

# X212/301

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NATIONAL  
QUALIFICATIONS  
2009

MONDAY, 8 JUNE  
1.00 PM – 3.30 PM

PSYCHOLOGY  
HIGHER

**There are three Sections in this paper:**

Section A – Understanding the Individual  
Section B – Investigating Behaviour  
Section C – The Individual in the Social Context

Sections A and C are each worth 40 marks.  
Section B is worth 20 marks.

Candidates should answer:

- **Two** questions from Section A
- **All** questions from Section B
- **Two** questions from Section C

The breakdown of knowledge and understanding (*ku*) and analysis and evaluation (*ae*) marks are indicated beside each question.



SECTION A

Marks  
ku ae

UNDERSTANDING THE INDIVIDUAL

Answer **TWO** questions from **A1, A2 or A3**.

Answer **ALL** parts of your chosen questions.

**A1. Early Socialisation**

- (a) Describe and briefly evaluate **both** the Behaviourist and Psychoanalytic theories of attachment. 8 4
- (b) What have psychologists discovered about differences in child rearing style? Your answer should refer to relevant research evidence. 4 4
- (20)

**A2. Memory**

- (a) Describe and evaluate the multi-store model of memory. Your answer should refer to relevant research evidence. 8 4
- (b) Describe **one** memory improvement technique and explain how it might be used in study and exam skills. 4 4
- (20)

**A3. Stress**

- (a) Describe and evaluate individual differences in susceptibility to stress. Your answer should refer to relevant research evidence. 8 4
- (b) Describe and evaluate **one** stress reduction strategy. 4 4
- (20)
- (40)

[END OF SECTION A]

**SECTION B**

*Marks  
ku ae*

**INVESTIGATING BEHAVIOUR**

**Answer ALL questions in this Section.**

Psychologists were interested in studying children's tendency for helping behaviour, eg supporting charities. They also asked about their attendance at social clubs.

They interviewed 200 boys and girls between 8 and 10 years of age in a number of primary schools in a large city in Scotland. They asked the children individually about their attendance at social clubs; they also asked them about their helping behaviour over the last 12 months.

After the interviews it was found that 160 children who had attended social clubs reported being involved in more helping behaviour than the 40 children who did not attend social clubs.

- |   |             |
|---|-------------|
| (a) Describe different types of interviews that may have been used in this study. | <b>6 0</b>  |
| (b) What are the strengths and weaknesses of interviews?                          | <b>0 4</b>  |
| (c) What is meant by:   |             |
| (i) qualitative data;   | <b>2 0</b>  |
| (ii) quantitative data?   | <b>2 0</b>  |
| (d) Briefly describe a sampling technique that may have been used in this study.  | <b>2 0</b>  |
| (e) Explain <b>two</b> ethical concerns when using children in research.          | <b>0 4</b>  |
|   | <b>(20)</b> |

**[Turn over**

SECTION C

Marks  
ku ae

THE INDIVIDUAL IN THE SOCIAL CONTEXT

Answer ONE question from Social Psychology and ONE question from Psychology of Individual Differences.

Answer ONE question from C1, C2, C3 or C4.

**Social Psychology**

Answer ALL parts of your chosen questions.

**C1. Prejudice**

Describe and evaluate **two** psychological theories of prejudice. Your answer should refer to relevant research evidence.

12 8  
(20)

OR

**C2. Social relationships**

Describe and evaluate psychological explanations of the breakdown of relationships. Your answer should refer to relevant research evidence.

12 8  
(20)

OR

**C3. Conformity and Obedience**

With reference to relevant research evidence, explain the factors that contribute to obedience.

12 8  
(20)

OR

**C4. Anti-social behaviour**

Describe and evaluate **two** theories of aggression. Your answer should refer to relevant research evidence.

12 8  
(20)

**SECTION C (continued)**

*Marks*  
*ku ae*

**Psychology of Individual Differences**

Answer **ONE** question from **C5, C6 or C7**.

**C5. Atypical behaviour—definitions and origins**

- |   |   |             |
|---|---|-------------|
| (a) Give <b>two</b> definitions of atypical behaviour.                                    | 4 | 0           |
| (b) Describe and evaluate the cognitive approach to explaining the origins of depression. | 4 | 4           |
| (c) Describe and evaluate <b>one</b> research study that relates to atypical behaviour.   | 4 | 4           |
|   |   | <b>(20)</b> |

**OR**

**C6. Atypical behaviour—therapies**

- |  |   |             |
|--|---|-------------|
| (a) Describe and evaluate Behaviourist approaches to therapy for psychological disorder.               | 4 | 4           |
| (b) Describe and evaluate <b>one</b> research study relevant to <b>one</b> therapeutic approach.       | 4 | 4           |
| (c) Briefly describe <b>two</b> ways that people with mental health problems are cared for in society. | 4 | 0           |
|  |   | <b>(20)</b> |

**OR**

**C7. Intelligence**

- |   |   |             |
|---|---|-------------|
| (a) What is meant by the “nature-nurture debate” in relation to intelligence?   | 4 | 0           |
| (b) Explain the effects of early deprivation <b>and/or</b> enrichment on intelligence, with reference to research evidence. | 4 | 4           |
| (c) Explain and evaluate <b>two</b> uses of IQ testing.   | 4 | 4           |
|   |   | <b>(20)</b> |
|   |   | <b>(40)</b> |

[END OF SECTION C]

[END OF QUESTION PAPER]

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