OCR

Oxford Cambridge and RSA

A LEVEL

Examiners' report

PSYCHOLOGY

H567

For first teaching in 2015

H567/02 Summer 2022 series

Contents

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. A selection of candidate answers is also provided. 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 and the mark scheme can be downloaded from OCR.

Advance Information for Summer 2022 assessments

To support student revision, advance information was published about the focus of exams for Summer 2022 assessments. Advance information was available for most GCSE, AS and A Level subjects, Core Maths, FSMQ, and Cambridge Nationals Information Technologies. You can find more information on our [website](#).

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Paper 2 series overview

Candidates demonstrated good knowledge of the core studies and were able to describe procedures and findings accurately and in detail. There was more variability in how effectively candidates could use the studies – for example, to illustrate points or to make links to themes, issues and debates. Many candidates attempted all questions, and most were prepared to take on the challenge of Question 6(e).

Candidates who did well on this paper generally did the following:	Candidates who did less well on this paper generally did the following:
- clearly understood the demands of different questions and the different elements of those questions - applied their psychological knowledge to good effect whether to the article in Section C or the core studies where required - used core studies to illustrate points by making clear links between the studies and what was being asked about.	- did not make explicit comparisons where they were required to - offered vague responses to questions rather than clearly focusing on what was being asked for - focused too much on the details of core studies when this was not being assessed - were not well organised and did not allow enough time to answer the questions in Section C.

Section A overview

There were many good responses in this section but candidates need to take care not to confuse studies. It is also important that they know how to make meaningful comparisons between studies when they need to. The ability to evaluate studies was variable although there were some excellent examples of candidates doing it well.

Question 1

1   Outline the procedure used in Experiment 1 of Moray's (1959) study into auditory attention.

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.... **[4]**

Most candidates gained marks here and correctly focused on procedure rather than other details of Experiment 1. Many were able to outline the key features of the shadowed prose and rejected list of words albeit with differing degrees of clarity. Common errors were to outline one of the other experiments or to outline Grant et al's study.

Question 2 (a)

2   **(a)**   Briefly describe the sample used in Levine's (2001) study into helping behaviour.

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.... **[2]**

The majority of candidates earned both marks with a number of candidates giving lots of detail – more than was required. Common errors were to describe the sampling method or to describe Piliavin et al's sample.

Question 2 (b)

(b) Outline **one** way in which Levine's study may show sampling bias.

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.... **[2]**

Most candidates were able to access at least 1 of the 2 marks and there was a good a variety of responses to this question. Stronger responses were more explicit about the effect of the sampling bias identified.

Question 3 (a)

3 **(a)** Explain how Chaney et al.'s (2004) study into Funhalers relates to the theme of 'external influences on children's behaviour'.

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.... **[3]**

This question elicited many good responses which showed sound technical knowledge of the study. Some candidates were not always specific enough about the behaviour being impacted on.

Question 3 (b)

(b) Outline **one** strength and **one** weakness of the method used in Lee et al.'s (1997) study into lying and truth telling.

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.... **[4]**

Those candidates who were able to understand the demands of this question often earned at least 1 mark for the strength and then 1 mark for the weakness. Only some of these candidates were able to apply the strength and weakness to the study in a meaningful way.

A large proportion of candidates took the question to be about methodology in general and focused on features such as the sampling method or sample, experimental design or type of data, for example. Such responses were not creditworthy as the mark scheme focused on two possible methods – the quasi experiment (or experiment generally) or interviews (self-report) appropriate to Lee's study.

Misconception
? Many candidates did not seem sure about the concept of a method to the extent that some left the question unanswered. The method refers to the main means for collecting data with observations, self-report and experiments being common methods used in psychology.

Question 3 (c)

(c) Explain **one** issue with validity that arose in Bandura et al.'s (1961) study into aggressive role models.

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.... **[3]**

There were many good responses to this question with ecological validity and population validity being the most popular issues raised. The best responses were able to relate explicitly to the chosen issue to the study with some level of detail.

Assessment for learning

T here are many core studies that use the experimental method and candidates tend to know this has implications for ecological validity and then can go on to explain features of the study that do not relate to real life.

However, it is good practice to get students to reflect on how these features impact on the validity of the findings for that particular study e.g. in real life it is unlikely that the exact same object children have witnessed aggression towards appears in a different environment almost immediately afterwards.

Question 4 (a)

4 **(a)** Outline **one** finding from Freud's (1909) study of Little Hans.

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.... **[2]**

Most candidates were able to offer a relevant finding although some were too generic or were not adequately outlined in the context of the study.

Question 4 (b)

(b) Explain how Baron-Cohen et al.'s (1997) study into the theory of mind relates to the area of individual differences.

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.... **[4]**

Candidates were good at outlining the relevant details from the study. A lot of candidates struggled to make a clear link to the individual differences area. This is because many wrote about the area focusing on the uniqueness of each individual which does not relate easily to this particular study, unless a candidate focused on the range of scores for the Eyes Task within each group tested. The best responses made links to alternative principles or concepts from the individual areas such as measuring differences or researching atypical behaviours.

OCR support

> Some candidates appeared to have limited knowledge of the assumptions of the individual differences area – primarily stating that everyone is unique – which links better to some of the core studies than others. Students should be aware of a range of assumptions and should have at least one that they are able to clearly link to each core study.

For support with this see our materials on the individual approach on our website's subject page.

Exemplar 1

The individual differences area states that in order to understand human behaviour we must understand the differences between individuals and that individual differences are quantifiable & measurable. The study links to this theme as it is researching the difference in theory of mind between Autistic, Tourettes and clinically normal people, this gains insight into human behaviour through understanding this difference. Furthermore, it is evident that individual differences were quantifiable as it provides a **[4]**

Exemplar 1 shows that by focusing on the principle of being able to measure and quantify differences between individuals, the candidate is able to make a clear and relevant link to the study.

Question 4 (c)

(c) Compare Gould's (1982) study with Hancock et al.'s (2011) study into measuring differences by suggesting **either** one difference **or** one similarity between them.

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.... **[4]**

Some candidates were clearly well prepared for this type of question and answered it in a formulaic way that easily earned them 3 and sometimes 4 marks. Other candidates did not seem to know how to approach this question. There were some who were not able to identify a clear difference or similarity and, without this, were not able to access any of the marks.

Assessment for learning

This is a common style of questioning on this unit. Students can prepare for it by listing pairs of core studies (from the same area and theme) and identify a similarity and a difference for each pairing – this needs to be a similarity and difference which can be expanded on and obviously one that can be applied accurately to each study.

It would be useful to compare studies on common features – such as method used or sample – so that students do not have to recall too many different features of studies.

Question 5 (a)

5   (a)   Outline **one** ethical issue raised by Sperry's (1968) study into regions of the brain.

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.... **[2]**

Most candidates identified protection from harm (or similar) which was a creditworthy issue. A number of these candidates went on to apply this issue to the study to good effect. There were some responses which focused on other issues that Sperry addressed in his study (such as consent and confidentiality) which also produced good responses.

Question 5 (b)

(b) Discuss to what extent Maguire et al.'s (2000) contemporary study in biological psychology changes our understanding of brain plasticity when compared to Blakemore and Cooper's study from 1970.

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.... **[5]**

This was a challenging question which most candidates tackled and then scored marks on. The best responses tended to look at a number of ways in which Maguire et al's study has changed our understanding of brain plasticity with the use of humans over animals and the focus on later life experiences being two comparisons which worked well.

A common error was to describe the two studies one after the other without making an explicit comment on how one had changed our understanding (or not) compared to the other. This kind of response scored no marks despite having very detailed and accurate descriptions of the two studies in a number of cases.

OCR support

i   A guide on the OCR website that is a good start point for looking at how core studies develop understanding.

Section B overview

The main focus of this section was the social area of which candidates demonstrated good knowledge and understanding, especially the core studies within this area. The best responses were from candidates who had an insight into the area which went beyond the core studies and where they were able to make links between it and the real world.

Question 6 (a)

6   (a)   Explain how one core study from the social area can be related to the concept of holism.

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.... **[5]**

Most candidates showed sound understanding of the concept of holism through both their explanation and their application to a relevant study. The full range of core studies from the social area were used to good effect. The strongest responses illustrated the idea of multiple factors *interacting* to cause a behaviour.

Misconception
? A number of candidates made the mistake of assuming that holism meant to study a range of cultures, or to study a range of behaviours (often using Levine et al to illustrate these points).

Question 6 (b)

(b) Explain how **one** core study from the social area can be related to the concept of reductionism.

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.... **[5]**

Most candidates showed sound understanding of the concept of reductionism through both their explanation and their application to a relevant study. Milgram was the most commonly selected study to demonstrate reductionism, and the one the seemed to work best for candidates. The strongest responses were those that were able to suggests factors that had been ignored by taking a reductionist approach.

A common error was to assume that reductionism meant using a biased sample or only looking at one type of behaviour.

Misconception
?   Some candidates made the mistake of assuming that reductionism meant using a biased sample or only investigating one type of behaviour e.g. one example of helping, or one example of obedience.

Question 6 (c)

(c) Describe **one** application of the social area.

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.... **[4]**

Most candidates had a good idea of what is meant by an application in a psychological context but not all. The best responses chose a broad area in which research could be applied – such as schools or policing – and then detailed specific examples. There was a tendency for candidates to write about research findings that could be applied without actually explaining how – for example, recognising that whistleblowing should be encouraged in workplaces but without detailing the procedures or policies that would make in work in practice.

Assessment for learning
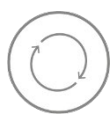
It is not necessary for students to know lots of applications for each area of psychology however they do need to have researched at least one in detail, so they are able to provide an answer of some substance to this kind of question.

Question 6 (d)

(d) Outline the procedure used in **one** core study and briefly explain how this relates to the social area.

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.... **[6]**

This question was generally well answered, especially the descriptive part. Although some candidates unnecessarily outlined findings, they often still wrote detailed descriptions of procedures anyway. The full range of core studies from the social area were used but other studies – such as Bandura's – were also credited because they could be related to the social area. The best responses made specific links between features of the study and the general principles or concepts of the social area.

Question 6 (e)*

(e)* Compare the social area with the developmental area in relation to their strengths and weaknesses. **[15]**

There was a full range of responses to this question which was attempted by the vast majority of candidates. The strongest responses considered the actual areas in terms of their strengths and weaknesses by considering key issues and debates. These responses used studies in an illustrative way and did not assume that all research in the social area and developmental area is dictated by the four core studies attached to that area. They also made explicit comparisons whether it was looking at common strengths or common weaknesses or, most effectively, where they differed on strengths and weaknesses. Finally, they also developed points well and came to clear conclusions.

Responses scoring in the lowest band tended to not make any comparisons at all, listing the strengths and weaknesses of each approach with no reference to the other.

Responses scoring in the band above this tended to focus on strengths and weaknesses of core studies within the areas (e.g. both areas have ethnocentric samples) rather than the areas themselves, or identified differences or similarities between the areas without explicitly stating whether they were strengths or weaknesses (e.g. both areas can be seen as holistic). Responses in the band above tended to be clearer on strengths and weaknesses, with some responses showing breadth. There were also dominated by commentary relating to core studies rather than the social and developmental areas.

Exemplar 2

The social area assumes behaviour is influenced by our social cognition of the world and due to factors of our environment. The developmental area assumes our change and development is ongoing throughout life and that we may develop in pre-determined stages. A strength of the social area is that it uses many experiments with a mixture of methods and designs such as lab for Milgram and field for Levine. This is a strength because it allows for a range of data to be collected due to quantitative and qualitative results which often show a clear cause and effect. However a weakness of the social area is that these experiments often only provide a snapshot of behaviour. Many lab experiments such as Milgram, do not allow for further analysis as to why participants behaviour caused their result, decreasing validity of research in the social area.

On the other hand, a strength for the developmental area is that it does carry out longitudinal studies creating more chances for behaviour to be analysed than the social area snapshot studies. Kohlberg carried out a 12 years study which allowed an increased understanding of different age groups and their relation to moral development. However, a weakness of this is that it can produce participant attrition and less reliability within results as participants dropout of the study decreasing the sample. (see extra pages)

| 6e | This was seen through ~~cases~~ kohlbergs study as some didn't take part in the interviews every 3 years decreasing internal validity of results. |

Another strength of the social area is that it can have applications within the criminal justice system due to it showcasing diffusion of personal responsibility as seen through Milgram. A strength of the developmental area is also useful applications for media and child aggression as seen through Banduras study of child aggression through observable means, effecting

the introduction of watershed, to limit childrens observable inappropriate/aggressive behaviour of the media.

Another weakness of the social area is that it can be a reductionist area in observing and recording behaviour. It tends to place more focus on behaviour being due to external influences, ignoring innate biological factors that effect behaviour. for

example, Milgram ignores the possibility of biological forces influencing the voltage participants went up to. A weakness of the developmental area is also reductionism in how it ignores that behaviour can be down to innate biological synapses in the brain rather than cultures affecting our moral developmental stages as seen within kohlbergs cross cultural study of comparing American and Taiwanese boys and their development.

Exemplar 2 shows a good effort to cover a range of points within an appropriate structure where comparisons are clearly made. It meets all of the criteria of the second band down so can be awarded the maximum marks available.

Misconception

?   Some candidates seem to believe that the four core studies for each area are completely illustrative of the all of the research within that area rather than appreciating research more generally.

This means they often evaluate an area based on what they know from one or two studies rather than having a general awareness of whether an area, for example, tends to be more reductionist or holistic on the whole.

Section C overview

Many candidates engaged well with this series' article and made a good effort to tackle each question. However, there was evidence of some candidates not giving themselves enough time to address this sections questions in any real depth.

Question 7 (a)

7   **(a)**   Outline **one** principle or concept of the cognitive area and briefly explain how it relates to this article.

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.... **[4]**

The most common principle focused on was the computer analogy with many candidates being able to outline this in enough detail for a second descriptive mark. Application to the article was less successful although candidates using the computer analogy often referred to the idea that memory was like a video camera which was creditworthy. A common error was to suggest that reconstructive memory was a principle or concept.

Question 7 (b)

(b)   Describe the Loftus et al. (1974) study into memory and briefly explain how it relates to this article.

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.... **[7]**

Many candidates were able to give good accounts of the Loftus and Palmer study but these did vary in terms of accuracy rather than detail. The best responses took extracts from the article and made direct references back to the findings and conclusions of the study.

Question 7 (c) (i)

(c) (i) With reference to the article, explain **one** strength of using the self-report method in research.

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.... **[3]**

This question was a challenge for many candidates although a number did focus on the comparison between self-report and observations and made salient points on this basis. The best responses tended to refer to the ability to access thoughts and feelings. A common error was to assume that self-reports only refer to questionnaires, or that self-reports only provide quantitative data.

Misconception
?   A frequent misconception was to assume that self-reports only refer to questionnaires, or that they only provide quantitative data, or that they are always anonymous, or that they always completed with no-one else present.

Question 7 (c) (ii)

(ii) With reference to the article, explain **one** weakness of using the self-report method in research.

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.... **[3]**

This was better answered than 7(c)(i), with social desirability bias being a common response and one that some candidates could apply to the article with some success. There were also some insightful responses that focused on the article's focus on the unreliability of memory and then used this to explain why self-report does not always provide valid data in psychological research.

Question 7 (d)

(d) Using your knowledge of psychology, suggest ways that teachers could be taught to improve their understanding of how their students' memory works.

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.... **[8]**

Many candidates made reference to Grant et al's study and Loftus and Palmer's study as part of their response. The better responses recognised that teachers should learn about these studies before applying them whether through visiting speakers who are experts in the field, effective teachers acting as role models, or doing their own experiments with classes. Candidates could also get credit for considering different media for teaching teachers – such as live events, online training or student surveys. If candidates wrote about how teachers should teach students to improve memory then this still gained credit but not at the top end of marks.

Question 7 (e)

(e) Evaluate the suggestions you have made in part **(d)** with reference to issues and debates you have studied in psychology.

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.... **[10]**

There was a full range of responses to this question. The best responses considered a range of relevant issues and debates in some depth and applied them to the suggestions from 7(d) in a way that showed good insight and understanding of psychology. Responses earning marks in the middle tended to address relevant issues and debates but in a more contrived way, or were not able to explore them in any real depth. Weaker responses tended to focus on practical issues around time and cost or referred to psychological issues and debates with little clear understanding or application. Candidates who had focused on teachers improving students' memories (rather than teachers being taught about memory) were able to access the full range of marks here by evaluating the methodology or processes they had referred to in 7(d).
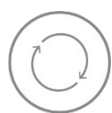
Exemplar 3

The training programme in which teachers would have to undergo, may be expensive and funding for this may not always be reached by everyone who wants to be a teacher. This makes it harder for people who cannot afford the programme to become a teacher and escape hardships they may be facing in their lives. Educating teachers with different strategies on the best way children may remember information, can be different and may not be applicable to a child with an unusual type of memory, thus can be seen to have lower low external validity to children with 'abnormal memories'. Further this can also be seen to be socially sensitive as the teachers may not be able to help these types of students in which students may then develop a feeling that they are 'abnormal and cannot remember anything'. When witnessing how other teachers help improve children's memory, this takes a nurture stance and only looks at the outside influences of on a child's memory. Since memory's are not able to be investigated from within an individual yet, it may be hard to find out how memories actually work due to the difficulty of measuring them. These strategies do not investigate, **[10]**

how biological factors for example brain structure can affect
then the Student's memory, this ignores the nature side of the
debate. Butas As these strategies ofvlearning are not
specific to each individual this can be seen as ignoring
the individual differences of the students, in which each students
memory can vary from the next. However, considering this if
teachers are able to learn a variety of different strategies and
methods in helping students remember information, this can help with
2022 the applicability of this Generalising different strategies to
them.

Exemplar 3 covers a range of points but also in some depth and, importantly, is psychological in content and applies the psychology well to the suggestions made in 7(d).

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