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AQA

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I declare this is my own work.

GCSE
PSYCHOLOGY

Paper 2 Social Context and Behaviour

Friday 26 May 2023 Afternoon Time allowed: 1 hour 45 minutes

Materials
For this paper you may use:
- a calculator.

Instructions
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

For Examiner's Use	
Section	Mark
A	
B	
C	
D	
TOTAL	

Information
- The marks for questions are shown in brackets.
- The maximum mark for this paper is 100.
- Question 16 is a synoptic question in which you will be rewarded for your ability to draw together different areas of knowledge and understanding from across the full course of study.
- Questions should be answered in continuous prose. You will be assessed on your ability to:
  – use good English
  – organise information clearly
  – use specialist vocabulary where appropriate.

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Section A

Social influence

Answer **all** questions in the spaces provided.

Only **one** answer per question is allowed, except where stated otherwise.

For each question completely fill in the circle alongside the appropriate answer.

CORRECT METHOD ⬬ WRONG METHODS

If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

0 1 The following definition of 'deindividuation' is not complete.

Deindividuation happens when someone loses their _____ .

This causes them to feel less responsibility for their actions.

You have been given four suggestions of what the missing words are.

Complete the definition by identifying the **correct** missing words.

Shade **one** box only.

[1 mark]

A ability to be anonymous ⬭

B cultural identity ⬭

C individuality and personal identity ⬭

D purpose and passion for life ⬭

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0 2 The 'cost of helping' affects bystander intervention.

Use an example to describe how the 'cost of helping' could affect bystander intervention.

[1 mark]

0 3 Outline **one** factor that affects obedience.

[2 marks]

Turn over for the next question

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0 4 Read the following conversation between two psychology teachers.

Mrs Kaur: I have been thinking about giving my Year 11 students a group project.

Mr Clarke: I won't be doing that with my students because I want to make sure they all take part.

Mrs Kaur: That's why I am going to set the project up so that I can easily identify what each student has done.

What is meant by the term 'social loafing'?

Refer to the conversation to support your answer.

[3 marks]

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0 5 Read the following information.

> Researchers wanted to find out how personality traits affect whether or not people will say something when they witness anti-social behaviour (eg littering or vandalism).
>
> Participants were given a questionnaire to rate themselves on a number of different personality traits. The personality traits included confidence, extraversion, respect and self-control.
>
> Participants were also asked how likely it is that they would say something if they saw someone doing something anti-social.
>
> The researchers' results showed a number of correlations between the likelihood of saying something and the bystander's dispositional factors.

0 5 . 1 Outline **one** strength and **one** weakness of using correlations in psychological research.

[4 marks]

Question 5 continues on the next page

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Participants were asked to rate their confidence levels on a scale.

The scale went from 1 (low) to 5 (high).

Participants used a similar scale to rate how likely they are to say something when they see someone dropping litter.

The results are shown in **Table 1**.

Table 1 Ratings for participants' confidence and the likelihood of saying something when witnessing littering.

Participant	**Confidence rating 1–5**	**Rating for the likelihood of saying something when witnessing littering 1–5**
A	5	4
B	3	3
C	2	1
D	4	3
E	4	5
F	1	1
G	3	2
H	5	5
I	2	3
J	4	4

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0 5 . 2 Use the results in **Table 1** to sketch a suitable graph to show the ratings for participants' confidence and the likelihood of them saying something when witnessing littering.

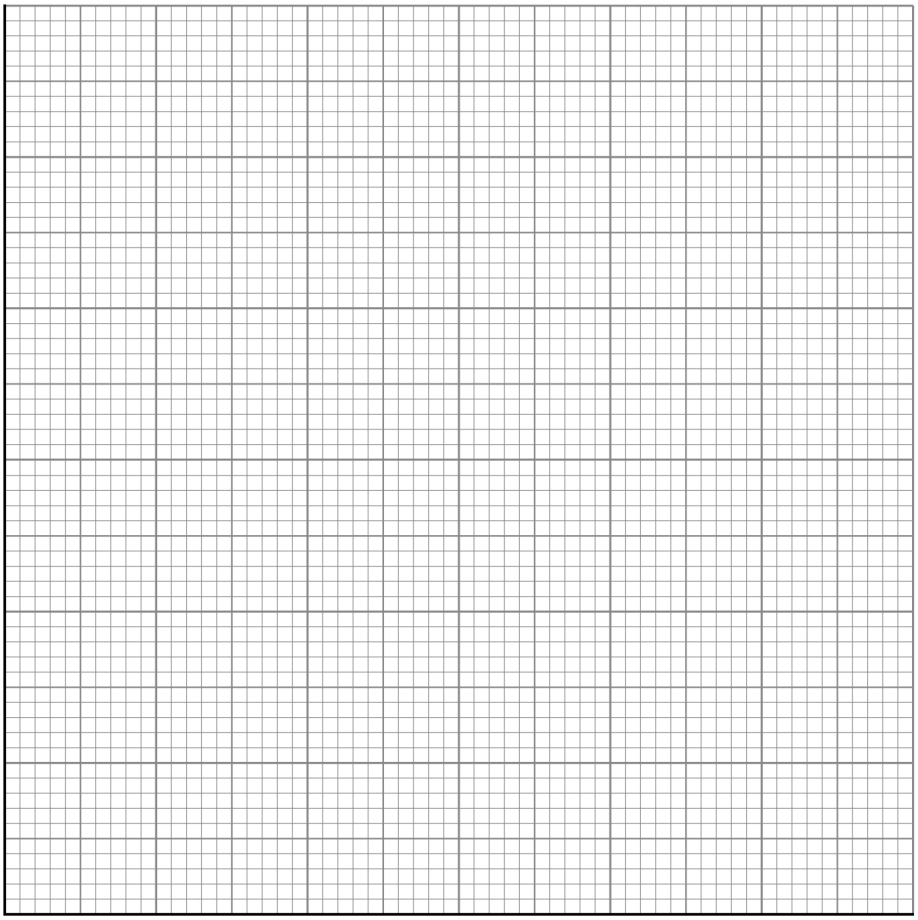
Also include in your answer:

- a label for the **Y** axis
- a scale for **both** axes
- a suitable title for your graph.

[4 marks]

Title _____

_____



Confidence rating

Question 5 continues on the next page

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0 5 . 3 The researchers who carried out the described questionnaire would like you to do a follow-up study.

The participants who took part in the questionnaire have also agreed to be participants for your study.

You are also able to use the ratings they gave themselves for the different personality traits.

Describe how you would design a **field experiment** to find out more about how personality affects whether people would say something when witnessing anti-social behaviour.

In your answer include:

- a description of the procedure you would use
- what your dependent variable would be.

[4 marks]

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0 6 Solomon Asch carried out his famous 'line' experiment in the 1950s.

Discuss whether or not Asch's study of conformity would be considered to be ethical now.

Use your knowledge of the British Psychological Society guidelines on ethical issues in psychological research to inform your discussion.

[6 marks]

25

Turn over for Section B

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Section B

Language, thought and communication

Answer **all** questions in the spaces provided.

0 7 Which **two** of the following behaviours are examples of using 'verbal communication'?

Shade **two** boxes.

[2 marks]

A A chat with your friend about what they are doing later. ⬭

B Crossing your arms to show you are feeling uncomfortable. ⬭

C Looking at the teacher to show you are listening to them. ⬭

D Sending a text message to arrange when you are meeting a friend. ⬭

E Waving when you see your friend on the other side of the street. ⬭

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0 8 Read the following article.

It's not just humans that let others know they have 'crossed a line'!

Research has been carried out using a computer that is programmed to recognise the sounds made by bats. They have discovered that more than 60% of bat communication is an argument. Bats argue about four things: who gets to eat what, who gets to sleep where, invasion of personal space and unwanted attempts to mate.

Outline **one** function of animal communication.

Refer to the article to support your answer.

[3 marks]

Turn over for the next question

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0 9 Read the following conversation between two Year 11 students.

> **Brandon:** I was working this weekend and my boss wanted to talk to me about something. Even though he was standing the same distance away from me as you are now, it felt like he was standing way too close.
>
> **Lane:** That's interesting. I have noticed that I feel like that when the Head Teacher is talking to me at school. But I never feel uncomfortable with any of the Year 7 students standing that close.

Outline how status can affect personal space.

Refer to both Brandon **and** Lane's comments in your answer.

[4 marks]

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1 0 . 1 Write a suitable **alternative** hypothesis for Yuki's study of emoticons.

[2 marks]

1 0 . 2 Describe the results of Yuki's study of emoticons.

Suggest a possible conclusion that can be drawn from his results.

Justify your answer.

[5 marks]

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1 1 Describe **and** evaluate Piaget's theory that language depends on thought.

[9 marks]

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Extra space

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Section C

Brain and neuropsychology

Answer **all** questions in the spaces provided.

1 2 Read the following descriptions of **two** structures of the brain.

Write the correct letter **A**, **B**, **C**, **D** or **E** in the box next to each description.

[2 marks]

It is located at the back of the brain and looks like a mini-brain. It is only about 10% of the brain's total volume but has over 50% of the neurons.	

It is located near the top and centre of the cerebral cortex (cerebrum). It is above one lobe and between two others.	

A Cerebellum

B Frontal lobe

C Occipital lobe

D Parietal lobe

E Temporal lobe

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1 3 Read the following information.

> Adrianna and Jayla were at home watching a movie when they decided to make some popcorn.
>
> Adrianna thought the popcorn looked burnt so she tried some to see how it tasted. It was hot and she burnt her lip. "Ouch, that hurt," she said.
>
> Jayla looked to see how far away the freezer was and knew she could reach for the ice cubes from where she was standing. She grabbed a handful and tried to ignore how cold they felt. "Your lip does look quite red," she said, as she handed Adrianna the ice cubes.

From the information, identify **two** examples of situations where the parietal lobe was involved **and** identify **two** examples of situations where the occipital lobe was involved.

Write your answers in the correct boxes.

[4 marks]

Parietal lobe examples	Occipital lobe examples

Turn over for the next question

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1 4 Read the following conversation.

Arun: Today, we learned that the central nervous system is made up of the brain and spinal cord. Did you know that even though the brain is only 2% of the total body mass, it uses 20% of the oxygen that we breathe in?

Dad: I didn't know that. What else did you learn?

Arun: We learnt that damage to the central nervous system can cause lots of different problems including difficulty concentrating and making decisions. Other signs of damage would be numbness and difficulties in moving the arms or legs.

Dad: It sounds like the central nervous system has some very important functions.

Briefly outline the basic functions of the central division of the human nervous system.

Refer to the conversation to support your answer.

[4 marks]

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1 5 Describe **and** evaluate the James-Lange theory of emotion.

[6 marks]

Turn over for the next question

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1 6 The psychologist Carol Dweck developed a theory about the way in which our mindset affects learning. Donald Hebb was a neuropsychologist who developed the theory of learning and neuronal growth.

Explain what Dweck means by 'fixed mindset' and 'growth mindset'.

Briefly describe Hebb's theory.

Discuss whether or not Hebb's theory supports the idea that having a growth mindset is an advantage when learning.

[9 marks]

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Extra space

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Section D

Psychological problems

Answer **all** questions in the spaces provided.

1 7 The 'One day at a time' research study asked people with a diagnosed mental health problem to regularly answer the question 'What did you find difficult to deal with today?'

On 6 days, spread throughout the year, people were asked to write about their day.

An analysis of the answers was carried out and the difficulties most commonly mentioned by the participants were identified.

Many participants mentioned more than one of these common difficulties.

The results are shown in **Table 2**.

Table 2 Difficulties most commonly mentioned by females and males.

Difficulties	**Number of females who mentioned difficulty**	**Number of males who mentioned difficulty**
Physical health issues	143	70
Relationship issues	95	43
Experiences of mental health services	105	60
Sleep issues	126	71
Experiencing stigma about their mental health problem	128	67
Work issues	97	

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1 7 . 1 One result is missing from **Table 2**.

Which of the following is the most likely estimate of the missing result?

Use the results from the rest of the table to help with your decision.

[1 mark]

A 15 ⬭

B 45 ⬭

C 75 ⬭

D 105 ⬭

1 7 . 2 The questionnaire was answered by 671 females.

What percentage of females mentioned experiencing stigma about their mental health problem as a difficulty they had to deal with in their day?

State your answer using **three** significant figures and show your workings.

[3 marks]

Workings:

Answer _____ %

Question 17 continues on the next page

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1 7 . 3 The researchers wanted to use the real-life stories they had collected to encourage other people. The participants' answers were made available on the internet for anyone to read.

Identify **one** ethical issue that the researchers carrying out the questionnaire needed to consider.

Describe how the 'One day at a time' researchers could have dealt with the ethical issue you have identified.

[3 marks]

1 7 . 4 Outline **one** strength of using questionnaires to carry out psychological research.

[2 marks]

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1 7 . 5 Imagine you have been asked to carry out a follow up study to the 'One day at a time' research.

One of the individual effects of having a mental health problem is the negative impact on physical wellbeing.

The researchers have asked you to find out more about how the negative impact on physical wellbeing affects people with a mental health problem.

You have decided to carry out your study by doing a questionnaire. You plan to use opportunity sampling to select your participants.

In your answer:

- explain how you will select your opportunity sample
- write **one** question that will help you to collect relevant **quantitative** data
- write **one** question that will help you to collect relevant **qualitative** data.

Write your answers in the correct spaces provided.

[3 marks]

How you will select your opportunity sample _____

_____

_____

_____

Question for collecting quantitative data _____

_____

_____

Question for collecting qualitative data _____

_____

_____

Turn over for the next question

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1 8 Read the following information.

> Research has found that an important factor affecting teenage drug use is whether or not drug use is common within a teenager's friendship group. Another important factor is the way that the teenagers' role models talk about drug use.

Briefly outline **one** psychological explanation of addiction.

Refer to the information in your answer.

[4 marks]

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1 9 . 1 Describe Wiles' study of the effectiveness of CBT.

[4 marks]

Question 19 continues on the next page

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1 9 . 2 Evaluate Wiles' study of the effectiveness of CBT.

[5 marks]

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END OF QUESTIONS

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