

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

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General Certificate of Secondary Education
June 2004



**PSYCHOLOGY
HIGHER TIER**

3181/H

H

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 21 and 22.
- 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

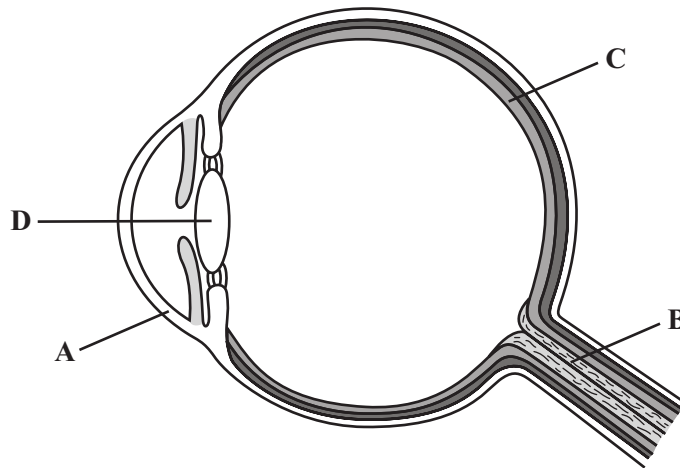


Figure 1

Look at the diagram of the eye in **Figure 1** above. Four structures of the eye are labelled **A**, **B**, **C** and **D**.

- (a) Complete the table below by either naming or describing the function of each structure. Structure **A** has been completed for you.

Structure	Name of the structure	Description of the structure
A	Conjunctiva	Outer protective layer of the eye
B	Optic nerve	
C	Retina	
D		Focuses light onto the back of the eye

(3 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) Distinguish between *positive reinforcement* and *negative reinforcement*.

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(3 marks)

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) Explain **one** difference between *classical conditioning* and *operant conditioning*.

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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)

QUESTION 1 CONTINUES ON THE NEXT PAGE

Turn over ►

(g) Use your knowledge of psychology to explain the results of the experiment described in part (f).

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(4 marks)

(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.

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(4 marks)

(iii) Discuss **one** practical implication of studies of eyewitness testimony.

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(3 marks)

30

TURN OVER FOR THE NEXT SECTION

Turn over ►

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)

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

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(1 mark)

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

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(2 marks)

(c) Use your knowledge of psychology to discuss the conclusions that could be drawn from the experiment described above.

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(5 marks)

QUESTION 2 CONTINUES ON THE NEXT PAGE

Turn over ►

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."

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

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(3 marks)

QUESTION 2 CONTINUES ON THE NEXT PAGE

Turn over ►

(g) Use your knowledge of psychology to explain **two** factors that affect deindividuation.

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(6 marks)

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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)

(b) Describe and evaluate **one** study conducted by Bowlby in which maternal deprivation was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained, the conclusion drawn and an evaluation of the study described.

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QUESTION 3 CONTINUES ON THE NEXT PAGE

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(8 marks)

- (c) Discuss the contribution of Ainsworth to our understanding of attachment between children and their parents.

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(6 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>

(d) (i) According to Piaget, what characteristic of cognitive development is Harry failing to show?

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(1 mark)

(ii) According to Piaget, in which stage of cognitive development will Harry realise that the taller beaker contains the same amount of liquid as the shorter one?

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(1 mark)

(iii) Discuss **one** criticism of Piaget’s studies of cognitive development.

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(3 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.

(e) Correctly fill in the boxes below, using the terms *testosterone*, *oestrogen*, *XY* and *XX*.

Female chromosomes	
Male chromosomes	
Female hormone	
Male hormone	

(3 marks)

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

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(4 marks)

(g) Outline **one** criticism of the work of Freud.

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(2 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

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.

- (a) (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 in observation studies.

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(2 marks)

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

- (iii) Suggest **two** categories of behaviour that the psychologists might have used in this study.

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(2 marks)

QUESTION 4 CONTINUES ON THE NEXT PAGE

Turn over ►

- (b) (i) The two psychologists decided that it was important 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)

- (c) Identify and discuss **one** ethical issue that the psychologists should have considered before conducting their study.

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(4 marks)

(d) Critically analyse **one** factor that could affect pro-social behaviour.

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(4 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."

(e) Explain what is meant by the term *positive correlation*. Refer to the article in your answer.

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(3 marks)

QUESTION 4 CONTINUES ON THE NEXT PAGE

Turn over ►

- (f) From what the head teacher said, would it be right to conclude that watching violence on television **causes** children to behave aggressively? Explain your answer.

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(3 marks)

One major approach that has attempted to explain aggression is the *ethological approach*.

- (g) (i) Outline **one** ethological explanation of aggression.

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(3 marks)

- (ii) Identify **one** way of reducing aggression based on the ethological approach, and discuss its likely success.

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(4 marks)

END OF QUESTIONS

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