

Candidate Name

Centre Number

Candidate
Number

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

PSYCHOLOGY

1989/4

PAPER 4 HIGHER 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 13 printed pages, 2 lined pages and 1 blank page.

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 According to Piaget, Nathan and Tom have reached different stages of morality.

(a) Name the stage of morality that Nathan has reached.

_____ [1]

(b) Name the stage of morality that Tom has reached.

_____ [1]

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

[3]

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.

[5]

Choose from

- pre-conventional
- conventional
- post-conventional

Write your answers in the table.

The first one is done for you as an example.

STAGE	DESCRIPTION
Post-Conventional	People recognise laws are important but may need to be changed.
	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.

Suggest **one** problem of using a longitudinal study.

[2]

6 Describe the work of Gilligan on 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.

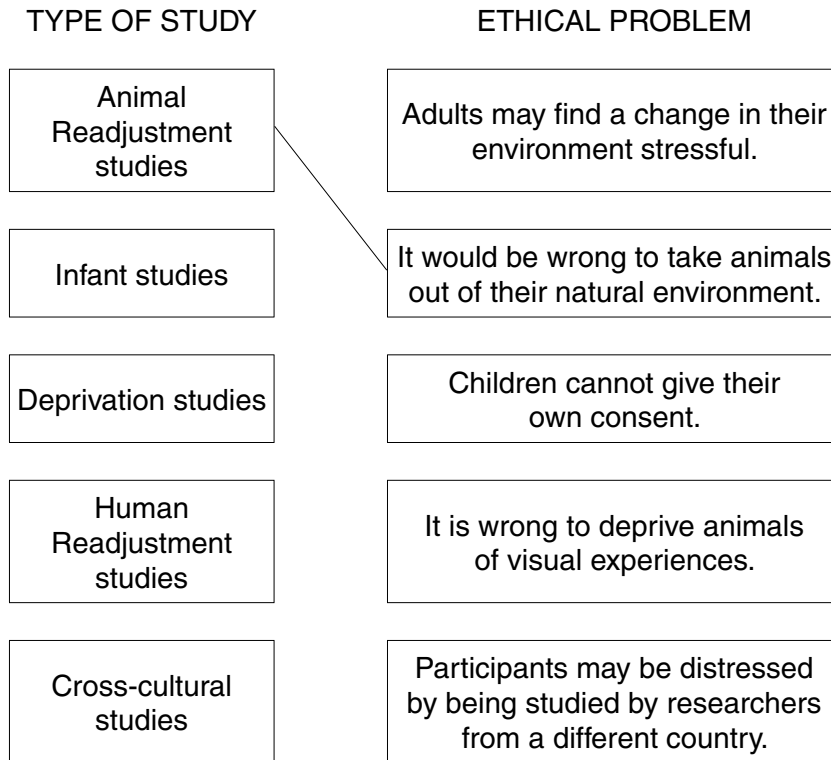
_____ [1]

- 8 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. [4]

The first one is done for you as an example.



- 9 Many studies into perception use experiments as a method of research.

(a) Explain what is meant by an *experiment*.

_____ [2]

(b) Explain **one** disadvantage of using an experiment.

_____ [2]

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. [3]

	MALE	FEMALE
HORMONES		
GENETICS (CHROMOSOMES)	XY	
GONADS	testes	ovaries

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

[2]

15 State whether the following statements are true or false.

[3]

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

TRUE

FALSE

TRUE

FALSE

- | | | |
|--|------|-------|
| (i) "A person's sex identity can be different from their gender identity." | TRUE | FALSE |
| (ii) "Sex typing is when a person is aware of what sex they are." | TRUE | FALSE |
| (iii) "Androgyny is one form of gender identity." | 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. [2]

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; padding: 5px; width: fit-content; margin: 0 auto;">Why do males and females look for different things in relationships?</div>

17 (a) Describe **one** explanation other than the biological theory of gender development (e.g. social learning theory, psychoanalytic explanation, cognitive approach).

[4]

(b) Suggest **one** criticism of the theory you have described.

[2]

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*.

_____ [1]

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