

Surname		Other Names	
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Candidate Signature			

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General Certificate of Secondary Education
June 2005



**PSYCHOLOGY
FOUNDATION TIER**

3181/F

F

Wednesday 8 June 2005 1.30 pm to 3.30 pm

No additional materials are required.

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 22 and 23.
- 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.

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			

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

Look carefully at the visual illusion shown in **Figure 1** below. Some people say the black spot is at the back of the cube whilst others say it is at the front.

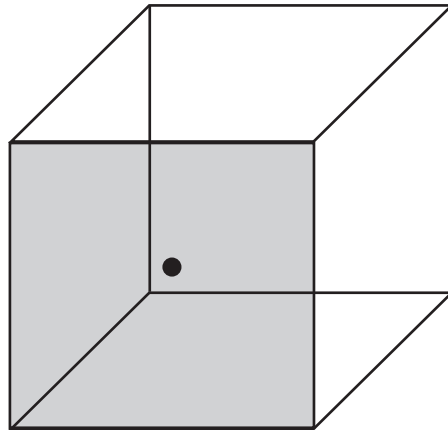


Figure 1

- (a) Identify the type of visual illusion that is shown in **Figure 1**.

Distortion	<input type="checkbox"/>
Paradox	<input type="checkbox"/>
Ambiguity	<input type="checkbox"/>
Fiction	<input type="checkbox"/>

(tick the correct box)

(1 mark)

- (b) Describe **one** everyday example of a visual illusion.

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(2 marks)

(c) (i) Identify **one** factor that affects perception.

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(1 mark)

(ii) Describe **one** study in which the factor you have identified in (c) (i) 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) Explain **one** criticism of the study you have described in (c) (ii).

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(2 marks)

QUESTION 1 CONTINUES ON THE NEXT PAGE

Turn over ►

Read the article below and answer the question that follows.

**IF PUNISHMENT WORKED
CHILDREN WOULD NEVER BE NAUGHTY
(But it doesn't work!!)**

A huge debate is taking place in Psychology right now. On one side are those who believe that the principles of conditioning can be used to change the behaviour of naughty children. On the other side are those who disagree. In a recent interview, one psychologist said, "The principles of social learning provide a much better answer to explain the development of behaviour."

- (d) Using an example, outline how the principles of *social learning* can be used to explain the development of behaviour.

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(4 marks)

For her GCSE coursework, a psychology student decided to conduct a memory experiment.

The aim was to find out if words that are easy to visualise would be remembered better than words that are difficult to visualise. She did this in the following way.

- She created one list of 30 words.
- Fifteen of the words in the list were easy to visualise (e.g. house, car, tree, etc). These were the **Condition A** words.
- The other fifteen words in the list were difficult to visualise (e.g. hope, fear, sense, etc). These were the **Condition B** words.
- All 30 words were listed in random order.
- Ten members of her class volunteered to be participants in her experiment.
- The participants were given two minutes to learn the list of 30 words and one minute to write down all the words that they could remember from the list in any order.

The psychology student counted the number of words correctly recalled from each of the two groups of words. These are presented in **Table 1**.

Table 1: Number of words correctly recalled out of 15 for Condition A and Condition B

P	Condition A (easy to visualise)	Condition B (difficult to visualise)
1	10	8
2	12	9
3	14	10
4	9	1
5	11	6
6	12	7
7	11	7
8	12	9
9	9	6
10	10	7
Total	110	70

- (e) Write a suitable hypothesis for this experiment.

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(2 marks)

QUESTION 1 CONTINUES ON THE NEXT PAGE

Turn over ►

- (f) (i) Identify the experimental design used in this study.

Independent groups	
Repeated measures	

(tick the correct box)

(1 mark)

- (ii) Look at the table below which lists advantages of different experimental designs. Only **two** of them are correct for the design you have identified in (f) (i). Place a tick in each of the **two** correct boxes.

There are no order effects	
Participant variables are eliminated	
Fewer participants are needed	
The same stimulus material can be used in each condition	

(2 marks)

- (g) Identify the sampling method used in this experiment.

Random	
Systematic	
Opportunity	

(tick the correct box)

(1 mark)

- (h) (i) For each condition, calculate the mean score and complete **Table 2** below.

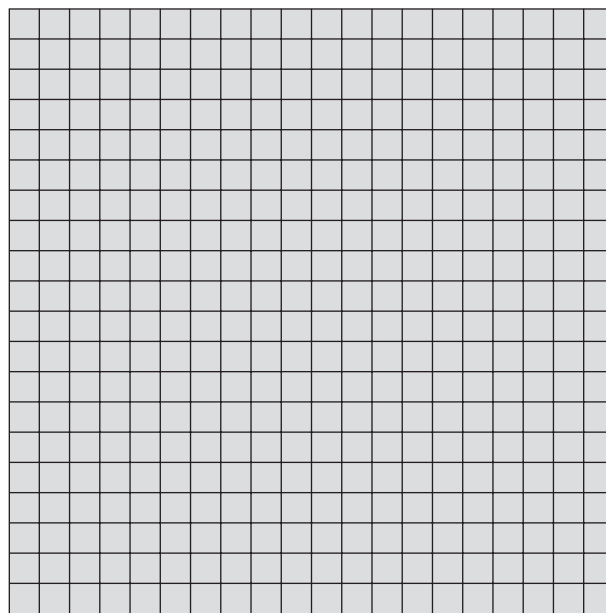
Table 2: Mean scores for Condition A and Condition B

	Condition A	Condition B
Mean		

(2 marks)

- (ii) Use the graph paper below to display the means you have calculated for **Table 2**. Provide a suitable title for this graph and fully label your display.

Title:.....



(5 marks)

- (i) How might the results of this experiment be explained by the *process of encoding*?

.....

(2 marks)

- (j) State **one** criticism of this experiment.

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(1 mark)

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

The following conversation took place between two students at the end of a school day.

Melissa: “You were right about Mr Solomon. He’s not the best teacher we have, but there is something about him that I like.”

Ali: “Yeah, I know what you mean. He is my favourite teacher. Our other teachers are always polite to us, but he’s got a certain warmth about him.”

- (a) Distinguish between *central traits* and *peripheral traits*. Refer to the above conversation in your answer.

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(4 marks)

- (b) Describe **one** study in which impression formation 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)

- (c) (i) Identify **one** everyday situation in which creating a good first impression might be important. Use your knowledge of psychology to explain your answer.

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(2 marks)

- (ii) State **one** way of creating a good first impression in the situation you have identified in (c) (i).

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(1 mark)

QUESTION 2 CONTINUES ON THE NEXT PAGE

Turn over ►

- (d) Look at the definitions in the table below.

Definition	Term
Following someone else's direct instructions	
Following the ideas or behaviours of others	
The loss of a sense of personal identity	

Choose the words from the following list of terms which match each definition. Write the correct word in the box.

Conformity

Deindividuation

Obedience

Stereotyping

(3 marks)

- (e) 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) Asch conducted studies of conformity.
(1 mark)

(ii) People are less likely to conform when in larger groups.
(1 mark)

(iii) Laboratory-based studies of conformity are good because they are true to life.
(1 mark)

(iv) Using deception in conformity studies causes ethical problems.
(1 mark)

A study was conducted in which each participant had to shout and clap and make as much noise as they could. There were two conditions:

- Condition A:** each participant was alone;
- Condition B:** participants worked in groups of six.

The participants wore earplugs. The researchers devised a ten-point noise rating scale to measure the amount of noise that each participant made (the higher the rating, the noisier the participant). The results are shown in **Table 3**.

Table 3: Mean noise rating out of 10 for each Condition

	Mean noise rating
Condition A	9.0
Condition B	3.0

(f) In this study, identify:

(i) the independent variable;

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 (1 mark)

(ii) the dependent variable.

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 (1 mark)

(g) Why was it necessary for the participants to wear earplugs?

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 (1 mark)

(h) Describe the results of the study.

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 (2 marks)

QUESTION 2 CONTINUES ON THE NEXT PAGE

Turn over ►

(i) Use your knowledge of psychology to explain the results shown in **Table 3**.

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(3 marks)

(j) Using an example, explain what is meant by *social facilitation*.

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(3 marks)

30

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

(a) Look at the following list of definitions.

Loss of or damage to an attachment	
Failure to form an attachment to any individual	
A close emotional bond between two people	

Choose the words from the following list which match each definition. Write the correct word in the box.

Attachment Privation Adaptation Deprivation (3 marks)

(b) Describe **one** study by Rutter in which separation 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)

QUESTION 3 CONTINUES ON THE NEXT PAGE

Turn over ►

Look at the following two pictures which are similar to an experiment that was conducted by Piaget, and answer the questions that follow.

<p>Picture not reproduced here due to third-party copyright restrictions.</p>	<p>Picture not reproduced here due to third-party copyright restrictions.</p>
<p>Joshua is two months old. He is interested in the toy placed on the table in front of him.</p>	<p>When the toy is hidden by a screen, Joshua acts as if the toy no longer exists.</p>

- (c) (i) According to Piaget, what characteristic of cognitive development is Joshua failing to show?

Conservation	
Object permanence	

(tick the correct box)

(1 mark)

- (ii) According to Piaget, in what stage of cognitive development is Joshua?

Pre-operational	
Sensory-motor	

(tick the correct box)

(1 mark)

- (d) Look at the following definitions of Piagetian terms in the boxes below. For each definition, there are two terms, but only **one** is correct.

- (i) A mental framework usually based on experience.

Adaptation	
Schema	

(tick the correct box)

(1 mark)

- (ii) Matching a new object with an existing schema.

Assimilation	
Equilibration	

(tick the correct box)

(1 mark)

(iii) The process of adjusting to an environment.

Adaptation	
Accommodation	

(tick the correct box)

(1 mark)

(iv) Modifying a schema or creating a new one.

Assimilation	
Accommodation	

(tick the correct box)

(1 mark)

(v) Being in a state of cognitive balance.

Schema	
Equilibration	

(tick the correct box)

(1 mark)

(e) Describe **one** study designed by Piaget to demonstrate the *formal operations stage* of development. 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)

QUESTION 3 CONTINUES ON THE NEXT PAGE

Turn over ►

(f) Distinguish between the *Oedipus complex* and the *Electra complex*.

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(3 marks)

(g) 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) Freud's sample was representative of people in general.

(1 mark)

(ii) It is extremely difficult to test Freud's theory scientifically.

(1 mark)

(iii) Freud ignored biological and social influences on gender development.

(1 mark)

(h) Explain the role of *hormones* in the development of biological differences between males and females.

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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 article below and answer the questions that follow.

Local shop makes a stand against young shoplifters

**NO MORE THAN FOUR
SCHOOL CHILDREN IN
THE SHOP AT ANY TIME**

This sign appeared in the window of a local sweet shop yesterday. The owner said, "We are fed up with large numbers of young children coming in after school and stealing sweets. They just don't seem to understand what moral behaviour is any more."

(a) What is meant by the term *moral behaviour*? Refer to the article in your answer.

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(3 marks)

QUESTION 4 CONTINUES ON THE NEXT PAGE

Turn over ►

- (d) Describe **one** study in which the behaviour of bystanders 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)

- (e) Identify **one** ethical issue that should have been considered when the study you described in (d) was designed.

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(1 mark)

A psychologist wanted to investigate possible differences in the child-rearing styles of younger and older parents. His chosen method of investigation was a *survey*.

- (f) What is a *survey*?

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(2 marks)

QUESTION 4 CONTINUES ON THE NEXT PAGE

Turn over ►

(g) State **one** advantage and **one** disadvantage of conducting surveys in psychology.

Advantage

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Disadvantage.....

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(2 marks)

(h) Read each of the following statements about the *authoritarian* child-rearing style and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line next to each statement.

(i) Authoritarian parents are warm.

(ii) Authoritarian parents like to discuss and explain things.

(iii) Authoritarian parents set many rules and expect obedience.

(iv) Authoritarian parents discipline their children often and quite harshly.

(4 marks)

(i) What likely effect would an authoritarian child-rearing style have on the behaviour of children?

Children would probably be more aggressive	
Children would probably be less aggressive	

(tick the correct box)

(1 mark)

(j) Explain what is meant by the *democratic* child-rearing style.

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(3 marks)

(k) What likely effect would a democratic child-rearing style have on the behaviour of children?

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(1 mark)

30

END OF QUESTIONS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE

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