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Other names

Pearson
Edexcel GCSE

Centre Number

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Candidate Number

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Psychology

Unit 2: Social and Biological Psychological Debates

Thursday 4 June 2015 – Afternoon
Time: 1 hour 45 minutes

Paper Reference

5PS02/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (*) are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

TOPIC C: Do TV and video games affect young people's behaviour?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic C.

Choose ONE option from each multiple choice question list unless otherwise indicated.

1 Ramirez et al (2001) conducted a cross cultural study of aggression in Japan and Spain.

(a) What type of research method did Ramirez et al use?

(1)

- A** Case study
- B** Laboratory experiment
- C** Content analysis
- D** Questionnaire

(b) Ramirez et al found out about physical aggression and verbal aggression.

Identify **two** findings of Ramirez et al's study from the list below.

Mark **one** box for physical aggression (i) and **one** box for verbal aggression (ii).

(2)

(i) **Physical aggression**

- A** Spanish students were more physically aggressive than Japanese students.
- B** Japanese students were more physically aggressive than Spanish students.
- C** Japanese and Spanish students were equally physically aggressive.

(ii) **Verbal aggression**

- D** Spanish students were more verbally aggressive than Japanese students.
- E** Japanese students were more verbally aggressive than Spanish students.
- F** Japanese and Spanish students were equally verbally aggressive.



(c) Describe what Ramirez et al found out about aggression in males and females. (2)

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(d) Describe the type of data that Ramirez et al gathered in their study. (2)

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(e) Explain **one** strength of the type of data gathered by Ramirez et al. (2)

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(f) Explain **one** weakness of Ramirez et al's study. (2)

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(Total for Question 1 = 11 marks)



2 Since joining the sixth form at school, Lloyd has been allowed to stay up late at night. His parents are worried that he will be watching inappropriate television programmes.

(a) With reference to censorship, explain why Lloyd's parents have concerns over what Lloyd is watching on television.

(3)

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(b) You will have studied the research of Charlton et al (2000). Using the findings of Charlton et al's study, explain how you might reassure Lloyd's parents about the possible effects of him watching television late into the night.

(2)

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(c) Lloyd decided to conduct a content analysis to measure the amount of aggression in the programmes he watched on television throughout the day and evening.

Which statement best describes content analysis?

(1)

- A** An independent variable is manipulated and dependent variable measured.
- B** Different research methods are used to gather in-depth data.
- C** Respondents are asked to give their opinion on a topic.
- D** Categories of behaviour are identified and tallied when observed.



(d) Describe how Lloyd might have conducted his content analysis.

(3)

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(e) Lloyd felt that his content analysis was ethical because he:

(1)

- A** asked his participants before he conducted his content analysis.
- B** did not disclose information about his participants.
- C** did not use participants in his content analysis.
- D** gave his participants a right to withdraw.



(f) Lloyd found that the amount of aggression on television increased during the course of the night. He concluded that children should not be exposed to late night television programmes as they may become more aggressive as a result of what they are watching.

(i) Name **one** theory that can be used to explain Lloyd's conclusion.

(1)

Theory

(ii) Outline **one** weakness of the theory you have named in (f) (i).

(2)

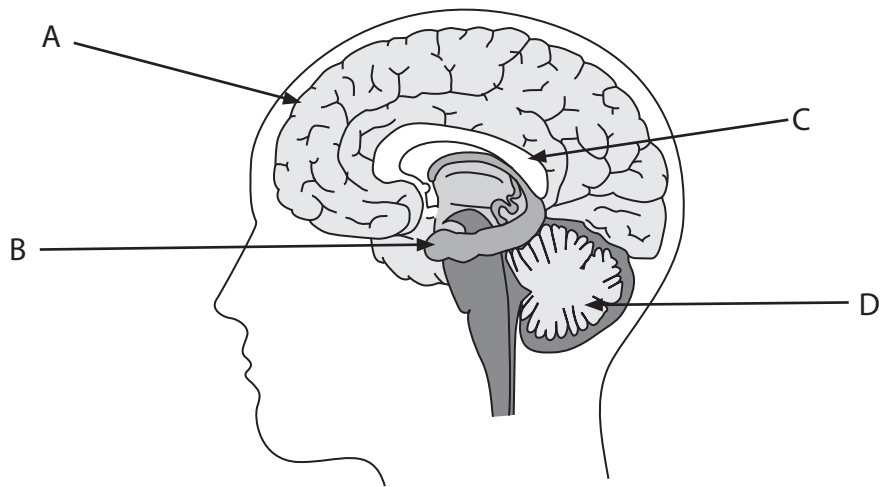
(Total for Question 2 = 13 marks)



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3 This is a picture of the brain.



(a) Which arrow is pointing at the amygdala?

(1)

- A
- B
- C
- D

(b) Which arrow is pointing at the limbic system?

(1)

- A
- B
- C
- D



TOPIC D: Why do we have phobias?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic D.

Annabel knows that some people have phobias of animals. She is using a questionnaire to investigate these phobias.

4 (a) Write **one** open-ended question that Annabel could use in her questionnaire. (1)

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(b) Write **one** closed question that Annabel could use in her questionnaire. **Do not** write a rank-scale question. (1)

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(c) Write **one** rank-scale question that Annabel could use in her questionnaire. (1)

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(d) Compare open-ended and closed questions in terms of their usefulness. (2)

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(e) Before conducting her questionnaire, Annabel thought she should write standardised instructions for her participants.

Write standardised instructions that Annabel could use for her investigation.

(3)

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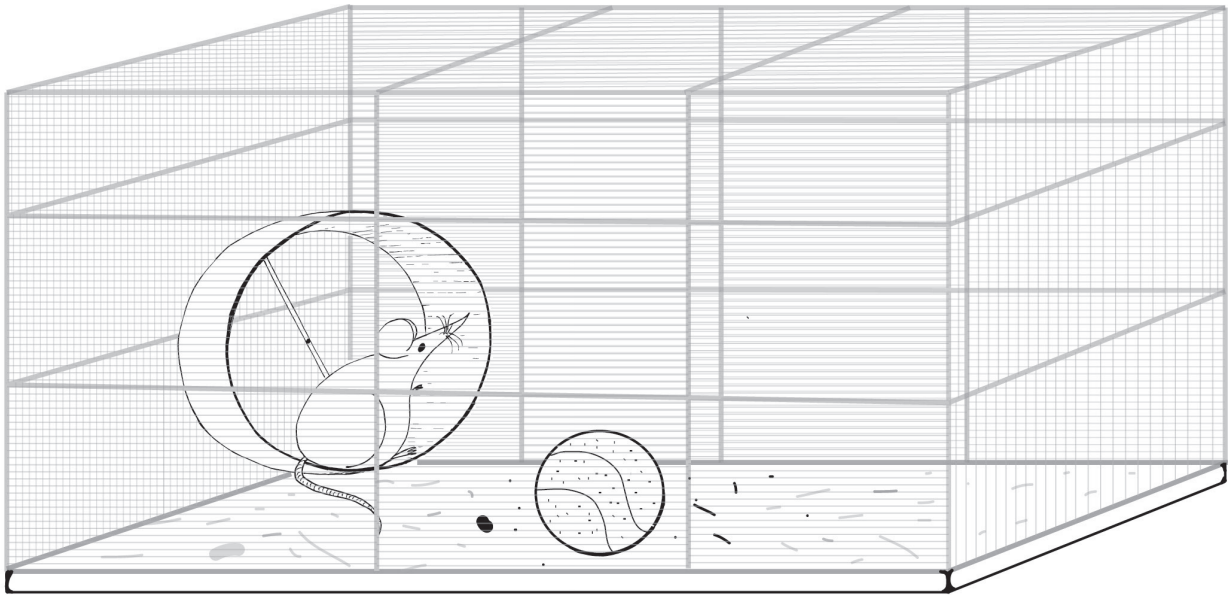
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(Total for Question 4 = 8 marks)



- 5 A researcher wanted to create phobias of certain objects. The researcher decided that she would use classical conditioning to train a mouse to be fearful of a toy ball placed in the cage with the mouse. Each time the mouse touched the ball, it was given a small electric shock. After a few trials, the mouse avoided the toy ball.



- (a) Using your knowledge of classical conditioning, explain the conditioning process that the mouse went through. You may use a diagram in your answer.

(4)

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(b) The mouse had also learnt to show fear of the running wheel without the toy ball being placed in the cage. This is best known as:

(1)

- A** Association
- B** Modelling
- C** Generalisation
- D** Vicarious reinforcement

(c) State **one** ethical issue associated with conducting psychological research using animals.

(1)

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(Total for Question 5 = 6 marks)



- 6 (a) Heinrichs et al (2005) investigated cultural issues in the development of social phobias.

Outline what is meant by the term culture.

(2)

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- (b) Heinrichs et al classified the eight different countries that they studied into individualistic or collectivistic cultures. The eight countries that Heinrichs et al studied are listed here:

Japan USA Canada Spain
The Netherlands Korea Germany Australia

Identify **one** country that was classified as an individualistic culture and **one** country that was identified as a collectivistic culture.

Write your answers in the table below.

(2)

Culture	Country
Individualistic	
Collectivistic	



- (c) Heinrichs et al asked participants a series of questions about how they could behave in various social situations. The participant's response was categorised as either high or low social anxiety.

The following description is an example of a social situation:

'Your work colleague is supposed to give a speech to senior management about the project you have both been working on. On the day of the speech your colleague is ill and asks you to give the speech instead.'

- (i) Suggest **one** high social anxiety response that a participant might give to this social situation.

(1)

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- (ii) Suggest **one** low social anxiety response that a participant might give to this social situation.

(1)

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(d) Describe the findings of Heinrichs et al's study **and** suggest how their findings relate to the nature-nurture debate.

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(Total for Question 6 = 10 marks)



7 (a) Cover-Jones (1924) deconditioned little Peter's phobia of rabbits using a series of stages. Put the following stages into the correct order from the beginning of the therapy sessions.

(2)

Stage	Place the number 1, 2 or 3 below to indicate which stage came first, second and third.
The rabbit was placed in a cage 12 feet (4 metres) away from little Peter	
Little Peter let the rabbit nibble at his fingers	
Little Peter touched the rabbit whilst the rabbit was held by the experimenter	

(b) Outline **one** strength and **one** weakness of Cover-Jones's study.

(4)

Strength

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Weakness

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(Total for Question 7 = 6 marks)

TOTAL FOR TOPIC D = 30 MARKS



TOPIC E: Are criminals born or made?

Answer ALL questions. You are advised to spend approximately 35 minutes on Topic E.

Choose ONE option from each multiple choice question list unless otherwise indicated.

- 8** Twin studies are used to investigate whether criminality is inherited or due to the way a person is raised. When identical (MZ) twins and non-identical (DZ) twins are compared their similarity is described as concordance.

Which **one** of the following possible findings is most likely to indicate that criminality is inherited?

- A** 30% of DZ twins are concordant for criminality.
- B** 30% of MZ twins are concordant for criminality.
- C** 70% of DZ twins are concordant for criminality.
- D** 70% of MZ twins are concordant for criminality.

(Total for Question 8 = 1 mark)



9 Will, a university student, was conducting research into the causes of criminality. He asked a group of school leavers from his local area what they felt their teachers thought would be their future and career opportunities. He tracked the school leavers several years later and documented how they turned out.

Will found that those school leavers who felt that they were labelled as possible criminals by their teachers, were more likely to have been convicted of a criminal offence than those who felt labelled as high achievers.

(a) Which explanation of criminality was Will investigating? (1)

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(b) What was Will's **independent** variable? (1)

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(c) What was Will's **dependent** variable? (1)

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(d) Explain **one** generalisability issue that Will might have with his research. (2)

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(e) Explain why Will's research may be seen as subjective. (2)

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(f) Outline **one** ethical issue with Will's research.

(2)

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(Total for Question 9 = 9 marks)



10 (a) Which **two** of the following statements are appropriate uses for offender profiling?

Mark **two** boxes.

(2)

- A** To collect DNA evidence.
- B** To tell the police exactly who committed the crime.
- C** To suggest possible interviewing strategies.
- D** To suggest a certain type of person committed a crime.
- E** To harass possible suspects.

(b) Suggest **one** clue about a crime that might be useful to the profiler when constructing an offender profile.

(1)

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(c) Offender profiles are often said to be 'nothing more than guesswork'.

Using your knowledge of offender profiling, explain whether you think this statement is true.

(3)

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(Total for Question 10 = 6 marks)



*12 Describe **and** evaluate **one** biological explanation of criminality.

(10)

A series of horizontal dotted lines for writing the answer.



