



General Certificate of Education
Advanced Subsidiary Examination
June 2014

Psychology (Specification B) PSYB2

Unit 2 Social Psychology, Cognitive Psychology and Individual Differences

Tuesday 20 May 2014 1.30 pm to 3.00 pm

For this paper you must have:

- an AQA 12-page answer book.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **paper reference** is PSYB2.
- Choose **three** topics only, **one** topic from **Section A**, **one** topic from **Section B** and **one** topic from **Section C**.
- Answer **all** questions on the topics you choose.
- Do all rough work in the answer 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.
- The 10-mark questions should be answered in continuous prose. You are advised to plan your answers carefully. In these questions, you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Section A Social Psychology

There are two topics in this section: Social Influence and Social Cognition.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Social Influence

A researcher investigated the effects of evaluation apprehension on performance. The researcher used a repeated measures design.

In one condition (the 'easy' condition), participants had 20 seconds to list as many words beginning with the letter 't' as they could.

In a second condition (the 'difficult' condition), the same participants had 20 seconds to list as many words beginning with the letter 'z' as they could.

In both conditions, participants were observed by an audience who, they were told, would be evaluating their performance.

The researcher recorded the number of words listed by each participant in the easy and the difficult conditions.

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 Explain why the researcher thought it was important to use the same participants in each condition (a repeated measures design). [2 marks]

In experiments using repeated measures designs, researchers often use counterbalancing.

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 Explain how the researcher might have used counterbalancing in this study. [2 marks]

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 Briefly explain why counterbalancing is often used in repeated measures designs. [1 mark]

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 Use your knowledge of evaluation apprehension to explain the likely outcome of this study. [3 marks]

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 Outline **one** psychological explanation of obedience to authority. [2 marks]

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 Discuss normative social influence **and** informational social influence as explanations of conformity. Refer to evidence in your answer. [10 marks]

Topic: Social Cognition

A researcher investigated the attribution process using a repeated measures design.

In one condition, A-level students studying psychology were asked to explain why they had chosen to study the subject.

In a second condition, the same students were asked to explain why they thought their friends had chosen to study psychology.

The researcher recorded the number of situational and dispositional attributions made by the students in each condition.

0 7 Identify the independent variable in this experiment. **[1 mark]**

0 8 Identify the dependent variable in this experiment. **[1 mark]**

In experiments using repeated measures designs, researchers often use counterbalancing.

0 9 Explain how the researcher might have used counterbalancing in this study. **[2 marks]**

1 0 Briefly explain why counterbalancing is often used in repeated measures designs. **[1 mark]**

1 1 Use your knowledge of the actor–observer effect to explain the likely outcome of this study. **[3 marks]**

1 2 Outline **one** function of an attitude. **[2 marks]**

1 3 Discuss the primacy effect **and** central traits as factors that affect impression formation. Refer to evidence in your answer. **[10 marks]**

Turn over for the next section

Turn over ►

Section B Cognitive Psychology

There are two topics in this section: Remembering and Forgetting and Perceptual Processes.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

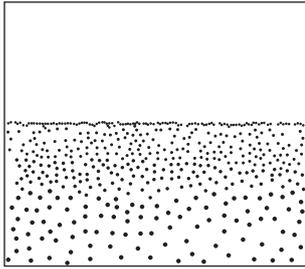
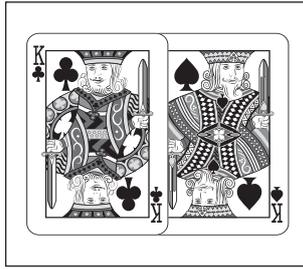
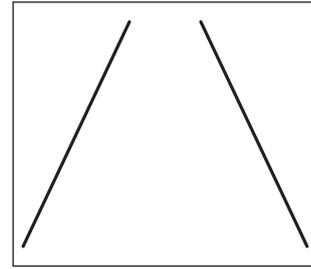
Topic: Remembering and Forgetting

Psychologists were investigating the levels of processing theory of memory. They presented participants with a list of words. After each word, there was a question which the participants had to answer. There were three types of question. One example of each type is given below.

- A** DOG Does this rhyme with frog?
B chair Is this in upper case (capital letters)?
C CHEESE Is this a type of fruit?

- 1 | 4** For each type of question, **A**, **B** and **C** above, identify the level of processing that is involved in answering the question. Label your answers **A**, **B** and **C**. **[3 marks]**
- 1 | 5** Outline **one** study in which the Working Memory model has been investigated. In your answer, refer to what the psychologist(s) did and what was found. **[3 marks]**
- 1 | 6** Briefly explain **one** strength of the Working Memory model. **[2 marks]**
- 1 | 7** What is meant by 'procedural memory'? Give an example. **[2 marks]**
- 1 | 8** Discuss repression **and** lack of consolidation as explanations for forgetting. Refer to evidence in your answer. **[10 marks]**

Topic: Perceptual Processes

**A****B****C**

- 1 | 9** Each of the images, **A**, **B** and **C**, contains at least one monocular depth cue. For **each** image, identify **one** monocular depth cue. Label your answers **A**, **B** and **C**. **[3 marks]**
- 2 | 0** Outline **one** study that could be used to support Gibson's theory of perception. In your answer, refer to what the psychologist(s) did and what was found. **[3 marks]**
- 2 | 1** Briefly explain **one** limitation of Gibson's theory of perception. **[2 marks]**
- 2 | 2** Name and outline **one** Gestalt principle of perceptual organisation. **[2 marks]**
- 2 | 3** Discuss the effects of motivation **and** culture on perception. Refer to evidence in your answer. **[10 marks]**

Turn over for the next section

Turn over ►

Section C Individual Differences

There are two topics in this section: Anxiety Disorders and Autism.

Choose **one** topic from this section. Answer **all** questions on the topic you choose.

Each topic carries 20 marks.

Topic: Anxiety Disorders

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 What is 'obsessive-compulsive disorder'? [3 marks]
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 Suzie has a phobia of dogs. A psychologist decided to treat Suzie's phobia using systematic desensitisation. The psychologist has taught Suzie to relax. Explain the next steps in the treatment of her phobia of dogs. [3 marks]
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 Outline **one** study in which **either** a behavioural **or** a psychodynamic explanation of phobias was investigated. [3 marks]
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 Briefly explain **one** criticism of the study you have outlined in your answer to

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. [1 mark]
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 Discuss drug therapy **and** cognitive therapy as treatments for obsessive-compulsive disorder. Refer to evidence in your answer. [10 marks]

Topic: Autism

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 Outline the 'neurological correlates' explanation of autism. **[3 marks]**
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 The following are three symptoms that are common in cases of autism.
- A** Inability to switch attention/multi-task
B Excessive attention to small detail
C Lack of empathy
- Name the cognitive explanation of autism that best explains each of the symptoms, **A**, **B** and **C** above.
- Label your answers **A**, **B** and **C**. **[3 marks]**
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 Explain how psychologists have used comic strip stories to study autism. **[3 marks]**
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 Briefly explain **one** limitation of using comic strip stories to study autism. **[1 mark]**
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 Discuss behaviour modification **and** drug therapy as therapeutic programmes for autism. Refer to evidence in your answer. **[10 marks]**

END OF QUESTIONS

There are no questions printed on this page