

OCR

Oxford Cambridge and RSA

Monday 1 June 2015 – Afternoon

GCSE PSYCHOLOGY

B541/01 Studies and Applications in Psychology 1

Candidates answer on the Question Paper.

OCR supplied materials:

None

Other materials required:

None

Duration: 1 hour 15 minutes



| | | | |
|-----------------------|--|----------------------|--|
| Candidate forename | | Candidate surname | |
|-----------------------|--|----------------------|--|

| | | | | | | | | | | |
|---------------|--|--|--|--|--|------------------|--|--|--|--|
| Centre number | | | | | | Candidate number | | | | |
|---------------|--|--|--|--|--|------------------|--|--|--|--|

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. 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.
- Do **not** write in the bar codes.

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**.
- The quality of your written communication will be taken into account in marking your answers to the questions marked with an asterisk (*).
- This document consists of **16** pages. Any blank pages are indicated.

Answer **all** questions.

SECTION A – Cognitive Psychology

Memory

1 There are a number of stages of information processing.

Draw a line to match each stage with its correct example.

[2]

| Stage | Example |
|-----------|---|
| Storage | Alan finally remembered what he had eaten for breakfast that morning. |
| Retrieval | Barbara made a mental record of her new boss's name. |
| | Carol read an email from a customer. |

2 The multi-store model is one theory of memory.

(a) Name the **three** stores in this model.

- 1
- 2
- 3

[3]

(b) Outline the role of rehearsal in this model.

.....
.....
.....
.....

[2]

Remembering the Last Lesson

Seniha cannot remember anything from her last Psychology lesson. She believes that it has faded over the weekend and is no longer in her memory.

Chelsea knows that she will remember some of what she learned because she went over the work at the weekend. She just needs the teacher to remind her.

Brandon says he remembers almost everything from the lesson. This is because he tried hard to make it meaningful to himself.

Using the source:

(a) Give the word that refers to *decay* in memory.

..... [1]

(b) Name the person who is experiencing *availability problems*.

..... [1]

(c) Name the person who is experiencing *accessibility problems*.

..... [1]

(d) Name the person who used *deep processing*.

..... [1]

4 Outline how **one** memory aid works.

.....
.....
.....
..... [2]

5 Terry (2005) carried out an experiment into memory for TV commercials.

Give **two** limitations of Terry's findings.

1

.....

2

.....

[2]

SECTION B – Social Psychology

Obedience

6

The Protest

During a protest, police officers ordered a crowd of protestors to stay in a certain area. Many of the young protestors ignored them and marched down the street. The leaders of the protest were the only ones who did as they were told to avoid getting bad publicity.

Using the source:

(a) Identify which people showed obedience.

..... [1]

(b) Identify which people showed defiance.

..... [1]

7 Bickman (1974) carried out a field experiment into obedience.

(a) Describe the procedure used in Bickman’s study.

.....
.....
.....
.....
.....
..... [3]

(b) Outline **one** limitation of using a field experiment in this study.

.....
.....
.....
..... [2]

8 Explain the effects of the following situational factors on obedience.

(a) Culture

Effect:
.....
.....
.....
..... [3]

(b) Consensus

Effect:
.....
.....
..... [3]

9 Describe **one** way in which the theory of situational factors has been criticised as an explanation of obedience.

.....
.....
.....
..... [2]

SECTION C – Developmental Psychology

Attachment

10 Name **two** measures of attachment.

- 1
- 2 [2]

11 Complete the following table to show the attachment type that each child is showing. [3]

| Attachment type | Child's behaviour |
|-----------------|---|
| | Child A is very clingy towards her parents. However, if they leave her, she is very difficult with them when they return. |
| | Child B is quite independent. He is not really affected by the fact that his parents leave him for long periods of time. |
| | Child C gets upset when her parents leave her. She is very pleased to see them when they return. |

12 Hazen & Shaver (1987) carried out a study into attachment types.

Identify 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) Hazen & Shaver used an interview in their study.

TRUE FALSE [1]

(b) Hazen & Shaver's sample was selected through a newspaper.

TRUE FALSE [1]

(c) Hazen & Shaver asked people about one of their adult relationships.

TRUE FALSE [1]

13 Bowlby's theory tried to explain how and why attachments happen.

Evaluate Bowlby's theory of attachment.

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

14 Explain **one** way in which research into attachment has been applied to the care of children.

.....

.....

.....

.....

.....

.....

..... [3]

SECTION D – Individual Differences

Atypical Behaviour

15

The Case of Jenson

As a young man, Jenson had a bad experience when sewing a button onto a shirt. His hand slipped, and the needle ended up getting stuck in his arm with the button still attached. It was so awful it caused Jenson a lot of fear – so much so that he now has a phobia of buttons. Whenever he sees one, he feels very anxious.

Using the source:

(a) Identify the unconditioned stimulus.

..... [1]

(b) Identify the unconditioned response.

..... [1]

(c) Identify the conditioned stimulus.

..... [1]

(d) Identify the conditioned response.

..... [1]

16 Apart from a phobia of buttons, name and outline **one** other phobia.

Name:

Outline:

..... [2]

17 The behaviourist theory offers one explanation of phobias.

Outline **one** other theory that explains phobias.

.....

.....

.....

.....

.....

.....

.....

..... [3]

18* Describe and evaluate **one** study of atypical behaviour.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

SECTION E – Biological Psychology

Sex & Gender

19 (a) State what is meant by an individual's *sex*.

.....
..... [1]

(b) State what is meant by an individual's *gender*.

.....
..... [1]

(c) Outline **one** difference between sex and gender.

.....
.....
.....
..... [2]

20

Complexes

Jeremy is an active little boy who likes playing outdoor games. He especially likes to play fight with his dad.

Jessica is the same age as Jeremy. She can be moody and prefers to play by herself. She often tells her dad that she wants to marry him.

Using the source:

(a) Give the example of Jeremy's Oedipus complex.

..... [1]

(b) Give the example of Jessica's Electra complex.

..... [1]

21 Diamond & Sigmundson (1997) carried out a case study of a boy raised as a girl.

Explain **two** limitations of using the case study method in this study.

1

.....

.....

.....

2

.....

.....

.....

[4]

ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

This form consists of 25 horizontal dotted lines spaced evenly down the page. A vertical solid line is positioned on the left side, starting from the top dotted line and extending to the bottom dotted line, creating a margin for writing.

A large rectangular area with a vertical solid line on the left side and horizontal dotted lines across the rest of the page, providing a grid for writing answers.



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) 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.