

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
PSYCHOLOGY**

B542

Studies and Applications in Psychology 2

Candidates answer on the question paper.

OCR supplied materials:
None

Other materials required:
None

**Friday 20 May 2011
Morning**

Duration: 1 hour 15 minutes



Candidate forename		Candidate surname	
-----------------------	--	----------------------	--

Centre number						Candidate number				
---------------	--	--	--	--	--	------------------	--	--	--	--

INSTRUCTIONS TO CANDIDATES

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

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 will be awarded marks in questions 22 and 27 for the quality of your written communication.
- This document consists of **16** pages. Any blank pages are indicated.

Answer **all** questions.

SECTION A – INDIVIDUAL DIFFERENCES

The Self

1 Identify whether the following statements are true or false.

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

TRUE	FALSE
TRUE	FALSE

(a) Extraversion is a measure of how out-going and confident an individual is.

TRUE	FALSE
------	-------

[1]

(b) Neuroticism is a measure of how mathematical and logical an individual is.

TRUE	FALSE
------	-------

[1]

2 Look at the following diagram.

Draw a line between two boxes to match the humanistic concept to its definition.

CONCEPT	DEFINITION
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Ideal Self</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">The kind of person you would like to be.</div>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Self Concept</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">The person you see your self as being.</div>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Self Esteem</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">The idea you can make your own choices in life.</div>
	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">How much you value your self.</div>

[3]

3

The Case of Levi

Levi is a teenage boy who often gets into trouble. However, his parents still support him whatever he does. His teacher says his parents should continue to do this. She believes it is a good thing because it will help him to achieve his goals in life.

Using the source:

(a) Give the phrase that shows that Levi receives unconditional positive regard.

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

(b) Give the phrase that refers to self actualisation.

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

4 Outline **one** criticism of the humanistic theory of the self.

.....
.....
.....
..... [2]

5 Van Houtte & Jarvis (1995) did a study into pet ownership amongst adolescents.

Give **two** limitations of the study.

1.
..... [1]

2.
..... [1]

SECTION B – COGNITIVE PSYCHOLOGY

Perception

7 Identify which **one** of the following statements is a correct definition of *perceptual set*.

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

When we perceive an object has changed in colour when it has not.

When we perceive an object based on what we expected to see.

When we perceive an object as being constant even though it appears to have changed.

[1]

8 Look at the following picture.



Explain **two** depth cues that can be seen in this picture.

1.
.....
.....
..... [2]

2.
.....
.....
..... [2]

9 Describe the **findings** of Haber & Levin's (2001) experiment into depth perception.

.....

.....

.....

.....

.....

.....

..... [3]

10 Outline **one** limitation of Haber & Levin's study.

.....

.....

.....

..... [2]

11 The constructivist theory tries to explain perception.

Outline **one** criticism of the constructivist theory of perception.

.....

.....

.....

..... [2]

12 Describe **one** way that research into perception can be applied in real life.

.....

.....

.....

.....

.....

..... [3]

Section B Total [15]

SECTION C – DEVELOPMENTAL PSYCHOLOGY

Cognitive Development

13 Complete the table below by identifying the stages of Piaget’s theory of cognitive development.

Fill in each empty space using a different term from the following list:

- concrete operational
- formal operational
- pre-operational
- post-operational
- sensori-motor

Name of Stage	Ages	Description
	0-2 yrs	The child understands the world as far as it is able to explore it.
	2-7 yrs	The child understands the world through symbols.
	7-11 yrs	The child can solve problems with the use of objects.
	11+ yrs	The child can solve problems in an abstract way.

[4]

14

The Mind of a Child

A psychologist did a case study of a child and recorded the following abilities.

The child is able to:

- understand that the volume of liquid stays the same when it is poured into a different shaped container
- rank objects in order
- work backwards in their thinking
- understand more than one feature of a situation.

Using the source:

(a) Identify the ability which shows that the child can conserve.

.....
 [1]

(b) Identify the ability which shows that the child has decentred.

.....
 [1]

15 Describe how research into cognitive development is useful in education.

.....

.....

.....

.....

.....

.....

..... [3]

16 Describe Piaget’s (1952) study into the conservation of number.

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

17 Outline **one** limitation of Piaget’s study into the conservation of number.

.....

.....

.....

..... [2]

Section C Total [15]

SECTION D – SOCIAL PSYCHOLOGY

Non-Verbal Communication

18 (a) Give **one** example of body language.

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

(b) Suggest what this example of body language could be communicating.

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

19 (a) Give **one** example of a facial expression.

..... [1]

(b) Suggest what this example of a facial expression could be communicating.

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

20

Evolution and Non-Verbal Communication

According to evolutionary theory, non-verbal communication is motivated by instinct. The instinct to protect ourselves means we use appeasement gestures and defensive gestures. The instinct to reproduce means we use body language to make us appear more attractive, and facial expressions to show our interest in others.

Using the source:

(a) Identify what motivates non-verbal communication, according to evolutionary theory.

..... [1]

(b) Give an example of how non-verbal communication is associated with reproduction.

..... [1]

(c) Give an example of how non-verbal communication is associated with survival.

..... [1]

SECTION E – BIOLOGICAL PSYCHOLOGY

Criminal Behaviour

23 Mednick *et al* (1984) did a study into the genetic basis of criminal behaviour.

From the list below, identify **three** features of the study.

Show your answer by ticking the relevant boxes;

- it was an adoption study
- the sample was made up of twins
- data was collected from criminal records
- data was collected from observations
- the findings showed that biological parents have a strong influence on their children's chances of committing a crime
- the study that concluded the environment is important in whether someone commits a crime or not

[3]

24 Outline **one** limitation of Mednick *et al*'s study into criminal behaviour.

.....

.....

.....

..... [2]

25 Outline what is meant by the term 'criminal personality'.

.....

.....

.....

..... [2]

PLEASE DO NOT WRITE ON THIS PAGE



Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.