

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

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General Certificate of Secondary Education
June 2004



**PSYCHOLOGY
FOUNDATION TIER**

3181/F

F

Wednesday 16 June 2004 9.00 am to 11.00 am

No additional materials are required.

For Examiner's Use			
Number	Mark	Number	Mark
1			
2			
3			
4			
Total (Column 1)	→		
Total (Column 2)	→		
Quality of Written Communication			
TOTAL			
Examiner's Initials			

Time allowed: 2 hours

Instructions

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided. If you wish to extend any answer, additional space is provided on pages 23 and 24.
- Do all rough work in this book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 125.
- Mark allocations are shown in brackets.
- You will be awarded up to 5 marks for the quality of your written communication. You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

Advice

- You are advised to spend about 30 minutes on each Section.

SECTION A – COGNITIVE PSYCHOLOGY

Answer **all** questions.

You are advised to spend about 30 minutes on each Section.

1

Total for this question: 30 marks

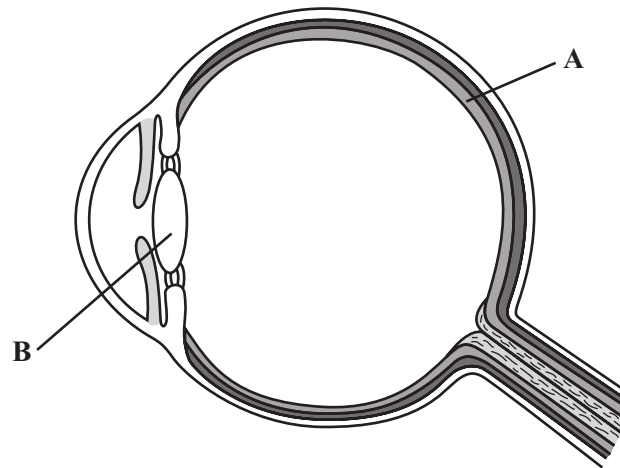


Figure 1

Look at the diagram of the eye in **Figure 1** above. Two structures of the eye are labelled **A** and **B**.

- (a) (i) Identify the name of each structure by placing **A** and **B** in the correct boxes below. One box should remain empty.

Name of the structure	Label given in Figure 1
Retina	
Optic nerve	
Lens	

(2 marks)

- (ii) Identify the function of each structure by placing **A** and **B** in the correct boxes below. One box should remain empty.

Functions of the structure	Label given in Figure 1
Focuses light onto the back of the eye	
Transmits electrical impulses to the brain	
Converts light energy into electrical impulses	

(2 marks)

To many people, the black shapes in **Figure 2** below seem to spell a word.



Figure 2

(b) Use the example in **Figure 2** to explain the difference between *sensation* and *perception*.

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(3 marks)

(c) Read each of the following statements and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

(i) Positive reinforcement involves strengthening a response because it is pleasant.

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(1 mark)

(ii) Negative reinforcement involves weakening a response because it is unpleasant.

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(1 mark)

(iii) Punishment involves strengthening a response by removing something that is unpleasant.

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(1 mark)

QUESTION 1 CONTINUES ON THE NEXT PAGE

Turn over ►

Read the article below and answer the questions that follow.

Who's a clever cat?

Murphy the cat has been trained to turn on the light in the living room. His owner, who is a psychologist, said "I have shaped Murphy's behaviour so that when I snap my fingers, he jumps up onto a stool and then reaches up with his paw to flick the light switch to the 'on' position. After that, I give him a chocolate drop."

(d) Explain how Murphy's owner might have shaped his cat's behaviour.

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(4 marks)

(e) Identify and explain **one** ethical implication of attempting to apply conditioning to human behaviour.

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(3 marks)

A psychologist was interested in the way processing affects people’s memory. An experiment was conducted in which two groups of participants were shown the same pictures of 20 different faces.

- Participants in **Group 1** were asked to decide whether the person in each picture was male or female.
- Participants in **Group 2** were asked to decide whether the person in each picture looked honest or not.

Ten minutes later, the participants were asked to recognise the 20 faces they had been shown from a collection of 40 pictures. The results are summarised in **Table 1**.

Table 1: Mean number of faces recognised (out of 20) by each group of participants.

	Mean number of faces recognised
Group 1	12
Group 2	18

(f) For the experiment described above, state:

(i) the independent variable;

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(1 mark)

(ii) the dependent variable.

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(1 mark)

(g) Use your knowledge of the *levels of processing* explanation of memory to explain the results of the experiment described above.

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(3 marks)

QUESTION 1 CONTINUES ON THE NEXT PAGE

Turn over ►

- (h) (i) Identify **one** factor which might affect the reliability of eyewitness accounts of people or incidents.

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(1 mark)

- (ii) Describe **one** study in which the factor you have identified above was investigated. Include in your answer the method used, the results obtained and the conclusion drawn.

Method

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Results

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Conclusion

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(4 marks)

- (iii) Discuss **one** criticism of studies of eyewitness testimony.

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(3 marks)

SECTION B – SOCIAL PSYCHOLOGY

Answer **all** questions.

You are advised to spend about 30 minutes on each Section.

2**Total for this question: 30 marks**

A psychologist wanted to see if people's impressions of another person are influenced by the order in which information is given about that person.

He decided to investigate this by conducting an experiment using two separate groups of participants.

Both groups were given exactly the same information about a person named Chris. The only difference was that **Group 1** saw positive descriptions first, while **Group 2** saw negative descriptions first. Below are the descriptions that each group saw.

Group 1: Chris is intelligent, industrious, impulsive, critical, stubborn, envious.

Group 2: Chris is envious, stubborn, critical, impulsive, industrious, intelligent.

The participants were then given a second list of descriptions and asked to pick the ones which they thought applied to Chris. The results are summarised in **Table 2**.

Table 2: Percentage of participants choosing each description.

Description	Group 1	Group 2
Unsociable	38	91
Imaginative	80	29
Humorous	75	10

(a) Describe the results of the experiment.

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(3 marks)

QUESTION 2 CONTINUES ON THE NEXT PAGE

Turn over ►

(b) (i) Identify the experimental design chosen for this experiment.

Independent groups	
Repeated measures	
Matched pairs	

(tick the correct box)

(1 mark)

(ii) Explain **one** advantage of choosing the design you have identified in (i) above.

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(2 marks)

(c) (i) Explain why the results of this experiment provide evidence which supports the *primacy effect* in impression formation.

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(3 marks)

(ii) You are about to go for a job interview. Use your knowledge of psychology to explain **one** way in which you would try to make the interviewer form a good impression of you.

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(3 marks)

Read the following article and answer the questions that follow.

CROWD VIOLENCE SPOILS ENGLAND'S SUCCESS!



Crowd violence broke out in the streets following England's home victory yesterday. Police had to be called in to restore the peace. "I don't know why they do it," said one onlooker. "We should be celebrating – not fighting!" In a television interview last night, a famous psychologist said: "This is just another example of deindividuation."

(g) Explain what is meant by the term *deindividuation*. Refer to the article in your answer.

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(3 marks)

(h) (i) What is meant by the term *social loafing*?

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(2 marks)

(ii) Outline **one** everyday situation in which social loafing may occur.

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(2 marks)

(iii) Explain how social loafing might be avoided in the everyday situation you have outlined in (ii) above.

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(2 marks)

30

TURN OVER FOR THE NEXT SECTION

Turn over ►

SECTION C – DEVELOPMENTAL PSYCHOLOGY

Answer **all** questions.

You are advised to spend about 30 minutes on each Section.

3

Total for this question: 30 marks

Read the following article and answer the questions that follow.

Town in shock as teenage thieves become famous

Two teenage boys face prison sentences after admitting to a series of horrific crimes in a small West Country community.

The case has prompted psychologists to warn that lack of family affection is producing a generation of juvenile delinquents. "We are particularly concerned about the effects of 'maternal deprivation' on these youngsters," said one developmental psychologist.

(a) What is meant by the term *maternal deprivation*?

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(2 marks)

- (d) Mary Ainsworth’s research led her to believe that babies could form *secure* or *insecure* attachments with their mothers.

Below is a list of characteristics, numbered 1 to 6. Three of them go with being securely attached.




1. Baby first shows shyness in new situations.
2. Baby uses mother for safety, then starts to explore and play.
3. Baby is easily distressed.
4. Baby clings to mother.
5. Baby is able to interact with others.
6. Baby is uninvolved.

Complete the table below by entering the correct characteristic numbers in the three boxes.

Securely attached			
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(3 marks)

Look at the following sequence of pictures of a study that was conducted by Piaget and answer the questions that follow.

		
<p>Harry is 5 years old. He knows that both beakers contain the same amount of liquid.</p>	<p>He watches as the liquid from one beaker is poured into a taller and narrower one.</p>	<p>He now thinks that the taller beaker contains more liquid than the shorter one.</p>

- (e) (i) According to Piaget, which characteristic of cognitive development is Harry failing to show?

Object permanence	
Egocentrism	
Conservation	

(tick the correct box)

(1 mark)

- (ii) Identify the stage of cognitive development in which Harry should first be able to realise that the taller beaker contains the same amount of liquid as the shorter one.

Pre-operational	
Concrete operational	
Formal operations	

(tick the correct box)

(1 mark)

- (f) Read each of the following statements and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line next to each statement.

- (i) According to Piaget, there are four stages of cognitive development.
- (ii) The first stage of cognitive development is called the sensori-motor stage.
- (iii) Inferential reasoning is a characteristic of the concrete operational stage.
- (iv) Egocentrism is a characteristic of the pre-operational stage.

(4 marks)

- (g) Describe **one** study in which the formal operations stage of development was demonstrated. Include in your answer the method used, the results obtained and the conclusion drawn.

Method

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Results

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Conclusion

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(4 marks)

QUESTION 3 CONTINUES ON THE NEXT PAGE

Turn over ►

Studies have shown that males and females have a different chromosomal make-up and different hormones.

- (h) Using the terms *testosterone*, *oestrogen*, *XY* and *XX*, correctly fill in the boxes below.

Female chromosomes	
Male chromosomes	
Female hormone	
Male hormone	

(3 marks)

- (i) Describe Freud's explanation of how gender identity is formed in **either** boys **or** girls.

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(4 marks)

SECTION D – PRO- AND ANTI-SOCIAL BEHAVIOUR

Answer **all** questions.

You are advised to spend about 30 minutes on each Section.

4

Total for this question: 30 marks

Read the following article and answer the questions that follow.

**Children learning moral behaviour?
“It’s as simple as training animals!”**

This controversial statement was made recently by a retired behaviourist who believes that ‘Learning Theory’ can explain how children acquire moral behaviour. “It’s simple – all you need to do is provide the right kind of reinforcement and they will behave just the way you want them to” he said. Needless to say, other psychologists disagree.

(a) Using an example, describe how reinforcement might encourage moral behaviour.

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(3 marks)

(b) Outline **at least one** criticism of the Learning Theory approach to moral development.

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(3 marks)

QUESTION 4 CONTINUES ON THE NEXT PAGE

Turn over ►

Two psychologists wanted to investigate factors that affect pro-social behaviour. They decided to conduct an observation study using a male actor (confederate) to play the part of a ‘victim’ who had collapsed in the street.

There were two conditions.

Condition A: the victim smelt of alcohol and pretended to be drunk.

Condition B: the victim carried a white cane and pretended to be blind.

The psychologists were interested in the effects that the type of victim might have on the willingness of bystanders to offer help.

(c) (i) What is meant by the term *categories of behaviour*?

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(1 mark)

(ii) Explain why it is necessary to devise categories of behaviour.

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(2 marks)

The psychologists were uncertain about the best way to categorise the behaviour of bystanders.

(iii) Suggest **one** category of behaviour that the psychologists might have used in this study.

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(1 mark)

(d) (i) The two psychologists decided that it was important for them to establish inter-observer reliability in their investigation. What is meant by the term *inter-observer reliability*?

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(2 marks)

(ii) Explain how the two psychologists could have established inter-observer reliability in their study.

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(2 marks)

(e) (i) Identify **one** ethical issue that the psychologists should have considered before conducting their study.

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(1 mark)

(ii) State how the ethical issue you have identified in (i) above could have been dealt with in the study.

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(1 mark)

QUESTION 4 CONTINUES ON THE NEXT PAGE

Turn over ►

- (f) (i) Describe **one** study in which bystander intervention was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn.

Reason

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Method

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Results

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Conclusion

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(5 marks)

- (ii) Outline **at least one** criticism of the study you have described in (i) above.

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(3 marks)

Read the following article and answer the questions that follow.

Violence in schools! Television is blamed

Head teachers are very concerned about the increase in violence in schools over the past few years, particularly amongst the boys. One head teacher said: "Many of them watch wrestling on television and then try the moves out at school. It is extremely dangerous! Everyone knows that psychologists have found a positive correlation between the amount of violence watched on television and children's aggressive behaviour."

- (g) The head teacher in the article said that there was a *positive correlation* between the amount of violence watched on television and children's aggressive behaviour. What does this mean?

There is no relationship between the amount of violence watched on television and children's aggressive behaviour.	
As the amount of violence watched on television increases, children's aggressive behaviour decreases.	
As the amount of violence watched on television increases, children's aggressive behaviour also increases.	

(tick the correct box)
(1 mark)

- (h) From what the head teacher said, explain why it would be wrong to conclude that watching violence on television **causes** children to behave aggressively.

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(2 marks)

QUESTION 4 CONTINUES ON THE NEXT PAGE

Turn over ►

- (i) Look at the following list of explanations of aggression.

Aggression is the outcome of the death instinct (Thanatos). We have to channel this outwards.	
Hormones in the body and chemicals in the brain have a role to play in aggression.	
Aggression comes from observing the aggression of others and imitating it.	

From the following list of approaches, choose the ones that match each explanation and write them in the boxes next to the explanations.

Psychodynamic
Social learning
Biological
Ethological

(3 marks)

30

END OF QUESTIONS

