



**GCE AS – NEW**

B290U10-1



S17-B290U10-1



**PSYCHOLOGY – AS component 1**  
**Psychology: Past to Present**

MONDAY, 15 MAY 2017 – AFTERNOON

1 hour 45 minutes

### **ADDITIONAL MATERIALS**

A WJEC pink 16-page answer booklet.

### **INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Answer **all** questions.

Write your answers in the separate answer booklet provided.

### **INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

You are reminded of the need for good English and orderly, clear presentation in your answers.

Assessment will take into account the quality of written communication used in your answers.

Answer **all** questions.

1. State **two** stimuli used in the procedures of Watson and Rayner's (1920) research '*Conditioned emotional reactions*'. [2]
  
2. (a) Briefly explain the behaviourist assumption that humans are born a blank slate. [2]  
  
(b) Analyse the strengths **and** weaknesses of the behaviourist approach. [10]
  
3. Describe the findings and conclusions of **Experiment 1** from Loftus and Palmer's (1974) research '*Reconstruction of automobile destruction: an example of the interaction between language and memory*'. [8]
  
4. Describe the main components of mindfulness **OR** quality of life therapy. [8]
  
5. A teacher was asked which approach was the best: biological or psychodynamic.  
  
Using your knowledge, prepare the teacher's answer by comparing and contrasting the biological and psychodynamic approaches. [10]
  
6. Using your knowledge of cognitive psychology and **at least one** other approach, explain why a relationship is formed. [10]
  
7. Critically evaluate the methodology and procedures of Bowlby's (1944) classic research '*Forty-four juvenile thieves: Their characters and home-life*'. [10]
  
8. Some neuroscientists claim that murderers can now be identified by their brain structure.  
  
Using psychological knowledge, discuss the ethics of neuroscience including its social implications. [20]

**END OF PAPER**