

Surname		Other Names	
Centre Number		Candidate Number	
Candidate Signature			

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General Certificate of Secondary Education
June 2006

PSYCHOLOGY
Written Paper
Higher Tier

3181/H
H



Tuesday 20 June 2006 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 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.
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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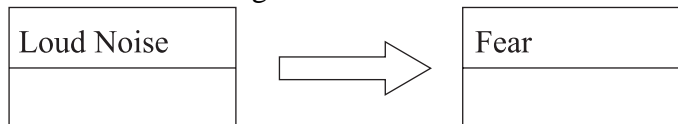
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(3 marks)

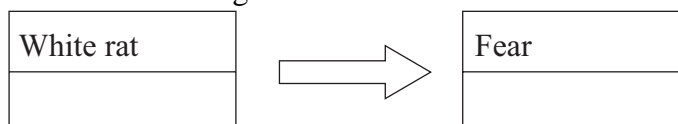
- (b) A psychologist conditioned a young boy to be afraid of a white rat by making a loud noise every time the boy saw the rat.
- (i) Using your knowledge of classical conditioning, put the following terms into the boxes below to show how this happened.

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

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(3 marks)

- (d) Identify and describe **three** features of the multistore explanation of memory.

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(6 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?

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(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) Identify the sampling method used and explain **one** advantage of this method.

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(3 marks)

Question 1 continues on the next page

Turn over ►

- (i) Use your knowledge of psychology to discuss whether or not the results of this experiment support the multistore explanation of memory.

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(5 marks)

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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) State **one** criticism of the sample of married couples mentioned in the article and explain how this could have led the psychologist to have drawn a wrong conclusion.

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(3 marks)

Question 2 continues on the next page

Turn over ►

(e) Identify the experimental design used for this experiment.

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(1 mark)

(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)

Question 2 continues on the next page

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)

Question 3 continues on the next page

Turn over ►

(b) Outline **one** practical application of theories of attachment and separation for the care of young children.

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(3 marks)

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.

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

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(1 mark)

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

Conservation	
Object permanence	
Inferential reasoning	
Egocentrism	

(tick the correct box)

(1 mark)

Question 3 continues on the next page

Turn over ►

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

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(5 marks)

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

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(2 marks)

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

Strength.....
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Weakness.....
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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.

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)

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 discuss **one** way of reducing aggression.

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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.

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(5 marks)

- (h) Identify **one** ethical issue that should have been considered when the study you have described in part (g) was conducted.

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(1 mark)

END OF QUESTIONS

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