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Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE PSYCHOLOGY

Paper 2 Social Context and Behaviour

Thursday 23 May 2024

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.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 100.
- Question 4 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.

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



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8182/2

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

Which of the following **best** defines 'bystander behaviour'?

Shade **one** box.

[1 mark]

A Acting in ways that are viewed by others as socially unacceptable

☐

B Less effort being made when working in a group than when working alone

☐

C The actions a person takes when they see someone needing help

☐

D When perceived group pressure leads to people changing so that they fit in

☐

0 2

What is meant by the psychological term 'collective behaviour'?

[2 marks]



0 3

Read the following article.

A psychology researcher's shocking findings about obedience!!!

The results of a psychology experiment show that most people will obey someone who gives them orders – even if that means giving someone else a life-threatening electric shock!!! The shocks were actually fake – but the participants didn't know that.

The researcher carried out different versions of the experiment. He changed the method to test the effect on obedience levels. In every version, participants were ordered by the researcher to give shocks of increasing voltage. The highest possible voltage was 450.

In the original experiment, 65% of the participants were willing to give the highest shock. The participants could not see the person being 'shocked' but they could hear fake screams.

Obedience levels fell when the researcher wore everyday clothes instead of a lab coat.

Obedience levels were also lower when the experiment was carried out in an office instead of a scientific lab.

Only 19% of the participants were willing to give the highest shock when the orders were given by telephone rather than in person.

0 3 . 1

Use the article to identify **two** examples where the social factor of **authority** affected obedience levels and **two** examples where the social factor of **proximity** affected obedience levels.

Write your answers in the correct boxes.

[4 marks]

Examples of authority	Examples of proximity

Turn over ►

0 3 . 2

Table 1 shows the results from the version of the described experiment where the researcher wore everyday clothes instead of a lab coat. There were 24 participants.

Table 1 Frequency table showing the voltage of 'electric shocks' given by participants in the everyday clothes version

Voltage	Frequency
40	24
105	24
180	21
240	19
290	18
360	13
450	9

Calculate the percentage of participants who gave the highest possible 'electric shock' when the researcher wore everyday clothes instead of a lab coat.

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

[3 marks]

Workings:

Answer _____ %



0	3	.	3
---	---	---	---

The experimental design used in all of the versions of the described obedience research was independent groups.

Using your knowledge of how to plan and conduct psychological research, discuss the reliability **and** validity of using independent groups.

[3 marks]

0	3	.	4
---	---	---	---

Briefly evaluate Milgram's Agency theory of social factors affecting obedience.

[3 marks]

Turn over ►



[illegible]

[illegible]

25

Section B**Language, thought and communication**

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

0 5

The body language we use communicates a non-verbal message to other people.

Which of the following types of body language is **least** likely to communicate a message of friendliness?

Shade **one** box.

[1 mark]**A** Closed posture
☐
B Open posture
☐
C Postural echo
☐
D Touch
☐
0 6

Which of the following is **not** a function of eye contact?

[1 mark]**A** Communicating our emotions to other people
☐
B Controlling the flow of our conversations
☐
C Perception of depth cues in our surroundings
☐
D Showing our feelings of attraction to someone
☐


0 7

Name **one** factor that affects personal space.

Explain how the factor you have named affects personal space.

[3 marks]

Factor _____

Explanation _____

0 8

Describe the Sapir-Whorf hypothesis.

[4 marks]

Turn over ►

0 9

A psychologist carried out a study to see if there was any variation in the recall of events between people who speak different languages.

The psychologist used an opportunity sample to gather participants who were either English speakers or non-English speakers. The participants were shown video clips of people breaking a window. Sometimes they broke it on purpose and sometimes it was an accident.

When the participants were asked to write down what they had seen, the non-English speakers were less accurate in their recall of the clips that showed accidental behaviour.

0 9 . 1

Identify the independent variable in the described study.

[1 mark]

0 9 . 2

Briefly evaluate the described study carried out by the psychologist.

[3 marks]



[illegible]

[6 marks]

25



Turn over for Section C

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ANSWER IN THE SPACES PROVIDED**

Turn over ►



Section C

Brain and neuropsychology

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

1 2

Read the following information.

A neuroscientist studied language difficulties and anxiety levels in people who have had a stroke.

Damage to the language areas of the brain can result in difficulties with speech, reading, writing and understanding what others are saying.

The neuroscientist asked 10 participants from a stroke rehabilitation centre to take part in the study. The participants were ranked on the level of language difficulties they were experiencing (1 = least difficulty; 10 = most difficulty).

Each day for 30 days, the participants recorded a daily anxiety score using the scale shown in **Table 2**.

Table 2 Daily anxiety scale

	Very low	Low	Medium	High	Very high
Today my anxiety level is...	1	2	3	4	5

At the end of the 30 days, the neuroscientist added up the daily scores for each participant. The results are shown in **Table 3**.

Table 3 Each participant's ranking of the level of language difficulties and each participant's total anxiety scores for 30 days

Participant's identifying number	Ranking of the level of language difficulties experienced	Total anxiety scores for 30 days
001	5	119
002	2	100
003	10	143
004	3	109
005	7	127
006	9	138
007	8	135
008	1	97
009	4	114
010	6	120

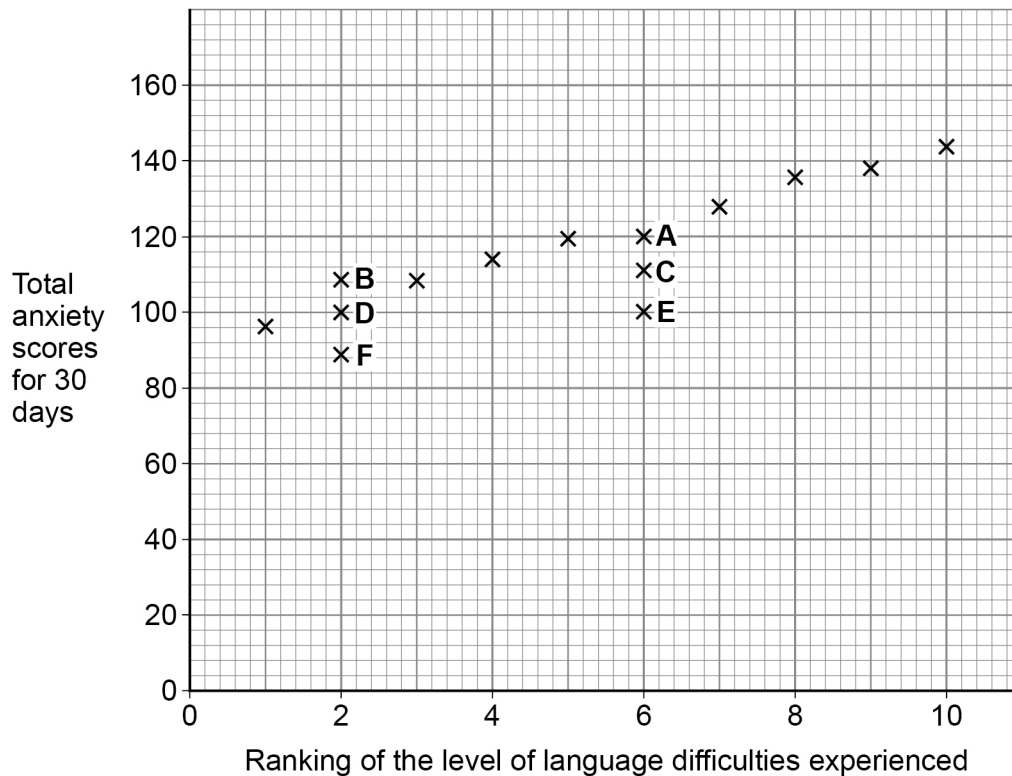


1 2 . 1 What is the median for the total anxiety scores for 30 days?

[1 mark]

1 2 . 2 The following scatter diagram also shows the results found by the neuroscientist.

The possible locations of two of the participants' results are shown by the letters A–F.



Identify the correct locations on the scatter diagram for the results of participant 002 and participant 010.

Shade **two** boxes.

[2 marks]

- A ☐
- B ☐
- C ☐
- D ☐
- E ☐
- F ☐

Turn over ►



1	2	.	3
---	---	---	---

Name the type of correlation the neuroscientist has found between language difficulties and anxiety levels.

[1 mark]

1	2	.	4
---	---	---	---

When the neuroscientist saw the results, she claimed to have found the cause of anxiety in people who have had a stroke.

Explain why the results do **not** show that language difficulties cause anxiety.

[2 marks]



Outline how neurological damage from a stroke or injury can affect motor abilities and behaviour.

[6 marks]

[illegible]

1 3

Outline Hebb's theory of learning and neuronal growth.

[4 marks]



[illegible]

Tulving used PET scans to study possible connections between types of memory and brain activity. He concluded that different areas of the brain are active when we have semantic or episodic memories.

[5 marks]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

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Turn over for Section D

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Section D

Psychological problems

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

1 6

Read the following conversation.

Corrine: "I was prescribed painkillers for the injuries from my accident. I think I may have an addiction to these painkillers. I am not actually taking them because I am in pain any more. I just don't seem to be able to control using them. And now it's starting to damage my friendships and making it difficult to go to work."

Doctor: "Is that because you are giving painkillers a higher priority than other things?"

Corrine: "I think so. I know it's harmful to take so many but the desire is just so strong. I have difficulties coping with my day-to-day life without them."

Doctor: "It seems likely that taking unnecessary painkillers will affect your physical wellbeing. It's important we talk about the types of interventions available to you."

1 6

. 1

The following behaviours are all referred to in the conversation.

Which **one** is **not** a symptom of addiction (dependence syndrome) according to the International Classification of Diseases (ICD)?

Shade **one** box.

[1 mark]

- A** A higher priority given to the painkillers than to other things
- B** A strong desire to use the painkillers despite knowing this has harmful consequences
- C** Difficulty in controlling the use of the painkillers
- D** Using the painkillers for something other than the prescribed use

☐
☐
☐
☐


1 6 . 2

Significant mental health problems, such as addiction, have an effect on both individuals and society.

Identify **one** individual effect that Corrine is experiencing.

[1 mark]

1 6 . 3

Self-management programmes are a type of intervention used for addiction.

Using your knowledge of the strengths **and/or** weaknesses of self-management programmes, briefly discuss why this would be an appropriate intervention for Corrine.

Refer to the conversation to support your answer.

[3 marks]

Turn over for the next question

Turn over ►



1	7
---	---

One biological explanation for addiction is genetic vulnerability.

What is meant by the term 'genetic vulnerability'?

[2 marks]

1	8
---	---

Briefly evaluate Kaij's twin study of alcohol abuse.

[3 marks]



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[illegible]

Read the following conversation.

Vinesh: “That’s a good idea. When I was diagnosed with depression, my doctor suggested a few different things I could try in order to feel happier again. I found some of them helped more than others. But I nearly gave up on them when I didn’t feel better straight away.”

Refer to the conversation in your answer.

[illegible]

[illegible]

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