

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

For Examiner's Use
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General Certificate of Secondary Education  
June 2007

**PSYCHOLOGY**  
**Written Paper**  
**Foundation Tier**

**3181/F**  
**F**



Tuesday 19 June 2007 1.30 pm to 3.30 pm

**You will need no other materials.**

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 26 and 27.
- Do all rough work in this book. Cross through any work you do not want to be marked.

**Information**

- The maximum mark for this paper is 125.  
Five of these marks will be awarded for using good English, organising information clearly and using specialist vocabulary where appropriate.
- The marks for questions are shown in brackets.

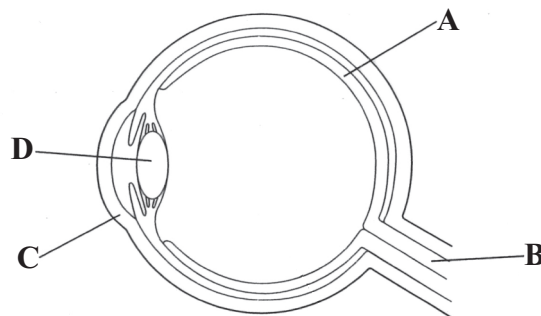
**Advice**

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

For Examiner's Use			
Question	Mark	Question	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 this section.

**Total for this question: 30 marks****1** Look at the diagram of the eye in **Figure 1** below and answer the question that follows.**Figure 1: Diagram of the eye**(a) In **Figure 1**, four structures of the eye are labelled with the letters **A**, **B**, **C** and **D**.(i) Identify the name of structure **A**.

Lens	<input type="checkbox"/>
Retina	<input type="checkbox"/>

*(tick the correct box)**(1 mark)*(ii) Identify the name of structure **B**.

Optic nerve	<input type="checkbox"/>
Conjunctiva	<input type="checkbox"/>

*(tick the correct box)**(1 mark)*(iii) Identify the name of structure **C**.

Vitreous humour	<input type="checkbox"/>
Conjunctiva	<input type="checkbox"/>

*(tick the correct box)**(1 mark)*(iv) Identify the name of structure **D**.

Lens	<input type="checkbox"/>
Optic nerve	<input type="checkbox"/>

*(tick the correct box)**(1 mark)*

Look at **Figure 2** below and answer the question that follows.

**Figure 2: Photograph of a street scene**



- (b) Identify **two** monocular depth cues in **Figure 2**. Place a tick in each of the **two** correct boxes.

Retinal disparity	<input type="checkbox"/>
Height in visual field	<input type="checkbox"/>
Linear perspective	<input type="checkbox"/>
Paradox	<input type="checkbox"/>

*(2 marks)*

**Question 1 continues on the next page**

**Turn over ►**

A psychologist was interested in factors affecting perception. He conducted an experiment in which two groups of participants were selected at random from a target population of students from the University of Bristol.

Participants in **Group 1** were shown the following list of words, all at the same time, for just one second on a screen. (Note: the fifth word is deliberately spelt incorrectly.)

**baggage   airport   dock   ship   pasrort**

Then the participants were asked to write down all the words they could remember from the list.

Participants in **Group 2** were shown the following list of words, all at the same time, for just one second on a screen. (Note: the fifth word is deliberately spelt incorrectly.)

**monkey   pigeon   duck   horse   pasrort**

Then the participants were asked to write down all the words they could remember from the list.

The psychologist wanted to see what the participants thought the fifth word was in each condition. The results are summarised in **Table 1** below.

**Table 1: Percentage of participants who reported the fifth word as either passport or parrot in each condition**

	<b>Passport</b>	<b>Parrot</b>
<b>Group 1</b>	90	10
<b>Group 2</b>	20	80

- (c) Use your knowledge of factors affecting perception to explain the results of this experiment.
- (i) Identify the factor that has affected perception in this experiment.

Context	
Perceptual defence	
Emotion	

*(tick the correct box)*

*(1 mark)*

- (ii) Explain how the factor that you have identified in part (c)(i) has affected the results of this experiment.

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(3 marks)

- (d) (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 that you have identified in part (d)(i). Place a tick in each of the **two** correct boxes.

Participant variables are eliminated.	
There are no order effects.	
Fewer participants are needed.	
Participants are less likely to guess the aim of the experiment.	

(2 marks)

**Question 1 continues on the next page**

**Turn over ►**

(e) For the experiment described on page 4, what is:

(i) the independent variable?

The fifth word	
Whether the first four words are related to travel or animals	
Participants' responses to the fifth word	

*(tick the correct box)*

*(1 mark)*

(ii) the dependent variable?

The fifth word	
Whether the first four words are related to travel or animals	
Participants' responses to the fifth word	

*(tick the correct box)*

*(1 mark)*

(f) (i) The psychologist selected his participants at random. Briefly describe how he could have done this.

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*(2 marks)*

(ii) Explain **one** advantage of using random sampling.

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*(3 marks)*

- (g) Look at the following list of definitions.

Recovering information from memory	
Changing information so that it can be stored	
Holding information for use in the future	

From the following list of terms, choose the one that matches **each** definition and write it in the box next to the correct definition.

Encoding  
Context  
Storage  
Retrieval

(3 marks)

- (h) Describe **one** study in which the levels of processing explanation of memory 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 1 continues on the next page

Turn over ►

(i) Outline **one** practical application of the levels of processing explanation of memory.

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*(2 marks)*

<b>30</b>



**SECTION B: SOCIAL PSYCHOLOGY**

Answer **all** questions.

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

**Total for this question: 30 marks**

- 2 Read the following letter, which appeared in the problem page of a popular teenage magazine, and answer the question that follows.

**Green eyes spell trouble!**

Dear Helpline,

My best friend is trying to get me to go out with her new neighbour, who has just moved in. I haven't met him but I know exactly what he will be like. She told me he has green eyes. I think that all people with green eyes are jealous and quick-tempered. That spells trouble to me! What do you think?

Yours sincerely,

Karen D.

- (a) What is meant by the term *implicit personality theory*? Refer to the above article in your answer.

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(3 marks)

**Question 2 continues on the next page**

**Turn over ►**

- (b) Describe **one** study in which the primacy effect in 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) Look at the following list of definitions.

An extreme attitude for or against a group. This is based on characteristics assumed to be common to members of that group.	
A belief that all members of a particular group share the same characteristics.	
Treating someone in a favourable or an unfavourable way because of their membership of a particular group.	

From the following list of terms, choose the one that matches **each** definition and write it in the box next to the correct definition.

- Discrimination
- Obedience
- Prejudice
- Stereotype

(3 marks)

(d) Read each of the following statements about Tajfel’s contribution to our understanding of prejudice at an interpersonal level and decide whether **each** statement is **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

(i) Tajfel said that prejudice arises from within social groups.

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(ii) Tajfel identified the ‘authoritarian’ personality.

.....

(iii) Tajfel said that we divide people into two groups, which he called ‘in-groups’ and ‘out-groups’.

.....

(iv) Tajfel said that we find members of ‘out-groups’ more attractive and intelligent than members of ‘in-groups’.

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(4 marks)

**Question 2 continues on the next page**

**Turn over ►**

- (e) Suggest **one** way by which prejudice might be reduced. Use evidence from a psychological study to support your answer.

**Suggested way** .....  
(1 mark)

**Evidence**.....  
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(3 marks)

- (f) Read each of the following statements and decide whether **each** is **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

- (i) Zimbardo conducted studies of deindividuation.  
.....  
(1 mark)

- (ii) Anonymity will have no effect on deindividuation.  
.....  
(1 mark)

- (iii) Deindividuation increases self-awareness.  
.....  
(1 mark)

An experiment was conducted to see what effect an audience would have on football players' success at scoring goals from penalty kicks. This is how the study was carried out.

Two groups of players were selected:

Group 1: experienced players with a lot of penalty shooting practice;

Group 2: less experienced players with no penalty shooting practice.

Each player attempted 10 penalty kicks at goal under two different conditions:

Condition A: without an audience;

Condition B: in front of an audience of 100 people.

The results are shown in **Table 2** below.

**Table 2: Mean number of goals scored out of 10 in each condition**

	Condition A	Condition B
<b>Group 1</b>	6.1	9.0
<b>Group 2</b>	4.0	1.5

- (g) The table below contains four descriptions of the results of this experiment but only **two** of them are correct. Place a tick in each of the **two** correct boxes.

Players in Group 1 performed worse in front of an audience.	
Players in Group 2 performed better in front of an audience.	
Players in Group 1 performed better in front of an audience.	
Players in Group 2 performed worse in front of an audience.	

(2 marks)

- (h) Use your knowledge of psychology to explain the results shown in **Table 2** above.

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(4 marks)

**Question 2 continues on the next page**

**Turn over ►**

- (i) Identify and briefly explain **one** ethical issue that should have been considered when this study was designed.

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*(2 marks)*

30

**SECTION C: DEVELOPMENTAL PSYCHOLOGY**

Answer **all** questions.

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

**Total for this question: 30 marks**

**3** Read the article below and answer the question that follows.

**Abandoned baby found in police station doorway!**

There was growing concern last night for a nine-month-old baby that was left in the doorway of a local police station. So far, attempts to find the baby’s mother have failed. A psychologist working with the police told reporters, “It is urgent that we find the baby’s mother as soon as possible. Because of the length of the separation, the baby is showing distress, which we know can be the first sign of maternal deprivation.”

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

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(3 marks)

**Question 3 continues on the next page**

**Turn over ►**

- (b) Look at the statements in the table below. Each statement can be linked to the work of one of three psychologists, Ainsworth, Bowlby or Rutter. Write Ainsworth **or** Bowlby **or** Rutter in the correct box next to each statement. You may use any name more than once.

Maternal deprivation causes juvenile delinquency	
Attachment can be classed as either secure or insecure	
The reason for separation is more important than the separation itself for the future behaviour of the child	
Studied the behaviour of 9 to 12-year-old boys from both London and the Isle of Wight	

(4 marks)

- (c) How have Bowlby’s findings concerning the effects of separation been criticised?

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(3 marks)

- (d) Look at the table below which lists Piaget’s four stages of cognitive development and the characteristics associated with these stages. Unfortunately, the characteristics are **all** in the **wrong boxes**.

Stages	Characteristics
Sensori-motor	Conservation
Pre-operational	Inferential reasoning
Concrete operational	Object permanence
Formal operational	Egocentrism

Complete the table below, writing the characteristics in the correct boxes.

Stages	Characteristics
Sensori-motor	
Pre-operational	
Concrete operational	
Formal operational	

(3 marks)



- (e) Describe **one** study designed by Piaget in which egocentrism 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)

- (f) Correctly fill in the boxes below, using **one** of the following terms in each box.

**testosterone    oestrogen    XY    XX**

Male chromosome	
Female hormone	

(2 marks)

**Question 3 continues on the next page**

**Turn over ►**

(g) How does the social learning approach explain the acquisition of gender identity in boys **and** girls? In your answer, include **one** example about boys' behaviour and **one** example about girls' behaviour.

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(5 marks)

(h) Read each of the following statements and decide whether **each** is **TRUE** or **FALSE**. Write either **TRUE** or **FALSE** on the line below each statement.

(i) The psychoanalytic approach to gender identity was developed by Piaget.  
.....  
(1 mark)

(ii) The Oedipus complex involves a boy's sexual desire for his father.  
.....  
(1 mark)

(iii) The Electra complex involves a girl's unconscious longings for her father.  
.....  
(1 mark)

(iv) The Oedipus complex is resolved through a boy's identification with his father.  
.....  
(1 mark)

(v) The work of Freud has been praised because it is easy to test scientifically.  
.....  
(1 mark)

**SECTION D: PRO- AND ANTI-SOCIAL BEHAVIOUR**

Answer **all** questions.

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

**Total for this question: 30 marks**

- 4 (a) The statements in the table below are about the contributions of the psychoanalytic approach to our understanding of moral development. Some of them are **TRUE** and some of them are **FALSE**. Write either **TRUE** or **FALSE** in the correct box next to each statement.

The psychoanalytic approach emphasises the role of conscious mental processes in moral development	
Freud said that the moral part of the personality is in the superego	
Freud said that moral development is the result of the child's identification with the same sex parent	
Moral development happens during the oral stage of psychosexual development	
Freud said that the superego contains the ego-ideal and the conscience	

*(5 marks)*

**Question 4 continues on the next page**

**Turn over ►**

(b) Describe **one** study conducted by Latané and Darley to investigate bystander intervention. 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) Outline **one** criticism of the study that you have described in part (b) above.

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*(2 marks)*

**Question 4 continues on the next page**

**Turn over ►**

A psychologist was interested in the behaviour of football players during matches. She wanted to see whether there was a correlation between the amount of violence the players watched on television and the number of aggressive acts the players committed during a football game (for example, swearing at the referee). She conducted the study in the following way.

- 10 football players from a local team volunteered to take part in the study.
- The players each made a list of all the programmes they watched on television during the three days immediately before the football match.
- From these lists, the psychologist calculated the number of hours of violence that each player had seen on television.
- During the next football match, she counted the number of aggressive acts that each player committed.

The results of the study are presented in **Table 3** below.

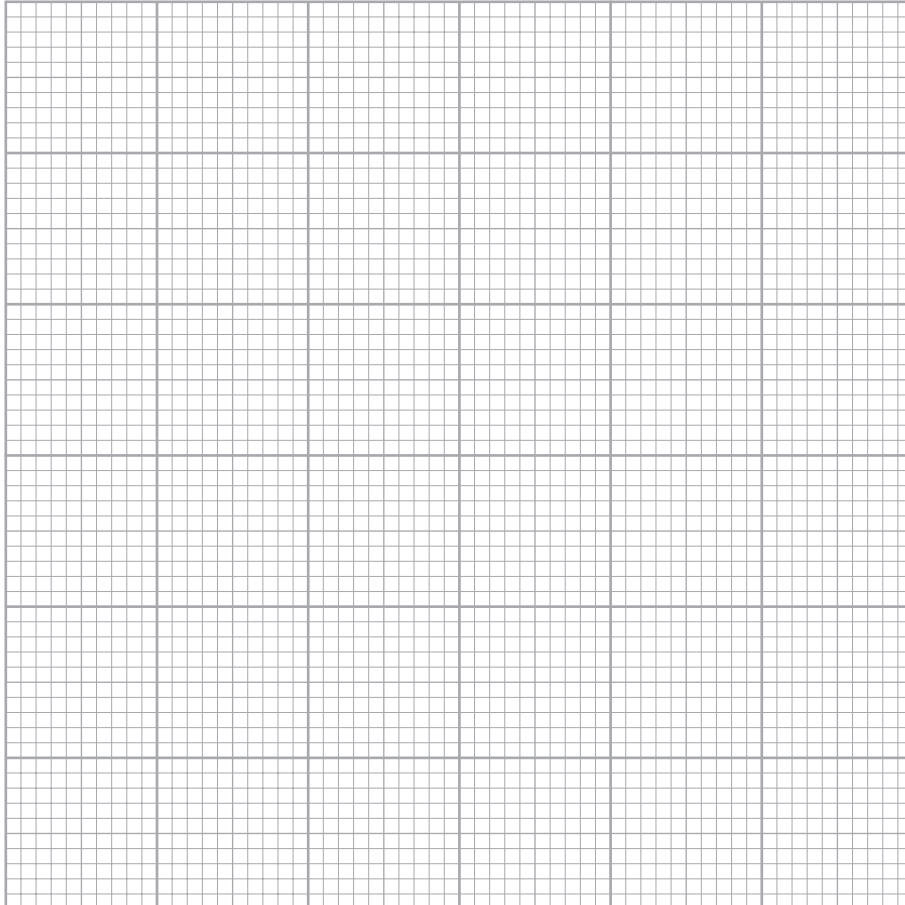
**Table 3: Number of hours of violence seen on television and number of aggressive acts committed by each player during the game**

<b>Player</b>	<b>Hours of violence seen on television</b>	<b>Number of aggressive acts</b>
<b>1</b>	6	7
<b>2</b>	9	8
<b>3</b>	7	6
<b>4</b>	1	2
<b>5</b>	5	6
<b>6</b>	2	2
<b>7</b>	8	9
<b>8</b>	3	4
<b>9</b>	10	10
<b>10</b>	4	4

- (d) Use the graph paper below to draw a scattergraph displaying the results shown in **Table 3** on the opposite page. Provide a suitable title for this graph and fully label your scattergraph.

**Title**.....

.....



(5 marks)

- (e) Name the type of relationship shown in the graph you have drawn.

No correlation	<input type="checkbox"/>
Positive correlation	<input type="checkbox"/>
Negative correlation	<input type="checkbox"/>

(tick the correct box)

(1 mark)

**Question 4 continues on the next page**

**Turn over ►**

(f) Write a suitable hypothesis for this study.

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.....  
.....  
.....

(2 marks)

(g) Outline **one** limitation of using correlations to explain behaviour.

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.....

(2 marks)

(h) Three major approaches that have attempted to explain aggression are:

**ethological    biological    social learning**

Look at the explanations below and decide which approach is being used. Write **ethological or biological or social learning** on the line below each statement. You can write an approach more than once.

(i) High levels of the hormone testosterone can cause aggression.

.....  
(1 mark)

(ii) Aggression can be learned by imitating others.

.....  
(1 mark)

(iii) Survival instincts are a possible cause of aggression.

.....  
(1 mark)

(iv) Aggression can be genetically determined.

.....  
(1 mark)

(v) If aggressive behaviour is positively reinforced, it is likely to happen again.

.....  
(1 mark)



- (i) Describe **one** way to reduce aggression that has been suggested by the ethological approach. Illustrate your answer by using an example.

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*(3 marks)*

<b>30</b>

**END OF QUESTIONS**





**There are no questions printed on this page**