

**AS and A LEVEL**  
*Teacher Guide*

# PSYCHOLOGY

H167/H567  
For first teaching in 2015

## Component 2 Psychological themes through core studies Question Bank

Version 1



# AS and A LEVEL PSYCHOLOGY

## Introduction

This booklet is intended to be a guide only to the types of questions students may face in the AS or A level examination for Psychology Component 2. It is not example specimen papers.

It contains a variety of questions for each content area which you may wish to use as a form of assessment for your students and includes questions from the legacy specification.

You may wish to give this booklet to your students as a revision or independent study aid. Alternatively you may wish to use the questions to create your own assessments.

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## Component 2 examination

- The content for AS and A level is the same with the exception of an additional **ten core studies** to learn at A level.
- The AS course will focus on areas, perspectives and debates, practical applications along with ten core studies.
- The A Level course will focus on areas, perspectives and debates, practical applications along with 20 core studies.
- Additionally the A level paper is greater overall in **assessment difficulty**.
- AS level – 75 marks (1.5 hours), 50% of the total AS level.
- A level – 105 marks (2 hours), 35% of the total A level.

### The content

Psychological themes through core studies aims to develop the critical thinking and independent learning skills essential to the scientific study of psychology through a focus on some of the key themes investigated within the subject.

For each key theme, learners are presented with both a classic and a contemporary study. The classic studies are 'landmark' pieces of research that have helped to shape the course of the subject and which all learners of psychology should become familiar with. The contemporary studies are more 'up-to-date' pieces of research that engage in some way with the issues being explored in the classic studies they are paired with. The core studies chosen reflect the contribution of psychology to an understanding of individual, social and cultural diversity. It also develops learners' ability to make evaluative points about the studies and their ability to see the studies in the wider perspective of psychological areas/ perspectives, issues and debates.

A reminder about the **format and requirements of the paper**:

Exam Section	Section requirements	AS Level 75 marks	A Level 105 marks
<b>Section A - Core studies</b>	<p>This consists of short answer questions based on the ten core studies learnt. Each core study is in a "pair" with one classic and one contemporary which are based around a central theme e.g. responses to people in authority.</p> <p>The studies have been selected to represent a variety of research methodologies, designs, samples, sampling methods, issues and debates. Questions can assess any part of the individual core studies including procedural and methodological questions; they could assess the core studies in their pairs, or how each core study relates to its key theme.</p>	25 Marks (33.3%)	35 marks (33.3%)
<b>Section B – Areas, perspectives and debates</b>	<p>Questions will focus on areas, perspectives and debates within psychology. Students will be given one parted question worth 25 marks. The questions may concern the principles of areas/ perspectives/debates, research that illustrates the area/perspective/debate, strengths and weaknesses, applications such as similarities and differences in areas/perspectives/debates. You should draw upon your knowledge of the core studies to answer some of these questions or other relevant research.</p>	25 marks (33.3%)	35 marks (33.3%)
<b>Section C – Practical applications</b>	<p>This question requires students to gain an awareness of the practical applications within psychology and as such they are required to apply their knowledge and understanding of psychology to a novel source.</p>	25 marks (33.3%)	35 marks (33.3%)

## Specification summary

### Ten AS core studies – Six existing core studies and four new core

Area	Key theme	Classic core study	Contemporary core study
Social	Responses to people in Authority	<b>Milgram (1963)</b> <b>Obedience</b>	Bocchiaro et al. (2012) Disobedience and whistle-blowing
Cognitive	Memory	<b>Loftus and Palmer (1974)</b> <b>Eyewitness testimony</b>	Grant et al. (1998) Context-dependent memory
Developmental	External influences on Children's behaviour	<b>Bandura et al (1961)</b> <b>Transmission of aggression</b>	Chaney et al. (2004) Funhaler study
Biological	Regions of the brain	<b>Sperry (1968)</b> <b>Split brain study</b>	Casey et al. (2011) Neural correlates of delay of gratification
Individual Differences	Understanding disorders.	<b>Freud (1909)</b> <b>Little Hans</b>	Baron-Cohen et al. (1997) Autism in adults

### Twenty A level core studies - Eight existing core studies and twelve new core studies

Area	Key theme	Classic core study	Contemporary core study
Social	Responses to people in Authority	<b>Milgram (1963)</b> <b>Obedience</b>	Bocchiaro et al. (2012) Disobedience and whistle-blowing
	Responses to people in need	<b>Piliavin et al. (1969)</b> <b>Subway Samaritan</b>	Levine et al. (2001) Cross-cultural altruism
Cognitive	Memory	<b>Loftus and Palmer (1974)</b> <b>Eyewitness testimony</b>	Grant et al. (1998) Context-dependent memory
	Attention	Moray (1959) Auditory attention	Simons and Chabris (1999) Visual inattention
Developmental	External influences on Children's behaviour	<b>Bandura et al (1961)</b> <b>Transmission of aggression</b>	Chaney et al. (2004) Funhaler study
	Moral Development	Kohlberg (1968) Stages of moral development	Lee et al. (1997) Evaluations of lying and truth telling
Biological	Regions of the brain	<b>Sperry (1968)</b> <b>Split brain study</b>	Casey et al. (2011) Neural correlates of delay of gratification
	Brain Plasticity	Blakemore and Cooper (1970) Impact of early visual experience	<b>Maguire et al. (2000)</b> <b>Taxi drivers</b>
Individual Differences	Understanding disorders.	<b>Freud (1909)</b> <b>Little Hans</b>	<b>Baron-Cohen et al. (1997)</b> <b>Autism in adults</b>
	Measuring differences	Gould (1982) A nation of morons Bias in IQ testing	Hancock et al. (2011) Language of psychopaths

Section A – Core studies	Learners should have knowledge and understanding of:
Individual core studies	<ul style="list-style-type: none"> <li>• Background</li> <li>• Method</li> <li>• Design</li> <li>• Sample</li> <li>• Materials/apparatus</li> <li>• Procedure</li> <li>• Results</li> <li>• Conclusions.</li> </ul>
Core studies in their pairs	<ul style="list-style-type: none"> <li>• How the two studies are similar.</li> <li>• How the two studies are different.</li> <li>• To what extent the contemporary study changes our understanding of the key theme.</li> <li>• To what extent the contemporary study changes our understanding of individual, social and cultural diversity.</li> </ul>
Methodological issues	<ul style="list-style-type: none"> <li>• The strengths and weaknesses of the different research methods and techniques.</li> <li>• The strengths and weaknesses of different types of data.</li> <li>• Ethical considerations.</li> <li>• Validity.</li> <li>• Reliability.</li> <li>• Sampling bias.</li> <li>• Ethnocentrism.</li> </ul>
Key Themes and areas of psychology	<ul style="list-style-type: none"> <li>• How each core study relates to its key theme.</li> <li>• How each core study relates to the area of psychology it is placed within.</li> </ul>

Section B – Areas, perspectives and debates	Learners are expected to conduct and analyse their own small scale research practicals including appropriate risk assessment and management.
Areas Social Cognitive Developmental Biological Individual Differences	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each area.</li> <li>• Research to illustrate each area.</li> <li>• Strengths and weaknesses of each area.</li> <li>• Applications of each area.</li> <li>• How each area is different from and similar to other areas.</li> </ul>
Perspectives Behaviourist Psychodynamic	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each perspective.</li> <li>• Research to illustrate each perspective.</li> <li>• Strengths and weaknesses of each perspective.</li> <li>• Applications of each perspective.</li> <li>• How each perspective is different from and similar to the other perspective.</li> </ul>
Debates Nature/nurture Freewill/determinism Reductionism/holism Individual/situational explanations Usefulness of research Ethical considerations Conducting socially sensitive research Psychology as a science	<ul style="list-style-type: none"> <li>• The defining principles and concepts of each debate.</li> <li>• Different positions within each debate.</li> <li>• Research to illustrate different positions within each debate.</li> <li>• Applications of different positions within each debate.</li> <li>• How each debate is different from and similar to other debates.</li> </ul>

## Exemplar questions for existing core studies

### Milgram (AS and A Level) – Classic

From Milgram's study on obedience:

Describe two ways in which participants in this study were deceived. [4] (June 2014)

Explain why many participants displayed signs of severe stress and emotional strain. (4) (June 2013)

Outline two qualitative findings from this study. [4] (June 2012)

Outline two features of Milgram's study of obedience which made it seem real to participants. (4) (Jan 2011)

Outline two ways in which Milgram's study of obedience can be said to be low in ecological validity. [4] (June 2011)

(a) Identify two findings from this study. [2]

(b) Outline one explanation Milgram gave for his findings. [2] (June 2010)

(a) Describe how obedience was measured. [2]

(b) Suggest one problem with measuring obedience in this way. [2] (Jan 2010)

### Piliavin (A Level) – Classic

(a) Outline how data was recorded in this study. [2]

(b) Suggest one weakness of the way data was recorded in this study. [2] (June 2014)

Describe the different roles played by the victim. (4) (June 2013)

In the subway Samaritan study by Piliavin, Rodin and Piliavin the victims were dressed identically as a control. Explain how one other control was used in this study. [4] (June 2012)

Identify the four independent variables (IVs) in the subway Samaritan study by Piliavin, Rodin and Piliavin. [4] (June 2011)

Outline two practical problems that may have occurred in the subway study by Piliavin, Rodin and Piliavin (4) (Jan 2011)

(a) What is meant by the term 'diffusion of responsibility'? [2]

(b) Outline one reason why diffusion of responsibility was not found in this study. [2] (June 2010)

(a) Identify one of the model conditions. [2]

(b) Outline one finding from the model conditions. [2] (May 2009)

### Loftus and Palmer (AS and A Level) – Classic

Describe the procedure followed in Loftus and Palmer's first experiment into eyewitness testimony. [4] (June 2013)

From the study by Loftus and Palmer on eyewitness testimony

(a) Describe the sample in the first experiment. (2)

(b) Outline one limitation of this sample. (2) (June 2012)

Describe the procedure in the second experiment conducted by Loftus and Palmer on eyewitness testimony. (4) (Jan 2011)

Outline one control used in experiment 1. (2)

Explain why it was important to use controls in experiment 1. (2) (June 2015)

Outline two findings from the second experiment. [4] (Jan 2012)

(a) Identify the independent variable (IV) in the first experiment conducted by Loftus and Palmer on eyewitness testimony. [2]

(b) Outline how the independent variable (IV) was manipulated in this study. [2] (Jan 2009)

(a) Identify the two experimental groups in Experiment 2. [2]

(b) Outline one difference between the responses given by the two experimental groups in Experiment 2. [2] (June 2010)

**Baron-Cohen (AS and A Level) – Contemporary**

Describe the Basic Emotion Recognition Task used in this study. [4] (June 2014)

- (a) Identify two groups of participants used in this study. [2]  
 (b) Explain why one of the groups of participants was used in this study. [2] (June 2013)

- (a) Identify the independent variable (IV) and the dependent variable. (DV) in the Eyes Task [2]  
 (b) Explain why this study is considered a quasi-experiment. [2] (Jan 2012)

Outline two ways the participants were tested. (4) (June 2012)

- (a) Identify the two control groups used. (2)  
 (b) Explain why one of these control groups was used. (2) (June 2011)

Describe the eyes test used in this study. (4) (June 2015)

- (a) Identify one difference between the performance of the autistic adults and the Tourette Syndrome adults. [2]  
 (b) Outline what this study tells us about advanced theory of mind. [2] (June 2009)

**Sperry (AS and A Level) – Classic**

- (a) Describe one finding from the visual tests used in this study. [2]  
 (b) Describe one finding from the tactile tests used in this study. [2] (June 2014)

- (a) Outline how information was presented to the patient's left visual field. (LVF). [2]  
 (b) Explain why patients could not identify in words material presented to their LVF. [2] (June 2013)

Describe two ways having a split brain affected the patients performance on the tasks in this study. (4) (Jan 2013)

- (a) Describe what is meant by the term "hemispheric disconnection". (2)  
 (b) Explain why a split brain patient could not describe in speech, material presented to their left visual field. (2) (June 2013)

Describe how visual stimuli were presented to participants in this study. [4] (Jan 2012)

Sperry's 'split brain' study investigated the psychological effects of hemisphere disconnection.

- (a) Give one reason why the participants had previously undergone an operation to disconnect the two hemispheres of the brain. [2]  
 (b) Outline one problem with generalising from the sample used in this study. [2] (Jan 2010)

- (a) Describe how split brain patients responded to visual material presented to their right visual field. (2)  
 (b) Explain why a patient in this study was able to point with his left hand to pictures of images flashed to his left visual field. (2) (June 2015)

**Bandura (AS and A Level) – Classic**

Describe how individual differences in levels of aggression were controlled for in this study. [4] (June 2014)

Describe two ways this study can be considered unethical. (4) (Jan 2013)

One of the independent variables (IVs) in the study of aggression by Bandura, Ross and Ross was the behaviour of the model (aggressive or non-aggressive).

- (a) Identify the other two independent variables. (IVs). [2]  
 (b) Outline how the behaviour of the model was manipulated. [2] (June 2011)

In the first stage of the experiment by Bandura, Ross and Ross children were exposed to either an aggressive or non-aggressive model.

Explain what happened in the second stage. [4] (June 2012)

- (a) Identify two experimental groups. [2]  
 (b) Outline one finding from this study. [2] (Jan 2012)

Outline two findings from the study of aggression by Bandura, Ross and Ross. [4] (Jan 2010)

Describe two ways in which the sex of the model influenced the childrens behaviour. (4) (June 2015)

**Maguire (A Level) – Contemporary**

- (a) Outline the function of the hippocampus as described in this study. [2]  
 (b) Explain why taxi drivers and non-taxi drivers were used. [2] (June 2012)

- (a) Identify the two techniques used to analyse the MRI scans. [2]  
 (b) Outline one difference between the MRI scans of the taxi drivers and non-taxi drivers. [2] (Jan 2012)

- (a) Outline one strength of using a correlation in this study. [2]  
 (b) Outline one weakness of using a correlation in this study. [2] (June 2013)

- (a) Identify two criteria used to select the taxi drivers in this study. [2]  
 (b) Explain why Maguire et al could not manipulate the independent variable (IV). [2] (Jan 2011)

- (a) Identify two controls used in this study. [2]  
 (b) Explain why it was important to use controls in this study. [2] (June 2011)

The Maguire et al study on taxi drivers used MRI scans (magnetic resonance imaging).

- (a) Explain what the MRI scan measured in this study. [2]  
 (b) Outline one piece of evidence that suggests that the brains of taxi drivers are different from the brains of non-taxi drivers. [2] (Jan 2009)

Maguire et al investigated structural changes in the hippocampi of taxi drivers.

- (a) Identify the independent variable (IV) and the dependent variable (DV) in this experiment. [2]  
 (b) Describe one effect the independent variable (IV) had on the dependent variable (DV). [2] (Jan 2010)

**Freud (AS and A Level) – Classic**

- (a) Outline Hans' giraffe fantasy. [2]  
 (b) Outline Freud's explanation for Hans' giraffe fantasy [2] (June 2014)

Freud claimed that Little Hans was experiencing the Oedipus complex. Describe the Oedipus complex in relation to this study. [4] (June 2013)

- (a) Outline one strength of the case study research method used by Freud. [2]  
 (b) Outline one weakness of the case study research method used by Freud. [2] (Jan 2011)

From Freud's study of Little Hans

- (a) Briefly describe one of Little Hans' dreams or fantasies. [2]  
 (b) Outline Freud's interpretation of this dream or fantasy. [2] (June 2009)

- (a) Describe how the data was collected. [2]  
 (b) Suggest one problem with the way Freud interpreted the data. [2] (June 2012)

Describe why Freud suggested that Hans' fear of horses symbolized his fear of his father. [4] (Jan 2012)

- (a) Describe one of Hans' plumber fantasies. [2]  
 (b) Outline how Freud explained one of Hans' plumber fantasies. [2] (June 2013)

## Amending many of the questions above by replacing the name of the study

### For example:

(a) Identify two findings from this study. [2]

(b) Outline one explanation Milgram gave for his findings. [2]

\*Replace Milgram, with Bocchiaro et al.

(a) Outline how data was recorded in this study. [2]

(b) Suggest one weakness of the way data was recorded in this study. [2]

\*Replace Piliavin, with Levine.

Describe the procedure followed in Loftus and Palmer's first experiment into eyewitness testimony. [4]

\*Replace Loftus and Palmer, with Grant.

Outline two ways the participants were tested (4)

\*Replace Baron-Cohen, with Moray.

\*Replace Baron-Cohen, with Simons and Chabris.

(a) Identify two experimental groups. [2]

(b) Outline one finding from this study. [2]

\*Replace Bandura, with Chaney.

Outline two findings from the study of aggression by Bandura, Ross and Ross. [4]

\*Replace Bandura, with Kohlberg.

(a) Identify two groups of participants used in this study. [2]

(b) Explain why one of the groups of participants was used in this study. [2]

\*Replace Baron-Cohen, with Lee.

(a) Identify the independent variable (IV) and the dependent variable (DV) [2]

(b) Explain why this study is considered a quasi-experiment. [2]

\*Replace Baron-Cohen with Casey.

Outline two qualitative findings from this study. [4]

\*Replace Milgram with Blakemore and Cooper.

a) Describe how the data was collected. [2]

(b) Suggest one problem with the way Freud interpreted the data. [2]

\*Replace Freud with Gould.

Describe the procedure followed in Loftus and Palmer's first experiment into eyewitness testimony. [4]

\*Replace Loftus and Palmer with Hancock.

## Generic questions that could be adapted for the new core studies in Component 2

Describe how the sample was obtained. [2]

Outline one disadvantage of the way this sample was obtained. [2]

Describe the sample used. [2]

Outline one limitation of this sample. [2]

Describe the sample used as the experimental group in this study. [4]

(a) Outline how data was recorded in this study. [2]

(b) Suggest one weakness of the way data was recorded in this study. [2]

(a) Define the term field experiment. [2]

(b) Outline one advantage of using a field experiment in the study. [2]

Outline one conclusion that could be drawn from this study. (2)

Identify one finding from this study. [2]

Outline two qualitative findings from this study. [4]

Describe how qualitative data was gathered in this study. [4]

Outline one advantage of quantitative data in this study. [2]

Identify two ways in which quantitative data was gathered. [2]

Give two examples of quantitative data collected in this study. [2]

Outline one ways in which this study can be said to be low/high in ecological validity.. [2]

Outline why the study may be considered an experiment. [2]

Outline why the study may be considered a case study. [2]

Describe the purpose of any two controls used in the study. [4]

(a) Identify two controls used in this study. [2]

(b) Explain why one of these controls was used. [2]

Describe one way the researchers tried to ensure ethical guidelines were upheld in this study. [2]

Outline one reason why stress or psychological harm is an ethical concern in this study. [2]

Outline two ethical issues raised in this study. [4]

Outline two ways in which this study could be considered ethical. [4]

Describe one limitation of using the self report method to gather data in this study. [2]

(a) Outline one strength of using a correlation in this study. [2]

(b) Outline one weakness of using a correlation in this study. [2]

(a) What is a longitudinal study? [2]

(b) Outline one weakness of longitudinal research as used in this study. [2]

Explain the term quasi-experiment in relation to this study. [4]

Outline one way in which the sample may be considered representative. [2]

Outline one way in which the sample may be considered unrepresentative. [2]

Outline one strength of a laboratory experiment as used in this study. [2]

Outline one weakness of a laboratory experiment as used in this study. [2]

(a) Outline one strength of the case study research method used in this study. [2]

(b) Outline one weakness of the case study research method used in this study [2]

Describe one strength and one weakness of the experimental method used in this study. [4]

(a) Describe how the data was collected. [2]

(b) Suggest one reason why this data may not be considered valid. [2]

Explain why the data recorded could be considered reliable. [4]

Outline one difference between -----study and ----- study. (3)

Outline one similarity between -----study and ----- study. (3)

Suggest how ----- study of ----- is relevant to the area of individual differences/developmental, biological, social, cognitive. (3)

## Section B – Areas, perspectives and debates

### Areas

Outline the \_\_\_\_\_ area.

Explain how one core study can be located in the \_\_\_\_\_ area.

Suggest one strength/weakness of the \_\_\_\_\_ area.

Explain how the \_\_\_\_\_ area is similar/different to the \_\_\_\_\_ area.

### Social

Outline the social area of psychology. (2/4)

Explain how any one core study can be considered to be located within the area of social psychology. (5)

Suggest one weakness of the social area of psychology. (3)

Suggest one strength of the social area of psychology. (3)

Explain how the social area of psychology is different to the developmental area. (12)

Discuss how the social approach provides a situational explanation of behaviour. (8)

### Cognitive

Outline the cognitive area of psychology. (2/4)

Explain how any one core study can be considered to be located within the area of cognitive psychology. (5)

Suggest one weakness of the cognitive area of psychology. (3)

Suggest one strength of the cognitive area of psychology. (3)

Explain how the cognitive area of psychology is different to the biological area of psychology. (12)

### Developmental

Outline the developmental area of psychology. (2/4)

Explain how any one core study can be considered to be located within the area of developmental psychology. (5)

Suggest one weakness of the developmental area of psychology. (3)

Suggest one strength of the developmental area of psychology. (3)

Explain how the developmental area of psychology is different to the biological area of psychology. (12)

### Biological

Outline the biological area of psychology. (2/4)

Explain how any one core study can be considered to be located within the area of biological psychology. (5)

Suggest one weakness of the biological area of psychology. (3)

Suggest one strength of the biological area of psychology. (3)

Explain how the biological area of psychology is different to the developmental area of psychology. (12)

### Individual Differences

Outline the individual differences area of psychology. (2/4)

Explain how any one core study can be considered to be located within the area of individual differences. (5)

Suggest one weakness of the individual differences area of psychology (3)

Suggest one strength of the individual differences area of psychology. (3)

Explain how the individual differences area of psychology is different to the social area of psychology. (12)

## Perspectives

Outline the \_\_\_\_\_ perspective.

Explain how one core study can be located in the \_\_\_\_\_ perspective.

Suggest one strength/weakness of the \_\_\_\_\_ perspective.

Explain how the \_\_\_\_\_ perspective is similar/different to the \_\_\_\_\_ perspective.

## Behaviourist

Outline the behaviourist perspective of psychology. (2/4)

Explain how any one core study can be considered to be located within the behaviourist perspective. (5)

Suggest one weakness of the behaviourist perspective of psychology. (3)

Suggest one strength of the behaviourist perspective of psychology. (3)

Explain how the behaviourist perspective is different to the developmental area of psychology. (12)

## Psychodynamic

Outline the psychodynamic perspective of psychology. (2/4)

Explain how any one core study can be considered to be located within the psychodynamic perspective. (5)

Suggest one weakness of the psychodynamic perspective of psychology. (3)

Suggest one strength of the psychodynamic perspective of psychology. (3)

Explain how the psychodynamic perspective is different to the behaviourist perspective of psychology. (12)

## Debates

Outline the \_\_\_\_\_ debate.

Explain how (one side of the debate) is different to (the other side of any debate).

Explain how one core study supports the \_\_\_\_\_ debate.

Discuss the extent to which psychology supports the \_\_\_\_\_ debate. Support your answer with evidence from core studies.

Explain how the \_\_\_\_\_ debate is similar/different to the \_\_\_\_\_ debate.

## Nature/Nurture

Outline the nature side of the nature/nurture debate. (2/4)

Explain how nature is different to nurture. (6)

Explain how one core study supports the nature debate. (5)

Discuss the extent to which psychology supports the nature/nurture debate. Support your answer with evidence from core studies. (12)

Explain how the nature debate of psychology is similar to the biological area. (12)

Discuss how the developmental approach may provide evidence for the nature/nurture debate. (12)

Discuss the extent to which the behaviourist perspective supports the nurture side of the nature – nurture debate in psychology. (12)

## Freewill/determinism

Outline the determinism debate. (2/4)

Explain how freewill is different to determinism. (6)

Explain how one core study supports the determinism debate. (5)

Discuss the extent to which psychology supports the freewill/determinism debate. Support your answer with evidence from core studies. (12)

Explain how the determinism debate of psychology is similar to the biological area. (12)ll debate in psychology. (12)

## **Reductionism/holism**

Outline the reductionism debate. (2/4)

Explain how Holism is different to reductionism. (6)

Explain how one core study supports the reductionist debate. (5)

Discuss the extent to which psychology supports the reductionist debate. Support your answer with evidence from core studies. (12)

Explain how the Reductionism debate of psychology is similar to the deterministic debate. (12)

Discuss the usefulness of conducting research which is considered reductionist. (12)

Discuss the extent to which the case study method is holistic. (12)

## **Individual/situational explanations**

Outline the situational explanation of behaviour debate. (2/4)

Explain how the individual explanation is different to situational explanation of behaviour. (6)

Explain how one core study supports the situational explanation debate. (5)

Discuss the extent to which psychology supports the situational explanation debate. Support your answer with evidence from core studies. (12)

Explain how the situational explanation of behaviour is similar to the nurture debate. (12)

Discuss the usefulness of research that emphasises individual explanations of behaviour. (12)

## **Ethical considerations**

Outline two ethical issues in psychological research. (2/4)

Explain how one core study raises ethical issues in psychological research. (5)

Discuss the strengths and limitations of conducting psychological research which raises ethical issues use examples of psychological research to support your answer. (12)

Discuss whether it is possible to conduct psychological research that is completely ethical. (12)

Discuss whether it is possible to conduct ethical research when using the self report method. (12)

## **Psychology as a science**

Discuss the extent to which psychology can be considered a science. (12)

Discuss the features of the cognitive approach that support the view that psychology is a science. (12)

## Section C - Practical applications

The Psychological Applied Learning Scenarios resource provides teacher guidance on how to approach section C questions, as well as a question bank which includes novel sources.

Find it here on the OCR website:

<http://www.ocr.org.uk/Images/284835-psychological-applied-learning-scenarios-teacher-guide.pdf>



We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

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**OCR Resources:** *the small print*

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