

General Certificate of Education
January 2004
Advanced Subsidiary Examination



PSYCHOLOGY (SPECIFICATION B)
Unit 1 Introducing Psychology

PYB1

Friday 9 January 2004 Morning Session

In addition to this paper you will require:

a 16-page answer book.

You may use a calculator.

Time allowed: 1 hour 30 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is PYB1.
- Answer **three** questions.
- Answer **one** question from **Section A**, the **compulsory** question in **Section B** and **one** question from **Section C**.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- Questions carrying 10 marks should be answered in continuous prose. Quality of written communication will be assessed in these answers.
- In answers to questions carrying 10 marks, you will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate. The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

SECTION A: APPROACHES

Answer **one** question from this Section.

Each question carries 20 marks.

- 1 (a) A class of psychology students was discussing the findings of a study described to them by their teacher. The study showed that boys engaged in rough and tumble play more than girls. One student in the class commented, "But I knew that already. That's common sense, isn't it?"

Outline **one** reason the teacher could give the student to show that psychology is scientific and not just common sense. (3 marks)

- (b) Explain **one** way in which Rogers influenced the development of psychology. (3 marks)

- (c) Harry is 8 years old and has always enjoyed going to school. This term, however, his parents have noticed a change in his behaviour. Harry has become very withdrawn and displays great fear and anxiety every time he has to go to school. When his parents question why he no longer wants to go to school, Harry says that he was bullied last term.

Referring to features of the behaviourist approach, suggest why Harry has developed a fear of school. (4 marks)

- (d) Describe and discuss the cognitive approach in psychology. Refer to **one** other approach in your answer. (10 marks)

- 2 (a) Identify **two** techniques used to investigate cortical specialisation. (2 marks)

- (b) Each of the descriptions below gives a function of a part of the nervous system:

A supports and restores normal body activity by conserving and storing energy;

B carries messages from the brain or spinal cord to the muscles;

C prepares the body for action in threatening situations.

In your answer book write down which function (**A**, **B** or **C**) is a description of the activity of

- (i) a motor neuron;
- (ii) the autonomic nervous system (sympathetic branch);
- (iii) the autonomic nervous system (parasympathetic branch). (3 marks)

- (c) Outline what is meant by *adoption studies* and explain why they are used by psychologists. (5 marks)

- (d) Discuss how knowledge about localisation of function has contributed to our understanding of behaviour. Refer in your answer to **at least two** examples of cortical localisation of function. (10 marks)

Turn over ►

SECTION B: RESEARCH METHODS

Answer **all** parts of the compulsory question in this Section.

This question carries 20 marks.

- 3 A psychologist conducted an experiment to investigate whether participants performed a sensori-motor task better or worse in the presence of an audience.

In the experiment, participants were required to move a metal ring along a curved wire from “start” to “finish”. If they touched the wire, a buzzer sounded and an error was recorded by an electronic counter attached to the wire and loop.

An opportunity sample of forty 16-year-old participants was selected from a school sixth form.

The audience consisted of sixth form students from the same school who were instructed to remain silent throughout the experiment.

The psychologist conducted the experiment in two different ways:

- in one condition, twenty participants were asked to perform the sensori-motor task, one at a time, in the presence of the audience;
- in the control condition, the remaining twenty participants were asked to perform the same task, one at a time, but without the audience.

The psychologist observed each participant’s performance and recorded the number of errors.

The results are given in **Table 1**.

	Presence of an audience	Absence of an audience
Mean number of errors recorded	6.0	4.5

Table 1: The mean number of errors recorded for participants performing a sensori-motor task in the presence or absence of an audience

- (a) (i) What do the mean scores indicate about performance of a sensori-motor task in the sample? Justify your answer. *(2 marks)*
- (ii) Using the mean values for errors recorded given in **Table 1**, sketch an appropriate bar chart. Fully label your bar chart. *(3 marks)*
- (b) (i) Outline the type of experimental design used in this study. *(2 marks)*
- (ii) With reference to the study, state **one** advantage of using the design you have identified in (b) (i). *(2 marks)*

(c) The psychologist used a one-way mirror to observe each participant's performance without him or her knowing.

(i) Explain why the psychologist did not want to be seen by the participants. (2 marks)

(ii) Identify and briefly discuss **one** ethical issue raised by **this** method of observation. (3 marks)

(d) The psychologist used opportunity sampling to select the forty participants for this study.

Explain why a random sample might have been a better technique for the psychologist to use than an opportunity sample. (3 marks)

(e) To discover what the participants thought about their performance in the presence or absence of an audience, the psychologist conducted an interview with each of them. She decided to use a structured interview rather than an unstructured interview.

Discuss **one** advantage of the structured interview technique. (3 marks)

TURN OVER FOR THE NEXT SECTION

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SECTION C: PSYCHOLOGY OF GENDER

Answer **one** question from this Section.

Each question carries 20 marks.

- 4 (a) Outline what is meant by the term *sex-role stereotype*. (2 marks)
- (b) Explain what is meant by *androgyny*. In your answer, give an example of how a person might show androgynous behaviour. (3 marks)
- (c) Describe **one** study in which the observational method was used to investigate gender. Indicate in your answer why the study was conducted, the method used, the results obtained, and the conclusion drawn. (5 marks)
- (d) Psychologists use several methods to investigate gender differences in behaviour. These may raise both methodological and ethical issues.

With reference to **either** content analysis **or** the experimental method, discuss issues which might arise when investigating gender differences. Refer to empirical evidence in your answer. (10 marks)

- 5 (a) Describe what psychologists mean by the term *gender constancy*. Use an example to illustrate your answer. (3 marks)
- (b) Identify **one** atypical sex chromosome pattern and describe the effect that it may have on an individual. (3 marks)
- (c) Katie and Ayisha are 6 years old. They are both playing with their toy kitchen. Peter, who is also 6 years old, asks the girls if he can join in. Katie and Ayisha refuse, saying, "Only mummies do cooking."

How would social learning theorists explain the girls' refusal to let Peter join in? (4 marks)

- (d) Describe and discuss the psychoanalytic explanation of gender development. Refer to **one** other explanation in your answer. (10 marks)

END OF QUESTIONS