



AS

PSYCHOLOGY (SPECIFICATION B)

Unit 2 Social Psychology, Cognitive Psychology and Individual Differences

Monday 23 May 2016

Afternoon

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- an AQA 12-page answer book.

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

- 0 1** What is meant by 'dominant response'? Give an example of a dominant response. **[2 marks]**
- 0 2** What is meant by 'evaluation apprehension'? Give an example of evaluation apprehension. **[2 marks]**
- 0 3** Outline **two** findings from Asch's conformity experiments. **[2 marks]**
- 0 4** Briefly explain **one** ethical issue in Asch's conformity experiments. **[2 marks]**
- 0 5** Briefly explain **one** methodological issue in Asch's conformity experiments. **[2 marks]**
- 0 6** Discuss **one** dispositional explanation of obedience and **one other** explanation of obedience. Refer to evidence in your answer. **[10 marks]**

Topic: Social Cognition

- 0 7** What is meant by a 'social schema' in impression formation? Give an example of a social schema in impression formation. **[2 marks]**
- 0 8** What is meant by the 'primacy effect' in impression formation? Give an example of the primacy effect in impression formation. **[2 marks]**
- 0 9** Outline **one** explanation of prejudice. **[2 marks]**
- 1 0** Briefly explain **one** strength and **one** limitation of the explanation of prejudice you outlined in your answer to **0 9**. **[4 marks]**
- 1 1** Discuss the structure **and** function of attitudes. 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

- | | |
|---|---|
| 1 | 2 |
|---|---|

 Explain **one** difference between semantic memory and episodic memory. **[2 marks]**
- | | |
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| 1 | 3 |
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 Outline **either** retrieval failure **or** interference as an explanation for forgetting. **[2 marks]**
- | | |
|---|---|
| 1 | 4 |
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 Explain **one** limitation of **either** retrieval failure **or** interference as an explanation for forgetting. **[3 marks]**
- | | |
|---|---|
| 1 | 5 |
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 Outline **one** study in which **either** retrieval failure **or** interference as an explanation for forgetting was investigated. In your answer, refer to what the psychologists did and what was found. **[3 marks]**
- | | |
|---|---|
| 1 | 6 |
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 Discuss the working memory model. Refer to evidence and **one other** model of memory in your answer. **[10 marks]**

Topic: Perceptual Processes

- 1 | 7** Explain **one** difference between Gibson's theory of perception and Gregory's theory of perception. **[2 marks]**
- 1 | 8** Identify **one** distortion illusion. **[1 mark]**
- 1 | 9** Identify **one** ambiguous figure. **[1 mark]**
- 2 | 0** Explain what distortion illusions tell us about perception. **[3 marks]**
- 2 | 1** Outline **one** study in which the influence of emotion on perception was investigated. In your answer, refer to what the psychologists did and what was found. **[3 marks]**
- 2 | 2** Discuss the Gestalt principles of perceptual organisation. 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

A researcher set up a study to test the effectiveness of different treatment programmes for obsessive-compulsive disorder (OCD).

Thirty participants, all diagnosed with OCD, were involved in the study. At the beginning of the study, the researcher recorded the number of obsessive thoughts each participant experienced on a daily basis.

The 30 participants were then randomly allocated to three groups of 10.

Group 1 received 10 weeks of drug therapy.

Group 2 received 10 weeks of cognitive therapy.

Group 3 received no therapy.

At the end of the 10-week period, the researcher again recorded the number of obsessive thoughts experienced daily by each participant. It was found that the average number of obsessive thoughts for **Group 1** and **Group 2** had reduced since the beginning of the study whereas for **Group 3** it had remained the same.

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|-------|--|------------|
| 2 3 | Identify the independent variable in this study. | [1 mark] |
| 2 4 | Identify the dependent variable in this study. | [1 mark] |
| 2 5 | Explain the purpose of Group 3 within this study. | [2 marks] |
| 2 6 | Explain one way in which the researcher could have randomly allocated participants to the three groups. | [2 marks] |
| 2 7 | Evaluate one of the treatments for OCD identified in this study. | [4 marks] |
| 2 8 | Discuss two explanations for phobias. Refer to evidence in your answer. | [10 marks] |

Topic: Autism

A researcher set up a study to test the effectiveness of different treatment programmes for autism.

Thirty children, all diagnosed with autism, were involved in the study. At the beginning of the study, the researcher recorded the number of repetitive behaviours each child showed on a daily basis.

The 30 children were then randomly allocated to three groups of 10.

Group 1 received 10 weeks of drug therapy.

Group 2 received 10 weeks of behaviour modification.

Group 3 received no therapy.

At the end of the 10-week period, the researcher again recorded the number of repetitive behaviours each child showed daily. It was found that the average number of repetitive behaviours for **Group 1** and **Group 2** had reduced since the beginning of the study whereas for **Group 3** it had remained the same.

- | | | |
|-------|--|------------|
| 2 9 | Identify the independent variable in this study. | [1 mark] |
| 3 0 | Identify the dependent variable in this study. | [1 mark] |
| 3 1 | Explain the purpose of Group 3 within this study. | [2 marks] |
| 3 2 | Explain one way in which the researcher could have randomly allocated participants to the three groups. | [2 marks] |
| 3 3 | Evaluate one of the therapies for autism identified in this study. | [4 marks] |
| 3 4 | Discuss two explanations for autism. Refer to evidence in your answer. | [10 marks] |

END OF QUESTIONS

There are no questions printed on this page

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