
PSYCHOLOGY (PRINCIPAL)

Paper 1 Key Studies and Theories

9773/01

May/June 2015

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, glue or correction fluid.

Section A:

Answer **all** questions.

Section B:

Answer **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.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **3** printed pages and **1** blank page.

Section A

Answer **all** the questions in this section.

- 1 From the key study by Loftus and Palmer, suggest **one** reason why participants who heard the word 'smashed' were more likely to recall having seen broken glass than participants who did not hear this word. [2]
- 2 From the study by Samuel and Bryant on cognitive development:
 - (a) Identify **two** variables that increase the chance of a child giving the correct answer in the conservation experiments. [2]
 - (b) Explain why **one** of these variables increases the chance of a child giving a correct answer. [2]
- 3 Outline **one** problem with the way that the sample of Milgram's study was selected. [2]
- 4 From the key study by Haney, Banks and Zimbardo, outline **two** pieces of evidence that support the conclusion that the participants believed in the reality of the situation that they were in. [4]
- 5 Outline **one** reason why it is important to consider the location used in the Piliavin et al. study when explaining the results. [2]
- 6 Describe **one** strength and **one** weakness with the way that Bandura et al. collected the data in the key study on learning aggression. [4]
- 7 Outline the aim of the further research on psychosexual development conducted by Anderson and Green. [2]
- 8 Briefly discuss problems of defining abnormality. [4]
- 9 Suggest **one** problem with the further research into gambling conducted by Griffiths. [2]
- 10 Describe how facial symmetry was manipulated in the first study conducted by Rhodes et al. [2]
- 11 From the key study by Wang et al. on stress, explain how an fMRI scan measures brain activity. [2]
- 12 Give **two** of the outcome measures (dependent variables) used in the further research by Gale and Martyn on sleep and dreaming. [2]

Section B

Answer **either** Question 13 **or** Question 14 in this section.

Your answer should be in relation to the research that you have studied (research may include background, key study, further research and 'explore more').

- 13 (a)** Describe research into autism. [10]
- (b)** Evaluate research into autism. [12]
- (c)** Explain how you would conduct a study which would extend our understanding of autism. [6]
- 14 (a)** Describe research into body dysmorphic disorder (BDD). [10]
- (b)** Evaluate research into body dysmorphic disorder (BDD). [12]
- (c)** Explain how you would conduct a study which would extend our understanding of body dysmorphic disorder. [6]

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