

General Certificate of Education
June 2004
Advanced Subsidiary Examination



PSYCHOLOGY (SPECIFICATION B)
Unit 2 Social and Cognitive Psychology

PYB2

Thursday 27 May 2004 Afternoon Session

In addition to this paper you will require:
a 12-page answer book.
You may use a calculator.

Time allowed: 1 hour 30 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is PYB2.
- Answer **three** questions.
- Answer **one** question from **Section A**, **one** question from **Section B** and a **third** question from either **Section A** or **Section B**.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- Questions carrying 10 marks should be answered in continuous prose. Quality of written communication will be assessed in these answers.
- In answers to questions carrying 10 marks, you will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate. The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

SECTION A: SOCIAL PSYCHOLOGY

Answer **at least one** question from this Section.

Each question carries 20 marks.

- 1 (a) Using an example, state what is meant by the *affective component* of an attitude. (2 marks)
- (b) Each of the statements below illustrates a different attitude function.
- A** Gordon is always telling people that he is a vegetarian. He often wears a sweatshirt printed with the slogan “MEAT IS MURDER”.
- B** Since Bernadette started working for a tobacco company, she has become much more tolerant of smoking.
- C** Jane has not tried white-water rafting, but she believes she would not like it.
- In your answer book, write down which statement (**A**, **B** or **C**) is an example of
- (i) the adaptive function;
- (ii) the knowledge function;
- (iii) the ego-expressive function. (3 marks)
- (c) Describe **one** study in which cognitive dissonance was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn. (5 marks)
- (d) Describe and discuss **at least two** factors which might influence the effectiveness of persuasive communication. (10 marks)
- 2 (a) Using an example, state what is meant by *ingratiational conformity*. (2 marks)
- (b) Outline what psychologists mean by a *group norm*. (2 marks)
- (c) Identify **three** factors which, according to Asch, might influence whether or not a person conforms with a group norm. State whether each factor tends to increase or decrease conformity. (6 marks)
- (d) Stuart is a soldier who is on an army training course. One day the trainees are ordered to march across mountain country. The officer instructing them orders them to work alone and not to stop to help each other. Near the end of the march, Stuart hears another trainee shouting for help.

Describe and discuss factors which might influence whether or not Stuart will disobey orders and stop to help the other trainee. Refer to empirical evidence in your answer.

(10 marks)

- 3 (a) Describe what is meant by the *looking-glass effect*. (3 marks)
- (b) Identify **three** types of attribution error or bias. (3 marks)
- (c) The following statements all include causal attributions. In each case, write in your answer book whether the statement is an example of a **dispositional** attribution or a **situational** attribution.
- A I locked myself out of the house again. It's because I'm so forgetful.
- B Len never made it as an actor because nobody gave him a chance.
- C I crashed into the other car because the road was icy.
- D Rashid got promoted because of his excellent work. (4 marks)
- (d) Describe and discuss the causal schemata model of attribution. Illustrate your answer with **at least one** example. (10 marks)

- 4 (a) What is meant by the term *home ground advantage*? (2 marks)
- (b) Identify the **type** of sport in which high team cohesion is likely to lead to good performance. Name **one** example of this type of sport. (2 marks)
- (c) The team members of Barnstoneworth United Football Club always work hard at training sessions to improve their position in the League. In competitive matches, they are willing to pass the ball, even if this means not scoring themselves. They all enjoy spending time together after a match.

State what is meant by

- (i) *social cohesion*;
- (ii) *task cohesion*;
- (iii) *team cohesion*.

Illustrate each term by referring to the description above. (6 marks)

- (d) A cyclist training alone on a deserted road is likely to be less aroused than when competing in a stadium.

Describe and discuss **at least two** psychological causes of arousal in sport. Refer to empirical evidence in your answer. (10 marks)

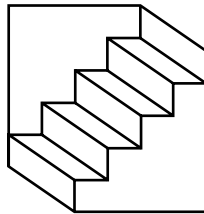
Turn over ►

SECTION B: COGNITIVE PSYCHOLOGY

Answer **at least one** question from this Section.

Each question carries 20 marks.

- 5 (a) Outline what is meant by a *bottom-up* theory of information processing. Give an example of **one** bottom-up theory. (3 marks)
- (b) Using an example, which may take the form of a diagram, explain what is meant by *shape constancy*. (3 marks)
- (c) The diagram below shows an ambiguous figure. It can be seen as an open staircase or as the underside of a staircase.



- (i) Identify **one** other example of an ambiguous figure, stating in what way it is ambiguous. (2 marks)
- (ii) Give **one** explanation of what ambiguous figures tell us about visual perception. (2 marks)
- (d) Carol is an experienced driver. She is taking her son Chris back to university after his vacation. They are both talkative people, and they chat for most of the journey. However, at one point there is heavy traffic because of a serious accident on the motorway. In the more difficult driving conditions, the conversation stops and Carol concentrates on driving.

Describe and discuss Kahneman's model of attention. Illustrate your answer with reference to the situation described above. (10 marks)

- 6 (a) Outline what is meant by the term *semantic memory*. (2 marks)
- (b) The following examples illustrate three different explanations for forgetting. In each case, write in your answer book whether the example illustrates interference, lack of consolidation or retrieval failure.
- A** Julie was knocked out during the hockey match, and forgot about the two goals she had scored earlier.
- B** I used to be really good at snowboarding but, now I've started learning to ski, my snowboarding technique has gone downhill.
- C** Neville forgot a lot of what he had learned in the classroom, because he took the exam in a different room. (3 marks)

- (c) Describe **one** study in which short-term memory was investigated. Indicate why the study was conducted, the method used, results obtained and conclusion drawn. (5 marks)
- (d) Discuss how well the levels of processing model explains why we remember some things better than others. Refer to empirical evidence in your answer. (10 marks)

- 7 (a) Identify **two** cognitive styles. (2 marks)
- (b) Using an example, state what is meant by *deductive reasoning*. (2 marks)
- (c) Natasha enjoys problem-solving. A friend shows her the “cheap necklace problem”.



The task is to make a single necklace of 12 links from the four short sections – but only three links can be broken and rejoined.

Natasha thinks about the problem for a while. She scribbles possible solutions on a piece of paper. Finally she tells her friend, “It can’t be done. You’d have to break four links – one at the end of each section.” Her friend tells her that it is possible. Natasha gives up in frustration and starts to read a book. Half an hour later she suddenly says, “I’ve got it!” She has solved the problem by realising that the three links from one section can be broken and then used to join the remaining three sections.

Refer to this example to explain what psychologists mean by insight learning. (6 marks)

- (d) Describe **one** communication system used by members of a non-human species, and discuss whether or not this system is a language. Refer to empirical evidence in your answer. (10 marks)

TURN OVER FOR THE NEXT QUESTION

Turn over ►

- 8 (a) Describe the *holistic forms* model of face recognition. (3 marks)
- (b) For each of the following individuals, write in your answer book whether he is more likely to suffer from **anterograde** amnesia or **retrograde** amnesia.
- A Dave received ECT to treat his depression.
- B Bob had a brain operation to treat his epilepsy.
- C Colin was knocked unconscious when he fell off his mountain bike. (3 marks)
- (c) Outline what is meant by *age-related dementia* and describe **two** of its likely effects on memory. (4 marks)
- (d) Pierre suffers from depression and low self-esteem. One day, he sees a television programme in which someone describes how they were mistreated during childhood. Soon afterwards, Pierre begins to remember having been mistreated himself. At first the memories are vague, but then he recalls more detail.
- Discuss whether or not such recovered memories are likely to be false. Refer to empirical evidence. (10 marks)

END OF QUESTIONS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE