

Candidate forename						Candidate surname					
Centre number						Candidate number					

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**GCSE**  
**B542/01**  
**PSYCHOLOGY**

**Studies and Applications in Psychology 2**

**FRIDAY 18 MAY 2012: Morning**  
**DURATION: 1 hour 15 minutes**  
**plus your additional time allowance**

**MODIFIED ENLARGED**

**Candidates answer on the Question Paper.**

**OCR SUPPLIED MATERIALS:**

**None**

**OTHER MATERIALS REQUIRED:**

**None**

**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS TO CANDIDATES**

- **Write your name, centre number and candidate number in the boxes on the first page. Please write clearly and in capital letters.**
- **Use black ink. HB pencil may be used for graphs and diagrams only.**
- **Answer ALL the questions.**
- **Read each question carefully. Make sure you know what you have to do before starting your answer.**
- **Write your answer to each question in the space provided. If additional space is required, you should use the lined pages 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 will be awarded marks in questions 18 and 22 for the quality of your written communication.**

**BLANK PAGE**

**Answer ALL questions.**

## **SECTION A – DEVELOPMENTAL PSYCHOLOGY**

### **COGNITIVE DEVELOPMENT**

- 1 Research into cognitive development can be applied to educating children.**

**From the list below, identify THREE applications of research into cognitive development: [3]**

**Show your answer by ticking the relevant boxes.**

**Teaching children in key stages**

☐

**Teaching children in single sex classes**

☐

**Making children wear uniforms**

☐

**Allowing children to learn for themselves**

☐

**Challenging children's thinking**

☐

**Punishing bad behaviour**

☐

- 2 Complete the following table to show Piaget's different stages of cognitive development. [3]**

<b>NO.</b>	<b>STAGE OF COGNITIVE DEVELOPMENT</b>	<b>AGE</b>
<b>1</b>	<b>Sensori-Motor</b>	<b>0 to 2 years</b>
<b>2</b>		<b>2 to 7 years</b>
<b>3</b>		<b>7 to 11 years</b>
<b>4</b>		<b>11+ years</b>

- 3 Outline ONE criticism of Piaget's theory of cognitive development.**

---

---

---

---

**[2]**

- 4 Draw a line to match each of the following terms to the example of it.

**TERM**

**EXAMPLE**

**Conservation**

**Child A looks for her toy even when it is hidden away from her.**

**Egocentrism**

**Child B cannot understand how much he has upset another child.**

**Object  
Permanence**

**Child C is able to understand that her brother has the same amount of juice as her even though his glass is taller.**

**Child D can sort his clothes both by colour and by type at the same time.**

**[3]**

**5 Describe ONE study into cognitive development.**

---

---

---

---

---

---

---

---

---

---

**[4]**

**Section A Total: [15]**

## **SECTION B – INDIVIDUAL DIFFERENCES**

### **THE SELF**

**6 The humanistic theory is one explanation of the self.**

**Complete the passage below by filling in the gaps.**

**You must choose a different term for each gap from the list below:**

**FREE WILL**

**IDEAL SELF**

**SELF CONCEPT**

**UNIQUE**

**“Humanistic theory says that individuals are**

**\_\_\_\_\_ and different from each**

**other. However, it believes that everyone has**

**\_\_\_\_\_ and the ability to choose their**

**direction in life. This means that everyone has the**

**potential to become their \_\_\_\_\_.” [3]**



**7 Trait theory is an alternative explanation of the self.**

**Outline how trait theory explains the self.**

---

---

---

---

---

---

---

**[3]**

**8 Describe the FINDINGS of Van Houtte & Jarvis' study into pet ownership.**

---

---

---

---

---

---

---

**[3]**

**9 Outline ONE limitation of Van Houtte & Jarvis' study.**

---

---

---

---

**[2]**

**10 Research into the self can be used in counselling.**

**Describe how counselling can be used to help people.**

[4]

**Section B Total: [15]**

## **SECTION C – BIOLOGICAL PSYCHOLOGY**

### **CRIMINAL BEHAVIOUR**

**11 Complete the table below to show whether each problem is associated with defining crime or measuring crime.**

**You must only tick ONE box for each problem.**

**The first one is done for you as an example.**

<b>Problem</b>	<b>Associated with defining crime</b>	<b>Associated with measuring crime</b>
<b>Ideas of what a ‘crime’ is vary from culture to culture.</b>	<b>✓</b>	
<b>In legal terms, most people would be classed as criminals.</b>		
<b>People may not report a crime if they fear the offender.</b>		
<b>People may not realise they have been a victim of crime.</b>		

**[3]**

**Copycat Crime**

**The police often worry about copycat criminals. These are people that imitate the crimes of others – perhaps because they have seen them reported in the news or watched video footage of them on the internet. The fame that goes with the crimes may be seen as rewarding. This might be why gangsters and serial killers are idols for some young people.**

**Using the source:**

- (a) Identify what vicariously reinforces criminal behaviour.**

\_\_\_\_\_ [1]

- (b) Give ONE of the examples of a role model.**

\_\_\_\_\_ [1]

- 13 Outline what is meant by a ‘criminal personality’.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

**14 Evaluate the biological theory of criminal behaviour.**

---

---

---

---

---

---

---

---

---

---

**[4]**

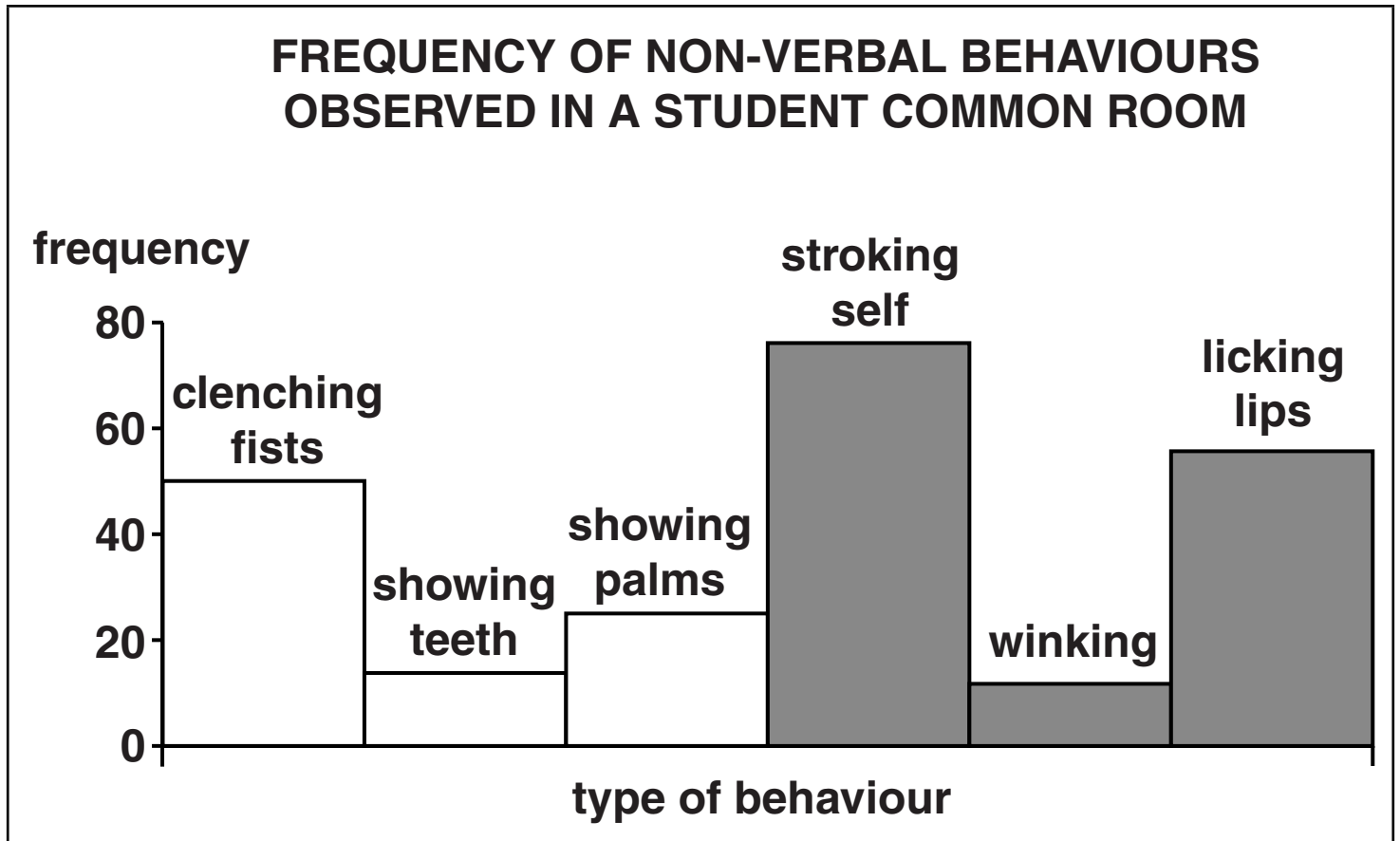
[illegible]

**[4]**

## SECTION D – SOCIAL PSYCHOLOGY

### NON-VERBAL COMMUNICATION

16



Using the source:

(a) Give ONE example of a facial expression.

\_\_\_\_\_ [1]

(b) Give ONE example of body language.

\_\_\_\_\_ [1]

(c) Identify the most commonly observed behaviour.

\_\_\_\_\_ [1]



**(d) State the number of times clenching fists was observed.**

\_\_\_\_\_ **[1]**

**(e) With reference to evolutionary theory, outline the difference between the behaviours shown on white bars and those shown on grey bars.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ **[2]**

**17 Give THREE limitations of Yuki et al's study into cross-cultural differences in interpreting faces.**

1. \_\_\_\_\_  
\_\_\_\_\_ [1]

2. \_\_\_\_\_  
\_\_\_\_\_ [1]

3. \_\_\_\_\_  
\_\_\_\_\_ [1]

[illegible]

**Section D Total: [15]**

## **SECTION E – COGNITIVE PSYCHOLOGY**

### **PERCEPTION**

**19 Research into perception can be applied to advertising.**

**Draw a line to match each of the following research findings to its correct application.**

#### **RESEARCH FINDING**

**Objects are perceived differently depending on the context they are in.**

**Objects are perceived as more attractive depending on the observer's motivation.**

#### **APPLICATION**

**It is better to advertise food just before meal times when people are feeling hungry.**

**It is better to advertise cleaning products in a laboratory setting rather than in a dirty home.**

**It is better to advertise furniture visually rather than using auditory processes.**

**[2]**

**20 Name TWO types of constancies and give an example of each.**

**(a) (i) Name of constancy: \_\_\_\_\_ [1]**

**(ii) Example: \_\_\_\_\_**  
**\_\_\_\_\_ [1]**

**(b) (i) Name of constancy: \_\_\_\_\_ [1]**

**(ii) Example: \_\_\_\_\_**  
**\_\_\_\_\_ [1]**

**21 Identify whether the statements about depth cues are true or false.**

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

**TRUE**

**FALSE**

**TRUE**

**FALSE**

**(a) Height in plane is when objects closer to the horizon appear further away.**

**TRUE**

**FALSE**

**[1]**

**(b) Linear perspective is when smaller objects appear further away.**

**TRUE**

**FALSE**

**[1]**

**(c) Texture gradient is when less clearly detailed objects appear further away.**

**TRUE**

**FALSE**

**[1]**

**(d) Superimposition is when objects in front of others appear further away.**

**TRUE**

**FALSE**

**[1]**

[illegible]

---

---

---

[10]

**Section E Total: [20]**



## ADDITIONAL PAGES

**If you use these lined pages to complete the answer to any question, the question number(s) must be clearly shown.**

[illegible]

[illegible]

[illegible]

## **Copyright Information**

**OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.**

**If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.**

**For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.**

**OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.**