

Candidate Name

Centre Number

Candidate
Number**OXFORD CAMBRIDGE AND RSA EXAMINATIONS****General Certificate of Secondary Education****PSYCHOLOGY****1989/2****PAPER 2 FOUNDATION TIER**

Tuesday

27 JUNE 2006

Morning

1 hour 15 minutes

Additional materials:

No additional materials are required.

TIME 1 hour 15 minutes**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number in the boxes provided.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions in each section.
- Write your answers in the spaces provided.

INFORMATION FOR CANDIDATES

- The number of marks is shown in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- You may use the lined pages at the back of this booklet for your answers if you need to do so. You must make sure that any answer(s) on these sheets is clearly labelled with the appropriate question number(s).
- Marks will be awarded for quality of your written communication in Section D, question 18.

| Section | Mark (max. in brackets) |
|--------------|-------------------------|
| A | (18) |
| B | (18) |
| C | (18) |
| D | (26) |
| Total | (80) |

This question paper consists of 12 printed pages, 2 lined pages and 2 blank pages.

SECTION A

Individual Differentiation

Source A: Aspects of Morality

The following conversation took place between Tom who is 10 years old and his brother Nathan who is 6 years old.

Tom: "Mum is upset with you because you deliberately pulled up a flower in the garden."

Nathan: "Why is she cross with me? That's not fair. When you fell off your bike the other day, you destroyed loads of Mum's flowers – not just one."

Tom: "Yes, but that was an accident. You actually destroyed that flower on purpose. That is much naughtier."

Nathan: "I don't understand that. I think that you're much naughtier because you did more damage."

1 From the Source,

(a) State why Nathan thought that Tom was much naughtier than him.

_____ [1]

(b) State why Tom thought that Nathan was much naughtier than him.

_____ [1]

2 (a) According to Piaget, state which of the two boys would be at the *heteronomous* stage of morality.

Put a tick next to **one** of the two names.

Tom Nathan [1]

(b) Give the name of the other stage of morality in Piaget's theory.

_____ [1]

3 Outline **one** criticism of *Piaget's* theory of moral development.

[2]

4 Kohlberg also developed a stage theory of moral development. He stated that people can move through three stages of morality.

Select which of the three stages is being described in the table below.

[4]

Choose from

- pre-conventional
- conventional
- post-conventional

Write your answer in the table.

The first two are done for you as examples.

| STAGE | DESCRIPTION |
|-------------------|---|
| Post-Conventional | People recognise laws are important but may need to be changed. |
| Conventional | People's morals are based on the approval of others. |
| | People see morality in terms of punishment. |
| | People see morality in terms of rewards. |
| | People base morality on universal principles not necessarily the law. |
| | People's morality is based on respect for law and order. |

5 Kohlberg used a *longitudinal study* to test his theory.

(a) Outline what is meant by a *longitudinal study*.

[2]

(b) Suggest **one** problem of using a longitudinal study.

[2]

6 Describe the social learning (behavioural) theory of moral development.

[4]

Section total : 18 marks

SECTION B

Cognitive Psychology

Source B: Perception

Geoff and Fiona were discussing whether they needed to buy a stair gate for their eight month old son Charlie to stop him trying to go downstairs.

Geoff had read in a magazine that babies younger than Charlie could perceive depth, almost from birth.
 “So we don’t need a stair gate,” Geoff decided, “as Charlie will be too scared to crawl over the top of the stairs. It’s in a child’s nature.”

Fiona disagreed. She said, “Children need to learn about depth through experience.”
 She didn’t want Charlie to learn about depth by falling downstairs!

“Put it this way,” she added, “you wouldn’t let Charlie crawl around by a cliff edge!”

7 From the Source,

(a) State the type of perception that Fiona said children need to learn about.

_____ [1]

(b) Give the name of the parent who supports the role of nature in perception.

_____ [1]

8 (a) Explain the advantage of using infants to study the nature/nurture debate.

 _____ [2]

(b) Outline **one** infant study that has been carried out into perception.

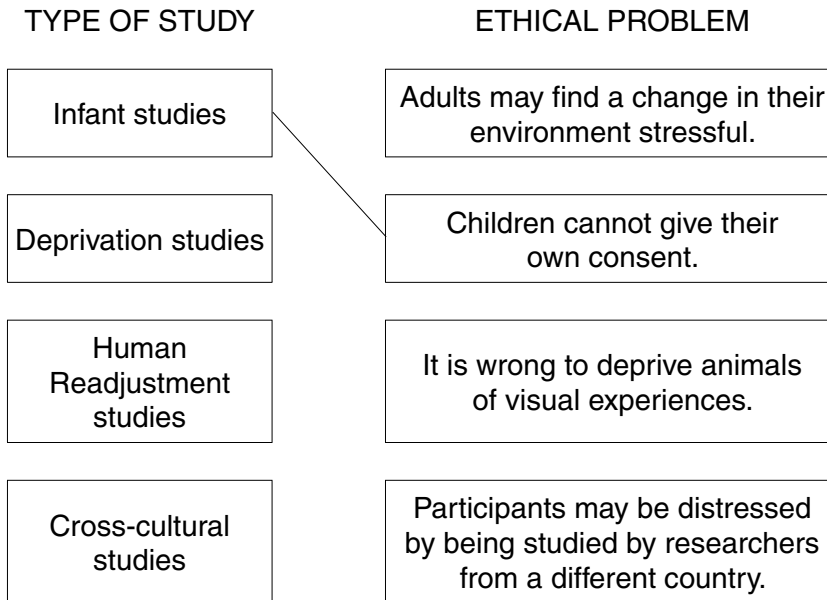
 _____ [4]

9 Studies into perception can raise a number of ethical problems.

Look at the following diagram.

Draw a line between two boxes to match the ethical problem to the type of study. [3]

The first one is done for you as an example.



10 State whether the following types of studies tend to support the role of nature or nurture in the development of perceptual abilities. [3]

| TYPE OF STUDY | NATURE OR NURTURE? |
|----------------------------|--------------------|
| Infant studies | |
| Human readjustment studies | |
| Cross-cultural studies | |

11 Describe **one** study of the role of *nurture* in perception.

[4]

Section total : 18 marks

SECTION C**Bio-psychology****Source C: Gender**

A famous case study was carried out on a boy named Bruce. He lost his penis in an operation that went wrong when he was aged just 20 months old. On a doctor's advice, the boy was then raised as a girl called Brenda.

For many years, Brenda was reported to be happy with her new gender role and had adapted to it well. However, after puberty, she began to find teenage life difficult because she had a masculine gender identity. In fact, when she found out she had been born a boy she decided to live the rest of her life as a man.

The conclusion was that in gender development the role of nature is stronger than the role of nurture.

12 From the Source,

(a) State what gender identity Brenda had after puberty.

_____ [1]

(b) State what the conclusion was at the end of the case study.

_____ [1]

13 The case study in Source C shows the importance of biological factors in gender development.

Complete the following table to show how males and females are biologically different. [2]

| | MALE | FEMALE |
|---------------------------|------|-----------|
| HORMONES | | oestrogen |
| GENETICS (CHROMOSOMES) | XY | |

14 Describe **one** disadvantage of carrying out a case study.

[2]

15 State whether the following statements are true or false.

[4]

Give your answer by circling either TRUE or FALSE as shown below.

TRUE **FALSE**

TRUE **FALSE**

- | | | |
|--|------|-------|
| (i) "Sex identity is whether someone is male or female." | TRUE | FALSE |
| (ii) "Gender identity is whether a person sees themselves as feminine or masculine." | TRUE | FALSE |
| (iii) "Sex typing is when a person is aware of what sex they are." | TRUE | FALSE |
| (iv) "Androgyny is a balance of masculine and feminine traits." | TRUE | FALSE |

16 Organisations may be interested in research into gender.

Look at the organisations below and draw a line between the organisation and the type of question they may ask psychologists. [4]

| ORGANISATION | RESEARCH QUESTION |
|---|--|
| <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;">toy manufacturer</div> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Why do males and females perceive space differently?</div> |
| <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;">driving school</div> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Why do females and males play differently?</div> |
| <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;">police force</div> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Why do males and females look for different things in relationships?</div> |
| <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;">dating agency</div> | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Why do females and males commit different amounts of crime?</div> |
| | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Why do males and females choose different subjects to study?</div> |

17 Describe **one** explanation other than the biological theory of gender development (e.g. social learning theory, Freud's, Kohlberg's).

[4]

Section total : 18 marks

SECTION D

Bio-psychology

Source D: Memory

A psychologist carried out an experiment to investigate how much is remembered depending on where it is learned.

The psychologist took 12 students into a blue room where they all had to read a short story. Half of the students were left in the blue room. She took the other half of the students into a different room that was yellow.

Both groups of students then had to answer 10 questions about the story. The psychologist's hypothesis was:

"Students who were tested in the same colour room as where they read the story will answer more questions correctly."

The results of the experiment were:

| | SAME ROOM | DIFFERENT ROOM |
|---------------|-----------|----------------|
| AVERAGE SCORE | 8 | 4 |

The psychologist concluded that context acts as a cue for recall.

18 From the Source,

(a) Identify the aim of this study.

_____ [1]

(b) State the average score for students who answered questions in the blue room.

_____ [1]

19 Identify the independent variable in the experiment in Source D.

_____ [1]

20 Explain what is meant by a *hypothesis*.

_____ [2]

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