

Surname	Centre Number	Candidate Number
Other Names		0



**GCSE**

4431/01



S15-4431-01

**PSYCHOLOGY**

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

P.M. MONDAY, 1 June 2015

1 hour 30 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1.	15	
2.	15	
3.	16	
4.	12	
5.	11	
6.	11	
<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 **3(d)** and **6(c)**).

Answer all questions.

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

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

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- (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		

- (d) Describe Friedman and Rosenman’s (1974) study that supports the link between stress and illness. [4]

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

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(ii) Explain **one** weakness of Friedman and Rosenman's (1974) study. [2]

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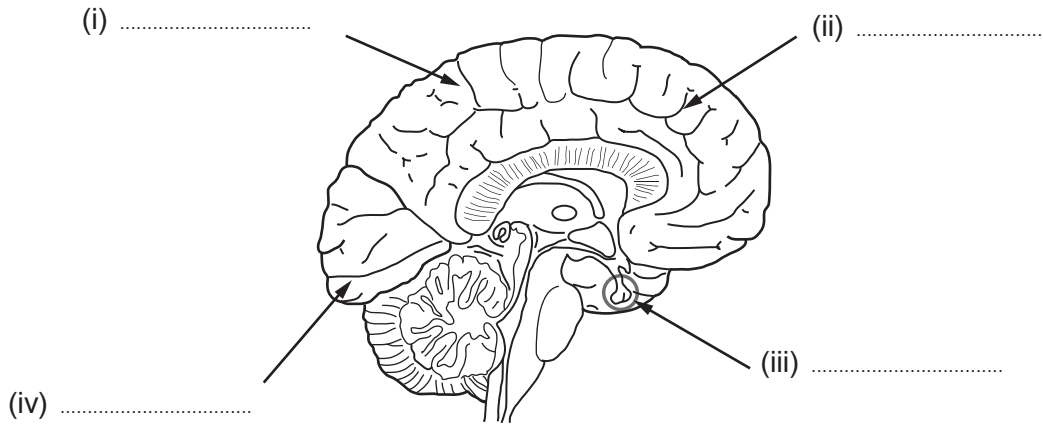
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2. (a) Label the diagram of the brain below.

[4]



(b) (i) Describe the function of the temporal lobe.

[2]

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(ii) Describe the function of the hypothalamus.

[2]

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(c) Name **two** techniques used to examine the brain.

[2]

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(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]

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3. (a) Describe Harlow and Harlow's (1965) wire and cloth mother experiment. [4]

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(b) A farmer found some abandoned goose eggs. He took them home to keep them warm in an incubator. After the eggs hatched, the goslings (baby geese) started to follow the farmer around.

Using your knowledge of psychology, explain why the goslings followed the farmer. [4]

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

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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]

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(b) Give **one** example of social roles in everyday life. [1]

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

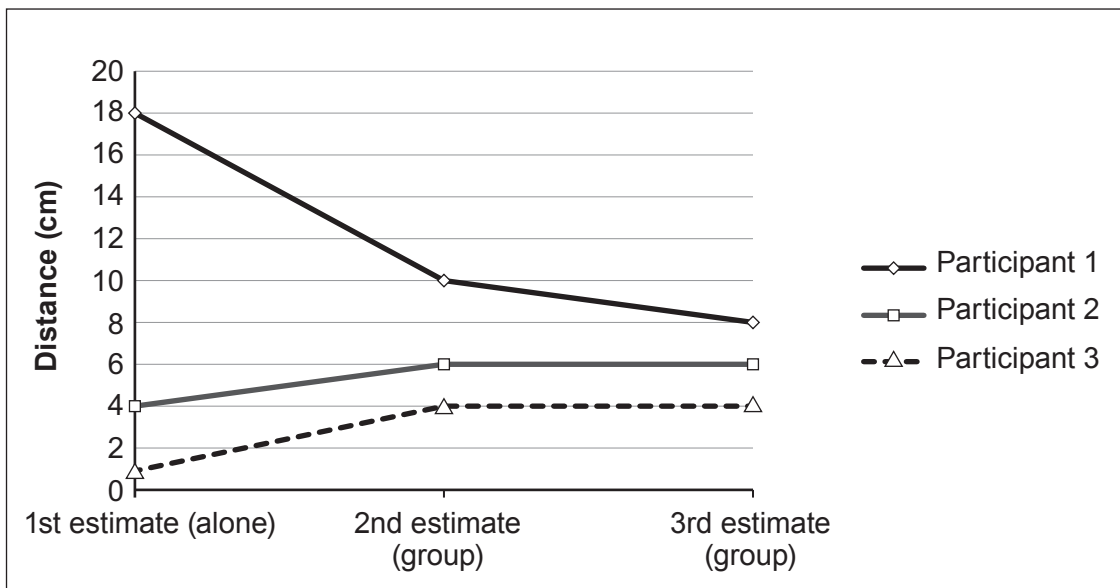
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(d) Another experiment into conformity was carried out by Sherif (1935) using the autokinetic effect. Michael replicated part of this research with his psychology class. His results are shown in the graph below.





(i) Describe the procedures Michael could have used with his psychology class in replicating the research. [3]

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(ii) Using your knowledge of Sherif's (1935) research, explain the findings of Michael's experiment. [3]

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(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 following scale.



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

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 .....

(b) (i) Outline **one** positive feature of Walster et al’s (1966) research. [2]

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(ii) Outline **one** negative feature of Walster et al’s (1966) research. [2]

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(c) Describe the three factor theory of love.

[4]

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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.

(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]

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(c) Evaluate the nature/nurture debate when applied to gender development.

[6]

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Dotted lines for writing the answer.

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