



Surname _____

Forename(s) _____

Centre Number _____

Candidate Number _____

Candidate Signature _____

I declare this is my own work.

GCSE

PSYCHOLOGY

Paper 2 Social Context and Behaviour

8182/2

Friday 26 May 2023

Afternoon

Time allowed: 1 hour 45 minutes

[Turn over]



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At the front of this book, write your surname and forename(s), your centre number, your candidate number and add your signature.

MATERIALS

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.**

[Turn over]



- **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 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.**

DO NOT TURN OVER UNTIL TOLD TO DO SO



SECTION A

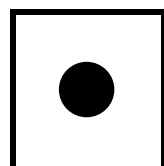
SOCIAL INFLUENCE

Answer ALL questions in the spaces provided.

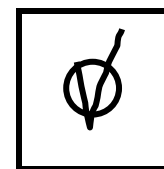
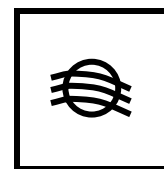
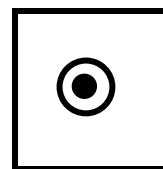
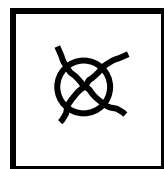
Only ONE answer per question is allowed, except where stated otherwise.

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

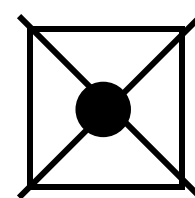
CORRECT METHOD



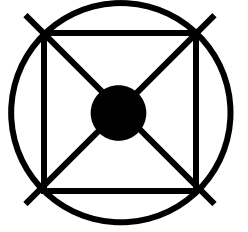
WRONG METHODS



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.



[Turn over]



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

**Deindividuation happens when someone
loses their**

**This causes them to feel less
responsibility for their actions.**

**On the opposite page, 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

[Turn over]



0	2
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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
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Outline ONE factor that affects obedience. [2 marks]

[Turn over]



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]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[Turn over]



0	5
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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.

05.1

Outline ONE strength and ONE weakness of using correlations in psychological research. [4 marks]

[Turn over]





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[Turn over]



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, on the opposite page.

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

0	5	.	2
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Use the results in TABLE 1, on page 19, to sketch a suitable graph, on the opposite page, 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 _____



A full-page sheet of white graph paper. The grid consists of thin gray lines forming small squares. There are 20 columns and 20 rows of these small squares. A thicker vertical line runs down the left side, creating a margin. A thicker horizontal line runs across the top, creating a header space. These two thicker lines intersect at the top-left corner.

Confidence rating

[Turn over]



0	5	.	3
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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]

[Turn over]





0	6
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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]

[Turn over]



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[Turn over]

25



SECTION B

LANGUAGE, THOUGHT AND COMMUNICATION

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



0	7
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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.

[Turn over]



0	8
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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]

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[Turn over]



0	9
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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]

[Turn over]





1	0	.	1
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Write a suitable ALTERNATIVE hypothesis for Yuki's study of emoticons. [2 marks]

[Turn over]



1	0	.	2
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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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[Turn over]



1	1
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**Describe AND evaluate Piaget's theory that language depends on thought.
[9 marks]**

[illegible]

40

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[Turn over]



42

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[Turn over]

25



SECTION C**BRAIN AND NEUROPSYCHOLOGY**

Answer ALL questions in the spaces provided.

1	2
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Read the following descriptions of TWO structures of the brain, on the opposite page.



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

[Turn over]



1	3
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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]



1	4
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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]

[Turn over]





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[Turn over]



1	5
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Describe AND evaluate the James-Lange theory of emotion. [6 marks]

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[Turn over]



1	6
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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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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[Turn over]



SECTION D

PSYCHOLOGICAL PROBLEMS

Answer ALL questions in the spaces provided.

1	7
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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, on page 62.

[Turn over]



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	



1	7	.	1
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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

[Turn over]



1	7	.	2
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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 _____ **%**

[Turn over]



17.3

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]



[Turn over]



1	7	.	4
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Outline ONE strength of using questionnaires to carry out psychological research. [2 marks]



BLANK PAGE

[Turn over]



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

[Turn over]



Question for collecting quantitative data

Question for collecting qualitative data



BLANK PAGE

[Turn over]



1	8
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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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[Turn over]



1 9 . 1

Describe Wiles' study of the effectiveness of CBT. [4 marks]

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[Turn over]



1 9 . 2

Evaluate Wiles' study of the effectiveness of CBT. [5 marks]

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END OF QUESTIONS

25



Additional page, if required.
Write the question numbers in the left-hand margin.

Additional page, if required.

Write the question numbers in the left-hand margin.

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For Examiner's Use	
Section	Mark
A	
B	
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D	
TOTAL	

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