Cambridge International AS & A Level

**Cambridge International Examinations**
Cambridge International Advanced Subsidiary and Advanced Level

**PSYCHOLOGY** **9698/12**

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

**1 hour 30 minutes**

No Additional Materials are required.

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**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.

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**Section A** (60 marks)

Answer **all** questions in this section.

**1** Mann et al. (lying) analysed some behaviours using total times and some as frequencies.

**(a)** Identify **two** of the behaviours analysed using total times. [2]

**(b)** Describe the difference in results between these two behaviours. [2]

**2** Loftus and Pickrell suggested that a false memory may 'evolve' from fragments of memory, that is, from other information.

**(a)** What sources of information did Loftus and Pickrell say participants may already have, and include in their false memory? [2]

**(b)** How did Loftus and Pickrell explain the inclusion of this information into the memory of the false event? [2]

**3** Baron-Cohen et al. hoped that the revised eyes test would be better at detecting differences than the original eyes test.

**(a)** What did they hope would change about the distribution of scores? [2]

**(b)** In what way was the revised test better at detecting differences than the original test? [2]

**4** In the study by Held and Hein, a piece of apparatus called the 'kitten carousel' was used.

**(a)** Describe the different movements made by the active kitten that the carousel reproduced for the passive kitten. [2]

**(b)** Describe the difference in **experience** between the active and passive kittens. [2]

**5** In the study by Milgram (obedience) a 'shock generator' was used.

**(a)** Describe what the participant saw when they pressed a switch on the shock generator. [2]

**(b)** Explain why these events were important to the study. [2]

**6** In their study, Haney, Banks and Zimbardo used various sources of information to design the prison simulation.

**(a)** Who did the researchers ask about the design of the prison? [2]

**(b)** Explain why a realistic simulation of a prison was important to the study. [2]

**7** From the study by Piliavin et al. (subway Samaritans):

**(a)** Describe the critical area of the subway car. [2]

**(b)** State how many people left the critical area and explain why they might have done so. [2]

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**8** Tajfel studied intergroup categorisation:

**(a)** Describe what is meant by validity. [2]

**(b)** Explain **one** reason why this study is valid. [2]

**9** In the study by Bandura et al., some of the participants were initially rated for aggression by two independent observers.

**(a)** Explain why the children's pre-existing levels of aggression were rated. [2]

**(b)** The aggression scores given to each participant by the two observers were correlated. Explain why this was done. [2]

**10** Freud reported that little Hans believed all animate objects (living things) had a 'widdler' (penis) like he did but that inanimate (non-living) ones did not.

**(a)** Explain what this belief led little Hans to expect. [2]

**(b)** Outline and explain **one** dream or fantasy relating to little Hans's widdler. [2]

**11** Demattè et al. studied smells and facial attractiveness.

**(a)** Name and describe **one** ethical guideline. [2]

**(b)** Explain how this ethical guideline was followed in this study. [2]

**12** From the study by Rosenhan (sane in insane places):

**(a)** Explain why the pseudo-patients were nervous on admission to the hospitals. [2]

**(b)** Suggest why the nervousness of the pseudo-patients might have been important to the study. [2]

**13** In the study by Thigpen and Cleckley (multiple personality disorder), IQ tests were conducted.

**(a)** What were the results of the IQ tests for the two personalities? [2]

**(b)** Explain, for **one** personality, why her score may have been lower than her actual IQ. [2]

**14** From the study by Billington et al. (empathising and systemising):

**(a)** Describe the sex ratios of the student participants who were studying physical sciences and humanities. [2]

**(b)** Suggest how you could increase the performance of girls on system-related tasks. [2]

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

**(a)** Describe how data were gathered about long mirror sessions. [2]

**(b)** In the questionnaire for short sessions, the participants were **not** asked about distress after resisting mirror gazing. Explain why this omission was important. [2]

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**Section B** (20 marks)

Answer **both** questions in this section.

**16** Evaluate **one** of the studies listed below in terms of its contribution to the physiological approach to psychology.

Schachter and Singer (emotion)
Maguire et al. (taxi drivers)
Demattè et al. (smells and facial attractiveness) [10]

**17** Use **one** of the studies listed below to discuss the use of snapshot data in psychology.

Langlois et al. (infant facial preference)
Nelson (children's morals)
Dement and Kleitman (sleep and dreaming) [10]

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