www.dynamicpapers.com

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

PSYCHOLOGY **9698/21**

Paper 2 The Core Studies 2 **October/November 2009**

1 hour 30 minutes

Additional Materials: Answer Booklet/Paper

8573430901

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.
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 **3** printed pages and **1** blank page.

© UCLES 2009

www.dynamicpapers.com

Section A (20 marks)

Answer **all** questions in this section.

1 From the study by Sperry on split brain patients:

(a) Explain why the participants had the split brain operation. [2]

(b) Outline **one** problem with generalising from split brain patients. [2]

2 Loftus and Palmer looked at the cognitive process of eyewitness testimony.

(a) Outline **one** finding from Experiment 2 in this study. [2]

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

3 From the study by Gardner and Gardner on Project Washoe:

(a) Outline **one** technique used to teach Washoe sign language. [2]

(b) Suggest **one** ethical issue raised by this technique. [2]

4 Baron-Cohen, Leslie and Frith tested 'normal' children, Down's syndrome children and autistic children in their study on autism.

(a) Explain why 'normal' children and Down's syndrome children were studied. [2]

(b) Explain why mental age (MA) was tested in this study. [2]

5 Describe the qualitative *and* quantitative data collected in the study by Dement and Kleitman. [4]

© UCLES 2009

www.dynamicpapers.com

Section B (30 marks)

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

6 The findings from psychological research can be applied to many everyday settings and practices, for example by teachers in schools or by politicians when developing policies for prisons, childcare and court cases.

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

Haney, Banks and Zimbardo (prison simulation)
Raine, Buchsbaum and LaCasse (brain scans)
Rosenhan (sane in insane places)
Bandura, Ross and Ross (aggression)

(a) Outline what each study tells us that is useful. [10]

(b) What problems may psychologists have when they try to conduct useful research? [10]

(c) Which areas of research do you think are most useful? Give reasons for your answer. [10]

7 Ethnocentric bias can refer to one group being favoured over another.

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

Deregowski (picture perception)
Tajfel (intergroup categorisation)
Piliavin, Rodin and Piliavin (subway Samaritans)
Hraba and Grant (doll choice)

(a) Describe the ethnocentric bias in each of these studies. [10]

(b) What problems may psychologists have when they study ethnocentric bias? [10]

(c) How can ethnocentric bias in society be overcome? Give reasons for your answer. [10]

8 Longitudinal studies are carried out over a period of days or months whereas snapshot studies are carried out over a much shorter period of time.

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

Hodges and Tizard (social relationships)
Freud (little Hans)
Samuel and Bryant (conservation)
Milgram (obedience)

(a) Describe how each of these studies was longitudinal or snapshot. [10]

(b) What are the weaknesses of using longitudinal studies in psychological research? [10]

(c) Is there any place for snapshot studies in psychological research? Give reasons for your answer. [10]

© UCLES 2009

www.dynamicpapers.com

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.