Centre Number			Candidate Number		
Surname					
Other Names					
Candidate Signature					



General Certificate of Education Advanced Subsidiary Examination June 2011

Psychology (Specification A) PSYA1

Unit 1 Cognitive Psychology, Developmental Psychology and Research Methods

Wednesday 25 May 2011 9.00 am to 10.30 am

will need no other materials.

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 72.
- Question 3 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 3, you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

For Examiner's Use						
Examiner's Initials						
Question	Mark					
1						
2						
3						
4						
5						
6						
7						
8						
9						
TOTAL						



Section A Cognitive Psychology and Research Methods

Answer **all** questions in the spaces provided.

Total for this of	question:	8 marks
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- **1 (a) A**, **B** and **C** relate to memory. Write the appropriate letter in the box below. The first one has been done for you.
 - A 7 ± 2
 - **B** Up to 30 seconds without rehearsal Write letter **B** in the appropriate box below.
 - C Mainly acousticWrite letter C in the appropriate box below.

	Short-term memory	Long-term memory
Encoding		
Capacity	Α	
Duration		

(2 marks)

	(=)
1 (b)	Outline the working memory model.
	(4 marks)
	Extra space



1 (c)	Explain one limitation of the working memory model.
	(2 marks)
	Total for this guartiers 40 montes
	Total for this question: 16 marks
2	A psychologist carried out an experiment using an independent groups design. The psychologist wished to investigate the effectiveness of a strategy for memory improvement. In one condition, participants were taught a memory improvement strategy. In the other condition, participants were not taught this memory improvement strategy. All participants were asked to memorise 10 pictures of familiar objects. For example, the first was a doll, the second was an apple. All participants were then given 50 pictures each, and asked to select the original 10.
	The psychologist did a pilot study before carrying out the experiment. The results of the experiment are shown in Table 1 on page 5.
2 (a)	Write a directional hypothesis for this experiment.
	(2 marks)
2 (b)	Explain what is meant by an independent groups design.
	(1 mark)
	Question 2 continues on the next page



2 (c)	Explain one strength and one limitation of using an independent groups design.				
	Strength				
	Limitation				
	(2 marks + 2 marks)				
9 (I)					
2 (d)	Explain why the psychologist did a pilot study.				
	(3 marks)				
	(3 marks)				



Table 1 The mean number of pictures correctly identified and standard deviations for participants with the memory improvement strategy and without the memory improvement strategy

	With memory improvement strategy	Without memory improvement strategy
Mean	8	7
Standard Deviation	2.80	0.29

2 (e)	What do the standard deviations in Table 1 tell us about the performance of the two groups?
	(2 marks)
2 (f)	Outline one strategy for memory improvement which the psychologist could have taught the participants in this experiment.
	(4 marks)
	Extra space

Turn over for the next question

16



Total for this question: 12 marks

3	Outline and evaluate research into the effects of age of witnesses on accuracy of eyewitness testimony.
	You may use this space to plan your answer



	(12 marks)



_	xtra space for question 3



12

Section B Developmental Psychology and Research Methods

Answer **all** questions in the spaces provided.

	Total for this question: 6 marks
4	Anya has a 10-month-old son called Ben. Anya sometimes ignores Ben and does not respond when he cries. However, when Anya feels like playing with Ben, she wakes him up, even if he is soundly asleep.
4 (a)	What type of attachment is Ben likely to show? Explain your answer.
	(3 marks)
4 (b)	Explain how a psychologist could investigate Ben's attachment type using Ainsworth's Strange Situation.
	(3 marks)

Turn over for the next question



		Total	for this questio
Outline what research ha	s shown about cu	ıltural variations in	attachment.
Eytra snace			
Extra space			



	Total for this question: 8 marks
6	Psychologists sometimes use case studies to study children. One example was of a boy who was discovered at the age of six. He had been kept in a darkened room and had had almost no social contact with people.
6 (a)	How could a psychologist maintain confidentiality when reporting a case study?
	(2 marks)
6 (b)	Psychologists use a range of techniques to gather information in case studies.
	Outline one technique which the psychologist could use in this case study.
	(2 marks)
	Question 6 continues on the next page



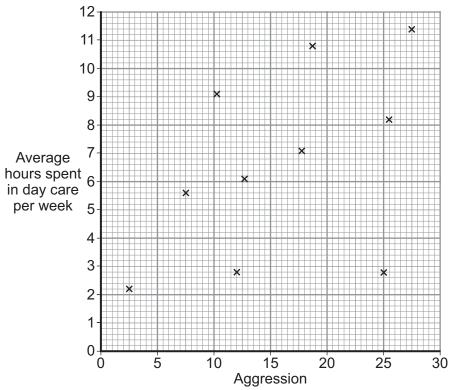
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Total for this question: 6 marks

Some research has suggested that there is a relationship between the time children spend in day care and their aggressive behaviour. Researchers selected a group of school children who had been in day care. They asked the children's mothers to estimate how many hours a week their children had spent in day care. They measured the same children's aggression.





7 (a)	How many children are represented in this scattergram?
	(1 mark)
7 (b)	Suggest one way in which the children's aggression could be measured.
	(2 marks)

Question 7 continues on the next page



7 (c)	In the media, it was claimed that the results showed spending time in day care caused the children to become aggressive.	
	Explain why this claim may be untrue.	
	(3 marks)	
		6
	Total for this question: 4 marks	
8	Describe one or more studies of the effects of day care on peer relations.	
	(4 marks)	
	Extra space	
		4



Ο	utline and evaluate learning theory as an explanation of attachment.
••	
••	(8 r
E	xtra space
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