

Candidate Forename						Candidate Surname					
Centre Number						Candidate Number					

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

1989/04

PSYCHOLOGY

Paper 4 (Higher Tier)

THURSDAY 20 MAY 2010: Afternoon

DURATION: 1 hour 15 minutes

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

Candidates answer on the Question Paper

OCR SUPPLIED MATERIALS:

None

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the boxes on the first page.
- 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.
- 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 22.

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SECTION A

Answer ALL the questions in this Section.

SOURCE A: ASPECTS OF MORALITY

Every now and again, there are cases of young children committing serious crimes, such as murder or robbery. When they do, it often starts a debate about whether children understand right from wrong. English law states that a child under the age of 10 cannot be charged with a crime.

Piaget said that 10 year old children have the same morality as an adult. He believed that they have entered the autonomous stage of moral development. Before this stage, children's morality has not developed properly and they are in the heteronomous stage of moral development.

1 From the Source:

- (a) Identify ONE example of a serious crime committed by children.**

_____ [1]

- (b) Name the stage of moral development that children enter at the age of 10.**

_____ [1]

2 Outline ONE difference between the heteronomous and autonomous stages of morality.

[2]

3 Kohlberg stated there are *three* levels of moral development.

Look at the following diagram.

Draw a line from each level of morality to its correct definition.

LEVEL OF MORALITY	DEFINITION
Pre-Conventional	A person's moral reasoning varies depending on the situation.
Conventional	A person's moral reasoning focuses on the self and what they can gain from their actions.
Post-Conventional	A person's moral reasoning is based on the approval of others and keeping social order.
	A person's moral reasoning operates according to universal principles, such as dignity and respect.

[3]

- 4 Outline why Gilligan stated Kohlberg's theory of moral development was gender biased.**

[2]

- 5 Explain ONE disadvantage of using a case study in psychological research.**

[2]

6 (a) Describe the social learning theory of moral development.

[5]

(b) Outline ONE criticism of the social learning theory of moral development.

[2]

Total: 18 marks

SECTION B

Answer ALL the questions in this Section.

SOURCE B: PERCEPTION

The following conversation took place between a student and her Art teacher.

Student: I'm not happy with my drawing. It doesn't look right.

Teacher: How about using more depth cues to make it look more 3-dimensional?

Student: I have already tried to use linear perspective.

Teacher: I can see that. You have done a good job. But what other cues could you use?

Student: Do you mean things like texture gradient and superimposition?

Teacher: Exactly.

From the Source:

- 7 (a) State why the teacher said that the student should use more depth cues.**

_____ [1]

- (b) Name ONE depth cue.**

_____ [1]

- 8 The Source shows one way in which knowledge about depth perception is used in everyday life.**

Outline ONE other way in which knowledge about depth perception could be applied in everyday life.

[2]

- 9 There are three visual constancies used in perception:**

- **colour constancy,**
- **shape constancy,**
- **size constancy.**

Outline how any ONE of the above constancies is used in perception.

Name of constancy: _____

Outline: _____

[2]

- 10 (a) The role of NATURE in perception has been investigated using research such as infant (neonate) studies and deprivation studies.

Describe ONE study into the role of NATURE in perception.

[4]

- (b) Outline ONE criticism of this study.

[2]

- 11 (a) The role of NURTURE in perception has been investigated using research such as cross-cultural studies and readjustment studies.

Describe ONE study into the role of NURTURE in perception.

[4]

- (b) Outline ONE criticism of this study.

[2]

Total: 18 marks

SECTION C

Answer ALL the questions in this Section.

SOURCE C: STRESS

A group of psychologists wanted to investigate whether noise was a cause of stress.

They decided to carry out a field experiment in two different factories. They compared workers from a noisy factory with workers from a quiet factory.

The psychologists found that the workers from the noisy factory:

- **had higher blood pressure,**
- **had more days off sick,**
- **reported less job satisfaction.**

They concluded that the workers from the noisy factory had higher levels of stress than those in the quiet factory.

From the Source:

12 (a) State the METHOD used by the psychologists.

_____ [1]

(b) Give the conclusion of the study.

_____ [1]

- 13 Complete the table below to show the independent variable (IV) and ONE of the dependent variables (DV) in the study in Source C.

Independent variable (IV)	
Dependent variable (DV)	

[2]

- 14 Identify which type of *experimental subjects design* was used in the study in Source C.

Tick ONE of the boxes below to show your answer.

Independent groups design

☐

Repeated measures design

☐

[1]

- 15 Give ONE variable that the psychologists in Source C would want to control between the two factories.

[1]

16 Source C gives noise as one cause of stress.

Identify ONE cause of stress other than noise and describe a study which investigated this cause of stress.

Cause of stress: _____ **[1]**

Description of study: _____

_____ **[4]**

17 Explain what is meant by the term ‘stress’.

_____ **[3]**

18 Outline and evaluate ONE *psychological* way of measuring stress.

[4]

Total: 18 marks

SECTION D

Answer ALL the questions in this Section.

SOURCE D: MEMORY

Freud's theory of motivated forgetting states that it is possible to hold memories in the unconscious part of the mind. They are often traumatic memories from which a person is trying to protect themselves.

These memories can be accessed at a later date through psychotherapy. However, some psychologists argue that recovered memories may have been put there by therapists.

Researchers have shown that it is possible to convince participants that they got lost in a shopping centre when they were children. In fact, this event never really happened.

From the Source:

- 19 (a) Identify where memories are held according to Freud's theory of motivated forgetting.**

_____ [1]

- (b) Give the event that participants were convinced had taken place.**

_____ [1]

20 Motivated forgetting is one theory of forgetting.

Describe ONE *other* theory of forgetting.

[4]

21 State whether the following statements are true or false.

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

TRUE

FALSE

TRUE

FALSE

(a) Storage in memory is the process of recovering data.

TRUE

FALSE

[1]

(b) Data must be encoded before it can be retrieved from memory.

TRUE

FALSE

[1]

Describe and evaluate Atkinson and Shiffrin's two process (multi-store) model of memory.

[illegible]

Quality of Written Communication [6]
Total: 26 marks

ADDITIONAL PAGE

If you use the following lined page to complete the answers to any questions, the question number MUST be clearly shown.

[illegible]

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