

Centre Number						Candidate Number				
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Other Names										
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	



General Certificate of Secondary Education
June 2015

Psychology

41802

Unit 2 Understanding Other People

Thursday 4 June 2015 1.30 pm to 3.00 pm

You will need no other materials.
You may use a calculator.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- In questions 1(c) and 4(d), you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
 Answer these questions in **continuous prose**.



J U N 1 5 4 1 8 0 2 0 1

Section A Learning

Answer **all** questions in the spaces provided.

1 (a) Read the following definitions that apply to classical conditioning.

A conditioned response that has disappeared suddenly appears again.	
The conditioned response is produced only when a specific stimulus is presented.	
The conditioned response is produced when a stimulus similar to the original conditioned stimulus is presented.	

From the following list of terms, choose the **one** that matches **each** definition and write either **A**, **B**, **C** or **D** in the box next to it. Use any letter only **once**.

- A** Discrimination
- B** Extinction
- C** Generalisation
- D** Spontaneous recovery

[3 marks]

1 (b) Removing an unpleasant experience to increase the likelihood of a behaviour or action being repeated is known as:

(Tick the correct box.)

Positive reinforcement	
Negative reinforcement	
Punishment	

[1 mark]



1 (c) Read the following article.

Poor discipline leads to poor behaviour.

School inspectors highlighted poor behaviour of students at a local school. They said that two problems were that students had been turning up late for class and had not been handing in homework on time.

The report said: “This behaviour is happening because the school has poor discipline.”

A school spokesperson said that the school would be introducing a token economy system to try to deal with these problems.

Describe how a token economy might be used to encourage students to hand in their homework on time. Evaluate the use of a token economy as a way of changing a behaviour, such as not handing in homework on time. **(Answer in continuous prose.)**

[6 marks]

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1 (d) Aversion therapy is another method that has been used to change unwanted behaviours, such as drug or alcohol addiction. Evaluate the use of aversion therapy to change behaviour.

[3 marks]

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1 (e) Read the following statements about the treatment of phobias. Decide whether each statement is True or False. Tick **one** box for each statement.

	True	False
Flooding is likely to be more anxiety arousing and more stressful than systematic desensitisation.		
Flooding is likely to require many sessions of therapy which means it will take longer than systematic desensitisation.		

[2 marks]

15



Section B Social Influence

Answer **all** questions in the spaces provided.

2 (a) What is meant by the term ‘conformity’? **[2 marks]**

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2 (b) Identify **two** factors that might affect conformity. **[2 marks]**

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2 (c) Outline **two** practical implications of the results of research into conformity. **[4 marks]**

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2 (d) Read the following descriptions. Decide which **two** descriptions are examples of obedience. Tick the boxes next to the **two** descriptions that are examples of obedience.

[2 marks]

Tick **two** boxes only.

	Obedience
Emily is shopping with two of her friends. Her friends steal some sweets. After seeing this, Emily decides to steal some sweets too.	
Adam is talking to his friends in a library. He is told to be quiet by the librarian. He stops talking and is quiet.	
Steve and his friend are told to pick up some litter by a security guard. His friend refuses. Then Steve refuses to pick up litter too.	
Frank works in a shop. He cleans the stockroom after the manager tells him to.	

2 (e) (i) Read the following aim and method of a study into bystander intervention. Using your knowledge of research into bystander intervention, outline the **results** you expect to find **and** an appropriate **conclusion** for the study.

[2 marks]

Aim: To see whether or not the appearance of victims would influence helping behaviour.

Method: An actor was asked to collapse in a train carriage. His appearance was altered. In one condition he carried a walking stick and in another condition he appeared to be drunk. The number of times he was helped by someone in each condition was recorded by an observer.

Results:

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Conclusion:

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2 (e) (ii) Explain **at least one** criticism of the study described in **2(e)(i)**.

[3 marks]

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Section C Sex and Gender

Answer **all** questions in the spaces provided.

3 (a) The sex of a child can be identified at birth through biological factors. Complete the table below by identifying the most common hormones and chromosomes for each sex.

	Hormone	Chromosomes
Male		
Female		

[4 marks]

3 (b) In a study of gender development, boys and girls were shown a film of role models playing with toys. The toys were unfamiliar to the children. Different children took part in each condition.

Condition one: all the male role models played with toy A; all the female role models played with toy B.

Condition two: half of the male and half of the female role models played with toy A; the other half of the male and female role models played with toy B.

The children were then allowed to play with whichever toy they wanted.

Use your knowledge of modelling to identify and briefly explain which toys you would expect the boys and girls to play with in each condition.

[4 marks]

Condition one:

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Condition two:

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3 (c) Evaluate the social learning theory of gender development.

[4 marks]

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Question 3 continues on the next page

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3 (d)

Charlie is 9 years old. He thinks that both men and women can be builders. He also thinks that girls and boys can play with any toys they want.

Alfie is 3 years old. He never plays with dolls and thinks that only girls can do this. He also thinks all builders are men.

Use your knowledge of the gender schema theory of gender development to explain why Charlie and Alfie think these things about gender.

[3 marks]

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Section D Aggression

Answer **all** questions in the spaces provided.

4 (a) Look at the following descriptions of behaviours used in social learning definitions.

Judging whether our own behaviour is appropriate or not.	
Imitating the action of someone who provides an example of how to behave in certain situations.	
An action that weakens behaviour because it is unpleasant.	

From the following list of terms, choose the **one** that matches **each** definition and write either **A, B** or **C** in the box next to it. Use each letter only **once**.

- A** Modelling
- B** Monitoring
- C** Punishment

[2 marks]

4 (b) Outline how the frustration–aggression hypothesis explains aggressive behaviour.

[3 marks]

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Question 4 continues on the next page

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4 (c) Some psychologists believe that aggression is due to biological factors. Outline how hormones **and** chromosomal abnormalities might explain aggression.

[4 marks]

Hormones:

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Chromosomal abnormalities:

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4 (d) Describe and evaluate how aggression may be reduced based on the social learning explanation. **(Answer in continuous prose.)**

[6 marks]

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Section E Research Methods

Answer **all** questions in the spaces provided.

5

School inspectors highlighted poor student behaviour at a local school. One of the issues was students turning up late for school. A number of teachers reported that some students were arriving up to twenty minutes late for school.

Two psychologists were asked to conduct an observation study to find out whether or not turning up late was a serious issue.

The psychologists decided to observe students arriving for school and to record their arrival times.

The psychologists wanted to make sure that they had high inter-observer reliability.

5 (a)

Outline how the psychologists could check that they had high inter-observer reliability.

[2 marks]

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5 (b)

Explain how the two psychologists could carry out their observation study into lateness. Include in your answer:

- **at least one** behavioural category that could be used
- where and when the observation could be conducted
- how the data could be recorded.

[4 marks]

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5 (c) Briefly explain why categories of behaviour are necessary in observation studies. **[2 marks]**

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5 (d) Apart from ethical issues, outline **one** advantage and **one** disadvantage of observation studies. **[4 marks]**

Advantage:
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Disadvantage:
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5 (e) After completing their observations, the psychologists decided to speak to some of the teachers about the behaviour of students at the school.

They conducted structured interviews.

5 (e) (i) The psychologists asked those teachers who happened to be in the staffroom at 3.00 pm to take part in the interviews. This is an example of:

(Tick the correct box.)

Random sampling	<input type="checkbox"/>
Systematic sampling	<input type="checkbox"/>
Opportunity sampling	<input type="checkbox"/>

[1 mark]

Turn over ►



5 (e) (ii) Outline what is meant by the term ‘target population’.

[2 marks]

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5 (e) (iii) Identify the target population for the interviews.

[1 mark]

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5 (e) (iv) Give an example of **one** open question and **one** closed question that the psychologists might have asked the teachers during the interview.

[2 marks]

Open:
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Closed:
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5 (e) (v) The following statements are advantages and limitations of different research methods. Only **two** of them are about correlations. Which **two** are they?

(Tick **two** boxes only.)

This method provides detailed information about individuals.	<input type="checkbox"/>
This method cannot establish cause and effect.	<input type="checkbox"/>
This method allows a researcher to see if there is a relationship between two variables.	<input type="checkbox"/>
This method allows the researcher to control all variables.	<input type="checkbox"/>

[2 marks]

20

END OF QUESTIONS



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