

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
AS GCE
G542/01
PSYCHOLOGY
Core Studies

WEDNESDAY 5 JUNE 2013: Afternoon
DURATION: 2 hours
plus your additional time allowance
MODIFIED ENLARGED

Candidate forename		Candidate surname	
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Centre number						Candidate number				
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Candidates answer on the Question Paper.

OCR SUPPLIED MATERIALS:

None

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes on the first page. 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 in 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.

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.
- Any blank pages are indicated.

Answer ALL questions from Section A

SECTION A

1 From Baron-Cohen, Jolliffe, Mortimore and Robertson's study on autism and theory of mind in adults:

(a) Identify TWO groups of participants used in this study.

[2]

(b) Explain why ONE of the groups of participants was used in this study.

[2]

2 From Savage-Rumbaugh's study into language acquisition by chimpanzees:

Explain why the data recorded could be considered reliable.

[4]

3 Describe the procedure followed in Loftus and Palmer's first experiment into eyewitness testimony.

[4]

4 From Bandura's study into aggression:

Outline TWO ways in which this study can be considered low in ecological validity.

[4]

5 Freud claimed that Little Hans was experiencing the Oedipus complex.

Describe the Oedipus complex in relation to this study.

[4]

6 From Samuel and Bryant's study on conservation:

Describe TWO of the tasks undertaken by participants in this study.

[4]

7 From Maguire's study on taxi drivers:

(a) Outline ONE strength of using a correlation in this study.

[2]

(b) Outline ONE weakness of using a correlation in this study.

[2]

8 From Sperry's split-brain study:

(a) Outline how information was presented to the patient's left visual field (LVF).

[2]

(b) Explain why patients could not identify in words material presented to their left visual field (LVF).

[2]

BLANK PAGE

PLEASE TURN OVER FOR QUESTION 9

9 From Dement and Kleitman's study of sleep and dreaming:

RESULTS OF DREAM DURATION ESTIMATES AFTER FIVE OR FIFTEEN MINUTES OF RAPID EYE MOVEMENTS (REM)

Participants	Estimates (in minutes) after five minutes		Estimates (in minutes) after fifteen minutes	
	Right	Wrong	Right	Wrong
DN	8	2	5	5
IR	11	1	7	3
KC	7	0	12	1
WD	13	1	15	1
PM	6	2	8	3
TOTAL	45	6	47	13

(a) Identify TWO results from the above table.

[2]

(b) Outline ONE conclusion that could be drawn from the above table of results.

[2]

10 From the subway Samaritan study by Piliavin, Rodin and Piliavin:

Describe the different roles played by the victim.

[4]

11 From Reicher and Haslam's BBC prison study:

(a) Outline how the variable of permeability was manipulated.

[2]

(b) Outline the behaviour of prisoners during the permeability period in this study.

[2]

12 From Milgram's study on obedience:

Explain why many participants displayed signs of severe stress and emotional strain.

[4]

14 From Griffiths' study into fruit machine gambling:

Describe the sample used in this study.

[4]

15 From Rosenhan's study, 'On being sane in insane places':

(a) Outline ONE way in which the pseudopatients' behaviour was misinterpreted by hospital staff.

[2]

(b) Suggest why the pseudopatients' behaviour was misinterpreted by hospital staff.

[2]

Read, then answer ALL parts of the question in Section B

SECTION B

16 Choose ONE of the core studies below:

- 1 Sperry: ‘Split-brain’**
- 2 Loftus and Palmer: ‘Eyewitness testimony’**
- 3 Baron-Cohen, Jolliffe, Mortimer and Robertson: ‘Advanced test of theory of mind, autism in adults’**

State the core study 1 to 3 you have chosen _____

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

(a) Briefly outline the aim of your chosen study.

[2]

(b) Outline ONE control used in your chosen study.

[2]

Answer ONE question from Section C

SECTION C

EITHER

- 17 (a) Outline ONE assumption of the physiological approach. [2]**
- (b) With reference to Maguire's study, describe how the physiological approach could explain spatial memory. [4]**
- (c) Describe ONE similarity and ONE difference between any two core studies that take the physiological approach. [6]**
- (d) Discuss strengths and weaknesses of the physiological approach using examples from any of the core studies that take this approach. [12]**

IF YOU CHOOSE TO ANSWER QUESTION 17, WRITE YOUR ANSWERS ON PAGES 26 TO 29.

OR

- 18 (a) Outline ONE assumption of the individual differences approach. [2]**
- (b) With reference to Thigpen and Cleckley's study, describe how the individual differences approach could explain multiple personality disorder. [4]**
- (c) Describe ONE similarity and ONE difference between any two core studies that take the individual differences approach. [6]**
- (d) Discuss strengths and weaknesses of the individual differences approach using examples from any of the core studies that take this approach. [12]**

IF YOU CHOOSE TO ANSWER QUESTION 18, WRITE YOUR ANSWERS ON PAGES 30 TO 33.

EITHER

17 (a) Outline ONE assumption of the physiological approach.

[2]

(b) With reference to Maguire's study, describe how the physiological approach could explain spatial memory.

[4]

OR

18 (a) Outline ONE assumption of the individual differences approach.

[2]

(b) With reference to Thigpen and Cleckley's study, describe how the individual differences approach could explain multiple personality disorder.

[4]

END OF QUESTION PAPER

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