



Oxford Cambridge and RSA

Wednesday 8 June 2022 – 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

--	--	--	--	--

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 **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 Outline the procedure used in Experiment 1 of Moray’s (1959) study into auditory attention.

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

2 (a) Briefly describe the sample used in Levine’s (2001) study into helping behaviour.

.....

.....

.....

.....

.....

..... [2]

(b) Outline **one** way in which Levine’s study may show sampling bias.

.....

.....

.....

..... [2]

3 (a) Explain how Chaney et al.'s (2004) study into Funhalers relates to the theme of 'external influences on children's behaviour'.

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

(b) Outline **one** strength and **one** weakness of the method used in Lee et al.'s (1997) study into lying and truth telling.

.....
.....
.....
.....
.....
.....
.....
.....
..... [4]

(c) Explain **one** issue with validity that arose in Bandura et al.'s (1961) study into aggressive role models.

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

4 (a) Outline **one** finding from Freud's (1909) study of Little Hans.

.....

.....

.....

..... [2]

(b) Explain how Baron-Cohen et al.'s (1997) study into the theory of mind relates to the area of individual differences.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

(c) Compare Gould's (1982) study with Hancock et al.'s (2011) study into measuring differences by suggesting **either** one difference **or** one similarity between them.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

5 (a) Outline **one** ethical issue raised by Sperry's (1968) study into regions of the brain.

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

(b) Discuss to what extent Maguire et al.'s (2000) contemporary study in biological psychology changes our understanding of brain plasticity when compared to Blakemore and Cooper's study from 1970.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [5]

Turn over for the next question

(c) Describe **one** application of the social area.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

(d) Outline the procedure used in **one** core study and briefly explain how this relates to the social area.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

(e)* Compare the social area with the developmental area in relation to their strengths and weaknesses.

[15]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Turn over for the next question

SECTION C – Practical applications

Answer **all** the questions.

What would you be without your memories? How important is your ability to remember the past and draw on it to inform your next move? I'll answer for you: It's right up there with breathing and eating. One would think that understanding how memory works would be a high priority for all people in all societies.

The reality, however, is that most people, regardless of intelligence or education, know little about memory. The first and most important lesson is that human memory is not reliable. Not even close. Do not forget this. The brain is not your personal record-keeper.

Our memory is constructive because the recollections of our past experiences are cobbled together from many bits of information. Think of it as though the brain tells you a story about a past event in your life.

A revealing study showed how far removed the public's beliefs about memory are from reality. Researchers asked people simple questions about memory and then compared their answers with those of experts in memory research. Here are some key findings:

When asked how far they agreed that human memory "works like a video camera, accurately recording the events we see and hear so that we can review and inspect them later", 63% of the public either strongly agreed or mostly agreed compared with 0% of the experts.

When asked how far they agreed that "the testimony of one confident witness should be enough evidence to convict a defendant of a crime", 37% of the public strongly agreed or mostly agreed compared with 0% of the experts. In fact, 93.8% of experts strongly disagreed with this.

Adapted from an online article on Psychology Today

- 7 (a) Outline **one** principle or concept of the cognitive area and briefly explain how it relates to this article.

.....

.....

.....

.....

.....

.....

.....

.....

.....

[4]

(b) Describe the Loftus et al. (1974) study into memory and briefly explain how it relates to this article.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [7]

(c) (i) With reference to the article, explain **one** strength of using the self-report method in research.

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

(ii) With reference to the article, explain **one** weakness of using the self-report method in research.

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

(d) Using your knowledge of psychology, suggest ways that teachers could be taught to improve their understanding of how their students' memory works.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
..... [8]

ADDITIONAL ANSWER SPACE

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series. If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.