

PiXL Independence:

Psychology – Student Booklet

KS5

OCR Style, Core Studies

Contents:

- I. Multiple Choice Questions – 20 credits in total
- II. Short Answer Questions – 10 credits each
- III. Context Quiz: Core Studies in Psychology – 20 credits per question
- IV. Concepts and Application to the Real World – 60 credits per question
- V. Academic Articles – 80 credits per article
- VI. Essay Style Questions – 100 credits per question

I. Multiple Choice Questions

1. What is pluralistic ignorance?
 - a. The sharing of responsibility
 - b. The inability to help
 - c. A type of conformity
 - d. Perceiving an emergency as a non emergency

2. How many countries were represented in Levine's study?
 - a. 21
 - b. 22
 - c. 23
 - d. 24

3. How much did Milgram pay each participant?
 - a. \$3.50
 - b. \$4.50
 - c. \$5.50
 - d. \$6.50

4. In Bocchiaro's study how many anonymous whistleblowers were there?
 - a. 3%
 - b. 4%
 - c. 5%
 - d. 6%

5. How many groups of participants did Baron-Cohen use?
 - a. 2
 - b. 3
 - c. 4
 - d. 5

6. How many Canadian children took part in Lee's study?
- a. 106
 - b. 108
 - c. 110
 - d. 112
7. On how many aggression measures were Bandura's children scored?
- a. 3
 - b. 4
 - c. 5
 - d. 6
8. How many experiments did Moray conduct into dichotic listening?
- a. 1
 - b. 2
 - c. 3
 - d. 4
9. How many film segments were used in Loftus & Palmer's study?
- a. 3
 - b. 5
 - c. 7
 - d. 9
10. How many participants in Sperry's study?
- a. 9
 - b. 10
 - c. 11
 - d. 12

11. What was the diameter of Blakemore's vertical cylinder?

- a. 46cm
- b. 48cm
- c. 50cm
- d. 52cm

12. How many visual slices of the hippocampus were used in Maguire's study?

- a. 23
- b. 24
- c. 25
- d. 26

II. Short Answer Questions

1. Explain what is meant by pluralistic ignorance. (2 marks)
2. Describe the participants in Levine's study. (4 marks)
3. Describe two examples of ego defence mechanisms. (4 marks)
4. What is a quasi experiment? (3 marks)
5. What did Kohlberg conclude about cross cultural moral development? (4 marks)
6. Describe what is meant by observational learning. (4 marks)
7. How did Chaney recruit participants? (2 marks)
8. Describe Hancock's aim. (2 marks)
9. Explain one conclusion from Grant's study. (3 marks)
10. What could Sperry's participants do with words shown to their right visual field? (2 marks)
11. What was the IV in Casey's study, and how was it operationalised? (4 marks)
12. Describe what the MRI scans were used for in Maguire's study. (4 marks)

III. Context Quiz: Core Studies in Psychology

HYPERLINK "<https://sites.google.com/site/themandelian/publications/published-articles>" [Mandel, D. R. \(1998\). The obedience alibi: Milgram's account of the Holocaust reconsidered. *Analyse & Kritik: Zeitschrift für Sozialwissenschaften*, 20, 74-94.](#)

<https://sites.google.com/site/themandelian/publications/published-articles>

1. How many European Jews alive in 1939 were still alive in May 1945?
2. What did Milgram suggest the Holocaust was primarily a result of?
3. What is meant by 'monocausal emphasis'?
4. What is meant by the criticism of Milgram's study that it demonstrates circularity of logic?
5. Describe how Milgram operationalised obedience in his 18 situational manipulations.
6. Describe the actions of Reserve Police Battalion 101. What can we learn from them?
7. What do Milgram's studies tell us about the effect of peer defiance on obedience?
8. What is 'quantum of evil'?
9. Describe a social ramification of the oversimplified obedience account.
10. How has Milgram given an example of how social scientists can add scientific legitimacy to the obedience alibi?

IV. Concepts and Application to the Real World

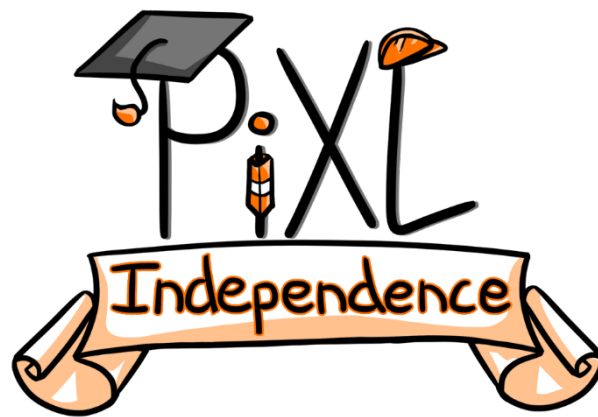
1. What are some potential ethical issues with participant observations?
2. What implications do Loftus and Palmer's findings have for the police service and courts?
3. Describe how the procedure used in Bandura's study may be accused of being invalid in terms of measuring 'real life' aggression in children.
4. Explain the importance of carrying out studies into memory, such as Loftus & Palmer's, for the economy.
5. How can the treatment of stroke victims be improved by the findings from psychological research?
6. What are the costs and benefits of research using animals to further our understanding of human behaviour?
7. Explain the impact that research on autism can have on education.
8. What are the pros and cons of carrying out socially sensitive research?
9. Assess the usefulness of snapshot studies.
10. What real world problems may be explained by Milgram's results?
11. How does the sample of a study affect its usefulness?
12. What are the implications of Kohlberg's work on moral development?

V. Academic Articles

1. [How would people behave in Milgram's experiment today?](#)
Read the article. Explain why Milgram's study cannot be repeated by psychologists today. What are the issues with studies that have attempted to answer the question of whether Milgram's study was a product of its time?
2. [Good samaritanism?](#)
Read the article on Piliavin's research. Define and explain the terms 'diffusion of responsibility' and 'pluralistic ignorance'. How can these be seen in Piliavin's experiment?
3. [How the truth gets twisted](#)
Read the article. Briefly explain how Loftus' work on eyewitness accounts has been applied in the real world.
4. [A comparison of change blindness in real world and on- screen viewing of museum artefacts](#)
Read the research by Attwood et al. Create a table showing how their research and findings are similar and different to Simon and Chabris (1999).
5. [What does the Bobo doll experiment reveal about kids and aggression?](#)
Read the article. Focussing on the impact and criticism parts of the article, answer the question 'what does the Bobo doll experiment reveal about kids and aggression?'
6. [Pros and cons of Kohlberg's six stages of moral development](#)
Read the article. Use the arguments made to evaluate the application of Kohlberg's stages in the education sector. Include usefulness and limitations in your answer.
7. [Forty-five years of split brain research and still going strong](#)
Use the article to create your own timeline of split-brain research. Highlight where you think there were turning points in the research. Use this to sum up the most up to date thinking on split- brain research.
8. [The Knowledge enlarges your brain](#)
Read the article. Use it to explain the development of Maguire's research. Can you comment on the validity of her research? Think about both positives and negatives.
9. [Interview with Simon Baron-Cohen](#)
Read the article. What does it suggest about the relationship between autism research and the lived experience of people with autism? Why is this important to consider in this course?
10. [The Language of Psychopaths](#)
Read the article. Create a table to show how this research is similar and different to Hancocks (2011) work.

VI. Essay Style Questions

1. Discuss strengths and weaknesses of the developmental approach using examples from the core studies. **(12 marks)**
2. Describe one similarity and one difference between core studies that take the social approach. **(8 marks)**
3. Discuss the extent to which psychology can be viewed as a science. Support your answer with evidence from core studies. **(12 marks)**
4. Describe two ways having a split brain affected the patient's performance on the tasks in Sperry's study. **(6 marks)**
5. Discuss two ways in which the sex of the model influenced the children's behaviour in Bandura's study. **(8 marks)**
6. Discuss how the biological approach provides a dispositional explanation of behaviour, using examples from the core studies. **(12 marks)**
7. Using examples from studies, explain how the cognitive area of psychology is different from the social area of psychology. **(12 marks)**
8. Discuss how studies from the developmental approach may provide support for the nature-nurture debate. **(12 marks)**
9. Describe and evaluate whether it is possible to conduct research that is completely ethical. Use examples from at least two core studies. **(12 marks)**
10. Discuss how any two core studies can be considered to be located within the area of cognitive psychology. **(8 marks)**



Commissioned by The PiXL Club Ltd.

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold, or transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with, or endorsed by, any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.