

Language, Thought & Communication Practice Exam Questions

Piaget's Theory

1. Identify **two** features of Piaget's views on language. [2 marks]
2. Young children only start to speak after the age of one. Explain what kind of thinking takes place without language. [2 marks]
3. Explain the role that thought plays in the development of language according to Piaget. [3 marks]
4. Outline in what way, according to Piaget, language depends on thought. [3 marks]
5. Piaget said that children could be taught new words before they know what the words represent but they wouldn't really understand the words. Explain what this tells us about language and thought. [2 marks]
6. In relation to language and thought, explain **one** evaluation of Piaget's theory. [3 marks]
7. Piaget's views of language have been criticised. Use your knowledge of psychology to evaluate his theory. [5 marks]
8. Explain how Piaget's theory has increased our understanding of the relationship between language and thought. [6 marks]
9. Piaget claimed that language depends on thought. Describe and evaluate the relationship between language and thought according to Piaget. [9 marks]

Sapir-Whorf Hypothesis

1. Identify **three** features of the Sapir-Whorf hypothesis. [3 marks]
2. Explain what is meant by the phrase 'thinking depends on language'. [2 marks]
3. Outline the Sapir-Whorf hypothesis. [3 marks]
4. Use your knowledge of the Sapir-Whorf hypothesis to explain the way language develops. [6 marks]
5. Explain **one** evaluation that has been made of the Sapir-Whorf hypothesis. [3 marks]
6. Explain **one** criticism of the Sapir-Whorf hypothesis. [3 marks]
7. Describe and evaluate the Sapir-Whorf hypothesis. [6 marks]

8. Christina and Kate were talking about their lesson on language and thought.
'I believe that language depends on thought' said Christina.
'I don't agree with you Christina', said Kate, 'Thinking depends on language'.
Identify which theory of language Christina and Kate are supporting. Explain your answer. [3 marks]

Variation in Recall of Events and Variation in Recognition of Colours

1. Outline colour recognition in **one** Native American culture. [4 marks]
2. Psychologists have studied the recognition of colour in different cultures. Describe **one** finding from such research. [3 marks]
3. Outline how language affects the recall of events in two cultures. [4 marks]
4. Explain **one** problem involved in studying the recall of colours. [4 mark]
5. Outline **two** evaluations of studying the variation in recall of events in different cultures. [4 marks]
6. Explain what the variation in the recall of events tells us about the effect of language and thought on our view of the world. [3 marks]
7. Describe and evaluate variation in recognition of colours. [6 marks]
8. Describe and evaluate variation in the recall of events. [9 marks]
9. Describe and evaluate the effect language and thought have on our view of the world. [9 marks]

Human and Animal Communication: Von Frisch's Bee Study

1. What is meant by the term 'animal communication'? [2 marks]
2. Describe the procedure of von Frisch's bee study. [2 marks]
3. Describe von Frisch's bee study. Refer to the methods, results and conclusion(s) in your answer. [4 marks]
4. Outline **one** way that research by Von Frisch has increased our understanding of animal communication. [2 marks]
5. Explain **two** ways Von Frisch's bee study can be evaluated. [4 marks]
6. Describe and evaluate von Frisch's bee study. [6 marks]

7. Describe and evaluate **one** study that has investigated animal communication. [9 marks]
8. Imagine a psychologist is doing research into bees and sets up three tables. Table A is two metres from the hive, Table B is 15 metres from the hive and Table C is located 10 metres from the hive. The psychologist wants to find out whether the bees choose to gather pollen more from Table A which is closer than Table B and C. He has 80 bees and watches each bee to see which table it goes to. The results are shown in the table below.

	Table A	Table B	Table C
Number of bees	40	24	16
%			

- 9.
- a. Work out the percentage of bees that went to each of the tables to gather their pollen and write your answer in a table like the one above. Show all your workings. [4 marks]
 - b. What conclusion could you draw from these results? [2 marks]

Human versus Animal Communication

1. Identify four functions of animal communication. [4 marks]
2. Explain why animal communication could be said to have a limited function compared to human communication. [4 marks]
3. With reference to a specific type of animal, explain how they communicate about territory. [3 marks]
4. Give **one** example of how animals communicate in relation to reproduction. [3 marks]
5. Explain **one** difference between animal and human communication. [3 marks]
6. One function of animal communication is to increase survival. Give **two** examples of how animals use communication to increase survival. [4 marks]

7. Name and briefly describe **two** properties of human communication not present in animal communication. [4 marks]
8. Describe two differences between human and animal communication. [4 marks]

Non-Verbal Communication: Eye Contact

1. Distinguish between verbal and non-verbal communication. [3 marks]
2. What is meant by 'eye contact'? [2 marks]
3. Explain **two** functions of eye contact. [4 marks]
4. Use your psychological knowledge to explain how an understanding of the function of eye contact could be applied to everyday life. [2 marks]
5. A father and son are making eye contact when having a conversation. Explain **one** function of such eye contact. [3 marks]
6. Explain **one** evaluation of research into eye contact. [4 marks]
7. Describe and evaluate the function of eye contact. [9 marks]
8. Jessica fancies a boy in her class called Joe. Joe's friend has told Jess that he likes her as well. She has decided she is going to speak to him at break time.
Use your knowledge of eye contact to explain how Jessica can use eye contact to show she likes Joe. [3 marks]
9. In the description below identify **two** examples of non-verbal communication. [2 marks]
A newly qualified teacher is being observed teaching her first lesson. In the feedback she is told that she uses good eye contact with her pupils when explaining things to them and changes her facial expression towards pupils when they are misbehaving so that they know she has noticed them.

Non-Verbal Communication: Body Language

1. What is meant by 'non-verbal communication'? [2 marks]
2. Distinguish between open and closed posture. [3 marks]
3. Using your psychological knowledge, describe how you could use body language to give a positive impression of yourself when meeting someone for the first time. [4 marks]
4. Research into non-verbal communication could be seen as high in validity. Explain why this might be. [2 marks]

5. Research into body language often involves people being approached and spoken to without being aware they are part of a study. Explain **two** ethical issues that are a problem when conducting research in this way. [4 marks]
6. Describe and evaluate research into non-verbal communication. [9 marks]
7. Freya has a job interview and is talking to her friend Sam about what she needs to do in her interview to improve the likelihood of her getting the job. Sam has just been learning about open and closed posture and postural echo in his Psychology lesson.
Write **two** pieces of advice that Sam could give to Freya. For each piece of advice explain what message will be communicated to the interviewer. [4 marks]
8. Imagine that you are going to conduct a study to investigate the effect that touch has on how much someone is liked. Use your knowledge of psychology to describe:
 - A suitable hypothesis you could use.
 - How you will conduct your study.
 - The results you would expect to find in your study.
 [6 marks]

Non-Verbal Communication: Personal Space

1. Describe and evaluate how status affects personal space. [6 marks]
2. Research into personal space often uses only small samples of people. Explain why this may not be a valid way of studying personal space. [3 marks]
3. Outline the way gender differences affect personal space. [3 marks]
4. Identify one fact about personal space from psychological research and say how you could use this in an everyday situation. [3 marks]
5. Explain **one** criticism of research into personal space. [3 marks]
6. Describe and evaluate factors that affect personal space. [9 marks]
7. Ruth, who is British, has decided to go travelling. When she arrives in Egypt she starts to feel uncomfortable because people seem to stand much closer to her than people do in Britain.
Explain why Ruth feels uncomfortable. Refer to psychological research in your answer. [3 marks]

8. Ali has just started a new job as a personal assistant for a director of a large company. When Ali is sitting at her desk her boss stands very close to her when he is explaining what he needs her to do.
Use your knowledge of personal space to explain why Ali feels uncomfortable when her boss stands too close to her. [3 marks]
9. Imagine that you have been asked to conduct a study to investigate a factor that affects personal space.
 - Explain how you would carry out your study.
 - Outline the results you would expect to find in your study. Justify your decisions. [5 marks]

Non-Verbal Behaviour: Darwin's Evolutionary Theory

1. What is meant by the term 'adaptive'? [2 marks]
2. Identify **three** features of Darwin's evolutionary theory. [3 marks]
3. Outline Darwin's evolutionary theory. [4 marks]
4. Explain what is meant by the phrase 'non-verbal communication has evolved'. [2 marks]
5. Describe what Darwin's evolutionary theory tells us about non-verbal behaviour. [3 marks]
6. Outline an example of a non-verbal behaviour that is adaptive. [3 marks]
7. Explain **two** ways that Darwin's evolutionary theory can be evaluated. [4 marks]
8. Describe **one** study that has supported Darwin's theory. [3 marks]
9. Describe and evaluate Darwin's evolutionary theory of non-verbal behaviour. [9 marks]

Non-Verbal Behaviour: Innate or Learned?

1. What is a 'neonate'? [1 mark]
2. Distinguish between what psychologists mean by behaviour being innate and learned. [3 marks]
3. Explain how research into neonates can be used to support the theory that non-verbal behaviour is innate. [4 marks]
4. Using an example, explain the difference between innate and learned behaviour. [3 marks]

5. Using an example, explain what is meant by 'sensory deprived'. [3 marks]
6. Outline evidence that non-verbal behaviour is learned. [4 marks]
7. Explain how research into the 'sensory deprived' can be used to support the theory that non-verbal behaviour is innate. [4 marks]
8. A psychologist decided to do an investigation into the amount of personal space that people prefer. He asked 100 people to stand opposite another person at their most comfortable distance. There were 25 participants each representing one of four different countries around the world. The psychologist then took an average from each country. The results are below:

Brazil	Italy	UK	USA
43 cm	63 cm	126 cm	153 cm

- a. Identify a suitable method that could be used to calculate the 'average'. Explain your answer. [2 marks]
- b. Explain how the psychologist might select a suitable sample from each country. [3 marks]
- c. Explain whether the results above show that personal space is learned or innate. [3 marks]

Non-Verbal Behaviour: Yuki's Study

1. What is meant by an 'emoticon'? [2 marks]
2. Outline the method/procedure Yuki *et al.* used in the study of emoticons. [3 marks]
3. Describe the results and conclusion(s) of **one** study that investigated emoticons. [4 marks]
4. Explain **one** criticism of Yuki *et al.*'s study of emoticons. [4 marks]
5. Describe what Yuki's study of emoticons shows us about non-verbal behaviour. [2 marks]
6. Explain what is meant by an 'independent groups design'. Refer to Yuki's study in your answer. [3 marks]
7. Describe and evaluate Yuki's study of emoticons. In your answer include the method used, the results obtained and the conclusion drawn. [9 marks]

8. Design a study that investigates non-verbal behaviour. Refer to the following:
- A suitable alternative hypothesis.
 - A description of the task participants would be expected to do.
 - The results that would be expected. [6 marks]