

General Certificate of Education
June 2008
Advanced Level Examination



PSYCHOLOGY (SPECIFICATION B)
Unit 5 Perspectives, Debates and Methods
in Psychology

PYB5

Monday 16 June 2008 1.30 pm to 3.30 pm

For this paper you must have:

- a 16-page answer book.

You may use a calculator.

Time allowed: 2 hours

Instructions

- Use black ink or black 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 PYB5.
- Answer **three** questions.
- Answer **one** question from **Section A**, **one** question from **Section B** and the **compulsory** question in **Section C**.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 60.
- The marks for questions are shown in brackets.
- Questions carrying 12 marks should be answered in continuous prose. In these questions you will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

SECTION A: PERSPECTIVES IN PSYCHOLOGY

Answer **one** question from this section.

Each question carries 20 marks.

- 1 (a) Three-year-old Haniya frequently accompanies her mother to the supermarket. Whenever Haniya sees crisps, she tells her mother to buy some. Sometimes her mother refuses and Haniya reacts by crying loudly. When this happens, her mother often changes her mind and buys the crisps.

Outline what is meant by *reinforcement*. Using the text above, explain the process of reinforcement. (4 marks)

- (b) Describe features of **one** of Freud's stages of psycho-sexual development. (4 marks)

- (c) The cognitive perspective in psychology is often used to explain behaviour.

Discuss the cognitive perspective in psychology. In your answer, refer to **at least two** topics that you have studied in psychology. (12 marks)

- 2 (a) Outline **two** features of the biological perspective in psychology. (4 marks)

- (b) Suggest **one** advantage of using a range of perspectives to explain behaviour. Refer to a topic you have studied to illustrate your answer. (4 marks)

- (c) A teacher concluded her lessons on the humanistic perspective with the following statement:

"Some people argue that the humanistic perspective has not made a significant contribution to psychology. I disagree. The humanistic perspective has concerned itself with areas of human behaviour and experience which have been ignored by the behaviourist and psychoanalytic perspectives."

Discuss the humanistic perspective in psychology. In your answer, refer to the behaviourist perspective **and/or** the psychoanalytic perspective. (12 marks)

SECTION B: DEBATES IN PSYCHOLOGY

Answer **one** question from this section.

Each question carries 20 marks.

- 3** (a) Distinguish between common-sense and scientific explanations for human behaviour. Refer to an example in your answer. (4 marks)
- (b) Outline **two** reasons why some psychologists regard Freud's psychoanalytic perspective as unscientific. (4 marks)
- (c) Discuss **at least two** limitations of applying the scientific approach to the study of human behaviour. Refer to examples from psychology in your answer. (12 marks)
- 4** (a) In the context of the holism and reductionism debate in psychology, outline **one** strength and **one** weakness of holistic explanations of behaviour. (4 marks)
- (b) Explain what is meant by the *mind-body debate* in psychology. In your answer, refer to **one** topic that you have studied where this debate is relevant. (4 marks)
- (c) 'The debate about the roles of nature and nurture in behaviour is fundamental in psychology and touches on several different topic areas.'
- Discuss the nature-nurture debate in psychology. Refer to **at least one** topic you have studied to illustrate your answer. (12 marks)

Turn over for the next section

SECTION C: METHODS IN PSYCHOLOGY

Answer **all** parts of this compulsory question which carries 20 marks.

- 5** Individuals who are depressed often have low arousal and say that they feel time passes slowly. A researcher wanted to compare time estimation by people who are depressed with time estimation by people who are not depressed.

Sixty college students volunteered to participate in the study. Half were male and half were female. They were asked to complete a standardised depression scale, where a high score on the scale indicated a high level of depression. Those above the median score for the total sample were placed in the 'depressed' group and those on or below the median score were placed in the 'non-depressed' group.

All participants then carried out a task. When the task was over, they had to estimate the duration of the task. Participants were tested individually. There were no clocks in the room and the participants removed their watches before entering the room. The researcher wanted the task to be neither pleasant nor unpleasant, as he believed that a neutral experience was an important element of the design. The task involved scanning rows of four letters as quickly as possible, crossing out any letter 'A's. An example is given below:

QPUD	DFRK	CSAX	MJL A
SFWH	BUIF	A QLP	GTTE
X A YO	YR A C	TGRW	A UIF

After five minutes, the participants were asked to stop the task. They were then asked to estimate how much time, in minutes and seconds, had passed whilst they were doing the task.

The results are shown in **Table 1** below.

Table 1: Mean estimates of time (in seconds) for participants in the 'depressed' and 'non-depressed' groups

Group	Mean estimate of time (in seconds)
'Depressed'	311.3
'Non-depressed'	295.2

- (a) What do the results in **Table 1** suggest? (2 marks)
- (b) The difference in mean estimate of time between the two groups was not statistically significant at the 5% level.

Explain what is meant by the phrase ‘was not statistically significant at the 5% level’.

(2 marks)

- (c) The researcher chose to use a parametric test. He used an independent t-test to see whether there was a significant difference between the time estimates given by the participants who were classified as ‘depressed’ and the time estimates given by the participants who were classified as ‘non-depressed’. Checks were carried out to see whether the data could be analysed using a parametric test.
- (i) State **one** advantage of using a parametric test rather than a non-parametric test. (1 mark)
- (ii) Identify **one** criterion, other than level of measurement, which must be satisfied before carrying out a parametric test. State how the researcher might check this criterion. (2 marks)
- (d) The researcher decided not to use words like ‘walk’ and ‘dark’ for the task. Instead he used a neutral task involving groups of four letters. Suggest **one** reason why the researcher designed a task that he thought would be neutral for all participants. (2 marks)
- (e) Identify and outline **one** ethical issue that the psychologist would have to consider when designing the study. (2 marks)
- (f) (i) Outline **one** problem with the way in which the researcher divided the participants into ‘depressed’ and ‘non-depressed’ groups. (2 marks)
- (ii) Identify **one other** methodological limitation of the study. Briefly explain how the researcher could improve the design of the study to take account of this limitation. (3 marks)
- (g) The psychologist decided to conduct a case study on one of the participants who perceived time to pass very slowly.

Briefly discuss what could be gained from the case study that could not be gained from the original study. (4 marks)

END OF QUESTIONS

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