

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Advanced Subsidiary GCE**

**PSYCHOLOGY**

**2540**

Core Studies 1

Thursday

**26 MAY 2005**

Afternoon

1 hour

Each candidate must be given:

(1) One copy of this question paper.

(2) One 8-page answer book.

Additional materials:

4-page answer books may be issued to candidates who require them.

**TIME** 1 hour

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
- You must answer **all** 20 questions on this paper.
- Read each question carefully and make sure you know what you have to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.

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**This question paper consists of 4 printed pages.**

Answer **all** questions.

### Cognitive Psychology

- 1 Describe how the trident illusion in the paper by Deregowski was used to test for 3D perception. [2]
- 2 Explain the psychological principle behind Gardner and Gardner's use of tickling to encourage Washoe to use sign language. [2]
- 3 (a) Identify **two** of the three groups of children in the study by Baron-Cohen, Leslie and Frith in their study on autism. [2]  
(b) Explain why the children in the three groups were different ages. [2]
- 4 From the study on eyewitness testimony by Loftus and Palmer outline **two** features of the procedure that were standardised. [4]

### Developmental Psychology

- 5 Outline how the children's pre-existing levels of aggression were measured in the study by Bandura, Ross and Ross. [2]
- 6 Outline **one** finding about the children's ability to conserve in the study by Samuel and Bryant. [2]
- 7 Outline **two** pieces of evidence used by Freud to suggest that Hans's fear of horses was symbolic of a fear of his father. [4]
- 8 (a) Outline **one** quantitative and **one** qualitative measure used in the study by Hodges and Tizard on ex-institutional children. [2]  
(b) Outline **one** strength of using quantitative measures in this study. [2]

**Physiological Psychology**

- 9 Explain why the participants in the study by Raine, Buchsbaum and LaCasse were required to do a 'continuous performance task' before the PET scans were carried out. [2]
- 10 Describe **one** problem with generalising from the sample in the split brain study by Sperry. [2]
- 11 Explain what the study by Schachter and Singer tells us about emotion. [4]
- 12 From the study by Dement and Kleitman on sleep and dreaming:
- (a) Identify the **two** substances participants were instructed not to have on the day of the experiment. [2]
  - (b) Outline **one** problem with controlling these substances. [2]

**Social Psychology**

- 13 From the study by Tajfel on intergroup discrimination, describe **one** example of ingroups-outgroups found in society. [2]
- 14 Explain **one** way the findings from the prison simulation study by Haney, Banks and Zimbardo support a situational explanation of behaviour. [2]
- 15 From the study by Milgram on obedience:
- (a) Outline **one** way in which the study had low ecological validity. [2]
  - (b) Outline **one** way in which the study had high ecological validity. [2]
- 16 (a) Outline how **one** ethical guideline was broken by Piliavin, Rodin and Piliavin in their subway study. [2]
- (b) Outline **one** way in which ethical guidelines were upheld by Piliavin, Rodin and Piliavin in the same study. [2]

## Psychology of individual differences

- 17 From the review by Gould describe one of the IQ tests completed by recruits. [2]
- 18 Outline one problem with Hraba and Grant's use of dolls to measure racial identification and racial preference. [2]
- 19 From the study by Thigpen and Cleckley on multiple personality disorder:
- (a) Identify two tests completed by Eve. [2]
  - (b) Explain why an independent tester analysed the results of the tests carried out on Eve. [2]
- 20 Rosenhan, in his study 'on being sane in insane places', refers to 'Type 1' errors as calling a sick person healthy and 'Type 2' errors as calling a healthy person sick.
- (a) Suggest why health professionals made Type 2 errors in their diagnosis of the pseudo patients in the first experiment. [2]
  - (b) Describe how the health professionals made Type 1 errors in the second experiment by Rosenhan. [2]