AQA

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A-level
PSYCHOLOGY

Paper 1 Introductory topics in psychology

Friday 19 May 2023 Morning 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.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- 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	
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TOTAL	

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Section A

Social influence

Answer **all** questions in this section.

Only **two** answers for each question is allowed.

For each question completely fill in the circles alongside the appropriate answers.

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. ⊗

0 1 Which **two** of the following best describe Zimbardo's prison study?

Shade **two** boxes only.

[2 marks]

A Controlled observation ●

B Covert observation ○

C Laboratory experiment ○

D Natural experiment ○

E Participant observation ●

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Students Natasha and Tanya are buying food in the supermarket on their way home from school. As they are paying, they notice their psychology teacher, Mr Boat, at the far end of the queue. They both smile and wave.

Mr Boat shouts, "Hey, you two! I think you owe me homework. Wait there so we can have a quick chat."

Natasha and Tanya finish paying, glance at each other giggling and hurry out of the supermarket.

0 2 Using your knowledge of obedience research, explain possible reasons why the students failed to obey their teacher.

[6 marks]

Natasha and Tanya have social support from each other. Each acts as a disobedient role model for the other, as in Milgram's variation where participants with two confederates who refused to continue were far more likely to disobey. Glancing at each other and giggling gives them the confidence to defy Mr Boat.

Proximity of the authority figure is low. Mr Boat is at the far end of the queue, and Milgram found obedience fell when the experimenter gave orders by telephone, so the distance makes defiance easier.

The order also lacks legitimacy. In a supermarket after school Mr Boat is outside the institution that gives him authority, like the drop in obedience when Milgram moved to a run-down office. So the girls stay in an autonomous state rather than the agentic state, feel responsible for their own choices and simply leave. They may also have an internal locus of control, so they resist his pressure.

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0 3 Discuss research into minority influence.

[16 marks]

You may use this space to plan your answer.

Minority influence is when a small group or individual changes the beliefs and behaviour of the majority. Moscovici argued that it leads to conversion (internalisation), where people change both their public behaviour and their private beliefs, unlike the compliance usually produced by majorities.

Moscovici identified behavioural styles that make a minority persuasive. Consistency is the most important: synchronic consistency means members of the minority all say the same thing, and diachronic consistency means they keep saying it over time. This makes the majority rethink the issue. Commitment, such as making personal sacrifices, shows the minority is not acting out of self-interest, which draws attention (the augmentation principle). Flexibility matters too, because a minority that is rigid and dogmatic is seen as unreasonable. Over time, as more people convert, the snowball effect occurs and the minority becomes the majority, leading to social change, often followed by social cryptoamnesia, where people forget how the change came about.

Moscovici et al. (1969) showed groups of six women 36 blue slides of varying intensity. Two confederates called the slides green. When they were consistent, about 8% of the real participants' answers were green, compared

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to about 1.25% when the confederates were inconsistent and 0.25% in a control group with no confederates.

A strength of this research is the support for consistency. Moscovici's blue-green study shows that a consistent minority has more influence than an inconsistent one, and Wood et al.'s (1994) meta-analysis of almost 100 studies found that minorities seen as consistent were the most influential. This gives the theory good external support.

There is also support for flexibility. Nemeth and Brilmayer (1987) found in a simulated jury that a confederate who refused to change his position on compensation had no effect on the others, whereas one who compromised late in the discussion did influence the majority. However, this suggests a tension: it is unclear exactly how a minority can be both consistent and flexible, so the theory does not fully explain the balance needed.

Research also supports the idea that conversion involves deeper processing. Martin et al. (2003) found that people who heard a minority view were later more resistant to an opposing majority view than those who had heard a majority view. This suggests that minority influence leads to systematic processing of the message and more lasting internalisation, which supports Moscovici's conversion theory.

Real-life social change illustrates these processes. The suffragettes were highly consistent and committed, enduring imprisonment and hunger strikes, which drew attention to votes for women and eventually changed majority opinion. This increases the validity of the theory beyond the laboratory.

However, the tasks used in the research are artificial. Judging the colour of slides is trivial compared with the struggles of real minorities, so the findings may lack mundane realism and generalisability. In the real world, majorities usually have power and status as well as numbers, and minorities

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often face hostility, so lab studies that only vary group size may oversimplify how minority influence works.

Finally, the samples were limited: Moscovici used only female participants, and the effects found were often small (only 8% green responses), so the conclusions may be population biased and the real impact of minorities may be overstated. Overall, research into minority influence is well supported but should be interpreted cautiously.

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Section B

Memory

Answer **all** questions in this section.

Two groups of participants took part in a memory experiment. The researcher read 20 words to the participants.

- Participants in **Group A** had to write down the words immediately after they had heard them.
- Participants in **Group B** had to write down the words after they had read a book for one minute.

The researcher noticed that:

- participants in **Group A** generally recalled words from the beginning and the end of the list
- participants in **Group B** generally recalled words from the beginning of the list only.

0 4 Outline what is meant by standardisation **and** suggest **one** way standardisation could have been used in this experiment.

[2 marks]

Standardisation means keeping procedures, materials and instructions the same for all participants. For example, all participants should hear the same 20 words read in the same order at the same speed.

0 5 Outline what is meant by randomisation **and** suggest **one** way randomisation could have been used in this experiment.

[2 marks]

Randomisation means using chance to make decisions in setting up a study, to reduce researcher bias. For example, the order of the 20 words in the list could be decided randomly, e.g. drawing them from a hat.

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0 6 Explain the results of this experiment with reference to the multi-store model of memory.

[4 marks]

Both groups recalled words from the beginning of the list (primacy effect) because early words were rehearsed and transferred from STM to long-term memory. Words in the middle were poorly recalled because STM has a limited capacity of about 7 plus or minus 2 items, so they were displaced by later words before they could be rehearsed.

Group A also recalled the last words (recency effect) because they recalled them immediately, so these words were still in STM. In Group B, reading the book for one minute prevented maintenance rehearsal and exceeded the

Extra space duration of STM (about 18 to 30 seconds), so the last words decayed or were displaced and were not recalled.

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0 7 Discuss research into the effects of anxiety on the accuracy of eyewitness testimony.

[16 marks]

You may use this space to plan your answer.

Anxiety is a state of emotional and physical arousal, and research suggests it can either reduce or improve the accuracy of eyewitness testimony (EWT).

Johnson and Scott (1976) found anxiety has a negative effect. Participants waiting outside a lab heard a discussion. In the low-anxiety condition a man walked out holding a pen covered in grease; in the high-anxiety condition they heard breaking glass and a man came out holding a knife covered in blood. When later asked to identify the man from 50 photographs, 49% of the pen condition were correct but only 33% of the knife condition. This is explained by the weapon focus effect, or tunnel theory of memory: anxiety narrows attention onto the source of threat (the weapon), so less attention is paid to peripheral details such as the face.

In contrast, Yuille and Cutshall (1986) studied 13 real witnesses to a gun shooting in Canada. Interviewed four to five months later, their accounts were very accurate compared to police records, and those who reported the highest stress were the most accurate (about 88% compared with 75%).

Christianson and Hubinette (1993) similarly found that bank cashiers who were directly threatened in real robberies recalled more accurately than

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onlookers.

These contradictory findings may be explained by the Yerkes-Dodson inverted U hypothesis. As arousal increases, recall accuracy improves up to an optimal level, after which further anxiety causes accuracy to decline. Deffenbacher et al.'s (2004) meta-analysis supported this, finding that high anxiety generally reduced the accuracy of identification and recall.

One weakness of weapon focus research is that it may be surprise, not anxiety, that explains the findings. Pickel (1998) showed participants a video of a hairdressing salon where a man entered holding scissors, a handgun, a wallet, a raw chicken or nothing. Accuracy was lowest for the handgun and the raw chicken, the high-unusualness conditions. This suggests that weapons attract attention because they are unexpected, so Johnson and Scott's study may not tell us about anxiety at all, reducing its internal validity.

A further weakness is the contrast between laboratory and field research. Lab studies lack ecological validity because participants may know they are in a study and that the situation is not real, so they do not experience true anxiety and there are no real consequences for their testimony; demand characteristics may affect what they report. Field studies like Yuille and Cutshall have higher validity, but researchers have no control over extraneous variables, such as post-event discussion and media coverage, and witnesses closest to the event may simply have had a better view, so anxiety may not be the cause of their accuracy.

There are also ethical issues. Creating genuine high anxiety in participants, as in the knife condition, risks psychological harm, so researchers are limited in how much anxiety they can create. This means real levels of fear during crimes cannot be studied in the lab, which limits our understanding.

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The inverted U hypothesis is also too simple. It assumes anxiety is a single thing that can be measured objectively, but anxiety has cognitive, emotional, behavioural and physical elements, and Deffenbacher's own findings show individual differences. Cognitive factors in recall, such as misleading information and leading questions (Loftus and Palmer), may matter more than emotional arousal, so anxiety is only one of several factors affecting EWT accuracy.

Overall, the effect of anxiety on EWT is complex: research suggests it can enhance or impair accuracy depending on its level and context.

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Section C

Attachment

Answer **all** questions in this section.

0 8 Outline the learning theory of attachment.

[4 marks]

Learning theory, proposed by Dollard and Miller (1950), sees attachment as learned rather than innate, based on food ('cupboard love'). Through classical conditioning, food is an unconditioned stimulus producing the unconditioned response of pleasure. The caregiver starts as a neutral stimulus, but because she repeatedly provides food she becomes associated with it and becomes a conditioned stimulus, producing the conditioned response of pleasure, so the baby forms an attachment. Through operant conditioning, hunger is a primary drive. When the baby cries, the caregiver feeds it, which reduces the drive and is positively reinforcing for the baby, while the caregiver is negatively reinforced because the crying stops. The caregiver becomes a secondary reinforcer, so attachment is a secondary drive learned through this association.

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0 9 Outline Van Ijzendoorn's investigation of cultural variations in attachment.

[4 marks]

Van Ijzendoorn and Kroonenberg (1988) aimed to investigate cross-cultural variation in attachment types. They carried out a meta-analysis of 32 studies that had used the Strange Situation in 8 countries, involving almost 2000 infants, classifying them as secure, insecure-avoidant or insecure-resistant.

Secure attachment was the most common type in every country, ranging from 50% in China to 75% in Britain. Insecure-resistant attachment was the least common overall but was higher (around 25% or more) in

Extra space collectivist cultures such as Israel, China and Japan, whereas insecure-avoidant was highest in Germany.

Variation within countries was 1.5 times greater than variation between countries, suggesting attachment types are broadly universal but with cultural differences.

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Ryan is a 14-year-old boy who spent the first five years of his life in care.

Ryan has a difficult relationship with his adoptive parents and has few friends.
His recent school report described him as achieving below average in most subjects.
Ryan has also recently been in trouble with the police for antisocial behaviour.

1 0 Discuss Bowlby's theory of maternal deprivation. Refer to Ryan in your answer.

[16 marks]

You may use this space to plan your answer.

Bowlby's theory of maternal deprivation (1951) proposes that continuous care from a mother or mother figure is essential for normal emotional and intellectual development. Deprivation means the loss of emotional care through prolonged or repeated separation from the mother figure after an attachment has formed.

Bowlby argued there is a critical period during the first 30 months of life. If a child is deprived of the mother figure during this time and no substitute care is given, psychological damage is inevitable and long-term. Consequences include intellectual retardation (lower IQ), emotional problems, delinquency and affectionless psychopathy, an inability to feel guilt or strong emotion for others. He also linked this to the internal working model, as a deprived child lacks a template for loving relationships.

Ryan spent his first five years in care, so it is likely that he lacked a consistent mother figure throughout the critical period and experienced maternal deprivation. Bowlby would predict exactly the consequences Ryan

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shows. His 'difficult relationship' with his adoptive parents and few friends suggest emotional problems and a poor internal working model of relationships. His below-average achievement in most subjects fits the prediction of reduced intellectual development. His recent trouble with the police for antisocial behaviour suggests delinquency, and could reflect affectionless psychopathy, if he lacks empathy for others.

Support for the theory comes from Bowlby's (1944) 44 thieves study. He found that 14 of the 44 juvenile thieves were affectionless psychopaths and 12 of these had experienced prolonged separation from their mothers before age two, compared with only 2 of the control group. This supports a link between early deprivation and delinquency, as with Ryan. However, the study was retrospective and correlational, and Bowlby carried out the interviews and diagnoses himself, so researcher bias may have occurred and deprivation cannot be shown to cause the behaviour.

Goldfarb (1955) also found that children raised in institutions until about three had lower IQs than those fostered early, supporting the effect of deprivation on intellectual development. Yet much of this early evidence came from wartime orphanages and poor-quality hospitals, where children also experienced poor nutrition and lack of stimulation, which are confounding variables.

A key weakness is that Bowlby confused deprivation with privation. Rutter (1981) argued that privation, never forming an attachment at all, has more severe effects than deprivation, the loss of an attachment. Many of the children in Bowlby's study had experienced disruption and privation rather than simply separation. If Ryan never formed an attachment in care, his difficulties may be due to privation rather than deprivation, which the theory does not distinguish.

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Evidence also challenges the idea that effects are irreversible after the critical period. Koluchova (1976) studied Czech twin boys severely deprived until age seven, who recovered fully after being adopted by loving carers. The Romanian orphan studies (Rutter et al.) found that children adopted before six months caught up, whereas those adopted later showed more problems, which suggests a sensitive rather than critical period. This is positive for Ryan: with good care from his adoptive parents, his difficulties may be reversible.

Bowlby's theory has had important practical applications, changing hospital practice so that parents can stay with children, and influencing the move away from institutional care towards fostering. However, it is socially sensitive and gender biased, as it implied mothers should not work, which caused guilt and had economic implications for women. Overall, the theory explains Ryan's difficulties well but overstates how permanent the effects of deprivation are.

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Section D

Psychopathology

Answer **all** questions in this section.

Dave wants to achieve what he thinks of as the perfect body and will often visit the gym up to three times a day. He finds it difficult to concentrate in the office as he is constantly thinking about his next workout. Even though his friends tell him he looks great, Dave worries his body shape is inferior compared to the other men at the gym.

1 1 Briefly outline the deviation from ideal mental health definition of abnormality. Refer to Dave in your answer.

[4 marks]

This definition, proposed by Jahoda (1958), sees abnormality as the absence of the criteria for ideal mental health, just as physical illness is the absence of physical health. Her criteria include a positive self-attitude, self-actualisation, resistance to stress, accurate perception of reality, autonomy and mastery of the environment. The more criteria are absent, the more abnormal the person.

Dave appears to lack a positive view of self, as he worries his body is inferior to other men's. He does not share his friends' view that he looks great, suggesting an inaccurate perception of reality, and his constant thoughts about workouts stop him concentrating at work, so he is not working towards self-actualisation.

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1 2 Another way of defining abnormality is failure to function adequately.

Evaluate the failure to function adequately definition of abnormality.

[5 marks]

A strength is that the definition recognises the patient's perspective, as it focuses on the person's own experience of distress and their ability to cope. It also provides a practical threshold for professional help, identifying those whose daily functioning is failing, which can be measured more objectively, e.g. through the Global Assessment of Functioning scale or poor attendance at work or school.

However, judging what counts as adequate functioning is subjective and depends on the person making the judgement. Also, failing to function may be a normal reaction, for example after a bereavement, so not all failure is abnormal. Finally, some people with serious disorders appear to function well, such as Harold Shipman, so the definition can miss genuine abnormality.

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1 3 Patients with depression were asked to keep a daily diary of their experiences as part of their therapy. Two researchers analysed the same extracts from the diaries using content analysis.

What is content analysis?

[1 mark]

A method of indirect observation that quantifies qualitative material, such as diaries, by coding it into categories.

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1 4 Explain **one** way in which the researchers could have used content analysis to analyse diary extracts in this investigation.

[2 marks]

The researchers could identify words or phrases linked to depression, e.g. 'useless', 'sad' or 'lonely', as coding categories, then read each diary extract and tally the number of times each one appears.

The two researchers' analyses of the diary extracts were found to be quite different.

1 5 Explain how the reliability of this content analysis could be improved.

[4 marks]

The researchers should first discuss and agree on clearly operationalised coding categories, with examples of exactly which words or phrases fit each one, making sure the categories do not overlap. Both should be trained in this system.

They should then independently analyse the same small sample of diary extracts using the agreed categories and compare their tallies, correlating the two sets of results. A correlation of +0.8 or above shows high inter-rater reliability; if lower, they revise the categories and repeat.

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One of the diaries included the following extract:

'Managed to drag myself out of the house yesterday but wished I hadn't. Went to the shop but dropped my change at the till. Everybody knew I was useless. Why can I not do anything right? No one else I know does such stupid things.'

1 6 Ellis proposed an ABC model of depression. Outline and evaluate the ABC model of depression. Refer to this diary extract in your answer.

[8 marks]

Ellis's ABC model suggests depression arises from irrational thinking. An Activating event (A) occurs, which triggers irrational Beliefs (B), and these beliefs, not the event, cause the emotional and behavioural Consequences (C), such as depression. Irrational beliefs include 'musterbation', the belief that we must always succeed or be approved of, 'I-can't-stand-it-itis' and utopianism.

In the extract, the activating event is dropping the change at the till. The irrational beliefs are 'Everybody knew I was useless' and 'No one else I know does such stupid things', which overgeneralise from one minor event. The consequence is low mood and regret at leaving the house, which may lead to withdrawal and maintain the depression.

A strength is the model's practical application. It led to rational emotive behaviour therapy (REBT), which extends ABC to ABCDE, where the therapist Disputes irrational beliefs to produce an Effective new belief. REBT has been found to be effective, supporting the idea that irrational beliefs play a role.

There is also supporting evidence for a cognitive vulnerability to depression: Alloy et al. found that students with negative cognitive styles were more likely to develop depression later. However, this is correlational, so irrational beliefs may be a consequence of depression rather than its cause.

Another limitation is that the model only explains reactive depression, triggered by an event, not endogenous depression, which has no obvious

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trigger and may be better explained by biological factors such as low serotonin. It may also blame the patient by ignoring genuine life circumstances, so Beck's negative triad or a diathesis-stress approach may give a fuller explanation.

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