Cambridge International AS & A Level

Cambridge International Examinations
Cambridge International Advanced Subsidiary and Advanced Level

PSYCHOLOGY **9698/11**

Paper 1 Core Studies 1 **October/November 2015**

1 hour 30 minutes

No Additional Materials are required.

4103776003

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **4** printed pages and **1** insert.

DC (NH) 101103/2
© UCLES 2015

CAMBRIDGE International Examinations

Section A (60 marks)

Answer **all** questions in this section.

1 From the study by Mann et al. (lying):

(a) Describe **two** factors that were controlled in the choice of suspects. [2]

(b) Explain why **one** of these factors was important to the study. [2]

2 From the study by Loftus and Pickrell (false memories):

(a) Outline how the averages were calculated on the data about the number of words the participants used in their descriptions. [2]

(b) Describe what was found from these averages. [2]

3 From the study by Baron-Cohen et al. (eyes test):

(a) Describe the revised eyes test results from Group 1 (AS/HFA) and Group 4 (IQ matched controls). [2]

(b) What did Baron-Cohen et al. conclude about social and non-social intelligence in adults with autism spectrum disorders? [2]

4 In the study by Held and Hein (kitten carousel) it was important to know that the kittens' eyes were still functioning normally.

(a) Describe how the kittens' eyes were tested for normal functioning. [2]

(b) Explain why this test was important. [2]

5 In the study by Milgram (obedience), the participants were not told the true purpose of the experiment until the end.

(a) Describe what the participants were told about the purpose before they began the experiment. [2]

(b) Explain why it was necessary to hide the true purpose during the experiment. [2]

6 From the study by Haney, Banks and Zimbardo (prison simulation):

(a) Identify **two** of the 'administrative routines' that the guards were asked to perform. [2]

(b) Describe what happened to these routines over the course of the study. [2]

7 Piliavin et al. studied subway Samaritans.

(a) Explain what 'diffusion of responsibility' predicts. [2]

(b) Explain whether the results of the study support diffusion of responsibility. [2]

© UCLES 2015

8 In the study by Tajfel (intergroup categorisation) he says that the motivation of social behaviour is complex and that social norms are important.

(a) Name the **two** social norms which Tajfel suggested the participants applied. [2]

(b) Explain how there could be negative consequences for society from one of these social norms. [2]

9 From the study by Bandura et al. (aggression):

Describe **two** categories of non-imitative aggression that were observed. [4]

10 In the study by Schachter and Singer (emotion) three experimental groups were compared in relation to euphoria and the data were collected in several different ways.

(a) Describe the results for euphoria obtained by self report. [2]

(b) Identify **one** other way in which the euphoria data were collected and state whether these results were the same as the self-report results, or different. [2]

11 In the study by Dement and Kleitman (sleep and dreaming), participants were asked to describe their dreams.

(a) Outline **two** dreams from participants who had a mixture of horizontal and vertical eye movements. [2]

(b) Describe how these eye movements were explained. [2]

12 In the study by Maguire et al., taxi drivers were asked to describe a route through London.

(a) Outline the procedure for this task. [2]

(b) Identify **one** of the tasks that the route task was compared to, and explain why it was important. [2]

13 From the study by Thigpen and Cleckley (multiple personality disorder):

(a) Describe how Eve Black stayed hidden for so long. [2]

(b) Describe **one** piece of evidence from a test which showed that Eve Black and Eve White were different. [2]

14 Billington et al. studied empathising and systemising.

(a) Describe what is meant by ‘systemising’. [2]

(b) Describe the results for systemising from the study. [2]

15 From the study by Veale and Riley (mirror gazing):

(a) Describe the control group. [2]

(b) Describe how the participants in the control group were recruited. [2]

© UCLES 2015

Section B (20 marks)

Answer **both** questions in this section.

16 Evaluate **one** of the studies listed below in terms of validity.

Langlois et al. (infant facial preference)
Demattè et al. (smells and facial attractiveness)
Rosenhan (sane in insane places) [10]

17 Use **one** of the studies listed below to discuss the developmental approach to psychology.

Bandura et al. (aggression)
Freud (little Hans)
Nelson (children's morals) [10]

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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

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.