

Friday 7 June 2013 – Afternoon

GCSE PSYCHOLOGY

B542/01 Studies and Applications in Psychology 2

Candidates answer on the Question Paper.

OCR supplied materials:

None

Other materials required:

None

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, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- 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.
- 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 18 and 22 for the quality of your written communication.
- This document consists of **20** pages. Any blank pages are indicated.

Answer **all** questions.

SECTION A – Biological Psychology

Criminal Behaviour

1 Answer the following questions about Mednick *et al*'s (1984) study into criminal behaviour.

For each question, choose **one** answer by ticking the relevant box.

(a) What type of study did Mednick *et al* carry out?

an adoption study

a cross-cultural study

a longitudinal study

[1]

(b) What data did Mednick *et al* use in their study?

criminal records

newspaper reports on crime

video evidence of crimes being committed

[1]

(c) What was the nationality of the people studied by Mednick *et al*?

Danish

German

Swedish

[1]

(d) Which set of parents had the most effect on whether a child became a criminal or not?

adoptive parents

biological parents

both sets of parents

[1]

2 (a) Give **one** example of a role model for criminal behaviour.

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

(b) Give **one** example of how criminal behaviour may be vicariously reinforced.

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

3 The biological theory states that there are a number of factors associated with criminal behaviour.

(a) Identify **one** facial feature associated with criminal behaviour.

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

(b) Outline how heritability is associated with criminal behaviour.

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

(c) Outline how brain dysfunction is associated with criminal behaviour.

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.....
..... [3]

4 Evaluate how well the biological theory explains criminal behaviour.

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..... [3]

SECTION B – Cognitive Psychology***Perception***

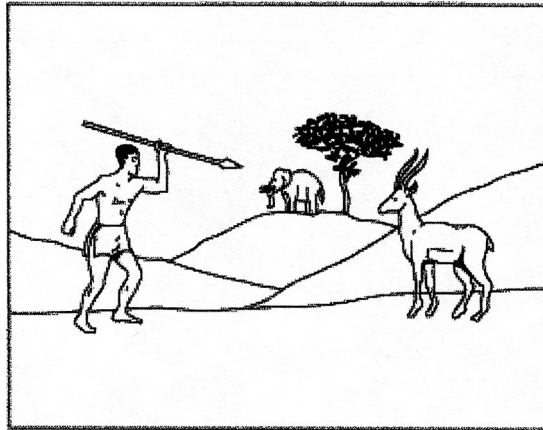
5 Complete the following table to show different types of constancies and an illustration of each one.

One type of constancy has been done as an example.

Type of Constancy	Illustration
1 Size Constancy	We know that people stay the same size even though they appear to get smaller if they walk away from us.
2	
3	

[4]

6 Look at the following picture.



Explain **two** depth cues that have been used in this picture.

1

.....

.....

..... [2]

2

.....

.....

..... [2]

7 Describe **two** differences between top-down processing and bottom-up processing in perception.

Difference 1

.....

.....

..... [2]

Difference 2

.....

.....

..... [2]

8 Describe how psychological research has been used to influence perception in advertising.

.....

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..... [3]

SECTION C – Developmental Psychology

Cognitive Development

9

What Lola Understands

Alex and Jamie are parents to a 3 year old named Lola. They are discussing Lola’s cognitive abilities.

Jamie: I was very cross when Lola hit me the other day. She did not seem to realise how much she upset me. It is like she does not know how others see things.

Alex: It’s just a stage she is at. She doesn’t really understand feelings.

Jamie: Is that why she thinks chairs have feelings? Have you noticed that she says ‘sorry’ to them if she bumps into them. I am worried she is not going to be very clever when she’s older.

Alex: Don’t be silly. All children her age think like that.

Jamie: I’m not sure. I think we should be doing more things to speed up her development. Her language is advanced but we don’t want her to fall behind.

Alex: Now you’re being ridiculous. Children will develop when they are good and ready.

Using the source:

(a) Identify the phrase that is associated with egocentrism.

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

(b) Name the stage of development Lola is at, according to Piaget’s theory.

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

(c) Name the parent who supports Piaget’s theory of cognitive development.

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

10 (a) State what is meant by *invariant* with reference to stages of cognitive development.

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

(b) State what is meant by *universal* with reference to stages of cognitive development.

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

11 Describe **one** of Piaget's experiments into conservation.

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.....
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.....
.....
..... [4]

12 From the list below, identify **two** limitations of Piaget's (1952) experiment into the conservation of number. [2]

Show your answer by ticking the relevant boxes.

- the task was artificial
- the sample was gender biased
- he made the mistake of asking the same question twice
- children were caused high levels of distress

13 Give **two** ways in which Piaget's theory has been criticised.

1

.....

2

..... [2]

14 Explain what Vygotsky meant by a zone of proximal development.

.....

.....

.....

..... [2]

SECTION D – Individual Differences

The Self

15 (a) Give **one** reason why an individual might go to counselling.

..... [1]

(b) Listening is one feature of counselling.
Give **one other** feature of counselling.

..... [1]

16 Identify whether the statements about Van Houtte & Jarvis' (1995) study into self esteem are true or false.

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

TRUE	FALSE
TRUE	FALSE

(a) Van Houtte & Jarvis' sample consisted of children aged 16 to 18.

TRUE	FALSE	[1]
------	-------	-----

(b) Van Houtte & Jarvis collected information on children's parents' marital status and the number of siblings they had.

TRUE	FALSE	[1]
------	-------	-----

(c) Van Houtte & Jarvis used an observation to study self esteem.

TRUE	FALSE	[1]
------	-------	-----

(d) Van Houtte & Jarvis found that pet owners had lower self esteem than non-pet owners.

TRUE	FALSE	[1]
------	-------	-----

17 Explain **one** limitation of Van Houtte & Jarvis' study.

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..... [3]

18 Describe and evaluate **one** theory of self.

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..... [6]

SECTION E – Social Psychology

Non-Verbal Communication

19

The Instinct to Communicate

Some psychologists use evolutionary theory to explain non-verbal communication. They believe that facial expressions, such as glaring and winking, are natural. They believe that certain types of body language are natural too – such as, wiggling bottoms and clenching fists. They conclude that non-verbal communication is there to help us to survive and reproduce.

Using the source:

(a) Identify **one** example of non-verbal communication associated with reproduction.

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

(b) Identify **one** example of non-verbal communication associated with survival.

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

20 Social learning theory can be used to explain non-verbal communication.

Draw a line to match each of the following social learning terms to its correct example.

**SOCIAL
LEARNING TERM**

observation

imitation

reinforcement

punishment

EXAMPLE

Children are less likely to use a rude gesture again if they have been told off for it.

From the day they are born, babies see people using lots of different facial expressions.

If an individual's smile is returned by another person smiling, then the individual is more likely to smile again.

A person uses eye contact regardless of what people around them do.

Teenagers are likely to copy the kind of body language that they see their idols using.

[4]

21 Evaluate the way in which social learning theory explains non-verbal communication.

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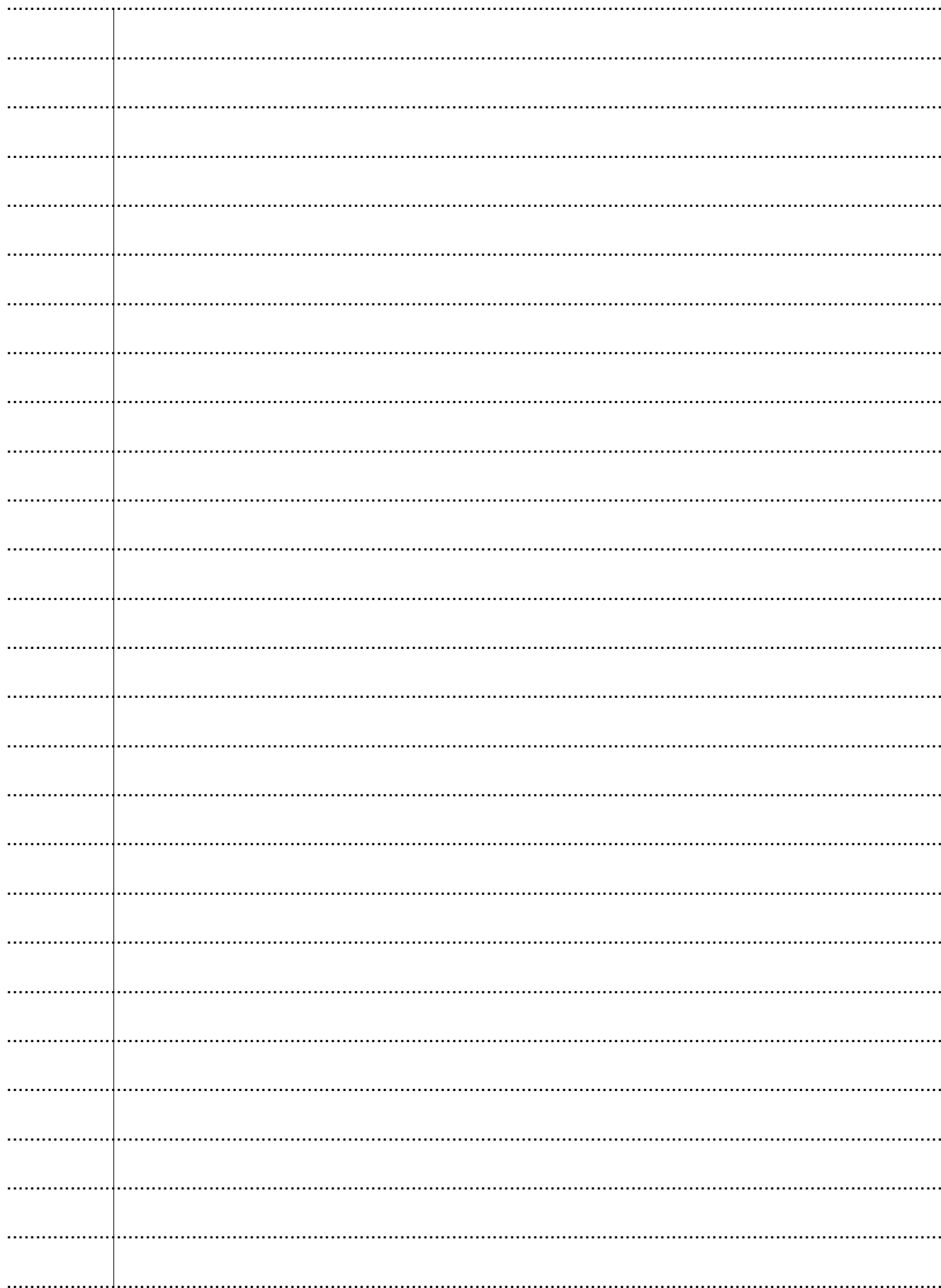
[4]

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

A series of horizontal dotted lines for writing, with a solid vertical line on the left side.



The page contains a grid of 20 horizontal dotted lines. A vertical solid line is positioned on the left side, creating a narrow left margin. The rest of the page is filled with the dotted lines, forming a grid for writing or drawing.

PLEASE DO NOT WRITE ON THIS PAGE



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