

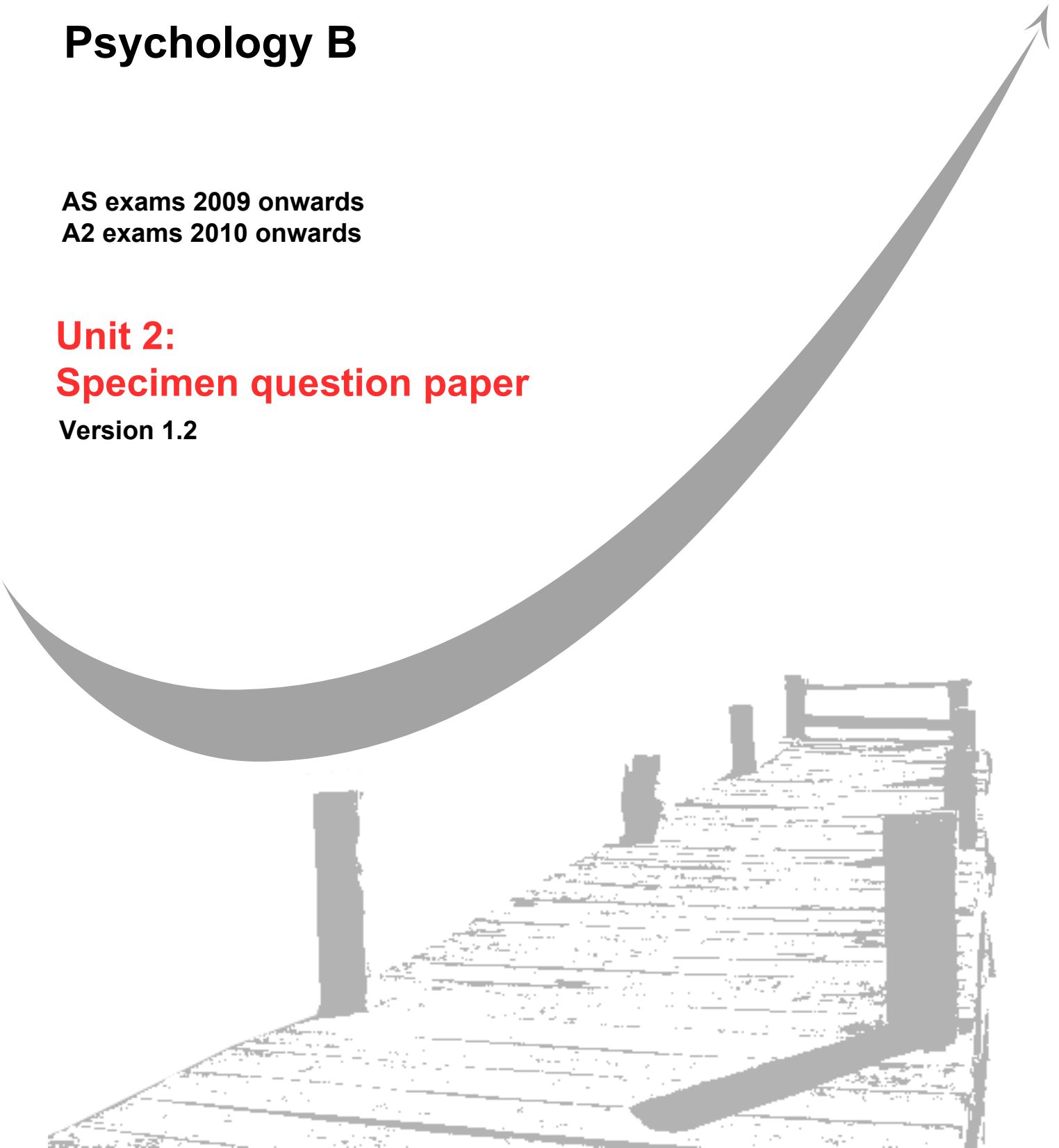
**GCE**  
**AS and A Level**

# **Psychology B**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 2:** **Specimen question paper**

**Version 1.2**



General Certificate of Education  
Specimen Question Paper  
Advanced Subsidiary Examination



**PSYCHOLOGY (SPECIFICATION B) PSYB2**  
**Unit 2 Social Psychology, Cognitive Psychology and Individual Differences**

Date      Time

**For this paper you must have:**

- A PYB2 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.
- Answer **three** questions.
- Answer **one** question from **Section A**, **one** question from **Section B** and **one** question from **Section C**.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

**Information**

- The maximum mark for this paper is 60.
- Questions 1c, 2c, 3d, 4d, 5d and 6c should be answered in continuous prose. In these questions, you will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

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**SECTION A: SOCIAL PSYCHOLOGY**

Answer **one** question from this section.

Each question carries 20 marks.

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- 1** In a study of social facilitation, students were each asked to throw balls into a bin from a distance of 4 metres. Each student was given 5 balls.

In condition 1, each student in the group was alone during the task. In condition 2, a different group of students was then asked to carry out the same task, but this time with an audience of students watching.

The number of balls in the bin was counted after each student performed the task.

The results were as follows.

**Table 1: Mean number of balls thrown into a bin when alone and when with an audience**

Mean number of balls thrown into bin (out of 5)	
Alone condition	Audience condition
2.1	3.7

- 1** (a) (i) Explain whether or not the results in **Table 1** show that social facilitation took place in this experiment. *(2 marks)*
- (ii) Explain **one** advantage and **one** disadvantage of using a different group of students in condition 2 of the experiment. *(4 marks)*
- 1** (b) A group of designers have to decide on a new company logo. The majority of the group prefer a modern logo but Jack prefers a more traditional design. Identify **two** factors which, according to Asch, might affect whether or not Jack conforms to the group norm. For **each** factor explain whether it would lead to an increase or a decrease in the likelihood of Jack conforming. *(4 marks)*
- 1** (c) With reference to ethical issues, describe and evaluate Milgram's study of obedience *(10 marks)*



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**SECTION B: COGNITIVE PSYCHOLOGY**

Answer **one** question from this section.

Each question carries 20 marks.

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- 3 (a) The table below lists some features of the multi-store model of memory.

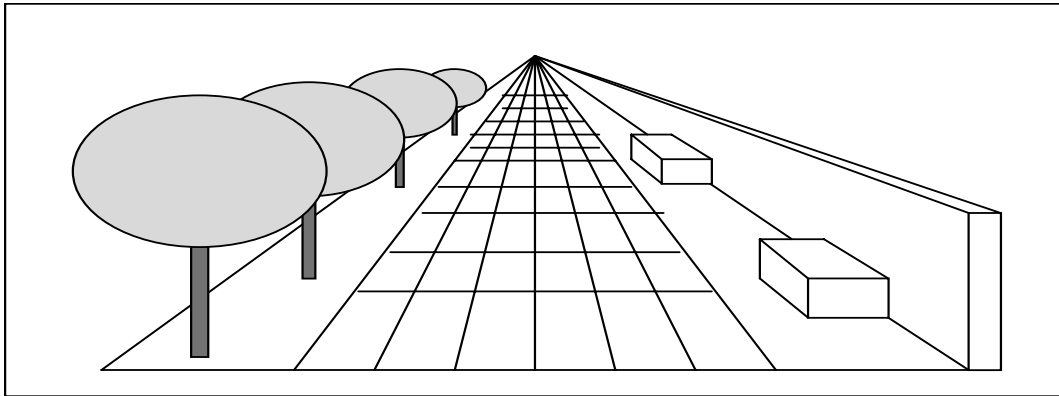
**Table 2: Features of the multi-store model of memory**

Name of store	Feature of store		
	Capacity	Duration	Coding
(i)	Unlimited	(iii)	Mainly semantic
Short-term memory	(ii)	30 seconds or less	(iv)

In your answer book, write down the words or phrases that have been missed out from the table for (i), (ii), (iii) and (iv). *(4 marks)*

- 3 (b) (i) Name and outline **one** explanation for forgetting from short-term memory. *(2 marks)*
- (ii) Suggest one criticism of the explanation for forgetting you have used in your answer to b (i). *(1 mark)*
- 3 (c) Episodic, semantic and procedural are types of long-term memory. In your answer book, write down whether **each** of the following statements is an example of episodic, semantic or procedural memory.
- (i) John can remember information for the ‘theory’ part of the driving test;
- (ii) John can remember where the driving test centre is;
- (iii) John can remember how to change gear, without really thinking about it. *(3 marks)*
- 3 (d) Describe and evaluate the working memory model. *(10 marks)*

4



- 4 (a) Identify **two** monocular depth cues in the drawing above. *(2 marks)*
- 4 (b) Describe **one** study in which the effect of emotion on visual perception was investigated. Indicate why the study was conducted, the procedure used, the results obtained and the conclusion drawn. *(4 marks)*
- 4 (c) (i) Outline what is meant by a distortion illusion. *(2 marks)*
- (ii) Explain **one** limitation of using illusions to study perception. *(2 marks)*
- 4 (d) Describe and evaluate Gregory's theory of visual perception. *(10 marks)*

**Turn over for the next section**

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**SECTION: C INDIVIDUAL DIFFERENCES**

Answer **one** question from this section.

Each question carries 20 marks.

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- 5 (a) (i) If Colin goes into the town centre, he begins to feel faint and sweaty. He is terrified that something awful is going to happen to him.
- State whether or not Colin has a phobia. Justify your answer. (2 marks)
- (ii) Mandy is taking her pet dog for a walk, when a much larger dog runs towards her, growling. Mandy feels scared and her mouth goes dry.
- State whether or not Mandy has a phobia. Justify your answer. (2 marks)
- 5 (b) With reference to a behaviourist explanation for phobias, suggest why someone might develop a phobia of trains. (4 marks)
- 5 (c) Outline the process of flooding as used to treat phobias. (2 marks)
- 5 (d) Describe and evaluate a psychodynamic explanation for obsessive-compulsive disorder. (10 marks)
- 6 (a) Three of the following are symptoms that commonly occur in cases of autism. In your answer book, write down the **three** that **are** symptoms of autism.
- |                                |                             |
|--------------------------------|-----------------------------|
| Persistent clinging to parents | Extreme sensitivity to pain |
| Restricted speech              | Repetitive behaviours       |
| Excessive pretend play         | Lack of empathy             |
- (3 marks)
- 6 (b) (i) Outline what is meant by *aversion therapy*. (2 marks)
- (ii) Briefly explain how aversion therapy has been used in cases of autism. (3 marks)
- (iii) Outline **one** criticism of the use of aversion therapy in cases of autism. (2 marks)
- 6 (c) Describe and evaluate the theory of mind explanation of autism. Refer to empirical evidence in your answer. (10 marks)

**END OF QUESTIONS**

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