

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

StemUp Model Solution

Forename(s)

Candidate signature

A-level PSYCHOLOGY

Paper 1 Introductory topics in psychology

Wednesday 7 June 2017

Afternoon

Time allowed: 2 hours

Materials

For this paper you may use:

- a calculator.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions. You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 96.
- Questions should be answered in continuous prose. You will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

For Examiner's Use	
Section	Mark
A	
B	
C	
D	
TOTAL	



Section A**Social influence**

Answer **all** questions in this section.

In an experiment, researchers arranged for participants to complete a very personal and embarrassing questionnaire in a room with other people. Each participant was tested individually. The other people were confederates of the experimenter.

In condition 1: the confederates completed the questionnaire.

In condition 2: the confederates refused to complete the questionnaire and asked to leave the experiment.

The researchers tested 15 participants in condition 1, and 15 different participants in condition 2.

The researchers recorded the number of participants who completed the questionnaire in each condition.

0 1

Identify the type of data in this experiment. Explain your answer.

[2 marks]

Quantitative data. This is because the data is numerical: the researchers counted the number of participants who completed the questionnaire in each condition, rather than collecting descriptions in words.

0 2

Using your knowledge of social influence, explain the likely outcome of this experiment.

[3 marks]

More participants in condition 1 would complete the questionnaire than in condition 2.

In condition 1 participants conform through normative social influence, completing it to fit in and avoid rejection. In condition 2 the confederates are disobedient role models giving social support, so participants feel more confident to defy the researcher and refuse.



For this study, the researchers had to use different participants in each condition and this could have affected the results.

0 3

Outline **one** way in which the researchers could have addressed this issue.

[4 marks]

The researchers could use random allocation of participants to the two conditions, so that participant variables (such as shyness or confidence) are spread evenly across both groups.

Each of the 30 participants would be assigned a number (or their name written on a slip of paper). These numbers would be put into a hat (or a random number generator) and drawn out one at a time.

The first participant drawn would be assigned to condition 1, the second to condition 2, and so on, alternately, until there were 15 participants in each

Extra space *condition. This means every participant has an equal chance of being in either condition, so any difference in completion rates is less likely to be caused by individual differences.*

In order to analyse the difference in the number of participants who completed the questionnaire in each condition, the researchers used a chi-squared test.

0 4

Apart from reference to the level of measurement, give **two** reasons why the researchers used the chi-squared test.

[2 marks]

1. The design is independent groups (unrelated data), as different participants were tested in condition 1 and condition 2.

2. The researchers were looking for a difference between the two conditions (an association between condition and whether the questionnaire was

Extra space *completed).*

Turn over ►



The calculated value of chi-squared in the experiment described on page 2 is **3.97**

Table 1: Critical values for the chi-squared test

Level of significance				
df	0.1	0.05	0.02	0.01
1	2.71	3.84	5.41	6.64

The calculated value of chi-squared should be equal to or greater than the critical value to be statistically significant.

0 5

With reference to the critical values in **Table 1**, explain whether or not the calculated value of chi-squared is significant at the 5% level.

[2 marks]

The calculated value of chi-squared is significant at the 5% level. This is because the calculated value of 3.97 is greater than the critical value of 3.84 at the 0.05 level of significance (df = 1).

0 6

Discuss the authoritarian personality as an explanation for obedience.

[8 marks]

The authoritarian personality was proposed by Adorno et al (1950) as a dispositional explanation for obedience. It is a collection of traits thought to develop from a strict, rigid upbringing in which parents used harsh discipline, expected absolute loyalty and gave love that was conditional on good behaviour. The child's resulting hostility towards the parents cannot be expressed, so it is displaced onto people seen as weaker or of lower status (scapegoating). Adults with this personality are conventional, conformist and dogmatic, see the world in black and white terms, and are extremely obedient and servile towards people of perceived higher status. Adorno measured it with the F-scale (potential for fascism scale), using a sample of over 2000 white, middle-class Americans.



One strength is supporting evidence. Elms and Milgram (1966) gave the F-scale to 20 fully obedient and 20 defiant participants from Milgram's study and found the obedient participants scored significantly higher. This supports the idea that people high in authoritarianism are more likely to obey. However, the link was not straightforward: many obedient participants did not report the harsh, punitive relationship with their fathers that the theory predicts, which challenges the proposed origin of the personality.

A major limitation is that a dispositional explanation cannot account for obedience across a whole society. In pre-war Germany millions of people with very different personalities obeyed the Nazi regime, which is better explained by situational factors such as legitimacy of authority or a shared social identity. Milgram's own variations support this: obedience fell from 65% to 30% when the teacher had to force the learner's hand onto a shock plate, even though the participants' personalities had not changed, so situational variables seem more powerful than personality.

There are also methodological problems with the research. The F-scale is politically biased, measuring only right-wing authoritarianism, even though left-wing regimes also produce extreme obedience. All its items are worded in the same direction, so acquiescence bias may inflate scores. Finally, the evidence is correlational, so a third variable such as low education (Hyman and Sheatsley, 1954) may explain both authoritarian attitudes and obedience, meaning we cannot conclude that the personality causes obedience.

Extra space

Turn over ►



0	7
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Outline **one** alternative explanation for obedience.

[3 marks]

Milgram's agentic state explanation proposes that people obey because they shift from an autonomous state, in which they act on their own conscience and feel responsible for their actions, to an agentic state, in which they see themselves as an agent carrying out the wishes of an authority figure.

This agentic shift happens when a person perceives someone else as a legitimate authority figure higher in the social hierarchy. In the agentic

Extra space *state the person feels no personal responsibility, believing the authority is responsible, so they carry out harmful orders, as in Milgram's study where 65% gave the maximum 450V shock.*

24



Section B**Memory**

Answer **all** questions in this section.

Two types of long-term memory are procedural memory and episodic memory.

0	8
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Explain **two** differences between procedural memory and episodic memory.

[4 marks]

One difference is the type of information stored. Procedural memory is memory for motor skills and actions, for example how to ride a bike or tie shoelaces, whereas episodic memory is memory for personal life events (episodes), such as your last birthday, which are time-stamped and include details of when and where they happened, who was there and how you felt.

A second difference is conscious access. Procedural memories are non-declarative (implicit): they are recalled automatically without conscious

Extra space *awareness and are difficult to explain in words. Episodic memories are declarative (explicit): they require conscious effort to retrieve and can be described verbally. Evidence comes from the case of HM, whose brain damage meant he could not form new episodic memories, yet he could still learn new procedural skills such as mirror drawing, suggesting the two types are stored in different brain areas (episodic in the hippocampus and prefrontal cortex, procedural in the cerebellum and motor cortex).*

Turn over for the next question

Turn over ►



In an investigation into memory, participants were presented with two different lists of words.

List A	List B
Flip Flit Flop Flap Flab Flan Flat	Huge Large Great Giant Vast Mighty Epic

After seeing the lists, participants were tested on their ability to recall the words.

When tested immediately, participants found it more difficult to recall the words from **List A** in the correct order.

0 9

When tested after 30 minutes, participants found it more difficult to recall the words from **List B** in the correct order.

Using your knowledge of coding in memory, explain these findings.

[4 marks]

Immediate test: the words in List A (flip, flit, flop and so on) are acoustically similar, as they all sound alike. When tested immediately, recall depends on short-term memory, which uses acoustic coding (coding by sound). The similar-sounding words are confused with each other in STM, so serial recall of List A is more difficult.

Delayed test: the words in List B (huge, large, great and so on) are semantically similar, as they all have the same meaning. After 30 minutes the words must be recalled from long-term memory, which mainly uses

Extra space *semantic coding (coding by meaning). The words with similar meanings are confused in LTM, so recall of List B is more difficult. This matches Baddeley's (1966) findings.*



1 0

Outline and evaluate research (theories and/or studies) into the effects of misleading information on eyewitness testimony.

[16 marks]

You may use this space to plan your answer.

Research shows that misleading information, presented as leading questions or through post-event discussion, can distort eyewitness testimony (EWT). Loftus and Palmer (1974) showed 45 student participants seven film clips of traffic accidents and then asked a critical leading question: 'About how fast were the cars going when they hit each other?' The verb was changed between groups to smashed, collided, bumped, hit or contacted. Participants given 'smashed' estimated a mean speed of 40.5 mph, compared with 31.8 mph for 'contacted'. In a second experiment, a week later, 32% of the 'smashed' group falsely reported seeing broken glass, compared with 14% of the 'hit' group, even though there was none in the film. Loftus and Zanni (1975) similarly found that asking 'Did you see the broken headlight?' produced more false reports than 'Did you see a broken headlight?'

Two explanations have been offered. The response-bias explanation argues that the wording does not change the memory itself, it only influences the answer a participant chooses. The substitution explanation argues that the wording actually alters the original memory, which is supported by the false recall of broken glass a week later.

Misleading information can also come from post-event discussion between co-witnesses. Gabbert et al (2003) had pairs of participants watch a video

Turn over ►



of the same crime from different viewpoints, so each saw details the other could not. After discussing it, 71% of participants recalled information they had not actually seen, compared with 0% in a control group with no discussion. This may be due to memory contamination, where witnesses mix (mis)information from others into their own memory, or memory conformity, where they go along with a co-witness for social approval or because they think the other person is right.

A strength of this research is its real-life application. It has shown the police and courts how unreliable EWT can be and that leading questions can distort recall. This has contributed to the development of the cognitive interview, which avoids leading questions and asks witnesses to report everything, improving the accuracy of police interviews. This shows the research has important practical value for reducing wrongful convictions. However, the research has been criticised for low ecological validity. Loftus and Palmer used film clips, which are artificial and do not produce the anxiety and emotional arousal experienced at a real accident. Participants also know there are no real consequences to their answers. Foster et al (1994) found that witnesses who believed they were watching a real robbery, and that their identification would affect a trial, were more accurate. Demand characteristics may also have operated, with participants guessing what was expected and giving a higher speed estimate. Therefore laboratory findings may overestimate the effect of misleading information. This is supported by real-life evidence that challenges the research. Yuille and Cutshall (1986) studied 13 witnesses to a real gun shop shooting in Canada and found their recall was highly accurate four to five months later, even though two misleading questions were included. This suggests misleading information may have less effect in real, emotionally significant



events.

Furthermore, misleading information does not distort all aspects of memory equally. Loftus (1979) found that participants resisted obviously misleading information about the colour of a red purse that was central to the event, suggesting memory for important central details is less easily distorted than for peripheral details such as broken glass.

Finally, there are problems with the samples. Loftus and Palmer used only students, who may be less experienced drivers and less accurate at judging speed, and they are not representative of all eyewitnesses (for example older adults, who may be more vulnerable to misleading information). This reduces how far the findings can be generalised. Overall, research clearly shows that misleading information can distort EWT, but its effects may be weaker in real life than laboratory studies suggest.

Extra space

Turn over ►



[illegible]

Section C

Attachment

Answer **all** questions in this section.

For each multiple-choice question, completely fill in the circle alongside the appropriate answer.

CORRECT METHOD



WRONG METHODS



If you want to change your answer you must cross out your original answer as shown.



If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.



1 1

Which **two** of the following are associated with an insecure-resistant attachment type?
Choose **two** from the options **A**, **B**, **C**, **D** and **E**.

[2 marks]

A Extreme stranger anxiety

☒

B Indifference when the mother leaves the room

☐

C Low willingness to explore the new environment

☒

D Moderate levels of separation anxiety

☐

E Obvious joy when reunited with the mother

☐

1 2

Name **three** of the stages of attachment identified by Schaffer.

[3 marks]

1. Asocial stage (pre-attachment)

2. Indiscriminate attachment

3. Specific attachment (discriminate attachment)

Turn over ►



1 3

What is meant by 'reciprocity' in the context of caregiver-infant interaction?

[2 marks]

Reciprocity is a two-way, mutual interaction in which the caregiver and infant each respond to the other's signals to sustain the interaction, taking turns, so that the behaviour of each party elicits a response from the other.

1 4

Briefly evaluate research into caregiver-infant interaction.

[4 marks]

One limitation is that it is difficult to interpret infant behaviour. Babies cannot communicate, so researchers have to infer what movements such as hand gestures or changes in expression mean. There is also the issue of intentionality: we cannot know whether behaviours such as interactional synchrony or imitation (Meltzoff and Moore, 1977) are deliberate and conscious or simply random movements, which reduces the validity of conclusions.

Some findings have also failed to replicate. Koepke et al (1983) could not reproduce Meltzoff and Moore's findings of imitation, which casts doubt on its reliability.

However, a strength is that the research is well controlled. Interactions are usually filmed from multiple angles, so fine micro-sequences of interaction can be captured and later analysed by more than one observer, increasing inter-observer reliability. Babies are also unaware of being observed, so their behaviour does not change, increasing validity.

Finally, the research may be socially sensitive: suggesting that early interaction with the mother is crucial could imply that working mothers harm their children's development.



Anca is an orphan who has recently been adopted by a British couple. Before being adopted, Anca lived in an institution with lots of other children in very poor conditions. Her new parents are understandably concerned about how Anca's early experiences may affect her in the future.

1	5
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Use your knowledge of the effects of institutionalisation to advise Anca's new parents about what to expect.

[5 marks]

Anca may show disinhibited attachment, being as friendly towards strangers as towards her parents, as Rutter (2011) found in Romanian orphans adopted after six months. She may have intellectual delay (Rutter found a mean IQ of 77 in those adopted after age two), so may struggle at school. Without an internal working model she may find close relationships with peers difficult, and may have emotional problems such as tantrums. However, if Anca was adopted before six months old, effects should be much less severe, and sensitive, responsive parenting can help reverse them.

Turn over for the next question

Turn over ►



1 6

Discuss findings of research into cultural variations in attachment.

[8 marks]

Van IJzendoorn and Kroonenberg (1988) carried out a meta-analysis of 32 Strange Situation studies in eight countries, involving 1990 children. Secure attachment was the most common type in every country, ranging from 75% in Great Britain to 50% in China. Insecure-resistant attachment was the least common type overall (around 3% in Britain) but was much higher in Israel and Japan (about 25 to 29%), while insecure-avoidant was highest in West Germany (35%). Importantly, the variation within countries was about 1.5 times greater than the variation between countries. More recently, Simonelli et al (2014) found only 50% of Italian infants were securely attached and 36% insecure-avoidant, attributed to mothers working longer hours, and Jin et al (2012) found Korean infants had similar overall rates of secure attachment to other countries but very few were avoidant, as in Japan.

A strength of these findings is that the meta-analysis combined very large samples. Pooling the results of nearly 2000 children reduces the impact of anomalous results from individual studies, increasing the internal validity of the conclusion that secure attachment is the universal norm. This supports Bowlby's view that attachment is innate and adaptive.

However, the finding that there is more variation within countries than between them suggests it is misleading to compare countries. One Japanese study, for example, found almost twice as much resistant attachment as another, and urban and rural samples within the same country differed. Samples may therefore not represent the culture as a whole, so findings may reflect sub-cultural differences rather than national ones.

A further limitation is that the Strange Situation is imposed etc. It was developed in the USA and assumes that showing distress on separation and



seeking comfort on reunion reflects secure attachment. In Japan infants are rarely separated from their mothers, so Takahashi (1990) found that the separation stage had to be stopped for 90% of infants because of extreme distress, which may have inflated resistant classifications. Equally, German parents value independence, so avoidant behaviour may actually reflect a culturally appropriate response, not insecurity. This means cultural differences in the findings may be artefacts of the method rather than real differences in attachment quality.

Finally, some differences may reflect the general culture, as similar childrearing styles (e.g. Japan and Korea) produced similar patterns,

Extra space supporting the role of culture-specific childrearing, though methodological bias means firm conclusions are difficult.



Section D

Psychopathology

Answer **all** questions in this section.

For each multiple-choice question, completely fill in the circle alongside the appropriate answer.

CORRECT METHOD



WRONG METHODS



If you want to change your answer you must cross out your original answer as shown. 

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. 

1 7

Which **two** of the following are cognitive characteristics of obsessive compulsive disorder (OCD)?

Choose **two** from the options **A**, **B**, **C**, **D** and **E**.

[2 marks]

A Awareness that behaviour is irrational



B Compulsions



C Disgust



D High anxiety



E Obsessions



1 8

Outline **one or more** ways in which behaviourists treat phobias.**[6 marks]**

Systematic desensitisation (SD) is based on classical conditioning and aims to counter-condition the phobic response by replacing the learned association between the phobic stimulus and fear with a new association with relaxation.

First, the patient is taught relaxation techniques, such as deep breathing or progressive muscle relaxation. This works through reciprocal inhibition: it is impossible to feel fear and relaxation at the same time, so one emotion inhibits the other.

Second, the patient and therapist construct an anxiety hierarchy, a list of situations involving the phobic stimulus ranked from least to most frightening, for example for a spider phobia from looking at a cartoon spider to holding a real spider.

Extra space *Third, there is gradual exposure. The patient works up the hierarchy step by step while practising relaxation, only moving to the next step once they feel calm at the current level. Eventually the fear response is extinguished and the patient can face the most feared situation calmly.*

Flooding also uses classical conditioning but involves immediate exposure to the most frightening phobic stimulus, without a hierarchy, for a long session (often two to three hours). The patient is prevented from avoiding or escaping, so avoidance cannot be negatively reinforced. Adrenaline levels cannot stay high indefinitely, so the fear response becomes exhausted and the patient learns the stimulus is harmless, leading to extinction of the phobia.

Turn over ►

Rob is a sixth form student who has started hearing voices in his head. The voices come often, are usually threatening and make Rob feel frightened. The voices are making it difficult for Rob to complete his homework properly and he is worried about how this may affect his chances of going to university. Rob has not told anyone about his experiences, but his parents and teachers have noticed that he appears distracted, anxious and untidy.

1	9
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Outline and evaluate failure to function adequately **and** deviation from ideal mental health as definitions of abnormality. Refer to the experiences of Rob in your answer.

[16 marks]

You may use this space to plan your answer.

Failure to function adequately (FFA) defines abnormality as an inability to cope with the demands of everyday living, such as working, maintaining relationships and looking after oneself. Rosenhan and Seligman (1989) proposed signs of failure to function, including maladaptive, irrational or dangerous behaviour, unpredictability, personal distress (suffering), and observer discomfort, where the behaviour causes distress to others.

Rob clearly shows signs of failing to function adequately. He is not coping with everyday tasks, as the voices are making it difficult for him to complete his homework properly, and he appears untidy, suggesting he is not looking after himself. He is experiencing personal distress, since the threatening voices make him feel frightened and he appears anxious. There is also observer discomfort, as his parents and teachers have noticed and are concerned that he appears distracted.

A strength of FFA is that it recognises the patient's perspective. It takes into account the experience of the individual, such as Rob's fear and worry about university, and this matches the reasons most people seek help, so it



is a practical way of identifying who needs treatment. Its focus on observable behaviour also allows functioning to be assessed with tools such as the Global Assessment of Functioning scale.

However, judging whether someone is distressed or distressing is subjective.

Teachers might interpret Rob's untidiness simply as typical teenage behaviour, while a clinician might see it as maladaptive, so different observers could reach different conclusions. Also, not all abnormal behaviour involves failure to cope: people with antisocial personality disorder (psychopathy) may function well and feel no distress, yet are clearly abnormal. Conversely, not all maladaptive behaviour indicates mental illness, as people may fail to function temporarily after a bereavement or when choosing extreme sports or hunger strikes for a cause.

Deviation from ideal mental health takes the opposite approach, defining abnormality as the absence of signs of good mental health. Jahoda (1958) proposed six criteria for ideal mental health: an accurate perception of reality, self-actualisation (reaching one's potential), resistance to stress, a positive attitude towards the self, autonomy (independence), and environmental mastery (being competent in all aspects of life, including work and relationships). The more of these criteria a person fails to meet, the more abnormal they are considered to be.

Applying this to Rob, he does not have an accurate perception of reality, because he is hearing voices that are not really there, a possible symptom of schizophrenia. The voices are also preventing him from achieving self-actualisation, as they threaten his chances of going to university and so fulfilling his potential. He is not resisting stress, given his anxiety, and his inability to complete homework shows a lack of environmental mastery. A strength of this definition is its positive, holistic approach. Rather than

Turn over ►



focusing on what is wrong with a person, it identifies what is needed for good mental health, so it can guide people like Rob, and their therapists, towards the specific areas, such as stress management, they need to work on. It also considers the whole person rather than isolated symptoms.

However, the criteria are too demanding and unrealistic. Very few people could meet all six at once, and Maslow argued that only a small minority of people ever reach self-actualisation. By this definition almost everyone would be classed as abnormal, so it is not a useful way of identifying who needs treatment. In addition, the criteria are culturally biased, reflecting individualist Western values. Autonomy and self-actualisation are valued in the UK and USA, but in collectivist cultures interdependence and putting the family first are seen as healthy, so people from these cultures may be wrongly judged as abnormal.

Overall, both definitions have limitations on their own, but they overlap usefully. In Rob's case both definitions identify him as abnormal, and FFA highlights the practical difficulties he faces, while deviation from ideal mental health highlights the positive goals for his recovery. Neither is

Extra space sufficient alone, so clinicians use them alongside other definitions, such as deviation from social norms and statistical infrequency, to reach a more complete judgement.



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[illegible]

24

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