



Teacher Support

GCSE Psychology

Preparing to Teach

Example Mock Exam from a
Centre:

- Candidate Y

GCSE Psychology

Mock Exam

26th January 2009

CAND Y
Louise
Brookes

Time allowed: 2 hours

Instructions

- Use a black pen
- **Answer every question on the paper**
- There are 8 questions in total
- Spend about 15 minutes on each questions
- **Ignore the page numbering and the question numbering.**
- There are no pages or questions missing. (the numbers are out of order due to taking out/adding in questions to make a mock exam of topics you have covered)

Name

SECTION A: MEMORY

Answer all questions.

Total for this question: 15 marks

1 (a) The multi-store explanation of memory suggests that memory has three separate stores:

- A Sensory memory
- B Short-term memory
- C Long-term memory

The following table contains descriptions of these three stores. In the box next to each description write the name of the store (A, B or C) that it describes.

Holds about seven chunks of information	<input type="text" value="B"/>
Memories fade almost immediately	<input type="text" value="A"/>
Memories may remain here forever	<input type="text" value="C"/>

(3 marks)

1 (b) Use your knowledge of psychology to identify and briefly describe **one** practical application based on the multi-store model of memory.

Practical application..... Recalling shapes that you were shown.

Brief description..... Told to look at ~~a~~ different shapes and recall them to see how well you remember them.

(3 marks)

1 (d) (ii) Evaluate the study you have described in your answer to (d) (i).

- Isn't relevant to real life, because
no one gets asked to watch a video of a
car crash and then answer.
Ethical issue - person may have a bad
memory of a car crash.

(3 marks)

SECTION D: STEREOTYPING, PREJUDICE AND DISCRIMINATION

Answer all questions.

Total for this question: 15 marks

- 4 (a) Read the following conversation between two students:

Susan: "Why does our teacher always give you higher marks than me?"

Tina: "That's easy. You've got blonde hair and he thinks all blondes are stupid."

Susan: "That's discrimination, because I'm not stupid."

- 4 (a) (i) What is meant by the term *stereotyping*? Refer to the conversation above in your answer.

A simplified and generalised ~~view~~ sets of ideas we have of a group of people. Tina is being stereotypical of blonds and that they are dumb, by actually saying this she is discriminating against her friend.

(3 marks)

- 4 (a) (ii) What is meant by the term *discrimination*? Refer to the conversation above in your answer.

The way we act towards people who belong to a group or club. Tina is discriminating Susan because she is a blond and saying she is dumb. She is acting on a stereotypical view.

(3 marks)

Question 4 continues on the next page

SECTION D: STEREOTYPING, PREJUDICE AND DISCRIMINATION

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Total for this question: 15 marks

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Susan: "Why does our teacher always give you higher marks than me?"

Tina: "That's easy. You've got blonde hair and he thinks all blondes are stupid."

Susan: "That's discrimination, because I'm not stupid."

4 (a) (i) What is meant by the term *stereotyping*? Refer to the conversation above in your answer.

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(3 marks)

4 (a) (ii) What is meant by the term *discrimination*? Refer to the conversation above in your answer.

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(3 marks)

Question 4 continues on the next page

4 (b) Read the following statements about Sherif's work on prejudice and discrimination and decide whether they are **TRUE** or **FALSE**.

4 (b) (i) Sherif created conflict between two groups of 12 year olds at a summer camp.
(tick the correct box)

True	False
<input checked="" type="checkbox"/>	<input type="checkbox"/>

4 (b) (ii) Sherif's study has been criticised because he only studied boys.
(tick the correct box)

True	False
<input checked="" type="checkbox"/>	<input type="checkbox"/>

(1 mark)

4 (b) (iii) Sherif's study concluded that people with an authoritarian personality are more likely to be prejudiced.
(tick the correct box)

True	False
<input type="checkbox"/>	<input checked="" type="checkbox"/>

(1 mark)

- 4 (c) Using your knowledge of psychology, describe and evaluate **one** way that prejudice might be reduced.
(use continuous prose)

People who are prejudice towards each other could be put into a team or club together and work together.

Someone could spend the day in someone else's position and see how they feel and they may then be able to relate to them because they will then hopefully understand better.

Could talk to each other about why they feel this way and what made them feel this way and have a conversation to see what they have in common.

(extra space)

(6 marks)

Turn over for the next section

5 (h) The psychologist decided to interview the participants who said they felt better than before.

5 (h) (i) Write **one closed** question the psychologist could have asked the participants in the interview.

Can you face your fear again?
 Yes , no

(1 mark)

5 (h) (ii) Write **one open** question the psychologist could have asked the participants in the interview.

Why do you feel better than before?

(1 mark)

5 (i) Read each of the following statements about interviews and decide whether it is **TRUE** or **FALSE**.

5 (i) (i) An interview can be structured or unstructured.
 (tick the correct box)

True	False
✓	

(1 mark)

5 (i) (ii) Interviews can allow participants to explain their answers.
 (tick the correct box)

True	False
✓	

(1 mark)

END OF QUESTIONS

- 5 (f) (i) Identify **one** ethical issue the psychologist should have considered before conducting her case study.

May not want a study done on them alone and may be scared. Protection of participant. (1 mark)

- 5 (f) (ii) Outline how the ethical issue you have identified in your answer to (f) (i) could have been dealt with by the psychologist.

Asking the person about how they felt about having a study on them and their fear. ~~etc~~

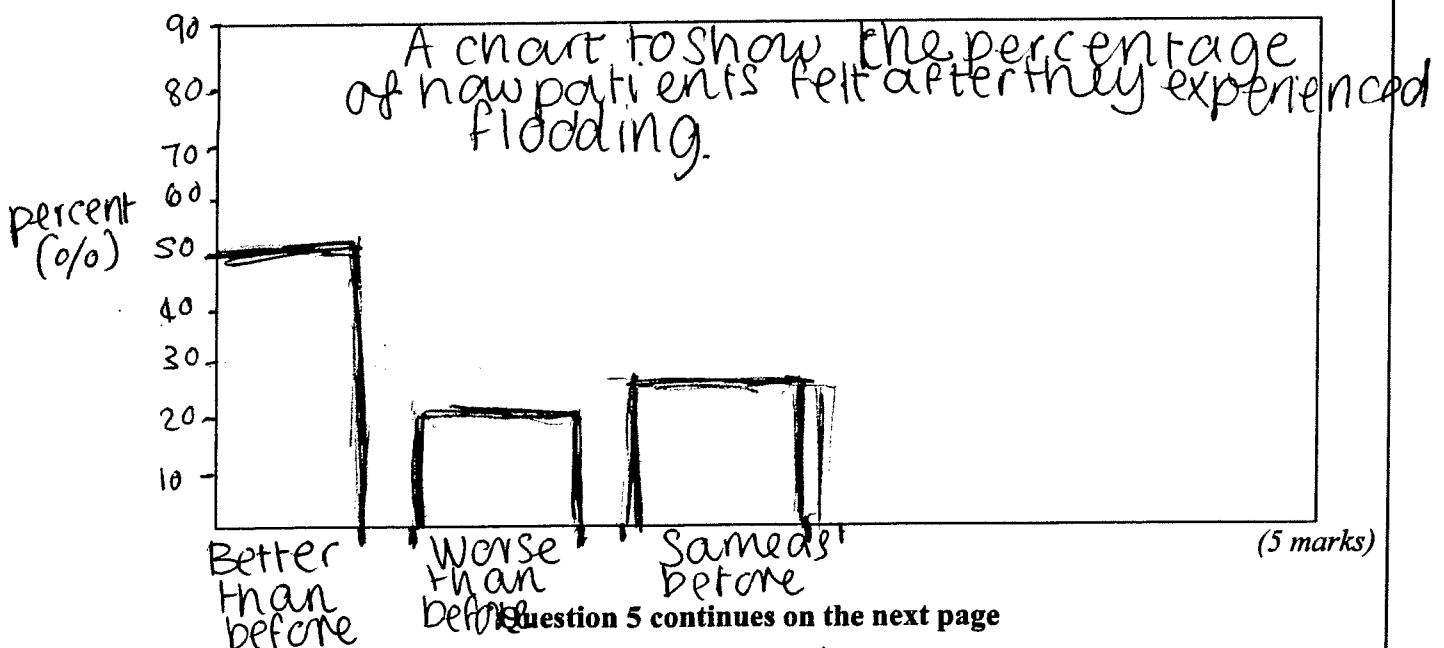
(2 marks)

- 5 (g) The results from the group of patients who experienced flooding are displayed in Table 1.

Table 1: Percentage of patients who said they felt better, worse or the same as before.

	%
Better than before	50
Worse than before	20
Same as before	30

- 5 (g) Use the graph paper below to draw a bar chart to display the percentages shown in Table 1. Provide a suitable title for this bar chart and fully label your bar chart.



Question 5 continues on the next page

what participants said

5 (c) Read each of the following statements about questionnaires and decide whether it is **TRUE** or **FALSE**.

5 (c) (i) Questionnaires can be used to gather information from a large number of people.
(tick the correct box)

True	False
<input checked="" type="checkbox"/>	<input type="checkbox"/>

(1 mark)

5 (c) (ii) Identify **one** disadvantage of using questionnaires in psychological research.

Don't always answer all of the questions so can't make accurate judgements

(1 mark)

5 (d) The psychologist discovered that in the group of 10 patients who experienced systematic desensitisation:

- one patient said he felt worse than before;
- three patients said they felt the same as before;
- six patients said they felt better than before.

She converted these results into percentages.

5 (d) What percentage of patients said they felt better than before?

(tick the correct box)

6%	<input type="checkbox"/>
30%	<input type="checkbox"/>
60%	<input checked="" type="checkbox"/>

(1 mark)

5 (e) The psychologist decided to carry out a case study of the patient who felt worse than before.

5 (e) Outline what is meant by a *case study*.

A study where all details are used and taken into consideration. Focussed on one main thing and results over a period of time.

(2 marks)

SECTION E: RESEARCH METHODS

Answer all questions.

Total for this question: 20 marks

5

A psychologist working at a phobia treatment centre conducted a survey to find out which of its two treatments was more successful, *flooding* or *systematic desensitisation*. This is what she did:

- From the target population of all patients being treated at the centre, she randomly selected 10 participants who experienced flooding and 10 participants who experienced systematic desensitisation.
- At the end of their treatment, all participants were given a questionnaire asking them to say whether their symptoms were better, worse or the same as before.

- 5 (a) Describe **one** way the psychologist could have chosen a random sample of patients who experienced flooding.

pulling names out of a hat or
choosing a name on a list every
five people.

(2 marks)

- 5 (b) Identify **one** advantage of random sampling.

Time-consuming.

(1 mark)

Question 5 continues on the next page

4 (b) Look at the following explanations of aggression.

Explanations of aggression	Term
A drive which satisfies our instinct for self-destruction	B
Increased levels of the hormone testosterone	A
Observing and imitating the behaviour of an aggressive role model	C

From the following list of terms, choose the one that matches each explanation of aggression and write A, B or C in the box next to each explanation:

- A Biological
- B Psychodynamic
- C Social learning

(2 marks)

4 (c) Using your knowledge of psychology, describe and evaluate **one** way of reducing aggression.

(use continuous prose)

Allowing children to see non-aggressive models being kind towards someone or something.

Allowing children to see someone that they know and look up to being kind and ~~is~~ showing non-aggressive behaviour.

Show on television showing non-aggressive behaviour.

Can be hard though because there is a lot of aggressive behaviour in the media and on television.

(extra space)

(6 marks)

SECTION D: AGGRESSION

Answer all questions.

Total for this question: 15 marks

- 4 (a) (i) Describe **one** study in which the development of aggressive behaviour was investigated. Include in your answer the reason why the study was conducted, the method used, the results obtained and the conclusion drawn.

Reason ... To find out whether aggression is caused by social influence.

Method ... Childrens observed models with a bobo doll
 -condition one - Hitting or punching doll.
 -condition two - Stroking and hugging doll.

Results ... Aggression can be caused by social influence, observation, imitation and reinforcement. Children usually imitated same sex models.

Conclusion ... Aggression is caused by observation, imitation and reinforcement.

(4 marks)

- 4 (a) (ii) Evaluate the study you have described in your answer to (a) (i).

Unethical allowing children to see aggressive behaviour and to copy it. Cause children to be aggressive in every day life.

(3 marks)

Question 4 continues on the next page

3 (e) Read each of the following statements about the psychodynamic theory of gender development and decide whether it is **TRUE** or **FALSE**.

3 (e) (i) Freud studied a large number of children to develop his theory.
(tick the correct box)

True	False
	✓

(1 mark)

3 (e) (ii) It is difficult to test Freud's theory scientifically.
(tick the correct box)

True	False
✓	

(1 mark)

3 (e) (iii) Freud ignored social influences on gender development.
(tick the correct box)

True	False
✓	

(1 mark)

- 3 (c) The following are examples of gender development. From the following list of terms, choose the one that matches each example. Write the correct term on the line below each example.

- Oedipus complex
- Electra complex
- Vicarious reinforcement
- Gender schema
- Imitation
- Modelling.

- 3 (c) (i) Leanne copies her mother putting on make-up. This is an example of:

~~Modelling~~ Imitation.

(1 mark)

- 3 (c) (ii) After Sonny sees his brother being praised for climbing a tree, he climbs a tree. This is an example of:

Vicarious reinforcement.

(1 mark)

- 3 (c) (iii) Jason is five years old. He thinks that all doctors are men. This is an example of:

Gender schema.

(1 mark)

- 3 (d) David is five years old. When he was younger he was very loving towards his mother but now he wants to be like his father. How would psychodynamic theory explain David's gender development?

His father has become the model and David imitates his ~~act~~ behaviour. Freud studied this and said ~~because~~ this is down to the Oedipus complex. He unconsciously sexually desires his mother and rivals his father, but copies his to learn how to seduce the mother. (3 marks)

Question 3 continues on the next page

SECTION C: SEX AND GENDER

Answer all questions.

Total for this question: 15 marks

- 3 (a) Two fathers were discussing the behaviour of their young children.

William: "I think boys and girls behave differently just because of their biology."

Gareth: "I don't agree, I think the differences are psychological."

- 3 (a) (i) What is meant by the term *sex identity*? Refer to the conversation above in your answer.

The ^{sex} way you are biologically ~~and~~
~~your~~ sense of what you are. Both
 William and Gareth have different view
 Behaviour is caused by their sex and
 gender. (2 marks)

- 3 (a) (ii) What is meant by the term *gender identity*? Refer to the conversation above in your answer.

The sense you have of being male
 or female, like what Gareth said.
 It is the way you feel.

(2 marks)

- 3 (b) (i) Identify the male hormone.

Testosterone.

(1 mark)

- 3 (b) (ii) Identify the female chromosome.

X chromosomes XX

(1 mark)

- 2 (e) Outline **one** practical implication of the findings of studies of bystander intervention.

The more people are at an incident, the less time it takes for them to act because they rely on someone else.

(2 marks)

Turn over for the next section

- 2 (c) Outline what is meant by the term *deindividuation*.

By being able to conform to doing the same as others from being individual.

(2 marks)

- 2 (d) Describe and evaluate one study in which bystander intervention was investigated. Include in your answer the method used in the study, the results obtained, the conclusion drawn and an evaluation of the study described.
(use continuous prose)

Latane and Darley -

~~one~~ Aim - To see if there are more people than one does this reduce the seriousness of incident.

Method - 2 conditions -

1- Someone watches a house, to what they think is burning down on their own.

2- Watches with 2 people not just one.

- Use steam coming out air vents to look like smoke.

- Done for 6 minutes.

Results - If there ~~were~~ was more than one person, the incident would become less

(extra space) serious and take longer to act than when there was one person alone.

Results - The amount of people at an incident does affect the seriousness of incident and time taken to act.

(6 marks)

SECTION B: SOCIAL INFLUENCE

Answer all questions.

Total for this question: 15 marks

- 2 (a) Look at the table below which contains examples of social behaviour.

Description	Term
Lucy picks up litter from the playground because her teacher tells her to.	C
William always wears a certain brand of trainers because all his friends do.	B
Adam likes working in a group because he can get away with doing less work.	D

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

- A Bystander intervention
 B Conformity
 C Obedience
 D Social loafing

(3 marks)

- 2 (b) Look at the following factors which affect obedience and decide whether they are likely to
- INCREASE**
- or
- DECREASE**
- obedience.

- 2 (b) (i) The authority figure is wearing a uniform.

Increase	Decrease
<input checked="" type="checkbox"/>	<input type="checkbox"/>

(tick the correct box)

(1 mark)

- 2 (b) (ii) The order is given in a run-down office block.

Increase	Decrease
<input type="checkbox"/>	<input checked="" type="checkbox"/>

(tick the correct box)

(1 mark)

Question 2 continues on the next page

1 (d) The table below describes attempts to apply conditioning procedures to phobias.

Description	Treatment
Claire is given a sticker every time she can face her fear. When she has 10 stickers she exchanges them for something she wants.	D
Gary has been taught relaxation techniques. He has been taught to gradually face his fear.	C
Olga has been made to face her most feared situation immediately until she is comfortable with it.	B

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

- A Aversion therapy
- B Flooding
- C Systematic desensitisation
- D Token economy

(3 marks)

1 (e) Explain **one** ethical implication of using flooding to treat phobias.

Cause mental harm being confronted with fear straight away. They may become even more frightened because their fear may hurt them mentally or even ~~psy~~ physically again.

(3 marks)

- 1 (b) (iv) Who described the principles of classical conditioning?
(tick the correct box)

Pavlov

Skinner

(1 mark)

- 1 (c) Read the following letter which appeared in the problem page of a popular magazine:

Dear Jo,

My daughter Abbie won't go to sleep. I put her to bed and then go downstairs. After a few minutes she gets up. She says she is scared so I let her watch television with me. Then she is happy. Why can't I get her to stay in bed?

Yours sincerely,

Mrs B Skinner

- 1 (c) What is meant by *positive reinforcement*? Refer to the letter in your answer.

Encouraging them and rewarding them with something good that they like. For example, by letting Abbie watch television with her this is positive reinforcement.

(3 marks)

Question 1 continues on the next page

SECTION A: LEARNING

Answer all questions.

Total for this question: 15 marks

- 1 (a) Outline what is meant by the term *learning*.

A change in behaviour due to an experience.

(2 marks)

- 1 (b) Molly is six months old. Her father warms her milk up in the microwave. He has noticed that Molly makes sucking noises when the microwave bell rings. She has also started to make the same sucking noises when the timer bell on the oven rings.

- 1 (b) (i) Molly making sucking noises when the microwave bell rings is an example of the following:
(tick the correct box)

A conditioned response

An unconditioned response

(1 mark)

- 1 (b) (ii) When the microwave bell rings, this is an example of the following:
(tick the correct box)

An unconditioned stimulus

A conditioned stimulus

(1 mark)

- 1 (b) (iii) Molly making sucking noises when the timer on the oven rings is an example of the following:
(tick the correct box)

Discrimination

Generalisation

(1 mark)

- 5 (h) (ii) Outline **one** way the psychologist could have dealt with the ethical issue you have identified in your answer to (h) (i).

Tell participants that ~~no camera is being~~
~~used to measure this~~, their results will
remain confidential. (2 marks)

END OF QUESTIONS

- 5 (f) (ii) Identify **one** anomalous result in Condition A and state what effect this has on the mean width of participants' pupils.

2 millimeters, which makes the mean width smaller and less.

(2 marks)

- 5 (f) (iii) The range in Condition B is:
(tick the correct box)

2 mm.
4 mm.
5 mm.

(1 mark)

- 5 (g) Explain **one** disadvantage of using the experimental method in psychological research.

Not all participants will know what's happening or have been briefed.

(3 marks)

- 5 (h) (i) Identify **one** ethical issue the psychologist should have considered before conducting his experiment.

~~may not have known that there was a camera measuring their eye width.~~ confidential

(1 mark)

Question 5 continues on the next page

- 5 (d) Identify **one** extraneous variable that the psychologist controlled in this experiment.
(tick the correct box)

The person used in the photograph.

The sex of the participants.

The width of the participants pupils

(1 mark)

- 5 (e) Identify the sampling method the psychologist used in this experiment.

~~Stratified sampling~~ Random sampling

(1 mark)

- 5 (f) The results of the experiment are shown in Table 2.

Table 2: The width of participants' pupils in millimetres when shown a smiling face and when shown an angry face.

Participant	Condition A (Smiling face)	Condition B (Angry face)
1	8	5
2	7	4
3	8	3
4	7	4
5	9	4
6	2	5
7	6	4
8	8	3
9	6	5
10	9	3
Total	70	40

- 5 (f) (i) The mean width of participants' pupils in Condition A is:
(tick the correct box)

5 mm.

7 mm.

70 mm.

(1 mark)

- 5 (b) (ii) Identify the dependent variable in this experiment.

width in millimetres participants pupils
were apart. (1 mark)

- 5 (b) (iii) Identify the experimental design used in this experiment.

repeated measures (1 mark)

- 5 (c) Read each of the following statements about experimental designs and decide whether it is **TRUE** or **FALSE**.

- 5 (c) (i) A disadvantage of a repeated measures design is that participant variables could affect the results.

(tick the correct box)

True	False
<input checked="" type="checkbox"/>	<input type="checkbox"/>

(1 mark)

- 5 (c) (ii) A disadvantage of an independent groups design is that more participants are needed than for a repeated measures design.

(tick the correct box)

True	False
<input checked="" type="checkbox"/>	<input type="checkbox"/>

(1 mark)

- 5 (c) (iii) A disadvantage of a matched pairs design is that it can be time-consuming.

(tick the correct box)

True	False
<input checked="" type="checkbox"/>	<input type="checkbox"/>

(1 mark)

Question 5 continues on the next page

SECTION E: RESEARCH METHODS

Answer all questions.

Total for this question: 20 marks

5

A psychologist conducted an experiment to investigate pupil dilation. His aim was to find out if the pupils of participants' eyes were wider when they looked at a picture of a smiling face or a picture of an angry face. This is what he did:

- He used 10 volunteers to take part in both conditions of his experiment.
- In Condition A, he showed each participant a photograph of a person who was smiling.
- He then used a special camera to measure the width in millimetres of each participant's pupils.
- In Condition B, he showed each participant a photograph of the same person but this time the person had an angry face.
- He then measured the width in millimetres of each participant's pupils again.

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

Participant eyes will be wider when they look at a picture of a smiling face ~~than~~ or angry face.

(2 marks)

- 5 (b) (i) Identify the independent variable in this experiment.

The picture of a smiling or happy face.

(1 mark)