

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

**PSYCHOLOGY**

**9698/02**

Paper 2 The Core Studies 2

May/June 2006

**1 hour 30 minutes**

Additional Materials: Answer Booklet/Paper

**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 **4** printed pages.



**Section A** (20 marks)

Answer **all** questions in this section.

- 1** From the study by Loftus and Palmer on eyewitness testimony:
- (a) Suggest **one** way in which the study was low in ecological validity. [2]
  - (b) Outline **one** limitation of studies which are low in ecological validity. [2]
- 2** From the study by Baron-Cohen, Leslie and Frith on autism:
- (a) Why was an intelligence test used? [2]
  - (b) Outline **one** advantage of using intelligence tests in psychological research. [2]
- 3** Outline **two** ethical issues in the study by Gardner and Gardner (project Washoe). [4]
- 4** From the study by Tajfel on intergroup discrimination:
- (a) Identify **two** features of the sample. [2]
  - (b) Explain how useful the findings from this study were. [2]
- 5** From the study by Dement and Kleitman on sleep and dreaming:
- (a) Explain how **one** of the physiological measures was taken. [2]
  - (b) Outline **one** advantage of studying physiological processes compared to psychological processes. [2]

**Section B** (30 marks)

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

- 6** Many studies are conducted on children to identify how development is influenced by different factors such as the unconscious mind or role models.

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

Hodges and Tizard (social relationships)  
 Freud (little Hans)  
 Samuel and Bryant (conservation)  
 Bandura, Ross and Ross (aggression)

- (a) Outline what each of these studies tells us about development. [10]
- (b) What problems may psychologists have when they study development? [10]
- (c) What factors do you think have the greatest influence on development? Give reasons for your answer. [10]

- 7** Some studies in psychology collect quantitative data describing behaviour and experience using numbers and statistics. Qualitative data involves collecting detailed explanations rather than just numbers and statistics.

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

Piliavin, Rodin and Piliavin (subway Samaritans)  
 Thigpen and Cleckley (multiple personality disorder)  
 Milgram (obedience)  
 Schachter and Singer (emotion)

- (a) Describe the data collected in each of these studies. [10]
- (b) What problems may psychologists have when they collect qualitative data? [10]
- (c) What do you think is more useful: quantitative or qualitative data? Give reasons for your answer. [10]

**QUESTION 8 IS ON THE NEXT PAGE.**

- 8** Social control can refer to ways in which a society's attitudes towards certain groups of people can be manipulated to suit a political agenda.

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

Deregowski (perception)  
Gould (IQ testing)  
Hraba and Grant (doll choice)  
Raine, Buchsbaum and LaCasse (brain scans)

- (a)** Outline how the findings from each of these studies could be used as a form of social control. [10]
- (b)** What are the problems of studying different groups of people? [10]
- (c)** To what extent is social control desirable? Give reasons for your answer. [10]

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