

YEAR 9 PSYCHOLOGY EXAM

PART A: CRIMINAL PSYCHOLOGY

1. Eysenck devised a Criminal Personality Theory.

(a) State what is meant by extroversion in relation to criminal behaviour.

Need more help?

Check out pages 13-16 of your textbook

Extroversion is characterised by sociability/talkativeness/assertiveness/excitability. (1) People who score highly on extrovert measures are more likely to act anti-socially in situations where the opportunity presents itself. (1)

Other appropriate statements should be credited.

[2]

Qu. 7(a) marker's comments

1 mark for any acceptable statement as a definition of extroversion.
1 mark for linking definition of criminal behaviour.

For full marks there needs to be a clear link made to criminal behaviour.

(b) A psychologist wanted to investigate the neuropsychology involved in extraversion. Outline one way she could carry out her investigation.

- She could look at the reticular activating system of extroverts (1) to see if it is different from introverts (1)*
- She could use a brain scan (1) to investigate the dopamine activity of extroverts (1)*

[2]

Qu. 7(b) marker's comments

1 mark for showing an understanding of the neuropsychology involved in extraversion
1 mark for how this could be investigated through reference to any part of a procedure.

For full marks there needs to be a clear link made between neuropsychology and extraversion.

(c) Outline one criticism of Eysenck's theory.

- The theory suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime (1). For example, a person who commits fraud will show very different scores on the neurotic, extroversion and psychoticism scales from a person who commits murder (1).*
- The theory merely identifies certain characteristics that may link to criminality; it does not inform us why individuals commit criminal acts (1). The theory tells us that rapists and child abusers are extrovert, neurotic and psychotic but it does not explain why they rape or abuse children (1).*

[2]

Qu. 7(c) marker's comments

Answers must include an accurate limitation and an example/explanation to explain why this is a limitation.

2. Outline the process of synaptic transmission.

Need more help?

Check out pages 14-15 of your textbook

Examples of a 1 mark answer:

- Neurotransmitters are released by neurons (1)*
- Neurons bind to receptors (1)*
- Receptors are activated by neurotransmitters (1)*
- Synaptic transmission is communication between two neurons (1)*

Examples of a 2 mark answer:

- Neurotransmitters are released by the pre-synaptic neuron (1) and bind to the receptors of a post-synaptic neuron (1)*
- Synaptic transmission allows the communication between neurons (1) through the release of neurotransmitters which bind to receptors (1).*
- Neurons release neurotransmitters (1) which bind to and activate the post-synaptic neuron (1). Other appropriate descriptions should be credited.*

Qu. 8 marker's comments

1 mark for a basic description of the process of synaptic transmission.

2 marks for a more detailed description, with effective use of terminology

Need more help?

Check out pages 17-19 of your textbook

3. Participants in Heaven's (1996) study into personality and delinquency completed questionnaires which included rating scales.

(a) Explain one strength of questionnaires as used in this study.

- A strength of questionnaires is that they make it easy to keep responses anonymous (1). None of the names of the participants/students were published (1).
- A strength of questionnaires is that they can be used to access a large number of respondents at the same time (1). They allowed the study to have a large sample making findings generalisable (1).
- A strength of questionnaires is that all participants are asked the same questions (1). It was therefore easy to make comparisons between people/students (1).

(b) Explain one way that the procedure of Heaven's study could be improved.

- a limit of the study is that it had a biased sample (1) to improve, they could carry out the investigation in more than one country (1)
- a limit of the study is that it had a biased sample (1) to improve that could use state schools as well as independent schools (1)
- the study had limited choices on closed questions (1) to improve, the research could widen the rating scale (1)

4. Heaven decided to use a longitudinal study in his research. Explain the difference between a cross-sectional study and a longitudinal study.

Longitudinal study: _____

A study carried out over a period of time looking at the same group of people.

Cross-sectional study: _____

A study carried out at one point of time and comparing distinct groups of people.

5. Describe how restorative justice can help to reduce acquisitive reoffending.

The aim is to encourage offenders to take responsibility for the harm they have caused and to agree on ways to repair the harm and damage caused. If an offender can be made aware of the impact of their crime e.g. burglary/robbery, on the victim(s), they may be less likely to re-offend.

Examples of a 2 mark answer:

- An offender acknowledges the impact his/her crime has caused, so they don't rob/burgle in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1).
- Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for what they have done (1)

Examples of a 3 mark answer:

- An offender acknowledges the impact his/her crime as caused, so they don't steal in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1). If an offender can be made aware of the impact of taking items from the victim(s), they may be less likely to re-offend (1).
- Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for taking other peoples' possessions (1). If they can find a way to make amends, they may be less likely to rob/steal/burgle in the future (1).

Qu. 9(a) comments

1 mark for identifying an appropriate strength of questionnaires.

1 mark explaining the strength of questionnaires as used in Heaven's study.

Maximum 1 mark only if no link to Heaven's (1996) study is made.

Qu. 9(b) comments

1 mark for identifying an appropriate limitation of the study

1 mark for a suggested improve

Maximum 1 mark only if no link to Heaven's (1996) study is made.

Qu. 10 comments

1 mark for an accurate definition of cross-sectional study.

1 mark for an accurate definition of longitudinal study.

Qu. 11 comments

1 mark for outlining restorative justice. 1 mark for making a link between the method of rehabilitation and acquisitive offending.

1 mark for a fully developed description of how restorative justice may reduce the likelihood of continued acquisitive offending.

1 mark only if not linked to acquisitive reoffending.

Need more help?

Check out page 17 of your textbook

Need more help?

Check out pages 20-22 of your textbook

6. Outline and evaluate the Social Learning Theory for Criminal Psychology.

(a) Describe the theory (make 5-6 points)

Need more help?

Check out pages 6-7 of your textbook

The Social Learning theory suggests that criminal behaviour is **learned** and therefore down to **nurture**. (1) Children identify their **ROLE MODELS** (e.g. parents, siblings etc.) through a process called **IDENTIFICATION**. (1) They **OBSERVE** their role models and if rewarded for their criminal behaviour then the child may wish to **IMITATE** this behaviour; this is called **VICARIOUS REINFORCEMENT** (1) For example, a brother stealing and being able to buy nice things might encourage the child to imitate this. (1)

This theory also suggests that an individual may be punished for an action, however if they experience **DIRECT REINFORCEMENT** by receiving similar rewards, they have incentive to continue the behaviour. (1) The behaviour is strengthened through continual reinforcement, a process called **INTERNALISATION**, which means that they will now engage in criminal behaviour regardless of consequences. (1)

For the first 4 marks, you need to outline the theory fully and your written expression is accurate.

4 marks: includes the SIX key points in pink below.

3 marks: includes 4-5 key points

2 marks: includes 3 key points or 4-6 points that are underdeveloped.

1 mark: includes 1-2 key points or points that are not explained.

[4]

(b) Evaluate the theory (two criticisms with examples)

Need more help?

Check out page 8 of your textbook

For the final 4 marks, you need to explain TWO limitations/criticisms of this theory with examples and/or elaboration.

3 marks: 2 criticisms with underdeveloped examples

2 marks: 1-2 criticisms with no examples

1 mark: some mention of criticisms but are underdeveloped

- **Social Learning Theory only focuses on the role of nurture, ignoring the role of nature in explaining criminal behaviour.** Some psychologists have argued that there is a 'criminal gene', and that without an inherited tendency to commit crime, people cannot learn to be criminals. It might be that nature and nurture have to interact before someone becomes a criminal.
- **The theory does not explain how criminal behaviour starts in the first place.** Even if we accept that each generation of criminals has learned its behaviours from the previous generation, there has to be a point at which criminal behaviour first began. Social Learning Theory does not tell us about the origins of criminal behaviour. Why and how did the 'first wave' of criminals come to commit crimes?
- **The theory does not account for people who turn to crime, even though they have not been exposed to criminal role models.** Evidence suggests that there are individuals from law-abiding families with good upbringings who unexpectedly commit crimes. In some cases, this is better explained by nature; some of these offenders may have parts of the brain that do not function normally.
- **If Social Learning Theory is correct then it should be easier to reduce crime.** If criminal behaviour is strengthened through reinforcement, then it should be reduced by receiving punishment and seeing others being punished. However, many people still commit crimes despite seeing the negative consequences, or re-offend after they have been punished themselves. This might suggest that it is in their nature to be criminal; it is something that cannot be changed and therefore was not learned.

[4]

PART B: MEMORY

7. The neuropsychologist

A neuropsychologist has been assigned two new patients. Patient A is unable to recall any memories from before she suffered her brain injury, while Patient B is unable to form any new memories since his brain trauma.

For both patients, identify the type of amnesia and the area of the brain associated with this type of memory loss.

Need more help?

Read pages 122-123.

Patient A:

Type of Amnesia

Type of Amnesia - Retrograde amnesia

Associated Brain Area

Brain Area - Frontal lobe (pre-frontal cortex)

Patient B:

Type of Amnesia

Type of Amnesia - Anterograde amnesia

Associated Brain Area

Brain Area – Hippocampus

[4]

8. A group of people with amnesia were tested for recall. When they were given 30 images to memorise, they remembered a median of 5 images.

Calculate the median expressed as a fraction in its lowest form of the total number of images. Show your workings.

Need more help?

Read pages 194-195 and complete the activities on page 197.

1 mark for workings: $5/30$ (✓)

To simplify 5 to 1, which means that you would need to divide it by 5. So you also need to divide 30 by 5.

1 mark for answer Median = $1/6$ (✓)

Marker's Comments – Qu. 9

1 mark only if not expressed in its lowest form.

Median = [2]

9.

Need more help?

Read pages 137-140 and complete the activities on page 140.

(a) Identify which of the following shows why Braun et al.'s (2002) study of autobiographical memories may show age bias.

- A only cartoon characters were investigated
- B only childhood memories were investigated
- C only paper advertisements were investigated
- D only university students were investigated

Your answer D

[1]

(b) Identify how Braun et al.'s study lacked ecological validity.

- A participants were made to give adverts more direct attention than normal
- B participants' imagination inflation was measured using numerical scales
- C the character of Ariel did not exist when the participants were younger
- D the character of Mickey Mouse did not look realistic on the poster

Your answer A

[1]

(c) Identify a weakness of using an independent measures design in Braun et al.'s study

- A differences in the ratings of the pleasantness of the advert may be due to demand characteristics
- B differences in the ratings of the pleasantness of the advert may be due to participant variables
- C differences in recall of shaking hands with a character may be due to demand characteristics
- D differences in recall of shaking hands with a character may be due to participant variables

Your answer D

[1]

10.

Outline the **two tests** used in Wilson et al.'s study of Clive Wearing.

Need more help?

Read pages 131-132.

Test 1: _____ **Neuropsychological tests** _____

What did they do? **They tested Clive using IQ tests, tests of verbal fluency, and a digit span test (which tested his STM and LTM).** _____

[2]

Test 2: _____ **MRI Scans** _____

What did they do? **Clive was given a MRI scan in 1991 and fifteen years later in 2006. The scans were rated by three independent experts.** _____

[2]

Marker's Comments – Qu. 11

For each part: 1 mark for the correct test and 1 mark for a valid explanation of how the test was carried out.

11. Describe and evaluate the theory of reconstructive memory.

Need more help?

Read pages 134-1936 and complete the activities on page 136.

(a) Describe the theory (make four points).....

The theory of reconstructive memory suggests that memory is not an accurate reconstruction of past experiences and instead, is based on schemas (1) and is shaped by prior experiences (e.g. a happy camping memory shapes a later camping memory) and expectations (e.g. we expect a person to behave a certain way). (1) Schemas are the mental representations of an object or situation based on prior experience (such as our identification of a cat based on its paws, fur, whiskers and ability to meow). (1) Schemas are not necessarily in chronological order and can be reconstructed based on new information (e.g. if we see a bald cat we might add 'no fur' to our 'cat schema'). (1).....

The theory suggests that we experience confabulation where we make up details or use aspects of other memories to fill in the blanks in our schemas. (1) It also warns that memory can be deliberately altered through leading questions, such as using the verbs 'smashed' or 'bumped' when asking eyewitnesses about a car crash. (1).....

[4 marks]

(b) Evaluate the theory (two criticisms).....

The theory is reductionist and focuses on how we create schemas, however, it fails to explain how these processes happen in the brain. (1) For example, Bartlett describes memory as being an active process in the brain but doesn't explain how memories are processed. (1).....

As scans can only show brain activity not what is being processed (i.e. being able to observe schema), (1) the theory's concept of schema is too vague and hypothetical to be useful. (1).....

Bartlett based his theory on his 'War of the Ghosts' research, which was not standardized and lacked validity due to demand characteristics. (1) Therefore, the research does not offer valid support for the theory. (1).....

The Reconstructive model of memory is complicated and very hard to test, (1) therefore it is difficult to predict how people will recall information. (1).....

[4 marks]

Marker's Comments – Qu. 12 (a)

1 mark for each valid point up to four marks.

Points must be contextualized (examples given) to obtain full marks.

Marker's Comments – Qu. 12 (b)

1 mark for each of the criticism points up to four marks.

Points must be contextualized (examples given) to obtain full marks.

PART C: RESEARCH IN PSYCHOLOGY

Source

A psychologist carried out a laboratory experiment to test the effects on children of eating sweets close to their bedtime. Her participants were a group of 7 to 11 year olds.

On the first night, the participants were each given an identical packet of sweets to eat one hour before going to sleep in the laboratory. They all went to bed at the same time in the same room. The next morning, each participant was interviewed separately and asked to talk about any dreams they had experienced. The psychologist rated the dreams on a scale of 1 to 10, with 1 being 'not frightening' and 10 being 'very frightening'.

The next night, the same participants were used. This time, they were not allowed any sweets before bedtime. All of the routines stayed the same as the night before. Once again, they were interviewed the next morning and their dreams were rated by the psychologist.

Median ratings for how frightening dreams were when participants had sweets or did not have sweets



The psychologist concluded that eating sweets close to their bedtime results in children having more frightening dreams.

12. From the list below, identify the *null hypothesis* for the study in the Source. [1]

Need more help?
Read pages 170-171 of your textbook.

- Show your answer by ticking **one** box.
- There will be no significant difference in how frightening dreams are whether participants have had sweets immediately before going to sleep or not.
 - There will be a significant difference in how frightening dreams are depending on whether participants have had sweets immediately before going to sleep or not.
 - There will be a significant correlation between number of sweets eaten and how frightening dreams are.

13. Identify the sample in the study in the source. [1]

Need more help?
Read pages 176-178 of your textbook.

7-11 year olds..... [1]

Marker's Comments Qu. 13

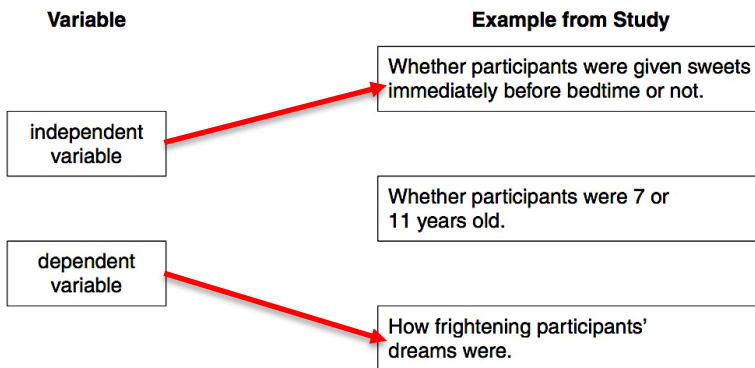
Sample must give specific age as this was indicated in the source above.

14. The study had an independent variable and a dependent variable.

Draw a line to match each variable with the correct example from the study.

[2]

Need more help?
Check out pages 172-173 of your textbook.



15. Identify whether the following statements about experiments are true or false.

Give your answer by circling either TRUE or FALSE as shown below.

[2]

Need more help?
Check out pages 181-182 of your textbook.

TRUE (circled) FALSE

TRUE FALSE (circled)

Experiments can only be carried out in a laboratory.

TRUE FALSE (circled)

Experiments allow researchers to establish cause and effect.

TRUE (circled) FALSE

16. Experiments can lack ecological validity.

Need more help?
Check out page 182 and page 202 of your textbook.

- (a) State what is meant by ecological validity.
- ~~It describes when research reflects real life (1)~~.....
- ~~When it is generalizable to natural settings (1)~~..... [1]
- (b) Give **one** reason why the study in the source may have lacked ecological validity.
- ~~The study occurred in a lab, not the participants' bedroom (1)~~.....
- ~~The participants were sleeping in a room with all other participants (1)~~.....
- ~~They were having their nightmares rated by another person (1)~~..... [1]

Marker's Comments
Qu. 16

If the answer describes a lack of ecological validity then this must be clear in the answer to achieve a mark. e.g. a lack of ecological validity is when the experiment is not like real life.

17. Using the bar chart in the Source, give the median rating for how frightening dreams were after participants had sweets.

Need more help?
Check out pages 194-195 of your textbook.

~~Any answer between 6.5 and 6.9 (inclusive)~~..... [1]