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| For Examiner's Use | |
| Examiner's Initials | |
| Question | Mark |
| 1 | |
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| TOTAL | |



General Certificate of Secondary Education
June 2013

Psychology Psychology (Short Course)

41801

Unit 1 Making Sense of Other People

Monday 3 June 2013 9.00 am to 10.30 am

You will need no other materials.
You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- In questions 2(c) and 4(c), you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
 Answer these questions in **continuous prose**.



J U N 1 3 4 1 8 0 1 0 1

Section A Memory

Answer **all** questions in the spaces provided.

Total for this question: 15 marks

1 (a) Read the following statements and decide whether they are **TRUE** or **FALSE**.

1 (a) (i) Holding information in the memory system is known as *storage*.
(Tick the correct box.)

| TRUE | FALSE |
|------|-------|
| | |

(1 mark)

1 (a) (ii) Being unable to learn new information after brain damage occurs is known as *anterograde amnesia*. (Tick the correct box.)

| TRUE | FALSE |
|------|-------|
| | |

(1 mark)

1 (a) (iii) Changing information so that it can be stored in the memory system is known as *retrieval*. (Tick the correct box.)

| TRUE | FALSE |
|------|-------|
| | |

(1 mark)



1 (b) Read the following conversation between Nicola and her teacher.

Teacher: “Why did you not learn your French vocabulary last night, Nicola?”

Nicola: “I did, Sir, but right after I did that, I had to do my German homework and then I forgot all the French I had learned.”

Explain how the ability to recall information might be affected by interference.

Refer to the conversation in your answer.

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(3 marks)

Question 1 continues on the next page

Turn over ►



1 (c) (i) Describe **one** study in which the levels of processing explanation of memory was investigated.

Include in your answer the aim of the study, the method used, the results obtained and the conclusion drawn.

Aim

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Method

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Results

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Conclusion

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(4 marks)



1 (c) (ii) Some studies have been criticised for lacking ecological validity.

State what is meant by *a lack of ecological validity*. Briefly explain why ecological validity might or might not be an issue in the study that you have described in **1 (c) (i)**.

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(3 marks)

1 (d) Read the following practical applications which are based on different explanations of memory.

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| Rehearsal of information helps it to transfer from short-term memory to long-term memory. | |
| Witnesses should be taken back to the scene of an accident to help them to recall what happened more accurately. | |
| Read through information and then write it down in your own words to remember it better. | |

From the following list of explanations of memory, choose the one that matches **each** practical application and write either **A**, **B** or **C** in the box next to it.

- A** Levels of processing
- B** Reconstructive
- C** Multi-store

(2 marks)

15

Turn over for the next section

Turn over ►



Section B Non-verbal communication

Answer **all** questions in the spaces provided.

Total for this question: 15 marks

2 Read the following article which appeared in a popular magazine.

I don't know what to believe

Dear Problem Page,

I am really worried about my friend. I have a feeling that she is really sad. When I ask her if anything is wrong, she "says" that she is happy. But the expression on her face tells me she is sad. I find it very confusing. Do I believe my eyes or my ears?

Yours faithfully,
Ossie Goode

2 (a) Briefly explain the difference between non-verbal communication and verbal communication. Refer to the magazine article in your answer.

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(3 marks)

2 (b) (i) In non-verbal communication, what is meant by *eye contact*?

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(1 mark)



2 (b) (ii) A psychologist conducted a study in which pairs of participants were observed having conversations. In one condition, one of the participants wore dark glasses. In the other condition, dark glasses were not worn. The psychologist recorded the number of pauses and interruptions in both conditions.

Give the results that the psychologist would expect to find in this study.

Explain what can be learned about non-verbal communication by conducting the study that has been described above.

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(3 marks)

Question 2 continues on the next page

Turn over ►



2 (c) Describe and evaluate **one** study in which paralinguistics (for example, tone of voice) was investigated.

Include in your answer the method used, the results obtained and the conclusion drawn. Evaluate the study that you have described.

(Answer in continuous prose.)

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(6 marks)

Extra space

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2 (d) Read the following statements and decide whether they are **TRUE** or **FALSE**.

2 (d) (i) An implication of studies of posture is that, when people use an open posture, their arms are folded. (*Tick the correct box.*)

| TRUE | FALSE |
|------|-------|
| | |

(1 mark)

2 (d) (ii) An implication of studies of posture is that people who use closed posture in conversation are not liked as much as those who use open posture. (*Tick the correct box.*)

| TRUE | FALSE |
|------|-------|
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(1 mark)

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Turn over for the next section

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Section C Development of personality

Answer **all** questions in the spaces provided.

Total for this question: 15 marks

3 (a) The following items appeared in a personality scale. **Three** of them are designed to measure **extraversion**. The others are not.

Decide which **three** items measure extraversion and place ticks in the boxes next to those items. (*Tick **three** boxes only.*)

| | |
|--|--|
| Are you usually carefree? | |
| Are you often troubled by feelings of guilt? | |
| Do you often worry about things you have done or said? | |
| Do you like going out a lot? | |
| Would you do almost anything for a dare? | |
| Are your feelings easily hurt? | |

(3 marks)

3 (b) Read the following conversation between Sarah and Ruth.

Sarah: "What were you like as a baby?"

Ruth: "Well, Dad says I was very demanding, just like my Mum."

What is meant by *temperament*? Refer to the conversation in your answer.

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(2 marks)



3 (c) (i) Describe **one** study in which a biological cause of antisocial personality disorder (APD) was investigated.

Include in your answer the aim of the study, the method used, the results obtained and the conclusion drawn.

Aim

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Method

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Results

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Conclusion

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(4 marks)

Question 3 continues on the next page

Turn over ►



3 (c) (ii) Some people say that studies of antisocial personality disorder (APD) lack ecological validity.

Outline **at least one other** criticism of the study that you have described in **3(c)(i)**.

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(3 marks)

3 (d) Read the following statements. Decide whether each statement **is** an implication or **is not** an implication of research into antisocial personality disorder (APD). Tick the correct box next to each statement.

| | Is an implication | Is not an implication |
|--|------------------------------|----------------------------------|
| If APD has a biological cause, it cannot be prevented. | | |
| If APD has situational causes, to prevent it we must do something to raise achievement in schools. | | |
| Children with APD must be taught to behave in a socially acceptable way. | | |

(3 marks)

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Section D Stereotyping, prejudice and discrimination

Answer **all** questions in the spaces provided.

Total for this question: 15 marks

4 (a) Read the following advertisement which appeared in a local newspaper.

Receptionist wanted

We are looking for someone to greet customers and answer the telephone at our head office.

Applicants must be female, between the ages of 18 and 21, slim and attractive.

Identify **three** ways in which this advertisement shows discrimination.

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(3 marks)

4 (b) Read the following statements and decide whether they are **TRUE** or **FALSE**.

4 (b) (i) Prejudice is an oversimplified shared belief that we have about the characteristics of others. (*Tick the correct box.*)

| | |
|-------------|--------------|
| TRUE | FALSE |
| | |

(1 mark)

4 (b) (ii) A stereotype is an attitude that can be positive or negative towards a particular group of people. (*Tick the correct box.*)

| | |
|-------------|--------------|
| TRUE | FALSE |
| | |

(1 mark)

Turn over ►



4 (c) Describe and evaluate **one** explanation of prejudice.
(Answer in continuous prose.)

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(6 marks)

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4 (d) There are many ways of reducing prejudice and discrimination. These include the jigsaw method, working together for a common goal and creating empathy.

Briefly evaluate **two** different ways of reducing prejudice and discrimination that have been described by psychologists.

Evaluation 1

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Evaluation 2

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(4 marks)

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| 15 |

Turn over for the next section

Turn over ►



Section E Research methods

Answer **all** questions in the spaces provided.

Total for this question: 20 marks

5 A psychology student had an idea for a memory experiment. He thought that people who were born in England would remember the names of English towns and cities better than the names of French towns and cities. He wanted to see whether or not this was true.

This is what he did.

- He selected the names of 10 English towns and cities; for example, Bristol, Leeds, Bradford, Hull.
- He selected the names of 10 French towns and cities; for example, Paris, Nice, Orleans, Lille.
- He then put the 20 names into one list using a process of randomisation.

5 (a) Describe how the student could randomise the list of 20 names.

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(3 marks)

The student decided that his target population would be all Year 11 students who were born in England. He selected his sample by going into his school canteen and asking Year 11 students whether or not they were born in England. He chose the first 10 students who said “Yes” as his sample.

5 (b) (i) What sampling method did the student use?
(Tick the correct box.)

| | |
|-------------|--------------------------|
| Random | <input type="checkbox"/> |
| Opportunity | <input type="checkbox"/> |
| Systematic | <input type="checkbox"/> |
| Stratified | <input type="checkbox"/> |

(1 mark)



5 (b) (ii) Identify **one** advantage and **one** limitation of the sampling method you selected in **5 (b) (i)**.

Advantage

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Limitation

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(2 marks)

The student then conducted his experiment using standardised procedures. This is what he did.

- He took participants individually to a quiet area.
- He gave participants one minute to study the list of 20 towns and cities.
- He removed the list.
- He gave participants one minute to write the names of as many towns and cities that they could recall from the list.
- He then counted the number of English towns and cities, and the number of French towns and cities that each participant recalled.

5 (c) Write a suitable hypothesis for this experiment.

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(2 marks)

5 (d) Identify the experimental design used in this experiment. (*Tick the correct box.*)

| | |
|--------------------|--------------------------|
| Independent groups | <input type="checkbox"/> |
| Matched pairs | <input type="checkbox"/> |
| Repeated measures | <input type="checkbox"/> |

(1 mark)

5 (e) (i) Identify the independent variable in this experiment. (*Tick the correct box.*)

| | |
|--|--------------------------|
| Whether or not the participants were born in England | <input type="checkbox"/> |
| Whether the towns and cities were English or French | <input type="checkbox"/> |

(1 mark)

Question 5 continues on the next page

Turn over ►



5 (e) (ii) Identify the dependent variable in this experiment.

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(1 mark)

5 (f) Explain why it was important for the student to use standardised procedures with each participant in this experiment.

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(3 marks)



5 (g) The results of the experiment are shown in Table 1.

Table 1: The number of English towns and cities and the number of French towns and cities recalled by each participant.

| Participant | Number of English towns and cities | Number of French towns and cities |
|-------------|------------------------------------|-----------------------------------|
| 1 | 7 | 7 |
| 2 | 6 | 5 |
| 3 | 7 | 6 |
| 4 | 7 | 6 |
| 5 | 8 | 8 |
| 6 | 6 | 4 |
| 7 | 8 | 7 |
| 8 | 1 | 9 |
| 9 | 9 | 8 |
| 10 | 8 | 7 |

5 (g) (i) Identify the participant with anomalous scores.

Participant number

(1 mark)

5 (g) (ii) Calculate the total number of English towns and cities and the total number of French towns and cities recalled in this experiment.

English:

French:

(2 marks)

5 (g) (iii) Explain how the anomalous scores have affected the totals that you have calculated in your answer to 5(g)(ii).

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(3 marks)

20

END OF QUESTIONS



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

