

**PSYCHOLOGY  
STANDARD LEVEL  
PAPER 2**

Tuesday 12 November 2002 (morning)

1 hour

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**INSTRUCTIONS TO CANDIDATES**

- Do not open this examination paper until instructed to do so.
- Answer one question chosen from any Optional Subject Area.

Answer **one** question chosen from any Optional Subject Area. Marks will be awarded for clear presentation of **theories**, inclusion of appropriate **empirical studies** and **evaluation**. When structured questions are set (that is with parts a or b) candidates should clearly label each part of their answer a or b.

### Biological bases of behaviour

1. (a) Describe the effect on the nervous system of **two** different drugs. [12 marks]
- (b) Discuss the effect on behaviour **and/or** physiology of these same **two** drugs. [13 marks]
2. (a) Describe a major structure of the brain involved in visual perception. [12 marks]
- (You may use sketches to help in your description.)
- (b) Select **one** visual process and explain how this process contributes to our understanding of how humans see. [13 marks]
3. Compare **two** studies **or** theories that attempt to explain the reasons why we dream. [25 marks]

### Comparative psychology

4. (a) Using the behaviour of non-human animals in the wild, explain what is meant by the imprinting process. [10 marks]
- (b) Discuss how early imprinting experiences affect the adult behaviour of non-human animals. [15 marks]
5. (a) Describe the role of the dominant male **and** the dominant female in different species of non-human animals. [12 marks]
- (b) Compare how these roles described in part (a) differ. [13 marks]
6. Account for the differences in attempts to teach language to non-human primates and attempts to teach language to other non-human species. [25 marks]

**Delinquency and crime**

7. Critically evaluate ways in which family relationships may contribute to the development of criminal and delinquent behaviour. *[25 marks]*
8. To what extent do studies of the brain and hormonal physiology account for the development of criminal and delinquent behaviour? *[25 marks]*
9. (a) Describe how processes of learning derived from social learning theory have been used to explain criminal and delinquent behaviour. *[13 marks]*
- (b) To what extent can these processes account for criminal and delinquent behaviour? *[12 marks]*

**Dysfunctional behaviour**

10. With reference to psychological studies, assess the effectiveness of therapies used in the treatment of dysfunctional behaviours. *[25 marks]*
11. Discuss the usefulness of classificatory systems in the identification of individuals with dysfunctional behaviour patterns. *[25 marks]*
12. (a) Explain the concepts of “normality” and “abnormality” in relation to dysfunctional behaviours. *[12 marks]*
- (b) Discuss cross-cultural issues that may arise from using these concepts. *[13 marks]*

**The psychology of gender**

13. “Gender is often defined as learned patterns of behaviour influenced by culture.”

Using psychological theory and research, evaluate this statement. *[25 marks]*

14. Recent reports have shown that in many academic subjects, girls are performing better than boys. To what extent can psychological research and theory explain these differences? *[25 marks]*

15. (a) Describe **one** theory of gender identity development. *[13 marks]*

(b) Using psychological evidence, evaluate your chosen theory. *[12 marks]*

**Intelligence and personality**

16. Critically consider the possibility of arriving at a universal definition of intelligence. *[25 marks]*

17. (a) Compare and contrast idiographic and nomothetic theories of personality. *[15 marks]*

(b) Consider the limitations of the idiographic approach. *[10 marks]*

18. Discuss the relevance of environmental factors in the development of intelligence. Refer to research findings in your answer. *[25 marks]*

**Lifespan psychology**

19. Describe and evaluate genetic and environmental influences on prenatal development. *[25 marks]*
20. (a) Describe **two** theories of adolescence. *[12 marks]*  
(b) Critically consider the extent to which adolescence is culturally defined. *[13 marks]*
21. Separation from the primary care giver in early childhood can have both short-term and long-term consequences for the developing child. Using psychological research, consider the impact of separation. *[25 marks]*

**The migrant, sojourner and tourist experience**

22. Explain the psychological problems which often accompany the sojourner experience, and how can they be reduced or prevented. *[25 marks]*
23. (a) Describe some of the intercultural communication problems that may result from misinterpreting non-verbal behaviour. *[15 marks]*  
(b) With reference to psychological research, discuss cross-cultural communication skills which can improve interpretation of non-verbal behaviour. *[10 marks]*
24. Explain the possible social **and** psychological effects of tourism on the host community. Illustrate your answer with reference to specific psychological studies of tourism. *[25 marks]*

**Organizational psychology**

25. (a) Explain briefly what is meant by intrinsic versus extrinsic motivation. *[5 marks]*
- (b) Discuss **one** theory of motivation in relation to intrinsic **and** extrinsic motivation. *[20 marks]*
26. (a) Explain **two** main sources of conflict within organizations. *[10 marks]*
- (b) How may these conflicts be resolved? *[15 marks]*
27. Discuss how the introduction of new technology affects the structures and functions within organizations. *[25 marks]*

**Social psychology**

28. (a) Based on theory as well as on research studies, examine the relationship between attitudes and behaviour. *[13 marks]*
- (b) Under what circumstances are changes in attitudes more likely to take place? *[12 marks]*
29. Compare **two** psychological theories of leadership. In your opinion which leadership theory would best explain effective decision-making? *[25 marks]*
30. What are the factors that influence altruistic behaviour in humans? Support your response with references to psychological theory and/or research. *[25 marks]*
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