

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
PSYCHOLOGY**

1989/01

Paper 1 (Foundation Tier)

Candidates answer on the Question Paper

OCR Supplied Materials:
None

Other Materials Required:
None

**Tuesday 18 May 2010
Morning**

Duration: 1 hour 15 minutes



Candidate Forename		Candidate Surname	
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Centre Number						Candidate Number				
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INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do **not** write in the bar codes.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page at the end of this booklet. The question number(s) must be clearly shown.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- You may use the page at the back of this booklet for your answers if you need to do so. You must make sure that any answer(s) on this sheet is clearly labelled with the appropriate question number(s).
- Marks will be awarded for quality of your written communication in the last question, Section D, question 19.
- This document consists of **12** pages. Any blank pages are indicated.

Examiner's Use Only:			
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10			
Total			

2
SECTION A

Social Psychology

Answer **all** the questions in this Section.

Source A: Environment and Behaviour

A psychologist used a field experiment to find out how students reacted when their usual seats were occupied by another person whilst they were out of the classroom.

She observed that:

- if they had occupied the seat for a term, they tried to get it back;
- if they had marked the seat with personal belongings, they tried to get it back;
- at the next lesson, students who had been unable to sit in their usual seats, arrived early to claim them.

1 From the Source:

(a) State the aim of the psychologist's research.

.....
..... [1]

(b) State what happened at the next lesson.

.....
..... [1]

2 Look at the following diagram.

(a) In the table below draw **three** lines matching the type of space with the correct description.

TYPE OF SPACE	DESCRIPTION
Public	A type of territory which is temporarily yours because you have hired or reserved it.
Secondary	A type of territory in which you feel comfortable.
Primary	A type of territory which is owned on a permanent basis.
	A type of territory which belongs to everyone and is occupied on a first-come-first-served basis.

[3]

(b) Give **one** example of each type of territory:

Primary: [1]

Secondary: [1]

Public: [1]

3 (a) Explain what is meant by the term 'personal space'.

.....

 [2]

(b) Suggest **two** ways in which people may protect their personal space.

1 [1]

2 [1]

4 (a) Describe **one** study into personal space.

.....

 [4]

(b) Outline **one** criticism of the study you have described.

.....

 [2]

Section total: 18 marks

Turn over

SECTION B

Behavioural Psychology

Answer **all** the questions in this Section.

Source B: Phobias

Simon has a fear of flying.

Last year he cried and screamed before the family flew to America. To calm him down before getting on the plane, he was given a toy.

This year he cried and screamed again before getting on the plane. His parents decided not to buy him another present because it would reinforce his behaviour.

5 From the Source:

(a) State what Simon was frightened of doing.

..... [1]

(b) State why Simon's parents decided not to buy him another present.

..... [1]

6 Use the terms listed below to complete each of the following sentences related to classical conditioning.

- an unconditioned stimulus
- an unconditioned response
- a conditioned stimulus
- a conditioned response
- an extinguished response

(i) A learned response is [1]

(ii) A stimulus that does not have to be learned is [1]

(iii) An instinctive response to a stimulus is [1]

(iv) A stimulus presented after conditioning is [1]

- 7 (a) Explain what psychologists mean by the term 'phobia'.

.....

.....

.....

..... [2]

- (b) Give **two** examples of phobias.

1 [1]

2 [1]

- 8 (a) Outline how operant conditioning can be used to explain phobias.

.....

.....

.....

..... [2]

- (b) Describe **one** problem of operant conditioning as an explanation of phobias.

.....

.....

.....

..... [2]

- 9 Explain **two** ethical issues which must be considered when conducting psychological research into phobias.

1 [2]

.....

.....

2 [2]

.....

.....

Section total: 18 marks

6
SECTION C

Developmental Psychology

Answer **all** the questions in this Section.

Source C: Cognitive Development

Psychologists devised an experiment on conservation for children aged 4-6 years old.

They arranged sweets in two identical rows. They showed the sweets to each child and checked that the child understood that there was the same number in each row.

They then brought out a teddy and made it play around and accidentally mess up one row of sweets.

The psychologists then asked each child if there was the same number of sweets in each row.

50% of the children gave the correct answer.

10 From the Source:

(a) State how old the participants were.

..... [1]

(b) State the percentage of the children who gave the correct answer.

..... [1]

11 Below are **three** statements which refer to features of cognitive development.

Identify whether the statements are true or false.

Give your answer by circling either TRUE or FALSE as shown below.

TRUE

FALSE

TRUE

FALSE

(a) Object permanence is understanding that an object still exists even when you can no longer see it.

TRUE

FALSE

[1]

(b) Conservation is understanding that changing the shape of an object does not change its mass or volume.

TRUE

FALSE

[1]

(c) Egocentrism is being able to see a situation from another person's point of view.

TRUE

FALSE

[1]

- 12** Draw a line between each stage of Piaget's theory of cognitive development and a feature of that stage.

Stage	Feature of Stage
Sensorimotor	The child begins to understand the world through reflexes and what can be seen and felt.
Pre-operational	The child forms relationships with other people.
Concrete operational	The child is able to reason but only with physical objects.
Formal operational	The child begins to use symbols, signs or objects to represent things.
	The child is able to reason in abstract terms.

[4]

- 13** Piaget used children in his research.

Describe **one** problem of using children in psychological research.

.....
 [2]

- 14** Piaget's theory suggests children's cognitive development is universal.

Outline how psychologists could carry out cross-cultural research into cognitive development.

.....

 [3]

15 Describe **one** piece of research carried out by Piaget into cognitive development.

.....

.....

.....

.....

.....

.....

.....

..... [4]

Section total: 18 marks

SECTION D

Behavioural Psychology

Answer **all** the questions in this Section.

Source D: Aggression

A psychologist showed a group of children a cartoon in which an adult hit his neighbour aggressively on the head with an inflatable hammer.

Another group of children watched a similar cartoon where an adult showed no aggression to his neighbour.

All the children were then led to another room which contained toys including inflatable hammers, plastic swords, dolls and balloons.

The psychologist found most of the children who had observed the aggressive cartoon chose the inflatable hammers and then tried to hit other children with them.

16 From the Source:

(a) State which group of children was more likely to choose the inflatable hammers.

..... [1]

(b) Identify **one** toy, other than an inflatable hammer, the children could have played with.

..... [1]

17 The study in the Source was a laboratory experiment.

Outline **one** advantage and **one** disadvantage of this research method.

Advantage:

.....

.....

.....

..... [2]

Disadvantage:

.....

.....

..... [2]

.....[2]

Describe and evaluate the social learning theory of aggression.

(a) Description:

[illegible]

.....

.....

.....

.....

.....

..... [8]

(b) Evaluation:

.....

.....

.....

.....

.....

.....

.....

..... [4]

Written Communication [6]

Section total: 26 marks

[illegible]