

CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education  
Advanced Subsidiary Level and Advanced Level

**PSYCHOLOGY**

**9698/02**

Paper 2 The Core Studies 2

May/June 2003

**1 hour 30 minutes**

Additional Materials: Answer Booklet/Paper

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
Write your Centre number, candidate number and name on all the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

**Section A**

Answer **all** questions.

**Section B**

Answer any **one** question.

At the end of the examination, fasten all your work securely together.  
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **4** printed pages.



**Section A**

Answer **all** questions in this section.

- 1 All studies in psychology raise ethical issues. Outline **two** ethical issues raised by Piliavin, Rodin and Piliavin in their subway Samaritan study. [4]
- 2 The study by Thigpen and Cleckley (multiple personality disorder) used a number of psychometric tests.
  - (a) Identify **one** psychometric test that was used in this study and say what was found. [2]
  - (b) Describe **one** weakness of psychometric tests. [2]
- 3 In the article 'A Nation of Morons', Gould refers to three 'scientific facts'.
  - (a) Describe **one** of these 'facts'. [2]
  - (b) Outline **one** way in which these 'facts' were used by politicians to increase social control in the United States of America. [2]
- 4 In his study on intergroup discrimination, Tajfel suggests that belonging to one group and having awareness of another causes discrimination.
  - (a) Describe **one** way in which the boys were put into groups. [2]
  - (b) Describe how Tajfel's approach may be considered to be reductionist. [2]
- 5 In the study by Schachter and Singer on emotion:
  - (a) Describe the participants in the study. [2]
  - (b) Why is this study useful? [2]

**Section B**

Answer **one** question only from this section.

- 6** Ecological validity refers to whether psychological research is relevant to everyday life. Often psychological studies carried out in a laboratory do not relate to everyday life.

Using the studies from the list below, answer the questions which follow.

Milgram (obedience)  
Haney, Banks and Zimbardo (prison simulation)  
Loftus and Palmer (eyewitness testimony)  
Dement and Kleitman (sleep and dreaming)

- (a) How was **each** of the studies different from everyday life? [10]
- (b) What problems may psychologists have if they study behaviour in everyday life? [10]
- (c) 'Studies conducted in the laboratory can tell us far more about behaviour and experience than studies carried out in everyday life.' To what extent do you agree with this statement? [10]

- 7** In general, validity refers to whether a measure actually measures what it claims to measure.

Using the studies from the list below, answer the questions which follow.

Hraba and Grant (doll choice)  
Gardner and Gardner (Project Washoe)  
Baron-Cohen, Leslie and Frith (autism)  
Deregowski (perception)

- (a) Describe how behaviour was measured in **each** study. [10]
- (b) How valid were the measures used in the studies? [10]
- (c) To what extent can we ever have accurate measurement of behaviour in psychology? Give reasons for your answer. [10]

**QUESTION 8 IS ON THE NEXT PAGE.**

- 8** A number of studies take a developmental approach to the study of psychological processes. These studies use children as their participants and look at how thoughts, feelings and behaviour develop.

Using the studies from the list below, answer the questions which follow.

Samuel and Bryant (conservation)  
Bandura, Ross and Ross (aggression)  
Hodges and Tizard (social relationships)  
Freud (little Hans)

- (a)** Describe what **each** study tells us about how children develop. [10]
- (b)** What are the advantages and disadvantages of studying children? [10]
- (c)** 'Conclusions drawn from studies on children can never be generalised to adults.' To what extent do you agree with this statement? [10]