



Oxford Cambridge and RSA

Thursday 25 May 2023 – Afternoon

A Level Psychology

H567/02 Psychological themes through core studies

Time allowed: 2 hours

No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

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Candidate number

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First name(s)

Last name

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

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

ADVICE

- Read each question carefully before you start your answer.

- 2 Describe the background to Hancock et al.'s (2011) study into the language of psychopaths.

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- 3 Outline **three** different results from Blakemore and Cooper's (1970) study into the impact of early visual experience.

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- 4 (a) In Grant et al.'s (1998) study on memory, why was the short-answer test taken before the multiple-choice test?

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- (b) (i) Explain **one** difference between **Experiment 1** of Moray's (1959) study into attention and Simons and Chabris' (1999) study into inattention.

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- (ii) Explain **one** similarity between **Experiment 1** of Moray's (1959) study into attention and Simons and Chabris' (1999) study into inattention.

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- 5 (a) Outline **one** strength **and one** weakness of the type of data collected by Kohlberg (1968) in his study of moral development.

Strength

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Weakness

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- (b) Explain **one** way Lee et al. (1997) attempted to ensure the reliability of their study into lying and truth-telling.

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Section B

Areas, perspectives and debates

- 6 (a) Explain **two** defining principles or concepts of the individual differences area.

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- (b) Outline what is meant by the concept of holism **and** how this relates to the individual differences area.

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[4]

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Section C

Practical applications

Abstract

Evidence suggests social media use is associated with poor mental health in young people. This paper assesses whether social media use is associated with young people's symptoms of depression.

Methods: We used population-based data from the UK Millennium Cohort research on 10 904 14-year-olds. Statistical analysis was used to examine correlations between social media use and depressive symptoms.

Findings: Greater social media use related to both higher levels of online harassment and lower levels of self-esteem; in turn these related to higher depressive symptom scores. Correlations between social media use and depressive symptoms were stronger for girls than for boys.

Interpretation: Our findings highlight the potential pitfalls of lengthy social media use for young people's mental health. These findings would be very useful in the development of a guide for the safe use of social media. They also support calls for social media platforms to more tightly regulate hours of social media use.

Adapted from Kelly Y. et al. (2018) 'Social Media Use and Adolescent Mental Health.' *EClinical Medicine* 6 59–68.

7 (a) Outline **one** weakness of the sample used in this study.

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- (b) With reference to the abstract, outline **one** positive **and one** negative correlation found by this study.

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Negative

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- (c) Outline **one** limitation of using a correlation technique in this study.

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- (d)** Describe Bandura et al.'s (1961) study into the transmission of aggression **and** briefly explain how this may relate to the effects of social media.

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[8]

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[illegible]

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