

<b>Candidate Forename</b>						<b>Candidate Surname</b>					
<b>Centre Number</b>						<b>Candidate Number</b>					

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**1989/03**

**PSYCHOLOGY**

**Paper 3 (Higher Tier)**

**TUESDAY 18 MAY 2010: Morning**

**DURATION: 1 hour 15 minutes**

**SUITABLE FOR VISUALLY IMPAIRED CANDIDATES**

**Candidates answer on the Question Paper**

**OCR SUPPLIED MATERIALS:**

**None**

**OTHER MATERIALS REQUIRED:**

**None**

**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS TO CANDIDATES**

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes on the first page.
- 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.
- 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 19.

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## **SECTION A**

### **SOCIAL PSYCHOLOGY**

Answer **ALL** the questions in this Section.

#### **SOURCE A: ENVIRONMENT AND BEHAVIOUR**

A psychologist used a field experiment to find out how students reacted when their usual seats were occupied by another person whilst they were out of the classroom.

She observed that:

- if they had occupied the seat for a term, they tried to get it back;
- if they had marked it with personal belongings, they tried to get it back;
- at the next lesson, students who had been unable to sit in their usual seats, arrived early to claim them.

**1 From the Source:**

**(a) State the aim of the psychologist's research.**

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**[1]**

**(b) State what happened at the next lesson.**

\_\_\_\_\_  
\_\_\_\_\_ [1]

**2 Describe what is meant by the term ‘territory’.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

**3 Describe the THREE basic types of territory listed below:**

**Primary:** \_\_\_\_\_  
\_\_\_\_\_ [2]

**Secondary:** \_\_\_\_\_  
\_\_\_\_\_ [2]

**Public:** \_\_\_\_\_  
\_\_\_\_\_ [2]

**4 Explain what is meant by the term ‘personal space’.**

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**[2]**

**5 (a) Describe ONE study into personal space.**

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**[4]**

**(b) Outline ONE criticism of the study you have described.**

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**[2]**

**Section total: 18 marks**

## **SECTION B**

### **BEHAVIOURAL PSYCHOLOGY**

Answer **ALL** the questions in this Section.

#### **SOURCE B: PHOBIAS**

Simon has a fear of flying.

Last year he cried and screamed before the family flew to America. To calm him down before getting on the plane, he was given a toy.

This year he cried and screamed again before getting on the plane. His parents decided not to buy him another present because it would reinforce his behaviour.

**6 From the Source:**

**(a) State what Simon was frightened of doing.**

\_\_\_\_\_ [1]

**(b) State why Simon's parents decided NOT to buy him another present.**

\_\_\_\_\_ [1]

**7 In Source B, Simon's phobia began through classical conditioning.**

**(a) Use the source to identify the following:**

- The unconditioned response (UCR):**

\_\_\_\_\_ [1]

- The conditioned stimulus (CS):**

\_\_\_\_\_ [1]

- The conditioned response (CR):**

\_\_\_\_\_ [1]

**(b) Suggest a possible unconditioned stimulus (UCS) for Simon's phobia.**

\_\_\_\_\_ [1]

**8 (a) Outline how operant conditioning can be used to explain phobias.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]



**(b) Describe ONE problem of operant conditioning as an explanation of phobias.**

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[2]

**9 Explain TWO ethical issues which must be considered when conducting psychological research into phobias.**

**1** 

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[2]

**2** 

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[2]

**10 Explain ONE application of research into phobias.**

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**[4]**

**Section total: 18 marks**

## **SECTION C**

### **DEVELOPMENTAL PSYCHOLOGY**

Answer **ALL** the questions in this Section.

#### **SOURCE C: COGNITIVE DEVELOPMENT**

Psychologists devised an experiment on conservation for children aged 4-6 years old.

They arranged sweets in two identical rows. They showed the sweets to each child and checked that the child understood that there was the same number in each row.

They then brought out a teddy and made it play around and accidentally mess up one row of sweets.

The psychologists then asked each child if there was still the same number of sweets in each row.

50% of the children gave the correct answer.

**11 From the Source:**

**(a) State how old the participants were.**

\_\_\_\_\_ [1]

**(b) State the percentage of the children who gave the correct answer.**

\_\_\_\_\_ [1]

**12 Below are TWO statements which refer to features of cognitive development.**

**Identify whether the statements are true or false.**

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

**TRUE**

**FALSE**

**TRUE**

**FALSE**

**(a) A typical 3-month old child would look for a toy after it was put away in a cupboard.**

**TRUE**

**FALSE**

**[1]**

**(b) A typical 7-year old is able to see a situation from another person's point of view.**

**TRUE**

**FALSE**

**[1]**

**13 Outline the following stages of Piaget's theory of cognitive development:**

**(a) Concrete operational:** \_\_\_\_\_

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**[3]**

**(b) Formal operational:** \_\_\_\_\_

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**[3]**

**14 Piaget used children in his research.**

**Describe ONE problem of using children in psychological research.**

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**[2]**

**15 Describe and evaluate ONE piece of research carried out by Piaget into cognitive development.**

**(a) Description:** \_\_\_\_\_

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**[4]**

**(b) Evaluation:** \_\_\_\_\_

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**[2]**

**Section total: 18 marks**

## **SECTION D**

### **BEHAVIOURAL PSYCHOLOGY**

Answer **ALL** the questions in this Section.

#### **SOURCE D: AGGRESSION**

A psychologist showed a group of children a cartoon in which an adult hit his neighbour aggressively on the head with an inflatable hammer.

Another group of children watched a similar cartoon where an adult showed no aggression to his neighbour.

All the children were then led to another room which contained toys including inflatable hammers, plastic swords, dolls and balloons.

The psychologist found most of the children who had observed the aggressive cartoon chose the inflatable hammers and then tried to hit other children with them.

**16 From the Source:**

- (a) State which group of children was more likely to choose the inflatable hammers.

\_\_\_\_\_ [1]

- (b) Identify **ONE** toy, other than an inflatable hammer, the children could have played with.

\_\_\_\_\_ [1]



**17 The study in the source was a laboratory experiment.**

**Outline ONE advantage and ONE disadvantage of this research method.**

**Advantage:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [2]

**Disadvantage:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [2]

**18 Outline ONE cultural difference in levels of aggression.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ [2]

**19 (6 marks are available for the Quality of Written Expression)**

**Describe the social learning theory of aggression.**

**(a) Description:** \_\_\_\_\_

[illegible]

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[8]

**(b) Evaluate the social learning theory of aggression in terms of non-behavioural explanations:**

**Evaluation:** \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **[4]**

**Written Communication [6]**

**Section total: 26 marks**

**ADDITIONAL PAGE**

**If you use the following lined page to complete the answers to any questions, the question number MUST be clearly shown.**

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