

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Secondary Education
June 2012

Psychology

Psychology (Short Course)

41801

Unit 1 Making Sense of Other People

Monday 14 May 2012 9.00 am to 10.30 am

You will need no other materials.
You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- In questions 1(c) and 3(c), you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
 Answer these questions in **continuous prose**.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	



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41801

Section A Memory

Answer **all** questions in the spaces provided.

Total for this question: 15 marks

- 1 (a)** Look at the following processes of memory.

Recovering information from memory	
Changing information so that it can be stored in memory	
Holding information in memory	

From the following list of terms, choose the one that matches **each** statement about memory and write either **A**, **B** or **C** in the box next to it.

- A** Encoding
B Storage
C Retrieval

(2 marks)

- 1 (b)** Read the following article.

'Hit and run' driver arrested

An alert eyewitness accurately recalled the registration number of a car involved in a 'hit and run' incident. Police were then able to arrest the driver. The eyewitness told our reporter: 'It was easy to remember the registration number because the numbers happened to be my birthday, 23rd August (238), and the letters were my initials (KAB). So I was able to think this through to a greater depth and give meaning to the information. That made it very easy to remember. I didn't even have to rehearse the information.'

- 1 (b) (i)** Which is the better explanation of how the eyewitness accurately recalled the registration number of the car? (*Tick the correct box.*)

Multi-store explanation	
Levels of processing explanation	

(1 mark)



[illegible]

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Extra space

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- 1 (d)** Look at the following statements about practical applications based on different explanations of memory and decide whether they are **TRUE** or **FALSE**.
(Tick the correct boxes.)

	TRUE	FALSE
The reconstructive explanation suggests that it is possible for two people to recall the same event and to have completely different versions of the story.		
The multi-store explanation suggests that it is possible to recall approximately seven chunks of information for a short period of time.		
The levels of processing explanation advises us to write information down in our own words to help us to recall it afterwards.		

(3 marks)

15



Section B Non-verbal communicationAnswer **all** questions in the spaces provided.**Total for this question: 15 marks****2** Read the following article.***The science of attraction
(a gentle touch goes a long way!)***

Some men rely on chat-up lines to attract women. But research has discovered that sometimes a gentle touch is best. One psychologist has said: 'Touch a woman lightly on the arm when asking her to dance and she is more likely to say yes.'

2 (a) What is meant by *non-verbal communication*? Refer to the article in your answer.

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(3 marks)**Question 2 continues on the next page****Turn over ►**

2 (b) (i) Describe the method and results of **one** study in which touch was investigated.

Method

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Results

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(2 marks)

2 (b) (ii) Some people might say that studies of touch lack ecological validity. Outline **one other** criticism of the study that you have described in your answer to **2 (b) (i)**.

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(2 marks)



2 (c) The two people in the picture below are having a disagreement.



Identify and briefly describe **one** feature of non-verbal communication shown by the people in the picture which might indicate that they are having a disagreement. Refer to the method, results and conclusion of **one** psychological investigation to support your answer.

Feature

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(2 marks)

Investigation

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(3 marks)

Turn over ►



- 2 (d)** Three of the following statements are practical implications of studies of non-verbal communication. The others are not. Decide which **three** statements are **practical implications** of studies of non-verbal communication and place a tick in the box next to that statement. (*Tick **three** boxes only.*)

Studies of non-verbal communication show that:

if we want to hide our emotions, we should wear dark glasses	
waiters should squat down when taking orders at tables to get bigger tips	
we feel uncomfortable when a stranger stands too close to us	
we like people whose pupils are dilated	
we must use an open posture if we want people to like us more	
men and women prefer different amounts of personal space.	

(3 marks)

15



Section C Development of personalityAnswer **all** questions in the spaces provided.**Total for this question: 15 marks****3 (a)** Read the following definitions.

A term that describes people who are anxious and moody	
The thoughts, feelings and behaviours that make a person unique	
A term that describes people who are content with their own company	
The stable aspects of our character that are thought to be inherited	

From the following list of terms, choose the one that matches **each** description and write either **A**, **B**, **C**, **D** or **E** in the box next to it.

- A** Extravert
- B** Temperament
- C** Personality
- D** Introvert
- E** Neurotic

(4 marks)**Question 3 continues on the next page****Turn over ►**

3 (b) Read the following article.

Antisocial behaviour begins at home!

A report published today says that Antisocial Personality Disorder (APD) is not caused by brain abnormalities but by other factors. A spokesman said: 'We have found that low family income, poor housing and poor parenting can lead to APD.'

3 (b) (i) According to the article, the cause of APD is: (*Tick the correct box.*)

Biological	
Situational	

(1 mark)

3 (b) (ii) Briefly explain the reason for your answer to **3 (b) (i)**. Refer to the article in your answer.

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(2 marks)

3 (c) Describe **and** evaluate **one** study in which temperament was investigated. Include in your answer the method used, the results obtained and the conclusion drawn. Evaluate the study that you have described. (**Answer in continuous prose.**)

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(6 marks)

Extra space

3 (d) Briefly outline **one** implication of research into Antisocial Personality Disorder.

(2 marks)

15

Turn over for the next section

Turn over ►



Section D Stereotyping, prejudice and discriminationAnswer **all** questions in the spaces provided.**Total for this question: 15 marks**

- 4 (a)**
- Using an example, explain what is meant by the term
- stereotyping*
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(3 marks)

- 4 (b)**
- Read the following statements and decide whether they are
- TRUE**
- or
- FALSE**
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- 4 (b) (i)**
- Sherif believed that prejudice is related to the authoritarian personality.
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- (Tick the correct box.)

TRUE	FALSE
<input type="checkbox"/>	<input type="checkbox"/>

(1 mark)

- 4 (b) (ii)**
- Adorno believed that people who are prejudiced had a very strict upbringing.
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- (Tick the correct box.)

TRUE	FALSE
<input type="checkbox"/>	<input type="checkbox"/>

(1 mark)

- 4 (b) (iii)**
- Tajfel believed that discrimination occurred between in-groups and out-groups.
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- (Tick the correct box.)

TRUE	FALSE
<input type="checkbox"/>	<input type="checkbox"/>

(1 mark)

- 4 (c)** Describe **one** study in which prejudice was investigated. Include in your answer the aim of the study, the method used, the results obtained and the conclusion drawn.

Aim

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Method

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Results

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Conclusion

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(4 marks)

Question 4 continues on the next page

Turn over ►



- 4 (d) (i)** A teacher is very concerned that some children in her class are prejudiced and show discrimination towards other children in the class. She told another teacher: 'Most of the children in the class are white and they say cruel things to the other children in the class who are not white. I just don't know what to do.'

Using your knowledge of psychology, outline **one** way in which the teacher might reduce prejudice in her class.

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(2 marks)

- 4 (d) (ii)** Evaluate the way of reducing prejudice that you have outlined in your answer to **4 (d) (i)**.

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(3 marks)

15



Section E Research methodsAnswer **all** questions in the spaces provided.**Total for this question: 20 marks**

- 5** A psychology teacher had an idea that students who study drama are more extravert than students who do not study drama. She wanted to find out whether or not this is true and decided to conduct an experiment. This is what she did.

- She asked all 30 members of her Year 11 psychology class whether or not they studied drama. She discovered that half of her class did study drama.
- After obtaining their consent to take part in the experiment, she asked every member of her class to complete the EPI (a personality test). The test measures extraversion. The higher the score, the more extravert a person is.
- She calculated the mean extraversion score for the students who studied drama and the mean extraversion score for the students who did not study drama.

- 5 (a) (i)** Identify the independent variable in this investigation.
(Tick the correct box.)

The EPI (a personality test)

☐

The extraversion score for each student

☐

Whether or not the students studied drama

☐

(1 mark)

- 5 (a) (ii)** Identify the dependent variable in this investigation.
(Tick the correct box.)

The EPI (a personality test)

☐

The extraversion score for each student

☐

Whether or not the students studied drama

☐

(1 mark)

Question 5 continues on the next page**Turn over ►**

5 (b) Write a suitable hypothesis for this study.

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(2 marks)

The results of the study are shown in **Table 1**.

Table 1: The mean extraversion scores out of 50 for students who studied drama and for students who did not study drama

	Students who studied drama	Students who did not study drama
Mean extraversion score	40	20

5 (c) Use the graph paper below to display the mean extraversion scores shown in **Table 1**.

Provide a suitable title and fully label your graph.

Title:

(5 marks)



- 5 (d) (i)** Do the results of the investigation provide support for what the psychology teacher was trying to find out? (*Tick the correct box.*)

Yes	
No	

(1 mark)

- 5 (d) (ii)** Explain the reason for your answer to **5(d)(i)**. Refer to the aim and results of the study in your explanation.

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(3 marks)

- 5 (e)** Read the following descriptions of sampling methods.

Those selected are members of the target population who happen to be available to take part.	
Every member of the target population has an equal chance of being selected.	
Different subgroups of the target population are identified and then participants are selected from the subgroups in proportion to their numbers in the target population.	
Every fifth member of the target population is selected for the sample.	

From the following list of terms, choose the one that matches **each** description and write either **A**, **B**, **C** or **D** in the box next to it. Use each letter only once.

- A** Random
- B** Opportunity
- C** Systematic
- D** Stratified

(3 marks)

Question 5 continues on the next page

Turn over ►



5 (f) Outline **one** advantage and **one** limitation of stratified sampling.

Advantage

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Limitation

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(4 marks)

Extra space

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20

END OF QUESTIONS



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