AQA

Please write clearly, in block capitals.

Centre number ☐☐☐☐☐   Candidate number ☐☐☐☐

Surname _____

Forename(s) _____

Candidate signature _____

GCSE
PSYCHOLOGY

Paper 1 Cognition and behaviour

Specimen   Time allowed: 1 hour 45 minutes

Materials
For this paper you may have:
• a calculator.

Instructions
• Use black ink or black ball-point pen.
• Fill in the boxes at the bottom 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.
• 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.
• 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.

Section A

Memory

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

Only **one** answer per question is allowed.

For each answer 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 . 1 Which **one** of these is a description of retrieval? Shade **one** box only.

A Changing information so that it can be stored in memory ◯

B Forgetting information ◯

C Holding information in memory ◯

D Recalling information ◯

[1 mark]

0 1 . 2 Which **one** of these is a description of episodic memory? Shade **one** box only.

A A memory of a personal experience ◯

B A memory that lasts for a few seconds ◯

C Remembering factual information ◯

D Remembering how to do something ◯

[1 mark]

0 2 You have been asked to conduct an experiment to investigate the effects of serial position when learning a list of words. Describe how you would conduct this experiment.

You need to include:

- the experimental design you would choose, and why this would be suitable
- the task participants would be required to do and the data that you would collect
- the results you would expect to find from your experiment.

[6 marks]

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Turn over for the next question

0 3 . 1 Identify **one** factor that has been shown to affect the accuracy of memory.

[1 mark]

0 3 . 2 Use your knowledge of psychology to describe how the factor you have identified in **question 03.1** affects the accuracy of memory.

[3 marks]

0 4 Briefly discuss **two** criticisms of research into factors that affect the accuracy of memory.

[4 marks]

0 5 Tim came home from school and said to his Mum:

'In our lesson today, the teacher read out a story called the War of the Ghosts. Then we all had to write down what we could remember of the story. It was very difficult. I wrote that the two boys went fishing in a fishing boat, but really one of them went to a battle in a canoe!!'

Discuss what Bartlett's theory and research into reconstructive memory **and** at least **one** theory of language and thought tell us about the possible relationship between language and thought. Refer to Tim's conversation with his mother as part of your answer.

[9 marks]

Turn over for the next section

Section B

Perception

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

| 0 | 6 | . | 1 | Sally touches a piece of material and can feel it is soft like cotton wool. Which process does this demonstrate? Shade **one** box only.

A Expectation ⬭

B Motivation ⬭

C Perceptual set ⬭

D Sensation ⬭

[1 mark]

| 0 | 6 | . | 2 | Which is the best explanation for the visual illusion known as Rubin's vase? Shade **one** box only.

A Ambiguity ⬭

B Convergence ⬭

C Misinterpreted depth cues ⬭

D Size constancy ⬭

[1 mark]

0 7 What is meant by 'perception'?

[2 marks]

0 8

Figure 1

Briefly outline **two** of the monocular depth cues shown in **Figure 1**. Explain how each cue you have identified helps us to perceive the distance of objects in this image.

[4 marks]

Cue 1

Cue 2

0 9 . 1   Identify **one** binocular depth cue.

[1 mark]

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0 9 . 2   Explain how the binocular depth cue you have identified in **question 09.1** helps us to perceive how far away objects are.

[2 marks]

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1 0   Describe Gregory's constructivist theory of perception.

[4 marks]

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1 1   Gregory's constructivist theory of perception has been criticised. Use your knowledge of psychology to evaluate Gregory's theory.

[5 marks]

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Turn over for the next question

Read the item and then answer the questions that follow.

I3

Figure 4

A researcher conducted a study into perception. In condition A, participants were shown a series of letters. Then they were asked to identify the image shown in **Figure 4**.

In condition B, participants were shown a series of numbers. Then they were also asked to identify the image shown in **Figure 4**.

The researcher recorded whether the image was identified as a number or a letter.

Table 1: The percentage of participants who identified the image as a number or a letter.

	Condition A	Condition B
Image identified as a number	27%	82%
Image identified as a letter	73%	18%

1 2 . 1 Use your knowledge of types of data to explain why the data is collected in this study is an example of primary data.

[2 marks]

1 2 . 2   Use your knowledge of factors affecting perception to draw a conclusion from the results shown in **Table 1**. Explain your answer.

[3 marks]

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Turn over for the next section

Section C

Development

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

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1 3 Which of the following describes **one** feature that is usually present by the end of Piaget's sensorimotor stage of development. Shade **one** box only.

A the child thinks in an abstract way ⬭

B the child understands objects exist when they are out of sight ⬭

C the child understands things are the same even if they look different ⬭

D the child understands things from a different point of view ⬭

[1 mark]

Read the item and then answer the questions that follow.

> Nadine is talking about her son, Mikey.
>
> 'Mikey can't understand that there is the same amount of orange juice in his short beaker as in his sister's tall cup. He gets very cross, saying that she has more juice than him. This happens even if I open two identical cartons in front of him and pour one into his beaker and the other into his sister's cup.'

1 4 . 1 What is Mikey's likely age?

[1 mark]

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1 4 . 2 How can Piaget's theory of cognitive development be used to explain Mikey's behaviour?

[6 marks]

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1 4 . 3 Give **two** ways in which Piaget's theory of cognitive development could be applied to education **and** support **each** way you have given with an example that could be used in the classroom.

[4 marks]

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14 . 4   Identify and explain **one** criticism of Piaget's theory of cognitive development.

[4 marks]

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Read the item and then answer the questions that follow.

Two students were discussing their progress in GCSE Maths.

Lizzie 'It's fine for you. You were born good at Maths. I wasn't and I will never be able to do it. There's no point trying.'

Ben   'You're so wrong. I wasn't any good at first, but I've worked and worked in Maths. That's why I can cope now. It's been years of hard work!'

1 5 Outline and evaluate Dweck's Mindset theory of learning. Refer to the conversation between Lizzie and Ben in your answer.

[9 marks]

Section D

Research Methods

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

Read the item and then answer the questions that follow.

A psychologist conducted a memory experiment, showing people sets of numbers and then taking the numbers away and asking them to write down what they had seen.

- In Condition A, participants saw nine numbers written in groups of three for 10 seconds, for example, 746 826 392. They were then given 10 seconds to write down the numbers they had seen. This was repeated 10 times with different sets of numbers.

- In Condition B, the same participants saw nine numbers written in one group of nine for 10 seconds; for example, 746826392. The participants were given ten seconds to write down the numbers they had seen. This was repeated 10 times with different sets of numbers.

The psychologist recorded the total number of recall errors made by each participant.

1 6 . 1 What is an independent variable?

[1 mark]

1 6 . 2 What is a dependent variable?

[1 mark]

1 6 . 3 Write a suitable hypothesis for this experiment.

[2 marks]

Read the item and then answer the questions that follow.

The target population for this experiment was workers at a call centre. There were more than 100 workers at the centre. The psychologist selected 10 participants, using systematic sampling.

1 7 . 1 Describe how the psychologist could have used systematic sampling to select 10 participants.

[3 marks]

Question 17 continues on the next page

Read the item and then answer the questions that follow.

The results of the experiment are shown in **Table 2** below.

Table 2: Total number of errors made by participants in Condition A and Condition B.

Participant number	Condition A	Condition B
1	3	10
2	4	12
3	6	9
4	5	8
5	8	12
6	2	14
7	5	12
8	4	11
9	7	12
10	6	11
Total	50	

| 1 | 7 | . | 2 | The mean number of errors for Condition A is 5. Calculate the mean number of errors for Condition B. Show your workings.

[2 marks]

Workings:

Answer

1 7 . 3 The range for Condition A is 6. Calculate the range for Condition B. Show your workings.

[2 marks]

Workings:

Answer

1 7 . 4 Using the means **and** the ranges, what conclusions could the psychologist draw from this experiment? Explain your answer.

[6 marks]

Turn over for the next question

Read the item and then answer the questions that follow.

A teacher asked her students to record how long they spent on social media and how long they spent reading for pleasure over a 14 day period. This is what she found.

Table 3: Table to show the time spent on social media and the time spent reading for pleasure

Participant number	Variable A (hours on social media)	Variable B (hours reading for pleasure)
1	2	18
2	16	7
3	14	9
4	6	17
5	10	11
6	20	3
7	9	13
8	12	10
9	17	5
10	7	15

| 1 | 8 | . | 1 | Use the graph paper below to sketch a scatter diagram of the results shown in **Table 3**.

Provide a suitable title and labels for your diagram.

[4 marks]
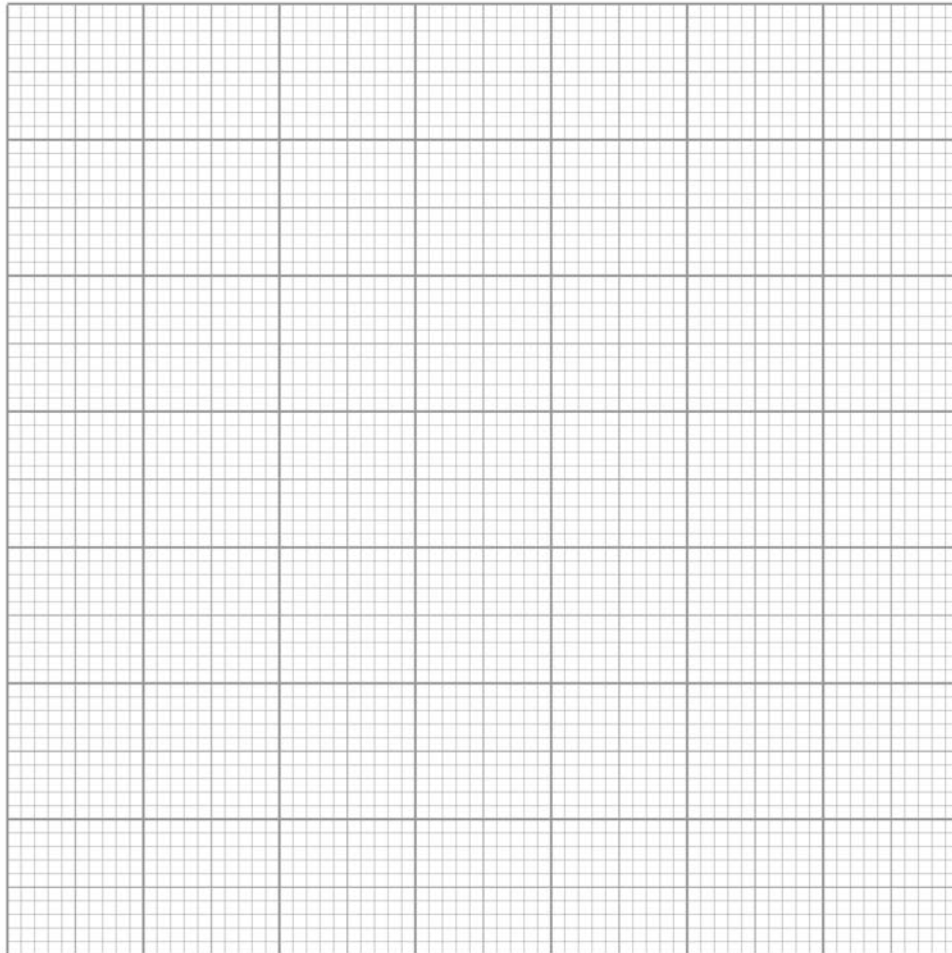
| 1 | 8 | . | 2 | Identify the type of correlation the teacher found. Shade **one** box only.

A Negative correlation ⬭

B No correlation ⬭

C Perfect correlation ⬭

D Positive correlation ⬭

[1 mark]

Turn over ▶

1 8 . 3 Outline what is meant by qualitative and quantitative methods in psychology **and** explain **one** difference between these methods.

[3 marks]

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END OF QUESTIONS

1 8 . 3 Outline what is meant by qualitative and quantitative methods in psychology **and** explain **one** difference between these methods.

[3 marks]

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