



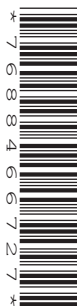
Oxford Cambridge and RSA

**Friday 7 June 2019 – Afternoon**

**A Level Psychology**

**H567/02** Psychological themes through core studies

**Time allowed: 2 hours**



No additional materials required



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Centre number

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### INSTRUCTIONS

- Use black ink.
- 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.

### 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 Explain how the findings from Milgram's study relate to the key theme of responses to people in authority.

*Milgram's findings show that people respond to authority with obedience. The experimenter in the grey lab coat represented the authority figure, and 65 per cent of participants obeyed his orders to give the highest shock of 450 volts to a person they believed was another participant, with every participant going to at least 300 volts, simply because they were instructed to.*

[3]

- 2 Piliavin et al. carried out a study into responses to people in need.

- (a) Identify **two** materials used in this study.

*The confederate victim carried a black cane in the cane condition and a brown paper bag with a bottle of alcohol in the drunk condition. The observers also used a stopwatch to time how long it took for help to be given.*

[2]

- (b) Give **two** ways in which this study may be considered ethnocentric.

(i) *Only black and white victims were used, so no other ethnic groups were studied.*

[1]

(ii) *It was only carried out on the New York subway, in one city of one country, the USA.*

[1]

- (c) Compare Piliavin et al.'s study with Levine et al.'s study into responses to people in need by suggesting **either one** difference **or one** similarity between them.

*One difference is how the independent variable occurred. Piliavin et al. manipulated the IV themselves, whereas in Levine et al.'s study the IV was naturally occurring. Piliavin et al. directly controlled how the victim appeared, having the confederate collapse carrying either a cane or a bottle in a paper bag and smelling of alcohol. Levine et al. could not set up their IV because it was the city and country the helper already lived in, across 23 cities such as Rio de Janeiro and Kuala Lumpur.*

[4]

- 3 (a) Outline **one** strength of the type of data collected in Moray's study into attention.

*Moray collected quantitative data, such as the mean number of words recognised from the rejected message, which is objective and allows easy comparison between conditions, for example whether words heard 35 times were recognised more often than new words.*

[2]

- (b) Using Simons & Chabris' study into attention, explain **one** way in which the procedure would have increased the reliability of the research.

*Standardisation of the procedure increased reliability. Every participant watched the same 75 second video of two teams passing basketballs, the unexpected event of the gorilla or umbrella woman always lasted five seconds, and the experimenters followed the same written protocol. This consistency means the procedure could be repeated exactly to check whether the same results were found.*

[3]

- 4 Explain **one** way in which Bandura et al.'s study into aggression can be considered unethical.

*The children were not protected from harm. They were deliberately exposed to an adult model punching, kicking and hitting the Bobo doll with a mallet, and then observed imitating this. Learning aggressive behaviour in this way could have long term effects, encouraging anti-social behaviour that could harm the child or others, and the children were too young to give their own informed consent.*

[3]

- 5 Discuss to what extent Lee et al.'s contemporary study in developmental psychology changes our understanding of moral development when compared to Kohlberg's study from 1968.

*Lee et al. changed our understanding by showing that moral development is not simply stage related but is shaped by culture. Kohlberg concluded that all children pass through the same universal stages, but Lee et al. found that Chinese children increasingly rated lying about a good deed positively as they got older whereas Canadian children did not, so cultural norms such as modesty interact with age. Lee et al. also used both boys and girls and quantitative ratings, giving more representative and reliable evidence than Kohlberg's interviews with only boys. However, both studies found that moral reasoning changes with age, so the broad idea of age related development is supported rather than overturned.*

[5]

- 6 Describe how **one** of the core studies relates to the biological area.

*Maguire et al. (2000) relates to the biological area because it shows the role of the brain in behaviour. Sixteen right handed male London taxi drivers who had held their licence for at least 1.5 years had MRI scans, which were compared with scans of 50 non taxi driving males using VBM and pixel counting. The taxi drivers had more grey matter in the posterior hippocampi and less in the anterior, and posterior volume correlated with years spent driving. This shows brain structure changes with experience, so navigation can be explained by a brain region, supporting plasticity and biological reductionism.*

[4]

- 7 (a) Describe the background to Gould's study into intelligence testing.

*Binet and Simon developed the first intelligence tests in the early 1900s, and these were given to one person at a time. Yerkes, who believed intelligence was inherited and could be measured objectively, developed group tests, the Army Alpha, Army Beta and individual exams, to test 1.75 million US army recruits during World War One. Although the tests were culturally biased and poorly administered, the data were used to claim that intelligence was innate and that immigrants and black Americans were less intelligent. Gould aimed to show how such prejudice distorted supposedly objective testing.*

[4]

- (b) Explain **one** way in which Hancock et al.'s study into the language of psychopaths may lack validity.

*The findings may lack construct validity. Hancock et al. reduced the complexity of the psychopaths' language to quantitative measures using Wmatrix and DAL software, such as the number of subordinating conjunctions and past tense verbs used. These counts may not truly capture the meaning behind the murderers' descriptions of their crimes, so the conclusion that psychopaths view crime instrumentally may be inaccurate.*

[3]

## SECTION B – Areas, perspectives and debates

Answer **all** the questions.

- 8 (a) Outline the defining principles and concepts of the cognitive area.

*The cognitive area studies internal mental processes such as memory, attention, perception and thinking, which cannot be seen directly but are inferred from behaviour. The mind is compared to a computer, processing information in stages from input to output, so behaviour can be understood and predicted from patterns in thinking. Cognitive psychologists use controlled laboratory experiments, such as Loftus and Palmer's study of leading questions, to measure these processes objectively.*

[4]

- (b) Describe **one** application of the principles and concepts of the cognitive area.

*Cognitive behavioural therapy for depression is based on the principle that disorders result from faulty thinking. Beck's negative triad suggests depressed people hold negative schemas about themselves, the world and the future, and make internal, stable and global attributions for failure. In therapy the client records negative automatic thoughts, the therapist challenges them with evidence and sets behavioural experiments, so thought patterns are changed to more realistic ones and the depressed behaviour reduces.*

[4]

- (c) Compare the cognitive area and the psychodynamic perspective in terms of strengths and weaknesses.

*A strength of the cognitive area is that it is highly scientific, using controlled laboratory experiments such as Loftus and Palmer's, where the verb in a leading question was manipulated and speed estimates measured objectively, so cause and effect can be established. In contrast, the psychodynamic perspective is unscientific because it relies on hypothetical constructs such as the unconscious and the Oedipus complex that cannot be observed or falsified, and Freud's interpretation of Hans' phobia was subjective.*

*However, the cognitive area is reductionist and mechanistic, reducing memory to computer like stages and using artificial tasks like Moray's dichotic listening, which lack ecological validity. The psychodynamic perspective is more holistic and valid in this respect, as Freud studied Hans in depth in his real environment over time, considering his whole childhood and family relationships.*

*Both share the weakness that the mind cannot be directly observed, so processes are inferred. Yet the cognitive area uses large samples that allow generalisation, whereas the psychodynamic perspective over relies on single case studies such as Hans, so its conclusions cannot be generalised to all children.* [8]

- (d) Describe how research supporting the psychodynamic perspective can be seen as socially sensitive.

*Research supporting the psychodynamic perspective is socially sensitive because its conclusions can stigmatise groups. Freud's study of Little Hans claimed his phobia came from the Oedipus complex, suggesting childhood sexuality and castration anxiety, which many find uncomfortable and which blames parents, especially mothers, for later problems. The perspective also suggested homosexuality results from unresolved childhood conflicts, implying it is deviant, and the debate about recovered memories has led to innocent people being accused of abuse, so such research can harm people and shape social values.* [4]

- (e)\* Discuss the reductionism/holism debate in psychology. Use examples from appropriate research to support your answer. [15]

Reductionism is the idea that behaviour is best understood by breaking it down into its constituent parts, such as brain structures or stimulus response links, and analysing the contribution of each. Holism argues that the whole is greater than the sum of its parts, so behaviour must be understood by considering how many factors at different levels interact. A strength of reductionism is that it is scientific and parsimonious. Maguire et al. (2000) reduced spatial navigation to the hippocampus, finding taxi drivers had more posterior hippocampal grey matter, and because the explanation focused on one measurable brain region it produced objective empirical evidence and clear cause and effect. Similarly Moray (1959) reduced attention to a simple dichotic listening model, allowing precise manipulation in the laboratory. Reductionist explanations can also lead to useful applications, such as drug treatments based on neurotransmitters. However, reductionism oversimplifies complex phenomena and may lack construct validity. Kohlberg (1968) reduced moral development to biological maturation, so his universal stages ignore culture, yet Lee et al. (1997) showed Chinese and Canadian children judged lying differently. Reductionism also suffers from infinite regress, as brain regions can be reduced to neurons and then molecules without ever explaining why a person behaves as they do. Holism has the strength of greater face validity and a more complete picture of experience. Simons and Chabris (1999) showed inattention blindness depends on interacting factors such as how unexpected and salient the event is and the difficulty of the primary task, and Bandura et al. (1961) showed learning aggression depends on the sex of the model, the sex of the child and the type of behaviour. Freud (1909) considered the whole of Hans' childhood, including the birth of his sister and his relationship with his parents, to explain his phobia. Yet holism is too subjective and open to interpretation. Freud's analysis of Hans cannot be tested or falsified, and holistic explanations make prediction difficult because so many variables are involved, so they are less useful for developing treatments. In conclusion, reductionism offers the scientific rigour psychology needs, but a purely

*reductionist account misses the meaning of behaviour. An interactionist position, as in*  
*Maguire's recognition that experience shapes the brain, is the most valid way forward.*

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**SECTION C – Practical applications**

Answer **all** the questions.

**Things Parents Of Children On The Autism Spectrum Want To Tell You**

Adapted from E Wallwork, '15 Things Parents Of Children On The Autism Spectrum Want To Tell You', 2 April 2016, [www.huffingtonpost.co.uk](https://www.huffingtonpost.co.uk), Huffington Post. Item removed due to third party copyright restrictions. Link to material: [https://www.huffingtonpost.co.uk/entry/parents-of-children-with-autism\\_uk\\_56fe9241e4b0884065f0bb09?guce\\_referrer\\_us=aHR0cHM6Ly93d3cuZ29vZ2xlLnVrLw&guce\\_referrer\\_cs=UCSjq-\\_5D0gnV1Bh2zNPFw&guccounter=2](https://www.huffingtonpost.co.uk/entry/parents-of-children-with-autism_uk_56fe9241e4b0884065f0bb09?guce_referrer_us=aHR0cHM6Ly93d3cuZ29vZ2xlLnVrLw&guce_referrer_cs=UCSjq-_5D0gnV1Bh2zNPFw&guccounter=2)

*Adapted from an online article from the Huffington Post (April 2016)*

- 9 (a) Describe **two** features of the area of individual differences **and** briefly explain how they apply to this article.

(i) *Individuals as unique: the area recognises that not everyone is the same and that people differ in their behaviour and experience, rather than seeking universal laws. This applies to the article when the parents say that not all children with autism are the same and that people should accept their children's different ways of behaving.*

(ii) *Focus on atypical behaviour: the area studies people whose behaviour or development differs from the norm, such as those with disorders, in order to understand and measure these differences. In the article one parent explains that her little boy is on the autistic spectrum and that he would love to socialise with friends but finds it harder than other children.*

[6]

- (b) Outline what is meant by a case study **and** briefly explain how this method could apply to the article.

*A case study is an in depth investigation of one individual or a small group, often over time, using several methods such as interviews and observations to gather rich qualitative data. The article uses case studies by presenting individual parents' own stories of their children with autism rather than making broad generalisations, so each case shows the subjective experience of the condition. Psychologists could follow up one of the children, interviewing the parents and observing him at school to understand his particular needs in depth.*

[4]

- (c) Describe Baron-Cohen et al.'s study into autism **and** briefly explain how its findings relate to the article.

Baron-Cohen et al. (1997) aimed to test whether high functioning adults with autism or Asperger syndrome have a theory of mind deficit, using a harder test than the false belief tasks they could pass. It was a quasi experiment with three groups: 16 adults with autism or Asperger syndrome, 50 normal adults and 10 adults with Tourette syndrome as a clinical control. All completed the Eyes Task, 25 black and white photographs of the eye region each shown for three seconds, choosing which of two mental state words, such as concerned or unconcerned, best described them. Control tasks of gender and basic emotion recognition were included, and Happe's Strange Stories checked validity. The autism group scored a mean of 16.3 out of 25 compared with 20.3 for normal adults and 20.4 for the Tourette group, were impaired on the Strange Stories but not the control tasks, and normal females outscored males. It was concluded that adults with autism have a theory of mind deficit despite normal intelligence.

This relates to the article because it shows the minds of people with autism work differently in reading others' mental states, explaining why the children would love to socialise but find it harder, and that this is not linked to intelligence. [7]

- (d) Using your knowledge of psychology, suggest ways in which the lives of individuals with autism could be improved.

One way is to use operant conditioning through applied behaviour analysis. A therapist would break a sociable behaviour such as making eye contact or greeting a friend into small steps, and each time the child performs a step they receive a positive reinforcer such as praise, a sticker or time with a favourite toy, so the behaviour is more likely to be repeated. A token economy could be run at home and school, where tokens earned for sociable behaviour are exchanged for rewards, and unwanted behaviours such as meltdowns are not reinforced. This would help the children in the article who want to socialise but find it harder, by teaching the skills step by step.

A second way is to use modelling, based on Bandura's social learning theory. In social skills groups, a trusted adult or peer would demonstrate behaviours such as taking turns in conversation or recognising facial expressions, and the child would attend to, retain and reproduce the behaviour and be rewarded, as Bandura showed children imitate models they observe. Video modelling, where the child watches recordings of themselves or others behaving appropriately, could be used because it suits the visual learning style of many autistic children.

A third way is an awareness campaign to reduce stigma, as the article says attitudes will only change when people start talking about autism. Using cognitive principles, schools and media could present accurate information to change the public's schemas about autism, so individuals are accepted rather than judged. [8]

- (e) Evaluate the suggestions you have made in part (d) with reference to issues and debates you have studied in psychology.

The operant conditioning suggestion is useful because applied behaviour analysis is based on measurable, observable behaviours, so progress can be recorded objectively and the programme adjusted, and research such as Lovaas has shown gains in social skills. However, it is reductionist, reducing the complex social difficulties of autism to stimulus response links and ignoring the theory of mind deficit shown by Baron-Cohen et al., so the child may learn to perform behaviours without understanding others' feelings. It is also deterministic, treating the child as shaped by rewards rather than having free will, and ethically it raises social sensitivity, as critics argue it tries to make autistic children appear normal rather than accepting their different ways, which the parents in the article ask for.

The modelling suggestion is more holistic as it uses peers and real situations, giving it higher ecological validity, and it is ethical because it respects the child's choice to imitate. Bandura's research supports its effectiveness, although his sample of nursery children without autism means the findings may not generalise, and children with autism may attend less to social models, so its usefulness could be limited.

The awareness campaign assumes nurture, since attitudes are learned and can be changed, and it is socially sensitive as it portrays autism positively, but it is hard to measure its effect on individual lives and its reliability varies across cultures, so it may be ethnocentric if designed only for Western audiences. Overall a combination of suggestions is most useful.

[10]

**END OF QUESTION PAPER**

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