



Oxford Cambridge and RSA

**Thursday 25 May 2023 – Afternoon**

**A Level Psychology**

**H567/02** Psychological themes through core studies

**Time allowed: 2 hours**



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number  Candidate number

First name(s) \_\_\_\_\_

Last name \_\_\_\_\_

**INSTRUCTIONS**

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined pages at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

**INFORMATION**

- The total mark for this paper is **105**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **16** pages.

**ADVICE**

- Read each question carefully before you start your answer.

Section A

Core studies

1 (a) Explain how Milgram's (1963) study into obedience may be considered ethnocentric.

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

(b) Describe the procedure used in Piliavin et al.'s (1969) Subway Samaritan study.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [6]

2 Describe the background to Hancock et al.'s (2011) study into the language of psychopaths.

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

3 Outline **three** different results from Blakemore and Cooper's (1970) study into the impact of early visual experience.

1 .....

.....

.....

.....

.....

.....

.....

2 .....

.....

.....

.....

.....

.....

.....

.....

3 .....

.....

.....

.....

..... [6]

4 (a) In Grant et al.'s (1998) study on memory, why was the short-answer test taken before the multiple-choice test?

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

(b) (i) Explain **one** difference between **Experiment 1** of Moray's (1959) study into attention and Simons and Chabris' (1999) study into inattention.

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

(ii) Explain **one** similarity between **Experiment 1** of Moray's (1959) study into attention and Simons and Chabris' (1999) study into inattention.

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

- 5 (a) Outline **one** strength **and one** weakness of the type of data collected by Kohlberg (1968) in his study of moral development.

Strength .....

.....

.....

.....

.....

Weakness .....

.....

.....

.....

.....

..... [4]

- (b) Explain **one** way Lee et al. (1997) attempted to ensure the reliability of their study into lying and truth-telling.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [3]

Section B

**Areas, perspectives and debates**

6 (a) Explain **two** defining principles or concepts of the individual differences area.

1 .....

.....

.....

.....

2 .....

.....

.....

.....

[4]

(b) Outline what is meant by the concept of holism **and** how this relates to the individual differences area.

.....

.....

.....

.....

.....

.....

.....

.....

[4]







A series of 25 horizontal dotted lines for writing.

**Turn over for the next question**

**Section C**

**Practical applications**

Abstract

Evidence suggests social media use is associated with poor mental health in young people. This paper assesses whether social media use is associated with young people’s symptoms of depression.

**Methods:** We used population-based data from the UK Millennium Cohort research on 10 904 14-year-olds. Statistical analysis was used to examine correlations between social media use and depressive symptoms.

**Findings:** Greater social media use related to both higher levels of online harassment and lower levels of self-esteem; in turn these related to higher depressive symptom scores. Correlations between social media use and depressive symptoms were stronger for girls than for boys.

**Interpretation:** Our findings highlight the potential pitfalls of lengthy social media use for young people’s mental health. These findings would be very useful in the development of a guide for the safe use of social media. They also support calls for social media platforms to more tightly regulate hours of social media use.

Adapted from Kelly Y. et al. (2018) ‘Social Media Use and Adolescent Mental Health.’ EClinical Medicine 6 59–68.

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

(b) With reference to the abstract, outline **one** positive **and one** negative correlation found by this study.

Positive .....

.....

.....

.....

.....

Negative .....

.....

.....

.....

.....

..... [4]

(c) Outline **one** limitation of using a correlation technique in this study.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [3]







**ADDITIONAL ANSWER SPACE**

If additional space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margin(s).

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

A large area of the page is reserved for writing, featuring a vertical solid line on the left side and horizontal dotted lines extending across the page.



**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.