

X263/301

NATIONAL
QUALIFICATIONS
2010

MONDAY, 7 JUNE
1.00 PM – 3.30 PM

PSYCHOLOGY
HIGHER

There are three Sections in this paper:

Section A – Understanding the Individual

Section B – Investigating Behaviour

Section C – The Individual in the Social Context

Sections A and C are each worth 40 marks.

Section B is worth 20 marks.

Candidates should answer:

- **Two** questions from Section A
- **All** questions from Section B
- **Two** questions from Section C

The breakdown of knowledge and understanding (*ku*) and analysis and evaluation (*ae*) marks is indicated beside each question.



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SECTION A

UNDERSTANDING THE INDIVIDUAL

Answer **TWO** questions from **A1, A2 or A3**.

Answer ALL parts of your chosen questions.

A1. Early Socialisation

- (a) Describe and evaluate Ainsworth's contribution to our understanding of attachment. Refer to research in your answer. 8 4
- (b) What are the long term implications for children who have experienced separation, deprivation or privation in childhood? Your answer should refer to research evidence. 4 4
- (20)

A2. Stress

- (a) Explain the role of the "fight or flight" syndrome in the stress response. Give an example of the fight or flight response in your answer. 8 4
- (b) Briefly describe and evaluate the transactional nature of stress. Refer to research in your answer. 4 4
- (20)

A3. Memory

- (a) Describe and evaluate the "Working Memory" model of memory. Refer to research in your answer. 8 4
- (b) Describe and evaluate the Loftus and Palmer (1974) research study which investigated eyewitness testimony. 4 4
- (20)
- (40)

[END OF SECTION A]

[Turn over

SECTION B

Marks
ku ae

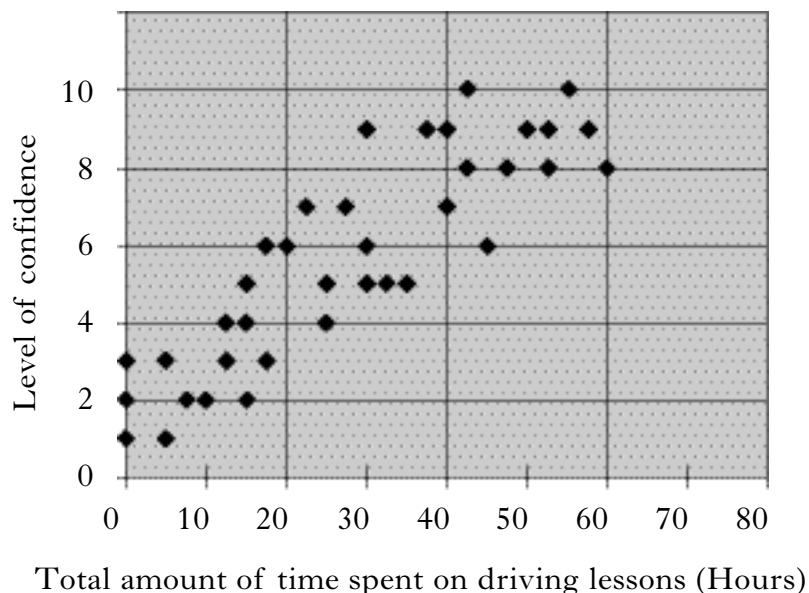
INVESTIGATING BEHAVIOUR

Answer ALL questions in this Section.

A team of psychologists wanted to find out if there was a relationship between the total amount of time spent on driving lessons and people's confidence in passing their driving test. They contacted 200 people the week before they sat their driving test and asked them to complete an online questionnaire before their test. 37 responded.

The questionnaire contained 50 items and included a 10-point scale on how confident participants felt about passing their test and how much time they had spent in total on driving lessons.

Scattergram—Relationship between amount of time spent on driving lessons and level of confidence



- | | | |
|---|---|---|
| (a) This was correlational research. Suggest: | | |
| (i) a one-tailed hypothesis for this study; | 2 | 0 |
| (ii) a null hypothesis for this study. | 2 | 0 |
| (b) Describe the main features of correlational research design. | 4 | 0 |
| (c) In this study, the researchers obtained mainly quantitative data. How might they have obtained qualitative data? | 2 | 0 |
| (d) State one strength of qualitative data. | 0 | 2 |
| (e) State whether the relationship shown in the scattergram is positive or negative, and explain your answer. | 0 | 2 |

SECTION B (continued)

Marks
ku ae

- | | | |
|---|---|------|
| (f) The scattergram shows a strong correlation. How would a weak correlation differ in appearance? | 2 | 0 |
| (g) Explain one ethical concern that might arise in this study. | 0 | 2 |
| (h) Explain one limitation of this study. | 0 | 2 |
| | | (20) |

[END OF SECTION B]

[Turn over

SECTION C

Marks
ku ae

THE INDIVIDUAL IN THE SOCIAL CONTEXT

Answer ONE question from Social Psychology and ONE question from Psychology of Individual Differences.

Social Psychology

Answer **ONE** question from **C1, C2 or C3**.

C1. Prejudice

With reference to research, describe and evaluate the nature of prejudice.

In your answer you **may** wish to include:

- a definition of prejudice with examples;
- cognitive, affective and behavioural aspects of prejudice;
- evaluation of research evidence on the nature of prejudice.

12 8
(20)

OR

C2. Social relationships

With reference to research, describe and evaluate variations in contemporary relationships.

In your answer you **may** wish to include:

- a definition of relationships;
- a description of cross-cultural differences and/or same-sex relationships and/or mediated relationships;
- evaluation of research evidence on contemporary relationships.

12 8
(20)

OR

C3. Conformity and Obedience

With reference to research, describe and evaluate strategies for resisting social pressure/coercion.

In your answer you **may** wish to include:

- a definition of social pressure/coercion;
- a description of two or more strategies, eg moral reasoning, and/or questioning motives of others, and/or disobedient models;
- evaluation of research evidence on such strategies.

12 8
(20)

SECTION C (continued)

Psychology of Individual Differences

Answer **ONE** question from **C4 or C5**

C4. Atypical Behaviour

Describe and evaluate the medical **and** cognitive behavioural therapies used in the treatment of eating disorders **or** depression. Refer to research evidence in your answer.

In your answer you **may** wish to include:

- descriptions of the medical and cognitive behavioural approaches to therapy;
- brief description of the main symptoms of eating disorders **or** depression;
- evaluation of each type of therapy, including research evidence.

12 8
(20)

OR

C5. Intelligence

Explain the nature/nurture debate in relation to intelligence. Refer to research evidence in your answer.

In your answer you **may** wish to include:

- definition of intelligence;
- explanation of the nature/nurture debate, including interactionist views;
- evaluation of research evidence on the nature/nurture debate in intelligence.

12 8
(20)
(40)

[END OF SECTION C]

[END OF QUESTION PAPER]

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