

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**A LEVEL**  
**H567/02**  
**PSYCHOLOGY**  
**Psychological themes through**  
**core studies**  
**FRIDAY 8 JUNE 2018:**  
**Morning**  
**TIME ALLOWED: 2 hours**  
**plus your additional time allowance**  
**MODIFIED ENLARGED 36pt**

<b>First name</b>		<b>Last name</b>	
<b>Centre number</b>			
		<b>Candidate number</b>	

**No additional materials required**

**READ INSTRUCTIONS OVERLEAF**



# **INSTRUCTIONS**

**Use black ink.**

**Complete the boxes on the front page 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.**

# **INFORMATION**

**The total mark for this paper is 105.**

**The marks for each question are shown in brackets [ ].**

**Quality of extended responses will be assessed in questions marked with an asterisk (\*).**

**SECTION A – Core studies**

**Answer ALL the questions.**

**1 (a) From Baron-Cohen et al.’s study on autism in adults:**

**(i) Explain why this study is considered a quasi-experiment.**

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[2]

**(ii) Outline the findings in relation to the Strange Stories task.**

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[2]

**(b) From Freud's study of Little Hans:**

**Explain why the study can be considered a longitudinal study.**

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[2]

**2 (a) Describe how Gould’s study ‘A nation of morons’ links to the key theme ‘Measuring differences’.**

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**[4]**

**(b) From Hancock et al.'s study into the language of psychopaths:**

**(i) Identify the sampling method used.**

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**[1]**

**(ii) Explain why participants were interviewed at the beginning of the study.**

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**[2]**

**3 Explain why Bandura et al.'s study on the transmission of aggression can be placed in the developmental area.**

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**[3]**

**4 From Blakemore and Cooper's study into the impact of early visual experience:**

**Briefly describe how the visual environment in which the kittens were reared was manipulated.**

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[2]



**5 (a) From the study by Loftus and Palmer on eyewitness testimony:**

**Outline TWO ways in which the procedure was standardised.**

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**[4]**

**(b) To what extent does Grant et al.'s contemporary study into context-dependent memory change our understanding of the key theme of 'Memory'? Support your answer with examples from both Loftus and Palmer's and Grant et al.'s studies.**

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**[5]**

**6 (a) From Moray's study into auditory attention:**

**Describe the research method used in Experiment 2.**

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**[3]**

**(b) From Simon and Chabris's study into visual attention:**

**Outline the 'gorilla condition'.**

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**[3]**

**7 Outline ONE difference between Milgram's study of obedience and Bocchiaro et al.'s study into disobedience and whistleblowing.**

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**[2]**

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

**Answer ALL the questions.**

**8 (a) Describe the concept of freewill.**

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[2]

**(b) Explain how Lee et al.'s study on evaluations of lying and truth-telling may support the view that behaviour is determined.**

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[3]

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[5]



**(d) Describe TWO weaknesses of the individual differences area. Support your answer with examples from relevant core studies.**

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**[4]**

[illegible]

**(f) Explain why Chaney et al.'s Funhaler study can be considered useful.**

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**[3]**

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[illegible]

## **SECTION C – Practical applications**

**Answer ALL the questions.**

**‘Brazilian athlete gives up chance of winning to help struggling Mexican cross the finishing line’**

**A dazed and struggling Mexican athlete was helped over the finishing line by a top-class Brazilian runner at the end of a marathon race in Brazil yesterday.**

**The Mexican runner was just in the lead as competitors headed into the final kilometre but then the heat began to take its toll and he started to weave across the course. The Brazilian runner, who was not far behind in second place, caught up, put his arm around the struggling Mexican and all but carried him along the final few hundred metres so he could cross the finishing line. An American runner did not stop to help but overtook them to win the race.**

**When asked later why he had given up his chance of winning the race, the Brazilian said, “It was an easy thing to do. In Brazil we are always encouraged to be friendly, helpful and agreeable. Such behaviours are valued over achievement.”**

**The American runner, who won the race, when asked why he didn’t stop to help said it was the Mexican’s own fault he was affected so badly by the heat. He should have done more training in hot climates like this one in Brazil. He also said that his coach had told him that he should always try to win all races, regardless of the physical or mental costs or his moral beliefs, so he was only obeying orders.**

**‘Based on an article from The Guardian’s sport section found on-line.’**

[illegible]

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**(c) Outline Piliavin et al.'s 'Subway Samaritan' study AND describe ways in which it could relate to the article. Support your answer with evidence from the article. [8]**

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**(d) Using your psychological knowledge, suggest TWO ways in which positive helping behaviours may be encouraged in athletes from countries such as America. [8]**

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[illegible]

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**END OF QUESTION PAPER**

## 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).**

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