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

PSYCHOLOGY **9698/02**

Paper 2 The Core Studies 2

October/November 2004

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.

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Section A

Answer **all** questions in this section.

1 From the study by Loftus and Palmer (eyewitness testimony):

(a) Explain how the different verbs used in Experiment 1 affected the participants' estimations of speed. [2]

(b) Suggest **one** problem when studying cognitive processes. [2]

2 From the study by Sperry on split brain patients:

(a) Explain why the patients needed to have the operation to disconnect the two hemispheres of the brain. [2]

(b) Explain **one** problem with making generalisations about normal physiological processes from a study of people with split brains. [2]

3 Describe **two** reasons, according to Freud, why little Hans developed a phobia of horses. [4]

4 From the study by Schachter and Singer (emotion):

(a) Outline **one** way in which the participants may have been harmed by the experiment. [2]

(b) Explain why it was necessary for the researchers to deceive the participants. [2]

5 Outline **two** problems with the case study method as used by Thigpen and Cleckley to investigate multiple personality disorder. [4]

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Section B

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

6 Social approaches in psychology look at the way our behaviour and experience is influenced by other people.

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

Hodges and Tizard (social relationships)
Piliavin, Rodin and Piliavin (subway Samaritans)
Hraba and Grant (doll choice)
Milgram (obedience)

(a) What do **each** of these studies tell us about how behaviour is influenced by other people? [10]

(b) What problems may psychologists have when they study how behaviour is influenced by other people? [10]

(c) To what extent do social approaches in psychology explain all behaviour and experience? Give reasons for your answer. [10]

7 The question of whether we are born with abilities and behaviour patterns (innate) or whether we learn them is called the 'nature/nurture' debate.

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

Deregowski (perception)
Bandura, Ross and Ross (aggression)
Gardner and Gardner (Project Washoe)
Samuel and Bryant (conservation)

(a) Outline how **each** of these studies contribute to the nature/nurture debate. [10]

(b) What problems may psychologists have when they investigate the nature/nurture debate? [10]

(c) How can findings about whether processes are learnt or innate be used in everyday life? [10]

QUESTION 8 IS ON THE NEXT PAGE

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8 Ecological validity refers to the extent to which research can be generalised to everyday life. Features affecting ecological validity include the location, participants, procedure and the measurements used in a study.

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

Tajfel (intergroup discrimination)
Dement and Kleitman (sleep and dreaming)
Haney, Banks and Zimbardo (prison simulation)
Rosenhan (sane in insane places)

(a) To what extent does **each** of these studies have ecological validity? [10]

(b) What problems may psychologists have when they try to achieve ecological validity? [10]

(c) To what extent is it possible to achieve ecological validity and a high level of control? Give reasons for your answer. [10]

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