

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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