9 Mark Question Plans

STUDIES

Studies are pieces of research that have been conducted by specific psychologists, usually to test theories. They will include an aim, method, results and conclusions, all of which should feature in your 9 mark answer on the studies. Use this booklet as a revision tool to remind yourself of each of these core studies, and to plan out what information you should include if a 9 marker on these came up.

<table>
<thead>
<tr>
<th>PAPER 1</th>
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<tbody>
<tr>
<td><strong>Memory</strong></td>
<td>Murdock (1962)</td>
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<td>Bartlett (1932)</td>
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<tr>
<td><strong>Perception</strong></td>
<td>Gilchrist &amp; Nesberg (1952)</td>
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<td></td>
<td>Bruner &amp; Minturn (1955)</td>
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<tr>
<td><strong>Development</strong></td>
<td>McGarrigle and Donaldson (1974)</td>
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<td>Hughes (1975)</td>
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<tr>
<th>PAPER 2</th>
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<tbody>
<tr>
<td><strong>Social Influence</strong></td>
<td>Asch (1955)</td>
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<td>Piliavin (1969)</td>
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<tr>
<td><strong>Language, Thought and</strong></td>
<td>Von Frisch (1967)</td>
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<td><strong>Communication</strong></td>
<td>Yuki et al (2007)</td>
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<td><strong>Brain &amp; Neuropsychology</strong></td>
<td>Penfield (1959)</td>
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<td></td>
<td>Tulving (1989)</td>
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<tr>
<td><strong>Psychological Problems</strong></td>
<td>Wiles (2013)</td>
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<td>Kaij (1960)</td>
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</table>

**TIP:** Some students find it useful to use a hand to remember what needs to be included when describing a study. The hand represents:
- Aim
- Method
- Results
- Conclusions
Describe and evaluate Murdock’s serial position curve study. (9 marks)

**Description (4 marks)- 1 paragraph**

**Aim**: To see if memory of words was affected by the number of words a person had to remember.

**Method**: (what did he ask them to do? what were the different conditions?)

**Results**: (what did they find?)
Murdock found that the likelihood of recall was related to the position of the word in the list. Murdock found:
Primacy effect –
Recency effect –

**Conclusion**: These results demonstrate a serial position effect, whereby the position of a word determines the likelihood of its recall. These results support the multi-store model of memory because they fit the predictions of the model.

**Evaluation (5 marks)- 2 separate paragraphs**

**Paragraph 1**:  
Point – One strength of Murdock’s study is

Evidence/Example –

Explanation – This suggests

**Paragraphs 2**:  
Point – One weakness of Murdock’s study is

Evidence/Example –

Explanation – This suggests
Describe and evaluate Bartlett’s ‘War of the Ghost’ study. (9 marks)

**Description (4 marks)- 1 paragraph**

**Aim:** To investigate how memory is reconstructed when people are asked to recall something repeatedly over a period of time. To see if cultural expectations affect memory.

**Method:** (Who was the sample? What did he ask them to do? refer to serial reproductions)

**Results:** (what did they find?)
Bartlett found that participants remembered different parts of story and they interpreted the story within their own frames of reference (social and cultural expectations). Through observations Bartlett noticed several transformations:
- 
- 
- 

**Conclusion:** What did Bartlett conclude?

**Evaluation (5 marks)- 2 separate PEE paragraphs**

**Paragraph 1:**
Point – One strength of Bartlett’s study is

Evidence/Example –

Explanation – This suggests

**Paragraphs 2:**
Point – One weakness of Bartlett’s study is

Evidence/Example –

Explanation – This suggests
Describe and evaluate Gilchrist and Nesberg's study. (9 marks)

<table>
<thead>
<tr>
<th>Description (4 marks)- 1 paragraph</th>
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<tbody>
<tr>
<td><strong>Aim:</strong> (What was the aim of the study?)</td>
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<tr>
<td><strong>Method:</strong> (Who was the sample? what did he ask them to do?)</td>
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<tr>
<td><strong>Results:</strong> (What did they find?)</td>
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<td></td>
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<tr>
<td><strong>Conclusion:</strong></td>
<td>Gilchrist and Nesberg’s study suggests that hunger is a motivating factor that affects perceptual set.</td>
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<thead>
<tr>
<th>Evaluation (5 marks)- 2 separate PEE paragraphs</th>
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<tbody>
<tr>
<td><strong>Paragraph 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Point – One strength of Gilchrist and Nesberg’s study is</td>
<td></td>
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<tr>
<td>Evidence/Example –</td>
<td></td>
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<tr>
<td>Explanation – This suggests</td>
<td></td>
</tr>
<tr>
<td><strong>Paragraphs 2:</strong></td>
<td></td>
</tr>
<tr>
<td>Point – One weakness of Gilchrist and Nesberg’s study is</td>
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<tr>
<td>Evidence/Example –</td>
<td></td>
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<tr>
<td>Explanation – This suggests</td>
<td></td>
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</table>
Describe and evaluate Bruner and Minturn’s study. (9 marks)

Description (4 marks)- 1 paragraph
Aim: (What was the aim of the study?)

Method:
The ambiguous figure used in the study could be read either as a letter ‘B’ or the number ‘13’. An independent groups design was used where participants were either shown a sequence of letters or a sequence of numbers. In each case the stimulus in the middle was the same and participants had to report and draw what they saw.

Results: (what did they find?)

Conclusion:
Bruner and Minturn concluded that expectation has an influence on perceptual set. By changing the context in which visual information is presented, it is possible to change the way in which that information is perceived.

Evaluation (5 marks)- 2 separate PEE paragraphs

Paragraph 1:
Point – One strength of Bruner and Minturn’s study is

Evidence/Example –

Explanation – This suggests

Paragraphs 2:
Point – One weakness of Bruner and Minturn’s study is

Evidence/Example –

Explanation – This suggests
Describe and evaluate McGarrigle and Donaldson’s ‘naughty teddy’ study. (9 marks)

**Description (4 marks)- 1 paragraph**

**Aim:**
The aim of the study was to see whether the child’s reaction would be different if there was no deliberate change in the row of counters.

**Method:** (Who was the sample? what did he ask them to do?)

**Results:** (What did they find? Refer to the number of correct answers)

**Conclusion:**
This study concluded that the traditional method of testing conservation underestimated what children can do, as many nursery school children did conserve quantity. However, primary school children did better overall, which supports Piaget’s idea that the way children think changes as they get older.

**Evaluation (5 marks)- 2 separate PEE paragraphs**

**Paragraph 1:**
Point – One strength of McGarrigle and Donaldson’s study is

Evidence/Example –

Explanation – This suggests

**Paragraphs 2:**
Point – One weakness of McGarrigle and Donaldson’s study is

Evidence/Example –

Explanation – This suggests
Describe and evaluate Hughes’ ‘policeman doll’ study. (9 marks)

**Description (4 marks)- 1 paragraph**
**Aim:** (what was the aim of the study?)

**Method:**
Hughes tested 30 children aged 3.5-5 years old, from Edinburgh. The children were shown a model with two intersecting walls, and a policeman doll was placed in the model. The children were asked to put a boy doll in each section and asked if the policeman doll could see the boy doll. Once the child understood the task the actual experiment started. Two policeman dolls were placed in the model and the child was asked to hide the boy doll from the policeman.

**Results:** (What did they find? Refer to the number of correct answers)

**Conclusion:**
This study concluded that the Piaget underestimated younger children’s abilities. If the task is designed in a way which is related to every day experience, younger children are able to see the world from another person’s perspective (or point of view).

**Evaluation (5 marks)- 2 separate PEE paragraphs**

**Paragraph 1:**
Point – One strength of Hughes’ study is

Evidence/Example –

Explanation – This suggests

**Paragraphs 2:**
Point – One weakness of Hughes’ study is

Evidence/Example –

Explanation – This suggests
Describe and evaluate Asch’s study. (9 marks)

Description (4 marks)- 1 paragraph

Aim: (what was the aim of the study?)

Method:
123 American male participants were tested in a group of 6-8 confederates. Two cards were shown, one with a standard line and the other with 3 comparison lines. Participants were asked to select the matching line. The true participant was second to last. In 18 trials, 12 were ‘critical’ when confederates selected the wrong line.

Results: (What did they find? Refer to the number of correct answers)

Conclusion:
This study concluded that people are influenced by group pressure even when involved in a task that has a clear-cut answer. Asch also concluded that the results show a high level of independence. While group pressure is very strong, the majority of participants went against the group opinion, showing how people can resist the pressure to conform.

Evaluation (5 marks)- 2 separate PEE paragraphs

Paragraph 1:
Point – One strength of Asch’s study is

Evidence/Example –

Explanation – This suggests

Paragraphs 2:
Point – One weakness of Asch’s study is

Evidence/Example –

Explanation – This suggests
**Describe and evaluate Piliavin’s study. (9 marks)**

<table>
<thead>
<tr>
<th><strong>Description (4 marks)- 1 paragraph</strong></th>
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<tbody>
<tr>
<td><strong>Aim:</strong> To investigate whether certain characteristics of a victim would affect whether people will help a bystander in a natural setting.</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Method:</strong></th>
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<tr>
<td>A male confederate collapsed on a New York City subway train, either appearing drunk or disabled (with a cane). There were 193 trials. One confederate was a ‘model’ who offered help if no other help was offered. Two observers recorded key information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Results:</strong> (What did they find? Refer to the number of correct answers)</th>
</tr>
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<table>
<thead>
<tr>
<th><strong>Conclusion:</strong> (What did the researcher conclude about this study?)</th>
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<table>
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<tr>
<th><strong>Evaluation (5 marks)- 2 separate PEE paragraphs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph 1:</strong> Point – One strength of Piliavin’s study is</td>
</tr>
<tr>
<td>Evidence/Example –</td>
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<tr>
<td>Explanation – This suggests</td>
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| **Paragraphs 2:** Point – One weakness of Piliavin’s study is |
| Evidence/Example –                                          |
| Explanation – This suggests                                |
Describe and evaluate Von Frisch’s bee study study. (9 marks)

<table>
<thead>
<tr>
<th>Description (4 marks)- 1 paragraph</th>
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<tbody>
<tr>
<td><strong>Aim:</strong></td>
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<tr>
<td>Von Frisch wanted to describe the dances performed by bees and explain how these dances enabled bees to communicate information to each other.</td>
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<table>
<thead>
<tr>
<th>Method: (What type was experiment was it? What did the researchers do in this study?)</th>
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<table>
<thead>
<tr>
<th>Results: (What did they find? Refer to the round dance and waggle dance)</th>
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**Conclusion:**
Von Frisch’s study showed that bees have quite a sophisticated (refined) form of animal communication. The study showed that the speed and accuracy with which bees found food suggests that the bee dance gave valuable information.

<table>
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<tbody>
<tr>
<td><strong>Paragraph 1:</strong></td>
</tr>
<tr>
<td><strong>Point</strong> – One strength of Von Frisch’s study is</td>
</tr>
<tr>
<td>Evidence/Example –</td>
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<tr>
<td>Explanation – This suggests</td>
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| **Paragraphs 2:**                           |
| **Point** – One weakness of Von Frisch’s study is |
| Evidence/Example –                           |
| Explanation – This suggests                 |
Describe and evaluate Yuki et al’s study. (9 marks)

<table>
<thead>
<tr>
<th>Description (4 marks)- 1 paragraph</th>
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</thead>
<tbody>
<tr>
<td><strong>Aim:</strong></td>
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</table>

| Method: (Who was in the sample? What did participants do?) |

| Results: (What did they find? Refer to faces, mouths and eyes) |

| Conclusion: (Does this suggest that non-verbal communication is influenced by our culture and our up-bringing?) |

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**Evaluation (5 marks)- 2 separate PEE paragraphs**

**Paragraph 1:**
*Point – One strength of Yuki et al’s study is*

*Evidence/Example –*

*Explanation – This suggests*

**Paragraphs 2:**
*Point – One weakness of Yuki et al’s study is*

*Evidence/Example –*

*Explanation – This suggests*
Description (4 marks) - 1 paragraph

Aim:
Penfield aimed to describe the psychological responses patients gave when parts of their brain were electrically stimulated.

Method: (What did Penfield do? Refer to the Montreal procedure)

Results: (What did they find? Refer to experiences and interpretations if you discuss the temporal lobe)

Conclusion:
This study concluded that the area of the temporal lobe stimulated must have a role in storing memories of previous events. The interpretive cortex is the area that stores information on feelings.

Evaluation (5 marks) - 2 separate PEE paragraphs

Paragraph 1:
Point – One strength of Penfield’s study is

Evidence/Example –

Explanation – This suggests

Paragraphs 2:
Point – One weakness of Penfield’s study is

Evidence/Example –

Explanation – This suggests
### Description (4 marks)- 1 paragraph
**Aim:** (what was the aim of the study?)
Tulving’s aim was to see whether thinking about episodic memories produced blood flow in different parts of the brain than thinking about semantic memories.

**Method:** (What was the sample? What did the participants do? What did the episodic and semantic tasks involve?)

**Results:** (What were the differences in blood flow patterns between semantic and episodic memories?)

**Conclusion:** (What does the study suggest about memories?)

### Evaluation (5 marks)- 2 separate PEE paragraphs

**Paragraph 1:**
**Point** – One strength of Tulving’s study is

Evidence/Example –

Explanation – This suggests

**Paragraphs 2:**
**Point** – One weakness of Tulving’s study is

Evidence/Example –

Explanation – This suggests
**Description (4 marks)- 1 paragraph**

**Aim:**
To further investigate the benefit of treating depression with cognitive behavior therapy and antidepressant medication for people who previously resisted treatment for depression.

**Method:** (What was the sample? What was used to measure depression? What were the two conditions?)

**Results:** (What did the findings - difference between the two conditions?)

**Conclusion:** (What did the study conclude about the use of CBT?)

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**Evaluation (5 marks)- 2 separate PEE paragraphs**

**Paragraph 1:**
Point – One strength of Wiles’ study is

Evidence/Example –

Explanation – This suggests

**Paragraphs 2:**
Point – One weakness of Wiles’ study is

Evidence/Example –

Explanation – This suggests
**Description (4 marks)- 1 paragraph**

**Aim:** (what was the aim of the study?)
Kaij’s aim was to see whether alcoholism could be explained by hereditary factors – if children inherit a generic vulnerability to become alcoholic.

**Method:** (How many pairs of twins were there? How were participants chosen? How was data collected?)

**Results:** (What did they find?)

**Conclusion:**
This study concluded that alcoholism is related to hereditary factors. However, if alcoholism was entirely due to genetic we would expect 100% of the alcoholic identical twins to have a twin who is also alcoholic, suggesting environmental factors may contribute to alcoholism.

**Evaluation (5 marks)- 2 separate PEE paragraphs**

**Paragraph 1:**
Point – One strength of Kaij’s study is

Evidence/Example –

Explanation – This suggests

**Paragraphs 2:**
Point – One weakness of Kaij’s study is

Evidence/Example –

Explanation – This suggests