

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
June 2011

Psychology (Specification B) PSYB1

Unit 1 Introducing Psychology

Wednesday 25 May 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.
- 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 U N 1 1 P S Y B 1 0 1

Section A Key Approaches and Biopsychology

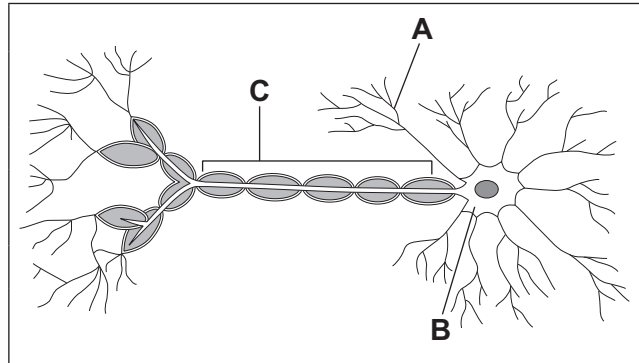
Answer **all** parts of this question which carries 20 marks.

1 (a) Below is a diagram of a motor neuron with structures that are labelled **A**, **B** and **C**. Write the name of **each** of these structures in the boxes provided.

A =

B =

C =



(3 marks)

1 (b) Psychologists investigating whether or not intelligence is inherited studied children who were adopted at a very young age. The psychologists looked to see whether the adopted children's intelligence scores were more similar to the intelligence scores of their biological parents or the scores of their adoptive parents. On the basis of their results, the psychologists concluded that intelligence is largely genetic.

Evaluate the use of adoption studies as a way of investigating the genetic basis of behaviour.

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(3 marks)



1 (c) Explain **two** limitations of the humanistic approach in psychology.

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(4 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) Explain the difference between *sex* and *gender*.

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(3 marks)

2 (b) (i) Sally and Ashley are 4 years old. They are looking at a book together. Ashley points to a picture of a girl sawing a piece of wood. Sally says: "Girls don't saw wood. That would make them a boy. Girls only play with dolls."

With reference to Kohlberg's stage of gender constancy, explain Sally's comments.

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(2 marks)

2 (b) (ii) Researchers investigating Kohlberg's three stages of gender development often categorise children as being in a specific stage.

Briefly explain **one** methodological problem that might arise when categorising children as being in a specific stage of gender development.

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(2 marks)

Turn over ►



2 (c) Choose **one** study of sex-role stereotyping.

Describe how the psychologist(s) investigated sex-role stereotyping in this study.

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(3 marks)



Section C Research Methods

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

- 3** A psychologist wanted to test the effectiveness of a relaxation technique designed to help children to overcome their phobias.

The participants were twenty children aged eight years who were terrified of the dark.

The psychologist trained the children's parents to use a relaxation technique with their children before bedtime. Before starting to use the relaxation technique, the parents rated their child's anxiety at bedtime using a five-point scale. A rating of one on the anxiety scale indicated that the child was relaxed. A rating of five indicated that the child was extremely anxious and upset.

The psychologist asked each parent to apply the relaxation technique every night for two weeks. At the end of each week, they rated their child's anxiety using the same scale.

After two weeks, the psychologist collected the anxiety ratings from the parents and analysed the data.

The results are shown in **Table 1** below.

Table 1: The median anxiety ratings at weekly interviews

	Before relaxation technique	At the end of week one	At the end of week two
Median anxiety ratings at weekly intervals	4.5	3.5	2.0

- 3 (a)** What might the psychologist conclude from the median anxiety ratings shown in **Table 1**? Justify your answer.

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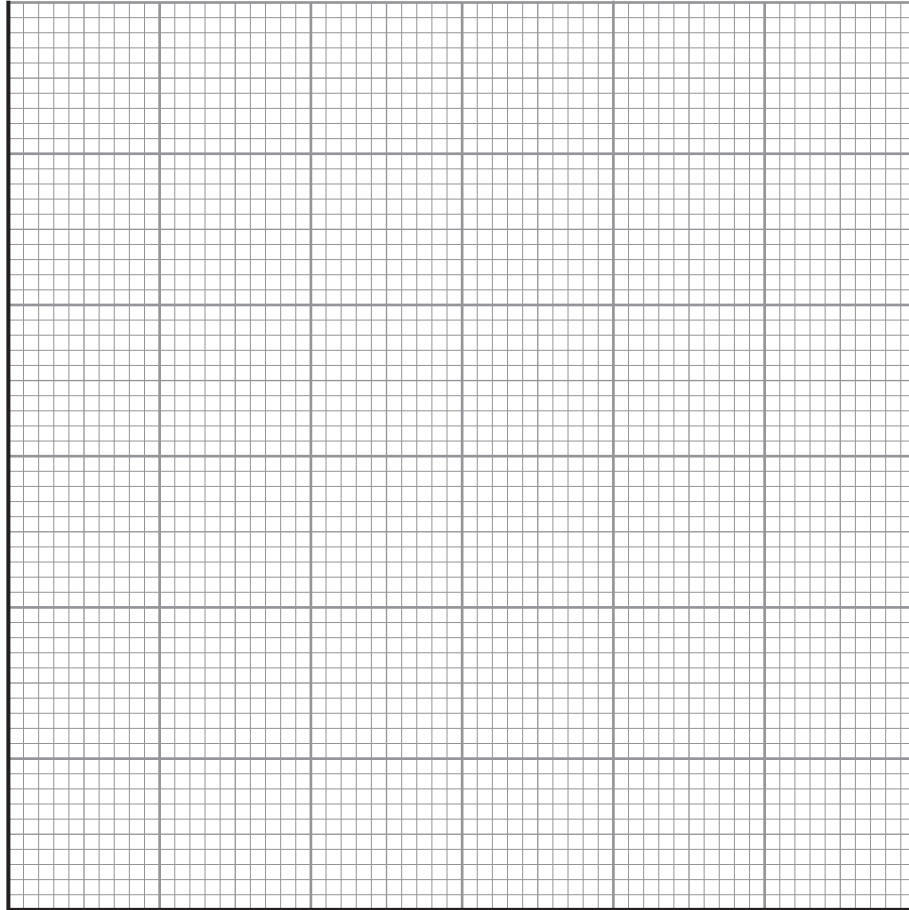
(2 marks)



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

Title:

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(3 marks)

3 (c) (i) The median is a measure of central tendency.

Name **one other** measure of central tendency.

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(1 mark)

3 (c) (ii) Give **one** limitation of the measure of central tendency that you have named in your answer to 3(c)(i).

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(1 mark)

Turn over ►



3 (d) Name **one** ethical issue that the psychologist should have taken into account in this study. Explain how the psychologist could have addressed this issue.

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(3 marks)

3 (e) The psychologist asked the parents to rate their own child's anxiety.
Briefly discuss at least **one** methodological problem involved in parents rating their own child's anxiety.

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(3 marks)

3 (f) In this study, the psychologist used a repeated measures design, testing the same children on more than one occasion.

Explain how the psychologist could have studied the effectiveness of the relaxation technique using an independent groups design.

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(3 marks)



3 (g) Three months later, the psychologist decided to carry out interviews with each of the parents.

3 (g) (i) Outline what further information might be gained by carrying out the follow-up interviews that could not have been gained in the original study.

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(3 marks)

3 (g) (ii) Write **one** suitable open question that the psychologist could ask the parents in the interview.

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(1 mark)

20

END OF QUESTIONS



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