

Centre Number						Candidate Number				
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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 2013

# Psychology (Specification B) PSYB1

## Unit 1 Introducing Psychology

Thursday 10 January 2013 1.30 pm to 3.00 pm

**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(d) and 2(e) 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 3 P S Y B 1 0 1



Marc is often frustrated and angry, but most of the time he keeps his feelings under control. One day, during a meeting at work, Marc stormed out of the room and kicked the drinks machine so hard that the glass screen broke.

**1 (c) (i)** Suggest how a psychodynamic psychologist might explain Marc's behaviour.

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(2 marks)

**1 (c) (ii)** Suggest how a behaviourist psychologist might explain violent behaviour such as that shown by Marc.

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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** Read the article below.

**Is your child watching you?**

Research by social learning theorists into gender development has shown that children learn many of their gender-related behaviours from others. There are many examples of children copying the behaviour of adults, such as a young girl trying on her mother's make-up. Of course, there are many reasons why some adult behaviours or actions seen by children are not copied.

**2 (a)** Briefly explain what social learning theorists mean by *modelling* in relation to gender development. Refer to the article above in your answer.

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(2 marks)

**2 (b)** Using a gender-related example, explain **one** reason why some adult behaviours or actions seen by children are not copied.

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(2 marks)

**Question 2 continues on the next page**





A researcher investigated gender development. The researcher asked children aged five years the following question:

**Question 1** 'Are you a boy or a girl?'

The same children were then shown a picture of a young man who was wearing a dress. The researcher said to each child, 'This is John. John is wearing a dress.' The children were then asked a second question.

**Question 2** 'Is John a boy or is John a girl?'

The results of the study are shown in **Table 1**.

**Table 1: Number of children giving correct and incorrect answers to Question 1 and Question 2**

	<b>Question 1</b> 'Are you a boy or a girl?'	<b>Question 2</b> 'Is John a boy or is John a girl?'
<b>Number of children giving a correct answer</b>	20	3
<b>Number of children giving an incorrect answer</b>	0	17

**2 (c)** Use your knowledge of Kohlberg's theory of gender development to explain the results in **Table 1**.

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(3 marks)

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**2 (d)** Explain **one** methodological problem that might occur when asking young children questions about gender development.

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*(3 marks)*

**Question 2 continues on the next page**











**Section C Research Methods**

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

**3** A group of researchers conducted a survey about helping behaviour. They asked an opportunity sample of 200 university students to complete a questionnaire. The questionnaire contained open and closed questions. The following are examples of questions used in the questionnaire:

**A** Do you think that you are generally a helpful person?      Yes      No

**B** What do you think most people would do if they were driving in the rain and saw a woman standing alone next to her broken-down car?

**C** How would you react if someone walking in front of you slipped and fell over?

**3 (a)** Identify an open question from **A**, **B** or **C** above. Give **one** advantage of using open questions.

Example of open question (write **A**, **B** or **C**) ..... (1 mark)

Advantage .....

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(1 mark)

The researchers then categorised the responses given to question **C** above. The results are shown in **Table 2**.

**Table 2: The number of participants who gave the following responses to question C**

Help the person	Ignore the person	Laugh at the person	Other reactions
137	23	31	9

**3 (b)** What conclusion might the researchers draw from the responses given in **Table 2** above? Justify your answer.

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(2 marks)

**Turn over ►**



On the basis of the responses to question **C**, the researchers decided to conduct a further investigation. The aim was to see whether an individual's helping behaviour might be affected by the presence of other people.

The participants were an opportunity sample of 40 first-year students. The students were told that they would be interviewed about university life. Each student was met by an interviewer and asked to wait. The interviewer then went into the next room. After two minutes there was a loud noise and a cry of pain from the next room.

Twenty participants took part in **Condition 1** and the other 20 participants took part in **Condition 2**.

**Condition 1** Each participant waited alone.

**Condition 2** Each participant waited with another person who had previously been told by the researchers not to react to the sounds from the next room.

The researchers counted the number of participants in each condition who went to help the interviewer in the next room.

**3 (c)** Write a suitable experimental hypothesis for the further investigation.

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(2 marks)

**3 (d)** Suggest **one** extraneous variable that might be present in the further investigation. Explain why this variable should be controlled and how it could be controlled.

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(3 marks)





**3 (e)** Identify the experimental design used in the further investigation. Explain why this is a suitable experimental design for this study.

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(3 marks)

**3 (f)** Explain how random sampling might have been used to select the participants in the further investigation.

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(2 marks)

The results of the further investigation are given below.

**Table 3: Number of participants who went to help the interviewer in Condition 1 and Condition 2**

Condition 1 (Participant waiting alone)	Condition 2 (Participant waiting with another person)
20	9

**3 (g)** Suggest a suitable graphical display that could be used to represent the data in **Table 3**. Justify your choice.

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(2 marks)

**Question 3 continues on the next page**

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**3 (h)** After the further investigation, the researchers debriefed the participants. Discuss **two** points that the researchers should have included when they debriefed the participants.

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(4 marks)

<b>20</b>

**END OF QUESTIONS**



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