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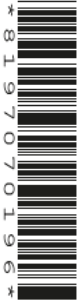
Friday 09 November 2020 – Morning

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

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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.

SECTION A – Core studies

Answer **all** the questions.

- 1 Compare Blakemore and Cooper's (1970) study with Maguire *et al.*'s (2000) study suggesting one **difference** **OR** one **similarity** between them.

One similarity is that both studies used an independent measures design, meaning that different participants were tested in each of the conditions being compared. In Blakemore and Cooper's study the kittens were raised from birth in either a horizontal-stripe or a vertical-stripe environment, so each kitten was only ever in one condition. In Maguire's study the independent variable was naturally occurring: the 16 participants were either licensed London taxi drivers or non-taxi-driver controls, so nobody could belong to both groups.

[4]

- 2 Outline **one** ethical issue raised by Gould in his 1982 review of Yerkes' study of intelligence testing in America.

One ethical issue is a lack of respect for the participants. Yerkes' tests did not value the culture or literacy skills of the men being tested, as recent immigrants and black soldiers were given written or picture-based tests full of American cultural knowledge (such as naming brands or sports) that they could not reasonably access. Gould argued this meant they were unfairly labelled as feeble-minded.

[3]

- 3 (a) (i) Explain **one** weakness of the type of data collected in Loftus & Palmer's (1974) study into eyewitness testimony.

The data collected was quantitative, as participants gave a numerical estimate of speed in mph or answered yes or no about the broken glass. A weakness is that this can suggest similarity in responses when there may not be any, and it gives no insight into why participants answered as they did. For example, the mean estimate of 40.5 mph for 'smashed' does not tell us whether individuals' estimates were similar or how confident they felt. [3]

- (ii) Outline **one** conclusion that was drawn from this study.

One conclusion was that the verb used in a question influences a participant's response, so the way a question is phrased after an event can alter and distort a witness's memory of that event rather than just biasing their answer. [2]

- (b) (i) Simons and Chabris (1999) used an independent measures design in their study on attention.

Explain how the design was used in this study.

Each participant was only allocated to one of the four conditions of the video, which varied according to whether the unexpected event was a woman with an umbrella or a person in a gorilla suit and whether the video was transparent (superimposed) or opaque, so different groups were compared. [2]

- (ii) Outline **two** weaknesses of using an independent measures design in this study.

One weakness is that participant variables may have affected the findings. Because different people were in each condition, a difference in detection rates between the gorilla and umbrella-woman groups could be due to the attentional ability of the individual observers rather than the type of unexpected event. A second weakness is that more participants had to be recruited. With four video conditions and two task conditions, 192 observers were needed to compare groups, which made the study more time consuming and costly than a repeated measures design would have been. [4]

- 4 (a) (i) Give **two** features of the sample used in Bandura *et al.*'s (1961) study into aggression.

1. There were 72 children, 36 boys and 36 girls.

2. They were aged 37 to 69 months (3 to 5 years, mean 52 months) and all attended Stanford University Nursery School.

[2]

- (ii) Outline **one** way in which this sample was biased.

The sample was age biased because it was not representative of all age groups. It focused only on young children of nursery age who may be particularly open to the influence of adult role models, so the findings cannot tell us how older children or adults would respond.

[2]

- (b) Kohlberg's (1968) study of moral development raises a number of issues of validity. Describe **two** issues of validity in this study.

Firstly, the study has low ecological validity. The moral dilemmas, such as whether Heinz should steal a drug to save his wife, were hypothetical and the boys were only asked what should be done, so their answers may not reflect how they would actually behave in a real moral situation. Secondly, there may be social desirability bias affecting internal validity. Because the boys were interviewed about moral issues they may have given answers that made them appear more moral than they really were, so the responses may not truly measure their moral reasoning.

[4]

- 5 (a) Explain how Milgram's (1963) study into obedience can be related to the social area.

The social area assumes that our behaviour is influenced by the presence of other people, whether actual, implied or imagined, and by the social situation we are in. Milgram measured obedience as the maximum shock each participant was willing to give the learner, with 65% going to 450 volts. This destructive obedience was produced by the presence of an authority figure, the experimenter in a grey lab coat, who gave prods such as 'the experiment requires that you continue'. [3]

- (b) Explain the extent to which Bocchiaro *et al.*'s (2012) study into disobedience changes our understanding of individual, social and cultural diversity.

To some extent Bocchiaro's study does change our understanding. Milgram used only American men, so his finding that people obey an authority figure was ethnocentric. Bocchiaro used 149 Dutch students, 96 of them female, and found that 76.5% still obeyed and wrote the supportive statement while only 9.4% blew the whistle, so it extends our understanding to show that high obedience applies cross-culturally, to women as well as men, and has remained similar over time. It also tells us something about individual diversity: although people predicted that only 3.6% would obey, personality measures such as the HEXACO did not distinguish the obedient from the disobedient, suggesting the situation matters more than individual differences. However, the sample was university students, a narrow part of society, and the findings largely confirm Milgram's conclusion that people are inherently obedient rather than overturning it, so the change in our understanding is limited. [6]

SECTION B – Areas, perspectives and debates

Answer **all** the questions.

- 6 (a) Outline what is meant by the concept of holism and how this relates to Freud's (1909) study of Little Hans.

Holism is the view that the whole person is greater than the sum of their parts, so behaviour should be explained as the result of many factors interacting together rather than being reduced to a single cause. Freud took a holistic approach to Little Hans because he explained the horse phobia as the product of several interacting factors: Hans' unconscious desire for his mother and anxiety about his father, his age-related phallic stage of development, the arrival of his baby sister Hanna, and seeing a horse pulling a bus fall over in the street.

[4]

- (b) Explain how Freud's (1909) study of Little Hans relates to the psychodynamic perspective.

The psychodynamic perspective assumes that behaviour is driven by unconscious forces and conflicts between the id, ego and superego, and that childhood experiences shape later behaviour as children pass through psychosexual stages. Freud explained Hans' phobia of horses as the unconscious displacement of his fear of castration by his father onto horses, since the black around the horse's mouth and blinkers symbolised his father's moustache and glasses. Hans was in the phallic stage, experiencing the Oedipus complex, and his fantasies (such as the giraffe fantasy and the plumber fantasy) were analysed as revealing these unconscious wishes.

[4]

- (c) Describe **one** application of the psychodynamic perspective.

One application is psychoanalysis as a therapy for psychological disorders such as phobias and anxiety. The psychodynamic perspective assumes these symptoms are caused by repressed conflicts in the unconscious, so the aim of therapy is to bring this material into conscious awareness where it can be worked through. The analyst uses techniques such as free association, where the patient says whatever comes into their mind, and dream analysis, where the symbolic content of dreams is interpreted to reveal hidden wishes, as Freud did with Hans' giraffe fantasy. Gaining this insight is thought to release the anxiety and so reduce the symptoms. [4]

- (d) Outline the defining principles and concepts of the behaviourist perspective and briefly discuss its usefulness as a perspective.

The behaviourist perspective assumes that we are born as a blank slate and that all behaviour is learned from experience and the environment. Learning occurs through classical conditioning, where a neutral stimulus becomes associated with a response, operant conditioning, where behaviour is shaped by reinforcement and punishment, and social learning, where behaviour is imitated from role models, as Bandura showed with children copying an aggressive adult. Behaviourists only study observable, measurable stimulus-response behaviour using scientific methods such as lab experiments.

The perspective is useful because it has produced well established and reliable applications such as systematic desensitisation and aversion therapy for phobias and addictions, and token economies and social skills training to change behaviour in schools and prisons. Its emphasis on nurture means it is optimistic that behaviour can be changed, and the role of models can be used positively in education or restricted through film certification. However, much research used animals or artificial lab tasks, so its usefulness in explaining complex real-life human behaviour is limited, and by ignoring thoughts and emotions it is reductionist. [8]

- (e)* Discuss the similarities **and** differences between the psychodynamic perspective and the behaviourist perspective. [15]

One similarity between the two perspectives is that both are deterministic.

Behaviourists believe behaviour is determined by the environment. Bandura showed that children exposed to an aggressive model imitated the aggression, so behaviour is the product of reinforcement and modelling rather than choice. Freud believed behaviour is driven by unconscious forces, so Hans' phobia was psychically determined by his Oedipal conflict. However, they differ in the type of determinism, environmental versus psychic, and so in where they look for the cause of behaviour.

A second similarity is that both recognise the role of experience and nurture in shaping behaviour. Both stress early experience, but the psychodynamic perspective focuses heavily on childhood and the psychosexual stages, whereas behaviourism looks at learning across the lifespan. There is also a difference here because Freud included innate drives such as the id and the stages of development, so it is more interactionist, whereas behaviourism sees us as born a blank slate.

A key difference concerns psychology as a science. Behaviourism studies only observable, measurable behaviour using controlled lab experiments with standardised procedures, so research such as Bandura's can be replicated and the reliability of its findings checked. The psychodynamic perspective relies on case studies and the interpretation of dreams and fantasies, which is subjective. Freud's interpretation of Hans' fear of horses as castration anxiety cannot be falsified. Behaviourism is therefore more objective and reliable, although the qualitative data from Freud's case study is arguably richer and higher in validity than the artificial Bobo doll task.

A further difference is reductionism versus holism. Behaviourism is highly reductionist, reducing complex behaviour to simple stimulus-response links, while the psychodynamic perspective is more holistic, explaining Hans' phobia through the interaction of his unconscious desires, his stage of development, his family relationships and the horse accident he witnessed.

In terms of usefulness both have led to therapies and both are optimistic that behaviour can change, but behaviourist treatments such as systematic desensitisation and token economies deal with the here and now and produce consistent outcomes, whereas psychoanalysis revisits the past, is lengthy and has less consistent results. Ethically, both have been criticised: behaviourists manipulate behaviour and used animals, while Freud is criticised for the sexualisation of children and for stigmatising certain family dynamics, which makes his work socially sensitive and culturally biased. In conclusion, while both perspectives share a deterministic and nurture-based view of behaviour, behaviourism is more scientific and reductionist whereas the psychodynamic perspective is more holistic but less objective, so they are better seen as complementary explanations than as rivals.

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SECTION C – Practical applications

Answer **all** the questions.

Adapted from blog by R Douglas Fields, 'Switching Off Anger With an Electrode', 7 January 2019, Psychology Today, www.psychologytoday.com. Item removed due to third party copyright restrictions. Link to material: <https://www.psychologytoday.com/gb/blog/the-new-brain/201901/switching-anger-electrode>

Adapted from blog: Fields, R D (2019) Switching Off Anger With an Electrode (Online)

- 7 (a) Outline what is meant by the free will/determinism debate and explain how it may apply to this article.

The free will side of the debate argues that individuals are in control of their own behaviour and make conscious choices, whereas determinism argues that behaviour is caused by forces beyond the individual's control, which may be internal (biological) or external (environmental). The article takes a biologically deterministic view: it implies that aggressive behaviour is directly controlled by activity in the prefrontal cortex, so that people have no conscious control over their anger and it can be switched off by electrical stimulation of the brain rather than by the person choosing to behave differently. [4]

- (b) Outline **two** defining principles and concepts of the biological area and briefly explain how this area can be related to the article.

One principle of the biological area is that what is psychological is first physiological, so all behaviour and thought has a physical basis in the brain, nervous system, hormones and genes. This relates to the article because aggression is treated as having a physiological basis in brain activity, so changing the brain with electrical stimulation changes the aggressive behaviour. A second principle is localisation of function, the idea that different areas of the brain are responsible for different behaviours, as Sperry showed with the different abilities of the two hemispheres. This relates to the article because the dorsolateral prefrontal cortex is identified as the specific region involved in controlling aggression and impulses, so stimulating this area was expected to reduce the intention to commit violent acts. The article also reflects the idea that the environment can influence biology, since an external electrical current altered brain functioning. [6]

Turn over for the next question

- (c) Describe Casey *et al.*'s (2011) study into delayed gratification and briefly explain how the findings can be related to the article.

Casey *et al.* built on Mischel's marshmallow test from the 1960s and 70s, in which four-year-olds at Stanford's Bing Nursery School chose between one treat immediately or two if they waited. Their aim was to test whether the ability to delay gratification in childhood predicts self-control 40 years later and to identify the brain regions involved. It was a longitudinal quasi-experiment using the original participants, who had been classified as high or low delayers from the childhood test and at follow-ups in their 20s and 30s. In Experiment 1, 59 participants (23 low delayers and 36 high delayers) in their mid-40s completed a go/no-go task on a laptop at home. In the 'cool' version they pressed a button for one gender of neutral face and withheld the response for the other; in the 'hot' version the cues were happy and fearful faces. In Experiment 2, 26 of them (11 low, 15 high delayers) did the hot task in an fMRI scanner. There was no difference on the cool task, but low delayers made significantly more false alarms on the hot task, especially to happy faces. In the scanner, high delayers showed more activity in the right inferior frontal gyrus during no-go trials, whereas low delayers showed more activity in the ventral striatum. Casey concluded that resistance to temptation is a relatively stable trait and that self-control depends on frontostriatal circuitry, with the prefrontal cortex inhibiting impulsive responses. This relates to the article because both show that self-control, whether resisting temptation or managing anger, is localised in the prefrontal cortex, so the brain acts as a determinant of behaviour and stimulating this region can be expected to increase control over aggression. [7]

- (d) The article implies that aggressive behaviour could be reduced through use of electrical stimulation.

Using your knowledge of psychology, suggest alternative ways in which aggressive behaviour could be reduced in young people who have a record of violent behaviour.

One suggestion is based on the behaviourist perspective and would use a token economy in a young offenders' unit. Non-violent responses, such as walking away from provocation or resolving a dispute by talking, would be positively reinforced with tokens that can be exchanged for privileges like extra recreation time or phone calls, while violent behaviour would be punished through loss of tokens or privileges. Over time the reinforced calm behaviour should become more frequent as the young person learns that aggression does not pay.

A second suggestion is based on social learning theory from Bandura's study, which showed that children imitate aggressive role models. Violent role models should be removed, for example by restricting access to violent computer games and films, and replaced with positive role models through a mentoring or buddy system in which an older, respected non-violent mentor models and rewards calm ways of dealing with conflict. Social skills training could also be used to rehearse and reinforce non-aggressive responses.

A third suggestion is cognitive anger management, in which the young person learns to recognise the triggers and physical signs of anger and to use relaxation and self-talk to change the hostile thoughts that lead to violence.

[8]

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

My suggestions can be evaluated in terms of the free will and determinism debate. The token economy and removal of violent role models are both environmentally deterministic, assuming that the young person's aggression is caused by reinforcement and modelling rather than choice. This is useful because, unlike electrical stimulation, it means behaviour can be changed by changing the environment, and Bandura's evidence supports the role of models. However, it ignores the free will of the offender, and the anger management suggestion is better here as it treats the young person as able to choose to control their own behaviour, which may be more effective in the long term.

A second issue is reductionism versus holism. The token economy reduces complex violent behaviour to simple stimulus-response learning and ignores biological factors such as the prefrontal cortex activity discussed in the article, and social factors such as the home environment. In contrast, combining anger management with mentoring is more holistic as it addresses thoughts, feelings and social influences together, so it may be more valid.

There are also ethical and social sensitivity issues. Token economies and removal of privileges involve manipulating the behaviour of young people who may not fully consent, and labelling them as violent could be stigmatising. The usefulness of the suggestions is also limited by validity and reliability: behaviour learned in a token economy may not generalise outside the institution, whereas anger management teaches transferable skills, although its success depends on the motivation of the individual.

[10]

END OF QUESTION PAPER

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