



Oxford Cambridge and RSA

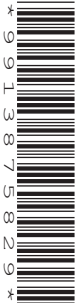
Wednesday 22 May 2024 – Morning

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

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Candidate number

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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 **20** pages.

ADVICE

- Read each question carefully before you start your answer.

Section A

Core Studies

1 From Baron-Cohen et al.'s (1997) study into autism in adults:

(a) Identify **one** group of participants in this study and outline **two** features of that group.

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(b) Outline the effect the participants' gender had on their responses in the Eyes Task.

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2 From Hancock et al.'s (2011) study into the language of psychopaths:

(a) Explain **one** reason why the interviewer was not told the participants' scores on the psychopathy test.

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(b) Outline **one** weakness of the sample used in this study.

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3 From Levine et al.'s (2001) study into cross-cultural altruism:

(a) Describe the dependent variable in **one** condition of this study.

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(b) Explain how this study links to the key theme of responses to people in need.

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4 Outline the background to Chaney et al.'s (2004) Funhailer study.

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- 5 Explain why Kohlberg's (1968) study into moral development is considered a longitudinal study.

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6 From Moray's (1959) study into auditory attention:

(a) Describe how **one** control was used in this study.

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(b) Outline **one** conclusion Moray (1959) made in relation to attention.

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7 Briefly explain how Simons and Chabris' (1999) study into visual inattention changes our understanding of attention, when compared to Moray's (1959) study into auditory attention.

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- 8 Explain why Grant et al.'s (1998) study into context-dependent memory can be placed in the cognitive area.

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- 9 Identify **two** ways Maguire et al. (2000) matched the two groups of participants in their study of taxi drivers.

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[2]

10

- [3]

- [6]

- (c) Explain how research from the developmental area can be considered to support the nurture side of the nature/nurture debate. Support your answer with evidence from **one** appropriate core study.

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- (d)** Discuss ways in which the biological area is similar to the developmental area. Support your answer with evidence from appropriate core studies.

[8]

(e)* Discuss the usefulness of psychological research placed in the developmental area. Support your answer with evidence from appropriate core studies. **[15]**

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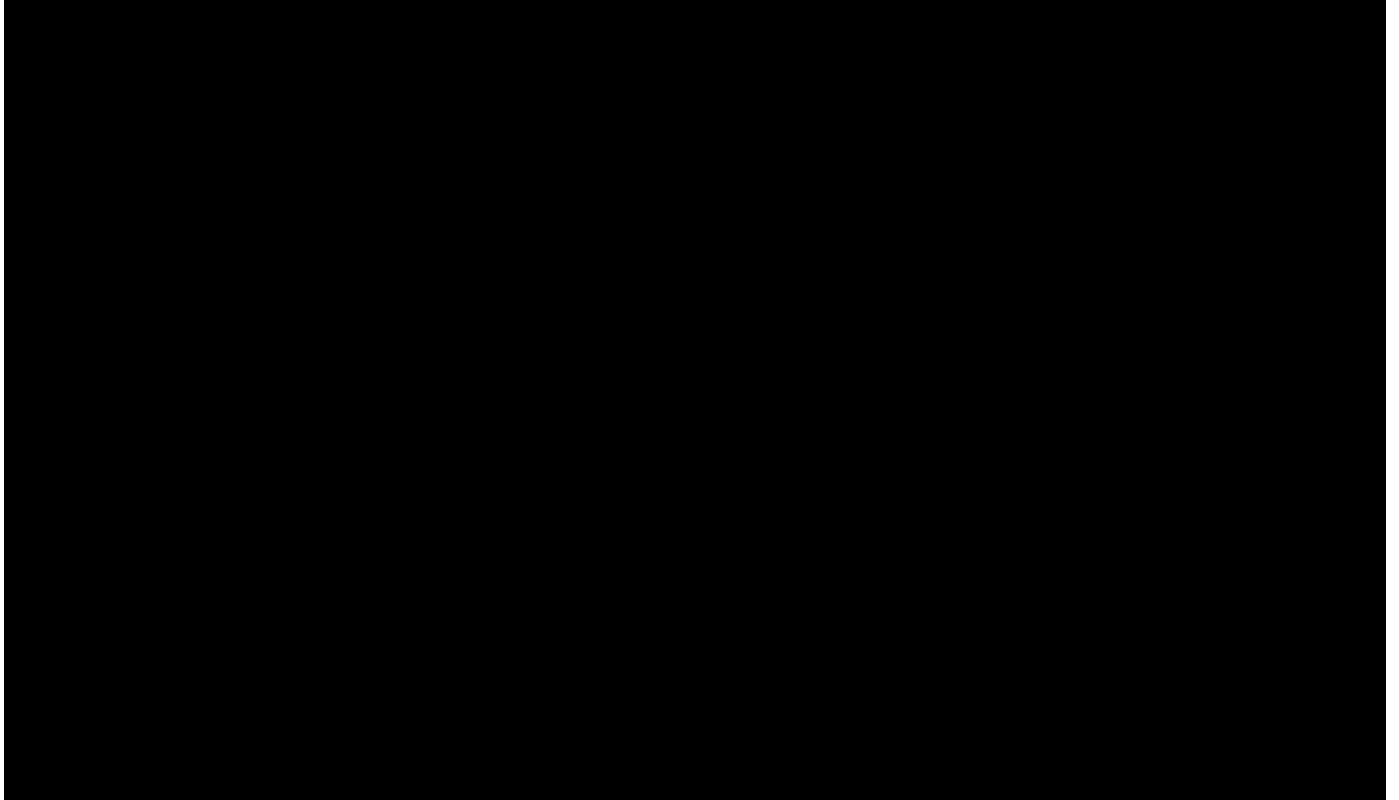
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Turn over for the next question

Section C

Practical Applications

© junkee.com, Junkee and dailymail.co.uk, Daily Mail Online, Item removed due to third party copyright restrictions. Links to Material - junkee.com/the-push-netlitz/151177 and dailymail.co.uk/news/article-3396758/As-TV-illusionist-Darren-Brown-persuades-two-ordinary-women-push-stranger-



11

(a) Explain why this article could be placed in the social area of psychology.

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- (b)** Identify **two** ethical considerations raised by the above article. Support your answer with evidence from the article.

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[4]

- (c)** Outline **one** way this article can support the situational side of the individual/situational debate. Support your answer with evidence from the article.

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[3]

- (d)** Outline Milgram's (1963) study into obedience and explain how it could relate to the article. Support your answer with evidence from the article.

[6]

- (e) Using your knowledge of psychology, suggest **and** explain at least **two** ways young people could be encouraged to resist being negatively obedient.

[8]

[10]

This image shows a blank sheet of white paper designed for handwriting practice. It features a solid vertical line on the left side, creating a narrow margin. The rest of the page is filled with evenly spaced horizontal dashed lines, providing guides for letter height and placement. There are no other markings or text on the page.

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