

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
**PSYCHOLOGY**

Paper 2 (Foundation Tier)

**1989/02**

Candidates answer on the Question Paper

**OCR Supplied Materials:**

None

**Other Materials Required:**

None

**Thursday 20 May 2010**  
**Afternoon**

**Duration:** 1 hour 15 minutes



Candidate Forename		Candidate Surname	
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Centre Number						Candidate Number				
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**INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do **not** write in the bar codes.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page at the end of this booklet. The question number(s) must be clearly shown.

**INFORMATION FOR CANDIDATES**

- The number of marks is given 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 page at the back of this booklet for your answers if you need to do so. You must make sure that any answer(s) on this sheet is clearly labelled with the appropriate question number(s).
- Marks will be awarded for quality of your written communication in the last question, Section D, question 23.
- This document consists of **12** pages. Any blank pages are indicated.

Examiner's Use Only:

1		13	
2		14	
3		15	
4		16	
5		17	
6		18	
7		19	
8		20	
9		21	
10		22	
11		23	
12			

**Total**

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2  
**SECTION A**

Answer **all** the questions in this section.

**Source A: Aspects of Morality**

Every now and again, there are cases of young children committing serious crimes, such as murder or robbery. When they do, it often starts a debate about whether children understand right from wrong. English law states that a child under the age of 10 cannot be charged with a crime.

Piaget said that 10 year old children have the same morality as an adult. He believed that they have entered the autonomous stage of moral development. Before this stage, children's morality has not developed properly and they are in the heteronomous stage of moral development.

**1** From the Source:

**(a)** Identify **one** example of a serious crime committed by children.

..... [1]

**(b)** Name the stage of moral development that children enter at the age of 10.

.....  
..... [1]

**2** From the list below, identify three features of the heteronomous stage of morality.

Tick **three** of the boxes to show your answers.

Children think more about the consequences of actions.

☐

Children think more about the intentions of actions.

☐

Children think laws will never change.

☐

Children understand laws can change.

☐

Children believe that punishment should fit the crime.

☐

Children believe that crimes should be punished as much as possible.

☐

**[3]**

- 3 Kohlberg suggested *three* levels of moral development. The first level was pre-conventional morality.

Name Kohlberg's other **two** levels of moral development.

1 ..... [1]

2 ..... [1]

- 4 Identify whether the following statements are true or false.

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

 TRUE	FALSE 
---	---

- (a) Gilligan criticised Kohlberg for being gender biased.

TRUE                      FALSE                      [1]

- (b) Gilligan argued that girls had better moral development than boys.

TRUE                      FALSE                      [1]

- 5 Explain **one** disadvantage of using a case study in psychological research.

.....

.....

.....

..... [2]

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

- (b) Outline **one** criticism of the social learning theory of moral development.

.....

.....

.....

..... [2]

**Total: 18 marks**

5  
**SECTION B**

Answer **all** the questions in this section.

**Source B: Perception**

The following conversation took place between a student and her Art teacher.

Student: I'm not happy with my drawing. It doesn't look right.

Teacher: How about using more depth cues to make it look more 3-dimensional?

Student: I have already tried to use linear perspective.

Teacher: I can see that. You have done a good job. But what other cues could you use?

Student: Do you mean things like texture gradient and superimposition?

Teacher: Exactly.

From the Source:

- 7 (a)** State why the teacher said that the student should use more depth cues.

..... [1]

- (b)** Name **one** depth cue.

..... [1]

- 8** From the list below, identify the **two** applications of research into depth perception.

Tick **two** of the boxes to show your answers.

Coaching for tennis players

☐

Making TV adverts memorable to customers

☐

Revision aids for students

☐

Training for airline pilots

☐

[2]

**9** There are *three* main visual constancies.

Look at the following diagram.

Draw a line from each type of constancy to its example.

The first one has been done for you.

TYPE OF CONSTANCY	EXAMPLE
Colour	When a revolving door rotates it will still be perceived as a rectangle.
Shape	When a white car is parked under a street light it will still be perceived as white.
Size	When a person walks into the distance she will still be perceived as the same height.
	When an illusion is presented it can be perceived in one of two ways.

**[2]**

**10 (a)** The role of **nature** in perception has been investigated using research such as infant (neonate) studies and deprivation studies.

Describe **one** study into the role of **nature** in perception.

..... [4]

(b) Outline **one** criticism of this study.

.....

.....

.....

..... [2]

11 (a) The role of **nurture** in perception has been investigated using research such as cross-cultural studies and readjustment studies.

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

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Outline **one** criticism of this study.

.....

.....

.....

..... [2]

**Total: 18 marks**

8  
**SECTION C**

Answer **all** the questions in this section.

**Source C: Stress**

A group of psychologists wanted to investigate whether noise was a cause of stress. They decided to carry out a field experiment in two different factories. They compared workers from a noisy factory with workers from a quiet factory.

The psychologists found that the workers from the noisy factory:

- had higher blood pressure,
- had more days off sick,
- reported less job satisfaction.

They concluded that the workers from the noisy factory had higher levels of stress than those in the quiet factory.

From the Source:

**12 (a)** State the **method** used by the psychologists.

..... [1]

**(b)** Give the conclusion of the study.

..... [1]

**13** Complete the table below to show the independent variable (IV) and **one** of the dependent variables (DV) in the study in Source C.

Choose your answers from the following list:

- *amount of job satisfaction*
- *level of noise*
- *number of factory workers*

Independent variable (IV)	
Dependent variable (DV)	

[2]

**14** Identify which type of *experimental subjects design* was used in the study in Source C.

Tick **one** of the boxes below to show your answer.

Independent groups design

☐

Repeated measures design

☐

[1]



- 15 The study in Source C used real factories.

Outline **one** advantage of carrying out research in real environments.

.....

.....

.....

..... [2]

- 16 Source C gives noise as one cause of stress.

Give **three** causes of stress other than noise.

1 ..... [1]

2 ..... [1]

3 ..... [1]

- 17 Complete the paragraph below.

Choose a different word for each gap from the following list.

**biological**

**psychological**

**tension**

**threatening**

“Stress is a state of ..... It is a response to a .....  
event. Some signs of stress are ..... , such as aggression and problems  
concentrating. Other signs are ..... , such as feeling sick and trembling.”  
[4]

- 18 (a) Outline **one** way of measuring of stress.

.....

.....

..... [2]

- (b) Outline **one** criticism of this way of measuring stress.

.....

.....

..... [2]

**Total: 18 marks**

**Turn over**

10  
SECTION D

Answer **all** the questions in this section.

**Source D: Memory**

Freud's theory of motivated forgetting states that it is possible to hold memories in the unconscious part of the mind. They are often traumatic memories from which a person is trying to protect themselves.

These memories can be accessed at a later date through psychotherapy. However, some psychologists argue that recovered memories may have been put there by therapists.

Researchers have shown that it is possible to convince participants that they got lost in a shopping centre when they were children. In fact, this event never really happened.

From the Source:

- 19 (a)** Identify where memories are held according to Freud's theory of motivated forgetting.

..... [1]

- (b)** Give the event that participants were convinced had taken place.

..... [1]

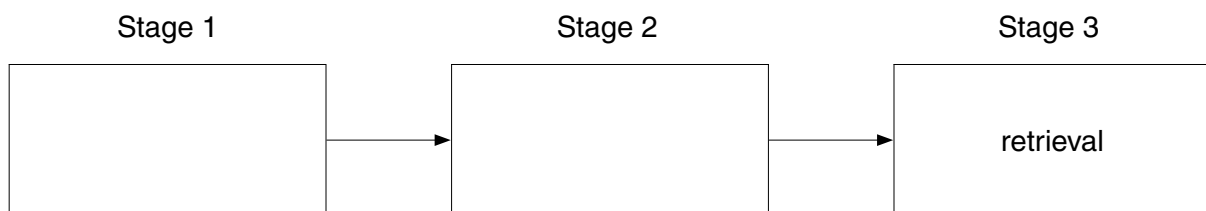
- 20** Motivated forgetting is one theory of forgetting.

Name **two** other theories of forgetting.

1 ..... [1]

2 ..... [1]

- 21** Label the two empty boxes in the following diagram to show the *stages* of memory.



[2]

- 22** Outline **one** way of aiding memory.

.....

.....

.....

..... [2]

[8]

[4]

**Total: 26 marks**

[illegible]