

OCR Paper 2 Exam Analysis



2024

Section A

Participants and features in **Baron-Cohen** (3)

Results for gender differences in **Baron-Cohen** (2)

Interviewer bias in **Hancock** (2)

Weakness of the sample in **Hancock** (2)

DV for one condition in **Levine** (3)

How **Levine** links to the theme (3)

Background to **Chaney** (4)

Why **Kohlberg** is longitudinal (3)

One control in **Moray** (3)

One conclusion in **Moray** (2)

How **Simon's and Chabris** changes understanding of attention after **Moray** (3)

Why **Grant** is in the cognitive area (3)

Two ways **Maguire** matched participants (2)

Section B

One application of the biological area (3)

Procedure of Casey and why in biological area (6)

How research from developmental area supports nurture debate (3)

Discuss how biological area is similar to developmental area (8)

Discuss usefulness of research in developmental area (15)

Section C

Social obedience and morality scenario – why in social area (4), two ethical considerations (4), situational/ individual explanations (3), outline **Milgram's** study (6), resisting obedience (8), evaluate suggestions (10)

2023

Section A

Ethnocentrism in Milgram (3)

Procedure in Piliavin (6)

Background to Hancock (3)

Three results from Blakemore & Cooper (6)

Why short-answer test was done first in Grant (2)

One difference in experiment 1 of Moray and Simon & Chabris (4)

One similarity in experiment 1 of Moray and Simon & Chabris (4)

Strength and weakness of type of data in Kohlberg (4)

Reliability in Lee (3)

Section B

Two principles of the individual differences area (4)

Outline holism and how it relates to individual differences area (4)

One application in the individual differences area (4)

Strengths and weaknesses of the individual differences area (8)

Discuss ethical considerations in research from individual differences area and one other (15)

Section C

Social media and mental health scenario (SLT) – one weakness of the sample (3), positive and negative correlation (4), limitation of correlations (3), describe Bandura's study and relate to the scenario (7), use your knowledge of psychology to suggest ways social media can be used to promote positive mental health (8), evaluate the suggestions made (10)

2022

Section A

Procedure of **Moray** (4)

Sample used in **Levine** (2)

Levine sampling bias (2)

Explain how **Chaney's** study relates to the key theme (3)

Strength and weakness of the method in **Lee's** study (4)

Issue of validity in **Bandura** (3)

One finding from **Freud** (2)

How **Baron-Cohen** relates to the individual differences area (4)

Compare **Gould** with **Hancock** (either one similarity or difference) (4)

One ethical issue of **Sperry** (2)

How **Maguire** changes our understanding of brain plasticity compared to **Blakemore and Cooper** (5)

Section B

Explain how one core study from the social area relates to holism (5)

Explain how one core study from the social area relates to reductionism (5)

One application from the social area (4)

Procedure used in one core study and how this relates to the social area (6)

Compare the social area with the developmental area in terms of strengths and weaknesses (15)

Section C

Memory scenario – outline one principle of the cognitive area and how it relates to the article (4), describe **Loftus and Palmer** study and how it relates to the article (7), one strength of using self-reports in this article (3), one weakness of using self-reports in this article (3), use your knowledge of psychology to make suggestions in article (8), evaluate the suggestions with reference to issues and debates (10)

2021

Section A

Dependent variable in Maguire (1)

Two ways control group were matched in Maguire (2)

One strength of data in Maguire (2)

How repeated measures design was used in Chaney (2)

Strength of using repeated measures design in Chaney (2)

How Kohlberg's study may be considered ethnocentric (4)

Procedure reliability in Grant (3)

Conclusion from Grant (2)

Apparatus in Moray (2)

Weakness of using an experimental method in Moray (2)

How procedure of Piliavin relates to key theme (3)

Two results from Levine (2)

Why Levine is described as a quasi-experiment (2)

How Hancock's study changes understanding of individual / social and cultural diversity (6)

Section B

Two principles of the developmental area (4)

How Lee's study relates to these principles (4)

One application of the developmental area (4)

Strengths and weaknesses of the developmental area (8)

Discuss the individual/ situational debate using research from developmental area (15)

Section C

Changing view of homosexuality scenario – define and relate socially sensitive research to this article (4), outline the procedure used in Chaney and how this related to use of aversion therapy (5), free will/determinism debate in article (8), knowledge of psychology to make suggestions in article (8), evaluate your suggestions with reference to themes and debates (10)

2020

Section A

Compare **Blakemore and Cooper** with **Maguire** (4)

Ethical issue raised in **Gould** (3)

Weakness of data collection in **Loftus and Palmer** (3)

Conclusion from **Loftus and Palmer** (2)

How independent measures design was used in **Simons and Chabris** (2)

Two weaknesses of using an independent measures design in **Simons and Chabris** (4)

Two features of the sample in **Bandura** (2)

One way the sample was biased in **Bandura** (2)

Two issues of validity in **Kohlberg** (4)

How **Milgram** relates to the social area (3)

How **Bocchiaro** changes our understanding of individual, social and cultural diversity (6)

Section B

How holism relates to **Freud's** study of Little Hans (4)

How **Freud's** study of Little Hans relates to the psychodynamic perspective (4)

One application of the psychodynamic perspective (4)

Outline defining principles of the behaviourist perspective and discuss its usefulness (8)

Similarities and differences between the psychodynamic and behaviourist perspectives (15)

Section C

Brain/neurological functions scenario – what is meant by free will and determinism and how it relates to the article (4), two principles of the biological area and how this relates to the article (6), describe **Casey's** study and outline how the findings may relate to the article (7), use your knowledge and understanding of psychology to suggest how aggressive behaviour could be reduced in young people (refer to article) (8), evaluate your suggestions with reference to themes and debates in psychology (10)

2019

Section A

Findings from **Milgram**'s study related to the key theme (3)

Two materials used in **Piliavin** (2)

Two ways **Piliavin** is considered ethnocentric (2)

Compare **Piliavin** with Levine, either one difference or one similarity (4)

One strength of the type of data collected in **Moray** (2)

In **Simons and Chabris** how the procedure would have increased the reliability (3)

How **Bandura** can be considered unethical (3)

How **Lee** changes our understanding of moral development when compared to **Kohlberg** (5)

How one of the **core studies** relates to the biological area (4)

Background to **Gould's** study (4)

How **Hancock** may lack validity (3)

Section B

Outline the principles and concepts of the cognitive area (4)

Describe one application of the cognitive area (4)

Compare the cognitive area and the psychodynamic perspective (8)

How research supporting the psychodynamic perspective can be seen as socially sensitive (4)

Discuss the reductionism/holism debate (15)

Section C

Autism scenario - two features of the area of individual differences in context of the article (6), what is meant by a case study in the context of the article (4), describe **Baron-Cohen** and how the findings relate to the article (7), knowledge to suggest ways in which the lives of individuals with autism could be improved (8), evaluate these suggestions with reference to issues and debates (10)

2018

Section A

Why quasi experiment in **Baron-Cohen** (2)

Findings of the Strange Stories task in **Baron-Cohen** (2)

Why was **Freud** longitudinal study (2)

How **Gould's** study 'A nation of morons' links to the key theme 'Measuring differences' (4)

Sampling method used in **Hancock's** study (1)

Why participants were interviewed at the beginning of **Hancock's** study (2)

Why **Bandura's** study is placed in the Developmental area (3)

How the visual environment in **Blakemore and Cooper's** study was manipulated (2)

How the procedure was standardised in **Loftus and Palmer** (4)

How **Grant's** study changes our understanding of the key theme of 'Memory' in relation to **Loftus and Palmer** (5)

Research method used in Experiment 2 in **Moray** (3)

'Gorilla condition' in **Simons and Chabris** study (3)

Difference between **Milgram's** study and **Bocchiaro's** study (2)

Section B

Describe the concept of freewill (2)

How **Lee's** study may support the view that behaviour is determined (3)

Why research in the individual differences area is often considered socially sensitive (5)

Two weaknesses of the individual differences area (4)

Compare the individual differences area with the behaviourist perspective (6)

Explain why **Chaney's** study can be considered useful (3)

Discuss ethical considerations in relation to the social area (12)

Section C

Helping scenario - two psychological issues raised (6), consider the individual/situational debate in the article (5), outline **Piliavin's** study and relate to the article (8), two ways in which positive helping behaviours may be encouraged in the article (8), evaluate the suggestions using issues and debates (8)

2017

Section A

Why pilot tests were used in Bocchiaro (2)

One way Bocchiaro is ethnocentric (2)

How community variables were measured in Levine study (4)

Understanding of cultural diversity in helping behaviour from Levine (3)

Why Loftus and Palmer is a lab experiment (2)

Weakness of lab experiments (2)

Outline Social Learning Theory (3)

How Bandura's results support SLT (2)

How Lee links to Developmental area (2)

How Sperry's results are valid (2)

How delay of gratification is linked to regions in the brain in Casey's study (3)

One difference between Blakemore & Cooper and Maguire (4)

Define Oedipus Complex (2)

Evidence that Freud's Little Hans experienced the Oedipus Complex (2)

Section B

Different positions of 'psychology as a science' (4)

Evidence from one study that challenges science debate (4)

Discuss the extent to which psychology can be considered a science (15)

Compare biological area to the behaviourist perspective (8)

How the biological area is reductionist (4)

Section C

Prejudice & Discrimination scenario – Why divide the students into a superior and inferior group to test for discrimination (3), one reason the blue-eyed students 'exceeded their predicted grades' (3), two reasons it was unethical (6), one reason the blue-eyed children 'went along with the situation even though they knew it was wrong' (3), how the source is relevant to the social area (4), two changes you could make to the experiment (6), discuss the implications of these changes (10)

Specimen Practice Papers

Set 1

Section A

How obedience was measured in Milgram (2)

One problem with measuring obedience (2)

Why “diffusion of responsibility” did not occur in Piliavin (2)

Describe one of the conditions in Levine (2)

How does Levine et al. change our understanding of responses to people in need (3)

How Grant links to the Cognitive area (3)

One similarity between Moray and Simons & Chabris (4)

How is Moray reliable (3)

In Sperry why visual information had to be presented for a restricted period of time in the visual tasks (2)

One strength of the research method in Casey (2)

IV in Blakemore and Cooper (1)

One DV in Blakemore and Cooper (2)

Findings in Baron-Cohen (2)

In Gould why Yerkes argument may be invalid (3)

Section B

Two principles of psychodynamic perspective (4)

How Hancock links to the psychodynamic perspective (4)

One reason why individual explanations of behaviour are useful (4)

Compare psychodynamic perspective to the individual differences area (4)

Discuss the strengths and weaknesses of conducting socially sensitive research (15)

Section C

Leading Questions Scenario – one psychological issue (3), how scenario is relevant to the cognitive area (4), one piece of psychological research that links to the scenario (8), one reason why leading questions should not be asked during an interview with a witness (3), one reason why leading questions should be asked during an interview with a witness (3), design an ethical questionnaire you could give to the witness that does not include leading questions (4), evaluate the questionnaire you designed (10)

Set 2

Section A

One situational factor that led to high levels of obedience in Bocchiaro (2)

Describe an event that prompted psychologists, such as Piliavin, to investigate factors that influence helping behaviour (2)

One factor that influenced whether or not people helped the victim (1)

One reason why (2)

How Levine links to the Social area (3)

How Grant used independent measures design (2)

One weakness of independent measures design (2)

Describe what a dichotic listening task is (2)

One way dichotic listening task was controlled (2)

One similarity between Bandura and Chaney (4)

Identify stage three of Kohlberg's moral development (1)

Describe the moral reasoning shown during this stage (2)

Outline the aim of Lee (2)

How Sperry's study links to the Biological area (3)

How Casey is longitudinal (2)

One way self-report method used in Hancock's study may not be reliable (3)

Section B

Different positions of the determinism/free will debate (4)

One core study supports the view that behaviour is determined (4)

One core study supports the view that behaviour is influenced by free will (4)

Discuss the extent to which deterministic explanations of behaviour are useful (15)

Compare ethnocentrism of the social area to the cognitive area (8)

Section C

Phobia Scenario – one psychological issue (4), one piece of psychological research linked (8), one area or perspective linked (5), how to manage phobia (8), discuss problems with your suggestion (10)

Set 3

Section A

One reason for high obedience in **Milgram** (2)

Two quantitative findings in **Bocchiaro** (2)

How **Bocchiaro** changes our understanding of responses to people in authority (3)

From **Loftus and Palmer** one way the information the participants received after viewing the traffic accidents influenced their memory (2)

In **Grant's** study two ways the assessment of memory was standardised (4)

How observation was used in **Bandura** (4)

One similarity between **Casey** and **Sperry** (4)

One strength of the way data was gathered in **Freud** (2)

In **Baron-Cohen** one way the Eyes Task was checked to ensure it was a valid theory of mind test (2)

Section B

One principle or concept of the Social area (2)

How **Bocchiaro** links to the Social area (3)

One way individual differences area is different from the biological area (5)

Strengths and weaknesses of breaking ethical principles (12)

One reason why conducting reductionist research is useful (3)

Section C

Behaviourist scenario – one psychological issue (3), one piece of psychological research (6), suggest techniques that teachers could use to encourage positive behaviours in children (6), evaluate the techniques you suggested (10)

Set 4

Section A

What **Milgram** found in relation to how individuals respond to people in authority (4)

Two stages of pre-conventional moral thinking in **Kohlberg's** theory (4)

One similarity between **Sperry** and **Casey** (3)

How **Levine** investigated helping behaviour (3)

Purpose of using a correlation in **Maguire** (2)

What the correlation indicated in **Maguire** (2)

One conclusion from **Simons and Chabris** (2)

External influences on children's behaviour in **Bandura** and **Chaney** (4)

Purpose of the emotion task in **Baron-Cohen** (2)

How **Freud's** Little Hans study is relevant to the Individual Differences area (3)

How the sample was obtained in **Grant** (2)

One way in which this sample may be biased (2)

In **Gould** one problem with the design of the IQ tests used by Yerkes (2)

Section B

Describe the difference between an individual explanation for behaviour and a situational explanation for behaviour (4)

One study providing an individual explanation for behaviour (5)

Evaluate the usefulness of providing a situational explanation for behaviour (6)

Identify and discuss four ethical considerations in relation to the study of individual differences, support from studies (20)

Section C

Social Learning Theory scenario – one psychological issue (5), one piece of psychological research and how it relates (8), how the issue could be managed (8), assess your suggestion (14)

Set 5

Section A

Identify the two types of tests undertaken by participants in Grant's study (2)

One conclusion from the findings (2)

From Loftus and Palmer two kinds of information that go into an individual's memory (4)

One difference between Sperry and Casey (3)

In Bandura how the model displayed aggressive behaviour (3)

One strength of the sample used by Freud (2)

In Bocchiaro how participants responded to an unethical request (2)

Two ways participants were deceived in Milgram (4)

One strength of quantitative data in Baron-Cohen (3)

Section B

How biological psychology explains behaviour (2)

One strength of nature debate with study (3)

One weakness of nature debate with study (3)

One core study located within the area of social psychology (5)

Psychology as a science (12)

Section C

Obedience to Authority scenario – why scenario is relevant to social psychology (4), relate to one core study (5), one psychological issue (4), suggest a training programme to manage the issue (6), evaluate your suggested training programme (6)