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
June 2010

Psychology (Specification B) PSYB1

Unit 1 Introducing Psychology

Monday 7 June 2010 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 the answer book. Cross through any work you do not want to be marked.
- 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.

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Section A Key Approaches and Biopsychology

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

1 (a) Humanistic psychologists have claimed that all individuals can achieve self-actualisation.

1 (a) (i) Explain what is meant by *self-actualisation*.

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(2 marks)

1 (a) (ii) Explain **one** problem with the concept of self-actualisation.

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(2 marks)

1 (b) Cognitive psychologists often propose models of mental processes.

1 (b) (i) Identify **one** model used by cognitive psychologists.

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(1 mark)

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1 (b) (ii) Outline **one** reason why cognitive psychologists use models of mental processes.

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(2 marks)

1 (c) (i) What do psychodynamic psychologists mean by a *defence mechanism*?

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(1 mark)

1 (c) (ii) Name and outline **one** defence mechanism.

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(2 marks)

Question 1 continues on the next page

Do not write outside the box

1 (d) Discuss the behaviourist approach in psychology. Refer to classical conditioning and operant conditioning in your answer.

You may use this space to plan your answer:

Do not write outside the box

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Extra space for question 1(d) .....

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Section B Gender Development

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

2 (a) Jemima is playing dressing-up games with her older sister, Abbie. Jemima puts on a builder's hat and says to Abbie, "When I'm a big girl, I'm going to be a builder." Abbie replies, "No you can't be a builder, silly. Only boys can be builders. Girls don't do that sort of job."

What is meant by *sex-role stereotyping*? Refer to the conversation above in your answer.

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(3 marks)

2 (b) How have cognitive psychologists investigated gender schema?

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(3 marks)

Question 2 continues on the next page

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2 (c) (i) Identify **one** study in which cultural variations in gender-related behaviour were investigated.

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(1 mark)

2 (c) (ii) Briefly evaluate the study that you have identified in your answer to (c)(i).

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(3 marks)

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2 (d) Describe and evaluate biological explanations of gender development. Refer to **at least one** other explanation of gender development in your answer.

You may use this space to plan your answer:

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Extra space .....

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Section C Research Methods

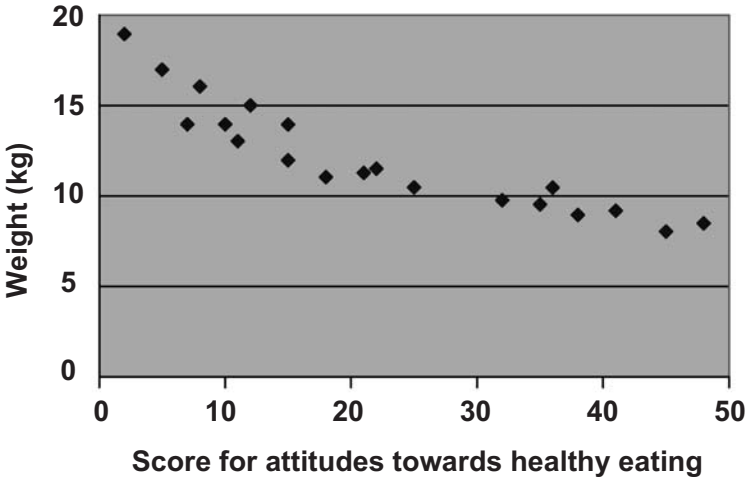
Answer **all** parts of this question which carries 20 marks.

3 A group of psychology students wanted to investigate the relationship between attitudes towards healthy eating and weight in people aged between 18 and 40. The students expected that the more positive a person's attitude towards healthy eating, the less the person would weigh.

The students used an opportunity sample of 20 participants. They gave each participant a questionnaire to complete on which he or she had to rate his or her attitude towards healthy eating. The maximum score on the questionnaire was 50. A high score on the questionnaire indicated a positive attitude towards healthy eating and a low score indicated a negative attitude. The students also collected data about each person's weight (in kilograms) as well as each person's height (in centimetres).

The results for the participants are shown in the scattergram below (**Figure 1**).

Figure 1 The relationship between healthy eating attitude score and weight (kg)



3 (a) Identify the type of correlation shown in **Figure 1**. Explain what it shows about the relationship between attitudes towards healthy eating and weight.

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3 (b) Write a suitable hypothesis for this study.

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(2 marks)

3 (c) The students conducted a pilot study of the questionnaire used to assess attitudes towards healthy eating.

What is meant by a *pilot study*? Give **one** reason why the students conducted a pilot study of the questionnaire.

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(2 marks)

Question 3 continues on the next page

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3 (d) One statement the students used to assess attitudes towards healthy eating was 'eating a healthy diet is very important to me'.

3 (d) (i) Write **one other** statement that could be used to assess a person's attitude towards healthy eating.

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(1 mark)

3 (d) (ii) Explain **one** disadvantage of using questionnaires in psychological research.

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(2 marks)

3 (e) The students used an opportunity sample.

3 (e) (i) What is meant by *opportunity sampling*?

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(1 mark)

3 (e) (ii) Name **one other** sampling method.

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(1 mark)

3 (e) (iii) Explain why the sampling method that you have named in your answer to (e)(ii) might be a better method to use than opportunity sampling.

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3 (f) Identify and briefly explain **one** ethical issue that the students would need to consider when conducting this study.

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(3 marks)

3 (g) Explain **one** difference between an experiment and a correlational study.

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(2 marks)

3 (h) After the initial study, the students conducted a case study with the participants who had a very positive attitude towards healthy eating.

Briefly discuss the value of conducting case studies in psychological research.

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(2 marks)

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END OF QUESTIONS

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