



General Certificate of Education  
Advanced Subsidiary Examination  
June 2011

## Psychology (Specification B) PSYB2

**Unit 2 Social Psychology, Cognitive Psychology and Individual Differences**

**Tuesday 7 June 2011 1.30 pm to 3.00 pm**

**For this paper you must have:**

- an AQA 12-page answer book.

### **Time allowed**

- 1 hour 30 minutes

### **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 PSYB2.
- Choose **three** topics only, **one** topic from **Section A**, **one** topic from **Section B** and **one** topic from **Section C**.
- Answer **all** questions on the topics you choose.
- Do all rough work in your answer 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 60.
- The 10-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

---

## Section A Social Psychology

There are two topics in this section: Social Influence and Social Cognition.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

---

### Topic: Social Influence

---

Howard has just started to learn to drive. In his first lesson, his instructor watched him closely as he tried to park the car in a parking space. Howard was not able to park between the lines. His driving instructor told him that he would improve with more practice.

- |   |   |
|---|---|
| 0 | 1 |
|---|---|
- Use your knowledge of the effects of arousal on performance to explain
- one**
- reason why Howard had difficulty with his parking. (2 marks)

A researcher studying informational social influence asked her participants to estimate the number of peas in a jar. The participants were tested in groups of five. An independent groups design was used.

**Condition A:** Each participant was told to write down his or her estimate without letting any other participant see the answer.

**Condition B:** Each participant was told to say his or her estimate out loud, one at a time, and the researcher wrote the estimates down.

The researcher calculated the ranges of the estimates that the participants gave in each condition of the study. Her results showed that the estimates were more spread out in **Condition A** than in **Condition B**.

- |   |   |
|---|---|
| 0 | 2 |
|---|---|
- Identify the independent variable in this study. (1 mark)

- |   |   |
|---|---|
| 0 | 3 |
|---|---|
- Suggest
- one**
- extraneous variable that could have confounded the results of this study. (1 mark)

- |   |   |
|---|---|
| 0 | 4 |
|---|---|
- The researcher used an independent groups design. Explain
- one**
- advantage of using an independent groups design in this study. (2 marks)

- |   |   |
|---|---|
| 0 | 5 |
|---|---|
- Explain
- one**
- reason why this study might be said to lack ecological validity. (2 marks)

- |   |   |
|---|---|
| 0 | 6 |
|---|---|
- Use your knowledge of informational social influence to explain the results of this study. (2 marks)

- |   |   |
|---|---|
| 0 | 7 |
|---|---|
- Discuss
- two**
- factors that have been shown by Milgram to affect obedience. Refer to evidence in your answer. (10 marks)

---

**Topic: Social Cognition**

---

The following are explanations for prejudice:

- Competition for resources
- Social identity theory
- The Authoritarian Personality.

0	8
---	---

Choose **one** of these explanations. Briefly discuss **one** limitation of the explanation that you have chosen. (2 marks)

A researcher studying the self-serving attributional bias asked participants to watch a short film. The film showed an incident in which a car almost collided with a pedestrian. An independent groups design was used.

**Condition A:** The participants were told to imagine that they were the driver of the car in the film. They were then asked to decide who was at fault in the incident.

**Condition B:** The participants were told to imagine that they were the pedestrian in the film. They were then asked to decide who was at fault in the incident.

The researcher compared the decisions made by the participants in **Condition A** with the decisions made by the participants in **Condition B**.

0	9
---	---

Identify the independent variable in this study. (1 mark)

1	0
---	---

Identify the dependent variable in this study. (1 mark)

1	1
---	---

The researcher used an independent groups design. Explain **one** advantage of using an independent groups design in this study. (2 marks)

1	2
---	---

Briefly outline **one** reason why this study might be said to lack ecological validity. (1 mark)

1	3
---	---

Use your knowledge of the self-serving attributional bias to explain the likely outcome of this study. (3 marks)

1	4
---	---

Discuss **two** factors that have been shown to affect impression formation. Refer to evidence in your answer. (10 marks)

**Turn over for the next section**

**Turn over ►**

---

## Section B Cognitive Psychology

There are two topics in this section: Remembering and Forgetting and Perceptual Processes.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

---

### Topic: Remembering and Forgetting

---

- |       |   |            |
|-------|---|------------|
| 1   5 | Outline the multi-store model of memory.  | (3 marks)  |
| 1   6 | What is meant by <i>lack of consolidation</i> ? Suggest <b>one</b> reason why lack of consolidation might occur.  | (2 marks)  |
| 1   7 | Outline the interference explanation of forgetting and briefly discuss <b>one</b> limitation of this explanation. | (5 marks)  |
| 1   8 | Describe and evaluate the levels of processing explanation of memory. Refer to evidence in your answer.           | (10 marks) |
- 

### Topic: Perceptual Processes

---

- |       |   |            |
|-------|---|------------|
| 1   9 | Briefly outline Gestalt principles of perceptual organisation.  | (3 marks)  |
| 2   0 | Identify <b>one</b> distortion illusion and briefly explain what the effect of that illusion tells us about visual perception.  | (2 marks)  |
| 2   1 | Outline Gibson's theory of visual perception and briefly discuss <b>one</b> strength of this theory.  | (5 marks)  |
| 2   2 | Factors that have been shown to affect perception include motivation, emotion, expectation and culture. Discuss the influence of <b>at least two</b> factors on perception. Refer to evidence in your answer. | (10 marks) |

---

### Section C Individual Differences

There are two topics in this section: Anxiety Disorders and Autism.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

---

#### Topic: Anxiety Disorders

---

- |       |  |            |
|-------|--|------------|
| 2   3 | Outline <b>two</b> symptoms of a phobia.   | (2 marks)  |
| <hr/> |  |            |
| 2   4 | Outline a psychodynamic explanation for the development of a phobia. Briefly discuss <b>one</b> limitation of this explanation.      | (5 marks)  |
| <hr/> |  |            |
| 2   5 | How might a cognitive psychologist explain an obsessive-compulsive disorder? (3 marks)   | (3 marks)  |
| <hr/> |  |            |
| 2   6 | Describe and evaluate the use of <b>both</b> systematic desensitisation <b>and</b> drug therapy as treatments for anxiety disorders. | (10 marks) |
- 

#### Topic: Autism

---

- |       |   |            |
|-------|---|------------|
| 2   7 | Describe <b>two</b> symptoms of autism.   | (2 marks)  |
| <hr/> |   |            |
| 2   8 | Outline the <i>Lovaas technique</i> . Briefly discuss the effectiveness of this treatment programme for children with autism.   | (4 marks)  |
| <hr/> |   |            |
| 2   9 | Outline what is meant by <i>cold-parenting</i> in relation to autism. Briefly discuss why cold-parenting is no longer regarded as an acceptable explanation for autism. (4 marks) | (4 marks)  |
| <hr/> |   |            |
| 3   0 | Describe and evaluate cognitive explanations for autism. Refer to evidence in your answer.  | (10 marks) |

**END OF QUESTIONS**

---

**There are no questions printed on this page**

---

**There are no questions printed on this page**

---

**There are no questions printed on this page**