

Study Psychology

HELPING YOU ACHIEVE



A-Level Psychology Practice Paper

This is a practice paper intended for revision
following the **OCR** specification.

Paper 2: Psychological Themes Through Core Studies

2 hours



Section A: Core studies

1. (a) In Milgram's study of obedience, the majority of participants reached the most severe shock available on the shock generator. Outline **one** reason to explain the high amounts of obedience observed. (2)

- (b) From Milgram's study of obedience: Describe **two** ways participants were deceived in this study. (4)

2. (a) Briefly describe an event that prompted psychologists, such as Piliavin, to investigate factors that influence helping behaviour. (2)

(b) Explain **one** reason why “diffusion of responsibility” was not found in this study. (2)

3. From Loftus and Palmer’s first experiment: Describe **one** way the information the participants received after viewing the traffic accidents influenced their memory. (2)

4. (a) Outline **one** conclusion that can be drawn in relation to visual inattention from Simons and Chabris' study. (2)

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- (b)** Outline **one** similarity between Moray's study on auditory attention and Simons and Chabris' study on visual inattention. **(4)**

[illegible]

5. From Kohlberg's study into the stages of moral development: Describe the **two** stages of preconventional moral thinking. (4)

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- 6. From Lee et al.'s study on evaluations of lying and truth-telling: Outline the aim. (2)**

[illegible]

7. Outline how Sperry’s study links to the biological area of psychology. **(3)**

8. From Casey et al.’s study on neural correlates of delay of gratification: Outline how the study is longitudinal. **(2)**

9. Outline **one** difference between Sperry’s split brain study and Casey et al.’s study of neural correlates of delay of gratification. **(3)**

10. (a) From Blakemore and Cooper’s study on the impact of early visual experience: Identify the independent variable. **(1)**

(b) Describe **one** dependent variable in Blakemore and Cooper’s study. **(2)**

Section B: Areas, Perspectives and Debates

11.(a) Explain **one** application of the developmental area of psychology. **(4)**

[illegible]

(b) Suggest how Freud's study of Little Hans is relevant to the area of individual differences. **(3)**

[illegible]

(c) Explain how Freud's study of Little Hans relates to the psychodynamic perspective. (5)

[illegible]

[illegible]

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[illegible]

Section C: Practical Applications

Does the autistic child have a metarepresentational deficit?

This study examines the claim that autistic children lack a “theory of mind” because of an inability to metarepresent. We argue that if autistic children have a “metarepresentational” deficit, then they should have difficulty not only with mental representations such as false beliefs, but also with external representations such as photographs.

Autistic children's understanding of photographic representations was tested using Zaitchik's (1990) task. This task is modelled on the false belief task (Baron-Cohen, Leslie, & Frith, 1985) but involves “false” photographs where a photographic representation does not conform with the current state of the real world.

Like Zaitchik (1990) we found that normal 3 and 4-year-olds found this task as difficult as the false belief task. In sharp contrast, however, the autistic children in our study passed the photograph task but failed the false belief task.

As both tasks require the ability to decouple, this evidence challenges the view that autistic children lack “metarepresentational” ability. However, the results leave open the question of whether autistic children have a metarepresentational ability in the different sense of the term intended by Pylyshyn (1978), that is, representing the relationship between a representation and what it represents.

(Leekam & Perner, 1991)

- 12. (a)** Describe **two** principles of the area of individual differences and briefly explain how they apply to this article. **(7)**

[illegible]

(b) Outline what is meant by a quasi-experiment and briefly explain how this method could apply to the article. **(4)**

[illegible]

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(c) Describe Baron-Cohen et al's study into autism and briefly explain how its findings relate to the article. **(6)**

[illegible]

[illegible]

(d) Using your knowledge of psychology, suggest ways in which the lives of individuals with autism could be improved. **(8)**

[illegible]

[illegible]

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END OF PAPER

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