Centre Number			Candidate Number		
Surname					
Other Names					
Candidate Signature					



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.

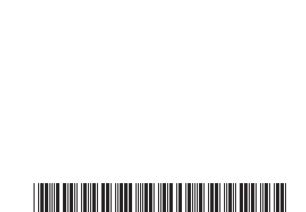
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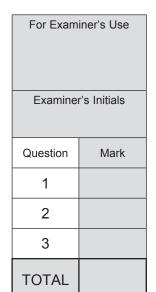
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- Questions 1(d) and 2(e) should be answered in continuous prose.

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.





Section A Key Approaches and Biopsychology

Answer all parts of this question which carries 20 marks.

1 (a) (i)	What is meant by genotype?
1 (a) (ii)	(1 mark) What is meant by phenotype?
1 (b)	(1 mark) You are walking home at night. It is dark and you hear someone running behind you.
	Your breathing quickens, your mouth dries and your heart pounds. Then you hear your friend call out, "Hey, wait for me! We can walk back together." Your breathing slows down and after a couple of minutes you are walking home calmly with your friend.
	Explain the actions of the autonomic nervous system. Refer to the description above in your answer.
	Extra space



	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.
	(2 marks)
1 (c) (ii)	Suggest how a behaviourist psychologist might explain violent behaviour such as that shown by Marc.
	(2 marks)
	Question 1 continues on the next page

Turn over ▶



1 (d)	Describe the cognitive approach in psychology. Evaluate the research methods used by cognitive psychologists.						
	You may use this space to plan your answer:						



 (10 marks)

Turn over ▶



tra space for Question 1 (d	d)	



Extra space for Question 1	1 (a)	 	

Turn over ▶

20



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 <i>modelling</i> in relation to gender development. Refer to the article above in your answer.
	(2 marks)
2 (b)	Using a gender-related example, explain one reason why some adult behaviours or actions seen by children are not copied.
	(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

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

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





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

Question 2 continues on the next page



You may use this	s space to plan ye	our answer:		
	, , ,			
			•••••	
			•••••	





(10 marks)



	extra space for Question 2(e)
•	
•	
•	





Extra space for Question 2(e)



20

Section C Research Methods

an qu	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:				
Α	Do you think that	you are generally a he	lpful person? Yes	No	
В	-	c most people would do alone next to her broke	o if they were driving in t n-down car?	the rain and sa	
С	How would you re	eact if someone walking	g in front of you slipped	and fell over?	
	entify an open ques estions.	etion from A , B or C ab	ove. Give one advanta	ge of using op	
Ex	ample of open que	estion (write A, B or C)		(1	
Ac	Advantage				
				(1	
Th	ne results are show	n in Table 2 .	nses given to question (gave the following re	C above.	
	question C		3		
			1		
	Help the person	Ignore the person	Laugh at the person	Other react	

Turn over ▶

(2 marks)



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.
	(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.
	(3 marks)



3 (e)	Identify the experimental design used suitable experimental design for this s	in the further investigation. Explain why this is a tudy.
		(3 marks)
3 (f)	Explain how random sampling might h further investigation.	nave been used to select the participants in the
		(2 marks)
	The results of the further investigation	are given below.
	Table 3: Number of participants wh Condition 1 and Condition	
	Condition 1 (Participant waiting alone)	Condition 2 (Participant waiting with another person)
	20	9
3 (g)	Suggest a suitable graphical display the Table 3. Justify your choice.	nat could be used to represent the data in
		(2 marks)



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.
	(4 marks)
	(**************************************

20

END OF QUESTIONS









