

<b>Candidate forename</b>		<b>Candidate surname</b>	
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<b>Centre number</b>						<b>Candidate number</b>				
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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**B542**

**PSYCHOLOGY**

**Studies and Applications in Psychology 2**

**FRIDAY 20 MAY 2011: Morning**

**DURATION: 1 hour 15 minutes**

**SUITABLE FOR VISUALLY IMPAIRED CANDIDATES**

**Candidates answer on the question paper.**

**OCR SUPPLIED MATERIALS:**

**Loose A4 Picture Sheet**

**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 pages 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 22 and 27 for the quality of your written communication.**

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**

**Ideal Self**

**The kind of person you would like to be.**

**Self Concept**

**The person you see your self as being.**

**Self Esteem**

**The idea you can make your own choices in life.**

**How much you value your self.**

**[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.**

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**[2]**

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

**Give TWO limitations of the study.**

**1.** \_\_\_\_\_

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

**2.** \_\_\_\_\_

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

**6 Describe ONE way in which counselling can help an individual.**

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**[4]**

**Section A Total [15]**

## 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 picture on the loose A4 Sheet.**

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

**1.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**2.** \_\_\_\_\_

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

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

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**[3]**

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

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**[2]**

**11 The constructivist theory tries to explain perception.**

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

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**[2]**

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

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**[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

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

**[4]**

**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.**

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[1]

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

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[1]

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

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**[3]**

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

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**[4]**

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

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



**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]

**21 The social learning theory states that non-verbal communication is learned from others.**

**From the list below, identify TWO terms associated with the social learning theory.**

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

**biology**

**bottom-up processing**

**imitation**

**reinforcement**

**[2]**

**22 Describe and evaluate Yuki *et al*'s (2007) study into facial expressions.**

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**[6]**

**Section D Total [15]**

## 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.**

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**[2]**

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

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**[2]**

**26 Describe how psychological research can be used in crime reduction.**

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**[3]**

**27 Describe and evaluate ONE theory of criminal behaviour.**

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**Section E Total [20]**  
**Paper Total [80]**

**ADDITIONAL PAGES**

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

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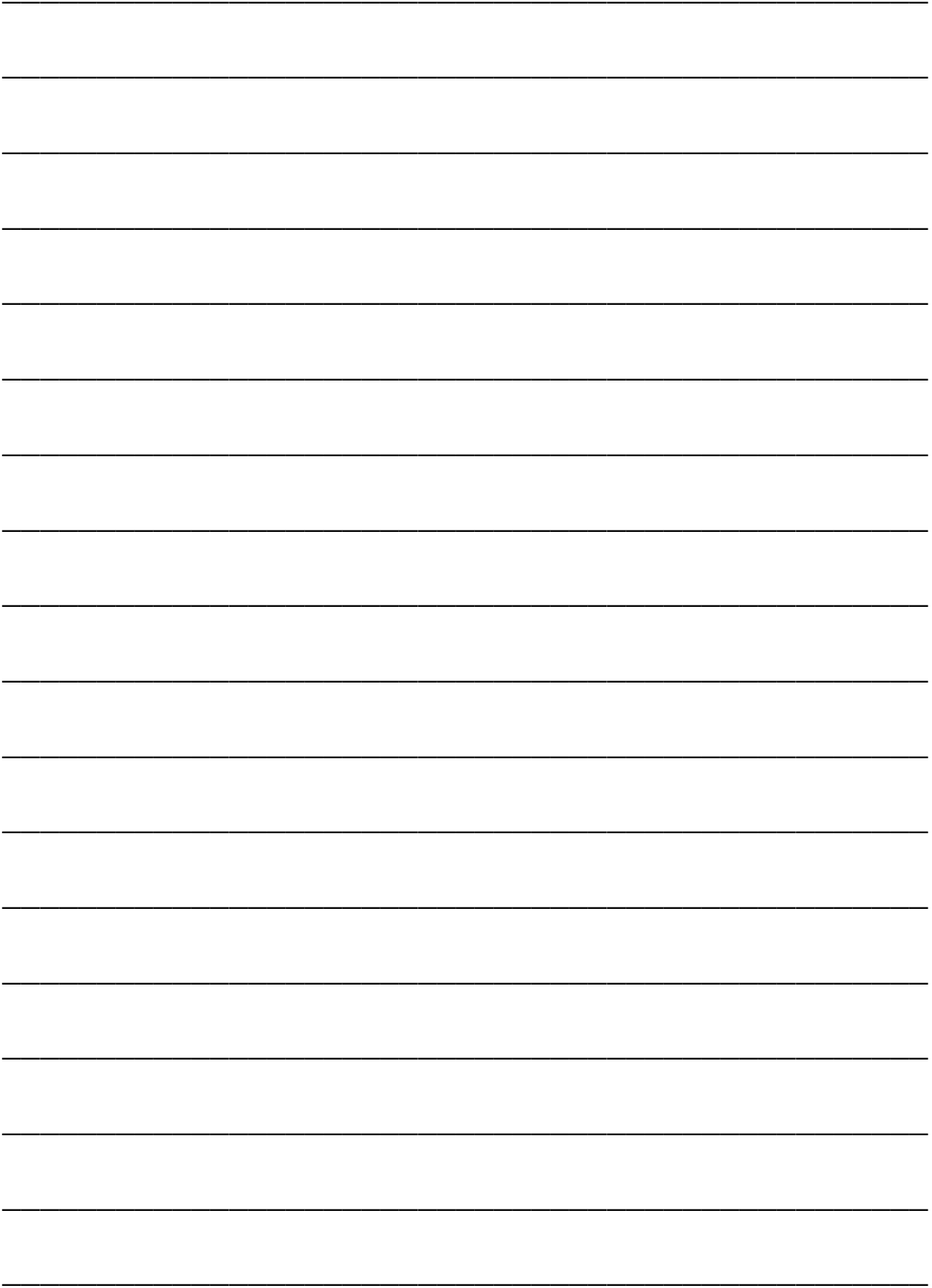
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