

Helping you Achieve Highest Grades in IB

IB Psychology SL

First Assessment 2019

Psychology Themes

Core Approaches To Researching Behavior

Core Biological Approach to Understanding Behavior

Core Cognitive Approach To Understanding-Behaviour

Core Sociocultural Approach To Understanding Behavior

Options Abnormal Psychology

Options Developmental Psychology

Options Health Psychology

Options Psychology Of Human Relationships

Question Paper

Short Answer Questions

Topic: Core Approaches To Researching Behavior

Marks: 77

Total Marks: / 77

Questions

19M.3.HL.TZ0.1

The stimulus material below is based on a study on the influence of multitasking on student learning.

Multitasking (doing more than one task at a time) and its consequences on learning has become a growing concern in education because students are increasingly engaged with their laptops or smartphones. In classrooms, students tend to switch between academic and non-academic tasks. Research indicates that this multitasking results in cognitive overload and weaker encoding of primary information into long-term memory.

The aim of the study was to investigate if multitasking on a laptop would impair learning as measured by the number of correct scores on a comprehension test. The participants were forty undergraduate students from a university in North America (N=40). There were even numbers of males and females and the mean age was 18.9 years. A convenience sample of students enrolled in an introductory psychology course received course credit for participating. They were recruited from a psychology research website. It was only explained that the study involved listening to a class lecture and filling out a multiple-choice quiz.

All participants attended a 45-minute lecture on meteorology in a traditional college classroom. Their primary task was to take notes using their laptops. The 20 participants in the multitasking condition were also asked to complete 12 online tasks during the lecture. The participants were randomly allocated a seat number as they entered the classroom. The researchers told participants that their individual instruction sheet and consent form were placed on their seat. After the lecture, all participants completed a 40-question multiple-choice quiz on the lecture content in order to check their comprehension. Finally, they were debriefed.

The results showed that participants who multitasked during the lecture scored 11 % lower than participants who did not multitask. The result was significant and consistent with previous studies showing that multitasking during learning negatively affects encoding and transfer of information to long-term memory.

[Source 1: Faria Sana, Melody Wiseheart and Tina Weston (2014). 'The direct and indirect effects of

laptop multitasking in higher education.' *Pédagogie Collégiale*, vol. 27, no. 2, Winter 2014; http://aqpc.qc.ca/sites/default/files/revue/Weston-Vol_27-2%2520%28A%29%2520.pdf

Source 2: adapted from *Computers & Education*, Vol. 62, March 2013, Faria Sana, Tina Weston

and Nicholas J. Cepeda, 'Laptop multitasking hinders classroom learning for both users and nearby peers', pp. 24–31, copyright 2012, with permission from Elsevier; <https://www.sciencedirect.com/science/article/pii/S0360131512002254?via%3Dihub>]

- Identify the research method used and outline two characteristics of the method. [3]
- Describe the sampling method used in the study. [3]
- Suggest an alternative or additional research method giving one reason for your choice. [3]

Questions

19M.3.HL.TZ0.2

The stimulus material below is based on a study on the influence of multitasking on student learning.

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Describe the ethical considerations that were applied in the study and explain if further ethical considerations could be applied.

Questions

19M.3.HL.TZ0.3

The stimulus material below is based on a study on the influence of multitasking on student learning.

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Discuss the possibility of generalizing/transferring the findings of the study.

Questions

19N.3.HL.TZ0.1

The stimulus material below describes a study on the influence of knowledge of stereotype threat on women's math performance. Stereotype threat means that people believe a negative stereotype about themselves.

Previous research on stereotype threat and math suggests that women who are reminded of their gender before taking a math test will underperform compared to women who are not reminded of their gender.

The aim of this study was to test if teaching about the potential effect of stereotype threat before a math multiple-choice test helps women to perform better.

A convenience sample of 80 female university students taking a course of introductory statistics ($N=80$) and with a mean age of 19.5 years was selected. Participants received extra credit for participation. The female experimenter informed participants about the study and before the participants signed an informed consent form, she informed them about their rights to confidentiality and anonymity and about their rights to withdraw themselves or their data at any time. They were not fully informed about the purpose of the study until debriefing.

The participants were randomly allocated to one of two conditions:

- Condition 1 (math-test): participants were told that they would take an easy standardized math test for a study on gender and mathematical performance.
- Condition 2 (math-test and teaching intervention): participants received the same instructions as in condition 1, but the researcher also gave a brief lecture on the stereotype threat and said that women could experience anxiety due to the negative stereotypes of women and math. However, a stereotype had nothing to do with them and how well they might do on the test.

All participants were asked to write their gender on the tests, and then they had 30 minutes to complete the math test.

The results showed that participants in condition 1 scored lower than participants in condition 2.

The researcher concluded that knowledge of the stereotype threat had resulted in the better performance in condition 2. They suggested that teaching about stereotype threat could help other women to attribute anxiety about math to the stereotype and not to themselves.

a.

Identify the research method used and outline two characteristics of the method.

[3]

b.

Describe the sampling method used in the study.

[3]

c.

Suggest an alternative or additional research method giving one reason for your choice.

[3]

Questions

19N.3.HL.TZ0.2

The stimulus material below describes a study on the influence of knowledge of stereotype threat on women's math performance. Stereotype threat means that people believe a negative stereotype about themselves.

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Describe the ethical considerations that were applied in the study and explain if further ethical considerations could be applied.

Questions

19N.3.HL.TZ0.3

The stimulus material below describes a study on the influence of knowledge of stereotype threat on women's math performance. Stereotype threat means that people believe a negative stereotype about themselves.

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The researcher concluded that knowledge of the stereotype threat had resulted in the better performance in condition 2. They suggested that teaching about stereotype threat could help other women to attribute anxiety about math to the stereotype and not to themselves.

Discuss how the researcher in the study could avoid bias.

Questions

20N.3.HL.TZ0.1

The stimulus material below is based on a study on the effect of social exclusion on prosocial behaviour. Prosocial behaviour is defined as behaviour that is performed to benefit others, rather than oneself.

A person's feeling of not being part of a social group may affect that person's behaviour. The hypothesis of this study was that perception of social exclusion would decrease prosocial behaviour.

The convenience sample consisted of psychology university students ($N = 26$) who signed up for the study to gain course credit. There was an equal number of males and females from multiple ethnic backgrounds.

The participants signed consent forms, but the researchers did not inform participants about the true purpose of the study until afterwards. No participant was named in the research report.

Individually, participants completed a personality test and were paid two dollars, after which they received a randomly assigned personality type description. These allocated them to either condition 1 (social exclusion) or condition 2 (social inclusion). Participants in condition 1 received negative feedback on the personality test such as "You are the type that might end up alone later in life". Participants in condition 2 received positive feedback such as "You are the type that might have many friends throughout life".

The researcher then left the room for two minutes, but before leaving she pointed to a box with a sign reading "Student Emergency Fund" and said to the participant that they could donate a small amount of the two dollars if they wanted but it was up to them. After two minutes the researcher returned and debriefed each participant.

The measure of prosocial behaviour in this study was defined as whether the participants gave a donation or not. Only five participants in condition 1 donated, compared to all participants in condition 2.

The researchers concluded that the perception of future social exclusion resulted in temporarily negative emotions that prevented some participants in condition 1 from acting in a prosocial manner.

a.

Identify the research method used and outline two characteristics of the method.

[3]

b.

Describe the sampling method used in the study.

[3]

c.

Suggest one alternative or one additional research method that could be used to investigate the aim of the original study, giving one reason for your choice.

[3]

Questions

20N.3.HL.TZ0.3

The stimulus material below is based on a study on the effect of social exclusion on prosocial behaviour. Prosocial behaviour is defined as behaviour that is performed to benefit others, rather than oneself.

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The researchers concluded that the perception of future social exclusion resulted in temporarily negative emotions that prevented some participants in condition 1 from acting in a prosocial manner.

Discuss the possibility of generalizing the findings of the study.