

<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**

**B541**

**PSYCHOLOGY**

**Studies and Applications in Psychology 1**

**TUESDAY 17 MAY 2011: 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, centre number and candidate number in the boxes on the first page. 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 page at the end of this booklet. The question number(s) must be clearly shown.**
- **Answer ALL the questions.**

## **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 18 and 22 for the quality of your written communication.**

**BLANK PAGE**

**Answer ALL questions.**

**SECTION A – SOCIAL PSYCHOLOGY**

***OBEDIENCE***

**1 Answer the following questions about Bickman's (1974) study into obedience.**

**(a) From the list below, identify the TWO types of uniform used in the study.**

**Show your answer by ticking the relevant boxes;**

**army uniform**

**guard uniform**

**milkman uniform**

**postal worker uniform**

**[2]**

**(b) Give TWO of the orders that were given to participants in the study.**

**1. \_\_\_\_\_ [1]**

**2. \_\_\_\_\_ [1]**

**(c) Identify whether the following statement is true or false.**

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

**TRUE**      **FALSE**

**TRUE**      **FALSE**

**In Bickman's study, findings showed that participants were more likely to obey someone in a uniform rather than someone in civilian clothes.**

**TRUE**      **FALSE**      **[1]**

**2 Describe ONE limitation of Bickman's study.**

---

---

---

---

**[2]**

**3 Look at the following diagram.**

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

**KEY CONCEPT**

**DEFINITION**

**Obedience**

**Following commands from someone in power.**

**Defiance**

**Not accepting responsibility for one's own actions.**

**Resisting commands or not following instructions.**

**[2]**

**4 Explain the effects of the following situational factors on obedience.**

**(a) Setting**

**Effect:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **[3]**

**(b) Authority**

**Effect:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **[3]**

**Section A Total [15]**

## SECTION B – COGNITIVE PSYCHOLOGY

### *MEMORY*

- 5 Complete the diagram below to show the stages of information processing in memory.

Label each empty box using a different term from the following list;

ENCODING

OUTPUT

RETRIEVAL

STORAGE

TRANSFER

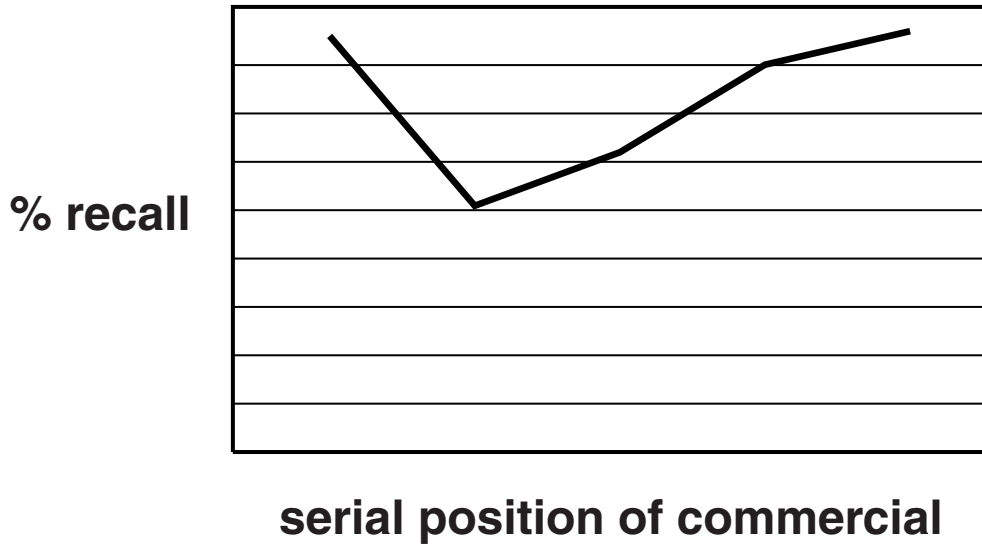


[4]



### THE TERRY STUDY

Below are some of the findings from Terry's (2005) experiment. The graph shows a primacy and a recency effect.



Using the source:

Outline how the multi-store model would explain Terry's findings.

---

---

---

---

---

---

---

---

---

[4]

**7 Give ONE limitation of Terry's experiment into the serial position effect.**

---

---

[1]

**8 Outline the levels of processing theory of memory.**

---

---

---

---

---

[3]

**9 Describe ONE memory aid.**

---

---

---

---

---

[3]

**Section B Total [15]**

## SECTION C – INDIVIDUAL DIFFERENCES

### *ATYPICAL BEHAVIOUR*

10 Complete the following table of common phobias.

<b>PHOBIA</b>	<b>DEFINITION</b>
<b>Arachnophobia</b>	
<b>Social phobia</b>	
<b>School phobia</b>	<b>Fear of being in school or attending school.</b>

[2]

**THE CASE OF LITTLE ALBERT**

**Watson & Rayner (1920) conditioned an 11 month old baby to fear a white rat. They did this by pairing a white rat with a loud bang over a number of trials. Through classical conditioning, Albert learned to associate the two stimuli so that the white rat alone triggered a fear response.**

**Using the source;**

**(a) Identify the unconditioned stimulus.**

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

**(b) Identify the unconditioned response.**

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

**(c) Identify the conditioned stimulus.**

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

**(d) Identify the conditioned response.**

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

**12 Give TWO limitations of Watson & Rayner's study.**

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

2. \_\_\_\_\_  
\_\_\_\_\_ [1]

**13 Watson & Rayner's study supported the behaviourist theory.**

**Evaluate the behaviourist theory of atypical behaviour.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [3]

**14 Describe ONE way in which behaviour therapy can be used to treat phobias.**

---

---

---

---

---

---

---

---

---

---

**[4]**

**Section C Total [15]**

## SECTION D – DEVELOPMENTAL PSYCHOLOGY

### *ATTACHMENT*

15

#### **OBSERVING SEPARATION PROTEST**

**A psychologist observed the following behaviours in a small group of infants:**

- **Child W hardly noticed when her carers left the room and she carried on playing even when they returned.**
- **Child X was very distressed when his carers left the room and then was very demanding when they returned.**
- **Child Y was very depressed when her carers left the room and carried on being depressed when they returned.**
- **Child Z was upset when his carers left the room but soon settled down. He was pleased to see them when they returned.**

**Using the source:**

- (a) Give the letter of the child who shows an insecure-avoidant attachment.**

---

**[1]**

**(b) Give the letter of the child who shows a secure attachment.**

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

**(c) Give the letter of the child who shows an insecure-ambivalent attachment.**

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

**16 In the source, the psychologist used separation protest as a measure of attachment.**

**Outline ONE other way in which a psychologist could measure attachment.**

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

**17 Describe ONE application of research into attachment.**

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



**18 Describe and evaluate Bowlby’s theory of attachment.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**[6]**

**Section D Total [15]**

## SECTION E – BIOLOGICAL PSYCHOLOGY

### ***SEX AND GENDER***

19

#### **EVOLUTIONARY GENDER ROLES**

The theory of evolution states that males and females have developed differently to perform different roles. It argues that females have the instinct to care for children and to be sensitive to other people's needs. Meanwhile, males are naturally more aggressive so they can protect their family and fight for resources.

Using the source:

- (a) Give ONE behaviour which is instinctive to females according to evolutionary theory.

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

- (b) Give ONE reason why males are naturally more aggressive according to evolutionary theory.

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

**20 The table below gives examples of biological factors involved in sex differences.**

**Complete the table to show whether each factor is associated with males or females.**

**The first one is done for you as an example.**

<b>FACTOR</b>	<b>MALE</b>	<b>FEMALE</b>
<b>Testes</b>	✓	
<b>Oestrogen</b>		
<b>Testosterone</b>		
<b>XY chromosomes</b>		
<b>XX chromosomes</b>		

**[4]**

**21 Outline TWO criticisms of the biological theory of gender development.**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

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

**22 Describe and evaluate Diamond & Sigmundson's (1997) study of gender development.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

[10]

**Section E Total [20]**

**Paper Total [80]**

**ADDITIONAL PAGE**

**If you use this lined page to complete the answer to any question, the question number(s) must be clearly shown.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**BLANK 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](http://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.**