

# X263/11/01

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NATIONAL  
QUALIFICATIONS  
2012

THURSDAY, 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) What is meant by self-concept?   | 2 | 0           |
| (b) (i) Describe what is meant by “self-efficacy”.   | 2 | 0           |
| (b) (ii) Give an example of someone who has a strong sense of self-efficacy.   | 0 | 2           |
| (c) (i) Describe what is meant by a schema.  | 2 | 0           |
| (c) (ii) What is meant by adaptation of schema?  | 2 | 0           |
| (d) Describe how <b>parents</b> may influence the self-concept.<br>You should refer to research evidence in your answer.   | 4 | 2           |
| (e) Describe <b>one</b> research study that has investigated the self-concept. In your answer you should include: <ul style="list-style-type: none"><li>• researcher’s name(s)</li><li>• aims of the experiment</li><li>• procedure</li><li>• results.</li></ul> | 4 | 0           |
|  |   | <b>(20)</b> |

**A2. Learning Theories**

- |  |   |   |
|--|---|---|
| (a) What did Pavlov mean by “learning by association”?   | 2 | 0 |
| (b) (i) What did Skinner mean by “operant conditioning”?   | 2 | 0 |
| (b) (ii) Describe a research study by Skinner into operant conditioning.<br>Your answer should include: <ul style="list-style-type: none"><li>• aims/what was studied</li><li>• procedure</li><li>• results.</li></ul> | 4 | 0 |
| (c) (i) What is meant by reinforcement <b>or</b> punishment and which is considered more effective in changing people’s behaviour?   | 2 | 2 |
| (c) (ii) Give <b>one</b> example of how behaviour can be changed using punishment.   | 0 | 2 |
| (d) In Social Learning Theory (SLT) what is meant by identification?   | 2 | 0 |
| (e) Describe how children learn aggression according to Social Learning Theory.  | 4 | 0 |

**(20)**

[END OF SECTION A]

**[40]**

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

**SECTION B**  
**INVESTIGATING BEHAVIOUR**

*Marks*  
*ku ae*

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

**B1.**

A lecturer investigated how loud noises affected students' ability to concentrate. The lecturer used students from his own college and selected a random sample of 50 students from class registers to participate in the study. All of the students chosen agreed to take part.

The students selected were split into two equal groups. Each group was placed in a different classroom on a different floor for a period of 30 minutes. Both groups were given simple memory tests to complete. One group was subjected to continuous loud noises from speakers in the classroom while they completed the tests. The other group completed the tests in a quiet room.

The study found that those students who sat the tests while exposed to loud noise performed poorly compared to those who completed the tests in a quiet room.

- |   |   |             |
|---|---|-------------|
| (a) The above scenario uses the experimental method of research.<br>Describe the experimental method of research. | 6 | 0           |
| (b) Identify the <b>two</b> conditions of the independent variable in the above scenario.                         | 2 | 0           |
| (c) State a suitable hypothesis for the study described above.  | 2 | 0           |
| (d) Explain <b>one</b> strength of a laboratory experiment.   | 0 | 2           |
| (e) (i) Describe what is meant by random sampling.  | 2 | 0           |
| (ii) Describe another sampling method that could have been used in the study.                                     | 2 | 0           |
| (f) The above scenario appears to have poor "ecological validity".<br>What is meant by this term?                 | 2 | 0           |
| (g) Explain <b>one</b> ethical consideration that should be taken into account in this study.                     | 0 | 2           |
|   |   | <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) (i) What is meant by a “trait” in personality?  | 2 | 0    |
| (ii) Describe <b>one</b> example of a trait.  | 2 | 0    |
| (b) Freud stated that there were five psychosexual stages of personality development. Name and describe the <b>first two</b> of these stages. | 6 | 0    |
| (c) What behaviour might we expect to see in an adult who is fixated in the oral stage of psychosexual development?                           | 0 | 2    |
| (d) (i) Name the <b>two</b> dimensions that Eysenck said were the basis of normal personality.  | 2 | 0    |
| (ii) Describe the characteristics associated with <b>one</b> of these dimensions.   | 2 | 0    |
| (e) What is meant by validity in personality testing?   | 2 | 0    |
| (f) Explain <b>one</b> situation where a personality test may be used.  | 0 | 2    |
|   |   | (20) |

Answer ONE question from questions C2 – C4.

Answer ALL PARTS of the question you choose.

C2. Group processes

- |   |   |      |
|---|---|------|
| (a) Describe <b>two</b> factors that can affect group cohesiveness.   | 4 | 0    |
| (b) Explain <b>one</b> consequence that can occur if someone does not conform to group norms.                                   | 0 | 2    |
| (c) (i) Describe what is meant by an <b>informal</b> group.   | 2 | 0    |
| (ii) Give <b>one</b> example of an informal group.  | 0 | 2    |
| (d) Adjourning is the last stage in Tuckman’s five stages of group development. Name and describe the <b>first four</b> stages. | 8 | 0    |
| (e) What is meant by the term “groupthink”?   | 2 | 0    |
|   |   | (20) |

OR

Marks  
ku ae

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

- |  |   |             |
|--|---|-------------|
| (a) Define the term “paralanguage”.  | 2 | 0           |
| (b) Describe what is meant by:   |   |             |
| (i) verbal communication;  | 2 | 0           |
| (ii) non-verbal communication.   | 2 | 0           |
| (c) Describe the role of nature in the development of NVC.   | 2 | 0           |
| (d) Describe and evaluate <b>one</b> research study that has investigated NVC. Your answer should include: |   |             |
| • researcher’s name(s)   |   |             |
| • aims/what was studied  |   |             |
| • procedure  |   |             |
| • results  |   |             |
| • conclusions  |   |             |
| • evaluation.  | 4 | 4           |
| (e) Describe <b>two</b> cultural differences in NVC.   | 4 | 0           |
|  |   | <b>(20)</b> |

OR

**C4. Altruism**

- |   |   |             |
|---|---|-------------|
| (a) Define the term “altruism”.   | 2 | 0           |
| (b) (i) In bystander behaviour what is meant by “victim characteristics”?                                       | 2 | 0           |
| (ii) State <b>two</b> victim characteristics.   | 2 | 0           |
| (c) What is meant by the term “bystander apathy”?   | 2 | 0           |
| (d) Describe and evaluate <b>one</b> research study that has investigated altruism. Your answer should include: |   |             |
| • researcher’s name(s)  |   |             |
| • aims/what was studied   |   |             |
| • procedure   |   |             |
| • results   |   |             |
| • conclusions   |   |             |
| • evaluation.   | 4 | 4           |
| (e) Describe the cost-reward analysis of altruistic behaviour.  | 4 | 0           |
|   |   | <b>(20)</b> |

[END OF SECTION C]

[40]

[END OF QUESTION PAPER]

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