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 2010**

1 hour 30 minutes

Additional Materials: Answer Booklet/Paper

8205466490

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.

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Section A (20 marks)

Answer **all** questions in this section.

1 Identify and explain **two** problems with making generalisations from the study by Gardner and Gardner on Washoe. [4]

2 In the study by Thigpen and Cleckley (multiple personality disorder) a number of different tests were carried out on Eve.

(a) Describe **one** of these tests. [2]

(b) Explain how the use of this test was either ethical or unethical. [2]

3 Outline **two** features in the study by Dement and Kleitman (sleep and dreaming) that lacked ecological validity. [4]

4 From the review by Gould on intelligence testing on the army recruits:

(a) What is meant by the term 'ethnocentrism'? [2]

(b) Outline **one** consequence of ethnocentrism identified in Gould's review. [2]

5 From the study by Hraba and Grant on doll choice:

(a) Describe **one** way in which the findings from this study were different from the findings of the study by Clark and Clark. [2]

(b) Explain how the findings from this study could be useful. [2]

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Section B (30 marks)

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

6 A situational explanation suggests that our behaviour is determined by features such as the physical environment, and even the behaviour of other people.

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

Haney, Banks and Zimbardo (prison simulation)
Milgram (obedience)
Piliavin, Rodin and Piliavin (subway Samaritans)
Hodges and Tizard (social relationships)

(a) Outline a situational explanation for the behaviour investigated in each of these studies. [10]

(b) What problems might psychologists have when they study situational explanations of behaviour? [10]

(c) Which is more useful: a situational explanation of behaviour or an individual explanation of behaviour? Give reasons for your answer. [10]

7 Developmental psychology looks at how thoughts, feelings and behaviour change with age.

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

Freud (little Hans)
Baron-Cohen, Leslie and Frith (autism)
Bandura, Ross and Ross (aggression)
Samuel and Bryant (conservation)

(a) Describe what each study tells us about development. [10]

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

(c) 'It is never possible to get a true understanding of behaviour when studying children.' To what extent do you agree with this statement? Give reasons for your answer. [10]

8 Some psychologists carry out snapshot studies, which take place over a short period of time. Other psychologists carry out longitudinal research, which takes place over a longer period of time.

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

Loftus and Palmer (eyewitness testimony)
Deregowski (picture perception)
Tajfel (intergroup categorisation)
Sperry (split brain)

(a) Describe why each of these is a snapshot study. [10]

(b) What problems may psychologists have when conducting snapshot studies? [10]

(c) Which is more valid: longitudinal or snapshot research? Give reasons for your answer. [10]

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