



A-level

PSYCHOLOGY (SPECIFICATION B)

Unit 4 Approaches, Debates and Methods in Psychology

Tuesday 14 June 2016

Morning

Time allowed: 2 hours

Materials

For this paper you must have:

- an AQA 16-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 PSYB4.
- Choose **one** option from **Section A**, either **Option A** or **Option B**. Answer all questions on the option you choose.
- **All** questions in **Section B** and **Section C** are compulsory.
- 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 12-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 Approaches in Psychology

There are two options in this section: Option A and Option B.

Choose **one** of these options. Answer **all** questions on the option you choose.

Each option carries 20 marks.

Option A

- 0 1** Outline the **first two** stages of Freud's theory of psychosexual development. **[2 marks]**
- Freud treated a 23-year-old Russian aristocrat called Sergei. Sergei first had a recurring nightmare about wolves when he was four years old, at around the time he was told a fairy tale about a wolf. Freud interpreted the nightmare as representing a fear of castration, with the wolf representing the boy's father.
- 0 2** Explain Sergei's 'fear of castration'. Refer to the relevant stage of Freud's theory of psychosexual development in your answer. **[2 marks]**
- 0 3** Discuss **at least one** criticism of Freud's interpretation of his case studies. Refer to Sergei in your answer. **[4 marks]**
- 0 4** Outline **and** compare social learning theory and operant conditioning. **[12 marks]**

Option B

A researcher conducted a repeated measures design experiment. She wanted to find out how long it took to solve word puzzles in two conditions.

In one condition, participants solved puzzles while listening to music.

In the other condition, participants solved puzzles in silence.

Twenty participants took part in this laboratory experiment and the two conditions were counterbalanced.

- 0 5** Explain how counterbalancing could have been used in the above experiment. **[2 marks]**
- 0 6** Briefly explain **one** strength of using a laboratory experiment to investigate human cognitive processes. **[2 marks]**
- 0 7** Outline **two** assumptions of the cognitive approach. For **each** assumption, illustrate your answer with reference to a topic in psychology. Use a different topic for each assumption. **[4 marks]**
- 0 8** Discuss **at least two** differences between the humanistic approach and the biological approach in psychology. Refer to **at least one** topic in your answer. **[12 marks]**

Turn over for Section B

Turn over ►

Section B Debates in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

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 Explain what psychologists mean by 'empirical methods'. [2 marks]
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 Outline **one** limitation of the scientific approach in psychology. [2 marks]
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 Discuss **one** advantage of taking a reductionist position on the holism and reductionism debate. Refer to an example in your answer. [4 marks]
- | | |
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 'Some behaviourists have claimed that you can take any healthy infant and train that child to excel in any field, eg doctor, gymnast, musician...'

In the context of the nature–nurture debate, discuss this view. [12 marks]

Section C Methods in Psychology

Answer **all** questions in this section.

This section carries 20 marks.

An increasing number of students carry mobile phones and text during class. Some teachers think texting distracts students from learning. A group of researchers investigated whether students' ability to learn material is affected by texting during lessons.

An opportunity sample of twenty students from a Sixth Form College took part in the experiment. There were 12 girls and 8 boys aged 16–18 years. The students were randomly assigned to either the 'texting' condition or the 'non-texting' condition. There was the same number of students in each condition.

In the 'texting' condition, 10 students were taken to a quiet classroom. A male teacher gave them a 15-minute PowerPoint presentation about a new novel. The students had their phones on vibrate and were told to respond to any texts they received. During the presentation the researchers sent the same three text messages to all the students. At the end of the presentation the students individually completed 10 multiple choice questions about the novel.

In the 'non-texting' condition, 10 students were taken to a similar classroom and were told to switch off their phones. A female teacher gave the same PowerPoint presentation and the students completed the same multiple choice questions.

Before the experiment, the researchers had told the students that they were interested in the benefits of PowerPoint presentations. They did not tell them any other details about the study. All the students were fully debriefed afterwards.

The multiple choice tests were scored out of 10. The findings from the 'texting' condition were: mean = 5.50, standard deviation = 3.16. The findings from the 'non-texting' condition were: mean = 8.25, standard deviation = 1.01.

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 Write a suitable hypothesis for this experiment. [2 marks]
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 Using the descriptive statistics from above, construct and label a table to display the data. [2 marks]
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 Write a brief interpretation of the research findings. Comment on homogeneity of variance in your answer. [3 marks]
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 Name an appropriate non-parametric test that the researchers could have used to analyse the data. [1 mark]
- | | |
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 Outline and explain **two** extraneous variables that might have affected the results of this study. [4 marks]

Turn over ►

1	8
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Explain **one** reason why the students in this investigation were not informed of the full details of the study beforehand.

[2 marks]

1	9
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As part of the procedure for this experiment students were given a set of standardised instructions and were fully debriefed at the end of their participation.

Write:

- a set of standardised instructions that could have been read out to students in the 'texting' condition of this experiment.
- a debriefing that could have been read out to **all** the students at the end of this experiment.

[6 marks]

END OF QUESTIONS

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