

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

4431/01

PSYCHOLOGY

UNIT 1: SOCIAL, BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY

A.M. MONDAY, 14 May 2012

1½ hours

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	13	
2	7	
3	13	
4	17	
5	10	
6	10	
7	10	
Total	80	

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the Quality of Written Communication used in answers that involve extended writing (questions 6(*d*) and 7(*c*)).

Answer all questions.

1. (a) Define what is meant by the following terms:

(i) Conformity

[2]

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(ii) Social roles

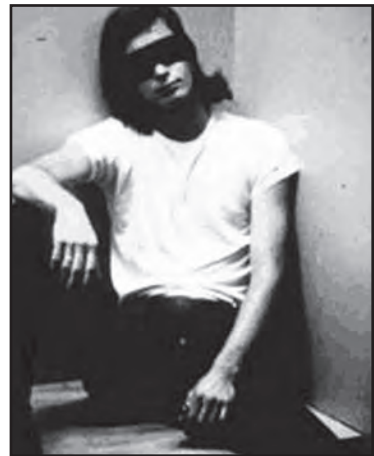
[2]

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(b) The following pictures are taken from Zimbardo's (1971) prison simulation experiment on how people conform to social roles.



Source: <http://www.prisonexp.org>

Describe Zimbardo's (1971) prison simulation experiment.

[5]

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(c) (i) Describe **one** strength of Zimbardo's study.

[2]

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(ii) Describe **one** weakness of Zimbardo's study.

[2]

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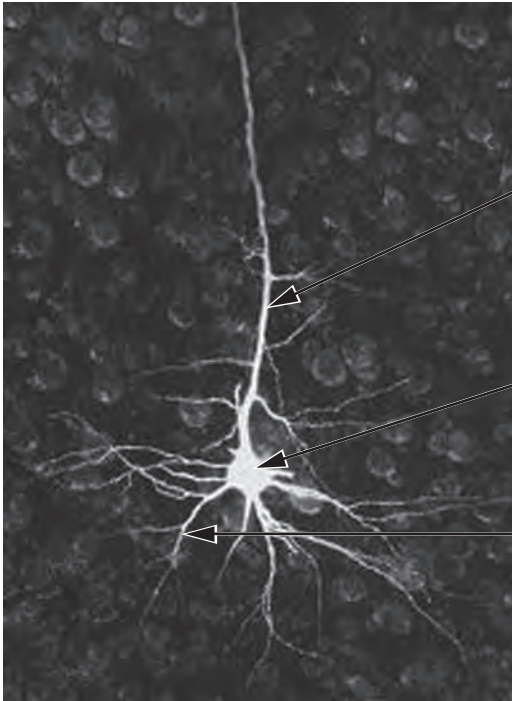
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(Total 13)

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2. (a) Use the words in the box to label the diagram of the neurone as seen through a microscope. [3]

Axon	Dendrite	Cell body	Synapse
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i.

ii.

iii.

Source: www.ngfn-2.ngfn.de

- (b) Name the **gap** between two nerve endings.

[1]

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- (c) Draw **three** lines linking the brain scan on the left to the correct description on the right. [3]

Positron Emission
Tomography (PET)

Magnetic Resonance
Imaging (MRI)

Event Related Potentials
(ERP)

Using a radioactive marker to build
up an image of the active brain.

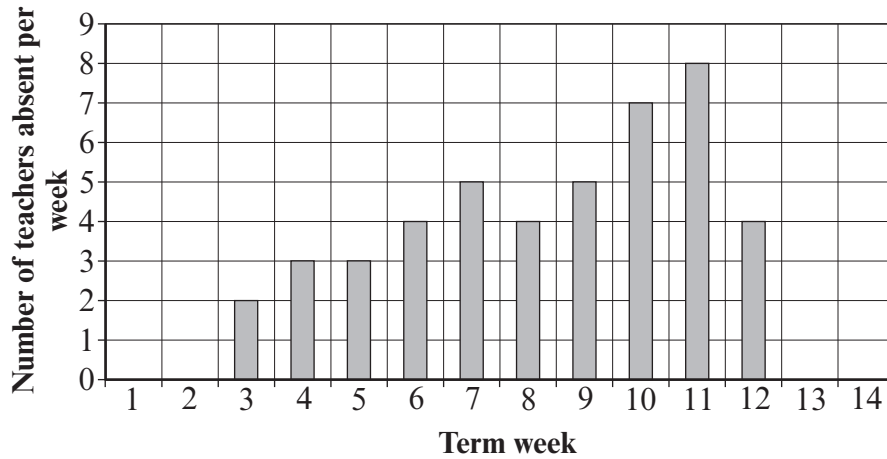
Picking up the patterns of brain
activity using electrodes on the head.

Using a strong magnetic field to
monitor the levels of different
chemicals in the brain.

Using a strong magnetic field to
build up an image of the active brain.

(Total 7)

3. A study was conducted to see if stress has an adverse effect on health. The number of teachers absent from school was measured over the period of a fourteen week term. The results are recorded in the table below.



The study also monitored teacher workload. It found that as the term progressed, the volume of work (marking and preparation) increased.

- (a) (i) How many teachers were absent in the first week of term? [1]

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- (ii) Which week has the most teachers absent? [1]

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- (iii) Describe the pattern of the results shown in the bar chart. [2]

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(iv) From all the information above, discuss how this study supports the idea that stress causes illness. [4]

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(b) Give **three** examples of what happens in the body when reacting to a stressor. [3]

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(c) Name **two** stress related illnesses. [2]

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(Total 13)

4.

Elliott’s (1977) study looked at the causes of prejudice. It was a type of field experiment. It was not planned as an experiment but was a classroom study. Elliott divided her class of primary school children into two groups: those with blue eyes, and those with brown eyes. She told the blue-eyed group they were more intelligent and would be given extra privileges. The blue-eyed group started to produce better work and to treat the brown-eyed students badly. The brown-eyed children became upset and angry.

The next day she told them she had made a mistake and reversed the procedure.

(a) Using **only** the information in the box above, answer the following questions.

(i) How did Elliott (1977) split her class into groups? [1]

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(ii) Name the type of experiment used by Elliott (1977). [1]

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(iii) What did Elliott (1977) tell her blue-eyed students on the first day? [1]

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(iv) How did brown-eyed students react on the first day? [1]

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(v) How did Elliott (1977) explain her decision to reverse the procedure? [1]

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5. (a) List the **three** factors of the three-factor theory of love. [3]

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(b) (i) Explain **one** strength of the three-factor theory of love. [2]

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(ii) Explain **one** weakness of the three-factor theory of love. [2]

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(c) Briefly explain the social exchange theory of relationship formation. [3]

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(Total 10)

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**PLEASE TURN OVER FOR
QUESTION 6.**

6. A scientific study into precognition was held at the University of Wales, Bangor. Five participants, who claimed that they could predict the future, listed all the events they believed would happen in the following week. A control group of six participants who did not believe that they had any special skills were also asked to predict events for the following week.

The findings are shown below.

Precognition Group		Control Group	
Participant Number	Percentage of accurate predictions (%)	Participant Number	Percentage of accurate predictions (%)
1	10	1	21
2	20	2	12
3	0	3	30
4	73	4	0
5	7	5	13
		6	32
Mean Accuracy (%)	22	Mean Accuracy (%)	18

- (a) State **two** conclusions that can be drawn from the table. [2]

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- (b) What do the initials E.S.P. stand for? [1]

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- (c) Other than pre-cognition, name one **other** form of E.S.P. [1]

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(d) Discuss the arguments **against** E.S.P.

[6]

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(Total 10)

