

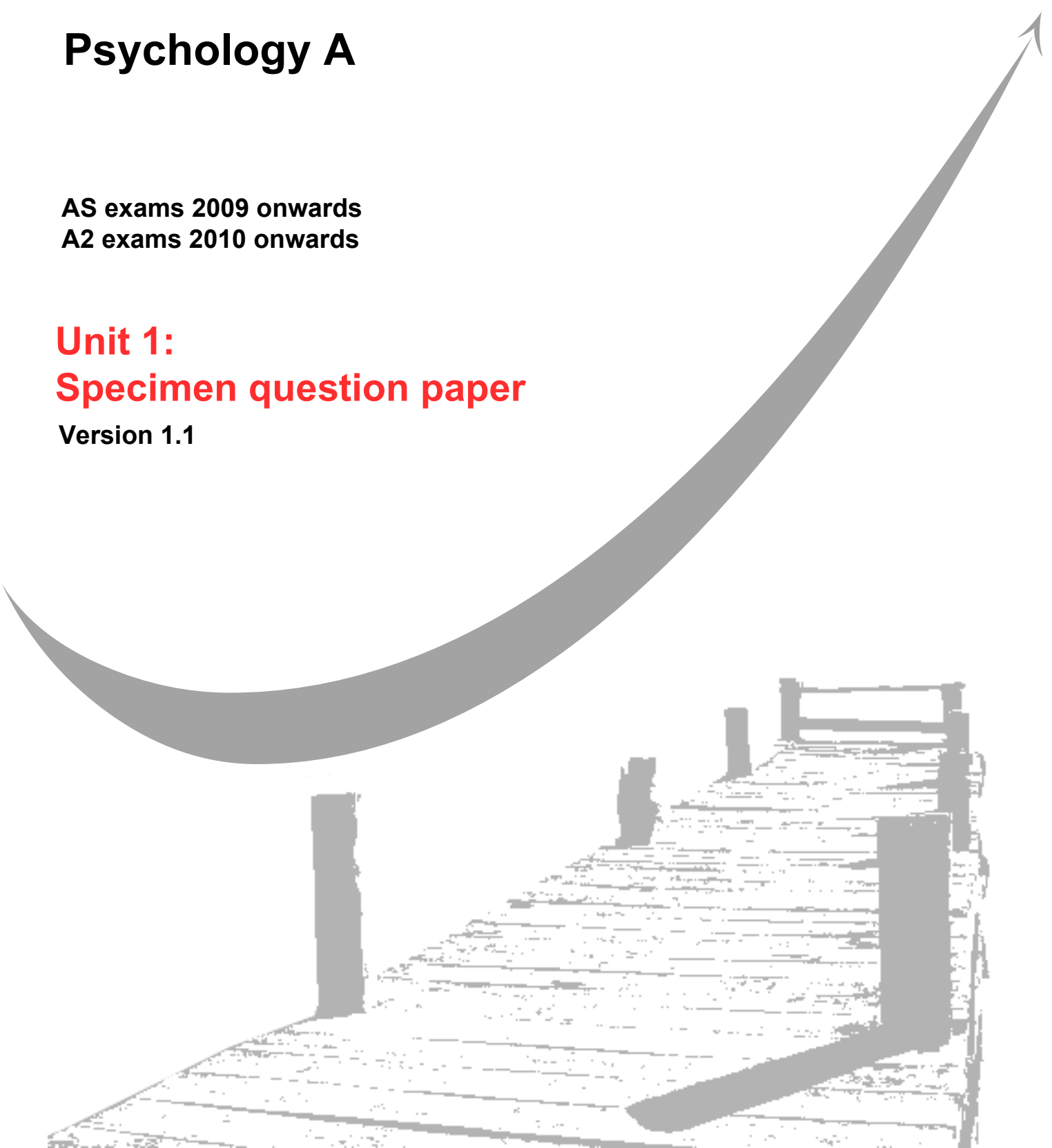
GCE
AS and A Level

Psychology A

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1: **Specimen question paper**

Version 1.1



Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

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General Certificate of Education
Specimen Question Paper
Advanced Subsidiary Examination



PSYCHOLOGY (SPECIFICATION A) PSYA1
Unit 1 Cognitive Psychology, Developmental Psychology and Research Methods

You will need no other materials.

For Examiner's Use			
Number	Mark	Number	Mark
1		6	
2		7	
3		8	
4		9	
5			
Total (Column 1)		→	
Total (Column 2)		→	
TOTAL			
Examiner's Initials			

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 72.
- The marks for questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. Quality of written communication will be assessed in question 9. Question 9 should be answered in continuous prose.

SECTION A – COGNITIVE PSYCHOLOGY AND RESEARCH METHODS

Total for this question: 5 marks

- 1 (a) Using the list below, complete the table to distinguish between long-term memory and short-term memory.

- Unlimited
- Up to a lifetime
- 7 +/- 2 items
- Mainly acoustic
- Seconds
- Mainly semantic

	Short-term memory (STM)	Long-term memory (LTM)
Capacity		
Duration		
Encoding		

(3 marks)

- 1 (b) Using the multi-store model of memory, outline how information is transferred from short-term memory to long-term memory.

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(2 marks)

Total for this question: 10 marks

2 (a) Outline key features of the working memory model.

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(6 marks)

2 (b) Explain **one** strength of the working memory model.

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(4 marks)

Total for this question: 6 marks

- 3** Kate is revising for her driving theory test. She needs to remember a variety of information such as rules relating to speed limits and stopping distances.

Outline **two** strategies that Kate might use to improve her recall and explain why **each** of the strategies that you suggest should improve recall.

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(6 marks)

Total for this question: 8 marks

4 (a) One of the questions below is a leading question. Identify which is a leading question, **A** or **B**, and explain why it is a leading question.

A “Did you see a man crossing the road?”

B “Did you see the man crossing the road?”

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(3 marks)

4 (b) Explain why studies of eyewitness testimony have been criticised as lacking validity.

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(5 marks)

Total for this question: 7 marks

5 In order to investigate encoding in memory, an experimenter gave participants two lists of words. **List A** contained 10 acoustically similar words and **List B** contained 10 semantically similar words.

Each participant read aloud **List A** and then recalled the words in the list. Then each participant read aloud **List B** and recalled the words in this list. The number of words correctly recalled in each condition was recorded and compared to see whether participants remembered more words from **List A** or from **List B**.

5 (a) What factors, other than the acoustic and semantic encoding, would the experimenter have to consider when selecting words for the lists?

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(3 marks)

5 (b) Which type of design was used in this investigation? Tick the correct box.

- Repeated measures
- Independent groups
- Matched participants

(1 mark)

5 (c) Identify **one** flaw in the design of this investigation and explain how the experimenter could have overcome this flaw.

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(3 marks)

SECTION B – DEVELOPMENTAL PSYCHOLOGY AND RESEARCH METHODS

Total for this question: 2 marks

6 Outline **two** behaviours that are characteristic of a securely attached infant.

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(2 marks)

Total for this question: 8 marks

7 (a) Outline the behavioural explanation of attachment formation.

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(4 marks)

Question 7 continues on the next page

7 (b) Explain how the behavioural explanation of attachment differs from the evolutionary explanation of attachment.

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(4 marks)

Total for this question: 14 marks

8 A psychologist wished to investigate early child development. She decided to interview some mothers and ask them questions about their infants' social behaviour.

(a) Explain **one** disadvantage of using an interview to collect these data.

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(2 marks)

8 (b) Write **one** question that the psychologist could ask mothers about their child's social behaviour that would generate **qualitative** data.

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(2 marks)

8 (c) Explain **one** strength of qualitative data.

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(2 marks)

8 (d) The researcher then decided to undertake an observational study of aggression in toddlers.

Explain how variations in aggressive behaviour of toddlers could be categorised for this observation.

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(4 marks)

8 (e) (i) Explain **one** ethical issue relevant to observational studies of young children.

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(2 marks)

Question 8 continues on the next page

8 (e) (ii) Explain how the researcher could deal with this ethical issue.

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(2 marks)

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