

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
PSYCHOLOGY**

B542

Studies and Applications in Psychology 2

Candidates answer on the question paper.

OCR supplied materials:
None

Other materials required:
None

**Friday 28 January 2011
Morning**

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. Pencil may be used for graphs and diagrams only.
- 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.
- Answer **all** the questions.
- 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**.
- You will be awarded marks in questions 21 and 25 for the quality of your written communication.
- This document consists of **16** pages. Any blank pages are indicated.

Answer **all** questions.

SECTION A – BIOLOGICAL PSYCHOLOGY

Criminal Behaviour

1

Criminal Features

Doris witnessed a mugging and so was asked to give a description of the attacker to the police. She said that he had large ears, a crooked nose, high cheekbones and a pointed chin. The police officer said that, apart from the pointed chin, she had described a typical criminal.

Using the source:

Identify **three** facial features associated with criminals.

- 1. [1]
- 2. [1]
- 3. [1]

2 Identify whether the following statements about Mednick *et al's* (1984) study into criminal behaviour are true or false.

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

<input checked="" type="radio"/> TRUE	<input type="radio"/> FALSE
TRUE	<input checked="" type="radio"/> FALSE

(a) Mednick *et al* studied six generations of one family in their study.

TRUE	FALSE	[1]
------	-------	-----

(b) Mednick *et al* found evidence that criminal behaviour is inherited from families.

TRUE	FALSE	[1]
------	-------	-----

3 Describe the role of brain dysfunction in criminal behaviour.

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

4 Give **two** criticisms of the biological theory of criminal behaviour.

1. [1]
.....
2. [1]
.....

5

The Case of Katie
The police have recently arrested Katie for shoplifting. Katie told the police that she had copied her older sister, Sophie. She said that Sophie had always got away with it. She had also seen Sophie with lots of stolen make-up and clothes.

Using the source:

(a) Name the person who is a role model for criminal behaviour.
..... [1]

(b) Identify **one** way in which criminal behaviour was vicariously reinforced.
..... [1]

6 Describe **one** way that psychologists suggest that crime could be reduced.

.....

.....

.....

.....

.....

.....

..... [3]

Section A Total [15]

SECTION B – SOCIAL PSYCHOLOGY

Non-Verbal Communication

7

A good telling off?

A teacher was telling off Neil and Kristina. Neil recognised he was wrong. He showed he felt sorry by holding his hands up and raising his eyebrows in an apologetic way. Meanwhile, Kristina thought it was unfair that she was being told off. She stood there with her arms folded and her mouth turned downwards.

Using the source:

(a) Identify the facial expression used by Neil.

..... [1]

(b) Identify the facial expression used by Kristina.

..... [1]

(c) Identify the example of body language used by Neil.

..... [1]

(d) Identify the example of body language used by Kristina.

..... [1]

8 Answer the following questions about Yuki *et al*'s (2007) study of facial expressions.

For each question, choose **one** answer by ticking the relevant box.

(a) What type of study did Yuki *et al* use?

(i) correlation

(ii) longitudinal

(iii) cross-cultural

(b) Who did they compare American students with?

(i) Chinese students

(ii) Japanese students

(iii) Russian students

(c) Which feature did American students focus on the most?

(i) eyes

(ii) mouth

(iii) nose

(d) Which of the following is a criticism of the study?

(i) they only tested two dimensional (2D) faces

(ii) they only tested children's faces

(iii) they only tested faces from one culture

[4]

9 Social learning theory is one explanation of non-verbal communication.

Draw a line to match each social learning term with its correct example.

TERM	EXAMPLE
Imitation	A child copies the gestures that his parents use.
Reinforcement	An individual is punished for using a rude hand signal.
	An infant is given positive feedback when she smiles.

[2]

10 Outline **one** criticism of the social learning theory of non-verbal communication.

.....

.....

.....

..... [2]

11 Describe how social skills training is used in real life.

.....

.....

.....

.....

.....

..... [3]

Section B Total [15]

SECTION C – DEVELOPMENTAL PSYCHOLOGY

Cognitive Development

12

Ages and Stages

Halina, who is 11 years old, shows the ability to think hypothetically and can solve problems logically. Joe, who is 4 years old, cannot think very logically and even believes that objects have feelings.

Using the source:

- (a) Identify the stage that Halina is at according to Piaget's theory of cognitive development.

..... [1]

- (b) Identify the stage that Joe is at according to Piaget's theory of cognitive development.

..... [1]

- 13 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) Object permanence occurs when a child knows something still exists even if they cannot see it.

TRUE FALSE [1]

- (b) Egocentrism is the ability to see things from other people's point of view.

TRUE FALSE [1]

- 14 Explain what is meant by the term 'decentring'.

.....

.....

..... [2]

15 Outline **one** criticism of Piaget's theory of cognitive development.

.....

.....

.....

..... [2]

16 Outline Vygotsky's theory of cognitive development.

.....

.....

.....

.....

.....

..... [3]

17 Piaget (1952) did a study into the conservation of number using rows of counters.

Evaluate this study into conservation.

.....

.....

.....

.....

.....

.....

.....

..... [4]

Section C Total [15]

SECTION D – INDIVIDUAL DIFFERENCES

The Self

18 The humanistic theory is one explanation of the self.

Complete the passage below, on the humanistic theory, by filling in the gaps.

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

- free will ideal self self concept self esteem**

Humanistic theory says that everyone has a which is how they see themselves.

We also have an idea of who we would like to be which is known as the The difference between the two is a measure of our [3]

19 Give **two** criticisms of the humanistic theory of the self.

1. [1]

2. [1]

20 Explain how research into the self is used in counselling.

.....
.....
.....
.....
.....
.....
.....
..... [4]

SECTION E – COGNITIVE PSYCHOLOGY

Perception

22 There are a number of constancies in perception.

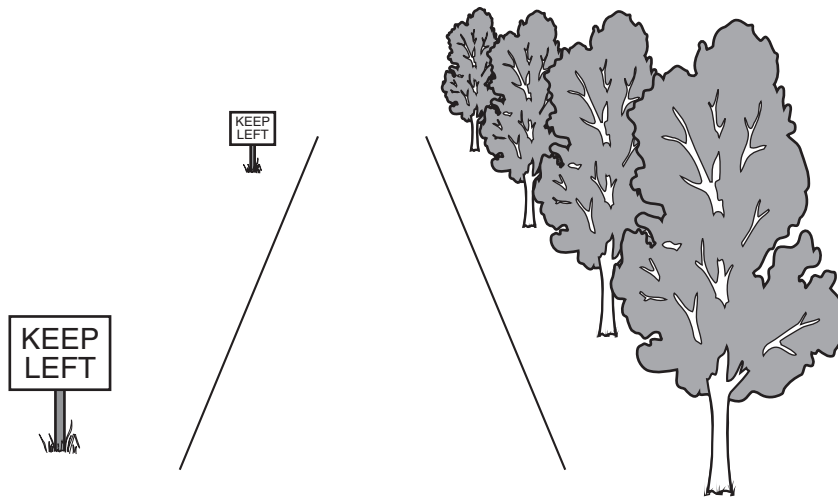
Look at the following diagram.

Draw a line between two boxes to match the type of constancy to its example.

CONSTANCY	EXAMPLE
colour constancy	Kim knows that the coin is always circular even though it looks different as she turns it between her fingers.
shape constancy	Rambir knows that the animals in the distance are not as small as they appear to be.
	Jake knows that his shirt is still white even though it appears blue when he dances under the disco lights.

[2]

23 Look at the following picture.



Explain how **two** depth cues have been used in the picture.

1.
.....
..... [2]

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

24 Describe how top-down processing is different from bottom-up processing in perception.

.....
.....
.....
.....
.....
.....
..... [4]

