OCR
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A LEVEL

Examiners' report

PSYCHOLOGY

H567

For first teaching in 2015

H567/02 Summer 2024 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.

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Paper 2 series overview

H567/02 is the second of three A Level units assessing candidate's knowledge and understanding of up to 20 core studies representing a range of themes from five areas of psychology. This component focuses on:

- knowledge and understanding of the twenty core studies as well as their ability to evaluate the study on their own and in relation to the study they have been paired with

- knowledge, understanding and evaluation of areas and perspectives in psychology

- methodological issues, themes and debates relating to core studies and areas in psychology

- practical application of the knowledge from theory and research covered in psychology.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- had extensive knowledge of the core studies - offered a coherent discussion of the usefulness of psychological research within the developmental area, giving a range of points and making valid conclusions - showed an understanding of the demands of questions and responded to different command words appropriately - applied their psychological knowledge well to the applied scenario in section C making clear links to the article - used core studies within discussion to clearly illustrate the points raised - evaluated the suggestions made using a range of issues and debates and providing good context.	- missed key information or had inaccuracies in their responses when referencing core studies - did not use core studies to good effect within discussion, providing only basic knowledge - did not support comparison points made across the areas (developmental and biological) by giving vague overviews of studies - lacked discussion of the usefulness of psychological research within the developmental area with few clear arguments made - focused on practical strengths of the suggestions made and did not refer to key issues or debates in their evaluation, limiting the response.

Section A overview

This section consists of questions relating to the twenty core studies. Questions are short responses ranging in mark allocation and command terms. Candidates who answered these questions well demonstrated a good knowledge of the core studies and had an ability to evaluate the studies linking to areas and methodological issues. There are a total of 35 marks for this section.

Question 1 (a)

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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.... **[3]**

> The majority of candidates identified one of the three groups correctly and also recognised one of the key features of the group (e.g. number of participants in the group), but many candidates did not give a second feature of the group, limiting their responses.

Question 1 (b)

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

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.... **[2]**

> Many candidates were able to partially answer this question by referring to both males and females and recognising a difference in response. However, most candidates did not outline the effect accurately omitting the group it related to.

Question 2 (a)

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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.... **[2]**

This question required candidates to show an understanding of the single blind design in research by stating a reduction in risk of researcher bias or an inability to manipulate questions with a lack of knowledge of psychopathy scores. Knowledge of single blind design was shown to be good across most candidates giving access to the first mark. However, many were confused with the process of interviews within Hancock et al. and missed the second mark due to their lack of knowledge on the core study.

Misconception

? Candidates were required to explain why the interviewer was not told the psychopathy scores in Hancock et al.'s study. Some referred to 'if the interviewer knew the scores then the analysis of the language would be affected'. This could not be given credit as it is not accurate knowledge of the core study. Interviewers wrote down answers given in interview verbatim and therefore statements made in the interview could not be made to appear more or less psychopathic.

To correctly link in to the context of the research, the bias would show itself within the questions asked during the interview or trying to influence the prisoners responses when describing their crime.

Question 2 (b)

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

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.... **[2]**

> This question elicited many good responses with candidates giving clear weaknesses of the sample used in Hancock et al. and linking to the study well.

Question 3 (a)

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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.... **[3]**

> Many candidates demonstrated good knowledge of Levine et al.'s study giving a clear outline of one condition and how the dependent variable of helping was measured within the condition. Most candidates were able to score 2 marks or more with some candidates only including one of the measures.

Question 3 (b)

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

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.... **[3]**

Candidates who gained full marks referenced the cross-cultural nature of the study with details of measures taken and what was found by Levine et al. The most commonly missed element from candidate responses stopping them from gaining full marks was the findings from the research.

Question 4

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

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.... **[4]**

This question required candidates to 'tell the story' of Chaney et al.'s study. The majority of candidates wrote about the aim of Chaney et al. without describing the motivation behind the research aim. Those who were more successful with this question provided detailed and accurate descriptions of background theory/research (e.g. positive reinforcement, low levels of adherence to asthma medicine).

OCR support

Most candidates did not give the correct response to this question and had limited knowledge on the background information to the core study. When a response on the background was given, it was often vague and without development showing a lack of understanding of the underlying concepts of the study.

For support with this, see our guide to core studies teacher guides on Teach Cambridge which offer appropriate content for the core study backgrounds.

Question 5

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

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.... **[3]**

Candidates who performed well on this question demonstrated an understanding of longitudinal research and clearly identified features of Kohlberg's study which made it longitudinal. Most candidates showed an understanding of longitudinal research but many candidates needed to either include more detail or check the accuracy of the links made to the core study to demonstrate knowledge (e.g. every 3 years, over 12 years etc.).

Question 6 (a)

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

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

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.... **[3]**

Most candidates were able to identify the control and give either a clear or reasonable description of how it operated within Moray et al.'s study. The most common error made on this question was candidates missing how the control was carried out, for example writing 'The volume was the same in both headphones', but missing 'for the shadowed and rejected message'. This omission gave a reasonable description taking away the clarity of how it was carried out.

Question 6 (b)

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

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.... **[2]**

A common mistake made by candidates on this question was giving unsupported conclusions. Many did not gain the second mark by giving a brief statement of what could be concluded from the study without linking to a finding of Moray et al.

Question 7

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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.... **[3]**

A minority of candidates were well prepared for this type of question and often approached it in a formulaic way of citing information from one study, then from the second study, with a brief mention at the end about the change in understanding. This formula often did not work successfully, with the change in understanding unclear or not relating well to the information given from the core studies. Candidates who were successful considered the change in understanding throughout the response, giving a clear, unambiguous answer and drawing on appropriate features from the core studies to support the reasoning.

Assessment for learning
It would be good practice to get students to consider the changes in understanding between the classic and contemporary core studies as they review them in class. This will give opportunity for them to discuss what knowledge has changed and how, or how the research differed in what was investigated. Students could also consider what has remained the same in knowledge from the core studies.

Exemplar 1

Simons and chabris assesses ps ability to see greatly changes our understanding of attention by assessing Ps ability to see an unexpected event in a recording (gorilla or umbrella woman) when pre occupied with a counting task (the total number of passes or the number of bounce and aireal passes) this focus on the visual attention adds to our understanding as Moray's research focused on auditory attention and ps ability to recall features [3] of a rejected message when listening to and repeating alloud the shadowed message.

Exemplar 1 shows a clear and accurate explanation of how Simons and Chabris' study changes/expands our understanding of attention/inattention. The candidate has referred to both Simon and Chabris's and Moray's research clearly in relation. Starting with 'ability to see an unexpected event' mentioned which links clearly to 'focus on visual attention' which adds to 'understanding as Moray focused on Auditory attention', clearly linking to research providing information on the tasks conducted by both.

Question 8

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

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.... **[3]**

Candidates who missed out on full marks did not show an understanding of the cognitive area or did not link Grant et al.'s study clearly to the assumption/principle made.

Misconception

?   This question required candidates to show an understanding of the cognitive area by referring to an assumption or principle e.g. 'behaviour can be largely explained in terms of information processing'. This area was often confused with the biological area with some candidates referring to 'brain processes.'

Question 9

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]

Candidates were able to answer this question well and most made attempt at identifying matching characteristics. Those scoring partial marks on this question often gave vague responses. For example, they stated 'gender' or 'age' as characteristics. More clarity was needed in these responses, e.g. 'males', 'mean age' or 'age range'.

Section B overview

Questions in this section assess candidates on their knowledge of areas, perspectives and debates in psychology. The focus for this section was the biological and developmental area. Candidates who answered these questions well were able to refer to relevant core studies as evidence to support points being made. Questions differ in mark allocation with a total of 35 marks for this section.

Question 10 (a)

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(a) Describe **one** application of the biological area.

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.... **[3]**

Many candidates gave theoretical rather than practical answers. Many descriptions were given of how research findings could be used to aid our understanding of brain function and structure which was not answering the question.

Good responses referred to a clear application such as drug therapy, rehabilitation from brain damage or brain training, elaborated how they worked in practice and made a link to the principle/concept of the biological area which the application is based on.

Assessment for learning

Students should be encouraged to research at least one application for each area studied. This will give more depth in the responses given for this style of question.

When exploring applications, they should include the psychological concepts which the practice is based on so clear links can be made to the area.

Exemplar 2

One application is drugs eg. SSRI's for depression. These would be given to patients diagnosed with depression due to having prolonged feelings of unhappiness and low mood for at least 2 weeks, every or most days. These would be given in a clinical setting ~~for~~. 20mg of fluoxetine would be given at first. These should work by 3-4 months ~~after~~ of taking the SSRI's. The dose can be increased to 60mg. These work by reducing the amount of serotonin that is broken down and reabsorbed. (Extra Paper) [3]

Q10a.	by the presynaptic neurone. This increases the amount of serotonin in the ~~pst~~ synapses. As serotonin regulates mood, the patient will have an increased, happier mood. This links to the biological area as it takes a biological treatment route by changing the levels of the neurotransmitter serotonin in the patient.

Exemplar 2 shows how an accurate description of a relevant biological application has been given - 'drugs, SSRI's' - followed by elaboration of what it aims to treat 'depression/low mood'. There is a clear link made to the principle of the biological area 'changing the levels of neurotransmitter, serotonin'.

Question 10 (b)

(b) Outline the procedure of Casey et al.'s (2011) study into neural correlates of delay of gratification **and** explain why this study has been placed in the biological area.

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.... **[6]**

Candidates who knew the core study responded well to this question. Responses varied in accuracy rather than detail; some candidates were inaccurate when referring to the Go/No-go task or mixed up the 'hot' and 'cool' task.

Application to the biological area was achieved well by many candidates by showing an understanding of the findings of Casey et al. and making clear links to principles of the area (behaviour explained in terms of physiological processes such as brain function). When less clear application to the area was made, key terms were not well explained in relation to the core study 'we are influenced by brain function'. The best responses made direct references back to the procedure and findings of the study e.g. localisation of function and 'hot' and 'cool' processing systems.

Question 10 (c)

(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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.... **[3]**

The majority of candidates showed a clear understanding of the nurture side of the nature/nurture debate giving clear outlines of the debate. This question differentiated the better prepared candidates as those achieving full marks demonstrated a clear understanding of the developmental area and linked the debate clearly to the principle/concept of the developmental area with appropriate support.

A mistake made by some candidates was to describe a core study without clearly linking to the debate.

Question 10 (d)

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

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.... **[8]**

Candidates used a range of similarities when answering this question from methodological issues and debates in the areas. Studies were used reasonably well when illustrating points made. Some candidates showed an ability to develop the points made and consider the similarities between areas thoroughly.

Responses scoring in the lower bands did not follow a strong structure within their written response while making comparison points making vague links to research. Another mistake made by candidates was discussing a difference as a second point instead of a second similarity.

Question 10 (e)*

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

Some candidates were able to consider a range of points affecting the usefulness of psychological research, supporting their response with appropriate core studies from the developmental area. Only a few candidates did not refer to the developmental area.

Responses in the lower band tended to focus on practical applications of research and many candidates defaulted to evaluating the usefulness of each core study in turn which limited their discussion.

Successful responses offered a range of valid conclusions summarising the issues raised from research in the developmental area.

OCR support

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There are a range of OCR teaching activities available on Teach Cambridge to review the areas covered with clear learning objectives and worksheets to introduce the area, help students use research to illustrate points and clearly review the usefulness of the areas in psychology. These can all be downloaded and used in the classroom.

Section C overview

This section requires candidates to apply their knowledge and understanding in psychology to a novel source. Questions range in mark allocation and demand with a total of 35 marks

Question 11 (a)

11

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

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.... **[4]**

Applications were made clearly to the source in the majority of candidate responses to this question. Most showed a good rather than a developed understanding of the social area.

Question 11 (b)

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

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[4]

This question was answered very well by the majority of candidates with ethical concerns clearly identified with appropriate evidence from the source material.

Question 11 (c)

(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]**

Many candidates gave a basic explanation including a link to the article supporting the situational side of the debate. Few responses outlined the debate without repeating the same terms which showed limited understanding. e.g. 'situational debate is about the situation'. Most were successful in identifying how the article supported the situational debate e.g. 'the woman was verbally prodded by fake charity workers'.

Exemplar 3

The individual side of the debate assumes behaviour is due to internal factors within the individual. The situational side of the debate assumes behaviour is influenced by the environment people are in and the type of people the are surrounded by - situational factors affect behaviour. One way this article can support the situational side of the debate is through the woman "being told she might get high paying contract to **[3]** work with the charty". Also through the presence of the fake charty workers "encouraging her to push one of the acvors off the roof". This supports the situational side of the debare as it suggests her behaviour was due to the environment she was in.

Exemplar 3 shows a good explanation showing an understanding of the individual side of the debate with reference to 'internal factors' and an understanding of the situational side of the debate with behaviour being influenced by the 'environment', a clear link has been made to the article.

Question 11 (d)

(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.

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.... **[6]**

Candidates who knew the core study responded well to this question. Many candidates included the essential features of the procedure and the results clearly and accurately. Relevant links were made to the article with most candidates clearly applying psychological knowledge.

Question 11 (e)

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

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.... **[8]**

Most candidates made two clear suggestions. Suggestions varied on the level of development and support from psychological knowledge. Candidates who did well on this question showed a good knowledge and understanding of what could be done to reduce negative obedience, detailing how they could be implemented and demonstrated effective application of psychological knowledge.

A few candidates confused negative obedience with disobedience and were unable to fulfil the demands of the question when developing their response.

Question 11 (f)*

(f)* Evaluate the suggestions you have made in part **(e)** using your knowledge of psychology.

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.... **[10]**

The majority of candidates relied on the practicalities of their ideas to evaluate which did not allow them to fully respond to the question and use their knowledge of psychology.

Those answering the question well did refer to debates, themes and issues clearly such as reductionism/holism, ethnocentrism, determinism/freewill and reliability.

Assessment for learning

[Teaching guides](#) on psychological applied learning scenarios can be found on Teach Cambridge – they can be used to practise creating and evaluating suggestions.

Give candidates suggestions of ways to improve the behaviour/situation and get them to evaluate the ideas put forward.

They should be familiar with a range of debates, themes and issues from the specification. This can be used as a checklist for points which can be raised when evaluating their suggestions. Some debates apply more readily to certain suggestions than others, so practice is key to gain confidence with working through a generated suggestion. The depth in the discussion given is important so candidates do not need to discuss every debate in their evaluations but do need to show how it is demonstrated in the suggestion given.

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