



Oxford Cambridge and RSA

Friday 09 October 2020 – Morning

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 clearly be 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 **12** pages.

ADVICE

- Read each question carefully before you start your answer.

SECTION A – Core studies

Answer **all** the questions.

- 1 (a) Explain how the procedure from Bocchiaro *et al.*'s study relates to the key theme of responses to people in authority.

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

- (b) Outline **one** weakness of the method used in Milgram's study into obedience.

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

- 2 (a) Name the experimental design used in Loftus & Palmer's study into eyewitness testimony.

..... [1]

- (b) Outline **one** weakness of the way the sample was organised in Loftus and Palmer's first experiment.

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

3

3 (a) To what extent does Chaney *et al.*'s Funhaler study change our understanding of the key theme of external influences on children's behaviour? Support your answer with evidence from appropriate core studies.

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

(b) Describe **one** similarity between Chaney *et al.*'s study and Bandura *et al.*'s study into the external influences on the development of children's behaviour.

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

4

4 (a) (i) Give the sample used in Sperry's split-brain study.

..... [1]

(ii) Outline **one** example of sampling bias in this study.

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

(b) Describe the background to Casey *et al.*'s study of neural correlates in the delay of gratification.

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

5 Explain **one** way in which Freud's study of Little Hans could be criticised for its lack of reliability.

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

SECTION B – Areas, perspectives and debates

Answer **all** the questions.

6 (a) Outline **two** defining principles and concepts of the cognitive area.

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

(b) One strength of the cognitive area is that it favours the scientific method. Explain why this is a strength. Support your answer with evidence from an appropriate core study.

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

(c) One weakness of the cognitive area is that studies can lack ecological validity. Explain why this is a weakness. Support your answer with evidence from an appropriate core study.

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

(d) Explain how Grant *et al.*'s study into context-dependent memory can be considered useful.

.....

.....

.....

.....

.....

.....

..... [3]

SECTION C – Practical applications

Answer **all** the questions.

Does TV and internet advertising feed children's junk food habits?

"Every hour kids spend online increases chance of buying junk food by a fifth," reports The Daily Telegraph.

A study was carried out using an online survey by researchers from the University of Liverpool and the charity Cancer Research UK. Researchers found links between the amount of time children spent watching TV or on the internet and their likelihood of being overweight, asking for junk food, and buying and eating certain types of junk food. Time spent watching commercial TV or online wasn't linked to children's activity levels.

Children who watched more than 3 hours of commercial TV a day were 59% more likely to be overweight or obese than children who watched half an hour a day or less. Those who used the internet more than 3 hours a day were 79% more likely to be overweight or obese than children who used the internet half an hour a day or less.

But it's important to note that we don't know whether these results mean TV or internet use directly causes obesity or increased junk food consumption. There are some limitations to online surveys. Though the researchers tried to get a broad sample representative of the population, there may still have been selection bias, as parents and children who frequently use the internet are more likely to have participated. The results are also reliant on people accurately recalling the amount of time spent on each activity, and children may have been reluctant to divulge their true onscreen time or consumption of unhealthy foods. We also need to be cautious about the report, as the full results aren't easily accessible and haven't been subjected to the scrutiny other published research undergoes.

Adapted from an online article on the NHS website (October 2018)

7 (a) Outline **one** issue of validity raised by the article.

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

(b) (i) Identify the type of data quoted in the article.

..... [1]

(ii) Outline **one** strength of using this type of data in the research quoted in the article.

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

(c) Explain how the behaviourist perspective may be applied to this article.

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

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 rectangular area with a vertical line on the left side and horizontal dotted lines across the rest of the page, providing space for writing answers.



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 the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.