

Psychology

Paper 1

Friday 24 May 2019 – Morning

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.

Candidate surname					
Other names					
Centre Number					
Candidate Number					

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 **98**.
- The marks for **EACH** question are shown in brackets – use this as a guide as to how much time to spend on each question.
- In questions marked with an **ASTERISK (★)**, marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.

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)

SECTION A: DEVELOPMENT – HOW DID YOU DEVELOP?

Answer ALL questions. Write your answers in the spaces provided.

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 ☐.

- 1 (a) Identify the number of 20 x 28cm pictures the participants were shown in Piaget and Inhelder's (1956) Three mountains task. (1 mark)**

☐ **A 8**

☐ **B 9**

☐ **C 10**

☐ **D 11**

(Question continues on next page)

(Turn over)

(b) Identify the overall sample size in Piaget and Inhelder's (1956) Three mountains task. (1 mark)

☐ **A 90**

☐ **B 100**

☐ **C 110**

☐ **D 120**

(Total for Question 1 = 2 marks)

(Turn over)

2 Malik and Ruhi are trying to solve a puzzle. After every attempt, Malik is told that he has high intelligence. After every attempt, Ruhi is told that she must try harder and not give up.

(a) State, according to Carol Dweck's mindset theory, which type of mindset Malik is most likely to develop. (1 mark)

(b) State, according to Carol Dweck's mindset theory, which type of mindset Ruhi is most likely to develop. (1 mark)

(Total for Question 2 = 2 marks)

(Turn over)

3 Mario is a teacher who works at a primary school. His new class of pupils are struggling with their physical development.

(a) Explain, using Daniel Willingham's learning theory, ONE way Mario could support his pupils' physical development. (2 marks)

[illegible]

(Question continues on next page)

(Turn over)

- (b) Explain ONE strength and ONE weakness of using Daniel Willingham's learning theory with Mario's pupils. (4 marks)

Strength:

(Continue answer on next page)

(Turn over)

Weakness:

(Total for Question 3 = 6 marks)

(Turn over)

- 4 Janet is a psychologist investigating cognitive development. She visits a local primary school and uses a task to assess the stages of cognitive development of the pupils at the school.**

Firstly, sweets were arranged in Line A.

- **Line A: Ten sweets in a row with 1cm between each of them.**

Then, later the sweets were arranged in Line B.

- **Line B: The same 10 sweets in a row but with 2cm between each of them.**

Danielle says there are 10 sweets in line A, but she says there are 20 sweets in line B.

- (a) Explain what stage of cognitive development Danielle is in according to her response.**

**You should refer to a theory in your answer.
(2 marks)**

(Continue answer on next page)

(Turn over)

(Question continues on next page)

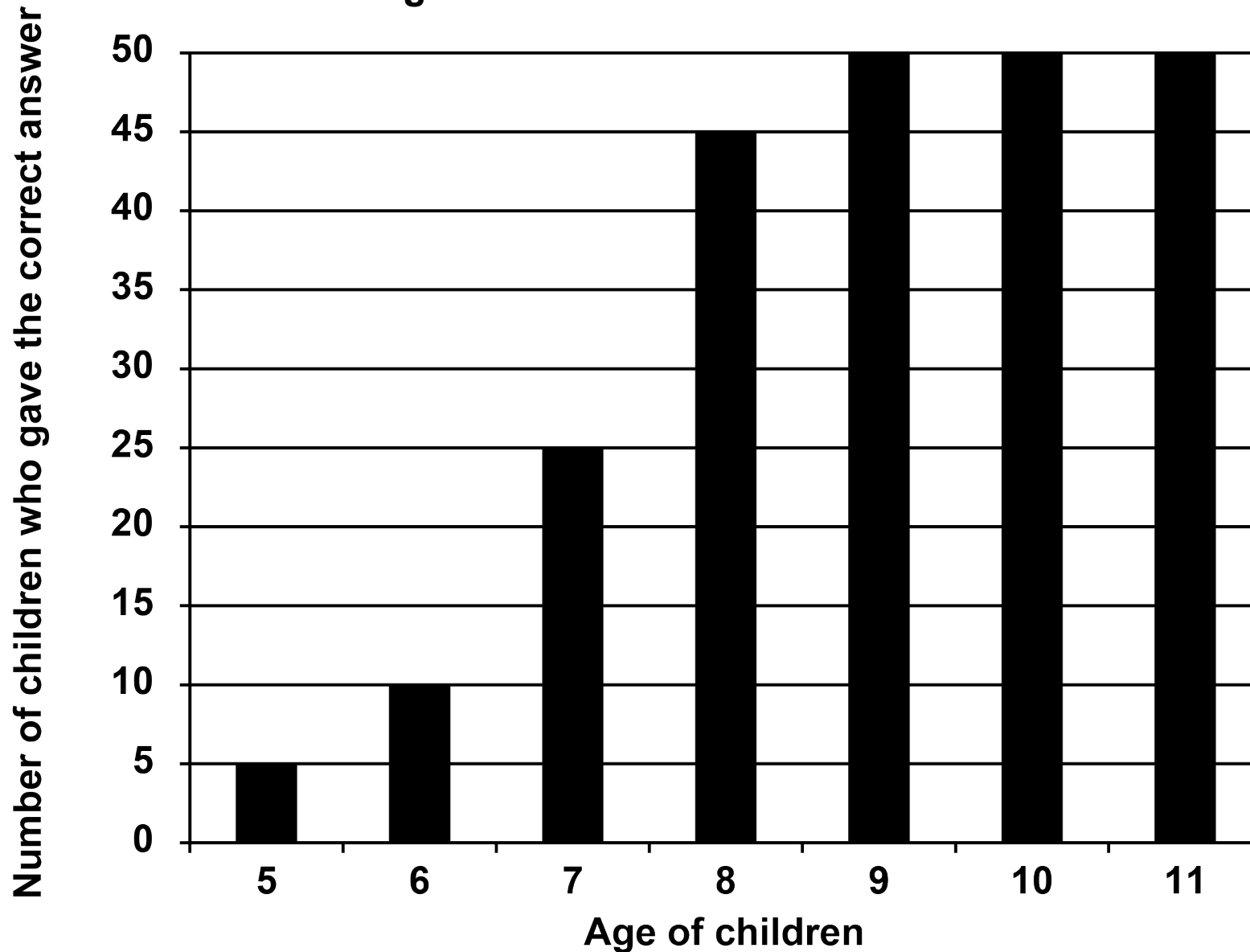
(Turn over)

- (b) Janet collects data on how children at Danielle's school perform in the task. She splits the children by age (in years), from 5 to 11 years old, with 50 children in each age group.**

Their performance is shown in FIGURE 1 on the next page.

FIGURE 1

Bar chart to show the number of children aged 5–11 years who gave the correct answer to the cognitive tasks



(Turn over)

**Explain TWO conclusions you could make from
FIGURE 1 about the cognitive development of the
children at Danielle's school. (4 marks)**

Conclusion one:

(Continue answer on next page)

(Turn over)

Conclusion two:

(Total for Question 4 = 6 marks)

TOTAL FOR SECTION A = 16 MARKS

(Turn over)

SECTION B: MEMORY – HOW DOES YOUR MEMORY WORK?

Answer ALL questions. Write your answers in the spaces provided.

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 ☐.

- 5 (a) State ONE finding of Peterson and Peterson (1959). (1 mark)**

(Question continues on next page)

(Turn over)

(b) Identify the stimulus that participants had to learn in Peterson and Peterson (1959). (1 mark)

- ☐ **A Word lists**
- ☐ **B Trigrams**
- ☐ **C Numbers**
- ☐ **D Lights**

(Total for Question 5 = 2 marks)

(Turn over)

**6 Describe the difference between the terms
'reductionism' and 'holism'.**

(Total for Question 6 = 2 marks)

- 7 Bamboo saw a man dressed in blue enter a shop and commit a robbery.**

When asked by the police later, Bamboo said the man was dressed in black.

Explain why Bamboo's memory of the event could have changed.

You should refer to the Theory of Reconstructive Memory in your answer. (2 marks)

(Continue answer on next page)

(Turn over)

(Total for Question 7 = 2 marks)

- 8 William was talking to his friend during class when the teacher was reading out a list of words for a Spanish test, so he did not write them down.

William has just taken the test to recall the list of Spanish words and has performed poorly in the test.

Explain, using the Multi-store Model of Memory, why William performed poorly in the Spanish test.
(2 marks)

(Continue answer on next page)

(Turn over)

(Total for Question 8 = 2 marks)

- 9 Dekota wanted to investigate the difference between retrograde and anterograde amnesia.

She asked one participant with retrograde amnesia and one participant with anterograde amnesia to perform two tasks and recorded their performance.

Task 1: A complex picture was shown to the participants. The participants were asked to reproduce the picture after a 15-minute delay. The reproduction of the picture was scored out of 36.

Task 2: Participants were asked 100 factual questions about real news events that occurred before they suffered from amnesia.

Dekota compared the performance of her two participants with a control participant who did not suffer from amnesia.

TABLE 1 on the next page shows Dekota's results.

(Question continues on next page)

TABLE 1

	Task 1 Picture task (score out of 36)	Task 2 News events task (score out of 100)
Participant with retrograde amnesia	26	40
Participant with anterograde amnesia	8	80
Control participant with no amnesia	33	97

(Turn over)

- (a) Explain TWO conclusions Dekota could make from the data in TABLE 1. (4 marks)

Conclusion one:

(Continue answer on next page)

(Turn over)

Conclusion two:

(Question continues on next page)

(Turn over)

(b) Explain ONE strength and ONE weakness of Dekota's study. (4 marks)

Strength:

(Continue answer on next page)

(Turn over)

Weakness:

(Total for Question 9 = 8 marks)

TOTAL FOR SECTION B = 16 MARKS

(Turn over)

**SECTION C: PSYCHOLOGICAL PROBLEMS –
HOW WOULD PSYCHOLOGICAL PROBLEMS
AFFECT YOU?**

**Answer ALL questions. Write your answers in
the spaces provided.**

**10 Name TWO of the measures assessed in the client
outcome questionnaire as used in Young (2007).**

Measure 1:

Measure 2:

(Total for Question 10 = 2 marks)

(Turn over)

- 11 Shaun has been experiencing depression. He has been struggling to get out of bed to go to work and has attempted suicide. Shaun has not been eating properly and has felt tired and lethargic at work.**

Shaun's mother has recently been diagnosed with a life-threatening illness, and his father was diagnosed with depression when Shaun was a baby.

- (a) State ONE possible cause of Shaun's depression that could be defined as 'nature' in the above scenario. (1 mark)**

- (b) State ONE possible cause of Shaun's depression that could be defined as 'nurture' in the above scenario. (1 mark)**

(Question continues on next page)

(Turn over)

- (c) Explain ONE way that drugs could be used as a treatment to help Shaun. (2 marks)

(Question continues on next page)

(Turn over)

- (d) Explain ONE strength and ONE weakness of using drugs as a treatment to help Shaun.
(4 marks)

Strength:

(Continue answer on next page)

(Turn over)

Weakness:

(Total for Question 11 = 8 marks)

(Turn over)

- 12 Olivia had been consuming large amounts of a drug and finds it difficult to stop once she has started. Olivia has now been diagnosed with addiction.**

Olivia's mother and father had similar problems with the same drug and were also diagnosed with addiction.

Explain why Olivia may have developed an addiction to the drug.

You should refer to the influence of genes in your answer. (2 marks)

(Continue answer on next page)

(Turn over)

(Total for Question 12 = 2 marks)

- 13 Siobhan manages a mental health ward and is considering staffing costs for the future. Siobhan has considered the incidence of mental health problems in her ward over the past five years.**

TABLE 2 shows the number of patients admitted to the mental health ward and the staffing costs over the last five years.

TABLE 2

Year	Number of patients admitted to the mental health ward	Staffing costs (£)
5 years ago	26	£520,000
4 years ago	30	£600,000
3 years ago	32	£640,000
2 years ago	34	£680,000
1 year ago	35	£700,000
Current year	37	£740,000

(Turn over)

- (a) Explain ONE conclusion that could be made from the data in TABLE 2 in terms of staffing costs for Siobhan over the next five years. (2 marks)

(Question continues on next page)

(Turn over)

- (b) Explain ONE improvement that Siobhan could make to her investigation into the future staffing costs for her mental health ward. (2 marks)

(Total for Question 13 = 4 marks)

TOTAL FOR SECTION C = 16 MARKS

(Turn over)

SECTION D: THE BRAIN AND NEUROPSYCHOLOGY – HOW DOES YOUR BRAIN AFFECT YOU?

Answer ALL questions. Write your answers in the spaces provided.

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 ☐.

14 Define what is meant by ‘visual agnosia’. (2 marks)

(Continue answer on next page)

(Turn over)

(Total for Question 14 = 2 marks)

15 **FIGURE 2** on the next page shows a typical synapse.

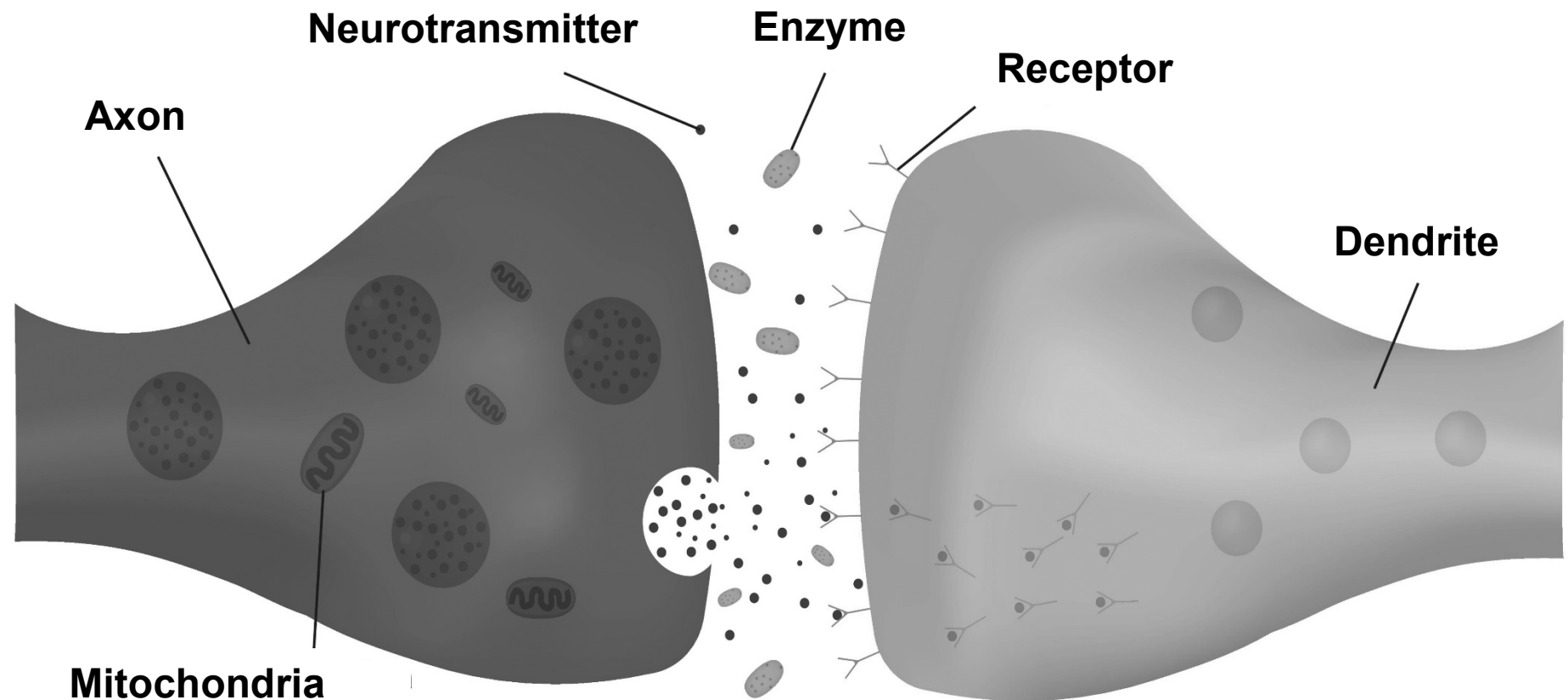
Identify TWO processes that occur in FIGURE 2.

- ☐ **A** The neurotransmitters will bind to the receptor like a lock and key.
- ☐ **B** The receptors will bind to the synapse like a lock and key.
- ☐ **C** The neurotransmitters are released into the synaptic gap.
- ☐ **D** The receptors are released into the synaptic gap.
- ☐ **E** The neurotransmitters always block the receptors.

(Total for Question 15 = 2 marks)

(Turn over)

FIGURE 2



(Source: © Medical Labeled / Alamy Stock Vector)

(Turn over)

- 16 Antoine has suffered a stroke, which has damaged his left hemisphere.**

Explain ONE problem Antoine may experience as a result of the damage to his left hemisphere.

You should refer to the role of the left hemisphere in your answer.

(Total for Question 16 = 2 marks)

- 17 Ahmed is male and enjoys competitive activities that use spatial ability, whereas Sadiah is female and enjoys cooperative activities that use language ability.**

Explain ONE strength and ONE weakness of lateralisation as an explanation for the sex differences between Ahmed and Sadiah. (4 marks)

Strength:

(Turn over)

Weakness:

(Total for Question 17 = 4 marks)

(Turn over)

- 18 Holly is interested in how damage to the pre-frontal cortex can impact on personality.**

Holly asks 10 male patients who are patients at her local hospital with pre-frontal cortex damage to talk about the differences in their personality before and after the damage.

- (a) Explain what Holly is likely to find in her investigation.**

**You should refer to a study in your answer.
(2 marks)**

(Question continues on next page)

(Turn over)

- (b) Explain TWO improvements that could be made to Holly's study. (4 marks)

Improvement one:

(Continue answer on next page)

(Turn over)

Improvement two:

(Total for Question 18 = 6 marks)

TOTAL FOR SECTION D = 16 MARKS

(Turn over)

SECTION E: SOCIAL INFLUENCE – HOW DO OTHERS AFFECT YOU?

Answer ALL questions. Write your answers in the spaces provided.

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 ☐.

19 Haney, Banks, and Zimbardo (1973) conducted a study that has become commonly known as the ‘Stanford Prison Experiment’.

(a) Identify the number of days that the study by Haney, Banks, and Zimbardo (1973) ran for before being abandoned. (1 mark)

☐ **A 5**

☐ **B 6**

☐ **C 7**

☐ **D 8**

(Question continues on next page)

(Turn over)

- (b) State the number of people that responded to the newspaper advertisement in Haney, Banks, and Zimbardo (1973). (1 mark)

(Total for Question 19 = 2 marks)

20 Describe the difference between pro-social behaviour and anti-social behaviour.

(Total for Question 20 = 2 marks)

21 Tunji is drunk and on a busy train. She trips and falls while on the train with a lot of people present.

(a) Explain what is likely to happen to Tunji.

You should refer to Piliavin et al. (1969) in your answer. (2 marks)

(Question continues on next page)

(Turn over)

- (b) Explain ONE strength and ONE weakness of using Piliavin et al.'s (1969) study as an explanation of Tunji's situation. (4 marks)

Strength:

(Continue answer on next page)

(Turn over)

Weakness:

(Total for Question 21 = 6 marks)

(Turn over)

- 22 Leonora goes to the cinema to watch a film with her friends. She wants to watch a film about unicorns taking over the world, whereas her friends all want to watch a film about car racing.**

Leonora goes to watch the film about car racing.

Explain why Leonora went to see the film about car racing.

You should refer to a factor affecting conformity to majority influence in your answer.

(Total for Question 22 = 2 marks)

(Turn over)

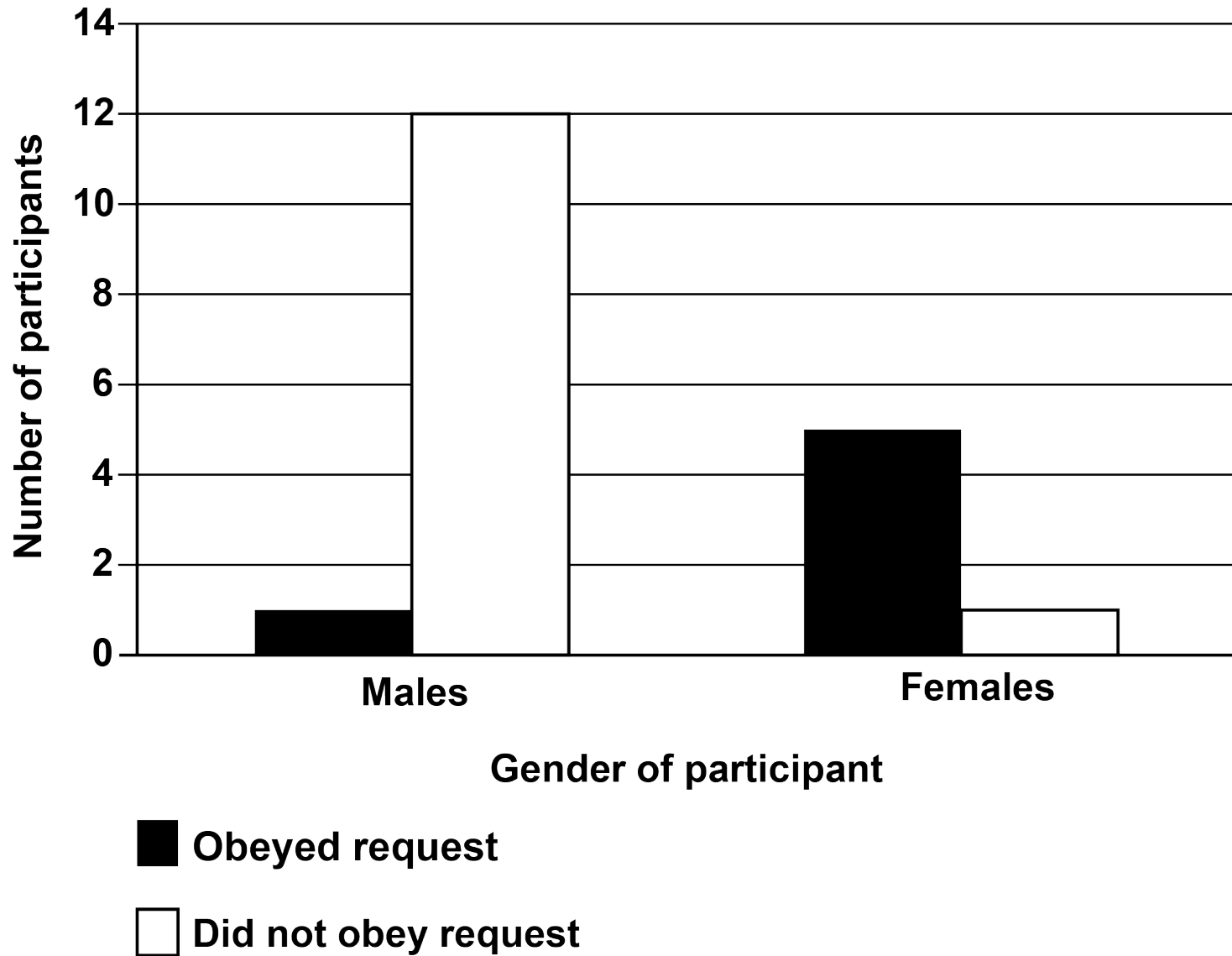
23 Michael wanted to see the influence of authority on the levels of obedience of males and females.

He approached 13 male and 6 female participants when wearing a high visibility jacket and asked for their seat on a busy bus. Michael recorded the behaviour of the participants in response to the request.

Michael's results are shown in FIGURE 3 on the next page.

FIGURE 3

A comparative bar chart to show the number of male and female reactions to the request to give up their seat



(Turn over)

- (a) Explain ONE conclusion that Michael could make from the data in FIGURE 3. (2 marks)

(Question continues on next page)

(Turn over)

- (b) Explain ONE improvement that Michael could make to his study. (2 marks)

(Total for Question 23 = 4 marks)

TOTAL FOR SECTION E = 16 MARKS

(Turn over)

SECTION F

Answer all questions. Write your answers in the spaces provided.

***24 A woman needs money to help her brother but does not have enough to help him. She steals money from her workplace and gives it to her brother.**

Three men from England were asked whether the woman's actions were right or wrong and why.

- **Man A said the woman was right to steal the money because everyone in the world is equal and so money should be given to those who need it.**
- **Man B said the woman was wrong to steal the money because she might get in trouble.**
- **Man C said the woman was right to steal the money because her family might disapprove of her not helping her brother.**

Assess how stages of morality can account for the responses given by the men. (9 marks)

(Continue answer on next page)

(Turn over)

(Turn over)

(Turn over)

(Turn over)

(Turn over)

(Turn over)

***25 Samantha has just made friends with a group of girls at school. The group always does what one girl, called Molly, asks them to do.**

While at school, Samantha was asked by Molly to punch a boy in the face, but she refused. The group of girls are told by Molly to gang up against Samantha during lunchtime in the canteen and she suffers a head injury.

Samantha's teacher asks her what happened during the incident and she cannot remember.

Assess Samantha's behaviour using TWO areas of psychology that you have studied. (9 marks)

(Continue answer on next page)

(Turn over)

(Turn over)

(Turn over)

(Turn over)

(Turn over)
