



GCSE

4431/01

PSYCHOLOGY

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

P.M. MONDAY, 1 June 2015

1 hour 30 minutes plus your additional time allowance

Surname _____

Other Names _____

Centre Number _____

Candidate Number 0 _____

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	15	
2.	15	
3.	16	
4.	12	
5.	11	
6.	11	
Total	80	

INSTRUCTIONS TO CANDIDATES

Use black ink, black ball-point pen or your usual method.

Write your name, centre number and candidate number in the spaces provided on the front cover.

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 3(d) and 6(c)).

Answer ALL questions.

1(a) Outline what is meant by the term 'stress' when applied in psychology. [2]

(b) Identify TWO changes that happen to the body when reacting to a stressor. [2]

- 1(c) For each of the scenarios below put a tick [✓] in the correct box to identify whether it is considered to be a life event or a daily hassle. (The first one has been done for you.) [3]

SCENARIO	Life event	Daily hassle
Going on holiday	✓	
Getting stuck in traffic		
Getting married		
Forgetting your homework		

1(e) (i) Explain ONE strength of Friedman and Rosenman's (1974) study. [2]

1(e) (ii) Explain ONE weakness of Friedman and Rosenman's (1974) study. [2]

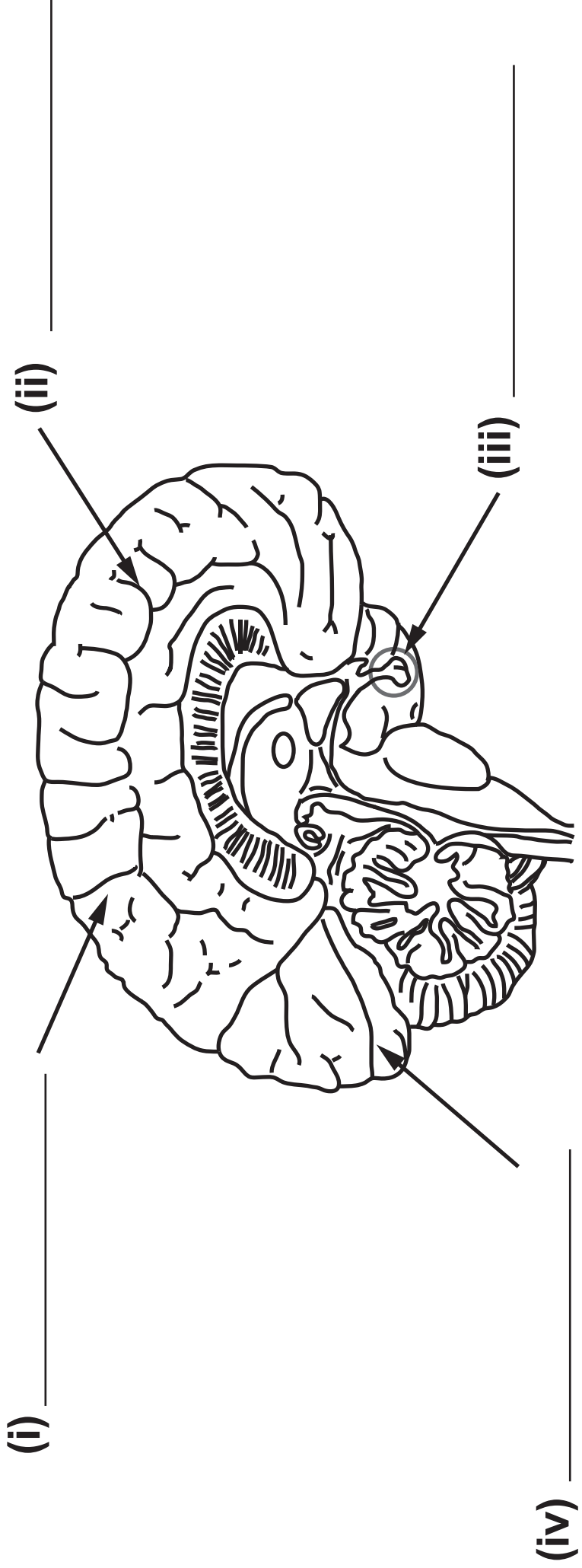
15

2(a) Label the diagram of the brain opposite. [4]

(b) (i) Describe the function of the temporal lobe. [2]

2(b) (ii) Describe the function of the hypothalamus.

[2]



2(c) Name TWO techniques used to examine the brain. [2]

(d) There have been many studies of brain-damaged individuals such as H.M. and Phineas Gage. Outline how these studies have helped understanding of how the brain functions. [5]

3(c) Explain ONE ethical issue of using animals in psychological research. [2]

(d) Discuss the advantages of using animals in psychological research. [6]

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4. Zimbardo observed conformity and social roles in his prison simulation experiment.

(a) Give ONE example of conformity in everyday life.

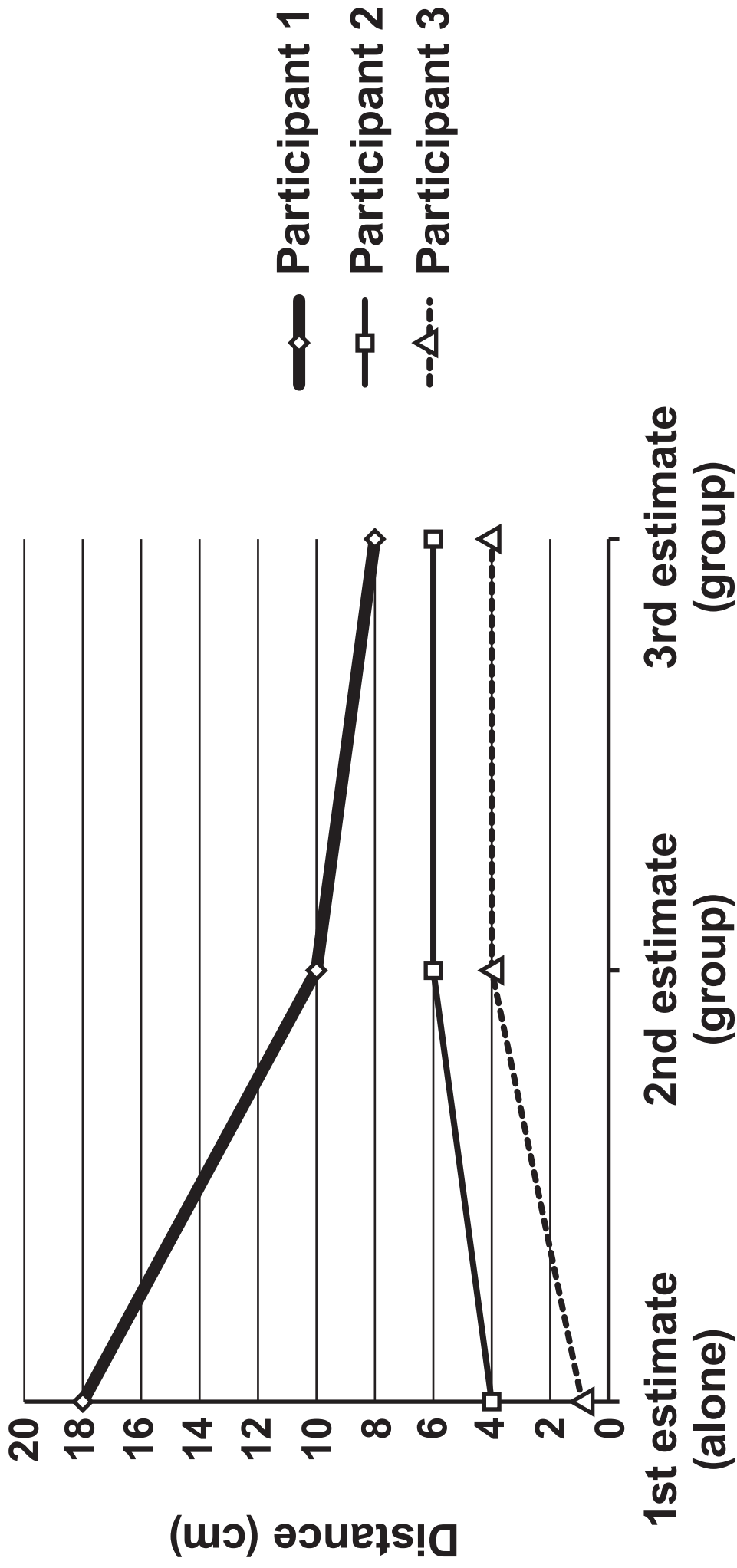
[1]

(b) Give ONE example of social roles in everyday life.

[1]

4(c) Explain ONE strength of Zimbardo's prison simulation experiment. [2]

(d) Another experiment into conformity was carried out by Sherif (1935) using the autokinetic effect. Michael replicated part of this research with his psychology class. His results are shown in the graph OPPOSITE.



4(d) (iii) Explain ONE weakness of Sherif's (1935) research. [2]

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5. Walster et al (1966) conducted research into the significance of physical attractiveness in relationship formation.

(a) Natalie adapted Walster's study using the scale opposite.

Using Walster's conclusions and the above findings:

(i) Identify the TWO couples where the male is happier than the female with his date. [2]

Couple _____

Couple _____

(ii) Identify the couple where BOTH the male and female are happy with their date. [1]

Couple _____

Not attractive

Very attractive

1

10



Her findings are shown below.

Couple	Female attractiveness (rated by males)	Male attractiveness (rated by females)
A	3	3
B	9	6
C	9	5
D	5	8
E	10	10

5(b) (i) Outline ONE positive feature of Walster et al's (1966) research. [2]

5(b) (ii) Outline ONE negative feature of Walster et al's (1966) research. [2]

5(c) Describe the three factor theory of love. [4]

6(a) Draw TWO lines from the terms on the left to the correct definition on the right. [2]

Sex

Behaviours that are both masculine and feminine.

The psychological or cultural aspects of maleness or femaleness.

Gender

Biology of an individual – identified by genitals.

6(b) Below is an extract from Diamond and Sigmundson’s (1997) research on the acquisition of gender identity.

“When the twins were about 4 or 5 they were watching their parents. Father was shaving and mother applying make-up. Joan applied shaving cream and pretended to shave. When Joan was corrected and told to put on lipstick and make-up like mother, Joan said: “No, I don’t want no make-up, I want to shave.” ”

Explain how Joan’s behaviour in this extract supports the biological approach to the acquisition of gender identity. [3]
