

Centre Number						Candidate Number				
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Other Names										
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
TOTAL	



General Certificate of Education
Advanced Subsidiary Examination
January 2011

Psychology (Specification B) PSYB1

Unit 1 Introducing Psychology

Wednesday 12 January 2011 9.00 am to 10.30 am

You will need no other materials.
You may use a calculator.

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. Do not write outside the box around each page or on blank pages.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

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. You may use the space provided to plan your answer. 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 1 1 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) (i) What do social learning theorists mean by *mediating cognitive factors*?

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(1 mark)

1 (a) (ii) Suggest **one** methodological problem that might arise when investigating mediating cognitive factors.

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(1 mark)

1 (b) Name **one** of Freud's psychosexual stages of development. Explain how an adult might demonstrate **one** behaviour associated with this stage of development.

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(3 marks)



1 (c) Derek and David are identical twins. The twins were separated at birth and raised in very different families. Derek was given a healthy diet. David was raised in a poor environment where his family could not afford much food. When the twins were re-united at 40 years old, Derek was tall but David was much shorter.

Distinguish between the terms *genotype* and *phenotype*. Refer to Derek and David in your answer.

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(5 marks)

Extra space

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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) State **one** psychological effect that Turner’s syndrome might have on an individual.

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(1 mark)

2 (a) (ii) Explain why psychologists studying gender are interested in people with Turner’s syndrome.

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(3 marks)

2 (b) Identification is an important concept in understanding gender development.

Explain the difference between the term *identification* as used in social learning theory and the term *identification* as used in psychodynamic theory.

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(3 marks)

Question 2 continues on the next page

Turn over ►



2 (c) Briefly discuss **one** study in which gender schema theory was investigated.

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(3 marks)



2 (d) Discuss the concepts of nature **and** nurture in relation to gender development. Refer to evidence in your answer.

You may use this space to plan your answer:

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Section C Research Methods

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

3 A cognitive psychologist wanted to investigate whether or not presenting words with matching pictures would lead to better recall than presenting words without pictures.

The psychologist selected the first 40 students who entered the university library to take part in the experiment. The age range of the participants was between 18 and 45 years.

The psychologist tested each participant individually in a psychology laboratory at the university. There were two conditions to the experiment.

In **Condition 1** of the experiment, 20 participants were asked to learn a list of words. Each word was presented with a matching picture. For example, the word ‘flower’ was presented alongside a picture of a flower. The participants were then asked to recall the words from the list.

In **Condition 2** of the experiment, 20 different participants were asked to learn the same list of words. This time the words were presented without the matching pictures. The participants were then asked to recall the words from the list.

The psychologist calculated the mean score for each condition of the experiment. The results are shown in **Table 1** below.

Table 1: The mean number of words recalled by participants who learnt a list of words presented with matching pictures and participants who learnt a list of words without pictures

	Condition 1 Words with matching pictures	Condition 2 Words without pictures
Mean number of words recalled	10.9	7.2

3 (a) What might the psychologist conclude from the mean scores shown in **Table 1**? Justify your answer.

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(2 marks)



3 (b) Identify **one** strength and **one** limitation of using the mean as a measure of central tendency.

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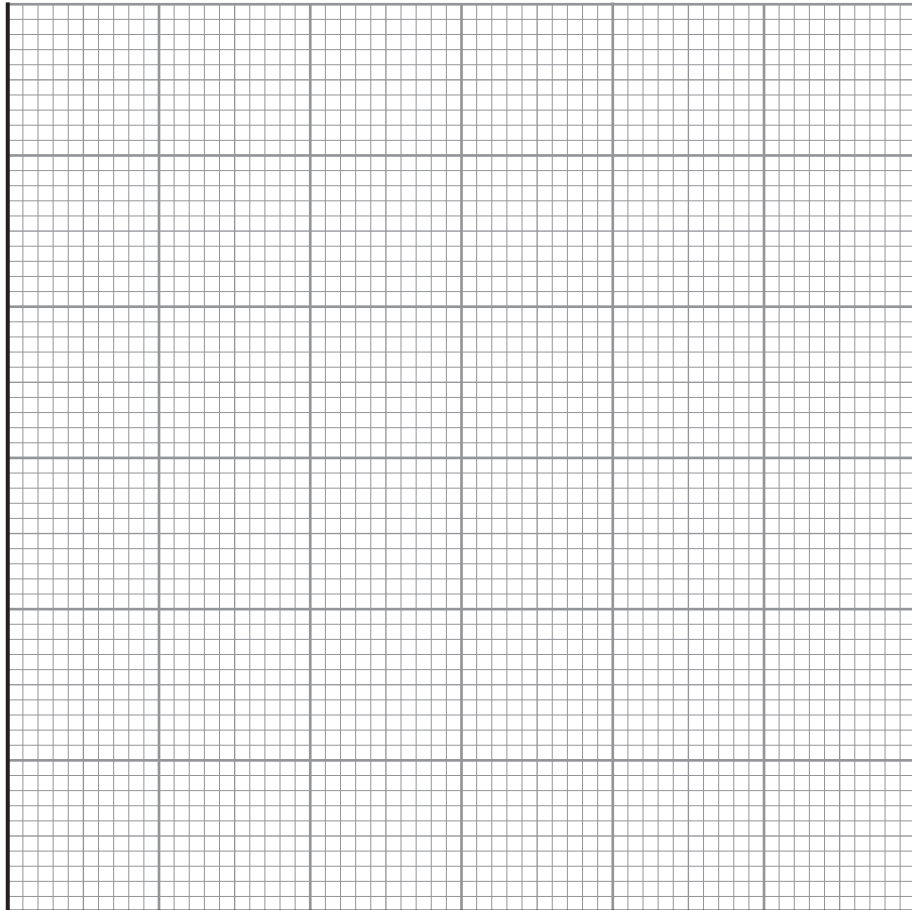
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(2 marks)

3 (c) Sketch an appropriate graphical display of the data shown in **Table 1**.

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(3 marks)

Question 3 continues on the next page

Turn over ►



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

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(2 marks)

3 (e) Name the sampling method used by the psychologist in this study. Give **one** advantage of this sampling method.

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(2 marks)

3 (f) Name the experimental design used in this study. Explain **one** limitation of using this experimental design in this study.

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(3 marks)



3 (g) Many psychologists believe that it is desirable to carry out research in a laboratory setting. Explain **two** reasons why it might be better to carry out a laboratory experiment rather than a field experiment.

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(4 marks)

Extra space.....
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3 (h) Before individuals agreed to take part, the psychologist needed to brief them about the study. He told them that he was a psychologist conducting research.

In addition to introducing himself, suggest **two** other points that the psychologist should have raised with the individuals before the study began.

(i).....
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(ii).....
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(2 marks)

20

END OF QUESTIONS



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