GCSE
PSYCHOLOGY
PSYCHOLOGY (SHORT COURSE)

Unit 1 Making Sense of Other People

Monday 6 June 2016   Afternoon   Time allowed: 1 hour 30 minutes

Materials
For this paper you may use:
* a calculator.

Instructions
* Use black ink or black ball-point pen.
* Fill in the boxes at the top of this page.
* Answer **all** questions.
* You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
* Do all rough work in this 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 80.
* In questions 3(c) and 5(d), you will be marked on your ability to:
    – use good English
    – organise information clearly
    – use specialist vocabulary where appropriate.
  Answer these questions in **continuous prose.**

Section A Memory

Answer **all** questions in the spaces provided.

1 **(a)** The table below shows four descriptions of processes linked to memory.

Being unable to learn new information after brain damage occurs	
Holding information in the memory system	
Changing information so that it can be stored in memory	
Recovering information from memory	

From the following list of terms, choose the **one** that matches each description and write either **A**, **B**, **C**, **D** or **E** in the box next to it. Use any letter only **once**.

A Encoding
B Retrieval
C Anterograde amnesia
D Storage
E Retrograde amnesia

[4 marks]

1 (b) A psychologist conducted an experiment to see if the type of question asked about each word in a list would affect the number of words that were recalled from the list. This is what happened.

- Two groups of participants were shown the same list of words.
- Group A participants were asked if each word in the list was written in capital letters.
- Group B participants were asked about the meaning of each word in the list.
- After doing this, both groups of participants were asked to recall the words in the list.

Use your knowledge of psychology to decide which group of participants would be expected to recall more words from the list.
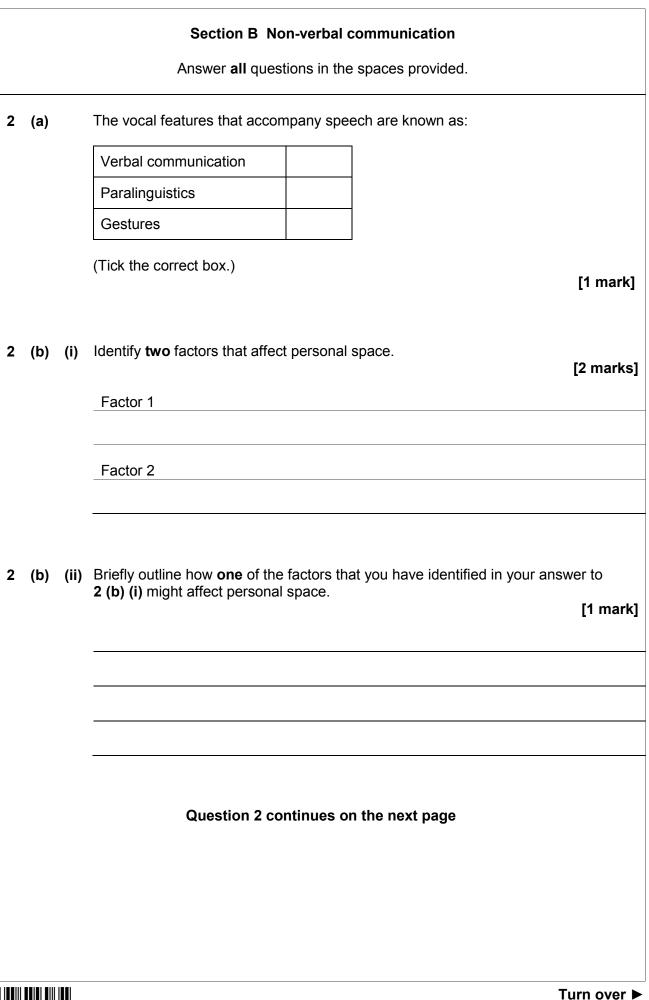
With reference to the appropriate explanation of memory (either multi-store, levels of processing or reconstructive), give a detailed reason for your answer.

[5 marks]

Extra space

1 (c) Explain **at least one** criticism of studies in which the multi-store explanation of memory was investigated.

[3 marks]

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1 (d) Identify and briefly describe **one** practical application of the multi-store explanation of memory to everyday activities.

[3 marks]

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Section B Non-verbal communication

Answer **all** questions in the spaces provided.

2 **(a)** The vocal features that accompany speech are known as:

Verbal communication	
Paralinguistics	
Gestures	

(Tick the correct box.)

[1 mark]

2 **(b)** **(i)** Identify **two** factors that affect personal space.

[2 marks]

Factor 1

Factor 2

2 **(b)** **(ii)** Briefly outline how **one** of the factors that you have identified in your answer to **2 (b) (i)** might affect personal space.

[1 mark]

Question 2 continues on the next page

Turn over ▶

2 (c) The following conversation took place between two office workers.

Katie: "Do you think that Dave was angry when we got to work this morning?"

Julie: "Yes, I do. Even though he didn't say a word, I could tell by the expression on his face."

What is meant by **non-verbal communication**? Use the conversation above to support your answer.

[2 marks]

2 (d) (i) Imagine that you are going to conduct a study to see if there is a difference in how much a person is liked when they **do** or **do not** use postural echo during a conversation.

Use your knowledge of psychology to describe:

- how the study would be carried out
- the way you would measure how much someone is liked
- the results you would expect to find in your study.

[5 marks]

How the study would be carried out

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The way I would measure how much someone is liked

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The results I would expect to find

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Turn over ▶

2 **(d)** **(ii)** Your investigation should control other factors that might affect how much someone is liked. Briefly explain **two** factors that should have been controlled in the study that you have described in your answer to **2 (d) (i)**.

[4 marks]

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Section C Development of Personality

Answer **all** questions in the spaces provided.

3 **(a)** Read the following descriptions of behaviour.

Kevin has a small number of close friends. He enjoys sitting on his own and reading.	
Pasha is highly emotional with intense reactions to many events.	
Frankie is very outgoing and has many friends.	
Ola worries a lot and gets anxious very easily.	

From the following list of terms, choose the **one** that matches each description and write either **A**, **B** or **C** in the box next to it. You may use a letter more than once.

A Neurotic
B Introvert
C Extravert

[4 marks]

3 **(b)** Read the following article:

Gang members have high levels of APD

In a recent study, it was found that a very high proportion of gang members have mental health problems. They disregard the law, exploit innocent people and violate the rights of others. The psychologist who conducted the study said, "It should come as no surprise that more than 80% of the gang members studied suffer from Antisocial Personality Disorder, which helps to explain their behaviour".

What is meant by Antisocial Personality Disorder (APD)? Refer to the characteristics of APD mentioned in the article.

[3 marks]

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Turn over ▶

3 (c) Describe and evaluate **one** study of the causes of Antisocial Personality Disorder.

Include in your answer the method used, the results obtained and the conclusion drawn. Evaluate the study of the cause of Antisocial Personality Disorder that you have described.
(Answer in continuous prose.)

[6 marks]

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3 (d) Outline **one** implication of research into Antisocial Personality Disorder.

[2 marks]

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Turn over for the next section

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Section D Stereotyping, Prejudice and Discrimination

Answer **all** questions in the spaces provided.

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4 (a) Using an example, explain what is meant by discrimination.

[3 marks]

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4 (b) Read the following statements about the work of **Adorno**, **Tajfel** and **Sherif**.
Decide if the statement applies to **Adorno** or **Tajfel** or **Sherif**.
(Tick the correct box for each statement.)

	Adorno	Tajfel	Sherif
This researcher suggested that discrimination is often towards people who belong to an out-group.			
This researcher suggested that people with an authoritarian personality are likely to be prejudiced towards others.			
This researcher suggested that competition for scarce resources can cause prejudice.			

[3 marks]

4 (c) (i) Outline **one** way of reducing prejudice and discrimination. Refer to the method and results of a study to support your answer.

[4 marks]

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4 (c) (ii) Evaluate the way of reducing prejudice that you have outlined in your answer to **4 (c) (i)**.

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4 (d) Outline **one** implication of research into stereotyping.

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Section E Research Methods

Answer **all** questions in the spaces provided.

5 A Psychology teacher had the idea that her students were more alert in the mornings than in the afternoons. To test this idea she conducted an experiment. This is what she did.

- She measured alertness by giving her students a page of writing to read that contained 30 spelling errors. They had to find these errors.
- She gave each of her students two minutes to underline every error that they could find.
- She then counted the number of errors that they correctly underlined.
- 19 students took part in the experiment. She used random allocation to assign the students to either Condition A or Condition B.
- In Condition A the students completed the task in the morning.
- In Condition B the other students completed the task in the afternoon.

5 (a) Identify the dependent variable in this experiment.
(Tick the correct box.)

[1 mark]

Whether participants worked in the morning or in the afternoon	
The 30 errors	
The number of errors correctly underlined	

5 (b) Write a suitable hypothesis for this experiment.

[2 marks]

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The experimental design used for this experiment was independent groups. The Psychology teacher assigned her students to each of the two conditions using random allocation.

5 (c) Describe how the teacher could have used random allocation to assign her students to each condition.

[2 marks]

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5 (d) Explain **at least one** advantage and **at least one** disadvantage of using an independent groups design in this experiment.
(Answer in continuous prose.)

[6 marks]

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The results of the experiment are shown in **Table 1**.

Table 1: The number of correctly underlined spelling errors for each participant

Condition A participants (morning)	Number of correctly underlined errors	Condition B participants (afternoon)	Number of correctly underlined errors
1	12	**11**	12
2	14	**12**	13
3	13	**13**	14
4	15	**14**	13
5	13	**15**	13
6	14	**16**	14
7	15	**17**	30
8	12	**18**	13
9	13	**19**	13
10	14		
Total	135	**Total**	135
Mean	13.5	**Mean**	

5 **(e)** **(i)** The mean number of correctly underlined errors for **Condition B** is:

13.5	
15.0	
7.1	

(Tick the correct box.)

[1 mark]

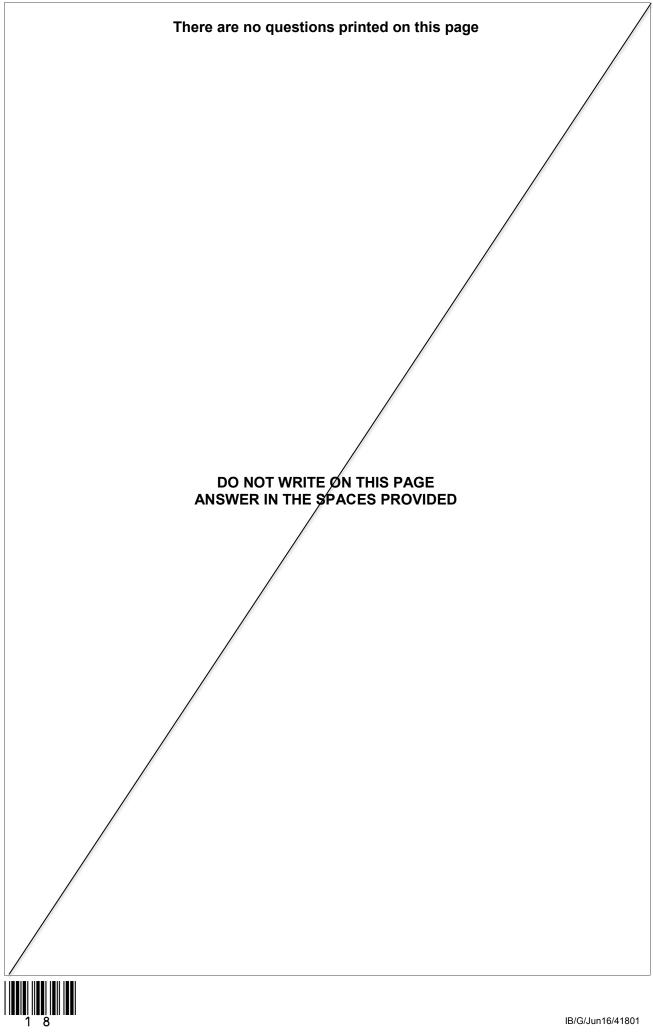**5** **(e)** **(ii)** Identify the participant whose score might be considered to be anomalous.
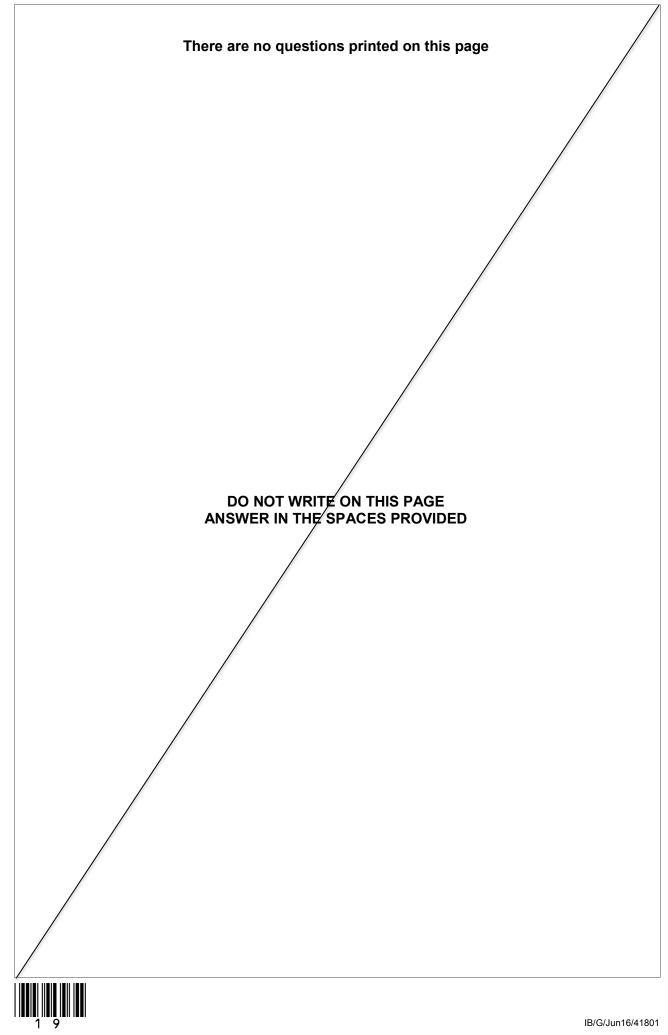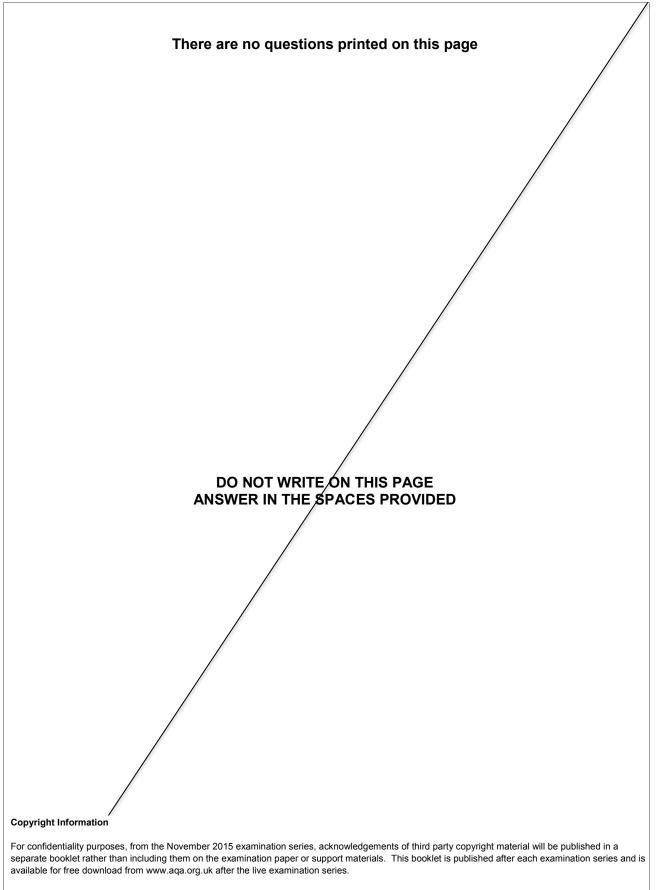
Participant number _____

[1 mark]

5 **(e)** **(iii)** How has the anomalous score affected the mean score for **Condition B**?

[1 mark]

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5 (e) (iv) How might the anomalous score influence the conclusion that the Psychology teacher could draw from the experiment? Explain your answer.

[3 marks]

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5 (f) The sampling method used in this experiment was opportunity sampling.
State **one** advantage of this sampling method.

[1 mark]

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5 (g) The Psychology teacher gave the same instructions to all of the participants in this experiment. Briefly explain why this was important.

[2 marks]

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END OF QUESTIONS

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