

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
TOTAL	



General Certificate of Education  
Advanced Subsidiary Examination  
January 2009

# Psychology (Specification B) PSYB1

## Unit 1 Introducing Psychology

Thursday 8 January 2009 1.30 pm to 3.00 pm

You will need no other materials.

### 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.
- If you need extra paper use the Supplementary Answer Sheets.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- Questions 1(d) and 2(d) should be answered in continuous prose. In these questions you will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.



J A N O 9 P S Y B 1 0 1

**SECTION A: KEY APPROACHES AND BIOPSYCHOLOGY**

Answer **all** parts of this question which carries 20 marks.

- 1 (a) What do behaviourists mean by the term *operant conditioning*? Give an example of how operant conditioning might be used to train an animal.

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(3 marks)

- 1 (b) Identify and explain **one** methodological issue which might arise when using EEGs to investigate cortical specialisation.

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(3 marks)



- 1 (c) (i) Outline the role of the sympathetic nervous system **and** the parasympathetic nervous system in physiological arousal.

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(2 marks)

- 1 (c) (ii) Sophie is taking her driving test for the first time. She is very nervous. Her hands begin to sweat and she can feel her heart pounding. When the examiner asks Sophie to start the car, she feels sick. After the driving test, Sophie begins to feel her breathing slow down.

From the description above, identify **two** of Sophie's bodily responses, stating whether **each** response is a result of the action of the sympathetic nervous system or the parasympathetic nervous system.

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(2 marks)

**Question 1 continues on the next page**

**Turn over ►**







**SECTION B: GENDER DEVELOPMENT**

Answer **all** parts of this question which carries 20 marks.

2 (a) (i) An atypical sex chromosome pattern is XXY. Name the syndrome.

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(1 mark)

2 (a) (ii) Briefly explain how studying people with atypical sex chromosome patterns can contribute to our understanding of gender.

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(2 marks)

2 (b) Kohlberg proposed three stages of gender development.

Write **one** question that a psychologist might use to assess a child's understanding of the following:

2 (b) (i) gender identity;

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2 (b) (ii) gender stability;

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2 (b) (iii) gender constancy.

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(3 marks)



2 (c) Lulu is six years old. One Saturday she goes to play with her friend Emma, at Emma’s house. Lulu notices how Emma helps her mother with the cooking. When Emma helps with the cooking, her mother praises her. When Lulu returns home, she helps her mother with the cooking.

Referring to social learning theory, explain why Lulu helps her mother with the cooking.

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(4 marks)

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**Question 2 continues on the next page**

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**SECTION C: RESEARCH METHODS**

Answer **all** parts of this question which carries 20 marks.

- 3** A psychologist wanted to investigate the effect of computer games on levels of aggression.

Twenty participants aged 14 to 16 years took part in the experiment. The participants were randomly selected from a secondary school.

In one condition of the experiment, ten participants played a computer game, which the psychologist had previously assessed as aggressive, for thirty minutes (**Game 1**).

In the other condition of the experiment, the other ten participants played a computer game, which the psychologist had previously assessed as neutral, for thirty minutes. The computer game contained no acts of aggressive behaviour (**Game 2**).

After playing the computer game, each participant was tested in order to measure his or her level of aggression. The maximum score on the test was 50. A high score on the test indicated a high level of aggression; a low score indicated a low level of aggression.

The psychologist calculated the mean scores of levels of aggression. These are shown in **Table 1** below.

**Table 1: Mean aggression score for participants who played Game 1 (aggressive) and participants who played Game 2 (neutral)**

	<b>Game 1 (aggressive)</b>	<b>Game 2 (neutral)</b>
<b>Mean score</b>	42	18



3 (a) What do the mean scores suggest about the effects of the computer games in this study?

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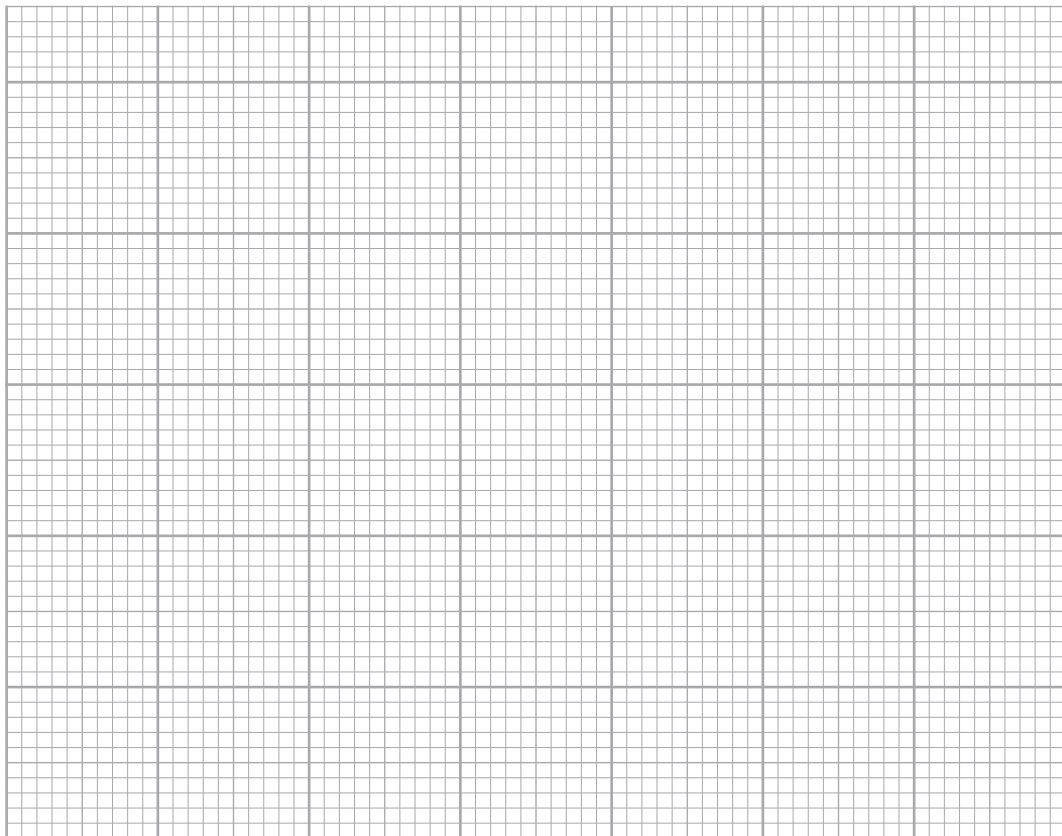
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(2 marks)

3 (b) Draw a bar chart to display the data presented in **Table 1**. Correctly label your bar chart.

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(3 marks)

3 (c) (i) Identify the independent variable (IV) in this study.

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(1 mark)

Turn over ►



3 (c) (ii) Identify the dependent variable (DV) in this study.

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(1 mark)

3 (d) State an appropriate hypothesis for this study.

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(2 marks)

3 (e) (i) The psychologist used random sampling to select the participants for this study.

What is meant by *random sampling*?

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(1 mark)

3 (e) (ii) Explain why random sampling might be a better method to use than opportunity sampling.

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(2 marks)

3 (f) (i) Identify the type of experimental design used in this study.

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(1 mark)



3 (f) (ii) Give **one** advantage of the experimental design that you have identified in your answer to (f)(i).

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*(1 mark)*

3 (g) (i) What is meant by an *extraneous variable*?

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*(1 mark)*

3 (g) (ii) Explain how **one** extraneous variable might have confounded the results in this study.

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*(3 marks)*

3 (h) Before the study, the psychologist assessed the computer games as either aggressive or neutral.

Outline how the psychologist might have carried out this assessment.

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*(2 marks)*

**END OF QUESTIONS**

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