

General Certificate of Education
June 2005
Advanced Subsidiary Examination



PSYCHOLOGY (SPECIFICATION B)
Unit 1 Introducing Psychology

PYB1

Thursday 26 May 2005 Afternoon Session

In addition to this paper you will require:
a 12-page answer book.
You may use a calculator.

Time allowed: 1 hour 30 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is PYB1.
- Answer **three** questions.
- Answer **one** question from **Section A**, the **compulsory** question in **Section B** and **one** question from **Section C**.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- Questions carrying 10 marks should be answered in continuous prose. Quality of written communication will be assessed in these answers.
- In answers to questions carrying 10 marks, you will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate. The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

SECTION A: APPROACHES

Answer **one** question from this Section.

Each question carries 20 marks.

1 (a) Outline **one** contribution that Freud made to the development of psychology. (2 marks)

(b) Below is a statement illustrating a commonly held point of view:

“Women are more emotional than men.”

With reference to the statement above, briefly discuss how scientific explanations in psychology differ from common-sense views. (4 marks)

(c) (i) Outline what is meant by the *information-processing approach*. (2 marks)

(ii) A science class was given a task to memorise the nine planets of the solar system in the order of their distance from the sun. The teacher divided the class into two groups.

Group A was instructed to memorise the order of the nine planets as follows:

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.

Group B was instructed to memorise the order of the nine planets using the following sentence:

M y V e r y E a s y M e t h o d J u s t S p e e d U p N a m i n g P l a n e t s.

When tested, **Group A** performed poorly. However, **Group B** was able to recall all of the nine planets in the exact order of their distance from the sun.

Suggest how the information-processing approach might be used to explain why **Group B** performed better than **Group A**. (2 marks)

(d) Describe and discuss the behaviourist approach in psychology. Refer to **at least one** other approach in your answer. (10 marks)

- 2 (a) Diane is at a pop concert with her friend Robbie. She has been longing to see her favourite band play live. When the band appears on stage, she says to Robbie, "I'm so excited. I can feel my heart pounding." After the concert, Diane says to Robbie, "That was fantastic, but I'm so hungry, my tummy is rumbling. Shall we get something to eat?"

In your answer book, write down which of Diane's physiological responses is a result of:

- (i) sympathetic action of the autonomic nervous system;
 - (ii) parasympathetic action of the autonomic nervous system. *(2 marks)*
- (b) Distinguish between monozygotic (MZ) and dizygotic (DZ) twins. *(3 marks)*
- (c) Describe **one** study in which the genetic basis of **either** schizophrenia **or** intelligence was investigated. Indicate in your answer why the study was conducted, the method used, the results obtained, and the conclusion drawn. *(5 marks)*
- (d) Discuss **at least two** limitations of the biological approach in psychology. *(10 marks)*

TURN OVER FOR THE NEXT SECTION

Turn over ►

SECTION B: RESEARCH METHODS

Answer **all** parts of the compulsory question in this Section.

This question carries 20 marks.

- 3 A psychologist wanted to investigate the relationship between pet ownership and stress.

It was predicted that the more pets a person owned the less stress a person would report.

To assess each participant's level of stress, the psychologist administered a questionnaire. The maximum possible score on the stress questionnaire was 70. A high score on the questionnaire indicated a high level of stress, and a low score a low level of stress.

The results obtained are given in **Table 1** below.

Participant	Number of pets owned	Stress score
1	0	59
2	1	51
3	2	45
4	3	31
5	4	40
6	5	38
7	6	28
8	7	27
9	8	21
10	9	12
11	10	11

Table 1: The number of pets owned and stress score for each participant

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- (a) (i) In your answer book, sketch a scattergram of the data presented in **Table 1**. Provide a suitable title and correctly label your scattergram. *(3 marks)*
- (ii) Identify the type of correlation shown in your scattergram and state what it shows about the relationship between pet ownership and stress. *(2 marks)*
- (b) State **one** strength and **one** limitation of the correlation method. *(2 marks)*
- (c) The psychologist obtained the participants for this study through opportunity sampling. State **one** strength and **one** limitation of using opportunity sampling. *(2 marks)*
- (d) The questionnaire used to measure stress contained both open and closed questions.
- (i) Write **one** closed question that might be used to obtain information about how stressed a person feels. *(1 mark)*
- (ii) Write **one** open question that might be used to obtain information about how stressed a person feels. *(1 mark)*
- (iii) State **one** advantage and **one** disadvantage of using open questions. *(2 marks)*
- (e) The psychologist decided to conduct a case study by observing and interviewing one of the participants who reported a very high level of stress.
- (i) State **one** advantage of observational studies. *(1 mark)*
- (ii) Distinguish between a structured and an unstructured interview. *(3 marks)*
- (iii) Briefly discuss **one** limitation of the case study method. *(3 marks)*

TURN OVER FOR THE NEXT SECTION

Turn over ►

SECTION C: PSYCHOLOGY OF GENDER

Answer **one** question from this Section.

Each question carries 20 marks.

- 4 (a) Explain how the study of cultural diversity helps psychologists understand gender roles/stereotypes. (3 marks)
- (b) What is meant by the term *content analysis*? Outline how this method is used by psychologists to study gender. (3 marks)
- (c) Hayley and Charlotte were discussing their friend Joe, who is very good at mending cars. Hayley commented, "I think boys are naturally good at that sort of thing."

State what is meant by *nature* and *nurture* in relation to gender. Refer to the example of Joe in your answer. (4 marks)

- (d) The following methods are commonly used by psychologists to study gender differences:

- case studies;
- cross-cultural studies;
- observation studies.

With reference to **one** of these methods, discuss strengths **and** limitations of the method you have chosen. Refer to **at least one** study of gender in your answer. (10 marks)

- 5 (a) (i) Give the typical sex chromosome pattern for the following:
- a male;
 - a female. (2 marks)
- (ii) Give **one** atypical sex chromosome pattern. (1 mark)
- (b) Distinguish between the terms *imitation* and *identification*. (3 marks)
- (c) Sarah, who is two years old, was playing dressing-up games with her older sister Mary. Mary put on a pair of trousers. Sarah said, “We’re both girls, so you can’t wear those because it will make you into a boy.” Mary, who is six years old, replied, “No it won’t. You can’t change into a boy just like that.”
- With reference to Kohlberg’s stages of gender development, explain what the comments made by Sarah and Mary suggest about their understanding of gender. (4 marks)
- (d) Describe and discuss psychoanalytic explanations of gender development. (10 marks)

END OF QUESTIONS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE