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A-level PSYCHOLOGY

Paper 1 Introductory topics in psychology

Monday 18 May 2020

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.
- 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 0 7 1 8 2 1 0 1

Section A

Social influence

Answer **all** questions in this section.Only **one** answer for each question is 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.

**0 1**Which **one** of the following is most associated with informational social influence?Shade **one** box only.**[1 mark]****A** It is an emotional, rather than cognitive, process.☐**B** It is based on a desire to be liked, rather than a desire to be right.☐**C** It is more likely to lead to a permanent, rather than temporary, change in attitude.☒**D** It occurs in unambiguous situations, rather than those where there is no obvious answer.☐

0 2

In a sixth form debating society, Samina is the only student in a group of six who does not believe that drugs should be legalised.

Using your knowledge of minority influence processes, explain **two** ways in which Samina could convince the other students in the debating society to agree with her.

[4 marks]

Consistency: Samina should keep stating the same view, that drugs should not be legalised, in every debate and over a long period of time, for example pointing out she has held this view for years. Consistency (synchronic and diachronic) makes the other five students think again and suggests she may be right.

Commitment: Samina could show personal investment in her view, for example by offering to speak in assembly about the dangers of drugs despite the risk of ridicule. Under the augmentation principle this draws more

Extra space *attention to her case, so over time the majority may be converted (snowball effect).*

0 3

Researchers have identified different features of science, including:

- replicability
- theory construction
- hypothesis testing.

Explain how Asch's conformity research illustrates **one** of these features of science.

[3 marks]

Asch's research illustrates replicability because he used a highly standardised procedure: the same line-judgement task with a standard line and three comparison lines, and a fixed number of confederates (usually 6 to 8) giving the same wrong answer on 12 of the 18 critical trials.

Because this procedure was recorded precisely, other researchers could repeat it to check the reliability of his findings (about 37% conformity), which increases the validity of conclusions about normative social influence.

Turn over ►



0 4

It is the end of the school day and Freddie is pushing other students in the bus queue.

"Stop it, will you?" protests one of Freddie's classmates.

"You can't tell me what to do!" laughs Freddie.

At that moment, Freddie turns to see the deputy head, wearing a high-visibility jacket, staring angrily at him. Without thinking, Freddie stops pushing the other boys and waits quietly in line.

Discuss the legitimacy of authority **and** agentic state explanations of obedience. Refer to Freddie's behaviour in your answer.

[16 marks]

You may use this space to plan your answer.

Legitimacy of authority suggests we obey people we perceive as having authority over us, because their position in a social hierarchy is accepted by society. We learn during childhood to accept the authority of parents, teachers and police. Legitimacy is increased by visible symbols of authority, such as a uniform, and by the setting or system in which orders are given. Freddie ignores his classmate ("You can't tell me what to do!") because they have equal status in the school hierarchy, so the classmate has no legitimate authority. The deputy head, however, holds a legitimate position within the school system, and the high-visibility jacket is a visible symbol of that authority, so Freddie obeys at once.

The agentic state explanation (Milgram, 1974) argues that people obey when they see themselves as agents acting on behalf of an authority figure of



higher status. In the agentic state they feel no personal responsibility, and so no guilt, as responsibility lies with the authority. This is the opposite of the autonomous state, in which people act on their own principles. The change between them is the agentic shift, and binding factors, such as not wanting to seem rude, keep people in the agentic state.

When laughing at his classmate, Freddie is in an autonomous state, acting on his own wishes. On seeing the deputy head he makes an agentic shift: he stops "without thinking" and queues quietly, following school rules on the deputy head's behalf.

A strength of legitimacy of authority is supporting evidence. Bickman (1974) found that people in New York were about twice as likely to obey a confederate dressed as a security guard as one in casual clothes. In Milgram's variations, obedience fell from 65% to 47.5% when the study moved from Yale to a run-down office, and to 20% when an 'ordinary member of the public' gave orders. Perceived legitimacy of person and setting clearly affects obedience, just as the deputy head's jacket does. It also explains real-life events such as the My Lai massacre, where soldiers killed civilians on the orders of their officer.

However, it cannot explain why some people disobey a clearly legitimate authority: 35% of Milgram's participants refused to continue, and Rank and Jacobsen (1977) found 16 of 18 nurses refused a doctor's order to give an excessive dose of Valium. This suggests dispositional factors, such as the authoritarian personality (Adorno et al., 1950), are also needed.

The agentic state is supported by Milgram's observation that many participants asked who was responsible if the learner was harmed, and continued once the experimenter took responsibility, suggesting an agentic

Turn over ►



shift. Blass and Schmitt (2001) also found that students who watched Milgram's film blamed the experimenter rather than the participant. However, Mandel (1998) argued that the agentic state cannot explain Reserve Police Battalion 101, who shot Jewish civilians even though they were told they could refuse. Also, many of Milgram's obedient participants showed great distress, suggesting they still felt responsible. Finally, the two explanations are hard to measure and separate, since legitimacy is what triggers the agentic shift. Freddie may simply fear punishment rather than feel he is acting for the deputy head. Overall, legitimacy explains whom we obey, and the agentic state explains how we obey without feeling responsible.

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Turn over ►



Section B**Memory**

Answer **all** questions in this section.

0 5

Which type of long-term memory would be most associated with the following?

Write the correct type of long-term memory in the spaces provided.

0 5 . 1

Stored with reference to contextual information, eg time and place

[1 mark]

Episodic memory

0 5 . 2

Difficult to describe in words

[1 mark]

Procedural memory

0 5 . 3

Knowing the meaning of a word

[1 mark]

Semantic memory

A researcher investigated retrieval failure using an independent groups design.

In **Condition A**, 10 participants learnt 30 words and recalled them in the same room.

In **Condition B**, another 10 participants learnt the same 30 words in one room and recalled them in a different room.

The results for **Condition B** are shown below.

Table 1

Participant	1	2	3	4	5	6	7	8	9	10
Number of words recalled	9	11	8	28	14	13	9	15	10	12

The researcher decided to use the mean to analyse the results.



0 6State **one** advantage of an independent groups design.**[1 mark]**

There are no order effects, such as practice or fatigue, because each participant only takes part in one condition, so they only learn the word list once.

0 7Suggest a more appropriate measure of central tendency for this data set **and** explain why it would be more appropriate.**[3 marks]**

The median would be more appropriate.

This is because the data set contains an extreme outlier: participant 4 recalled 28 words, whereas the other nine scores are between 8 and 15.

The mean (12.9) is distorted upwards by this score and so is higher than six of the ten scores, making it unrepresentative of the data set. The median (11.5) is not affected by the extreme score.

0 8

Another explanation for forgetting is interference.

Using an example, explain what is meant by retroactive interference.

[3 marks]

Retroactive interference is when new information that has recently been learnt disrupts or interferes with the recall of older, previously stored information. It is more likely to happen when the two sets of information are similar.

For example, a teacher who learns the names of a new class this year may then find it difficult to remember the names of students they taught last

Extra space *year, because the new names interfere with the old ones.*

Turn over ►

0 9

Danielle was walking down the high street when she witnessed a crime. A young man attacked an elderly woman. After a struggle, the man ran away with the woman's handbag. Danielle and another couple of witnesses stayed with the woman until the police arrived.

Explain how the police could use the cognitive interview to help Danielle's recall of the event.

[6 marks]

First, the police could ask Danielle to mentally reinstate the context of the crime. They would ask her to think about the environmental context, such as the weather and what the high street looked like, and her emotional context, such as how frightened she felt and why she was walking there. These cues may trigger recall of details that are not otherwise accessible (context-dependent forgetting).

Second, Danielle should be told to report every detail, even if it seems trivial or irrelevant, for example the colour and style of the handbag or what the young man was wearing. Small details may act as cues that trigger recall of more important information, such as the attacker's face.

Third, the police could ask Danielle to change the order of recall, for example starting from when she stayed with the elderly woman waiting for
Extra space *the police and working backwards to the attack. This prevents her schema of a typical robbery from distorting her account.*

Finally, Danielle could be asked to change perspective and describe the event from the point of view of the elderly woman or one of the other witnesses. This also disrupts the effect of expectations and schemas.

Using the enhanced cognitive interview, the officer could also reduce Danielle's anxiety, speak slowly and allow her to answer in her own time.



1 0

Outline and evaluate research into duration in memory.

[8 marks]

Peterson and Peterson (1959) studied the duration of STM. 24 students were shown a consonant trigram, such as YCG, then counted backwards in threes to prevent rehearsal, and recalled the trigram after 3 to 18 seconds. Recall fell from about 80% after 3 seconds to about 10% after 18 seconds, suggesting that STM lasts about 18 to 30 seconds without rehearsal and that information decays rapidly unless it is rehearsed.

A strength is that the study was highly controlled, with a standardised procedure, so extraneous variables were minimised and the study can be replicated to check reliability.

A limitation is that trigrams are artificial stimuli tested in a laboratory, so the study lacks mundane realism and may not generalise to meaningful everyday information, which may last longer in STM.

Also, the study may not have measured duration validly. Counting backwards may have caused interference, displacing the trigrams, rather than decay, and earlier trials may have caused proactive interference.

In contrast, Bahrick et al. (1975) found that 392 ex-students were about 90% accurate at recognising classmates' yearbook photos after 15 years and about 70% after 48 years, showing LTM can last a lifetime. This has higher external validity as it used meaningful real-life memories. However, there was less control over extraneous variables: rehearsal, such as looking at old yearbooks or keeping in touch with classmates, was not controlled, which lowers internal validity. Overall, research suggests STM has a very limited duration, whereas LTM is potentially unlimited.

Turn over ►

[illegible]

[illegible]

Section C

Attachment

Answer **all** questions in this section.

1 1

Nine-year-old Annie asks her mother, "What was I like as a toddler?"

"Oh, you could be a bit difficult," Annie's mother replies. "You used to scream when I left you at nursery. When I returned to pick you up, you would run towards me and then push me away."

1 1

. 1 Identify the attachment type that Annie's mother is describing.

[1 mark]

Insecure-resistant attachment (Type C)

1 1

. 2 Distinguish between **two other** types of attachment.

[4 marks]

Securely attached infants (Type B) show moderate separation anxiety when the caregiver leaves, whereas insecure-avoidant infants (Type A) show little or no separation anxiety.

Type B infants show moderate stranger anxiety and are comforted by the caregiver but not the stranger, whereas Type A infants show low stranger anxiety and treat the stranger much the same as the caregiver.

On reunion, Type B infants show joy and seek comfort, whereas Type A infants show little response and may avoid contact. Type B infants also

Extra space *use the caregiver as a safe base to explore, whereas Type A infants explore independently without checking back.*



1 2

Studies of attachment often involve naturalistic observations.

Suggest **one** way in which studies of attachment could be improved by using controlled observations.

[3 marks]

Using a controlled observation, such as Ainsworth's Strange Situation, would allow researchers to minimise extraneous variables. All infants would be observed in the same room, with the same toys, and with the same eight episodes lasting about three minutes each, so differences in behaviour are more likely to be due to the attachment type than to the environment. This standardised procedure also means the study can be replicated to check the

Extra space *reliability of the findings, which is harder in a naturalistic observation at home.*

Turn over for the next question

Turn over ►



1 3

Discuss research into caregiver-infant interactions in humans.

[16 marks]

You may use this space to plan your answer.

Research has focused on reciprocity and interactional synchrony. Reciprocity is a two-way interaction in which caregiver and infant respond to each other's signals and take turns, like a conversation. Infants have 'alert phases' signalling readiness to interact, and Feldman and Eidelman (2007) found mothers respond to these about two thirds of the time. Brazelton et al. (1975) described this as a 'dance' in which the infant takes an active role. Interactional synchrony is when caregiver and infant mirror each other's actions and emotions in a co-ordinated, simultaneous way. Meltzoff and Moore (1977) found that infants as young as two to three weeks imitated an adult's facial expressions and hand gestures, as rated by independent observers from film, suggesting synchrony is innate. Isabella et al. (1989) observed 30 mothers and infants and found that higher synchrony was associated with more secure attachment. Caregivers also use 'motherese', a slow, high-pitched baby talk register, which helps hold the infant's attention and encourages turn-taking.

A strength is that this research uses controlled observations, filmed from several angles, which capture fine micro-sequences of interaction. Babies do not know they are observed, so there are no demand characteristics, and



using more than one observer allows inter-observer reliability to be checked. However, it is difficult to interpret infant behaviour. Infants' mouths are in near constant motion, and expressions such as smiling occur frequently anyway, so we cannot be sure whether a movement is deliberate imitation or chance, or know the infant's intention. Koepke et al. (1983) failed to replicate Meltzoff and Moore's findings, questioning their validity. A further limitation is that observing these behaviours does not tell us their purpose. Feldman (2012) argued that synchrony and reciprocity simply describe behaviours that occur at the same time. Isabella et al.'s findings are also correlational, so we cannot conclude that synchrony causes secure attachment.

On the other hand, Murray and Trevarthen (1985) found that when a mother's responses over a video link were delayed, infants became distressed and tried to regain her attention. This supports the idea that infants actively seek reciprocal interaction, rather than being passive, which supports Brazelton's view.

The research also has practical value. Crotwell et al. (2013) found that a short parent-child interaction therapy improved interactional synchrony between low-income mothers and their pre-school children, suggesting this research can be used to improve the quality of caregiver-infant relationships. However, findings from mothers may not apply to fathers, as most research has focused on mothers, which limits generalisability.

Finally, the research is socially sensitive. It implies that children may be disadvantaged if mothers return to work soon after birth and have less time for interaction, which could put unfair pressure on working mothers. Overall, caregiver-infant interactions appear important in attachment, but problems in

Turn over ►



*interpreting infant behaviour mean conclusions should be treated with
caution.*

Extra space



[illegible]

Section D

Psychopathology

Answer **all** questions in this section.

1 4

Briefly evaluate the deviation from the ideal mental health definition of abnormality.

[4 marks]

A strength is that the definition is comprehensive. Jahoda's (1958) criteria, such as self-actualisation, resistance to stress and an accurate perception of reality, cover a wide range of reasons why someone might need help, so it is a positive approach that focuses on what we need to be healthy.

However, the criteria are too demanding: very few people achieve all of them, such as self-actualisation, so most of us would be classed as abnormal. The criteria also reflect a Western individualist bias, for example valuing personal autonomy, so they may be culture-bound and not apply in collectivist cultures where interdependence is valued.

1 5

Outline **two** cognitive characteristics of obsessive-compulsive disorder.

[4 marks]

Obsessive thoughts: people with OCD experience persistent, intrusive and unwanted thoughts that recur and cause high anxiety, for example a constant fear of contamination by germs or that the front door has been left unlocked.

Insight into irrationality: most people with OCD know their obsessions and compulsions are excessive and irrational, for example knowing that washing their hands 30 times is unnecessary, yet they still cannot stop. This awareness adds to their distress.



Max has a phobia of the sea. On a family holiday as a child, he was carried away by the tide and had to be rescued by a lifeguard. Now he has a family of his own, Max refuses to go on beach holidays.

1 6

Discuss the two-process model of phobias. Refer to Max's phobia of the sea in your answer.

[16 marks]

You may use this space to plan your answer.

Mowrer's (1960) two-process model is a behaviourist explanation which argues that phobias are acquired through classical conditioning and maintained through operant conditioning.

In classical conditioning, an unconditioned stimulus (UCS) that produces fear (UCR) is paired with a neutral stimulus (NS), which then becomes a conditioned stimulus (CS) producing fear on its own (CR). This can happen through one-trial learning after a single trauma, and the fear may generalise to similar stimuli. For Max, being carried away by the tide was the UCS producing fear. The sea, previously neutral, was associated with this trauma, so it became a CS that now triggers fear whenever Max is near it. This was one-trial learning, as a single traumatic event was enough to form the association. His fear has generalised from that particular sea to all beaches, so he refuses any beach holiday.

The phobia is then maintained through negative reinforcement. Avoiding the phobic stimulus brings relief from anxiety, which is rewarding, so avoidance

Turn over ►



is repeated. By refusing beach holidays, Max avoids his anxiety, which reinforces his avoidance, so he never learns that the sea is usually safe and the phobia is not extinguished.

A strength is supporting evidence. Watson and Rayner (1920) conditioned Little Albert to fear a white rat by pairing it with a loud noise, and his fear generalised to other white furry objects. DiNardo et al. (1988) found about 60% of dog phobics recalled a traumatic experience with a dog, as Max does with the sea. However, Little Albert was a single child, so the findings may not generalise, and his fear was never fully tested outside the laboratory.

The model also has practical applications. If avoidance maintains phobias, preventing it should remove them, which underpins systematic desensitisation (counterconditioning) and flooding. Max could be gradually exposed to the sea, and the success of these therapies supports the model.

However, not all phobias follow trauma. DiNardo et al. also found many people bitten by dogs did not develop a phobia, so conditioning alone is not sufficient. A diathesis-stress explanation may be needed, in which a traumatic event only leads to a phobia in people with a vulnerability, such as an anxious temperament. Some phobics also cannot recall any trauma at all.

The model also cannot explain why phobias of snakes, heights or deep water are more common than others. Seligman's (1971) preparedness theory suggests we are evolutionarily prepared to fear stimuli that threatened our ancestors, which may explain why Max's fear of water developed so easily. Finally, the model ignores cognitive factors, such as Max's irrational belief that he will drown, and Buck (2010) argued that avoidance may be



motivated by positive feelings of safety rather than anxiety reduction. Overall, the model explains how Max's phobia was acquired and maintained but is reductionist and should be combined with cognitive and biological explanations.

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24



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