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Candidate signature

I declare this is my own work.

A-level PSYCHOLOGY

Paper 1 Introductory topics in psychology

Friday 17 May 2024

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	
D	
TOTAL	



J U N 2 4 7 1 8 2 1 0 1

Section A**Social influence**

Answer **all** questions in this section.

0	1
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Outline **one** ethical issue that has arisen in social influence research. Refer to **one or more** social influence studies in your answer.

[4 marks]

One ethical issue is deception: participants should not be deliberately misled or lied to about the true aims or procedures of a study, because this means they cannot give fully informed consent.

In Milgram's (1963) obedience study, participants were told the study was about the effect of punishment on learning and believed they were giving real electric shocks to the 'learner', who was in fact a confederate receiving no shocks at all. Similarly, in Asch's (1951) conformity study, participants did not know that the other members of the group were confederates

Extra space *instructed to give the same wrong answer on the line-judging task. Although both researchers debriefed participants afterwards, the participants never agreed to what really happened to them.*



0 2

Charlie has just started at a new school. He has become friendly with a group of boys in his year group. Charlie thinks they are 'cool'.

One day, one of the more popular boys in the group suggests they all wear their school jumpers inside-out for a week, 'just to see what will happen'. Charlie worries about this all night but still goes to school the following day wearing his jumper inside-out.

Use your knowledge of conformity to explain Charlie's behaviour.

[6 marks]

Charlie's behaviour can be explained by normative social influence (NSI). As he has just started at a new school, he probably has few other friends, so he has a strong need to be liked and accepted by this group and to avoid rejection or isolation. Wearing his jumper inside-out like the others is a way of gaining their social approval.

The type of conformity shown is compliance. Charlie 'worries about this all night', which suggests that privately he does not agree with the idea and is conflicted, yet he still goes along with the group publicly. His private view has not changed, so the behaviour is likely to stop once the group pressure is removed (for example, after the week is over).

There is also an element of identification: Charlie thinks the boys are 'cool' and values membership of the group, so he adopts their behaviour because
Extra space *he wants to be seen as one of them, even if he does not fully accept it.*

Situational factors increase the pressure: the suggestion comes from one of the more popular boys, and the group appears unanimous with no ally to support Charlie in refusing, which Asch (1951) found greatly increases conformity.

Turn over ►



0 3

Later that day, the headteacher calls each of the boys in the group to his office one-by-one, including Charlie.

He explains that the school jumper should not be worn inside-out, and that a detention will be given to any boy who disobeys. From then on, each boy wears their jumper correctly.

Use your knowledge of obedience to explain the boys' behaviour.

[6 marks]

The boys obey because the headteacher is a legitimate authority. In the social hierarchy of a school, the headteacher is at the top and is recognised as having the right to give orders, and he also has the power to punish disobedience, here with a detention. The boys have learned from childhood to accept the authority of such figures, so they follow his instruction.

Situational variables also increase obedience. The location is the headteacher's office, which adds status and legitimacy; Milgram found obedience fell when the study moved from Yale to a run-down office. The proximity of the authority figure is high, as he gives the order face-to-face, and Milgram found obedience dropped when instructions were given by telephone. The boys are seen 'one-by-one', so there is no disobedient peer to provide social support for resisting the order.

Extra space *The boys may also have shifted into an agentic state: they now see themselves as acting on behalf of the headteacher, so responsibility for following the uniform rule lies with him rather than with them. This explains why 'from then on' every boy wears his jumper correctly, even when the headteacher is not present.*



0 4

Discuss consistency **and** flexibility as processes involved in minority influence.

[8 marks]

Moscovici argued that a minority can change the views of the majority if it behaves in a consistent way. Consistency can be synchronic, where members of the minority all agree with each other, and diachronic, where they keep saying the same thing over time. Consistency draws attention to the minority and makes the majority rethink its position, as it suggests the minority are confident and certain of their view, which can lead to internalisation.

However, a minority that is too consistent risks being seen as rigid and dogmatic. Mugny (1982) suggested that flexibility is also needed: the minority should be willing to listen to the majority, accept counter-arguments and make some concessions, so that it appears reasonable.

There is research support for consistency. Moscovici et al (1969) found that when two confederates consistently called blue slides 'green', 8.42% of participants' responses were 'green', compared with only 1.25% when the confederates were inconsistent. Wood et al's (1994) meta-analysis of nearly 100 studies also found that minorities seen as consistent were the most influential, which increases confidence in the importance of this process.

Flexibility is supported by Nemeth and Brilmayer (1987), who found that in a mock jury deciding compensation for a ski-lift accident, a confederate who compromised and moved towards the majority's view had influence, whereas one who refused to move did not. However, this shows the two processes are in tension: a minority must balance them, and the research does not make clear how much flexibility can be shown before the minority loses its consistency.

Turn over ►



A limitation is that this evidence comes from lab studies using artificial tasks, such as judging the colour of slides, so it lacks ecological validity.

Real minorities, such as the suffragettes, faced hostility, unequal power and deep commitment that are absent in the lab, so findings may not generalise. Other factors such as commitment, shown through personal sacrifice, may also matter.

Extra space



Section B

Memory

Answer **all** questions in this section.

0 5

A researcher wanted to test if there is a relationship between the passage of time and recall of nonsense words. They gave 30 participants 40 nonsense words to learn, then tested recall at fixed intervals over several weeks. The nonsense words were standardised to ensure they were of similar difficulty and length.

When writing up the investigation, the researcher represented their data on a scattergram.

Briefly explain how the use of inferential statistics would improve this investigation.

[3 marks]

A statistical test would tell the researcher whether the relationship between time and recall is significant (for example at $p \leq 0.05$) or simply due to chance, rather than just judging it from the scattergram.

This allows the null hypothesis to be rejected and the alternative hypothesis accepted, and the correlation coefficient would show precisely the strength of the relationship, making the research more objective and scientific.

0 6

Suggest an appropriate statistical test to improve this investigation. With reference to the study, outline **two** reasons for your choice of test.

[5 marks]

Pearson's r .

Firstly, the researcher is looking for a relationship (correlation) between two co-variables, the passage of time and the number of nonsense words recalled, rather than a difference between conditions, so a test of correlation is needed.

Secondly, the data are interval level. Time is measured in fixed, equal units, and because the nonsense words were standardised to be of similar difficulty and length, each word recalled is an equal unit of measurement, so the number of words recalled (out of 40) is also interval data.

Turn over ►



0 7

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

Outline **two** ways in which episodic memories are different from semantic memories.

[4 marks]

Firstly, episodic memories are memories of personal events in our own life (autobiographical), such as our last birthday, whereas semantic memories are of shared facts and general knowledge about the world, such as the meaning of words.

Secondly, episodic memories are 'time-stamped': we remember when and where the event happened, as well as the emotions we felt at the time.

Semantic memories do not need this context, as we usually cannot recall when or where we learned a fact, and they are less emotional.

Extra space _____

0 8

Briefly describe retrieval failure as an explanation of forgetting. Outline **one** limitation of this explanation.

[4 marks]

Retrieval failure means information is available in long-term memory but cannot be accessed because the right cues are absent. Tulving's encoding specificity principle states that cues present at encoding must also be present at retrieval. Cues can be context-dependent (the external environment) or state-dependent (the person's internal state, such as being drunk).

A limitation is that Godden and Baddeley (1980) found the context effect disappeared when recall was tested using recognition instead of free recall,

Extra space *so retrieval failure only explains some types of forgetting.*



0 9

Two police officers are discussing the testimony of an eyewitness. The eyewitness had described a robbery she had seen.

'At first, the witness said she was convinced the suspect was wearing glasses and had a limp,' explained one of the officers, 'but later she said she may have just been repeating what she'd heard from other witnesses.'

'I'm not sure we're going to be able to use her statement,' replied the other officer.

Discuss the effect of post-event discussion on the accuracy of eyewitness testimony. Refer to the information above in your answer.

[8 marks]

Post-event discussion (PED) occurs when co-witnesses to a crime talk to each other about what they saw. Because each witness sees the event from a different perspective, they may pick up new, possibly inaccurate, details from others and include them in their own account. This leads to memory contamination, reducing the accuracy of eyewitness testimony.

Two explanations have been suggested. Memory conformity is where a witness goes along with another witness's account to gain social approval, or because they believe the other person is right, even though their actual memory is unchanged. Alternatively, repeated exposure to other accounts may cause a source monitoring error, where the witness can no longer tell which details they saw themselves and which they heard afterwards.

This applies to the witness in the scenario. She was first 'convinced' the suspect wore glasses and had a limp, but now says she 'may have just been repeating what she'd heard from other witnesses', which shows PED has occurred and she cannot identify the source of these details, a source monitoring problem. This is why the officer doubts her statement can be used: her memory may be contaminated.

Research supports this. Gabbert et al (2003) had pairs of participants watch the same crime from different angles. 71% of those who discussed it went on to recall details they could not have seen themselves, compared with 0%

Turn over ►



in a control group, showing that PED distorts recall.

However, research has practical value: Bodner et al (2009) found that warning witnesses about the effects of PED reduced its influence, so police can use this to protect testimony. A limitation is that it is difficult to separate memory conformity from genuine memory distortion, as both produce the same inaccurate report. Most studies are also lab-based, where there are no real consequences, so findings may not reflect real crimes where accuracy matters far more. Other factors, such as leading questions and anxiety, also affect accuracy, so PED is only one influence.

Extra space



Section C**Attachment**

Answer **all** questions in this section.

1 0 Zara's baby, Sunta, is a few weeks old.

The rest of the family laugh along as Zara sticks her tongue out at Sunta and Sunta does the same thing back to her.

Which feature of caregiver-infant interaction does this example illustrate?

[1 mark]

Reciprocity.

1 1 The rest of the family also think it's cute when Zara rocks Sunta to sleep and their heads seem to move in time with one another.

Which feature of caregiver-infant interaction does this example illustrate?

[1 mark]

Interactional synchrony.

Turn over for the next question

Turn over ►



1 2

Describe the concept of a critical period **and** the concept of an internal working model in the context of attachment.

[6 marks]

Bowlby proposed that there is a critical period of around the first 2.5 years of life (extending to about 3 years), during which an infant is biologically ready to form an attachment with a primary caregiver. If no attachment is formed during this time, the child will find it very difficult to form one later, with irreversible consequences such as emotional and social difficulties and affectionless psychopathy. This was based on animal research such as Lorenz's study of imprinting, where goslings followed the first moving object they saw within a critical period of a few hours after hatching.

The internal working model is a mental representation, or schema, of the child's first attachment relationship, usually with the primary caregiver. It acts as a template or blueprint for what all future relationships will be like.

A child whose first attachment is loving, consistent and responsive will

Extra space expect others to treat them well and will go on to form successful relationships with friends, romantic partners and their own children. A child whose caregiver was insensitive, rejecting or inconsistent will expect poor treatment and may carry this forward, struggling to form trusting relationships or repeating poor parenting with their own children.



1 3

Discuss Romanian orphan studies.

[16 marks]

You may use this space to plan your answer.

In the 1980s, under the Ceauşescu regime in Romania, contraception was banned and many babies were abandoned to state orphanages. These institutions were overcrowded, with very high child-to-staff ratios, and children received little physical care and almost no emotional care or interaction. After the regime fell in 1989, many of these children were adopted, providing a natural experiment on the effects of institutionalisation. Rutter et al's English and Romanian Adoptee (ERA) study followed 165 Romanian orphans adopted into British families, compared with a control group of 52 British children adopted around the same age. Their physical, cognitive, social and emotional development was assessed at ages 4, 6, 11 and 15, with a later follow-up at 22 to 25. On arrival in the UK, around half the orphans showed signs of intellectual disability and most were severely undernourished. At age 11, recovery was related to the age of adoption: mean IQ was 102 for those adopted before 6 months, 86 for those adopted between 6 months and 2 years, and 77 for those adopted after 2 years. Those adopted after 6 months often showed a disinhibited attachment, being equally friendly and affectionate to familiar people and strangers, and had problems with peer relationships, while those adopted

Turn over ►

before 6 months rarely did.

Zeanah et al (2005), in the Bucharest Early Intervention Project, assessed 95 children aged 12 to 31 months who had spent most of their lives in institutional care, using the Strange Situation, and compared them with 50 children never institutionalised. Only 19% of the institutional group were securely attached, compared with 74% of controls, and 44% showed disinhibited attachment, compared with less than 20% of controls.

A strength of these studies is their real-world application. They have improved the way children in care are looked after: orphanages now avoid large numbers of carers and instead assign a small number of key workers to each child, and there is a preference for early adoption or foster care. This gives children the chance to form an attachment and avoid disinhibited attachment.

Another strength is that the Romanian studies have fewer confounding variables than earlier research such as Bowlby's 44 thieves study, where children had often experienced loss, trauma or neglect before or alongside separation. Most Romanian orphans were abandoned at birth, so their later difficulties can more confidently be attributed to institutional care, increasing internal validity.

However, there may still be confounding variables. In the ERA study, children were not randomly allocated to be adopted early or late, so it is possible that the more sociable children were chosen for adoption first, which could explain their better outcomes. Zeanah et al addressed this by randomly allocating children to foster care or continued institutional care, although this raises serious ethical issues, as some children were deliberately left in poor conditions to serve as controls.



The findings also have implications for theory. Bowlby's idea of a rigid critical period is challenged, as children adopted before 6 months recovered well, suggesting a sensitive period instead, and negative internal working models may be overcome with good aftercare. However, a limitation is that conditions in Romanian orphanages were so extreme that the findings may not generalise to children in better-run institutions or to more everyday forms of privation.

Finally, the ERA study is longitudinal, which allows changes in development to be tracked, but the participants are only now reaching adulthood, so it is not yet clear whether late-adopted children will catch up or whether the effects are permanent. Long-term conclusions should therefore be drawn with caution.

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Section D

Psychopathology

Answer **all** questions in this section.Only **two** answers for each multiple-choice question are allowed.

For each 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 4**Which **two** of the following are emotional characteristics of obsessive-compulsive disorder?Shade **two** boxes only.**[2 marks]****A** Hypervigilance☐**B** Insight into excessive anxiety☐**C** Low mood☒**D** Obsessive thoughts☐**E** Self-loathing☒

1 5

Ken visited his friend, Jules, who has a large dog called Prince. Prince ran in from the garden, jumped at Ken and knocked him down, breaking his arm. Ken now has a fear of dogs and has avoided all dogs ever since.

How would the two-process model of phobias explain Ken's fear of dogs?

[6 marks]

Mowrer's two-process model states that phobias are acquired through classical conditioning and maintained through operant conditioning.

Before the incident, Prince (the dog) was a neutral stimulus (NS) that produced no fear response in Ken. Being jumped at, knocked down and having his arm broken was an unconditioned stimulus (UCS), causing pain and shock, which naturally produced fear, an unconditioned response (UCR).

Because the dog and the pain occurred together at the same time, Ken associated the two. Prince became a conditioned stimulus (CS) that now produces fear as a conditioned response (CR). This fear has generalised to all dogs, which is why Ken is afraid of any dog, not only Prince.

The phobia is maintained through operant conditioning. Each time Ken avoids a dog, he escapes the anxiety he would have felt, and this reduction in fear

Extra space is rewarding. His avoidance behaviour is therefore negatively reinforced, making him more likely to keep avoiding dogs in future. Because he 'has avoided all dogs ever since', he never has the chance to learn that most dogs are harmless, so the association between dogs and fear is never extinguished.

Turn over ►

1 6

Discuss the cognitive approach to explaining depression.

[16 marks]

You may use this space to plan your answer.

The cognitive approach argues that depression is caused by faulty, irrational thinking rather than by events themselves, so some people are more vulnerable to depression because of the way they think.

Beck (1967) proposed that people become depressed because of faulty information processing, where they focus on the negatives of a situation and ignore the positives, for example through overgeneralisation and magnification. They also have negative self-schemas, developed in childhood through experiences such as criticism or rejection by parents, so that any new information about themselves is interpreted negatively. These lead to the negative triad: a negative view of the self (seeing oneself as worthless), of the world (seeing it as unfair or hostile) and of the future (seeing it as hopeless).

Ellis (1962) proposed the ABC model. An Activating event (A), such as failing an exam, triggers irrational Beliefs (B), which lead to emotional and behavioural Consequences (C), such as depression. It is the irrational belief, not the event, that causes depression. Examples include 'musterbation', the belief that we must always succeed or be approved of, 'I-can't-stand-it-itis', the belief that it is a major disaster when things do not go smoothly, and



utopianism, the belief that life must always be fair.

A strength is the research support for the role of cognition. Clark and Beck (1999) concluded that there is good evidence that cognitive vulnerabilities, such as faulty information processing and negative self-schemas, are more common in people with depression and precede its onset. Cohen et al (2019) carried out a prospective study, measuring cognitive vulnerability in a large group of adolescents and following them up over time. Those who showed early cognitive vulnerability were more likely to develop depression later, suggesting that negative thinking is a cause, not just a symptom.

Another strength is the practical application to therapy. Cognitive explanations form the basis of cognitive behaviour therapy (CBT), which identifies and challenges negative and irrational thoughts. CBT is very effective in treating depression; March et al (2007) found it was as effective as antidepressants after 36 weeks, which supports the view that faulty thinking plays a key role.

However, the explanation only partially accounts for depression. Ellis's model applies best to reactive depression, triggered by an obvious life event, whereas many people experience depression with no clear activating event (endogenous depression), which Beck's theory may explain better. Cognitive explanations also tend to underplay the emotional aspects of depression, such as extreme anger and sadness, which do not seem to stem from irrational thinking.

A further limitation is that the cognitive approach can lead to blaming the client, as it locates the cause of depression in the person's thinking. This ignores social circumstances such as extreme poverty, abuse or bereavement, where negative thoughts may be a realistic response to a genuinely difficult

Turn over ►



situation. Encouraging people to change their thinking may mean that real problems are not addressed.

Finally, alternative explanations suggest that depression may have a biological basis, such as low levels of serotonin, which explains why antidepressants are effective for many people. As depression is likely to involve an interaction of cognitive, biological and social factors, a diathesis-stress approach may provide a more complete explanation than a purely cognitive one.

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END OF QUESTIONS



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