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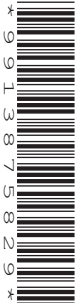
Wednesday 22 May 2024 – Morning

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) StemUp Model Solution

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 **20** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

Core Studies

1 From Baron-Cohen et al.'s (1997) study into autism in adults:

(a) Identify **one** group of participants in this study and outline **two** features of that group.

One group was the adults with high-functioning autism or Asperger syndrome. There were 16 people in this group, 4 with high-functioning autism and 12 with Asperger syndrome. They all had normal intelligence, scoring above 85 on the WAIS-R, and the group was mostly male, with 13 men and only 3 women, with a mean age of 28.6 years.

[3]

(b) Outline the effect the participants' gender had on their responses in the Eyes Task.

Among the normal participants the females performed significantly better on the Eyes Task than the males, with a mean of 21.8 out of 25 compared with 18.8 for the normal males. The normal males still scored significantly higher than the autistic and Asperger group, whose mean was only 16.3, so normal females were the best overall.

[2]

2 From Hancock et al.'s (2011) study into the language of psychopaths:

- (a) Explain **one** reason why the interviewer was not told the participants' scores on the psychopathy test.

The interviewer was kept blind to whether each murderer had scored as a psychopath or non-psychopath on the PCL-R so that interviewer bias could not affect the results. If they had known the scores they might have treated the two groups differently or shaped their questions about the crime, which could have changed the language the offenders produced rather than it reflecting psychopathy. [2]

- (b) Outline **one** weakness of the sample used in this study.

One weakness is that all 52 participants were male murderers held in Canadian correctional facilities. The findings about how psychopaths describe their crimes may therefore not generalise to female murderers, to psychopaths who have not killed, or to offenders in other countries, making the sample ethnocentric. [2]

3 From Levine et al.'s (2001) study into cross-cultural altruism:

(a) Describe the dependent variable in **one** condition of this study.

In the dropped pen condition the dependent variable was whether or not the participant helped the experimenter. The experimenter walked towards a lone pedestrian, reached into his pocket and accidentally dropped his pen behind him. Helping was scored if the participant called back to tell the experimenter he had dropped the pen, or if they picked the pen up and brought it to him.

[3]

(b) Explain how this study links to the key theme of responses to people in need.

The key theme is responses to people in need, and Levine et al. studied this directly by staging three situations in which a stranger needed help (a dropped pen, a man with a hurt leg dropping magazines, and a blind man waiting to cross the road) in 23 large cities around the world. The study links to the theme by showing that willingness to help a person in need depends on culture and the features of the city. Helping was highest in Rio de Janeiro and lowest in Kuala Lumpur; cities with lower economic productivity (PPP) were more helpful, simpatia cultures such as Brazil helped more than non-simpatia cultures, faster cities were slightly less helpful and population size made no difference.

[3]

4 Outline the background to Chaney et al.'s (2004) Funhaler study.

Poor adherence to the prescribed frequency and technique of inhaled medication is a major problem for paediatric asthmatics, so children often fail to get the full dose from their spacer device and their condition is poorly controlled. Clinical and health psychologists have tried to improve adherence using behaviour therapy and behaviour modification based on Skinner's operant conditioning, where a behaviour followed by positive reinforcement is more likely to be repeated. Chaney et al. therefore wanted to see whether a new spacer, the Funhaler, which contains incentive toys such as a whistle and spinner that only work when the child breathes correctly, would positively reinforce correct use and improve adherence in young asthmatics.

[4]

- 5 Explain why Kohlberg's (1968) study into moral development is considered a longitudinal study.

A longitudinal study follows the same participant or group of participants over a long period of time, taking repeated measurements so that changes within the same individuals can be tracked as they develop. Kohlberg's research fits this because he studied the same group of 75 American boys, who were aged 10 to 16 at the start, for 12 years. He re-interviewed them about the same hypothetical moral dilemmas every three years until they were aged 22 to 28, which let him see how each boy's moral reasoning moved through his stages over time, rather than just comparing different children of different ages at one point. [3]

6 From Moray's (1959) study into auditory attention:

(a) Describe how **one** control was used in this study.

One control was the standardisation of the stimulus material. Every passage and word list used in all three parts of the study was recorded by the same male speaker onto the same Brenell Mark IV stereophonic tape recorder, and every participant heard them through headphones at the same volume in each ear, with the shadowed message in one ear and the rejected message in the other. This meant differences in recall could not be due to differences in voice, equipment or loudness. [3]

(b) Outline **one** conclusion Moray (1959) made in relation to attention.

Moray concluded that almost none of the verbal content of a rejected message can penetrate the attentional block, so attention is highly selective. He based this on the finding in experiment one that participants could not recognise words from the rejected message even though the short list had been repeated 35 times. However, a subjectively important message such as the person's own name can break through the block, as instructions in the rejected message were heard more often when they were prefixed by the participant's name. [2]

7 Briefly explain how Simons and Chabris' (1999) study into visual inattention changes our understanding of attention, when compared to Moray's (1959) study into auditory attention.

Moray showed inattention for auditory information: when participants shadowed one message they were unaware of the content of the rejected message in the other ear, failing to recognise repeated words or digits unless the message was prefixed by their own name. Simons and Chabris found the same inattention happens with vision. When participants counted basketball passes in a video, around 46 per cent failed to notice an unexpected event such as a woman with an umbrella or a person in a gorilla suit walking through the scene, especially in the harder counting task and the transparent condition. This expands our understanding by showing that failing to process unattended information is not just a feature of hearing but applies to visual information too, so selective attention is a general property of the cognitive system. [3]

- 8 Explain why Grant et al.'s (1998) study into context-dependent memory can be placed in the cognitive area.

The cognitive area assumes that behaviour can be explained in terms of internal mental processes such as memory, attention and perception, which work like information processing in a computer, with information being encoded, stored and retrieved. Grant et al. investigated memory. They found that participants who read an article and were then tested in the same environmental context (silent-silent or noisy-noisy) recalled and recognised more than those tested in a mismatched context. This places the study in the cognitive area because it shows that retrieval depends on cues encoded alongside the information, so a matching context acts as a retrieval cue and improves memory performance. [3]

- 9 Identify **two** ways Maguire et al. (2000) matched the two groups of participants in their study of taxi drivers.

- 1 *Handedness: all of the taxi drivers and all of the control participants were right-handed males.*
- 2 *Age: the controls were matched to the taxi drivers on age, with a mean of about 44 years and a range of 32 to 62, and all were healthy.*

[2]

Section B

Areas, perspectives and debates

10

- (a) Describe **one** application of the biological area.

One application of the biological area is the rehabilitation of patients who have suffered brain damage, for example after a stroke or head injury. The biological area assumes that behaviour is controlled by physiological structures such as specific areas of the brain, and that the brain has plasticity, so its structure changes in response to demand. Maguire et al. showed this, as London taxi drivers had greater grey matter volume in the posterior hippocampus which correlated with years spent navigating. Rehabilitation programmes use this principle by giving patients repeated practice of lost skills such as speech or movement, which stimulates undamaged areas of the brain so they take over the functions of the damaged regions. [3]

- (b) Outline the procedure of Casey et al.'s (2011) study into neural correlates of delay of gratification and explain why this study has been placed in the biological area.

Casey et al. used 59 participants who had done Mischel's marshmallow test at about four years old, had completed self-control scales in their twenties and thirties and were now in their forties. From their childhood results they were classified as high delayers or low delayers, which operationalised the IV. In experiment one they completed cool and hot versions of a go/no-go task on a laptop. In the cool task male and female faces were the stimuli, with one sex as the go target to press a button for and the other as the no-go stimulus to withhold the press. In the hot task the stimuli were happy and fearful faces. In experiment two, 26 of them did the hot task inside an fMRI scanner which measured activity in the right inferior frontal gyrus and ventral striatum, the DV. The study is in the biological area because this area assumes behaviour can be explained by physiological processes, particularly brain function. The scans showed low delayers had diminished recruitment of the inferior frontal gyrus and more ventral striatum activity when resisting the alluring happy faces, so differences in self-control are linked to differences in brain activity. [6]

- (c) Explain how research from the developmental area can be considered to support the nurture side of the nature/nurture debate. Support your answer with evidence from **one** appropriate core study.

The nurture side of the debate argues that behaviour is the product of experience and the environment, such as upbringing, culture and learning, rather than being innate or genetic. The developmental area studies how behaviour develops and changes across the lifespan, and because much of this change is driven by what children experience it tends to support nurture. Bandura et al. (1961) showed this: children who watched an adult model behave aggressively towards a Bobo doll imitated many of the same physical and verbal aggressive acts, while children who saw a non-aggressive model did not, so aggression was learned from the environment through observing others rather than being innate. [3]

- (d) Discuss ways in which the biological area is similar to the developmental area. Support your answer with evidence from appropriate core studies.

One similarity is that both areas favour the scientific method, using controlled laboratory experiments that isolate single variables so cause and effect can be established and objective, quantitative data gathered. In the biological area, Casey et al. manipulated whether participants were high or low delayers and measured brain activity objectively with fMRI, while Blakemore and Cooper controlled the kittens' entire visual environment in horizontally or vertically striped cylinders and measured neurons' responses. In the developmental area, Bandura et al. manipulated the model's behaviour (aggressive, non-aggressive or none) and had observers count imitative acts through a one-way mirror, and Lee et al. manipulated the stories told to Chinese and Canadian children and recorded their ratings on a seven-point scale. In both areas this makes the findings replicable and reliable.

A second similarity is that both areas contribute evidence to the nature/nurture debate, and both show the two sides interacting. Blakemore and Cooper showed that the kittens' visual cortex developed according to the environment they were raised in, and Maguire et al. showed the posterior hippocampus grows with navigation experience, so even biological structures are shaped by nurture, whereas Sperry's split-brain patients show innate lateralisation of function. Likewise Kohlberg argued that the sequence of moral stages is universal and innate, while Bandura showed aggression is learned from models, so both areas help us weigh nature against nurture.

A third similarity is that research in both areas can raise ethical concerns and be socially sensitive. Blakemore and Cooper deprived kittens of normal vision and left them with lasting visual deficits, and Sperry studied patients with severe epilepsy whose brains had been surgically divided. In the developmental area Bandura deliberately exposed children to aggression and frustrated them, and Freud's case of Little Hans involved a young child's private fears being published. Both areas therefore need to balance the value of their findings against protection of participants.

[8]

- (e)* Discuss the usefulness of psychological research placed in the developmental area. Support your answer with evidence from appropriate core studies. [15]

Research in the developmental area assumes that behaviour changes over the lifespan as a result of maturation and experience, so it studies children and follows development over time. I will argue that this research is highly useful, although its usefulness is limited by the samples, designs and sensitivity of some studies.

One reason developmental research is useful is that it tells us how external factors influence behaviour, which helps parents and teachers. Bandura et al. (1961) found that children who observed an aggressive adult model imitated the same physical and verbal aggression, with boys showing more physical aggression and imitation being strongest for a same-sex model. This is useful because it shows aggression is learned from role models and has informed age ratings for films and games and advice about children's exposure to violent media. Similarly Lee et al. (1997) showed that Chinese children increasingly rated lying about a good deed positively while Canadian children did not, which is useful for understanding how cultural norms shape moral judgements.

A second reason is that findings lead to practical applications that manage behaviour. Chaney et al. (2004) found that the Funhaler, using incentive toys as positive reinforcement, increased the percentage of children medicated the previous day from 59 to 81 per cent and parents' adherence to the recommended four or more cycles. This is directly useful for improving health outcomes in asthmatic children and shows that developmental research based on operant conditioning can produce real devices that work in homes.

A third reason is that longitudinal designs show how behaviour develops over time. Kohlberg (1968) followed the same 75 American boys for 12 years and showed that moral reasoning moves through an invariant sequence of stages, with reasoning becoming more principled over time. This is useful for educators designing moral education and for the justice system in deciding how children's responsibility should be judged. Because much of this research also uses controlled experiments, as in Bandura and Lee, single variables can

be isolated and cause and effect conclusions drawn, and the quantitative data produced allow clear comparisons between ages and conditions.

However, there are reasons why this research may be less useful. Many samples are limited, which reduces generalisability. Kohlberg studied only boys, so his stages may not describe female moral development, and Freud (1909) based his theory of the Oedipus complex on a single case study of Little Hans, reported through the boy's father, so the findings cannot confidently be applied to other children. Bandura's sample came from one university nursery, so the children were from similar, mainly middle-class backgrounds. Developmental research is also often socially sensitive, which can make its use harmful. Bandura's findings could be used to blame parents or to censor media, and his participants were children deliberately exposed to aggression, while Freud's interpretations of a child's sexual feelings have implications for how families are viewed. Findings about moral development in Kohlberg and Lee could be used to label children or cultures as more or less moral.

Furthermore, snapshot designs such as Bandura and Lee only measure behaviour at one moment, so we do not know whether the imitated aggression or the moral judgements persist, which limits how far they tell us about development. Chaney gathered only quantitative questionnaire data, so we lack insight into why the Funhaler worked, which limits how it could be improved.

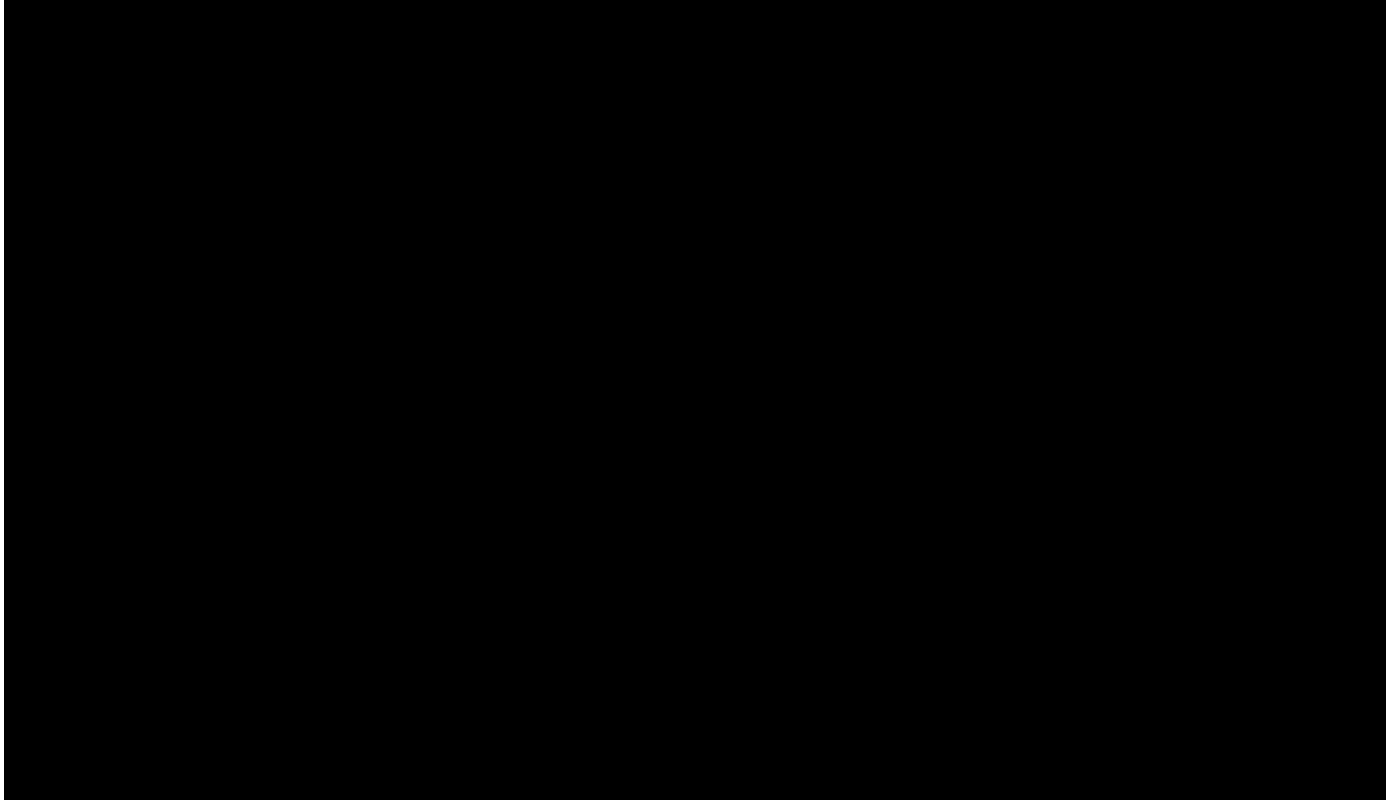
In conclusion, research in the developmental area is useful because it identifies environmental influences and generates practical applications and an understanding of change over time, as Chaney, Bandura and Kohlberg show. Its usefulness is limited where samples are unrepresentative, data are only collected once or findings are socially sensitive, so the most useful developmental research combines controlled methods with representative, longitudinal samples and careful ethical handling.

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Section C

Practical Applications

© junkie.com, Junkie and dailymail.co.uk, Daily Mail Online, Item removed due to third party copyright restrictions. Links to Material - junkie.com/the-push-netlitz/151177 and dailymail.co.uk/news/article-3396758/As-TV-illusionist-Darren-Brown-persuades-two-ordinary-women-push-stranger-



11

- (a) Explain why this article could be placed in the social area of psychology.

The social area assumes that our thoughts, feelings and behaviour are influenced by the actual, imagined or implied presence of other people. It studies how individuals interact with and are influenced by others, for example through obedience to authority and pressure from a group, so behaviour is understood in the context of a person's relationships with those around them rather than purely from within the person. The article fits this area because the woman's behaviour is driven by the people around her. She is urged by the fake charity head, whom she trusts and wants to please, to commit increasingly wicked acts, and she is verbally prodded by the fake charity workers until she pushes one of the actors off a roof. Without the presence and pressure of these other people she would never have behaved in this way. [4]

- (b) Identify **two** ethical considerations raised by the above article. Support your answer with evidence from the article.

- 1 *Deception. Participants must not be misled about the aim or procedure, yet the woman believed she was at a real fundraising gala for a new charity called Push, when in fact the charity was fake, everyone else was an actor and she was being secretly filmed.*
- 2 *Protection from harm. Participants should face no greater psychological risk than in everyday life, but the woman was pressured into believing she had pushed a man off a roof and killed him. Afterwards she showed visible signs of distress, which could leave lasting guilt or trauma.*

[4]

- (c) Outline **one** way this article can support the situational side of the individual/situational debate. Support your answer with evidence from the article.

The individual side of the debate explains behaviour in terms of a person's own characteristics, such as their personality, morals or disposition, so a person would push someone off a roof because they are a cruel or aggressive individual. The situational side argues instead that behaviour is caused by the surrounding environment and especially the other people in it. The article supports the situational side because the woman was an ordinary member of the public with no wish to hurt anyone, yet she was urged by the fake charity head to commit increasingly wicked crimes to keep him happy and was verbally prodded by the fake charity workers until she pushed the actor off the roof. It was the pressure of the situation Derren Brown built around her, not her character, that produced the behaviour.

[3]

- (d) Outline Milgram's (1963) study into obedience and explain how it could relate to the article. Support your answer with evidence from the article.

Milgram aimed to see how far ordinary people would obey an authority figure who told them to harm another person. He used 40 American men aged 20 to 50 who answered a newspaper advert for a study on memory at Yale University and were paid 4.50 dollars. Each was introduced to Mr Wallace, a confederate, and a rigged draw always made the participant the teacher. The learner was strapped to a chair with electrodes while the teacher sat at a shock generator with 30 switches from 15 to 450 volts. The teacher read a paired-word test and had to give a shock, increasing by 15 volts each time, for every wrong answer, and the learner gave about three wrong answers for every correct one. At 300 volts the learner pounded on the wall and then stopped responding. If the teacher hesitated the experimenter used four standardised prods such as 'Please continue' and 'You have no other choice, you must go on'. All 40 participants went to 300 volts and 26 (65 per cent) went to the full 450 volts, while many showed signs of extreme stress such as sweating, trembling and nervous laughter and three had seizures. The article relates closely to this. Like the experimenter in his grey coat, Brown and the charity head are trusted authority figures the woman holds in high regard, and the fake charity workers act like the experimenter's prods by verbally pushing her on. Just as the shocks rose in small 15 volt steps, she starts by labelling beef sausage rolls as vegetarian and is urged to commit increasingly wicked acts, so each small step makes the next easier until she pushes a man off the roof, like the 65 per cent who reached 450 volts. [6]

- (e) Using your knowledge of psychology, suggest **and** explain at least **two** ways young people could be encouraged to resist being negatively obedient.

One way to help young people resist negative obedience is an education programme in schools (what). Milgram found that 65 per cent of ordinary adults gave what they believed were lethal shocks because they entered an agentic state, seeing the experimenter as a legitimate authority and handing responsibility to him, and the small 15 volt increments meant there was no obvious point to stop. If young people understand these processes they can recognise when they are being pushed into the agentic state and can consciously take back responsibility for their actions (why). This could be delivered through PSHE lessons for 14 to 16 year olds in which teachers explain Milgram's study, show clips from The Push and get students to spot the techniques used, such as the trusted charity head, the gradual escalation from mislabelling sausage rolls to pushing a man off a roof, and the verbal prods. Students would then write their own rules for when it is right to refuse an instruction and practise questioning whether an authority is legitimate (how).

A second way is to use social learning theory and rehearsal through role play (what). Bandura showed that children imitate the behaviour of role models, especially those they identify with, and Milgram found that when two confederate teachers refused to continue, obedience fell to only 10 per cent, so seeing others disobey makes resistance much easier (why). Schools or youth clubs could run workshops in which older, admired students act as role models who calmly refuse an unethical instruction from an adult actor and are praised for doing so, giving vicarious reinforcement. Younger students then rehearse the same scripts, such as 'I am not comfortable doing that' and asking for time to think, in realistic scenarios like a manager asking them to lie to customers. Being praised for refusing positively reinforces the behaviour so it becomes a habit they can use in real situations (how).

[8]

(f)* Evaluate the suggestions you have made in part (e) using your knowledge of psychology.

A strength of the education programme is that it is practical and cheap. PSHE lessons already exist, so teaching Milgram and The Push needs no new funding and reaches every young person, and because the content is standardised it can be delivered reliably across schools. It is also supported by research, as Milgram found obedience fell to 47.5 per cent when the study moved to a run-down office, so teaching students to question the legitimacy of authority targets a known cause of obedience. However, knowing about obedience may not change behaviour in the moment. Milgram's participants knew the shocks were harmful but obeyed anyway, and the woman in the article was clearly uncomfortable yet still pushed, which suggests situational pressure overrides knowledge. The programme may therefore lack validity, since what students say in a classroom cannot be tested in a genuinely pressured situation without deceiving them, which raises ethical problems. Showing clips of a distressed woman who believes she has killed someone is also socially sensitive and could upset vulnerable students.

A strength of the role play approach is that it is based on strong experimental evidence. Milgram's disobedient peers variation and Bandura's findings on imitation are controlled laboratory studies with clear cause and effect, so the mechanism of modelling and reinforcement is scientifically supported. Rehearsing the actual words to use gives young people a behaviour to perform, not just knowledge, which is more likely to transfer to real situations such as a workplace.

On the other hand, role play has low ecological validity because students know the adult is an actor and there are no real consequences, so refusing is much easier than defying a real manager or a trusted figure like Brown. It is also less practical than lessons, as it needs trained older students, small groups and time, and the outcome depends on how convincing each session is, making it less reliable.

Both suggestions take a situational, deterministic view that behaviour is shaped by the environment, yet 35 per cent of Milgram's participants refused, so individual differences in personality and moral reasoning, as Kohlberg described, also matter and some young people will respond to neither approach.

Overall, combining the two is most useful, since education explains why obedience happens and role play gives young people the practised skills and role models to act on that knowledge. [10]

END OF QUESTION PAPER

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