



Oxford Cambridge and RSA

A Level Psychology

H567/02 Psychological themes through core studies

Friday 8 June 2018 – Morning

Time allowed: 2 hours



No additional materials required



First name	StemUp Model Solution									
Last name										
Centre number						Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- 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.
- Do **not** write in the barcodes.

INFORMATION

- The total mark for this paper is **105**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **16** pages.

SECTION A – Core studies

Answer **all** the questions.

1 (a) From Baron-Cohen et al.'s study on autism in adults:

(i) Explain why this study is considered a quasi-experiment.

A quasi-experiment has a naturally occurring independent variable that the researcher cannot manipulate. Here the IV was the type of participant, adults with autism or Asperger syndrome, adults with Tourette syndrome and normal adults, which already existed so could not be allocated by Baron-Cohen. [2]

(ii) Outline the findings in relation to the Strange Stories task.

The autism and Asperger syndrome group made significantly more errors on the Strange Stories task than the Tourette syndrome group and the normal adults. This matched the pattern of results on the Eyes task, giving the Eyes task concurrent validity as a test of theory of mind. [2]

(b) From Freud's study of Little Hans:

Explain why the study can be considered a longitudinal study.

A longitudinal study follows the same participant over a long period of time to track change. Hans was studied from about the age of three until he was five, with his father regularly reporting to Freud, so the development and resolution of his horse phobia and Oedipus complex were recorded over two years. [2]

2 (a) Describe how Gould's study 'A nation of morons' links to the key theme 'Measuring differences'.

Gould's study links to measuring differences because it describes how Yerkes measured the intelligence of around 1.75 million American army recruits during the First World War. What was measured was their supposed innate intelligence, expressed as a mental age. It was measured using three written or spoken tests: the Army Alpha for literate recruits, the Army Beta for men who were illiterate or failed the Alpha, and an individual spoken examination for those who failed the Beta. The results were used to compare groups, for example black men were given an average mental age of 10.4 years compared with 13.04 for white Americans, and immigrants were graded by country of origin, with lighter skinned Nordic nations scoring higher than Slavic and Latin nations. [4]

(b) From Hancock et al.'s study into the language of psychopaths:

(i) Identify the sampling method used.

A self-selected (volunteer) sample, as the offenders agreed to take part when asked. [1]

(ii) Explain why participants were interviewed at the beginning of the study.

The participants were interviewed at the start so they could be assessed on the PCL-R to establish whether they were psychopaths or not, which was necessary so the researchers could sort the murderers into the psychopath and non-psychopath groups and compare the language used by each group. [2]

3 Explain why Bandura et al.'s study on the transmission of aggression can be placed in the developmental area.

The developmental area studies how people change and develop over the lifespan, and in particular how early experiences in childhood shape later behaviour. Bandura et al.'s study fits this area because it investigated how children aged three to five learn and develop aggressive behaviour through observing and imitating an adult model. They found that children who watched an aggressive model made far more imitative aggressive acts, such as hitting the Bobo doll with a mallet, than those who saw a non-aggressive model or no model, showing that aggression develops through social learning. [3]

4 From Blakemore and Cooper's study into the impact of early visual experience:

Briefly describe how the visual environment in which the kittens were reared was manipulated.

From two weeks old each kitten spent five hours a day inside a tall cylinder whose walls were covered either entirely in vertical black and white stripes or entirely in horizontal black and white stripes, wearing a wide collar so it could not see its own body. The rest of the time it was kept in darkness. [2]

- 5 (a) From the study by Loftus and Palmer on eyewitness testimony:

Outline **two** ways in which the procedure was standardised.

One way was that all participants in the first experiment watched the same seven film clips of traffic accidents, shown in the same order to each group, so every participant saw identical footage before being questioned.

A second way was that every participant was given the same written questionnaire, which asked them to give an account of the accident and then answer a set of specific questions, with only the critical verb (smashed, collided, bumped, hit or contacted) differing between conditions.

[4]

- (b) To what extent does Grant et al.'s contemporary study into context-dependent memory change our understanding of the key theme of 'Memory'? Support your answer with examples from both Loftus and Palmer's and Grant et al.'s studies.

Grant et al. changes our understanding of memory to some extent because it examined a different aspect of memory from Loftus and Palmer. Loftus and Palmer showed memory is reconstructive and can be distorted by information received after an event: participants asked how fast the cars were going when they smashed gave a higher mean speed estimate (40.8 mph) than those asked about cars that contacted (31.8 mph). Grant et al. added that memory also depends on the match between the environment at learning and recall: students tested in the same noise condition as they had read the article recalled more than those tested in a mismatched condition. This extends our knowledge to context-dependent memory and suggests revising in exam-like conditions. However, the change is limited because both studies used American students in artificial laboratory tasks, so Grant et al. reinforces rather than overturns the shared conclusion that memory is fragile and easily influenced by external factors.

[5]

6 (a) From Moray's study into auditory attention:

Describe the research method used in Experiment 2.

Experiment 2 was a laboratory experiment conducted in a controlled setting using a dichotic listening task with headphones. It used a repeated measures design in which all participants heard passages of light fiction in both ears and shadowed one of them. The independent variable was whether an instruction in the rejected message was preceded by the participant's own name (affective) or not (non-affective), and the dependent variable was the number of instructions in the rejected message that were heard or followed. Controls included the same passages, a monotone voice and a steady pace of 150 words per minute. [3]

(b) From Simon and Chabris's study into visual attention:

Outline the 'gorilla condition'.

In the gorilla condition participants watched a 75 second video of two teams of three players, one in white shirts and one in black, passing a basketball between them while the participant counted the number of passes made by one team. After about 44 to 48 seconds a woman in a full gorilla suit walked from left to right through the middle of the players, taking about five seconds, and left the scene. The players did not react to or interact with the gorilla and carried on passing the ball. [3]

7 Outline **one** difference between Milgram's study of obedience and Bocchiaro et al.'s study into disobedience and whistleblowing.

Milgram's sample consisted of 40 men aged 20 to 50 from a range of occupations in the New Haven area of the USA, recruited by newspaper advert, whereas Bocchiaro et al.'s sample consisted of 149 undergraduate students, both male and female with a mean age of around 20.8 years, from VU University in Amsterdam, the Netherlands. [2]

SECTION B – Areas, perspectives and debates

Answer **all** the questions.

- 8 (a) Describe the concept of freewill.

Freewill is the idea that individuals are able to choose freely how they behave, so their actions are not determined by external forces such as the environment or by internal forces such as their genes. Because people control their own actions they are held responsible for what they do. [2]

- (b) Explain how Lee et al.'s study on evaluations of lying and truth-telling may support the view that behaviour is determined.

Determinism is the view that behaviour is directed by forces outside the individual's conscious control, such as upbringing or culture. Lee et al. support this because their study suggests that moral reasoning about lying is determined by the culture a child is socialised into. For example, Chinese children rated lying about a good deed increasingly positively with age, while Canadian children rated it negatively, reflecting the collectivist value of modesty taught in China. The children's moral judgements were therefore shaped by cultural learning they had no control over rather than freely chosen. [3]

- (c) Suggest why research in the individual differences area is often considered socially sensitive. Support your answer with examples from relevant core studies.

Research is socially sensitive when its findings have wider negative implications either for the participants or for the whole group they represent. The individual differences area studies how people differ from the majority, for example in intelligence or mental health, so its findings can easily be used to label, stigmatise or discriminate against those groups. In Gould's study, Yerkes' Army Alpha and Beta tests were culturally biased and relied on literacy, yet the results were treated as measures of innate intelligence. They were used to claim black Americans and southern European immigrants had lower mental ages, which supported the 1924 Immigration Restriction Act and eugenic ideas, harming whole groups beyond the recruits tested. Similarly, Baron-Cohen et al. tested vulnerable adults with autism and Asperger syndrome and reported that they lacked an advanced theory of mind. Highlighting deficits in a group already facing stigma risks increasing prejudice against all people with autism, not just the sixteen participants. [5]

- (d) Describe **two** weaknesses of the individual differences area. Support your answer with examples from relevant core studies.

One weakness is that the area often relies on case studies of single unusual individuals, so findings are open to researcher bias and are difficult to generalise. For example, Freud studied only Little Hans, mostly through his father's letters, and interpreted the boy's horse phobia as evidence for his own theory of the Oedipus complex, so the conclusions may not apply to other children. A second weakness is that it can be hard to find suitable participants, so samples are small and unrepresentative. Hancock et al. studied only 14 psychopathic murderers from Canadian prisons who volunteered, so their findings about psychopathic language may not apply to female psychopaths or psychopaths who have not committed murder. [4]

- (e) Compare the individual differences area with the behaviourist perspective. Support your answer with examples from relevant core studies.

One difference is that the individual differences area focuses on how individuals or groups differ from one another, whereas the behaviourist perspective assumes everyone learns in the same way through conditioning and looks for general laws. For example, Hancock et al. compared the language of psychopathic and non-psychopathic murderers, finding psychopaths used more subordinating conjunctions and more words about food, drink and money, so their interest was in what makes one group different. In contrast Chaney et al. assumed all the asthmatic children would respond to positive reinforcement in the same way, and found adherence rose for the whole group when the Inhaler was used, showing a search for universal learning principles. A second difference concerns methods and samples. Because individual differences research often studies atypical people, samples are small and often use case studies or self-report, such as Freud studying one boy, Little Hans, through his father's letters. Behaviourists prefer controlled laboratory experiments with larger samples that measure observable behaviour, such as Bandura et al. observing the imitative aggression of 72 nursery children towards a Bobo doll. [6]

- (f) Explain why Chaney et al.'s Funhaler study can be considered useful.

Research is useful when its findings can be applied to real life to improve people's lives or lead to interventions. Chaney et al. is useful because it shows how a simple, low-cost application of operant conditioning, the Funhaler, which rewards correct use with a spinning disc and whistle, can improve medical compliance in young asthmatic children. Adherence rose so that 81 percent of parents reported medicating their child the previous day with the Funhaler compared with 59 percent with the standard inhaler, so health services can design devices that improve health and cut treatment costs. [3]

- (g)* Discuss ethical considerations in relation to the social area. Support your answer with examples from relevant core studies.

The social area studies how other people and the situation influence behaviour, often by placing participants in realistic or extreme situations, so it raises many ethical considerations under the BPS principles of respect, responsibility and integrity. One key consideration is informed consent and the right to withdraw. Social research is often carried out as field experiments on people who do not know they are being studied. In Piliavin et al.'s Subway Samaritan study around 4,450 New York passengers unknowingly took part when a confederate collapsed in their carriage, so they could not consent and could not withdraw their data, which were recorded by two female observers. Levine et al. likewise observed pedestrians in 23 cities without consent. Researchers argue that observation in a public place is acceptable, but staging a collapse goes beyond simple observation and some passengers may have been distressed by it. A second consideration is deception and protection from harm, under the principle of integrity. Because social researchers want genuine reactions, deception is common. Milgram told participants the study was about memory and learning, fixed the draw so they were always the teacher and led them to believe the shocks were real. Many showed extreme stress, sweating, trembling and three had seizures, so they were not protected from psychological harm, although Milgram debriefed them and found 84 percent were glad to have taken part. Bocchiaro et al. also deceived students about the sensory deprivation study, yet gained consent, allowed withdrawal and debriefed carefully, showing deception can be managed ethically. Overall, the social area faces a cost-benefit dilemma: without deception or naturalistic settings

participants would show demand characteristics and findings would lack validity, but the benefit of understanding obedience and bystander behaviour must be weighed against the respect owed to participants, which is why modern studies like Bocchiaro et al. use ethics committees.

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[12]

Turn over for the next question

SECTION C – Practical applications

Answer **all** the questions.

Brazilian athlete gives up chance of winning to help struggling Mexican cross the finishing line

A dazed and struggling Mexican athlete was helped over the finishing line by a top-class Brazilian runner at the end of a marathon race in Brazil yesterday.

The Mexican runner was just in the lead as competitors headed into the final kilometre but then the heat began to take its toll and he started to weave across the course. The Brazilian runner, who was not far behind in second place, caught up, put his arm around the struggling Mexican and all but carried him along the final few hundred metres so he could cross the finishing line. An American runner did not stop to help but overtook them to win the race.

When asked later why he had given up his chance of winning the race, the Brazilian said, "It was an easy thing to do. In Brazil we are always encouraged to be friendly, helpful and agreeable. Such behaviours are valued over achievement."

The American runner, who won the race, when asked why he didn't stop to help said it was the Mexican's own fault he was affected so badly by the heat. He should have done more training in hot climates like this one in Brazil. He also said that his coach had told him that he should always try to win all races, regardless of the physical or mental costs or his moral beliefs, so he was only obeying orders.

Based on an article from The Guardian's sport section found on-line.

- 9 (a) Identify **two** psychological issues raised by the article above. Support your answer with evidence from the article.

One issue is that people are less likely to help a victim they see as responsible for their own situation. This is shown in the article when the American runner did not stop to help because he said it was the Mexican's own fault he was affected so badly by the heat and he should have done more training in hot climates. This links to Piliavin et al.'s finding that the drunk victim, seen as responsible for his state, received far less help than the victim with a cane.

A second issue is that people will obey an authority figure even when it goes against their own moral beliefs. The American said his coach had told him he should always try to win regardless of the physical or mental costs or his moral beliefs, so he was only obeying orders. This is like Milgram's participants who gave what they believed were dangerous shocks because the experimenter, a legitimate authority, told them to, blaming the authority rather than taking responsibility themselves. [6]

- (b) Briefly consider the individual/situational debate in relation to the article above. Support your answer with evidence from the article.

The individual side of the debate explains behaviour in terms of the person's own characteristics, such as personality, values or innate dispositions, so behaviour is consistent across situations. The situational side explains behaviour through factors in the environment, such as the presence of others, instructions or culture. The debate is relevant because it asks whether the Mexican was helped because of who the runners were or the situation they were in.

An individual explanation would say the Brazilian is a naturally caring, altruistic person who valued helping over achievement, while the American is a competitive, self-centred person who blamed the victim. A situational explanation would point to the Brazilian saying that in Brazil people are always encouraged to be friendly, helpful and agreeable, so his culture shaped his helping, while the American was influenced by his coach's orders to win all races and by the chance to win, so the situation produced his failure to help. [5]

- (c) Outline Piliavin et al.'s 'Subway Samaritan' study **and** describe ways in which it could relate to the article. Support your answer with evidence from the article.

Piliavin et al. carried out a field experiment on the New York subway between 59th and 125th Street, a journey of about seven and a half minutes with no stops. About 4,450 passengers unknowingly took part across 103 trials. Seventy seconds into the journey a male confederate standing by a pole in the critical area staggered and collapsed. The independent variables were the type of victim (appearing drunk, smelling of alcohol and carrying a bottle, or ill, carrying a black cane), the race of the victim, whether a model helped after 70 or 150 seconds, and group size. Two female observers recorded the frequency and speed of help and the race and sex of helpers. The cane victim received spontaneous help in 95 percent of trials compared with 50 percent for the drunk victim, help came faster for the cane victim, 90 percent of first helpers were male, and there was no diffusion of responsibility. Piliavin et al. proposed the arousal cost-reward model: bystanders feel aroused by an emergency and weigh the costs and rewards of helping. The study relates to the article because the drunk victim was helped less as he was seen as responsible for his condition, just as the American did not help because it was the Mexican's own fault he was affected by the heat and he should have trained in hot climates. It also relates through the cost-reward analysis. For the Brazilian the rewards of helping, such as praise and feeling good, outweighed the cost of giving up the win, so he all but carried the Mexican to the line, whereas for the American the cost of not winning outweighed any reward, so he overtook them to win. [8]

- (d) Using your psychological knowledge, suggest **two** ways in which positive helping behaviours may be encouraged in athletes from countries such as America.

One way is to use operant conditioning, as in Chaney et al.'s Funhaler study, by positively reinforcing helping behaviour. American athletics federations could introduce a scheme where any athlete who stops to help a struggling competitor, as the Brazilian did, receives a tangible reward such as a fair play award, prize money equal to a race win or an automatic place at the next championship. The reward should follow the behaviour immediately and consistently so helping becomes associated with pleasant consequences and is repeated. Coaches could also be rewarded when their athletes help, so they stop giving orders to win at all costs, and selection rules could remove the punishment of losing a race, for example by awarding the helper the same finishing position as the athlete helped.

A second way is to use social learning theory, as in Bandura et al.'s study, since athletes learn by observing and imitating models they identify with. American sports channels and federations could show footage of high status, successful athletes, like the Brazilian runner, helping rivals and being praised, interviewed and rewarded for it, so viewers see vicarious reinforcement. Training camps could invite respected role models to run sessions on sportsmanship and could use simulations in which young athletes practise helping a collapsing runner and watch video feedback of themselves doing so. Because the models are similar and admired, athletes would pay attention, retain the behaviour and reproduce it in real races.

[8]

- (e)* Evaluate the suggestions you made in 9(d) using issues and debates you have learned about in psychology.

A strength of both suggestions is that they are useful and have practical implications. Rewarding helping is cheap and easy to implement through existing federations, and Chaney et al. showed that simple reinforcement increased medication adherence from 59 to 81 percent, so it is likely to be effective, protecting struggling athletes from physical harm. However, operant conditioning can be criticised because behaviour may only continue while rewards are given and athletes may help for the prize rather than from genuine concern, which raises an ethical issue of manipulating behaviour. The scheme also raises the individual-situational debate: it treats helping as situationally controlled, but an athlete who by nature believes winning matters more may not change, so nature as well as nurture limits its effectiveness. The social learning suggestion is ethically sound because it involves no deception and athletes give informed consent to training, and Bandura et al. provides supporting evidence that children imitated admired models. However, that study used nursery children in an artificial laboratory setting, so it lacks ecological validity and may not generalise to adult athletes under the pressure of a real race. Persuading profit-driven American television channels to screen helping behaviour has funding issues, and observing a model does not guarantee imitation if the athlete does not identify with him. Overall the two methods are most effective combined, as reinforcement sustains the pro-social behaviour that observation first teaches.

[8]

END OF QUESTION PAPER

This image shows a blank sheet of white paper designed for handwriting practice. It features a solid vertical line on the left side, creating a narrow margin. The rest of the page is filled with evenly spaced horizontal dashed lines, providing a guide for letter height and placement. There are no other markings, text, or illustrations on the page.

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