

A



Surname _____

Other Names _____

Centre Number _____

Candidate Number _____

Candidate Signature _____

I declare this is my own work.

GCSE

PSYCHOLOGY

Paper 1 Cognition and Behaviour

8182/1

Thursday 21 May 2020

Afternoon

Time allowed: 1 hour 45 minutes

At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.

[Turn over]



J U N 2 0 8 1 8 2 1 0 1

For this paper you may use:

- a calculator.

INSTRUCTIONS

- **Use black ink or black ball-point pen.**
- **Answer ALL questions.**
- **You must answer the questions in the spaces provided. Do not write 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 19 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.

DO NOT TURN OVER UNTIL TOLD TO DO SO



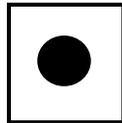
SECTION A**MEMORY**

Answer ALL questions in the spaces provided.

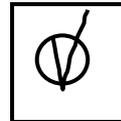
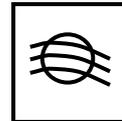
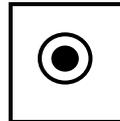
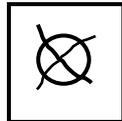
Only ONE answer per question is allowed, except where stated otherwise.

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

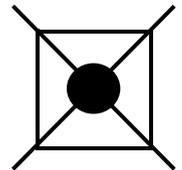
CORRECT METHOD



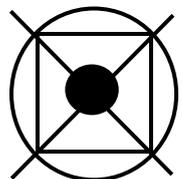
WRONG METHODS



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 is the **BEST** example of information that would be stored as procedural memory?

Shade **ONE** box. [1 mark]

A How many millilitres there are in a litre.

B How to play a piece of music on the piano.

C The colours used in the Italian flag.

D What happened on your first day at secondary school.

[Turn over]



0 2

Which of the following statements about short-term memory (STM) is true?

Shade ONE box. [1 mark]

A STM can hold information for up to 30 seconds.

B STM can store approximately 15 pieces of information.

C STM transfers information to long-term memory through attention.

D STM usually encodes information semantically.



BLANK PAGE

[Turn over]



0 5

Read the following information.

A police officer is reading the statements of two eyewitnesses. Both statements describe the same robbery committed by one person in a local shop.

The first eyewitness described the robber as being a male, in his late teens, wearing a red hoodie and not carrying a weapon.

The second eyewitness described the robber as being a male with a facial scar, in his late-twenties, wearing a red T-shirt and carrying a knife.

Use your knowledge of the theory of reconstructive memory to explain why each eyewitness gave different descriptions of the same robber. [6 marks]



0	7
---	---

You have been asked to investigate the effect of context on the accuracy of memory.

Describe how you would design an experiment to do this.

You need to include the following information in your answer:

- what you would ask participants to do and what data you would collect**
- one extraneous variable that could affect your results and how you could control it**
- the results you would expect to find from your experiment.**

[6 marks]



BLANK PAGE

[Turn over]



SECTION B**PERCEPTION**

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

0	8
---	---

Which **TWO** of the following are binocular depth cues?

Shade **TWO** boxes. [2 marks]

A Convergence

B Height in plane

C Linear perspective

D Relative size

E Retinal disparity



0 9

Which is the **BEST** explanation for the visual illusion known as the Ames room?

Shade **ONE** box. [1 mark]

A Ambiguity

B Fiction

C Occlusion

D Size constancy

[Turn over]



[Turn over]



1 1 . 1 Sketch the Müller-Lyer illusion. [1 mark]



1 2

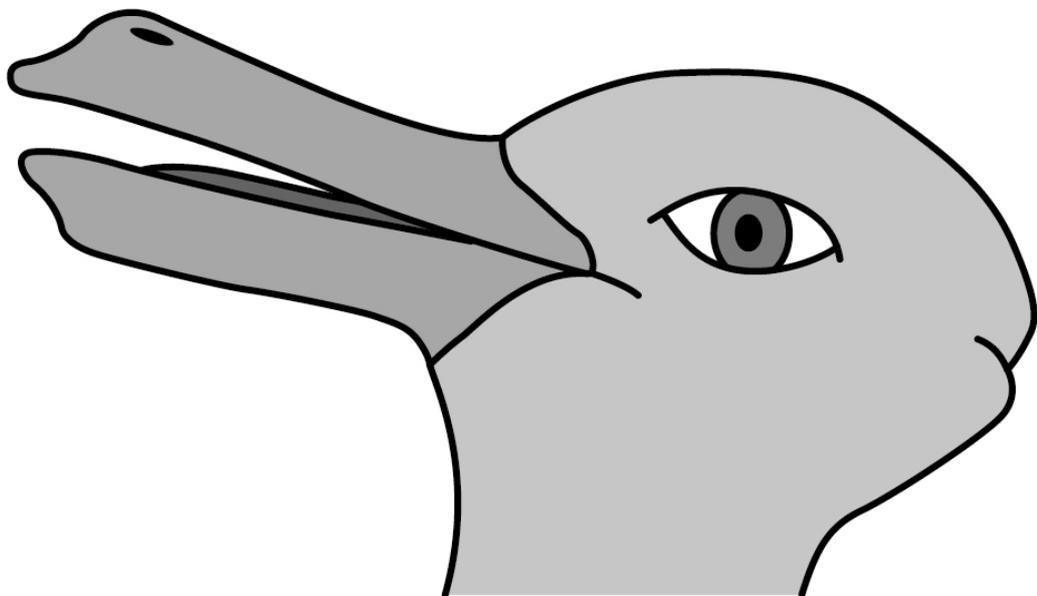
Read the following information.

A teacher carried out an experiment to investigate factors that can affect perception. She divided her class into two groups: A and B. Group A was shown nine different pictures of rabbits.

Group B was shown nine different pictures of ducks.

Both groups were then shown FIGURE 1 and were asked what animal they saw.

FIGURE 1



The results are shown in TABLE 1, on the opposite page.



TABLE 1: The type of animal seen by participants

Animal	Group A	Group B
Rabbit	11	2
Duck	3	13
Other	1	0

1 | 2 | . | 1 Calculate the percentage of students in Group B who saw FIGURE 1 as a rabbit.

State your answer using TWO significant figures AND show your workings. [3 marks]

Workings:

Answer _____

[Turn over]



BLANK PAGE



1 2 . 2

Which of the following is the correct fraction of Group A who saw FIGURE 1 as a duck?

Shade ONE box. [1 mark]

A $\frac{1}{3}$

B $\frac{1}{4}$

C $\frac{1}{5}$

D $\frac{1}{6}$

[Turn over]



REPEAT OF TABLE 1: The type of animal seen by participants

Animal	Group A	Group B
Rabbit	11	2
Duck	3	13
Other	1	0

1 **2** . **3** Use your knowledge of **ONE** factor that affects perception to explain the results shown in **TABLE 1**. [4 marks]

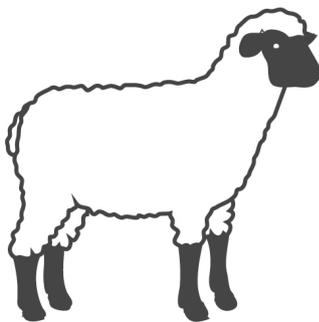
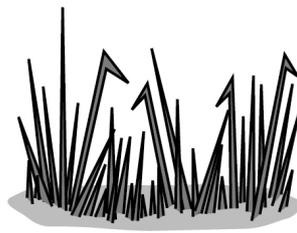
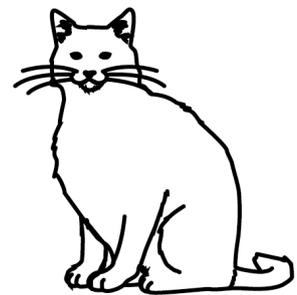


13

A psychologist carried out a laboratory experiment to see whether or not culture affects perception. He asked Marc and José to look at the three images shown in FIGURE 2 and decide which image was the odd one out.

Marc was brought up on a farm and still lives in a rural part of France. Marc said, “The cat is the odd one out. The sheep and the grass go together best because sheep eat grass.”

José was brought up in the Spanish city where he still lives. “No!” said José, “it’s the grass. The cat and the sheep go together best because they are both animals.”

FIGURE 2**Sheep****Grass****Cat**

Outline how culture can affect perception. Refer to BOTH Marc AND José’s comments in your answer. [4 marks]



1 4

Explain ONE strength of using laboratory experiments in research. [2 marks]

25



SECTION C**DEVELOPMENT**

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

- 1 5** Sienna is planning her holiday. Which part of the brain plays a key role in this activity?

Shade **ONE** box only. [1 mark]

A Brain stem

B Cerebellum

C Cortex

D Thalamus

[Turn over]



1 6

Matt is looking at a drawing of how castles were designed. Which ONE of the following learning styles is he using?

Shade ONE box only. [1 mark]

A Fixed

B Growth

C Verbaliser

D Visualiser



1 7

According to Piaget's theory of cognitive development, during which stage will a child first start to look for something that has been hidden from view?

Shade ONE box only. [1 mark]

A Concrete operational

B Formal operational

C Pre-operational

D Sensorimotor

[Turn over]



1 8

Two teachers are having a conversation about a student.

Mr Taylor: “I am really worried about Jana. She is not enthusiastic about learning during lessons and does not complete her homework. Her test scores are getting worse. What can I do to help her?”

Mr Rogers: “Maybe you need to increase Jana’s level of self-efficacy.”

1 8 . 1

Outline ONE example of how Mr Taylor can use praise to improve Jana’s learning.
[2 marks]

18.2 Outline **ONE** example of how Mr Taylor can increase Jana's self-efficacy. **[2 marks]**

[Turn over]

1 9

Read the following information.

Mason and Kyle had a trial for the school football team but were not selected to play.

Mason: “I’m such a loser. I never get chosen for anything. There is no point going to training. The coach obviously doesn’t like me. There’s always going to be someone more talented than me, it’s so unfair.”

Kyle: “I am disappointed too but everyone gets rejected sometimes. The coach says I need to improve my fitness level so I am going to start running twice a week. Perhaps I will be selected next time.”

Use your knowledge of BOTH negative schemas as an explanation for depression AND Dweck’s Mindset theory of learning to explain why these two students responded in different ways.

Briefly evaluate BOTH negative schemas as an explanation for depression AND Dweck’s Mindset theory. [9 marks]



BLANK PAGE

[Turn over]



SECTION D**RESEARCH METHODS**

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

2 2 Which **TWO** of the following are commonly understood to be advantages of case studies?

Shade **TWO** boxes. [2 marks]

A The conclusions drawn are objective.

B The findings can be easily generalised to the behaviour of other people.

C They are easy for others to replicate.

D They can be used to study rare and unusual behaviours.

E They provide rich and detailed information.



- 2 3** Which **ONE** of the following statistics is calculated by finding the difference between the smallest and largest values in a set of data?

Shade **ONE** box. [1 mark]

A Mean

B Median

C Mode

D Range

[Turn over]



2 5

Read the following information.

A researcher wanted to investigate whether physical exercise affected the mental well-being of firefighters.

He used stratified sampling to select 10 participants from a local fire department. He asked each participant to keep a diary for one month. Participants were asked to record the amount of exercise they completed each day. They were also asked to record a daily mental well-being score using the scale shown in TABLE 2, on the opposite page.

2 5 . 1

Outline ONE strength of using a stratified sample when conducting research.

[2 marks]

TABLE 2: Mental well-being rating scale

Over the past day	All of the time	Often	Some of the time	Rarely	None of the time
I have felt confident.	5	4	3	2	1
I have felt relaxed.	5	4	3	2	1
I have dealt with problems well.	5	4	3	2	1
I have felt cheerful.	5	4	3	2	1

Total score: _____

[Turn over]



25.2 Give a definition of BOTH qualitative AND quantitative data. [2 marks]

Qualitative data _____

Quantitative data _____



- 25.3** When collecting information about mental well-being, explain why collecting qualitative data rather than quantitative data may increase the validity of the data collected by the researcher. [2 marks]

[Turn over]



25.4 Read the following information.

At the end of the month, the researcher analysed the diaries completed by participants. He calculated the average number of minutes each participant exercised daily and the average mental well-being score for each participant for the whole month. The results are shown in TABLE 3, on the opposite page.



TABLE 3: The average daily exercise and mental well-being score for each participant

Participant number	Average daily exercise (minutes)	Average mental well-being score
1	30	14
2	12	11
3	5	8
4	2	7
5	8	10
6	14	10
7	30	12
8	15	11
9	28	15
10	45	15

Identify the mode for the average daily exercise scores shown in TABLE 3. [1 mark]

Mode for average daily exercise = _____

[Turn over]



BLANK PAGE



- 25.5** Calculate the median for the average mental well-being scores shown in TABLE 3, on page 61. [1 mark]

Median for average daily exercise =

[Turn over]



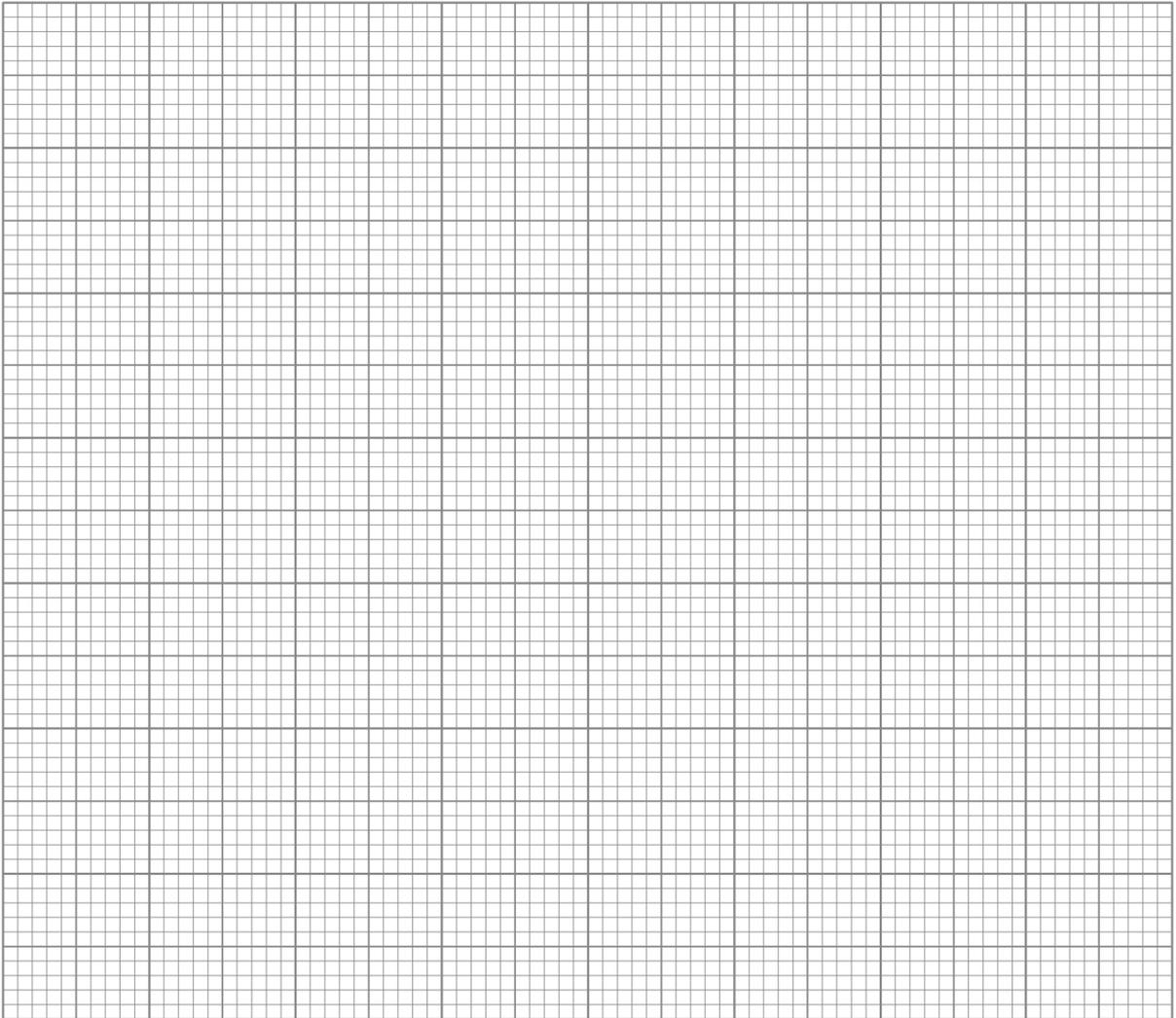
REPEAT OF TABLE 3: The average daily exercise and mental well-being score for each participant

Participant number	Average daily exercise (minutes)	Average mental well-being score
1	30	14
2	12	11
3	5	8
4	2	7
5	8	10
6	14	10
7	30	12
8	15	11
9	28	15
10	45	15



- 2 5 . 6** Use the graph paper to sketch a scatter diagram to show the results shown in TABLE 3.

Provide a suitable title and labels for your diagram. [4 marks]



[Turn over]



- 25.7** Identify the type of correlation the researcher has found between exercise and mental well-being.

Shade ONE box only. [1 mark]

A Negative correlation

B No correlation

C Perfect correlation

D Positive correlation

END OF QUESTIONS

<hr/>
25



BLANK PAGE

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

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2020 AQA and its licensors. All rights reserved.

IB/M/MW/Jun20/8182/1/E3