



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										
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.

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

Identify **two** quantitative findings.

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

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**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.

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

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

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

Describe how observation was used in this study.

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

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

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

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- (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.

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**SECTION B – Areas, perspectives and debates**

Answer **all** the questions.

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

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

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

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[12]

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

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**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.

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

[6]

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

[6]

[10]

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