

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
June 2012

Psychology (Specification B) PSYB1

Unit 1 Introducing Psychology

Wednesday 23 May 2012 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 this 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.
- Questions 1(e) 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 2 P S Y B 1 0 1

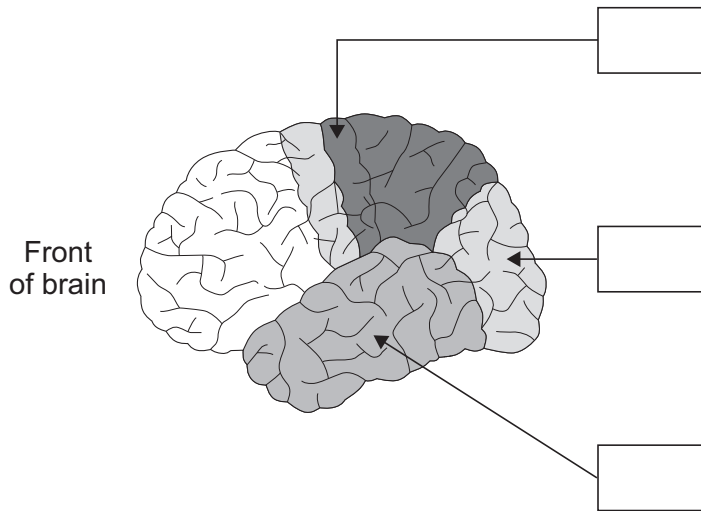
Section A Key Approaches and Biopsychology

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

1 (a) Psychologists have identified many areas of cortical specialisation in the brain. These include:

- A** the motor centre
- B** the auditory centre
- C** the visual centre
- D** the somatosensory centre.

Below is a diagram of the human brain. Identify three areas of cortical specialisation by writing **A**, **B**, **C** or **D** in each of the boxes that are provided. Use a different letter for each box.



(3 marks)

1 (b) Briefly evaluate the use of EEGs as a way of identifying cortical specialisation in the brain.

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(3 marks)



1 (c) Emily very much wanted to pass her ballet examination, but after she failed the examination she did not seem upset.

Suggest **one** defence mechanism and use your knowledge of this defence mechanism to explain why Emily was not upset after failing her ballet examination.

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(2 marks)

1 (d) Outline **one** limitation of the psychodynamic approach.

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(2 marks)

Question 1 continues on the next page

Turn over ►



1 (e) Describe and evaluate the humanistic approach in psychology.

You may use this space to plan your answer:

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(10 marks)

Turn over ►



Extra space for Question 1 (e)

A series of 26 horizontal dotted lines providing extra space for writing.

20



Section B Gender Development

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

2 (a) What do social learning theorists mean by *imitation*?

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(1 mark)

2 (b) (i) Choose **one** study in which social learning theorist(s) investigated gender development.

Describe **how** the social learning theorist(s) investigated gender development in this study.

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(3 marks)

2 (b) (ii) Explain **one** methodological **or one** ethical issue that arose in the study that you have described in your answer to **2 (b) (i)**.

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(2 marks)

Question 2 continues on the next page

Turn over ►



2 (c) (i) William is 2 years old. When his grandmother asks him what he would like to be when he grows up, William replies, “I want to be a mummy.”

What is meant by *gender stability*? Explain the comment made by William as part of your answer.

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(2 marks)

2 (c) (ii) Tilly is 5 years old. When her auntie comes to visit, Tilly is shocked to see that her auntie’s hair, which was very long, is now very short. When her auntie leaves later that day, Tilly asks her mummy, “Is auntie a man now?”

What is meant by *gender constancy*? Explain the comment made by Tilly as part of your answer.

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(2 marks)



2 (d) Describe and evaluate biological explanations of 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 psychologist wanted to investigate whether or not people are influenced by the opinions of others.

The psychologist selected 100 pupils from a secondary school to be participants in the study.

The psychologist showed participants a cake which weighed 350 grams. The task for the participants was to estimate the weight of the cake in grams.

Participants were allocated randomly to one of two groups.

In **Group A**, 50 participants were asked individually to estimate the weight of the cake. The psychologist gave each participant a blank piece of paper on which to write his or her estimate.

In **Group B**, the other 50 participants were asked individually to estimate the weight of the cake. This time, the psychologist gave each participant a piece of paper which contained a list of five weights (493 grams, 512 grams, 502 grams, 485 grams and 601 grams). The participants were told that these were the estimates given by five people and that they should write their own estimate below these other estimates.

The psychologist expected that participants in **Group B** would be influenced by the five other estimates. She expected that they would write down a weight similar to the five estimates on the piece of paper.

The median estimates for the weight of the cake are shown in **Table 1** below.

Table 1: The median estimate for the weight of the cake (in grams) in Group A and Group B

	Group A	Group B
	Estimate written on a blank piece of paper	Estimate written below the list of five other estimates
The median estimate of the weight of the cake (in grams)	348	510



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

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(2 marks)

3 (b) Identify the independent variable and the dependent variable in this study.

Independent variable

Dependent variable.....

(2 marks)

3 (c) Explain how stratified sampling might have been used to select the participants in this study.

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(3 marks)

Question 3 continues on the next page

Turn over ►



3 (d) (i) The psychologist allocated the participants randomly to the two groups that were used in this study.

Explain how the psychologist could have allocated the participants randomly to the two groups.

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(2 marks)

3 (d) (ii) Briefly explain **one** reason why random allocation of participants is important.

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(2 marks)

3 (e) The psychologist used an independent groups design in this study.

Explain **one** reason why it would not have been appropriate to use a repeated measures design in this study.

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(2 marks)



3 (f) Identify and briefly explain **one** ethical issue that the psychologist should have considered in this study.

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(3 marks)

3 (g) (i) After the study, the psychologist interviewed some of the participants in **Group B**. Outline **one** type of interview that she might have conducted.

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(2 marks)

3 (g) (ii) Explain **one** limitation of the type of interview that you have outlined in your answer to **3 (g) (i)**.

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(2 marks)

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END OF QUESTIONS



There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED**

