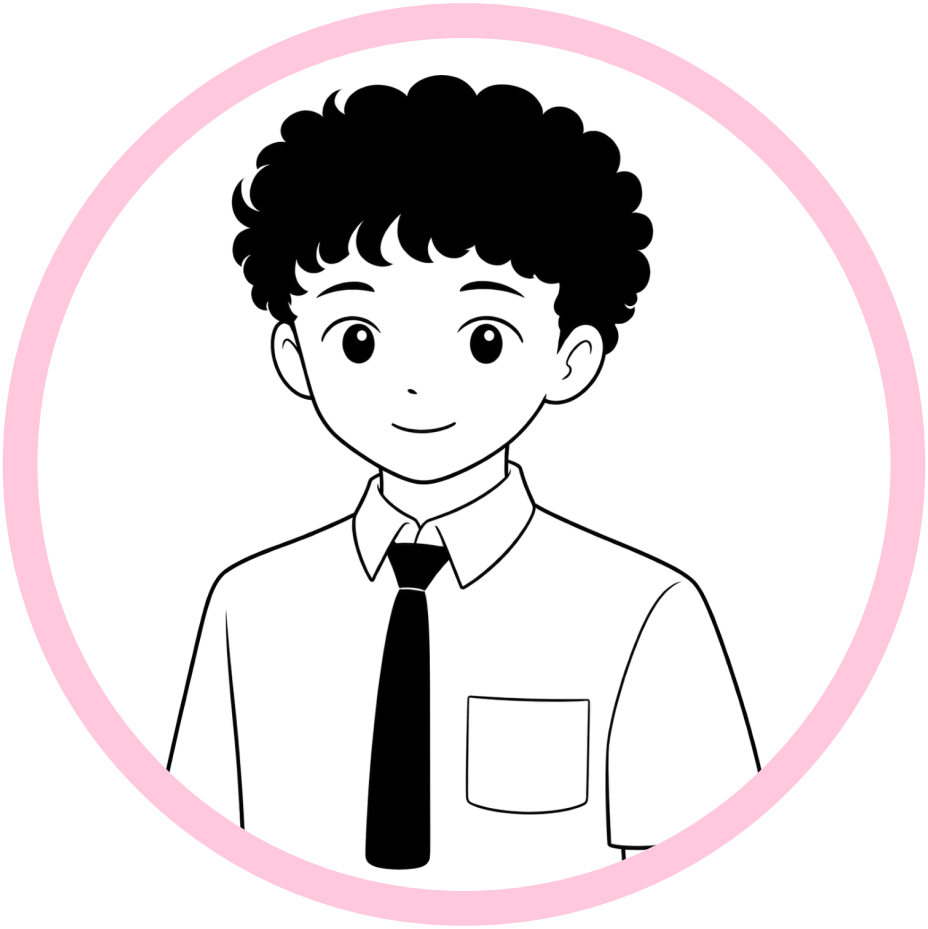
AQA A-LEVEL PSYCHOLOGY · 7182

PSYCHOLOGY



EXAM QUESTION PACK

3.2.3 CONTENT ANALYSIS

SCORE	PERCENTAGE
/121	%

STEMUP

These questions belong to AQA, not to us.

The examination questions, mark schemes and examiner reports in this pack were written and published by AQA. They are past assessment materials, reproduced here so that students can revise from them.

What we do not own

STEMUP is not affiliated with AQA and does not own, and makes no claim to own, any of the question, mark scheme or examiner report material in this pack. AQA has not endorsed, approved or been involved in the production of it. AQA and the qualification titles used here belong to their respective owners and appear for identification only.

Where to find the originals

AQA publishes its past papers, mark schemes and examiner reports free of charge. Always check the current specification at aqa.org.uk before you revise, because content and wording can change between series.

If you hold the rights to any material in this pack and would like it amended or removed, contact admin@stemup.co.uk and we will act on it.

Q1.

A psychologist is investigating causes of offending. She interviews offenders who are in prison for violent crime. She asks them to describe their family and early childhood, recording everything that they say. She also looks at information in the offenders' court and prison reports.

(a) Referring to this investigation, explain the difference between primary and secondary data.

(4)

(b) Explain how the psychologist could continue her investigation by carrying out thematic analysis of the interview recordings.

(2)

(Total 6 marks)

Q2.

A psychologist is investigating causes of offending. She interviews offenders who are in prison for violent crime. She asks them to describe their family and early childhood, recording everything that they say. She also looks at information in the offenders' court and prison reports.

(a) Referring to this investigation, explain the difference between primary and secondary data.

(4)

(b) Explain how the psychologist could continue her investigation by carrying out thematic analysis of the interview recordings.

(2)

(Total 6 marks)

Q3.

A psychologist is investigating causes of addiction to gambling. She interviews people attending debt counselling for problem gamblers. She asks them to describe their family and early childhood, recording everything that they say. She also looks at information in the gamblers' debt counsellor reports.

(a) Referring to this investigation, explain the difference between primary and secondary data.

(4)

(b) Explain how the psychologist could continue her investigation by carrying out thematic analysis of the interview recordings.

(2)

(Total 6 marks)

Q4.

Two researchers wanted to investigate the influence of early attachment on later relationships. They asked 20 teenagers aged 14-16 to write an essay on the importance of family and friends. Ten

of the teenagers had been raised by their mother and father. The other ten had spent the first five years of their lives in care (and were then adopted).

The researchers used content analysis to analyse the teenagers' essays. The researchers devised a set of categories to do this, two of which were 'references to love' and 'references to fear of rejection'.

(a) Explain **one** way in which the researchers may have checked whether their categories were reliable.

(3)

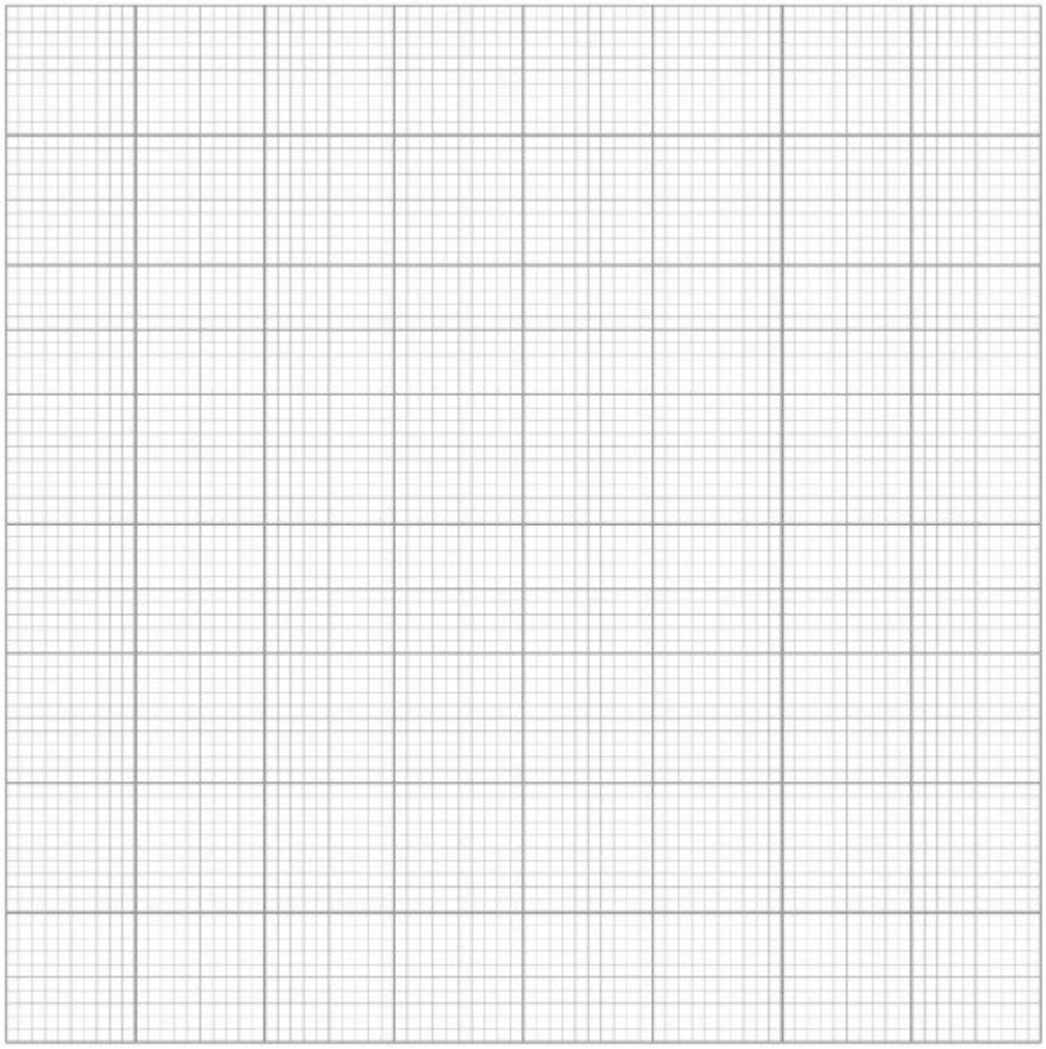
The results of the investigation for references to love and references to fear of rejection are shown in the table below:

The total number of references to love and references to fear of rejection in essays written by the care group and the non-care group

	Total number of references to love	**Total number of references to fear of rejection**
Non-care group	40	5
Care group	16	15

(b) Draw a suitable graphical display to represent the data in the table.

STEMUP.CO.UK



(3)

(c) Express the total number of references to love in the essays written by the care group as a fraction of the total number of references to love in the essays overall. Show your calculations.

(3)

(d) The researchers decided to interview some of the teenagers about their early life experiences.

Explain how the data collected from the interview might have improved upon the data collected from the content analysis.

STEMUP.CO.UK

(3)

(e) Explain Bowlby's monotropic theory. Refer to the data from the table in part (a) in your answer.

(6)

(Total 18 marks)

Q5.

Read the item and then answer the questions that follow.

Following previous research indicating the social benefits of green space in urban areas, two psychology students decided to observe social behaviour in public spaces. They focused on two neighbouring towns, Greensville where most public spaces were planted with flowers and vegetables, and Brownton where most public spaces were paved with concrete. The students compared the instances of considerate behaviours in the two towns. Considerate behaviour categories included putting litter in the bin, having a dog on a lead and riding a bike with care. The observations were carried out in four different areas of a similar size in each town on weekdays between the hours of 4.30pm and

STEMUP.CO.UK

6.00pm. The students worked together to ensure inter-observer reliability, recording each target behaviour whenever it occurred.

(a) Should the hypothesis for this research be directional or non-directional? Explain your answer.

(2)

(b) Before the observation could begin, the students needed to operationalise the behaviour category 'riding a bike with care'.

Explain what is meant by operationalisation and suggest **two** ways in which 'riding a bike with care' could have been operationalised.

(4)

(c) The students thought that having a dog on a lead was a useful measure of considerate behaviour because it had face validity. Explain what is meant by face validity in this context.

(3)

(d) Identify and briefly outline **two** other types of validity in psychological research.

STEMUP.CO.UK

(4)

(e) Identify the behaviour sampling method used by the students. Shade **one** box only.

A Time sampling ⬭

B Pair sampling ⬭

C Event sampling ⬭

D Target sampling ⬭

(1)

(f) Explain how inter-observer reliability could be ensured by working as a pair.

(3)

(g) The data for considerate behaviours is shown in the **Table 1**.

Table 1

Considerate behaviours			
	Litter in bin	Dog on lead	Riding bike with care
Greensville	23	23	10
Browntonn	10	17	9

The students noted that overall more considerate behaviours occurred in Greensville than in Brownton.

Calculate the ratio of considerate behaviours observed in Greensville to considerate

STEMUP.CO.UK

behaviours observed in Brownton. Show your workings and present your answer in the simplest form.

(3)

(h) The students carried out a Chi-square test on their data.

Explain why the Chi-square test was an appropriate test to use in this case.

(3)

(i) In order to interpret the results of the Chi-square test the students first needed to work out the degrees of freedom. They used the following formula.

Degrees of freedom (df) = (r–1) x (c–1)
r = number of rows and c = number of columns

Calculate the degrees of freedom for the data in **Table 1**. Show your workings.

(2)

(j) The calculated value of Chi-square was 6.20. Referring to the **Table 2** below, state whether or not the result of the Chi-square test is significant at the 0.05 level of significance. Justify your answer.

STEMUP.CO.UK

Table 2

df	*Levels of significance for a one-tailed test*			
	0.10	**0.05**	**0.025**	**0.01**
	Levels of significance for a two-tailed test			
	0.20	**0.20**	**0.05**	**0.02**
1	1.64	2.71	3.84	5.41
2	3.22	4.60	5.99	7.82
3	4.64	6.25	7.82	9.84
4	5.99	7.78	9.49	11.67

To be significant at the level shown the calculated value of Chi Square must be equal to or greater than the critical/table value

(3)

(k) In the discussion section of their report of the investigation the students wanted to further discuss their results in relation to levels of significance.

Write a short paragraph the students could use to do this.

(4)

(l) As a follow-up to their observation the students decided to interview some of their peers about inconsiderate behaviours in their 6th Form Centre. The interviews were recorded.

Explain how the students could develop their interview findings by carrying out a content analysis and why content analysis would be appropriate in this case.

STEMUP.CO.UK

_____

_____

_____

_____

_____

(3)

(m) Suggest **one** inconsiderate behaviour that the students might focus on in their content analysis.

_____

_____

(1)

(Total 36 marks)

Q6.

In an observational study, 100 cars were fitted with video cameras to record the driver's behaviour. Two psychologists used content analysis to analyse the data from the films. They found that 75% of accidents involved a lack of attention by the driver. The most common distractions were using a hands-free phone or talking to a passenger. Other distractions included looking at the scenery, smoking, eating, personal grooming and trying to reach something within the car.

(a) What is content analysis?

(2)

(b) Explain how the psychologists might have carried out content analysis to analyse the film clips of driver behaviour.

(4)

(c) Explain how the two psychologists might have assessed the reliability of their content analysis.

The psychologists then designed an experiment to test the effects of using a hands-free phone on drivers' attention. They recruited a sample of 30 experienced police drivers and asked them to take part in two computer-simulated driving tests. Both tests involved watching a three-minute film of a road. Participants were instructed to click the mouse as quickly as possible, when a potential hazard (such as a car pulling out ahead) was spotted.

Each participant completed two computer-simulated driving tests:

- Test A, whilst chatting with one of the psychologists on a hands-free phone
- Test B, in silence, with no distractions.

The order in which they completed the computer tests was counterbalanced.

(3)

(d) Explain why the psychologists chose to use a repeated measures design in this experiment.

STEMUP.CO.UK

(3)

(e) Identify **one** possible extraneous variable in this experiment. Explain how this variable may have influenced the results of this experiment.

(3)

(f) Explain **one or more** ethical issues that the psychologists should have considered in this experiment.

(4)

(g) Write a set of standardised instructions that would be suitable to read out to participants, before they carry out Test A, chatting on a hands-free phone.

The computer simulator measured two aspects of driver behaviour:

- the number of hazards detected by each driver
- the time taken to respond to each hazard, in seconds.

The mean scores for each of these measures is shown in the table below.

Table to show the mean number of hazards detected and mean reaction times in seconds for Test A and Test B

Mean scores	**Test A: with hands-free phone**	**Test B: in silence**
Number of hazards detected	26.0	23.0
Reaction time in seconds	0.45	0.27

The psychologists then used an inferential statistical test to assess whether there was a difference in the two conditions.

(5)

(h) Identify an appropriate statistical test to analyse the difference in the number of hazards detected in the two conditions of this experiment. Explain why this test of difference would be appropriate.

They found no significant difference in the number of hazards detected ($p > 0.05$), but there was a significant difference in reaction times (p . 0.01).

(3)

(i) Explain why the psychologists did not think that they had made a Type 1 error in relation to the difference in reaction times.

(2)

(j) Replication is one feature of the scientific method. The psychologists decided to replicate this experiment using a larger sample of 250 inexperienced drivers.

Explain why replication of this study would be useful.

(3)

(Total 32 marks)

STEMUP.CO.UK

Q7.

A researcher used content analysis to investigate how the behaviour of young children changed when they started day care.

He identified a group of nine-month-old children who were about to start day care.

He asked the mother of each child to keep a diary recording her child's behaviour every day for two weeks before and for two weeks after the child started day care.

(a) Explain how the researcher could have used content analysis to analyse what the mothers had written in their diaries.

Extra space

(4)

(b) Explain **one or more** possible limitations of this investigation.

Extra space

STEMUP.CO.UK

_____

_____

(4)

(Total 8 marks)

Q8.

Read the text below and answer following questions.

A psychologist was interested in looking at the effects of a restricted diet on psychological functioning. A group of 20 healthy, young adult volunteers agreed to spend four weeks in a research unit. They were kept warm and comfortable but given only water and small amounts of plain food. They were able to socialise with one another and watch television, but they had to keep to strict, set mealtimes and were not allowed to eat anything between meals. The psychologist carried out various tests of emotional and cognitive functioning during this four-week period. One area of interest for the psychologist was the effect of the dietary restriction on the perception of food. He tested this by asking the volunteers to draw pictures of food at the end of each week. When all the drawings had been completed, the psychologist used content analysis to analyse them.

(a) What is meant by the term *content analysis*?

(1)

(b) Explain how the psychologist might have carried out content analysis to analyse these drawings.

(3)

(c) The psychologist needed to be sure that his participants understood the nature of the study so that they were able to give informed consent.

Write a consent form which would be suitable for this study. Make sure there is sufficient information about the study for the participants to make an informed decision.

(5)

(Total 9 marks)

STEMUP.CO.UK