

# X263/11/01

---

NATIONAL  
QUALIFICATIONS  
2013

FRIDAY, 7 JUNE  
9.00 AM – 11.00 AM

PSYCHOLOGY  
INTERMEDIATE 2

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

Candidates should answer **both** questions in Section A.

**All** parts of Section B.

**Question C1** and **one** other question from Section C.



**SECTION A**  
**UNDERSTANDING THE INDIVIDUAL**

*Marks*  
*ku ae*

**Answer ALL questions in this Section.**

**A1. Self-concept**

(a) Describe the following terms:

- |                   |   |   |
|-------------------|---|---|
| (i) self-image;   | 2 | 0 |
| (ii) self-esteem. | 2 | 0 |

(b) Describe and evaluate **one** research study which investigated self-concept. Your answer should include:

- researcher's name(s)
- aim/what was studied
- procedure
- results.

Include **either** one strength **or** one weakness of the study. 4    2

(c) Explain **two** factors that affect the development of the self-concept during adolescence. Give an example of **one** of these factors. 4    2

(d) What did Erikson mean by "identity versus role confusion"? 4    0

**(20)**

<b>A2. Learning Theories</b>	<i>Marks</i>	
	<i>ku</i>	<i>ae</i>
(a) In operant conditioning, describe what the following terms mean:		
(i) Positive reinforcement	2	0
(ii) Negative reinforcement	2	0
(iii) Punishment.	2	0
(b) Describe and evaluate <b>one</b> research study that has investigated learning. Your answer should include:		
• researcher's name(s)		
• aim/what was studied		
• procedure		
• results.		
Include <b>either</b> one strength <b>or</b> one weakness of the study.	4	2
(c) What is meant by classical conditioning?	2	0
(d) (i) What is Social Learning Theory?	4	0
(ii) Provide an example of Social Learning Theory from everyday life.	0	2
		<b>(20)</b>
		<b>[40]</b>

[END OF SECTION A]

[Turn over for SECTION B on *Page four*]

**SECTION B**

*Marks*  
*ku ae*

**INVESTIGATING BEHAVIOUR**

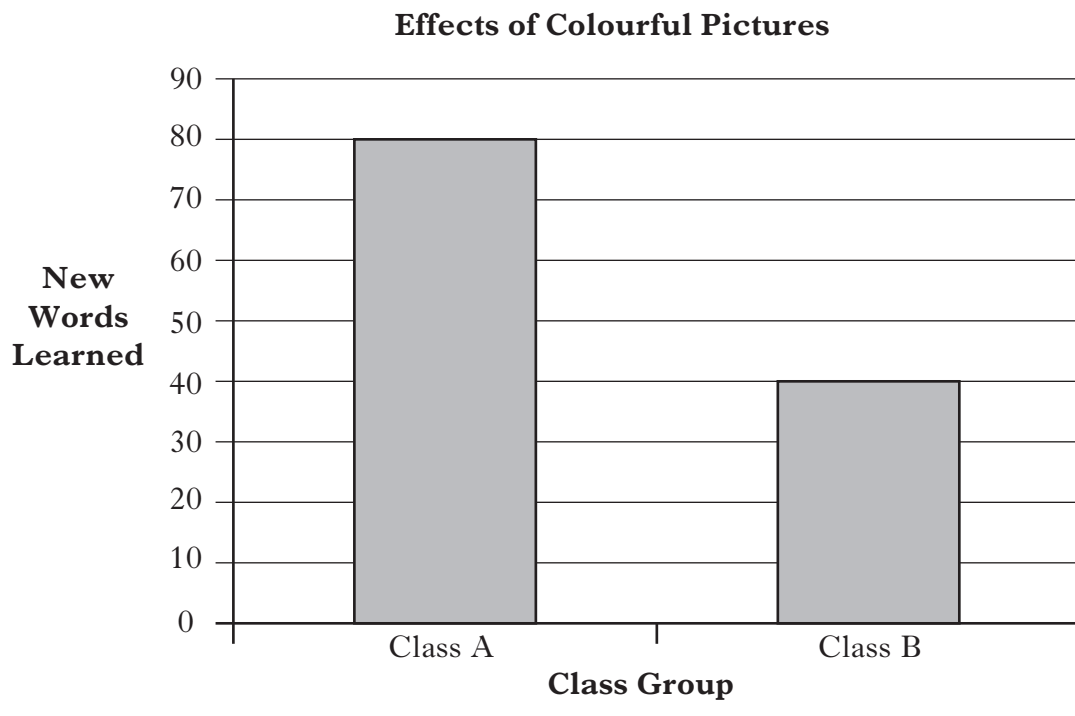
**Answer ALL parts of the question in this Section.**

**B.**

A researcher wanted to investigate if colourful pictures would improve the vocabulary of children in Primary 1 during reading lessons. The researcher wanted to use all of the children from the registers of Class A and Class B, totalling 66 children. Each child was given a consent form to take home to their parents/guardians to ask for permission to take part in the study.

Children in Class A were shown colourful pictures during their reading lessons for four school weeks. Children in Class B continued with their normal reading lessons during that time.

At the end of the four weeks both Class A and Class B were tested to find out the number of new words each class had learned. The graph below shows the results:



(a) The method used in the research scenario is a field experiment.

Name two other types of experiment.

**2 0**

(b) The research scenario appears to have good “ecological validity”.

What is meant by this term?

**2 0**

(c) Describe the experimental method of research often used in psychology.

**4 0**

<b>B. (continued)</b>	<i>Marks</i>	
	<i>ku</i>	<i>ae</i>
(d) Describe <b>one</b> other method often used in psychology.	<b>3</b>	<b>0</b>
(e) Describe <b>two</b> sampling techniques often used in psychology.	<b>4</b>	<b>0</b>
(f) Give <b>one</b> criticism of the sampling technique used by the researcher in this scenario.	<b>0</b>	<b>2</b>
(g) Name the type of graph used in this scenario and explain the results shown.	<b>1</b>	<b>2</b>
		<b>(20)</b>

[END OF SECTION B]

[Turn over for SECTION C on *Page six*]

SECTION C

Marks  
ku ae

THE INDIVIDUAL IN THE SOCIAL CONTEXT

Answer TWO questions from this Section.

Answer question C1, and ONE other question chosen from questions C2–C4.

Answer ALL PARTS of question C1.

C1. Personality

- |  |   |      |
|--|---|------|
| (a) Describe what Freud meant by id, ego and superego.   | 6 | 0    |
| (b) Fixation can occur during Freud's psychosexual stages of development.<br>What is meant by fixation?  | 2 | 0    |
| (c) Describe <b>one</b> use of personality testing.  | 2 | 0    |
| (d) In personality testing, what is meant by the term reliability?   | 2 | 0    |
| (e) Describe and evaluate <b>one</b> research study which has investigated personality. Your answer should include: <ul style="list-style-type: none"><li>• researcher's name(s)</li><li>• aim/what was studied</li><li>• procedure</li><li>• results.</li></ul> |   |      |
| Include one strength <b>and</b> one weakness of the study.   | 4 | 4    |
|  |   | (20) |

**Answer ONE question from questions C2 – C4.  
Answer ALL PARTS of the question you choose.**

**C2. Group processes**

- |  |   |             |
|--|---|-------------|
| (a) In psychology, what is meant by the term “group”?  | 2 | 0           |
| (b) Give <b>two</b> characteristics of a formal group.   | 2 | 0           |
| (c) Give <b>two</b> characteristics of an informal group.  | 2 | 0           |
| (d) Describe <b>one</b> reason why group members tend to conform to group norms. Give an everyday example of this. | 2 | 2           |
| (e) Describe and evaluate <b>one</b> research study into group processes. Your answer should include:              |   |             |
| • researcher’s name(s)   |   |             |
| • aim/what was studied   |   |             |
| • procedure  |   |             |
| • results.   |   |             |
| Include <b>either</b> one strength <b>or</b> one weakness of the study.  | 4 | 2           |
| (f) Describe factors that may affect group decision-making.  | 4 | 0           |
|  |   | <b>(20)</b> |

**OR**

**C3. Non-verbal communication (NVC)**

- |   |   |             |
|---|---|-------------|
| (a) Name <b>two</b> types of NVC.   | 2 | 0           |
| (b) Describe <b>two</b> functions of NVC.   | 4 | 0           |
| (c) In NVC give <b>two</b> examples of gestures.  | 0 | 2           |
| (d) In NVC, explain what is meant by proximity.   | 2 | 0           |
| (e) Describe and evaluate <b>one</b> research study into NVC. Your answer should include: |   |             |
| • researcher’s name(s)  |   |             |
| • aim/what was studied  |   |             |
| • procedure   |   |             |
| • results   |   |             |
| Include <b>either</b> one strength <b>or</b> one weakness of the study.                   | 4 | 2           |
| (f) Describe nature factors in the development of NVC.                                    | 4 | 0           |
|   |   | <b>(20)</b> |

**[Turn over for C4 on Page eight**

OR

Marks  
ku ae

C4. Altruism

- |  |   |      |
|--|---|------|
| (a) Give a definition of altruism.   | 2 | 0    |
| (b) Give an example of how modelling can be used to encourage altruism in children.  | 0 | 2    |
| (c) State <b>two</b> victim characteristics.   | 2 | 0    |
| (d) Describe and evaluate <b>one</b> research study that investigates altruism. Your answer should include: <ul style="list-style-type: none"><li>• researcher's name(s)</li><li>• aim/what was studied</li><li>• procedure</li><li>• results.</li></ul> Include <b>either</b> one strength <b>or</b> one weakness of the study. | 4 | 2    |
| (e) How does kin selection explain altruism?   | 4 | 0    |
| (f) Describe <b>two</b> factors that affect bystander behaviour in an emergency situation, eg when a person collapses in the street.   | 4 | 0    |
|  |   | (20) |
|  |   | [40] |

[END OF SECTION C]

[END OF QUESTION PAPER]