

QCE Psychology Units 3&4

Paper 2

Student's Name: _____

Teacher's Name: _____

Time allowed

- Perusal time – 10 minutes
- Working time – 90 minutes

General instructions

- Answer all questions in this question and response booklet.
- Write using black or blue pen.
- Respond in paragraphs consisting of full sentences.
- Planning paper will not be marked.

Section 1 (40 marks)

- 6 short response questions

Students are advised that this is a trial examination only and cannot in any way guarantee the content or the format of the 2021 QCE Psychology Units 3&4 examination.

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SECTION 1

Instructions

- If you need more space for a response, use the additional pages at the back of this booklet.
 - On the additional pages, write the question number you are responding to.
 - Cancel any incorrect response by ruling a single diagonal line through your work.
 - Write the page number of your alternative/additional response, i.e. See page ...
 - If you do not do this, your original response will be marked.
-

DO NOT WRITE ON THIS PAGE

THIS PAGE WILL NOT BE MARKED

QUESTION 1 (7 marks)

This question refers to the investigation conducted by Stanley and Milgram (1963).

Milgram investigated whether participants would obey the instructions of an authority figure and carry out actions that would cause pain to another participant. The participants believed they were taking part in a memory and learning experiment, in which they were asked to administer an electric shock to other participants who answered questions incorrectly.

- a) In terms of operant conditioning, what type of consequence is the electric shock?
Support your response with one example, relevant to the investigation. *[2 marks]*

- b) Explain how the results of the experiment indicate the impact of an authority figure on a person's behaviour. *[2 marks]*

- c) In terms of the model of working memory (Baddeley and Hitch 1974), explain the role of the participants' central executive, visuospatial sketchpad and phonological loop during the experiment. *[3 marks]*

QUESTION 2 (8 marks)

This question refers to the investigation conducted by Buss et al. (1990).

The study aimed to find the evolutionary explanations of attraction and mate selection by recruiting nearly 10 000 participants across 37 countries.

- a) For young single adults, differentiate an explicit attitude from an implicit attitude in terms of attraction to a potential partner.

Support your response with one example of each attitude, relevant to the investigation. *[4 marks]*

- b) Explain how physical attractiveness may have an evolutionary purpose. *[2 marks]*

- c) Explain how a young single adult may demonstrate prejudice against a potential partner. *[2 marks]*

QUESTION 3 (8 marks)

This question refers to the research conducted by Bandura (1977; Bandura, Ross & Ross, 1961, 1963a, 1963b).

The researchers conducted a series of experiments in which an adult was filmed behaving aggressively towards a blow-up 'Bobo' doll by repeatedly striking it with a toy hammer. In the first film, the adult received a punishment for their aggressive behaviour. In the second film, the adult received a positive reinforcement for their behaviour. In the third film, the adult received no consequence. Each of the three films was then shown to a group of 3- and 4-year-old children. After watching, the groups of children were placed in a room with the Bobo doll, along with other toys, and were observed to determine if they would mimic the adult's aggression.

- a) Explain how the vicarious conditioning affected the children's behaviour when they were placed in the room with the Bobo doll. *[2 marks]*

- b) Distinguish between the role of the motor cortex and the basal ganglia for the adult's actions of striking the Bobo doll with a toy hammer. *[2 marks]*

- c) The experiments involved both male and female children who viewed either male or female adult models behaving aggressively towards the Bobo doll.
Explain how gender socialisation may have affected the behaviour of the children. *[2 marks]*

- d) In terms of the punishment applied to the adult model after they were observed behaving aggressively towards the Bobo doll, identify and explain the learning theory that would influence the future behaviour of the children who observed the adult's behaviour.

[2 marks]

QUESTION 4 (6 marks)

This question refers to the research conducted by Ross and colleagues (1977).

A group of students were randomly allocated to one of three roles within a game show environment: an audience member, a contestant or a host who could write their own questions. The group of audience members viewed the game show and were asked to determine whether the host or the contestant was more intelligent. The audience members consistently chose the game show host, even though they were aware that they had written the questions and therefore had insight into material that featured in the game show.

- a) Explain how this experiment demonstrates a fundamental attribution error. *[2 marks]*

- b) Explain with the use of an example how some of the audience members may have demonstrated an ageist prejudice against the contestants. *[2 marks]*

- c) In terms of long-term memory, what type of explicit memory would the game show host be retrieving when they were creating game show questions for the contestants? Justify your response. *[2 marks]*

QUESTION 5 (6 marks)

This question refers to the research conducted by Deregowski (1972).

Deregowski investigated cultural influences on visual perception. A participant group of African children and adults were shown images of split-style drawings, in which the viewer could view all of the key features of an animal or face as if the image had been unfolded, and images of perspective drawings, in which they would only see one side of an animal or a face. The participants were asked which image they preferred. The majority stated that they preferred the split-style drawings and many were confused by the perspective drawings, which seemed incomplete. Comparatively, European children and adults could easily interpret the perspective drawings.

- a) Explain how African children and adults having difficulty with interpreting perspective images of animals or faces would be classified as a social influence on visual perception. *[2 marks]*

- b) Explain how cultural perspective enabled a comparison between the African and European viewers of the split-style or perspective drawings. *[2 marks]*

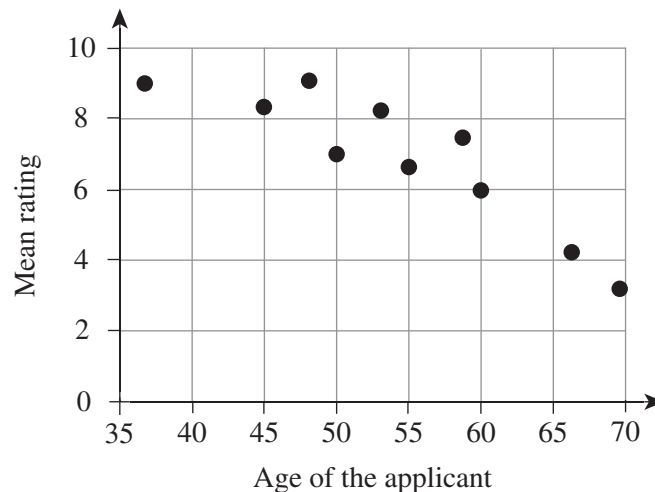
- c) Explain how perceptual constancies would have assisted the European viewers in interpreting either a split-style or perspective drawing of animals and faces. *[2 marks]*

QUESTION 6 (5 marks)

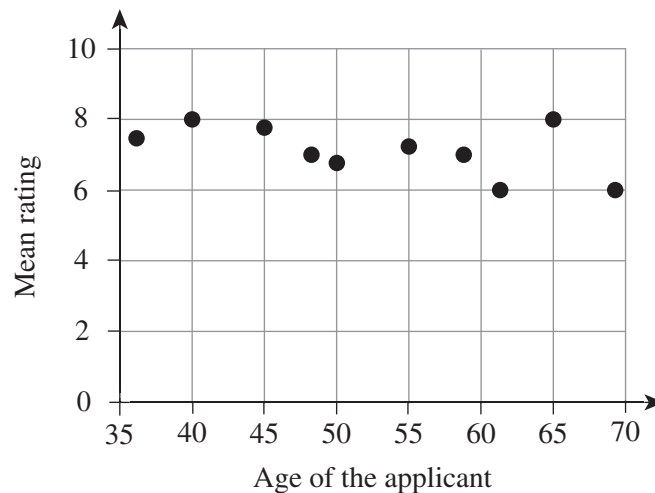
This question refers to an experiment that modified the methodology of an investigation conducted by Bargh, Chen and Burrows (1996).

A group of volunteer participants were recruited to form a panel that was responsible for shortlisting applicants for the role of a gym manager. The panel conducted a series of interviews of 20 people (10 male and 10 female) who all had a similar level of experience in the fitness industry but had a wide range of ages. At the end of the interview, each of the panelists had to rate the applicant on a scale of 1–10 based on their suitability for the position. Scatterplots of the data for both males and females are provided below.

**Suitability of male applicants
for gym manager position**



**Suitability of female applicants
for gym manager position**



The results for the male applicants have a Pearson correlation coefficient (r) of -0.90 and the results for the female applicants have a Pearson correlation coefficient (r) of -0.52 .

- a) Evaluate the strength and direction of the Pearson correlation coefficient for the male applicants. *[2 marks]*

- b) Evaluate the difference between the age-related prejudice for male and female applicants. *[2 marks]*

- c) Explain a limitation of using a small sample size in this experiment. *[1 mark]*

END OF PAPER

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