

**OCR**

Oxford Cambridge and RSA

Monday 23 May 2016 – Afternoon

**AS GCE PSYCHOLOGY****G542/01** Core Studies

Candidates answer on the Question Paper.

**OCR supplied materials:**

None

**Other materials required:**

None

**Duration:** 2 hours

Candidate forename		Candidate surname	
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Centre number						Candidate number				
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**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions in Section A, **all** parts of the question in Section B and **one** question from Section C.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

**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 **120**.
- Quality of written communication is assessed in Sections B and C.
- This document consists of **24** pages. Any blank pages are indicated.



## 3

- 3 The table below represents the results of the Eyes Task used by Baron-Cohen, Jolliffe, Mortimore and Robertson in their study of autism in adults.

**Performance on the Eyes Task (score out of 25)**

	<b>Autistic</b>	<b>Normal</b>	<b>Tourette's</b>
<b>Mean</b>	16.3	20.3	20.4
<b>Range</b>	10	9	9

- (a) Use this table to outline **one** similarity between the performance of the normal adults and the Tourette's syndrome adults.

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..... [2]

- (b) Use this table to suggest **one** conclusion that could be drawn from this study.

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- 4 From Freud's study of Little Hans:

- (a) Outline a Freudian explanation for Hans' fear of horses.

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..... [2]

- (b) Outline an alternative explanation for Hans' fear of horses.

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5 From the study by Samuel and Bryant on conservation:

Describe how the ability to conserve number was tested in the one-judgement condition.

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6 From the study of aggression by Bandura, Ross and Ross:

(a) Outline how the model behaved in the non-aggressive condition.

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(b) Outline **one** finding in relation to the non-aggressive model condition.

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9 From Sperry's 'split-brain' study:

(a) Outline **two** functions of the left hemisphere of the brain.

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(b) Describe how patients responded to objects placed in their left hands.

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10 From Piliavin, Rodin and Piliavin's subway Samaritan study:

Describe how **two** of the independent variables were manipulated in this study.

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11 From Reicher and Haslam's BBC prison study:

Outline **two** ways the ethical guideline, 'protection from harm', was upheld in this study.

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12 From Milgram's study of obedience:

(a) Describe how the self-selected (volunteer) sampling technique was used in this study.

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(b) Outline **one** weakness of the self-selected (volunteer) sampling technique used in this study.

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15 From Thigpen and Cleckley's study on multiple personality:

Based on character features and test results, describe Eve White's personality.

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SECTION B

Read, then answer **all** parts of the question.

16 Choose **one** of the core studies below:

- Freud: Little Hans
- Griffiths: fruit machine gambling
- Reicher and Haslam: BBC prison study

Answer parts **(a)** – **(f)** on your chosen study.

**(a)** Outline **one** aim of your chosen study.

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**(b)** Describe how data was gathered in your chosen study.

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(d) Outline the findings of your chosen study.

Dotted lines for writing the findings, ending with [8] at the bottom right.

(e) Describe ways your chosen study could be improved.

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(f) Evaluate the improvements you have suggested to your chosen study.

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**SECTION C**Answer **one** question.Choose **either** Question 17 **or** Question 18**EITHER**

- 17 (a)** Briefly outline the individual differences approach. [2]
- (b)** With reference to Rosenhan's study, 'On being sane in insane places', describe how the individual differences approach could explain why the pseudopatients were misdiagnosed. [4]
- (c)** Describe **one** similarity and **one** difference between the way data was gathered in any of the three individual differences approach core studies. [6]
- (d)** Discuss strengths and weaknesses of using observation to gather data. Support your answer with evidence from any of the three individual differences approach core studies. [12]

**If you choose to answer Question 17, write your answers on pages 16 to 17.**

**OR**

- 18 (a)** Briefly outline the social approach. [2]
- (b)** With reference to Reicher and Haslam's BBC prison study, describe how the social approach could explain why prisoners may rebel. [4]
- (c)** Describe **one** similarity and **one** difference between the way data was gathered in any of the three social approach core studies. [6]
- (d)** Discuss strengths and weaknesses of using observation to gather data. Support your answer with evidence from any of the three social approach core studies. [12]

**If you choose to answer Question 18, write your answers on pages 18 to 19.**

**EITHER**

**17 (a)** Briefly outline the individual differences approach.

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**(b)** With reference to Rosenhan's study, 'On being sane in insane places', describe how the individual differences approach could explain why the pseudopatients were misdiagnosed.

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**(c)** Describe **one** similarity and **one** difference between the way data was gathered in any of the three individual differences approach core studies.

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OR

18 (a) Briefly outline the social approach.

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(b) With reference to Reicher and Haslam’s BBC prison study, describe how the social approach could explain why prisoners may rebel.

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(c) Describe **one** similarity and **one** difference between the way data was gathered in any of the three social approach core studies.

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**ADDITIONAL ANSWER SPACE**

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

A vertical solid line is positioned on the left side of the page. From this line, 25 horizontal dotted lines extend across the page, creating a series of rows for writing.

A vertical solid line is positioned on the left side of the page. From this line, a series of horizontal dotted lines extend across the page, creating a grid for writing. There are 20 such horizontal dotted lines, evenly spaced, starting from the top margin and ending at the bottom margin.

A vertical solid line is positioned on the left side of the page. From this line, 25 horizontal dotted lines extend across the page, creating a series of rows for writing.

**PLEASE DO NOT WRITE ON THIS PAGE**



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