

Centre Number						Candidate Number				
Surname										
Other Names										
Candidate Signature										



General Certificate of Education  
Advanced Subsidiary Examination  
June 2014

# Psychology (Specification A) PSYA1

## Unit 1 Cognitive Psychology, Developmental Psychology and Research Methods

Tuesday 13 May 2014 1.30 pm to 3.00 pm

You will need no other materials.

### 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 72.
- Question 5 should be answered in continuous prose. You may use the space provided to plan your answer. In Question 5, you will be assessed on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
<b>TOTAL</b>	



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

**Section A Cognitive Psychology and Research Methods**

Answer **all** questions in the spaces provided.

**1** Research has found that short-term memory and long-term memory differ in their capacity and duration.

What is meant by 'capacity' in memory research?

**[1 mark]**

.....  
.....

What is meant by 'duration' in memory research?

**[1 mark]**

.....  
.....

<b>2</b>

**2** A psychology student carried out a laboratory experiment to investigate encoding in STM. She used an opportunity sample of 20 participants.

Two lists of letters were read out to participants.

- List 1    P V E D B C G T    (letters that sound the same).
- List 2    Y Z O A N F X R    (letters that do not sound the same).

All 20 participants listened to list 1 and then tried to recall the letters. Next, they all listened to list 2 and then tried to recall these letters.

**2 (a)** Explain **one** advantage of using a laboratory experiment in psychology studies.

**[2 marks]**

.....  
.....  
.....  
.....  
.....



**2 (b)** Write a non-directional hypothesis for this experiment.

**[2 marks]**

.....

.....

.....

.....

**2 (c)** Name the experimental design used in this experiment. Evaluate the choice of this design in this experiment.

**[1 + 3 marks]**

.....

.....

.....

.....

.....

.....

.....

.....

.....

**2 (d)** The student used opportunity sampling to select the participants for this experiment. Explain why random sampling might have been a better sampling technique.

**[2 marks]**

.....

.....

.....

.....

.....

**Question 2 continues on the next page**

**Turn over ►**



The results for the experiment are given in **Table 1**.

**Table 1: The mean numbers of letters recalled and standard deviations for list 1 (letters that sound the same) and list 2 (letters that do not sound the same).**

	<b>List 1 – Letters that sound the same</b>	<b>List 2 – Letters that do not sound the same</b>
Mean	4.9	6.4
Standard deviation	1.6	0.9

**2 (e)** Explain what the mean scores suggest about encoding in STM.

**[2 marks]**

.....

.....

.....

.....

**2 (f)** What do the standard deviations in **Table 1** suggest.

**[2 marks]**

.....

.....

.....

.....



3 The working memory model includes the central executive, the phonological loop and the visuo-spatial sketchpad. Outline the main functions of the phonological loop and the visuo-spatial sketchpad.

[4 marks]

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Extra space .....  
.....  
.....  
.....

4

4 A student was revising Bowlby's theory of attachment. He was trying to remember the names of some features of Bowlby's theory, including:

- Evolution
- Critical period
- Social releasing mechanisms
- Monotropy
- Continuity hypothesis

Using your knowledge of strategies for memory improvement, explain how the student could memorise some of these features. Use examples from the list above.

[4 marks]

.....  
.....  
.....  
.....  
.....

Turn over ►



.....  
.....  
.....

Extra space .....

.....  
.....  
.....

4













**Section B Developmental Psychology and Research Methods**

Answer **all** questions in the spaces provided.

**6** Learning theory suggests that attachments are learned through classical conditioning and operant conditioning.

**6 (a)** Outline how learning theory has been used to explain attachment in infants. **[4 marks]**

.....

.....

.....

.....

.....

.....

.....

.....

**6 (b)** The findings of some studies challenge the learning theory of attachment. Identify **one or more** such studies and explain why the findings challenge the learning theory of attachment.

**[4 marks]**

.....

.....

.....

.....

.....

.....

.....

.....

<b>8</b>

**Turn over ▶**



**7** At twelve months of age, Mark was observed in the Strange Situation. When his mother was present he explored the room but when she left he stopped exploring. He was slightly upset when his mother left the room but when she returned he was happy to see her. He was wary of a stranger who came into the room. Mark was found to have a secure attachment.

Explain **two** ways in which behaviour in the Strange Situation would be different for a child who shows insecure-resistant attachment rather than secure attachment.

**[2 + 2 marks]**

Difference 1 .....

.....

.....

.....

.....

.....

Difference 2 .....

.....

.....

.....

.....

.....

4
---



8 A psychologist collected data on the percentages of three attachment types in three different countries, A, B and C. The results are shown in **Table 2**.

**Table 2**

Country	Percentage of each type of attachment		
	Secure	Insecure-avoidant	Insecure-resistant
A	64	7	29
B	65	21	14
C	67	26	7

8 (a) These results show that secure attachments are most common in all three countries. What do these results show about cultural variations in attachment?

[2 marks]

.....

.....

.....

.....

8 (b) Sketch an appropriate bar chart to display the data for insecure attachment presented in **Table 2**. Correctly label your bar chart.

[3 marks]



5
---

Turn over ►



9 A researcher studied a group of children who had spent time in an institution before being adopted. Each child was observed by the researcher in their school playground and given a score for aggression. A high score indicated that the child was very aggressive. The research showed that the longer children had spent in the institution, the higher their aggression score.

9 (a) What type of correlation was found in this study? Tick the correct box.

[1 mark]

Positive

Negative

Zero or no correlation

9 (b) Explain **one** limitation of correlational research.

[2 marks]

.....  
.....  
.....  
.....

9 (c) Explain **one** ethical issue and **one** methodological issue associated with using observation to assess children’s aggression.

[2 + 2 marks]

Ethical issue .....

.....  
.....  
.....

Methodological issue .....

.....  
.....  
.....



9 (d) Apart from an increase in aggression, describe **one or more** possible effects of institutional care. Refer to research in your answer.

[4 marks]

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Extra space .....

.....  
.....  
.....

11

10 Outline **one** study into the effect of day care on children's social development. In your answer you should refer to how the study was carried out and what was found.

[4 marks]

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Extra space .....

.....

Turn over ►



.....  
.....

4

11 How has research into attachment influenced child care practices?

[4 marks]

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Extra space .....

.....  
.....  
.....

4

**END OF QUESTIONS**

