark for this paper is 90.
- The marks for each question are shown in brackets [ ].
- Quality of extended responses will be assessed in questions marked with an asterisk (\*).
- · This document consists of 20 pages.

# **SECTION A: Multiple choice**

Answer **all** the questions.

| 1 | Wha | at is the   | e name of the va | riable that is meas | ured in an experir | nent?                |               |
|---|-----|---|------------------|---------------------|--------------------|----------------------|---------------|
|   | Α   | confo   | unding           |                     |                    |                      |               |
|   | В   | depen   | dent             |                     |                    |                      |               |
|   | С   | extran  | eous             |                     |                    |                      |               |
|   | D   |   |                  |                     |                    |                      |               |
|   |     | ir answ   | endent<br>er     |                     |                    |                      | [1]           |
| 2 |     |   | group of young a | and old people.     |                    | tigating the differe | nce in memory |
|   |     |   |                  |                     | 1                  | ng and old people    |               |
|   |     |   | Young peopl      | e (age 16–25)       | Old people         | (age 65–75)          |               |
|   |     |   | participant      | score               | participant        | score                |               |
|   |     |   | а                | 26                  | а                  | 7                    |               |
|   |     |   | b                | 28                  | b                  | 25                   |               |
|   |     |   | С                | 22                  | С                  | 12                   |               |
|   |     |   | d                | 30                  | d                  | 22                   |               |
|   |     |   | е                | 25                  | е                  | 12                   |               |
|   |     |   | f                | 28                  | f                  | 12                   |               |
|   | (a) | <ul><li>A 1</li><li>B 2</li><li>C 2</li><li>D 2</li></ul> | 2<br>6<br>7<br>8 | ne number of word   | Is recalled by the | young group?         |               |
|   |     | Your a  | inswer           |                     |                    |                      | [1]           |

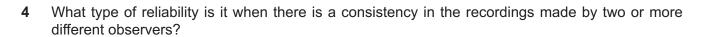
(b) What would be the value of 'n' in the formula below to calculate the standard deviation (SD) of

|     | the | nemory scores for the group of old people in this study?   |    |  |  |  |
|-----|-----|--|----|--|--|--|
|     | SD  | $=\sqrt{\frac{\sum(x-\overline{x})^2}{n}}$   |    |  |  |  |
|     | Α   | 6  |    |  |  |  |
|     | В   | 8  |    |  |  |  |
|     | С   | 12   |    |  |  |  |
|     | D   | 15.5   |    |  |  |  |
|     | You | answer   | 1] |  |  |  |
| (c) | Wha | at is the mean for the number of words recalled by the old group?                                |    |  |  |  |
|     | Α   | 12   |    |  |  |  |
|     | В   | 15   |    |  |  |  |
|     | С   | 18   |    |  |  |  |
|     | D   | 26.5   |    |  |  |  |
|     | You | answer   | 1] |  |  |  |
| (d) | Whi | ch of these would be an extraneous variable in this study?                                       |    |  |  |  |
|     | Α   | age  |    |  |  |  |
|     | В   | eyesight   |    |  |  |  |
|     | С   | height   |    |  |  |  |
|     | D   | income   |    |  |  |  |
|     | You | answer   | 1] |  |  |  |
| (e) | Wha | it would be the appropriate inferential statistical test to use to analyse the data from the ty? | is |  |  |  |
|     | Α   | Chi-square test  |    |  |  |  |
|     | В   | Mann-Whitney U test  |    |  |  |  |
|     | С   | Sign test  |    |  |  |  |
|     | D   | Wilcoxon Signed Ranks test   |    |  |  |  |
|     | You | answer   | 1] |  |  |  |

| 3 | What is | the symbo | I for 'much | less than'? |
|---|---------|-----------|-------------|-------------|
|   |         |           |             |             |

- A <
- B <<
- C >
- D >>

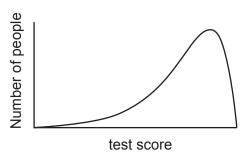
Your answer [1]



- **A** external
- **B** inter-rater
- C split half
- **D** test-retest

Your answer [1]

**5 (a)** What type of distribution is shown in the graph below displaying the results of how people performed in a general knowledge quiz?



- A negatively skewed
- **B** normal
- C positively skewed
- **D** symmetrical

Your answer [1]

|   | (a)  | vvna   | at can be said about people's general knowledge from this graph?   |    |
|---|------|--------|--|----|
|   |      | Α      | most people had a high general knowledge score   |    |
|   |      | В      | most people had a low general knowledge score  |    |
|   |      | С      | overall, people's general knowledge is about the same  |    |
|   |      | D      | there was about the same number of people who scored high as scored low  |    |
|   |      | You    | r answer [   | 1] |
| 6 |      |        | e of inferential statistical tests assume that the data used in the analysis are drawn from ly distributed population?         | m  |
|   | Α    | para   | abolic   |    |
|   | В    | para   | allel  |    |
|   | С    | para   | ametric  |    |
|   | D    | para   | anormal  |    |
|   | You  | ır ans | wer [  | 1] |
| 7 |      |        | f these was a measure of the dependent variable in the Casey et al. study investigatin<br>prrelates of delay of gratification? | ıg |
|   | Α    | bein   | g classified as a 'high' or 'low' delayer  |    |
|   | В    | bein   | g shown 'happy' or fearful' faces  |    |
|   | С    | char   | nge of activity level in the inferior frontal gyrus  |    |
|   | D    | the    | age of the participants  |    |
|   | You  | ır ans | wer [  | 1] |
| 8 | In d | leduc  | tive reasoning, which comes first?   |    |
|   | Α    | data   | 1  |    |
|   | В    | obse   | ervation   |    |
|   | С    | sam    | pling  |    |
|   | D    | thec   | pry  |    |
|   | You  | ır ans | wer [  | 1] |

| 9 | What type of a scale involves asking people to respond to a series of statements about something |
|---|--|
|   | in terms of the extent to which they agree or disagree with them?                                |

**A** binomial

**B** interval

C Likert

**D** semantic differential

Your answer [1]

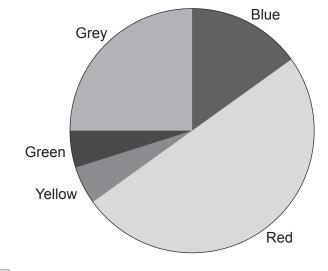
10 The pie chart below displays the data from a sample of 200 people asked what their favourite colour is. How many people said grey was their favourite colour?



**B** 50

**C** 75

**D** 90



Your answer [1]

11 The table below presents some data from Milgram's study of obedience showing what the maximum shock was that people delivered. All participants continued up to 300 volts, at which stage 5 people dropped out.

| Voltage level | Number of participants for whom this was the maximum shock given |
|---------------|--|
| 300           | 5  |
| 315           | 4  |
| 330           | 2  |
| 345           | 1  |
| 360           | 1  |
| 375           | 1  |
| 390           | 0  |
| 405           | 0  |
| 420           | 0  |
| 435           | 0  |
| 450           | 26   |

| (  | a) | What percentage     | of participants  | gave a final | shock of 3 | 315 volts |
|----|----|---------------------|------------------|--------------|------------|-----------|
| ١, | -  | , iiiai poi contago | or participatite | gare a miai  | 011001101  | ,         |

| _ |    |    |
|---|----|----|
| Α | -1 | 6% |

**B** 4%

**C** 8%

**D** 10%

| Your answer |  |  | [1] |
|-------------|--|--|-----|

(b) What was the total percentage of participants who were 'disobedient' (i.e. did not give a shock of 450 v)?

**A** 5.6%

**B** 14%

**C** 35%

**D** 65%

Your answer [1]

| 12 |     | at type of questions featured in the self-report questionnaires used by Chaney et al. in the inhaler study'?        | he  |
|----|-----|---|-----|
|    | Α   | closed  |     |
|    | В   | open  |     |
|    | С   | qualitative   |     |
|    | D   | semantic differential   |     |
|    | You | ur answer   | [1] |
| 13 | Wh  | ich of these is an ethical consideration when conducting psychological research?                                    |     |
|    | Α   | integration   |     |
|    | В   | integrity   |     |
|    | С   | intercourse   |     |
|    | D   | interrogation   |     |
|    | You | ur answer   | [1] |
| 14 |     | ich of the following would assess the internal reliability of a questionnaire used by a psycholog<br>heir research? | ist |
|    | Α   | comparing responses to questions asking different things  |     |
|    | В   | comparing responses to questions asking the same things   |     |
|    | С   | comparing responses to questions by two different people  |     |
|    | D   | comparing responses to questions from a different test  |     |
|    | You | ur answer   | [1] |

9

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Turn over for the next question.

## Section B: Research design and response

Answer **all** the questions.

Dreaming is something that we all do, regularly, yet despite this we know very little about it. Why is it that some people seem to remember their dreams more than others? Why do some people have pleasant dreams whereas others have nightmares? Perhaps what we have done in the day, or even type of foods we have eaten influence our dreams. Do we have more dreams, or less as we get older? There is clearly much we do not know. To investigate further, psychologists want to use the self-report method to find out more about dreaming.

| 15 | Writ | e a research aim for this study.  |
|----|------|---|
|    |      |   |
|    |      |   |
|    |      | [2]   |
| 16 | (a)  | What is a semi-structured interview?  |
|    |      |   |
|    |      |   |
|    |      | [2]   |
|    | (b)  | Briefly outline how you could use a semi-structured interview for this study. |
|    |      |   |
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|    |      | [4]   |

| (c) | Evaluate the use of a semi-structured interview in this study. |
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|     | [6]  |

Turn over for the next question.

17\* Explain how you would use the self-report method to investigate dreaming. Justify your decisions as part of your explanation.

You must refer to:

- sample and sampling technique
- your questionnaire
- open and closed questions
- Likert scale questions

| You should use your own experience of carrying out a self-report to inform your response. |
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| Explain <b>one</b> s | strength and | d <b>one</b> weakı | ness of usi |              |             |              |       |
|----------------------|--------------|--------------------|-------------|--------------|-------------|--------------|-------|
| Explain <b>one</b> s | strength and | d <b>one</b> weakı | ness of usi |              |             |              |       |
| Explain <b>one</b> s | strength and | d <b>one</b> weak  | ness of usi |              |             |              |       |
| Explain <b>one</b> s | strength and | d <b>one</b> weak  | ness of usi |              |             |              |       |
| Explain <b>one</b> s | strength and | d <b>one</b> weak  | ness of usi |              |             |              |       |
|                      |              |                    |             | ng the self- | report meth | od in this s | tudy. |
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|                      |              |                    |             | ng the self- | report meth | od in this s | tudy. |

## Section C: Data analysis and interpretation

Answer all the questions.

Stand to attention. An educational psychologist conducted a study to investigate if getting pupils to stand up when completing some of their work in class increased their performance by making them concentrate more. An independent measures design experiment was used testing a small group of 12 pupils. Half of the class stood up at their desks whilst completing a maths test whilst the others remained seated. The data obtained from the study is presented in the table below.

| Score on maths test (max 20) when stood up or sat down when taking the test |       |             |       |  |  |
|---|-------|-------------|-------|--|--|
| Stoo  | d up  | Sat down    |       |  |  |
| participant   | score | participant | score |  |  |
| 1   | 18    | 1           | 14    |  |  |
| 2   | 20    | 2           | 8     |  |  |
| 3   | 17    | 3           | 20    |  |  |
| 4   | 15    | 4           | 4     |  |  |
| 5   | 18    | 5           | 15    |  |  |
| 6   | 19    | 6           | 12    |  |  |

| 19 | Ider | ntify <b>two</b> findings from the data presented in this table.   |  |
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|    |      | [4]  |  |
| 20 | (a)  | Calculate the mean for the 'stood up' condition and present your findings to 2 decimal places. Show your workings. |  |
|    |      |  |  |
|    |      |  |  |
|    |      |  |  |
|    |      | [2]  |  |

|    | (b) | Calculate the mean for the 'sat down' condition and present your findings to 2 significant figures. Show your workings. |
|----|-----|---|
|    |     |   |
|    |     |   |
|    |     | [2]   |
|    | (c) | Calculate the mean percentage number of words recalled in each condition. Show your workings.                           |
|    |     |   |
|    |     | [2]   |
| 21 | (a) | Explain how you would calculate the standard deviation for each condition of this study.                                |
|    |     |   |
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|    |     | [5]   |
|    | (b) | What information would the standard deviation provide if it was calculated for the data in this study?                  |
|    |     |   |
|    |     |   |
|    |     | [2]   |

Stood up

| (c) | The standard deviation for each condition of this study is presented in the table below. What |
|-----|---|
|     | do these findings inform us about the effect of standing up or sitting down when performing a |
|     | test?   |

Sat down

|    |     |   | 1.72                              | 5.60                       |                                   |
|----|-----|---|-----------------------------------|----------------------------|-----------------------------------|
|    |     |   |                                   |                            |                                   |
|    |     |   |                                   |                            |                                   |
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|    |     |   |                                   |                            |                                   |
|    |     |   |                                   |                            |                                   |
|    |     |   |                                   |                            | F.41                              |
|    |     |   |                                   |                            | [4]                               |
|    |     |   |                                   |                            |                                   |
| 22 | (a) | What would be the appropriate data from this study? Give reas | non-parametric<br>ons for your an | inferential stati<br>swer. | stical test to use to analyse the |
| 22 | (a) | What would be the appropriate data from this study? Give reas | ons for your an                   | swer.                      | stical test to use to analyse the |
| 22 | (a) | What would be the appropriate data from this study? Give reas | ons for your an                   | swer.                      |                                   |
| 22 | (a) | What would be the appropriate data from this study? Give reas | ons for your an                   | swer.                      |                                   |
| 22 | (a) | What would be the appropriate data from this study? Give reas | ons for your an                   | swer.                      |                                   |
| 22 |     | data from this study? Give reas                               | ons for your an                   | swer.                      | [2]                               |
| 22 |     | What would be the appropriate data from this study? Give reas | ons for your an                   | swer.                      | [2]                               |
| 22 |     | data from this study? Give reas                               | ons for your an                   | swer.                      | [2]                               |
| 22 |     | data from this study? Give reas                               | ons for your an                   | swer.                      | [2]                               |
| 22 |     | data from this study? Give reas                               | ons for your an                   | swer.                      | [2]                               |
| 22 |     | data from this study? Give reas                               | ons for your an                   | swer.                      | [2]                               |

| Outline <b>one</b> advantage and <b>one</b> disadvantage of having quantitative data in this study. |   |      |  |  |  |
|---|---|------|--|--|--|
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| Out<br>stuc   | tline what is meant by each of the following features of science and state how they app | ly t |  |  |  |
| (a)   | hypothesis testing  |      |  |  |  |
| (u)   | hypothesis testing  |      |  |  |  |
| (α)   | Trypotriesis testing  |      |  |  |  |
| (u)   | Trypotriesis testing  |      |  |  |  |
| (u)   | Trypotriesis testing  |      |  |  |  |
| (4)   | Trypotriesis testing  |      |  |  |  |
| (4)   | Trypotriesis testing  |      |  |  |  |
| (u)   | Trypotriesis testing  |      |  |  |  |
|   |   |      |  |  |  |
|   | manipulation of variables   |      |  |  |  |
|   |   |      |  |  |  |
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## **END OF QUESTION PAPER**

## 18

## ADDITIONAL ANSWER SPACE

| If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s). |  |  |  |  |  |
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