Oxford Cambridge and RSA

Tuesday 21 May 2024 – Afternoon

AS Level Psychology

H167/02 Psychological themes through core studies

Time allowed: 1 hour 30 minutes

No extra materials are needed.

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

Centre number | | | | | | Candidate number | | | | |

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 **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 has **16** pages.

ADVICE
- Read each question carefully before you start your answer.

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Section A

Core studies

1

(a) Identify **one** way that qualitative data was collected in Sperry's (1968) split brain study.

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..... **[1]**

(b) Outline **one** weakness of collecting qualitative data in this study.

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..... **[2]**

(c) Outline **one** way in which Casey et al.'s (2011) study into neural correlates of delay of gratification can be said to lack ecological validity.

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..... **[2]**

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2

(a) Explain how Loftus and Palmer's (1974) study into eyewitness testimony links to the key theme of memory.

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..... **[3]**

(b) Outline **two** controls used in Grant et al.'s (1998) study into context-dependent memory.

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[4]

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3

(a) Milgram's (1963) study of obedience is often considered to be a controlled observation.

Explain the term 'controlled observation' in the context of this study.

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..... **[3]**

(b) Outline **one** result from Bocchiaro et al.'s (2012) study into disobedience and whistle-blowing.

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4

(a) Outline **one** difference in the sample used in Freud's (1909) study of Little Hans and Baron-Cohen et al.'s (1997) study into autism in adults.

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..... **[2]**

(b) The table below shows data collected in Baron-Cohen et al.'s (1997) study into autism in adults.

	Results of the Eyes Task (out of 25)	
	Mean score	**Range of scores**
Autism/Asperger Syndrome (AS)	16.3	13–23
Normal	20.3	16–25
Tourette Syndrome (TS)	20.4	16–25

(i) Outline **one** difference in performance on the Eyes Task between the participants with autism/Asperger Syndrome (AS) and participants with Tourette Syndrome (TS).

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(ii) Outline **one** conclusion that can be drawn from the above findings.

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5 Bandura et al. (1961) conducted a study into the transmission of aggression.

Outline **one** way the procedure increased the reliability of this study.

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Section B

Areas, perspectives and debates

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(a) Explain why Freud's (1909) study of Little Hans can be viewed from the psychodynamic perspective.

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..... **[3]**

(b) Outline **one** strength of the psychodynamic perspective.

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(c) Outline **one** weakness of the psychodynamic perspective.

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(d) Explain how Sperry's (1968) split brain study can be considered to be located within the biological area of psychology. Support your answer with evidence from this study.

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(e) Outline why research in the biological area is often considered reductionist. Support your answer with evidence from an appropriate core study.

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(f)* Discuss the use of socially sensitive research in psychology. Support your answer with evidence from appropriate core studies.

..... **[10]**

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Section C

Practical applications

August in Spain – such fun!

8-year-old Zac had gone to Spain for a week's holiday with his parents and two teenage cousins, Alex and Charlie, whom he adored and always looked up to.

One morning the three children were watching a film inside the villa. The film was very exciting and the children were feeling very tense as the film approached its climax. Suddenly, Zac's mother came into the room and said, "There you are Zac. I've been looking everywhere for you. I need you to come and help unload the shopping from the car."

"I can't Mum. I'm watching a film with Alex and Charlie and it's just reached the best part."

"I need you to come now. Come on. I'm waiting." Zac and his mum stared at each other, neither willing to back down. Finally, Zac reluctantly stood up, turned away from his cousins and followed his mother out of the room.

Later the same day, the three children were walking along the edge of some cliffs, when they came across a gap that was about four metres wide. Alex and Charlie jumped across the gap with ease. Alex then turned to Zac and said, "Your turn. It's easy, you've just seen us do it. It's just like doing long jump in PE." Zac looked at his two older cousins. He would never have tried to jump the gap on his own, it was too dangerous. But he wasn't on his own, he was with his best friends, even if they were a lot taller, bigger and better at jumping than him. "It's a long way down if I fall isn't it?" Several seconds passed. Zac started to tremble with fear.

"Are you going to jump or are you too afraid?" teased Charlie. "Come on, don't be a baby." Zac couldn't bear being seen as unable to match up to his cousins. He looked across at Alex and Charlie, stepped back six paces, took a couple of deep breaths, and jumped.

He just managed to land safely on the other side of the gap.

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7

(a) Outline **two** defining principles or concepts of the social area and briefly explain how they relate to the article.

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[6]

(b) Briefly outline how this article could be linked to the key theme of external influences on children's behaviour. Support your answer with evidence from the article.

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(c) Using your knowledge of psychology, suggest **and** explain **two** ways in which older children could be encouraged to show prosocial behaviour towards younger children.

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(d)* Evaluate the suggestions you have made in **7(c)** using your knowledge of psychology.

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END OF QUESTION PAPER

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EXTRA ANSWER SPACE

If you need extra space use these lined pages. You must write the question numbers clearly in the margin.

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