



Oxford Cambridge and RSA

AS Level Psychology

H167/02 Psychological themes through core studies

Monday 23 May 2016 – Afternoon

Time allowed: 1 hour 30 minutes



No additional materials required for this Question Paper.



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 **75**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **12** pages.

SECTION A – Core studies

Answer **all** the questions.

- 1 (a) In Milgram's study of obedience, the majority of participants reached the most severe shock available on the shock generator.

Outline **one** reason to explain the high amounts of obedience observed.

One reason is that the experimenter was perceived as a legitimate authority figure, wearing a grey lab coat in the prestigious setting of Yale University. Participants therefore felt they should defer to his expertise and feared the consequences of refusing, so they carried on to 450 volts. [2]

- (b) From Bocchiaro et al.'s study into disobedience and whistleblowing:

Identify **two** quantitative findings.

In the experimental situation, 76.5% of the 149 participants obeyed and wrote the supportive statement, whereas only 9.4% blew the whistle. In contrast, in the comparison group only 3.6% of the students predicted that they themselves would obey, and 64.5% said they would blow the whistle. [2]

- (c) To what extent does the study by Bocchiaro et al. change our understanding of responses to people in authority?

To some extent it does change our understanding. It used a more complex and realistic social situation than Milgram's, showing that people are far more obedient than they predict (3.6% predicted obeying but 76.5% actually did) and that whistleblowing, an option Milgram never offered, is rare even when the authority is clearly unjust. However, the majority still obeyed an unjust authority figure, so in the main it confirms Milgram's conclusion that people obey authority rather than overturning it. [3]

2 (a) From Loftus and Palmer's first experiment:

Describe **one** way the information the participants received after viewing the traffic accidents influenced their memory.

The verb in the critical question acted as a leading question which caused a response bias. A participant unsure whether to say 30 or 40 mph was biased towards the higher estimate when the verb 'smashed' was used, giving a mean estimate of 40.8 mph compared with 31.8 mph for 'contacted'. [2]

(b) From Grant et al.'s study on context-dependent memory:

Describe **two** ways the assessment of memory was standardised.

Firstly, every participant studied the same material, a two page article on psychoimmunology, and was then tested with the same sixteen multiple choice questions and the same ten short answer questions, so recall was assessed identically for everyone.
Secondly, the order of testing was standardised; the short answer test was always given first, followed by the multiple choice test, with the same two minute break between the study and test phases for every participant. Participants in the noisy conditions all heard the same recording of cafeteria noise. [4]

3 From Bandura et al.'s study into the transmission of aggression:

Describe how observation was used in this study.

Bandura used a controlled, structured, non-participant observation. In the third room, which contained a Bobo doll, a mallet, dart guns and non-aggressive toys, each child was observed for 20 minutes through a one-way mirror, so the observation was covert and the child did not know they were being watched. Two observers used time sampling, recording behaviour every 5 seconds into pre-determined behavioural categories: imitative physical aggression, imitative verbal aggression, non-aggressive imitative speech, partially imitative aggression (such as mallet aggression), and non-imitative physical and verbal aggression. The tallies gave a quantitative aggression score for each child, and inter-rater reliability of 0.89 was achieved. [4]

- 4 Describe **one** similarity between Casey et al.'s study on delay of gratification and Sperry's study on the effects of hemisphere deconnection.

One similarity is that both studies were quasi experiments, meaning the independent variable was naturally occurring and could not be directly manipulated by the researchers; participants were allocated to conditions on the basis of a pre-existing characteristic. In Sperry's study the IV was whether or not the participant had a split brain, and his 11 participants had already undergone commissurotomy for epilepsy, so he could not decide who was in the split brain group. Similarly, in Casey et al.'s study the IV was whether the participant was a high delayer or a low delayer, which depended on how they had performed on the marshmallow test as four year olds forty years earlier, so this too was naturally occurring. [4]

- 5 (a) From Freud's study of Little Hans:

Explain **one** strength of the way data was gathered in this study.

One strength is that data was gathered through Hans' father interviewing him and reporting conversations to Freud in letters, so Hans was talking to someone familiar and was less likely to be stressed. This meant he answered willingly and openly about his fear of horses, his dreams and fantasies, giving very rich, detailed data. [2]

- (b) From the study by Baron-Cohen et al. on autism in adults:

Describe **one** way the Eyes Task was checked to ensure it was a valid theory of mind test.

The Eyes Task was checked for concurrent validity by also giving participants Happe's Strange Stories task, an established theory of mind test. The autistic and Asperger's participants who did poorly on the Eyes Task also did poorly on the Strange Stories, showing both measured the same thing. [2]

SECTION B – Areas, perspectives and debates

Answer **all** the questions.

- 6 (a) Outline **one** principle or concept of the social area in psychology.

One principle of the social area is that our behaviour, thoughts and emotions are strongly influenced by other people and the social situation we are in, including the actual, imagined or implied presence of others. For example, the presence of an authority figure can make people act in ways they would not alone. [2]

- (b) Outline how Bocchiaro et al.'s study links to the social area of psychology. Support your answer with evidence from this study.

Bocchiaro et al. links to the social area because it investigated how an individual's moral decisions are influenced by other people, in this case an authority figure who put pressure on participants to write a statement supporting unethical sensory deprivation research even though he was not present in the room. The social situation changed behaviour: 76.5% obeyed and only 9.4% blew the whistle, even though the comparison group predicted that very few would obey, showing that the pressure of the social situation, rather than personality, determined their responses. [3]

- (c) Describe **one** way the individual differences area is different from the biological area. Use examples from relevant core studies to support your answer.

One difference is that the biological area tends to use highly controlled laboratory methods and scanning techniques to collect objective quantitative data, whereas the individual differences area often uses case studies that gather detailed qualitative data. This means the biological area has greater control over extraneous variables and can establish cause and effect more scientifically, but it may lose depth. The individual differences area produces rich insight into the reasons and feelings behind one person's behaviour, but the data is harder to compare and more subjective. For example, in Casey et al.'s study fMRI scans measured activity in the inferior frontal gyrus and ventral striatum while participants completed a standardised go/no-go task with every trial timed identically. In contrast, Freud's study of Little Hans relied on Hans' father asking open questions and writing letters describing Hans' phobia of horses and his dreams, with no standardised procedure and interpreted subjectively by Freud. [5]

- (d)* Discuss the strengths and weaknesses of breaking ethical principles. Use examples from relevant core studies to support your answer.

One strength of breaking ethical principles is that deception can make a situation appear realistic so that participants show natural behaviour, increasing validity. In Milgram's study participants were deceived into believing the shocks and the learner's cries were real and that roles were allocated by chance. Had they known the truth, they would not have shown genuine obedience and we would have learnt nothing about how far people go for authority.

A second strength is that not telling participants they are being studied means they behave naturally, giving high ecological validity. In Piliavin et al.'s subway study passengers did not consent and did not know the collapse was staged, which is why the helping rates (over 90% for the cane victim) reflect real-life altruism rather than demand characteristics. Some distress can therefore be justified by a cost-benefit analysis when the knowledge gained is for the greater good.

However, a weakness is that participants can suffer serious psychological harm. In Milgram's study participants sweated, trembled, stuttered and three had full-blown seizures; Bandura's children were deliberately frustrated and exposed to aggressive models and may have left the study more aggressive than they entered, a lasting change.

A second weakness is that unethical studies are hard to replicate, so findings cannot be checked for reliability, and they damage the reputation of psychology. Milgram's procedure could not be repeated today, and the outcry about his work led to stricter guidelines that make research harder for everyone.

In conclusion, breaking ethical principles may be acceptable when deception is mild and the benefits are great, as in Piliavin, but when harm is severe, as in Milgram, the costs to participants and to the discipline outweigh the gains. [12]

(e) Describe **one** reason why conducting reductionist research is useful.

Reductionist research simplifies a complex behaviour by explaining it in terms of a single cause, isolating one variable in a controlled setting. This is useful because, with extraneous variables controlled and only one factor manipulated, cause and effect can be reliably established; for example Loftus and Palmer isolated the verb in a question as the cause of changed speed estimates. Once a cause is known it is far easier to develop a practical application or treatment to predict and control the behaviour, such as avoiding leading questions in police interviews. [3]

Turn over for the next question

SECTION C – Practical applications

Answer **all** the questions.

Sesame Street and learnt behaviour?

Sesame Street is an educational TV programme which aims to show that television can have positive effects on young children in preparation for school. Research has shown that viewers of *Sesame Street* were better prepared to learn to read and do arithmetic, and this readiness seemed to be a result of watching the show and not of other variables, such as how educated their parents were or how much they read to their children. The advantage held even through secondary school, with students who had watched the programme at age 5 gaining consistently higher grades in English, mathematics and science compared to those who had not watched the programme at a young age. Longitudinal research has also shown that watching *Sesame Street* is related to gaining a greater sense of competence, being less aggressive and demonstrating more motivation for academic achievement. Teenagers who are less aggressive can take part in school more effectively and will in turn feel good about their achievements because they will be rewarded for their motivation and academic success.

- 7 (a) Identify **one** psychological issue raised by the above article. Support your answer with evidence from the article.

One psychological issue raised is that children's behaviour, including aggression, can be shaped by what they observe on television, so learning does not have to be direct or instructional. The article states that watching Sesame Street is related to children 'being less aggressive and demonstrating more motivation for academic achievement'. This suggests children imitate the positive, pro-social behaviour modelled on the programme, so the media is a powerful influence on development. [3]

- (b) Briefly outline **one** piece of psychological research and justify how it relates to the above article.

Bandura et al. studied 72 children aged 3 to 6 from Stanford University nursery school. Children watched an adult model behave aggressively towards a Bobo doll (hitting it with a mallet and shouting 'Sock him in the nose'), watched a non-aggressive model who played quietly with tinker toys, or saw no model. After being mildly frustrated by having attractive toys taken away, each child was observed through a one-way mirror for 20 minutes in a room with a Bobo doll, with behaviour recorded every 5 seconds into categories such as imitative physical and verbal aggression. Children who saw the aggressive model showed significantly more imitative aggression than the other groups. This relates to the article because it shows children learn behaviour by observing and imitating models. Just as Bandura's children copied the aggression they watched, Sesame Street viewers imitated the pro-social behaviour modelled on the programme, becoming less aggressive and more motivated. [6]

- (c) Using your knowledge of psychology, suggest techniques that teachers could use to encourage positive behaviours in children.

Firstly, teachers could use positive reinforcement based on operant conditioning, like the Funhaler in Chaney et al.'s study. Each child would have a sticker chart on the wall and would receive a sticker every time they showed a positive behaviour such as sharing, taking turns or helping a classmate. Once ten stickers are collected the child earns a reward such as golden time or choosing the class story. Because the behaviour is followed by a pleasant consequence, the child is more likely to repeat it to gain the reward again. Secondly, drawing on Bandura's social learning theory, teachers could act as role models by deliberately demonstrating kindness and patience in front of the class, and could show short videos of children sharing and resolving arguments calmly. Teachers could also praise well-behaved pupils publicly so the rest of the class see a peer being rewarded; this vicarious reinforcement makes them want to imitate the behaviour themselves.

[6]

(d)* Evaluate the techniques you suggested in 7(c).

One strength of the sticker chart is that it is effective and age appropriate. Young children respond well to praise and tangible rewards from adults, and Chaney et al. found that reinforcement through the Funhaler raised adherence from 10% to 80%, so a similar schedule of immediate rewards should quickly increase sharing and turn-taking. The chart is also cheap and easy for a teacher to run, giving it high practical usefulness. However, a weakness is that the public chart may cause upset. Children with visibly fewer stickers may feel labelled as 'naughty', become frustrated and give up, so the technique could create a self-fulfilling prophecy. It is also reductionist and deterministic, treating behaviour as simply a product of rewards and ignoring the child's thoughts, home life or free will, so positive behaviour may stop once the stickers stop.

A strength of the role modelling technique is that it is strongly supported by evidence. Bandura showed children imitate adult models, and the article shows televised models can change behaviour for years, so modelling kindness and using videos is likely to transfer to real situations, giving the technique good ecological validity. It also encourages positive behaviour without any punishment, so it is more ethical.

A weakness is that modelling relies on children attending to and identifying with the model. Bandura found boys imitated male models more, so some children may not copy a teacher of a different gender, and children may also imitate aggressive peers they see rewarded. Overall, combining both techniques is most likely to be effective, provided rewards are kept private to protect children from upset.

[10]

END OF QUESTION PAPER

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