

# **Psychology**

## **Unit 2: Social and Biological Psychological Debates**

**Thursday 8 June 2017 – Afternoon**

**Time: 1 hour 45 minutes**  
**plus your additional time allowance**

**You do not need any other materials.**

**See the Instructions, Information and Advice on the next page.**

<b>Surname</b>					
<b>Other names</b>					
<b>Centre Number</b>					
<b>Candidate Number</b>					

## Instructions

- Use **BLACK** ink or ball-point pen.
- **FILL IN THE BOXES** on the front 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)**

Some questions must be answered with a cross in a box ☐. 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, plus your additional time allowance, on Topic C.**

- 1 Charlton et al. (2000) investigated whether TV would have an effect on aggressive behaviour in children in St. Helena.
- (a) State what type of research method Charlton et al. (2000) used. (1 mark)

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**(Turn over)**

- (b) Name the experimental (participant) design used by Charlton et al. (2000). (1 mark)**

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- (c) State ONE aggressive and ONE non-aggressive behaviour Charlton et al. (2000) were looking for in their study. (2 marks)**

**Aggressive**

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**Non-aggressive**

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**(Turn over)**

**(d) The major conclusion of Charlton et al.'s (2000) study was that television viewing: (1 mark)**

- ☐ **A is not influenced by the environment or close-knit community**
- ☐ **B does not inevitably influence children's social behaviour**
- ☐ **C leads to more anti-social behaviour from girls**
- ☐ **D does inevitably influence children's social behaviour**

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**(Turn over)**

- (e) Explain ONE strength of Charlton et al.'s (2000) study. (2 marks)**

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**(Turn over)**

- (f) Explain ONE weakness of Charlton et al.'s (2000) study. (2 marks)

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**(Total for Question 1 = 9 marks)**

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**(Turn over)**

**2 Vanessa has been excluded from her hockey team for fighting with another hockey player during training.**

**(a) Using the limbic system / amygdala as a biological explanation of aggression, explain why Vanessa may have been fighting with the other player. (2 marks)**

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**(Turn over)**

- (b) Identify ONE biological explanation for aggression OTHER THAN the limbic system / amygdala. (1 mark)**

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**(Question continues on next page)**

- (c) Outline ONE strength and ONE weakness of the biological explanation of aggression. (4 marks)

**Strength**

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**(Continue answer on next page)**

**(Turn over)**

**Weakness**

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**(Total for Question 2 = 7 marks)**

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- 3 (a) Identify TWO qualifications required to be an educational psychologist.**

**Mark TWO boxes. (2 marks)**

- ☐ **A GCSE Psychology qualification**
- ☐ **B BPS recognised Psychology degree**
- ☐ **C Experience in a prison setting with offenders**
- ☐ **D Chartered status with the BPS**
- ☐ **E Interest in how children develop**

**(Question continues on next page)**

**(Turn over)**

Jason pushed over a table in a classroom and then knocked a fire extinguisher off the wall when he stormed out of a lesson. He was then sent to his head teacher.

The head teacher asked an educational psychologist to help Jason with his anger management problem.

- (b) Explain how an educational psychologist could help Jason with his anger management problem.  
(3 marks)

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(Turn over)

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**(Turn over)**

**4 Shane has downloaded a new video game for his mobile phone. He played against his friends and noticed that the game contained a lot of aggression.**

**(a) Describe how Shane can use a content analysis on the amount of aggression in the video game. (4 marks)**

[illegible]

**(Continue answer on next page)**

**(Turn over)**

**(Turn over)**

- (b) Explain ONE way that Shane could have made sure his content analysis was reliable. (2 marks)**

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**(Turn over)**

**(c) Shane is worried that the findings of his content analysis are open to interpretation. This is an example of: (1 mark)**

☐ **A generalisability.**

☐ **B ethics.**

☐ **C objectivity.**

☐ **D subjectivity.**

**(Question continues on next page)**

**(Turn over)**

**Shane is considering giving the video game to his younger brother to see if he finds the game aggressive.**

- (d) Suggest how Shane could deal with the ethical issue of protection of participants with regard to his younger brother. (2 marks)**

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**(Total for Question 4 = 9 marks)**

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**TOTAL FOR TOPIC C = 30 MARKS**

**(Turn over)**

**TOPIC D: Why do we have phobias?**

**Answer ALL questions. You are advised to spend approximately 35 minutes, plus your additional time allowance, on Topic D.**

- 5 (a) Classical conditioning is a theory used to explain the causes of a phobia.**

**Identify TWO terms that are used in classical conditioning from the list below.**

**Mark TWO boxes. (2 marks)**

- ☐ **A Unconditioned stimulus**
- ☐ **B Modelling**
- ☐ **C Vicarious reinforcement**
- ☐ **D Reinforcer**
- ☐ **E Neutral stimulus**

**(Question continues on next page)**

**(Turn over)**

- (b) Generalisation is part of classical conditioning as an explanation of a phobia.**

**Identify the definition of generalisation. (1 mark)**

- ☐ **A     The process of observing and imitating a fear from a role model.**
- ☐ **B     The process of transferring a fear from one object to other similar objects.**
- ☐ **C     The process of acquiring a fear of dangerous animals to ensure our survival.**
- ☐ **D     The process of learning to fear an object through being rewarded and punished.**

**(Total for Question 5 = 3 marks)**

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**6 One way of investigating phobias in psychology is by using animals in laboratory experiments.**

**(a) Outline TWO practical issues and TWO ethical issues when using animals in laboratory experiments. (4 marks)**

**Practical issues**

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**(Turn over)**

**Ethical issues**

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**An alternative way of investigating phobias is through the use of the questionnaire as a research method.**

**(b) Define the following terms as used in the questionnaire method:**

**(i) open-ended question (1 mark)**

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**(ii) closed question. (1 mark)**

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**(c) Rank (Likert) scale questions collect: (1 mark)**

☐ **A qualitative data.**

☐ **B quantitative data.**

**Bennett-Levy and Marteau (1984) used the questionnaire method in their study.**

**(d) State ONE aim of Bennett-Levy and Marteau's (1984) study. (1 mark)**

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**(Turn over)**

- (e) Outline ONE finding of Bennett-Levy and Marteau's (1984) study. (1 mark)

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(Question continues on next page)

(Turn over)

**(f) Evaluate the use of the questionnaire method when investigating phobias. (4 marks)**

[illegible]

**(Continue answer on next page)**

**(Turn over)**

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**(Turn over)**

**7 Javinder was at home with his father when he saw a large spider in their garage. At first Javinder was not scared. However, he began to show signs of distress after his father screamed at the sight of the spider.**

**(a) Using your knowledge of social learning theory, explain why Javinder showed signs of distress in response to the spider. (4 marks)**

[illegible]

**(Continue answer on next page)**

**(Turn over)**

**(Turn over)**

- (b) Explain where social learning theory as an explanation of a phobia would lie in terms of the nature-nurture debate. (2 marks)**

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**(Turn over)**

**After some time Javinder was too scared to go to school as he was worried a spider might appear. His mother decided to take him to a clinical psychologist to treat him.**

- (c) Describe how a clinical psychologist could carry out systematic desensitisation to treat a phobia. (4 marks)**

[illegible]

**(Turn over)**

- (d) (i) Identify ONE therapy OTHER THAN systematic desensitisation that could be used to treat a phobia. (1 mark)**

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- (ii) Using the therapy you have identified in (d)(i), explain how Javinder's phobia of spiders could be treated. (3 marks)**

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**(Turn over)**

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**(Total for Question 7 = 14 marks)**

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**TOTAL FOR TOPIC D = 30 MARKS**

**(Turn over)**

## **TOPIC E: Are criminals born or made?**

**Answer ALL questions. You are advised to spend approximately 35 minutes, plus your additional time allowance, on Topic E.**

**8 Sebastian has been convicted of a crime. There are biological and social explanations for Sebastian's criminal behaviour.**

**(a) Outline the influence of genetics as a biological explanation of criminality. (2 marks)**

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**(Turn over)**

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**(Question continues on next page)**

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**(b) Compare ONE biological and ONE social explanation for criminality. Comparisons include similarities and / or differences. (3 marks)**

[illegible]

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**(Turn over)**

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**(Question continues on next page)**

**(Turn over)**

**Theilgaard (1984) carried out a study investigating the role of the XYY gene as a possible biological explanation for criminality.**

**(c) Outline ONE strength of Theilgaard's (1984) study. (2 marks)**

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**(Total for Question 8 = 7 marks)**

**(Turn over)**

**9 Madon et al. (2004) carried out a study investigating a social explanation of criminality.**

**(a) Explain ONE ethical issue when conducting social research into criminality. (2 marks)**

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**(Question continues on next page)**

**(Turn over)**

**Madon et al. (2004) collected quantitative data when carrying out their study.**

**(b) One weakness of quantitative data is that it:  
(1 mark)**

- ☐ **A is subjective.**
- ☐ **B is difficult to analyse.**
- ☐ **C gives limited detail.**
- ☐ **D lacks objectivity.**

**(Question continues on next page)**

**(Turn over)**

**(c) Identify ONE strength of Madon et al.'s (2004) study. (1 mark)**

- ☐ **A It was ethical to test drinking behaviour using a questionnaire.**
- ☐ **B It showed a cause and effect relationship between expectations and drinking behaviour.**
- ☐ **C Parents did not lie on the questionnaires so it was a valid measure.**
- ☐ **D There was no social desirability from the parents who answered the questionnaire.**

**(Total for Question 9 = 4 marks)**

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**(Turn over)**

**10 (a) Explain ONE way a forensic psychologist may treat offenders. (4 marks)**

[illegible]

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**(Turn over)**

**Forensic psychologists may have to gather information from convicted offenders when treating offenders.**

- (b) Outline ONE practical problem with gathering information from convicted offenders. (2 marks)**

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**(Total for Question 10 = 6 marks)**

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**(Turn over)**

- 11 Sharon is a forensic psychologist. She has been asked by the local police department to help it catch those responsible for a series of burglaries in the local area.**

**Explain how Sharon could use offender profiling to help the local police catch those responsible for the burglaries. (3 marks)**

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**(Total for Question 11 = 3 marks)**

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**\*12 Describe AND evaluate the effects of characteristics such as race, accent and appearance / attractiveness on jury decision making. (10 marks)**

[illegible]

**(Continue answer on next page)**

**(Turn over)**

**(Turn over)**

**(Turn over)**

**(Turn over)**

**TOTAL FOR TOPIC E = 30 MARKS**  
**TOTAL FOR PAPER = 90 MARKS**