

**Wednesday 30 January 2013 – Morning**

**GCSE PSYCHOLOGY**

**B542/01** Studies and Applications in Psychology 2

Candidates answer on the Question Paper.

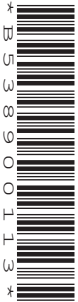
**OCR supplied materials:**

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**.
- 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 – SOCIAL PSYCHOLOGY**

***Non-Verbal Communication***

1 Describe how **one** example of body language can be used to communicate a message.

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

2 Identify whether the following statements about Yuki *et al's* (2007) study into non-verbal communication 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
<input type="radio"/> TRUE	<input checked="" type="radio"/> FALSE

(a) Yuki *et al* studied both American and Chinese students.

<input type="radio"/> TRUE	<input type="radio"/> FALSE	[1]
----------------------------	-----------------------------	-----

(b) Yuki *et al* used quantitative data to measure how facial expressions were interpreted.

<input type="radio"/> TRUE	<input type="radio"/> FALSE	[1]
----------------------------	-----------------------------	-----

(c) Yuki *et al* found there were similarities in the way facial expressions were interpreted across cultures.

<input type="radio"/> TRUE	<input type="radio"/> FALSE	[1]
----------------------------	-----------------------------	-----

3 Explain **one** limitation of Yuki *et al's* study.

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

4 Complete the following passage on an explanation of non-verbal communication by filling in the gaps.

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

[3]

*evolution      experience      expression      reproduction      survival*

One theory is that non-verbal communication is instinctive and a result of the process of ..... . Some gestures may be signs of aggression or appeasement and linked to ..... . Other gestures may be linked to ..... because they help us to attract a mate.

5 Outline how social learning theory explains non-verbal communication.

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

SECTION B – BIOLOGICAL PSYCHOLOGY

**Criminal Behaviour**

6 Some psychologists believe in the ‘criminal personality’.

Outline what is meant by this term.

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

7 Outline **one** problem with the way crime is measured.

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

8

**The Case of Jude.**  
  
Danielle is worried about her 7 year old son Jude. Jude looks up to his father who is currently held in prison. Danielle says that Jude is proud of his father because he thinks that other people are scared of convicted criminals.

Using the source:

(a) Identify Jude’s role model.

..... [1]

(b) State how criminal behaviour is vicariously reinforced.

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

9 Mednick *et al* (1984) carried out an adoption study into the genetic basis of criminal behaviour.

Describe **one** limitation of this adoption study.

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

10 The biological theory states that criminals have certain facial features.

Identify **three** of these features.

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

11 Describe **two** criticisms of the way that biological theory explains criminal behaviour.

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

**SECTION C – INDIVIDUAL DIFFERENCES**

***The Self***

12 (a) Give **one** example of a trait associated with extraversion.

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

(b) Give **one** example of a trait associated with neuroticism.

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

13

**The Case of Tina**

Tina suffers from low self-esteem. She feels her husband does not show her much affection unless she does something like cooking him a meal. Tina has high expectations of herself – wanting to be a ‘supermum’ to her children. However, she thinks that she is a bad mother because she is always obsessed with her own feelings.

Using the source:

Outline how the humanistic theory would explain Tina’s low self-esteem.

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

14 Identify **two** criticisms of how humanistic theory explains the self.

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

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

15 Describe Van Houtte & Jarvis' (1995) study in which they interviewed pet and non-pet owners.

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

16 Explain how research into the self can be applied in real life.

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

SECTION D – DEVELOPMENTAL PSYCHOLOGY

**Cognitive Development**

17 Outline what is meant by the zone of proximal development.

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

18

**Piaget’s Stages**

Piaget believed that children’s minds develop as they mature. He argued that you can map a child’s development by their age. He did not accept that this could be influenced by upbringing and culture. He supported the idea that cognitive development follows a fixed order, regardless of where children happen to be in the world.

Using the source:

Identify **two** statements that relate to Piaget’s idea of invariant stages.

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



19 Complete the following table to show the stages and key features of Piaget's theory of cognitive development. [3]

Stage	Name of stage	Key feature of stage
1	Sensori-motor	
2	Pre-operational	Child develops thought using signs and symbols.
3	Concrete operational	
4		Child develops hypothetical thought.

20 Describe **one** criticism of the way Piaget explained cognitive development.

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

21 Describe and evaluate **one** of Piaget's studies into cognitive development.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [6]

## SECTION E – COGNITIVE PSYCHOLOGY

**Perception**

22 Depth cues aid perception.

Look at the following diagram.

Draw a line to match each depth cue with its correct example.

[3]

Depth Cue	Example
Linear Perspective	Two parallel lines of the train track appear to converge as they go into the distance.
Relative Size	I know that Desmond is closer to me than Hazel because he is partly covering her.
Superimposition	That traffic cone must be further away than the other one because it does not look as big.
	The tree looks like it is higher up in the picture than the cow.

23 Haber & Levin (2001) carried out an experiment into depth perception.

Give **three** limitations of their experiment.

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

24 Describe **one** way in which research into perception can be applied in advertising.

..... [4]



**ADDITIONAL PAGES**

If you use these lined pages to complete the answer to any question, the question number(s) must be clearly shown.

A series of horizontal dotted lines for writing, with a solid vertical line on the left side. The lines are evenly spaced and extend across the width of the page.

**ADDITIONAL PAGES**

If you use these lined pages to complete the answer to any question, the question number(s) must be clearly shown.

This section of the page is designed for students to provide answers to questions. It features a solid vertical line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing a guide for handwriting. There are 20 rows of these dotted lines, each starting from the solid vertical line and extending across the width of the page.

**ADDITIONAL PAGES**

If you use these lined pages to complete the answer to any question, the question number(s) must be clearly shown.

A series of horizontal dotted lines for writing, with a solid vertical line on the left side. The lines are evenly spaced and extend across the width of the page, providing a template for handwritten answers.

**ADDITIONAL PAGES**

If you use these lined pages to complete the answer to any question, the question number(s) must be clearly shown.

A series of horizontal dotted lines for writing, with a solid vertical line on the left side.



**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](http://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.