



General Certificate of Education  
Advanced Subsidiary Examination  
June 2010

## Psychology (Specification B) PSYB2

Social Psychology, Cognitive Psychology and Individual Differences

Thursday 10 June 2010 9.00 am to 10.30 am

For this paper you must have:

- a 12-page answer book.

### Time allowed

- 1 hour 30 minutes

### Instructions

- Use black ink or black 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 PSYB2.
- Choose **three** topics only, **one** topic from **Section A**, **one** topic from **Section B** and **one** topic from **Section C**.
- Answer **all** questions on the topics you choose.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- The 10-mark questions you choose should be answered in continuous prose. You are advised to plan your answers. In these questions, you will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

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## Section A Social Psychology

There are two topics in this section: Social Influence and Social Cognition.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

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### Topic: Social Influence

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- 0 | 1** What is meant by *social facilitation*? Give an example of how social facilitation might occur in sport. (2 marks)
- 0 | 2** Outline **one** study of evaluation apprehension. (3 marks)
- 0 | 3** Explain **one** problem that might arise when researchers are investigating evaluation apprehension. (2 marks)
- 0 | 4** Identify **one** situational factor that has been shown to affect obedience to authority. Explain how this factor affects obedience. (3 marks)
- 0 | 5** Discuss **at least two** factors that have been shown by psychologists to affect conformity. Refer to evidence in your answer. (10 marks)
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### Topic: Social Cognition

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- 0 | 6** What is meant by the *affective* component of an attitude? Give an example. (2 marks)
- 0 | 7** Identify **one** function of an attitude and explain how it might affect behaviour. (3 marks)
- 0 | 8** Outline **one** study of central traits. (3 marks)
- 0 | 9** Explain **one** problem that might arise when researchers are investigating impression formation. (2 marks)
- 1 | 0** Discuss **at least two** attributional biases that might affect judgements about the causes of behaviour. Refer to evidence in your answer. (10 marks)

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## Section B Cognitive Psychology

There are two topics in this section: Remembering and Forgetting and Perceptual Processes.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

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### Topic: Remembering and Forgetting

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- 1 1** State what is meant by *procedural memory* and *autobiographical memory*. Explain **one** difference between these two types of memory. (4 marks)
- 1 2** Describe **one** study in which psychologists investigated levels of processing. Indicate why the study was conducted, the method used, the results obtained and the conclusion drawn. (4 marks)
- 1 3** Explain **one** limitation of the levels of processing theory. (2 marks)
- 1 4** Describe and evaluate **two** explanations of forgetting. Refer to evidence in your answer. (10 marks)
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### Topic: Perceptual Processes

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- 1 5** Identify **one** distortion illusion. What would most people perceive if they were shown this illusion? (2 marks)
- 1 6** Using an example, outline what is meant by an *ambiguous figure*. (2 marks)
- 1 7** Explain the role of size constancy in visual perception. (2 marks)
- 1 8** Briefly explain **two** features of Gibson's theory of visual perception. (4 marks)
- 1 9** Perceptual set is influenced by many factors. Discuss how **two** of these factors influence perception. Refer to evidence in your answer. (10 marks)

Turn over for the next section

Turn over ►

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### Section C Individual Differences

There are two topics in this section: Anxiety Disorders and Autism.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

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#### Topic: Anxiety Disorders

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A researcher investigated whether people with phobias are more likely to think negatively than people without phobias. A matched pairs design was used. This involved 10 people with phobias and 10 people without phobias. The researcher asked each participant questions about situations such as 'going to a party' or 'going shopping' and then recorded their responses. He compared the total number of negative responses made by the two groups of participants.

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 Outline what is meant by a *phobia*. (2 marks)
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 This investigation is a quasi-experiment. What is meant by a *quasi-experiment*? (1 mark)
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| 2 | 2 |
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 The researcher used a matched pairs design. What is meant by a *matched pairs design*? (2 marks)
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 Outline **one** advantage of using a matched pairs design in this study. (2 marks)
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 Use your knowledge of a cognitive explanation of phobias to discuss the likely outcome of this study. (3 marks)
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 Describe and evaluate **two** explanations for obsessive-compulsive disorder. Refer to evidence in your answer. (10 marks)

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**Topic: Autism**

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A researcher investigated thinking in children who were over five years old. She used 10 children with autism and 10 children without autism in a matched pairs design. Each child was tested separately and was shown an empty Smartie tube. The researcher placed a pencil in the tube and then put the lid back on the tube. Each child was asked what another child, who was not in the room, would think was inside the Smartie tube. She recorded the answers given by each child.

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 Identify **two** symptoms of autism. (2 marks)
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 This investigation is a quasi-experiment. What is meant by a *quasi-experiment*? (1 mark)
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 The researcher used a matched pairs design. What is meant by a *matched pairs design*? (2 marks)
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| 2 | 9 |
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 Outline **one** advantage of using a matched pairs design in this study. (2 marks)
- |   |   |
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| 3 | 0 |
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 Use your knowledge of a cognitive explanation of autism to discuss the likely outcome of this study. (3 marks)
- |   |   |
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 Describe and evaluate **two** therapeutic programmes for autism. Refer to evidence in your answer. (10 marks)

**END OF QUESTIONS**

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