

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

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General Certificate of Secondary Education
June 2006

PSYCHOLOGY
Written Paper
Foundation Tier

3181/F
F



Tuesday 20 June 2006 1.30 pm to 3.30 pm

You will need no other materials.
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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.
- Answer the 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.
5 of these marks are for the Quality of Written Communication.
- The marks for questions are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers.

Advice

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

For Examiner's Use			
Number	Mark	Number	Mark
1		3	
2		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.

Total for this question: 30 marks

1 (a) What is meant by the term *learning*?

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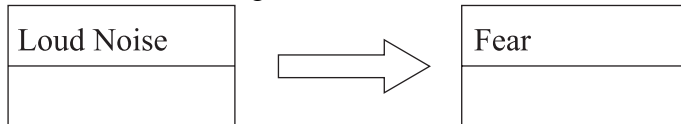
(3 marks)

(b) A psychologist conditioned a young boy to be afraid of a white rat by making a loud noise every time the boy saw the rat.

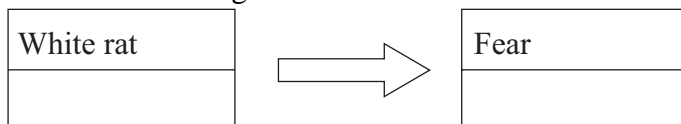
(i) Using your knowledge of classical conditioning, put the following terms into the boxes below to show how this happened.

- Unconditioned response (UCR)
- Conditioned response (CR)
- Conditioned stimulus (CS)
- Unconditioned stimulus (UCS)

Before Conditioning



After Conditioning



(3 marks)

- (ii) After this, the psychologist discovered that the young boy was also afraid of a white rabbit and cotton wool. Is this an example of *discrimination* or *generalisation*?

Discrimination	
Generalisation	

(tick the correct box)

(1 mark)

- (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) Behaviour shaping uses the principles of classical conditioning.

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- (ii) Negative reinforcement is the same as punishment.

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- (iii) Pavlov contributed to our understanding of classical conditioning.

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(3 marks)

- (d) Three features of the multistore explanation of memory are:

- (i) Sensory memory
- (ii) Short-term memory
- (iii) Long-term memory.

Each row in the table below contains a description that matches one of these three features. In the space next to each description write the name of the feature that it describes.

Memories may remain here forever	
Holds about seven chunks of information	
It seems to have an unlimited capacity	
Memories fade almost immediately	
New information displaces old information	

(5 marks)

Question 1 continues on the next page

Turn over ►

The multistore explanation of memory gave a GCSE psychology student an idea for her coursework. She thought that if she gave participants a list of 20 words to learn, they would remember the first five and the last five words better than the middle ten. She decided to conduct an experiment in the following way.

- She selected 20 words (each containing six letters) from a dictionary. These words were then listed in random order.
- She obtained permission from her Head of Year to find 30 volunteers from her year group to act as participants.
- The participants were shown the words one at a time and then given one minute to write down as many as they could remember in any order.
- For each participant she counted how many of the first five and the last five words from the list they remembered. This gave a score out of ten.
- She then counted how many of the middle ten words each participant remembered. This also gave a score out of ten.

A summary of the findings is presented in **Table 1** below.

Table 1: Mean number of words remembered for the first five and the last five words (out of 10) and for the middle ten words (out of 10)

	Mean number of words remembered
First & last five	7.4
Middle ten	3.7

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

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(2 marks)

(f) For the experiment described, what is:

(i) the independent variable?

The number of words correctly recalled	
The positions of the words in the list	
The length of each word	

(tick the correct box)

(1 mark)

(ii) the dependent variable?

The number of words correctly recalled	
The positions of the words in the list	
The length of each word	

(tick the correct box)

(1 mark)

(g) Give **one** explanation for why the psychology student chose words of six letters for this experiment.

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(2 marks)

(h) (i) Identify the sampling method used in the experiment described.

Random sampling	
Opportunity sampling	
Systematic sampling	

(tick the correct box)

(1 mark)

Question 1 continues on the next page

Turn over ►

- (ii) The table below states advantages of various sampling methods. Only **two** are correct for the sampling method you identified in part (h) (i). Place a tick in each of the **two** correct boxes.

It provides a representative sample	
It is the easiest method of obtaining participants	
Everyone in the target population has an equal chance of being selected	
It can be done quickly and simply	

(tick **two** boxes only)

(2 marks)

- (i) Outline **one** criticism of the experiment carried out by the student.

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(2 marks)

- (j) Use your knowledge of psychology to explain how the results of this experiment support the multistore explanation of memory.

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(4 marks)

SECTION B: SOCIAL PSYCHOLOGY

Answer **all** questions.

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

Total for this question: 30 marks

2 Read the following article and answer the questions that follow.

Modern man – is it all a myth?

A recent survey of married couples over the age of 45 has revealed that jobs around the home are not shared equally between males and females. Women are still doing the vast majority of housework, including cooking, ironing and cleaning, whilst the men do most of the gardening and DIY jobs. The psychologist in charge of the research said, “The old-fashioned stereotypes of husbands and wives are still here in 2006! I have concluded that the ‘modern man’, who shares these jobs equally with his wife, does not really exist. It is all a myth!”

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

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(3 marks)

(b) Read each of the following statements about the sample of married couples mentioned in the article and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

(i) The sample is **not** representative of all married couples.

.....

(ii) The results of the survey **can** be generalised to the target population of all married couples.

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(2 marks)

Question 2 continues on the next page

Turn over ►

- (c) Describe **one** study in which stereotyping 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)

An experiment was conducted in which participants were asked to hook 50 paperclips together to form a chain. Each participant took part in both conditions of the experiment.

Condition A: Working entirely on their own

Condition B: Working alongside others doing the same task

The experimenter timed how long it took each participant to complete each task. The results are summarised in **Table 2**.

Table 2: Mean time (in seconds) taken by participants to complete each task

	Mean time
Condition A	104
Condition B	86

(d) Describe the results of this experiment.

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(2 marks)

(e) (i) Identify the experimental design used in this experiment.

Independent groups	<input type="checkbox"/>
Repeated measures	<input type="checkbox"/>
Matched pairs	<input type="checkbox"/>

(tick the correct box)

(1 mark)

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

Practice could affect the results	<input type="checkbox"/>
Participant variables could affect the results	<input type="checkbox"/>
More participants are needed than for other designs	<input type="checkbox"/>
Fatigue could affect the results	<input type="checkbox"/>

(tick **two** boxes only)

(2 marks)

Question 2 continues on the next page

Turn over ►

(f) Describe how the two conditions could have been counterbalanced in this experiment.

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(2 marks)

(g) Explain how the results of this experiment demonstrate the effects of social facilitation.

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(3 marks)

(h) Read the following statements about Adorno’s contribution to our understanding of the authoritarian personality and decide if they are **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

(i) Adorno said that people with an authoritarian personality are rigid in their opinions and beliefs.

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(ii) Adorno said that people with an authoritarian personality are friendly towards those of a lower status.

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(iii) Adorno said that people with an authoritarian personality were more likely to have had a very strict upbringing.

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(iv) Adorno said that it would be very easy to change the behaviour of people with an authoritarian personality.

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(4 marks)

(i) Look at the following factors that affect obedience based on studies conducted by Milgram. Decide whether each factor will **INCREASE** or **DECREASE** obedience. Write either **INCREASE** or **DECREASE** on the line below each factor.

(i) When the orders to obey are given in a setting of low status

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(ii) When the participants are in the same room as the 'learner' who receives the electric shocks

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(iii) When the orders to obey are given by an authority figure wearing a laboratory coat

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(3 marks)

(j) Identify and explain **one** criticism of Milgram's studies of obedience.

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(3 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.

Total for this question: 30 marks

- 3** The following conversation took place between two mothers after they had collected their two-year-old children from their new childminder.

Karen’s mother: “I just don’t know what was wrong with Karen today. She seemed anxious when I was there but distressed when I was not there. She resisted the childminder. She also avoided me when I returned. What could it be?”

Sally’s mother: “It’s hard to know. I’m not a psychologist but maybe it’s got something to do with attachment. Sally was happy when I was there but distressed when I wasn’t. The new childminder provided little comfort.”

- (a) Distinguish between *secure attachment* and *insecure attachment*. Refer to the above conversation in your answer.

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(4 marks)

- (b) Look at the following definitions. For each definition, there are two terms, but only **one** is correct.

- (i) Loss of, or damage to, an attachment

Deprivation	<input type="checkbox"/>
Privation	<input type="checkbox"/>

(tick the correct box)

- (ii) Failure to form an attachment

Deprivation	<input type="checkbox"/>
Privation	<input type="checkbox"/>

(tick the correct box)

(2 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) Bowlby has been criticised for using a very small sample of only 44 juvenile delinquents in his classic study of maternal deprivation.

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- (ii) Bowlby found a correlation between maternal deprivation and delinquency. Therefore it is correct to say that maternal deprivation causes delinquency.

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(2 marks)

Question 3 continues on the next page

Turn over ►

Look at the following sequence of pictures of a study that was similar to one conducted by Piaget.

Isobel was given string and a set of weights. She was told that she could:

- change the weights
- change the length of the string
- change the strength of her 'push'.

She has to find out which of these changes affects the speed of the swing of the pendulum.



Isobel approached the task systematically, thinking logically about the problem.



She correctly worked out that the length of the string affected the speed of the swing.

- (d) (i) According to Piaget, in what stage of cognitive development is Isobel?

Concrete operational	<input type="checkbox"/>
Formal operations	<input type="checkbox"/>
Pre-operational	<input type="checkbox"/>

(tick the correct box)

(1 mark)

- (ii) According to Piaget, what other characteristic should Isobel first be able to show in the stage you have identified in part (d) (i) above?

Conservation	<input type="checkbox"/>
Object permanence	<input type="checkbox"/>
Inferential reasoning	<input type="checkbox"/>
Egocentrism	<input type="checkbox"/>

(tick the correct box)

(1 mark)

- (e) Describe **one** study designed by Piaget to demonstrate the concrete operational 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)

- (f) Look at the following definitions given by a psychologist. For each definition, there are two terms, but only **one** is correct.

- (i) The psychological understanding of what it means to be male or female

Sex identity	<input type="checkbox"/>
Gender identity	<input type="checkbox"/>

(tick the correct box)

(1 mark)

- (ii) Knowing whether you are male or female

Sex identity	<input type="checkbox"/>
Gender identity	<input type="checkbox"/>

(tick the correct box)

(1 mark)

Question 3 continues on the next page

Turn over ►

(g) How does the psychoanalytic approach explain the acquisition of gender identity?

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(5 marks)

(h) Look at the table below which gives terms used in the social learning approach to gender identity and definitions of the terms. Unfortunately, the terms are **all** in the **wrong boxes**.

Term	Definition
Model	Copying the behaviour
Imitation	Learning from others because they are rewarded
Vicarious reinforcement	Someone whose behaviour a child copies

Complete the table below, writing the terms in the **correct boxes**.

Term	Definition
	Copying the behaviour
	Learning from others because they are rewarded
	Someone whose behaviour a child copies

(2 marks)

(i) What is meant by the term *case study*?

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(2 marks)

(j) Outline **one** strength and **one** weakness of using case studies in psychology.

Strength.....
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Weakness.....
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(4 marks)

30

Turn over for the next section

Turn over ▶

SECTION D: PRO- AND ANTI-SOCIAL BEHAVIOUR

Answer **all** questions.

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

Total for this question: 30 marks

- 4 (a) Look at the table below which lists the basic assumptions of three approaches to moral development.

Basic assumption	Approach
Cognition plays a role in the development of moral behaviour	
Imitation plays a role in acquiring moral behaviour	
Unconscious mental processes play a role in the development of moral behaviour	

Look at the following list of approaches. Choose one approach that matches each basic assumption. Write the name of that approach in the box next to the assumption.

- Psychoanalytic
- Cognitive
- Learning Theory
- Social Learning

(3 marks)

- (b) Describe **one** study in which moral development 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) Look at the table below which lists three terms and their definitions. Unfortunately the terms are **all** in the **wrong boxes**.

Term	Definition
Empathy	Co-operative or helpful behaviour intended to benefit another person
Altruism	The ability to understand someone else's point of view and to share their emotions
Pro-social	Behaviour that is costly to the individual but helpful to another person

Complete the table below, writing the terms in the **correct boxes**.

Term	Definition
	Co-operative or helpful behaviour intended to benefit another person
	The ability to understand someone else's point of view and to share their emotions
	Behaviour that is costly to the individual but helpful to another person

(2 marks)

Question 4 continues on the next page

Turn over ►

(d) Hoffman proposed that the development of empathy occurs in four stages.

- (i) The table below contains the names of Hoffman's four stages of empathy but in the wrong order.

Names of stages
Empathy for another's feelings
Egocentric empathy
Empathy for another's general plight
Global empathy

Complete the table below, putting the names of the stages in the **correct** order.

Stage number	Name of stage
Stage 1	
Stage 2	
Stage 3	
Stage 4	

(3 marks)

- (ii) The table below contains descriptions of typical behaviours shown by children in each of Hoffman's four stages of empathy. In the box next to each description, write the **number** of the stage that is described.

Description of typical behaviour	Stage number
Children try to comfort other children by doing something that they themselves would find comforting	
Understanding other people's experiences, knowing that people do not always show the emotions they feel	
Baby shows empathy through behaviour such as crying when hearing another baby crying	
Knowing that Mum will be more unhappy when she burns her favourite dress than when she burns a tea-towel	

(4 marks)

Read the following article and answer the questions that follow.

Is Britain becoming a lawless society?

“Gangs of aggressive teenagers are roaming our streets at night looking for trouble and making the streets unsafe for ordinary people.” This view was expressed recently by a group of worried parents at a meeting in a local school. A psychologist at the meeting said, “Teenagers can’t help it, it’s just an instinct. We need to provide them with ways to channel their aggression into acceptable activities.”

- (e) Briefly outline how the psychodynamic approach could be used to explain the teenage aggression described in the article.

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(2 marks)

- (f) Use your knowledge of the psychodynamic approach to identify and explain **one** way of reducing aggression. Refer to the article in your answer.

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(4 marks)

Question 4 continues on the next page

Turn over ►

- (g) Describe **one** study in which child-rearing styles were 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)

- (h) Outline **one** criticism of the study you have described in part (g) above.

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(2 marks)

END OF QUESTIONS

