

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 2014

Psychology (Specification B)

PSYB1

Unit 1 Introducing Psychology

Tuesday 13 May 2014 1.30 pm to 3.00 pm

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(d) should be answered in continuous prose. You may use the space provided to plan your answer. In these questions you will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



J U N 1 4 P S Y B 1 0 1

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PSYB1

Section A Key Approaches and Biopsychology

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

1 (a) What do humanistic psychologists mean by ‘conditions of worth’?
Give an example of how a parent might set conditions of worth on his or her child.
[2 marks]

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1 (b) A researcher wanted to see if he could identify areas of the brain that might be active when people solve problems. He decided to use a PET scanner as part of his investigation.

Explain how the PET scanner would enable the researcher to identify areas of the brain that are active.
[2 marks]

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1 (c) Explain why a PET scan might be a more useful way of investigating localisation of function in the brain than an EEG.
[2 marks]

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1 (d) The following are features of the psychodynamic approach:

- the structure of personality
- the unconscious.

Give a brief outline of **each** feature. Briefly explain how **each** of these features might influence human behaviour.

[4 marks]

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Question 1 continues on the next page

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Section B Gender Development

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

- 2 (a)** What is meant by 'androgyny'? Give an example of how a person might show androgynous behaviour.

[2 marks]

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- 2 (b)** The following passage was read to children aged four years and to children aged ten years.

'Nurses are caring people. Their job is to make people who are ill feel better. Here are some pictures of people. Which of these people do you think might be a nurse? Is it the man or is it the woman, or could both of them be nurses?'

The child was shown two pictures, one picture of a man and one picture of a woman. The response given by the child was recorded.

Each child was read to and questioned separately.

Table 1: Responses of the children who were shown the pictures of a man and of a woman

Response to question	Children aged 4	Children aged 10
'Man'	2	3
'Woman'	23	8
'Both'	4	22



2 (b) (i) What conclusion might be drawn from the results in **Table 1**? Justify your answer. **[2 marks]**

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2 (b) (ii) Outline **one** methodological problem that might have occurred when asking the four-year-old children in the study the questions about the nurses. **[2 marks]**

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2 (c) David and Mohammed are discussing their friend Julie. Julie is an excellent cook. David says, "Cooking comes naturally to girls. That's why Julie is so good at it." Mohammed disagrees, saying, "No. It's just that girls get lots more opportunities to cook. That's why she is so good at cooking."

Explain what is meant by nature and nurture in relation to gender development. Refer to the conversation above in your answer.

[4 marks]

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2 (d) Discuss **at least one** cognitive explanation of gender development. Refer to evidence in your answer.

[10 marks]

You may use this space to plan your answer

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A large rectangular box containing 20 horizontal dotted lines, intended for writing an answer.

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Section C Research Methods

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

3 In a study of healthy eating behaviour, a researcher conducted the following investigation at two schools. In **stage one** of the study, she observed the food choices of the children in Years 5 and 6 at both School A and School B after the pupils had watched a film. She recorded whether the choices made in the school canteen were healthy or not. Healthy foods included salads, vegetables and fruits. Unhealthy foods included chips and ice cream.

At School A

All the children saw Film A, in which the benefits of healthy eating choices were explained. The presenters used in the film were all famous sports men and women. After the film, and for the next two weeks, the researcher observed the food choices of the children and recorded whether their choices were healthy or not.

At School B

All the children saw Film B, in which the benefits of healthy eating choices were explained. The presenters used in this film were all unknown men and women who were matched by age and gender to the famous people used as presenters in Film A. The script used for Film B was exactly the same as the script used for Film A. After the film, and for the next two weeks, the same researcher observed the food choices of the children and recorded whether their choices were healthy or not.

3 (a) Identify the dependent variable in this investigation.

[1 mark]

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3 (b) Write a suitable hypothesis for this investigation.

[2 marks]

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3 (c) Explain why it was important that the presenters used in Film B were matched by age and gender with those used in Film A.

[2 marks]

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3 (d) Identify the experimental design used in **stage one** of the investigation. Explain **one** reason why this design was a suitable choice in this case.

[3 marks]

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3 (e) In the space below, design a record sheet that the researcher could have used to record her observational data at School A.

[3 marks]



From her record sheets, the researcher calculated the percentages of healthy eating choices at School A and School B.

The following results were obtained in the investigation.

Table 2: The percentages of healthy eating choices of children who saw Film A (School A) or Film B (School B)

Percentage of healthy eating choices of children who saw Film A	Percentage of healthy eating choices of children who saw Film B
80	58

3 (f) What do the results shown in **Table 2** suggest?

[1 mark]

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After six months, the researcher conducted a follow-up study. She returned to both schools and again observed and recorded the food choices of the same children for a two-week period. From her record sheets, she calculated the percentage of healthy eating choices at each school.

Table 3: The percentages of healthy eating choices of children at School A and School B recorded 6 months later

Percentage of healthy eating choices of children who saw Film A	Percentage of healthy eating choices of children who saw Film B
81	32

3 (g) The researcher considered the data from **both** the original investigation and the follow-up study, (Table 2 and Table 3). What conclusion might she now draw from both sets of results? Explain your answer.

[3 marks]

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3 (h) Identify **one** ethical issue that the researcher should have addressed in this investigation and explain how the issue could have been addressed.

[3 marks]

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3 (i) Briefly explain why this study might be said to have high ecological validity.

[2 marks]

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END OF QUESTIONS



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