

Centre Number						Candidate Number				
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For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
TOTAL	



General Certificate of Education  
Advanced Subsidiary Examination  
June 2013

# Psychology (Specification B) PSYB1

## Unit 1 Introducing Psychology

Wednesday 22 May 2013 9.00 am to 10.30 am

**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 60.
- Questions 1(e) and 2(e) should be answered in continuous prose.

You may use the space provided to plan your answer.

In these questions, you will be marked on your ability to:

- use good English
- organise information clearly
- use specialist vocabulary where appropriate.



J U N 1 3 P S Y B 1 0 1

### Section A Key Approaches and Biopsychology

Answer **all** parts of this question which carries 20 marks.

**1 (a)** Read the following statements and decide whether they are **TRUE** or **FALSE**.

**1 (a) (i)** Motor (efferent) neurons carry messages to the central nervous system.  
(Tick the correct box)

TRUE	FALSE

(1 mark)

**1 (a) (ii)** The nucleus of a neuron is found outside the cell body (soma).  
(Tick the correct box)

TRUE	FALSE

(1 mark)

**1 (b)** Briefly outline the process of synaptic transmission.

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(2 marks)



**1 (c)** A young woman says: “When I was 5 years old, I was at a party and a balloon burst with a loud bang in my face. Even after all these years, I cannot bear to go into a room where there are balloons. They terrify me!”

Use your knowledge of classical conditioning to explain why the young woman is terrified of balloons.

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*(3 marks)*

**1 (d)** Describe a procedure that behaviourists have used to study operant conditioning.

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*(3 marks)*

**Turn over ►**















**2 (b)** The sampling method used in the study was opportunity sampling.

What is meant by *opportunity sampling*?

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(1 mark)

**2 (c)** In a follow-up study, the researchers had parental consent to interview the boys in the sample. The researchers wanted to find out which occupations the boys thought were suitable for men and which they thought were suitable for women.

Explain why it would be appropriate to use unstructured interviews in this study.

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(3 marks)

**2 (d)** Kohlberg has described how children develop an understanding of gender in stages.

Outline the difference in understanding of gender between the gender stability stage and the gender constancy stage.

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(2 marks)

**Question 2 continues on the next page**

**Turn over ►**











**Section C Research Methods**

Answer **all** parts of this question which carries 20 marks.

**3** A psychologist wanted to see whether or not there is a difference in the expectations that men and women have of their own numeracy skills. She obtained a sample of 15 men and 15 women from a factory. She conducted her study in two parts.

In the **first part** of the study, the psychologist said to each participant: “I want you to estimate how many marks you think you will get on a maths test that is suitable for 14-year-old children. If the test has a maximum score of 50, what mark do you think you will get?”

The psychologist recorded the estimate given by each participant and calculated the median estimates for the men and for the women.

The results of the study are given in **Table 2**.

**Table 2: Median estimated maths test scores for men and women**

	Median estimated maths test score
<b>Men</b>	31
<b>Women</b>	19

**3 (a)** Explain how a median score is calculated.

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 (1 mark)

**3 (b)** Identify the dependent variable in this study.

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 (1 mark)

**3 (c)** Write a suitable hypothesis for this study.

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 (2 marks)



**3 (d)** Identify and explain the experimental design used in this study.

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*(2 marks)*

**3 (e)** Explain how the psychologist could have obtained a random sample of 15 men and a random sample of 15 women for this study.

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*(3 marks)*

**3 (f)** What conclusion could the psychologist draw from the median estimated scores in **Table 2**? Justify your answer.

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*(2 marks)*

**Turn over ►**



In the **second part** of the study, each participant took a 30-minute maths test suitable for 14-year-old children. The test took place under examination conditions. The psychologist marked the test. The maximum mark was 50.

The results of the maths test are given in **Table 3**.

**Table 3: Median maths test scores for men and women**

	Median maths test score
<b>Men</b>	25
<b>Women</b>	25

**3 (g)** Taking the results from **both** parts of the study (Table 2 and Table 3), what can the psychologist now conclude?

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(3 marks)





**3 (h)** After both parts of the study had been completed, the psychologist needed to debrief the participants.

Write a debrief that the psychologist could read out to the participants.

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(4 marks)

**3 (i)** This psychologist did not conduct a pilot study. Explain **one** reason why psychologists sometimes conduct pilot studies.

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(2 marks)

20

**END OF QUESTIONS**



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