

AS LEVEL

Examiners' report

PSYCHOLOGY

H167

For first teaching in 2015

H167/02 Summer 2019 series

Version 1

Contents

Introduction3

Paper 2 series overview4

Section A overview5

 Question 1 (a)5

 Question 1(b) (i)5

 Question 1(b) (ii)6

 Question 26

 Question 37

 Question 4 (a)7

 Question 4 (b)8

 Question 5 (a)8

 Question 5 (b)9

Section B overview10

 Question 6 (a)10

 Question 6 (b)10

 Question 6 (c)11

 Question 6 (d)11

 Question 6 (e)12

Section C overview14

 Question 7 (a)14

 Question 7 (b)15

 Question 7 (c)15

 Question 7 (d)16



Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional? Simply click on **File > Save As Other ...** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as ...** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert Word to PDF (search for pdf to word converter).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper 2 series overview

H167/02: Psychological themes through core studies is the second of two examined components for the OCR AS Psychology qualification. This component focuses on:

- Knowledge, understanding and evaluation of five key themes.
- Knowledge, understanding and evaluation of a classical and a contemporary study located within each key theme (10 core studies).
- Knowledge, understanding and evaluation of areas and perspectives in psychology.
- Methodological issues relating to the core studies.
- Issues and debates in psychology.
- Practical applications of psychology.

To do well on this paper candidates needed to have a sound knowledge and understanding of all the core studies, areas, perspectives and debates. Evaluation skills needed to be good and candidates needed to be able to apply their psychological knowledge effectively to a novel situation.

This paper was accessible with most candidates attempting all questions. Candidates who did well on this paper showed extensive knowledge and understanding of the nine core studies cited in Section A and therefore answered questions competently and confidently. Likewise, candidates who had sound knowledge and understanding of the individual differences area gave in-depth and appropriate answers in Section B Question 6 parts (a) – (d). Those who appreciated that a discussion of a debate involves the consideration of strengths and weaknesses of both sides, supported by appropriate evidence from relevant core studies did well in Section B Question 6 part (e). In Section C, candidates who knew, understood and could apply the principles and concepts of the behaviourist perspective scored well in Question 7 parts (a) and (b). Many candidates who did well on Question 7 part (c) showed a high standard of understanding of how two ways could be used to encourage saving in young people and were also able to apply their psychological knowledge within their suggestions effectively. In Question 7 part (d), candidates often lost marks by simply describing practical strengths and weaknesses of the suggestions they made in Question 7 part (c) without reading that the evaluation needed to focus on issues and debates. Those who did make explicit links to issues/debates struggled to discuss these in enough detail to meet the requirements of the higher bands.

There was some evidence that some candidates are presenting responses that are pre-learnt and rehearsed and are not reading and responding to the specific questions appropriately. Some candidates did not demonstrate adequate knowledge and understanding to respond effectively to questions relating to the individual differences area, the behaviourist perspective and/or psychological issues and debates in psychology. There was evidence that some candidates needed to develop greater skills in applying their knowledge and understanding to novel sources. There was evidence that many candidates did not read Question 7 part (d) carefully and therefore did not answer the question asked.

Question 1(b) (ii)

(ii) Outline **one** way in which Bocchiaro et al.'s study showed sampling bias.

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

Many candidates were able to clearly identify a relevant type of bias in the context of Bocchiaro's study. Some candidates, although able to identify an appropriate bias did not contextualise their response and therefore lost marks, e.g. 'Bocchiaro only used students within his sample so findings cannot be generalised.'

Question 2

2 Explain **one** similarity between Loftus & Palmer's study into eyewitness testimony and Grant et al.'s study into context-dependent memory.

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

Many candidates were able to (i) identify and develop a similarity between the two named studies (ii) illustrate the similarity with appropriate evidence from both Loftus and Palmer's and Grant et al.'s studies, e.g. 'Both studies gathered quantitative data which allows for the easy comparison of results. In Loftus and Palmer's first experiment, findings revealed that those who were asked how fast the cars were going when they smashed gave an average speed of 40.5 mph while those with the verb contacted gave an average speed of 31.8 mph. Grant et al. gained quantitative data in that on completing the reading of a text on psychoimmunology, participants were given multiple-choice and short-answer questionnaires to complete which produced numerical data.' Other candidates, although able to identify an appropriate similarity, needed to develop and evidence their similarity appropriately in relation to the two named studies.

Question 3

3 Outline **one** way in which Chaney et al. followed ethical considerations in their Funhaler study.

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

Most candidates performed well on this question with few candidates not scoring the full 2 marks, e.g. 'Chaney followed ethical considerations by gaining informed consent from the children's parents.'

Question 4 (a)

4 (a) Sperry carried out a study into split brain patients.

Identify the apparatus used in this study.

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

Some candidates were able to identify the two pieces of apparatus used – a tachistoscope (projector **and** screen) and objects. Many candidates either referred to how visual material was presented to the participant or considered having a split brain/having their brain split as a piece of apparatus and therefore did not answer the question.

Question 5 (b)

(b) Baron-Cohen et al. used the experimental method in their study of autism.

Explain **one** strength of using this method in this study.

.....

.....

.....

.....

.....

.....

..... [3]

There were many excellent responses here with candidates providing relevant strengths of the experimental method in the context of Baron-Cohen et al.'s study. Some candidates gave clear responses that identified a relevant strength of the experimental method but needed to contextualise their answer to the named study to gain more than 1 mark, e.g. 'One strength is that it allows for cause and effect to be objectively established.' A few candidates referred to a laboratory experiment/the study was conducted under laboratory conditions, but this study is (i) considered a quasi-experiment with a matched pairs design, (ii) was not conducted under laboratory conditions as some participants were tested in their own homes, some in the researchers' clinic and some in the researchers' laboratory.

Question 6 (c)

(c) Describe **one** weakness of using the individual differences area to explain behaviour.

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

As with Question 6 (b), candidates who scored well on this question tended to focus on methodological issues and debates, identifying and elaborating an appropriate weakness of the individual differences area, e.g. 'The research method used may not be objective, so open to bias, lowering the validity of findings'. This is shown in Freud's study of Little Hans. Freud gathered qualitative data which he interpreted subjectively so he could gain evidence to support his theory of psychosexual development and the Oedipus complex. This limits the usefulness of research investigating individual differences.' Candidates who did not perform well on this question needed to go beyond merely identifying a relevant weakness of the area, e.g. 'One is unable to generalise any findings'.

Question 6 (d)

(d) Outline **one** application of the individual differences area.

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

Some candidates performed well on this question through referring to either therapies or psychoanalysis. Others needed to go beyond merely identifying an application of the individual differences area. There were instances where candidates described the findings of either Baron-Cohen et al.'s or Freud's study without showing how they can be applied. Such responses did not answer the question.

Exemplar 1

The free will /determinism debate looks at whether you are in control of your own behaviour throughout life or if your behaviour is already determined and it's for you.

One argument supporting the free will side of the debate is act of being obedient. This can be explained by Milgram's Study on destructive obedience which consisted of the role of a learner and a teacher. The teacher could not see the learner and was ~~forced~~ instructed by the experimenter to ask the learner questions. If the learner got a question wrong the teacher was instructed to give a shock of 15 volts which ranged from 15 volts to 450 volts. If the teacher didn't obey they would be prodded a maximum of four times by the experimenter. This study links to the free will debate because the teacher's actions were based on their own free will and what they decided to do in that moment and the study found that 65% of participants reached 450 volts. However it can be argued that the social context they were in pressurised them into obeying because qualitative results from the experiment found that the participants were sweating and biting their lips which shows signs of extreme stress, thus the behaviour could have to an extent been deterministic [12]

Exemplar 1 shows that the candidate needed to enter a discussion relating to the strengths and weaknesses of both freewill and determinism. The response was given 6 marks as the candidate has described both freewill and determinism and illustrated each explanation for behaviour with appropriate evidence

Section C overview

Section C: Practical applications. Questions in this section require candidates to apply their knowledge and understanding of psychology to a novel source. Questions range in size and mark allocation. Total marks for this section = 25.

Question 7 (a)

- 7 (a) Outline the behaviourist perspective in psychology and briefly explain how it applies to this article.

.....

.....

.....

.....

.....

.....

..... [5]

Those who performed well on this question provided accurate outlines of the behaviourist perspective which clearly illustrated the principle that behaviour is learned, and showed how this could be done through the processes of classical conditioning, operant conditioning and observational learning, linking these explicitly to the article. Some candidates needed to develop a greater understanding of the behaviourist perspective so they could go beyond merely identifying such concepts as operant and classical conditioning or positive and negative reinforcement. There were some instances where candidates muddled the processes of classical and operant conditioning, and negative reinforcement and punishment when explaining how bank customers could learn to not overspend.

Question 7 (b)

(b) Briefly describe **two** psychological issues raised by this article.

- (i)
-
-
-
-
- (ii)
-
-
-

[4]

Candidates who scored well on this question identified two appropriate psychological issues and applied them appropriately to the article. Some candidates lost marks by simply quoting information from the article without making links to their psychological knowledge. Issues such as operant conditioning, protection of participants and the delay of gratification were often cited.

Question 7 (c)

(c) Using your knowledge of psychology, suggest **two** ways in which young people could be encouraged to save money.

-
-
-
-
-
-
-
-

[8]

Some candidates provided two clearly different suggestions as to how young people could be encouraged to save money which included extremely effective application of psychological knowledge throughout. The most effective responses were linked to the use of operant conditioning, observational learning (SLT) and delaying gratification. Some suggestions were not clearly explained and included very weak/no application of psychological knowledge. Candidates who provided such responses did not score well.

Exemplar 3

Saving bank account doesn't have to contain lots of amounts of savings. To start ~~to~~ ~~to~~ encourage the younger people to save up we could start with small amounts of money that is transferred to a bank account like £5 per week. After few weeks the ^{amount of} money could be increase to £10. This could be continued in few months and then we could suggests that the ~~is~~ money that was saved could ~~no~~ ~~to~~ be spend on something this young person wanted all this time. This is positive - punishment technique, where the child can't spend the money until they save up themselves for what they want.

Exemplar 3 illustrates how candidates did not read the question carefully. The candidate has evaluated the suggestions they made in Question 7 part (c) but not in relation to any of the psychological issues or debates identified in the specification.

Supporting you

For further details of this qualification please visit the subject webpage.

Review of results

If any of your students' results are not as expected, you may wish to consider one of our review of results services. For full information about the options available visit the [OCR website](#). If university places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications.

activeresults

Review students' exam performance with our free online results analysis tool. Available for GCSE, A Level and Cambridge Nationals.

It allows you to:

- review and run analysis reports on exam performance
- analyse results at question and/or topic level*
- compare your centre with OCR national averages
- identify trends across the centre
- facilitate effective planning and delivery of courses
- identify areas of the curriculum where students excel or struggle
- help pinpoint strengths and weaknesses of students and teaching departments.

*To find out which reports are available for a specific subject, please visit ocr.org.uk/administration/support-and-tools/active-results/

Find out more at ocr.org.uk/activeresults

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

OCR Resources: *the small print*

OCR's resources are provided to support the delivery of OCR qualifications, but in no way constitute an endorsed teaching method that is required by OCR. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

This resource may be freely copied and distributed, as long as the OCR logo and this small print remain intact and OCR is acknowledged as the originator of this work.

Our documents are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published support and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: resources.feedback@ocr.org.uk

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:

www.ocr.org.uk/i-want-to/find-resources/

www.ocr.org.uk

OCR Customer Support Centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2019** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.



Cambridge
Assessment

