

Centre Number						Candidate Number				
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Other Names										
Candidate Signature										

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	



General Certificate of Secondary Education
June 2014

Psychology Psychology (Short Course)

41801

Unit 1 Making Sense of Other People

Tuesday 3 June 2014 1.30 pm to 3.00 pm

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 1(b) and 5(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 4 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 descriptions of incidents of forgetting.

Matt injured his head during a car accident. Now he cannot remember things that happened before the accident.	
Julie was trying to use her new computer password but found that she was getting it wrong. She kept mixing up the new password with the password she had used before.	
Nicole was in her living room and went upstairs to get something. When she reached the top of the stairs, she forgot what she wanted to get. She had to go back to her living room before she could remember what she wanted to get.	

Look at the following list of terms. Choose the **one** that matches each incident of forgetting shown above. Write **A**, **B**, **C** or **D** in the box next to each incident. Use each letter only **once**.

- A** Interference
- B** Context
- C** Retrograde amnesia
- D** Anterograde amnesia

[3 marks]

1 (b) Describe and evaluate **one** study in which the reconstructive explanation of memory was investigated.

Include in your answer the method used, the results obtained and the conclusion drawn. Evaluate the study you have described.
(Answer in continuous prose.)

[6 marks]

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Extra space.....

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1 (c) The levels of processing explanation of memory has practical applications.
One application is to improve study skills.

1 (c) (i) Describe how knowledge of levels of processing could be used to revise for an examination.

[3 marks]

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Turn over ►



1 (c) (ii) Outline **at least one** criticism of the levels of processing explanation of memory.

[3 marks]

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15



Section B Non-verbal communication

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

Total for this question: 15 marks

2 (a) (i) What is meant by the term 'eye contact'?

[1 mark]

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2 (a) (ii) Explain **one** function of eye contact. Describe the method and results of a psychological study to support your answer.

[5 marks]

Function

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Study

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Turn over ►



Read the following article.

Politicians take note!

It's not what you say but how you say it

A candidate in the local elections was so concerned that voters might not believe the promises he was making that he went to a psychologist for help. He was advised not only to think about what he was saying but also about how he said it. The psychologist told him that tone of voice is extremely important and it affects how people interpret verbal messages.

2 (b) What is meant by the term 'paralinguistics'? Refer to the article in your answer.

[2 marks]

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2 (c) (i) Identify **two** factors that affect personal space.

[2 marks]

Factor 1

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Factor 2

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2 (c) (ii) Imagine that you have been asked to conduct a study to investigate **one** of the factors that you have identified in your answer to **2(c)(i)**. Use your knowledge of psychology to describe:

- what you would do to carry out your study
- the results you would expect to find in your study.

[5 marks]

What I would do

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The results I would expect to find

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Turn over for the next section

Turn over ►



Section C Development of personality

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

Total for this question: 15 marks

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

3 (a) (i) Twin studies have been used to investigate temperament.
(Tick the correct box.)

[1 mark]

TRUE	FALSE
<input type="checkbox"/>	<input type="checkbox"/>

3 (a) (ii) Temperament refers to all aspects of personality that are not inherited.
(Tick the correct box.)

[1 mark]

TRUE	FALSE
<input type="checkbox"/>	<input type="checkbox"/>

3 (b) The table below shows three terms used to describe personality and three descriptions of the terms. The terms and their descriptions have been mixed up so that they do not match correctly.

[2 marks]

Extraversion	Describes people who are content with their own company
Introversion	Describes people who are highly emotional and show a quick, intense reaction to fear
Neuroticism	Describes people who look to the outside world for entertainment

Complete the table below, writing the terms in the **correct boxes**.
Use each term only **once**.

	Describes people who are content with their own company
	Describes people who are highly emotional and show a quick, intense reaction to fear
	Describes people who look to the outside world for entertainment



3 (c) Outline **one** criticism of Eysenck's type theory.

[2 marks]

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3 (d) State **two** characteristics of antisocial personality disorder (APD).

[2 marks]

Characteristic 1

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Characteristic 2

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Question 3 continues on the next page

Turn over ►



3 (e) (i) Describe **one** study in which a 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.

[4 marks]

Aim

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Method

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Results

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Conclusion

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3 (e) (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(e)(i)**.

[3 marks]

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Turn over for the next section

Turn over ►



Section D Stereotyping, prejudice and discriminationAnswer **all** questions in the spaces provided.**Total for this question: 15 marks****4 (a)** Look at the following terms.

Stereotyping	
Prejudice	
Discrimination	

Look at the following list of statements. Choose the **one** that is an example of each term above. Write **A**, **B** or **C** in the box next to the correct term.

Use each letter only **once**.

- A** All soldiers are brave.
- B** Dave was not given a job at the local shop because he was too old.
- C** Francis does not like Ben because Ben is an animal rights activist.

[2 marks]

4 (b) Read the following article and answer the questions that follow.

Gang violence breaks out again!

Two gangs of young people seem to be at war with each other in a local community. A police spokesman said: "There is a lot of name calling and physical violence between these two gangs. One gang all go to the same school on the east side of town and the other gang all go to another school on the west side of town."

4 (b) (i) What is meant by the terms 'in-group' and 'out-group'? Refer to the article in your answer.

[3 marks]

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Question 4 continues on the next page

Turn over ►



4 (b) (ii) Use your knowledge of psychology to describe the **method** of a study in which in-groups and out-groups were investigated. Your answer should contain **detail** of what was done in the study, including how the in-group and the out-group **were** created, and what was measured in the study.

[4 marks]

Method

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4 (b) (iii) What were the results of the study that you have described in your answer to **4(b)(ii)**?

[2 marks]

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4 (c) There are many ways of reducing prejudice and discrimination. Some of these ways have been described by Aronson, Sherif and Elliott.

Briefly evaluate **one** way of reducing prejudice and discrimination.

[2 marks]

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4 (d) Read the following statements and decide whether or not they are practical implications of research into prejudice and discrimination.

4 (d) (i) Discrimination is reduced by punishing people who discriminate.
(Tick the correct box.)

[1 mark]

This is a practical implication.	<input type="checkbox"/>
This is not a practical implication.	<input type="checkbox"/>

4 (d) (ii) We now understand that prejudice might be linked to an authoritarian personality.
(Tick the correct box.)

[1 mark]

This is a practical implication.	<input type="checkbox"/>
This is not a practical implication.	<input type="checkbox"/>

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 psychologist conducted an experiment to find out if people reacted more quickly to a ringing bell or to a flashing red light. Each participant sat in front of a machine which could make a sound like a ringing bell, or could flash a red light. The participant had to press a button on the machine immediately when they:

- heard a bell ring
- or**
- saw a red light flash.

The machine recorded their reaction times in milliseconds.

5 (a) (i) Identify the independent variable in this experiment. **[1 mark]**

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5 (a) (ii) Identify the dependent variable in this experiment. **[1 mark]**

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5 (b) Write a suitable hypothesis for this experiment. **[2 marks]**

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The target population for this experiment was workers at a car assembly plant. There were more than 100 workers at the plant. The psychologist selected 10 participants, using systematic sampling.

5 (c) Describe how the psychologist could have used systematic sampling to select 10 participants. Outline **one** limitation of systematic sampling and explain how this might affect the study.

(Answer in continuous prose.)

[6 marks]

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Question 5 continues on the next page

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Each participant took part in both conditions of the experiment.

- In Condition A, each participant had to react once to a ringing bell.
- In Condition B, each participant had to react once to a flashing red light.

5 (d) The psychologist used counterbalancing in this experiment. Outline how this might have been done.

[2 marks]

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The results of the experiment are shown in **Table 1** below.

Table 1 Time taken in milliseconds to react to the ringing bell (Condition A) and to the flashing red light (Condition B).

Participant number	Condition A (ringing bell)	Condition B (flashing red light)
1	21	17
2	14	14
3	12	17
4	14	14
5	12	12
6	11	13
7	14	12
8	14	18
9	14	19
10	14	14
Total	140	150



5 (e) (i) The mean time for Condition A is:
(Tick the correct box.)

[1 mark]

140 milliseconds	<input type="checkbox"/>
70 milliseconds	<input type="checkbox"/>
14 milliseconds	<input type="checkbox"/>

5 (e) (ii) The mean time for Condition B is:
(Tick the correct box.)

[1 mark]

15 milliseconds	<input type="checkbox"/>
29 milliseconds	<input type="checkbox"/>
14.5 milliseconds	<input type="checkbox"/>

5 (e) (iii) What is the range for Condition A?

[1 mark]

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5 (e) (iv) What is the range for Condition B?

[1 mark]

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5 (f) Using the mean times **and** the ranges, what conclusions could the psychologist draw from this experiment? Explain your answer.

[4 marks]

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END OF QUESTIONS



There are no questions printed on this page

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