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 2016**

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 In the study by Mann et al. (lying), the video clips were sorted into truths and lies.

(a) Explain how Mann et al. knew they were truths or lies. [2]

(b) Identify **two** examples from the video clips that were either truths or lies. [2]

2 From the study by Held and Hein (kitten carousel):

(a) Describe the results of the visual cliff test. [2]

(b) Explain whether the visual cliff test was valid. [2]

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

(a) Describe **one** sampling method used in the study. [2]

(b) Explain **one** advantage of this sampling method. [2]

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

(a) Describe what is meant by the 'self report' method. [2]

(b) Explain why it was important to collect self report data in this study. [2]

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

(a) Describe **one** control used in the study. [2]

(b) Explain the importance of this control in the study. [2]

6 From the study by Tajfel (intergroup categorisation):

(a) Describe what is meant by a 'repeated measures design'. [2]

(b) Explain why Tajfel used a repeated measures design. [2]

7 The study by Freud (little Hans) was a case study using reports from little Hans's father. Alternatively, Freud himself could have observed little Hans.

(a) Suggest **one** advantage of Freud himself observing little Hans. [2]

(b) Suggest **one** disadvantage of Freud himself observing little Hans. [2]

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8 From the study by Langlois et al. (infant facial preference):

(a) Describe **two** pieces of apparatus that were used. [2]

(b) Describe **one** finding. [2]

9 Describe **two** controls from the study by Schachter and Singer (emotion). [4]

10 The study by Dement and Kleitman (sleep and dreaming) was **not** a case study.

(a) Describe what is meant by a 'case study'. [2]

(b) Explain **one** advantage of investigating sleep and dreaming using a case study. [2]

11 From the study by Maguire et al. (taxi drivers):

(a) Describe the similarity between the routes task and the film plots task. [2]

(b) Describe **one** conclusion from the study. [2]

12 From the study by Demattè et al. (smells and facial attractiveness):

(a) Describe what Demattè et al. aimed to investigate. [2]

(b) Explain whether the findings of the study supported their aims. [2]

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

(a) Describe how qualitative data were collected. [2]

(b) Describe **one** qualitative finding. [2]

14 Billington et al. (empathising and systemising) used the embedded figures test.

(a) Describe the variable this test measures. [2]

(b) Explain **how** this test measures the variable you have described in **(a)**. [2]

15 The study by Veale and Riley used a questionnaire about mirror gazing.

(a) Describe the results for distress **before** a long session. [2]

(b) Describe the results for distress **after** a long session. [2]

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Section B (20 marks)

Answer **both** questions in this section.

16 Evaluate the use of quantitative data using **one** of the studies listed below.

Loftus and Pickrell (false memories)
Milgram (obedience)
Thigpen and Cleckley (multiple personality disorder) [10]

17 Discuss the strengths and weaknesses of using children in psychological research using **one** of the studies listed below.

Bandura et al. (aggression)
Tajfel (intergroup categorisation)
Nelson (children's morals) [10]

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