

 **Year 13 Mock Exams**

Subject: Psychology

Paper No: 2

Paper Title: Psychological Themes through Core Studies

Time allowed: 120 mins (+30 Extra Time)

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_**

**Group/Set: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Special instructions:

* Answer **all** the questions.
* Write your answer to each question in the space provided.
* If additional space is required, use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.

Mark: \_\_\_\_\_\_ / 105 = \_\_\_\_\_ % Grade: \_\_\_\_\_\_

**Section A: Core studies**

1. From Milgram’s study of obedience,

a. Describe **how** obedience was measured. [2]

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b. Outline **one** problem with measuring obedience in this way. [2]

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2. From Bocchiaro’s study on disobedience and whistleblowing,

a. Identify **one** dependent variable. [1]

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b. Describe **one** finding that demonstrates that those participants who obeyed did so because of external forces. [2]

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3. From Bandura et al.’s study into the transmission of aggression, describe **how** observation was used in this study. [4]

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4. In the study by Chaney et al, data on the children’s attitudes towards the Funhaler device were collected. The children’s attitudes were more positive than for the conventional spacer. Identify **one** of the six children’s attitudes listed in the questionnaires. [1]

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5. To what extent does Chaney et al.’s contemporary study **change** our understanding of the key theme of ‘the external influences on children’s behaviour’? Support your answer with examples from both Bandura et al’s and Chaney et al.’s studies. [5]

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6. Outline **how** Grant et al.’s study on context-dependent memory links to key theme of ‘Memory’. [3]

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7. From Sperry’s ‘split brain’ study into the psychological effects of hemisphere deconnection, explain **why** visual information had to be presented for a restricted period of time in the visual tasks. [2]

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8. From Casey et al.’s study on delay gratification, explain **one** strength of the research method used in this study. [2]

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9. Outline **one** similarity and **one** difference between Sperry’s ‘split brain’ study and Casey et al.’s study on delay gratification. [6]

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10. Outline **one** reason why Freud’s Little Hans study may be considered invalid. [3]

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11. Using the results table below from Baron-Cohen et al.’s study on autism in adults:

|  |
| --- |
| Results of the Eyes Task (out of 25) |
| Condition | Mean score |
| Autism | 16.3 |
| Normal | 20.3 |
| Tourette’s | 20.4 |

Describe **one** finding that shows a difference in performance on the ‘Eyes Task’ between the conditions. [2]

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**SECTION B: Areas, perspectives and debates**

12. Outline **two** principles or concepts of the Developmental area. [4]

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13. Outline **how** Chaney et al’s Funhaler study links to the Developmental area. Support your answer with evidence from this research. [4]

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14. Outline **one** reason why conducting socially sensitive research is important. Support your answer with evidence from one appropriate core study. [4]

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15. Compare how the Reductionism debate is **similar** to the Deterministic debate. Support your answer with evidence from core studies. [8]

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16. Discuss the usefulness of conducting research which is considered reductionist. Use examples from appropriate core studies to support your answer. [15]

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**SECTION C: Practical applications**

**Leading questions**

When it comes to questioning victims or witnesses of car accidents in court, leading questions are often asked because they suggest the desired answer to the victim or witness. In the interview example below, the victim’s car was hit by another car that they claim, ran a red light. The victim claims their light was green. The victim was injured in the accident and their car was irreparable.

1. **Interviewer:** "As you approached the end of the road, you were looking at the traffic light, weren't you?"

**Victim:** "Yes."

1. **Interviewer:** "You could see that the traffic light in front of you was green, couldn’t you?"

**Victim:** "Yes."

1. **Interviewer:** "You could see that the light for traffic on the other road was red, correct?"

**Victim:** "Yes."

1. **Interviewer:** "But the car on the other road didn't stop for the red light, did it?"

**Victim:** "No."

1. **Interviewer:** “When the car smashed into you, was it travelling over 40mph?”

**Victim:** "Yes."

1. **Interviewer:** You were severely hurt because of the accident, weren’t you?

**Victim:** "Yes."

17. Identify **one** psychological issue /problem / content raised by the above source. Support your answer with evidence from the source. [3]

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18. Explain why the source is relevant to the cognitive area of psychology. Support your answer with evidence from the source. [4]

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19. Briefly outline **one** piece of psychological research that links to the above source and justify how it relates to the above source. [8]

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20. Explain one reason why leading questions should **not** be asked during an interview with a witness. Justify your answer. [3]

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21. Explain one reason why leading questions **should** be asked during an interview with a witness. Justify your answer. [3]

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22. Design an ethical questionnaire you could give to the witness that does not include leading questions. You must have at least three questions in your questionnaire. [4]

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23. Evaluate the questionnaire you designed in question 22. Support your answer with reference to issue(s) and / or debate(s). [10]

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**End of Question Paper**

**Additional Writing Space**

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**Additional Writing Space**

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