

X212/301

NATIONAL
QUALIFICATIONS
2008

WEDNESDAY, 4 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 are indicated beside each question.



SECTION A

Marks
ku ae

UNDERSTANDING THE INDIVIDUAL

Answer ALL parts of your chosen questions

Answer TWO questions from A1, A2 or A3

A1. Stress

- (a) Describe and evaluate Selye's General Adaptation Syndrome (GAS). 6 4
- (b) Explain the **long term** effects of stress on physical and mental health. Your answer should refer to relevant research evidence. 6 4
- (20)

A2. Early Socialisation

- (a) Describe and evaluate Bowlby's theory of attachment. Your answer should refer to relevant research evidence. 6 4
- (b) Describe and briefly evaluate **two** studies which show the long-term effects of deprivation/privation. *You should use different studies from any referred to in question (a) above.* 6 4
- (20)

A3. Memory

- (a) Describe the **three** stages of memory. Your answer should refer to research evidence relevant to **one** of the stages. 6 4
- (b) Describe and briefly evaluate **two** theories of forgetting. Your answer should refer to relevant research evidence. 6 4
- (20)
- (40)

[END OF SECTION A]

[Turn over for Section B on *Page four*

INVESTIGATING BEHAVIOUR

Answer ALL questions in this Section.

B1.

A psychological study set out to examine the principle that rewarding primary school children is a highly effective way of encouraging positive behaviour in the classroom. 40 primary school children were used as participants in the study. The children were split into two groups of 20 — a red group and a blue group.

Every child was given a simple memory test that involved looking at a painting and then answering questions about specific items in the painting.

The blue group were told they would receive a small toy if they performed well in the test. The red group were given exactly the same instructions but with NO mention of any reward.

After the test **all** the children were given a small toy. The findings of the study are shown in Table 1.

Table 1

Mean scores on the Memory Test out of a total score of 100 for both groups of children.

	Results
BLUE Group	90
RED Group	70

- (a) Suggest a one-tailed (directional) hypothesis **for this study**. 2 0
- (b) What were the **two** conditions of the independent variable **in this study**? 2 0
- (c) Explain **one** possible extraneous variable **in this study**. 2 0
- (d) Describe **one** sampling method the researchers could have used **in this study**. 2 0
- (e) Explain how a mean score is calculated **and** evaluate its use as a measure of central tendency. 2 2

SECTION B (continued)

Marks
ku ae

- | | | |
|--|----------|-------------|
| (f) What ethical issues should researchers consider when dealing with child participants? | 0 | 4 |
| (g) Explain one strength of the experimental method in psychology. | 0 | 2 |
| (h) What is meant by the term ecological validity? | 2 | 0 |
| | | (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.

Answer all parts of your chosen questions.

Social Psychology

Answer ONE question from C1, C2, C3 or C4.

C1. Prejudice

- | | | |
|--|---|------|
| (a) Describe the cognitive and affective aspects of prejudice. | 4 | 0 |
| (b) Analyse the harmful effects that stereotyping may have. Refer to research evidence in your answer. | 4 | 4 |
| (c) Describe and evaluate one research study which has investigated ways of reducing prejudice. | 4 | 4 |
| | | (20) |

OR

C2. Social relationships

- | | | |
|---|---|------|
| (a) Describe one “economic” theory of relationships. | 6 | 0 |
| (b) Assess the claim that women and men do not benefit equally from relationships. | 2 | 4 |
| (c) Describe and evaluate one theory which explains stages in the development or breakdown of relationships. | 4 | 4 |
| | | (20) |

SECTION C (continued)

Marks
ku ae

OR

C3. Conformity and Obedience

- (a) What do psychologists mean by conformity and obedience? **4 0**
- (b) Consider factors which affect conformity. Your answer should refer to relevant research evidence. **6 4**
- (c) Describe and evaluate **two** ethical concerns that have arisen in experimental research into obedience. **2 4**
(20)

OR

C4. Anti-social behaviour

- (a) Describe and evaluate the psychoanalytic approach to explaining aggression. **6 4**
- (b) Analyse the effects of environmental cues on aggression. **2 4**
- (c) Describe the use of anger-management interventions to control aggression. **4 0**
(20)

[Turn over for Questions C5 to C7 on Page eight

SECTION C (continued)

*Marks
ku ae*

Psychology of Individual Differences

Answer **ONE** question from **C5, C6 or C7**.

C5. Atypical behaviour—definitions and origins

Atypical behaviour may be defined as behaviour that departs from the norm or is harmful to the individual or society. Different approaches in psychology have different views on the origins of atypical behaviour.

Discuss the medical model's **explanation** of atypical behaviour. Your answer should refer to research evidence.

**12 8
(20)**

OR

C6. Atypical behaviour—therapies

According to the psychoanalytic approach atypical behaviour can be explained in terms of hidden meanings.

Discuss **therapies** which are based on the psychoanalytic approach to atypical behaviour. Your answer should refer to relevant research evidence.

**12 8
(20)**

OR

C7. Intelligence

Intelligence is commonly defined as the capacity to benefit from experience, to acquire knowledge and to function effectively within the world in which we live. However, there are many psychologists who define it differently.

Discuss any **two** theories of intelligence. Your answer should refer to relevant research evidence.

**12 8
(20)
(40)**

[END OF SECTION C]

[END OF QUESTION PAPER]