

Surname	Centre Number	Candidate Number
Other Names		0



**GCSE**

4431/01

**PSYCHOLOGY**

**UNIT 1: Social, Biological and Developmental Psychology**

A.M. MONDAY, 3 June 2013

1 hour 30 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	13	
2	18	
3	14	
4	17	
5	18	
<b>Total</b>	<b>80</b>	

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**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**

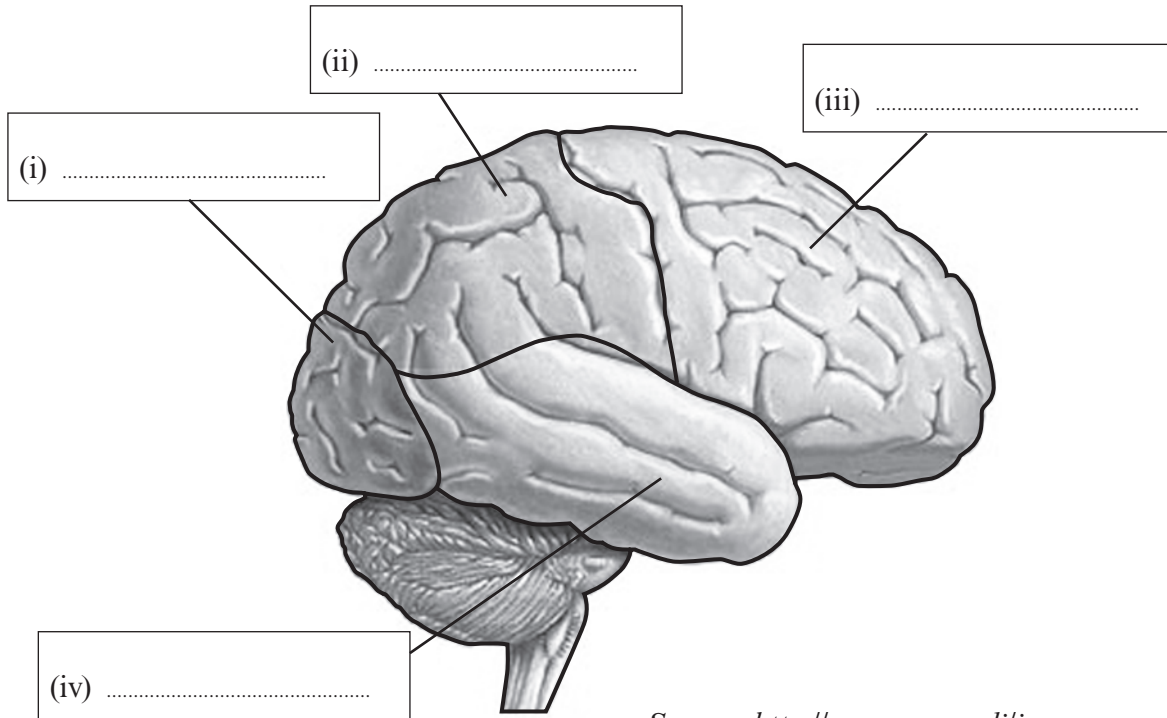
The number of marks is given in brackets at the end of each question or part-question.

You are reminded that assessment will take into account the quality of written communication used in answers that involve extended writing (questions **4(d)** and **5(g)**).

Answer **all** questions.

1. (a) Label the lobes of the brain.

[4]



Source: <http://www.umm.edilimagepages/9549.htm>

(b) Draw **three** lines linking the part of the brain named on the left to the correct function on the right. [3]

Cerebrum

It releases hormones that control the body's response to stress, growth and puberty.

Hypothalamus

It regulates drives involved with survival such as thirst, sleep patterns and appetite.

Pituitary Gland

Is involved only in speech recognition.

It has two hemispheres. It has many functions and can be separated into four lobes.

(c) (i) Explain the magnetic resonance imaging (MRI scan) technique of examining the brain. [3]

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(ii) Explain the positron emission tomography (PET scan) technique of examining the brain. [3]

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13

2. The table below is taken from Holmes and Rahe’s Social Readjustment Rating Scale (SRRS) for calculating LCU.

Life Event	LCU
Death of Spouse	100
Divorce	73
Jail term	63
Death of close family member	63
Personal injury or illness	53
Marriage	50
Fired at work	47
Pregnancy	40
Begin or end school	26
Change in work hours or conditions	20
Change in school	20
Going on holiday (vacation)	13

Rachel had left school and had started working at the local supermarket. She is now working more hours.

Nadia was starting to recover from her long-term illness when she and her partner got married.

- (a) Using the information above **only**.

- (i) Calculate Rachel’s LCU score. [2]

..... + ..... = .....

- (ii) Calculate Nadia’s LCU score. [2]

..... + ..... = .....

- (iii) According to Holmes and Rahe, which girl is most likely to become ill in the next 6 months?

..... [1]

- (iv) To reduce the stress in their lives Rachel and Nadia are going on a holiday together. Explain **one** reason why this might not reduce their stress. [2]

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(b) Define what is meant by 'stress'.

[2]

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(c) (i) Describe **one** strength of Holmes and Rahe's SRRS method of measuring stress. [2]

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(ii) Describe **one** weakness of Holmes and Rahe's SRRS method of measuring stress. [2]

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(d) Explain **three** ways that the body reacts to a stressor.

[3]

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(e) Name **two** illnesses that have been linked to stress.

[2]

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3. A psychology teacher, Miss Evans, believed that students followed the social role of a pupil whilst in school uniform. To test this she conducted an experiment with her psychology class. She used the procedures from Sherif's 1935 study. She split her class into two groups. Both groups were tested using the autokinetic effect. One group wore school uniform, the other wore their own clothes (non-uniform). Her findings are shown in the table below.

	Number of students that changed their answer to conform	Number of students that did not change their answer	Total number of students
Uniform group	13	4	17
Non-uniform group	7	11	18

- (a) (i) Define what is meant by the term 'conformity'. [2]

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- (ii) Define what is meant by the term 'social role'. [2]

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- (b) Miss Evans 'used the procedures from Sherif's 1935 study'. Describe Sherif's procedures. [5]

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(c) (i) Which group in Miss Evans’s study showed the higher conformity? [1]

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(ii) Explain how the findings support Miss Evans’s belief that conformity to the social role of a pupil would be higher when students wore school uniform. [2]

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(d) Explain **one** criticism of Sherif’s 1935 original autokinetic effect study. [2]

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4. Read the information in the box.

Steele 1997

This study aimed to see if black students under-performed in school tests because of the negative stereotypes that existed at the time. Steele also aimed to see if the same was true about females' ability in maths.

Procedure:  
 There were three separate experiments in the study.  
 In one of the experiments women and men of equal ability were given a maths test. Half of the participants (Group 1) were told the test would be easier for men. The other half (Group 2) were told the test would be as difficult for women as for men. Both Groups 1 and 2 had equal numbers of women and men.

**Findings**

**Mean score on a maths test for men and women**

Group	Men	Women
Group 1	12	26
Group 2	18	19

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

(i) How many separate experiments did Steele perform in this study? [1]

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(ii) State **one** aim of Steele's 1997 study. [2]

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(iii) Describe **one** finding from the data in the box. [2]

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(b) Using your knowledge of Steele’s 1997 study, answer the following questions.

(i) Explain **one** strength of Steele’s study. [2]

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(ii) Explain **one** weakness of Steele’s study. [2]

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(c) Define what is meant by ‘prejudice’. [2]

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(d) Discuss ways to overcome prejudice.

[6]

Examiner  
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5. (a) Draw **two** lines to link the pictures of famous studies with the correct theory of learning. [2]



Picture A

Classical Conditioning



Picture B

Operant Conditioning

Social Learning Theory

*Picture A: all-about-psychology.com*

*Picture B: bdrum.com*

(b) Picture A shows Watson's study. Explain what is happening in the picture. [2]

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(c) Picture B shows Skinner during his studies. Explain what is happening in the picture. [2]

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(d) Define what is meant by 'classical conditioning'. [2]

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(e) Identify **one** difference between social learning theory and operant conditioning. [2]

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(f) Describe **one** advantage of using animals in psychological research. [2]

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*(g)* Discuss the ethical issues of using animals in psychological research.

[6]

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Dotted lines for writing.

**END OF PAPER**

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