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AS PSYCHOLOGY

Paper 1 Introductory Topics in Psychology

Monday 16 May 2016

Afternoon

Time allowed: 1 hour 30 minutes

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 72.
- You will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



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Section A

Social Influence

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.



01 . **1** Name **three** behaviours that enable a minority to influence a majority.

[3 marks]

1. Consistency (synchronic and diachronic).

2. Commitment to the minority position.

3. Flexibility (being non-dogmatic).

01 . **2** Marcus wants to persuade his group of friends to go travelling in the summer but the rest of the group would like to go on a beach holiday.

Briefly suggest how Marcus might use the **three** behaviours that you have identified in your answer to 01.1 to persuade his friends to go travelling.

[3 marks]

Consistency: Marcus should keep repeating the same message about how great travelling would be, every time the group meets, so his friends start to rethink and wonder why he is so sure.

Commitment: Marcus could show how much effort he is putting in, for example by planning the route, saving up and paying his own deposit for the trip, which shows he really believes in it.

Flexibility: Marcus should listen to his friends and compromise, for



example by agreeing to finish the travelling with a few days on a beach, so he does not seem rigid or dogmatic.

Extra space

Turn over for the next question



0 2

Ten A-level students took part in a study of attitudes to Milgram's research on obedience. They were asked about the value of Milgram's research and about ethical concerns with Milgram's research.

For each student, the researcher recorded two scores out of 10, a 'value of research' score and an 'ethical concern' score.

A high 'value of research' score means the student thinks Milgram's research was very valuable and a high 'ethical concern' score means that the student thinks that Milgram's research caused many ethical concerns.

The findings are shown in **Table 1** below.

Table 1

Student	Value of research score	Ethical concern score
1	6	10
2	8	9
3	9	7
4	5	7
5	2	3
6	6	8
7	7	7
8	9	8
9	6	10
10	6	7

0 2**1**

How many students have a 'value of research' score of <6?
Shade **one** box only.

[1 mark]

A 2 students

☒

B 3 students

☐

C 4 students

☐

D 5 students

☐
0 2**2**

Give the mode for **both** sets of scores in **Table 1**.

Mode for value of research 6

Mode for ethical concern 7

[2 marks]



0 2 . 3

The mode is one type of descriptive statistic. Identify **two other** descriptive statistics that could be used to further analyse the data in **Table 1**. In **each** case, explain how the descriptive statistics you have identified could be calculated.

[4 marks]

Median: put the scores for each set in rank order from lowest to highest and find the middle value. With 10 scores this is halfway between the 5th and 6th scores, e.g. value of research = $(6 + 6) \div 2 = 6$.

Range: subtract the lowest score from the highest score in each set (and add 1), e.g. value of research = $9 - 2 = 7 (+1 = 8)$.

(Mean could also be used: add all ten scores and divide by 10, e.g. $64 \div 10 = 6.4$.)

0 3

The study in question 02 involves self-report. Outline what is involved in self-report.

[3 marks]

Self-report is where participants give information about themselves, such as their own thoughts, feelings, attitudes or behaviour, directly to the researcher rather than being observed.

It usually involves answering questions, either in a written questionnaire or verbally in an interview.

Questions can be closed (fixed choice, giving quantitative data, e.g. rating scales such as the scores out of 10 in the Milgram study) or open (giving qualitative data), and interviews can be structured or unstructured. Because the data are the participant's own view they are subjective and may be affected by social desirability bias.



0	4
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Outline Asch's findings in relation to **two** variables affecting conformity. Briefly explain **two** limitations of Asch's conformity research.

[8 marks]

Asch (1951) found that in the baseline study, where 123 male American students judged line lengths with confederates who gave wrong answers on 12 of 18 critical trials, naive participants conformed on 36.8% of critical trials, and 75% conformed at least once.

Group size: with only one confederate conformity was very low (about 3%), with two it rose to about 13% and with three it rose to about 31.8%. Adding further confederates beyond three made little difference, so conformity levelled off (plateaued) after a majority of three.

Unanimity: when one confederate disagreed with the majority (a dissenter giving the correct answer) conformity fell sharply from about 32% to 5.5%. Even a dissenter who gave a different wrong answer reduced conformity, showing that breaking the unanimity of the majority frees the participant to behave independently.

One limitation is that the task was artificial. Judging the length of lines with a group of strangers is trivial and unlike real-life situations, where conformity happens in a social context, often with friends, and about issues that matter. Participants may also have shown demand characteristics. This lowers the ecological validity, so the findings may not generalise to everyday conformity.

A second limitation is that the findings may be a 'child of their time'. The research was done in 1950s America, a highly conformist, post-war McCarthy era. Perrin and Spencer (1980) repeated the



study with UK engineering students and found only one conforming response in 396 trials, suggesting Asch's results lack temporal validity. Also, the sample was all male American students, so the results may be gender and culture biased and not represent women or collectivist cultures.

Extra space



Section B

Memory

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. 

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0 5

Outline what psychological research has shown about short-term memory according to the multi-store model of memory.

[4 marks]

Capacity: Jacobs (1887) used digit span and found STM holds about 9 digits and 7 letters, and Miller (1956) concluded STM holds 7 ± 2 items (5 to 9). Capacity can be increased by chunking items into larger meaningful units.

Duration: Peterson and Peterson (1959) gave participants consonant trigrams and prevented rehearsal by counting backwards. Recall was about 90% after 3 seconds but under 10% after 18 seconds, so STM duration is about 18 to 30 seconds unless the information is maintained by verbal (maintenance) rehearsal.

Extra space *Coding: Baddeley (1966) found recall from STM was worst for acoustically similar words (cat, cab, can), showing that STM coding is mainly acoustic, so sound-alike material gets confused. Information is forgotten from STM through displacement and decay.*



0 6

Annie can still skateboard even though she hasn't skated for many years. Germaine can still recall what happened on his first day at university even though it was ages ago. Billy remembers the names of the tools he needs to repair the broken tap.

Identify **three** types of long-term memory and explain how **each** type is shown in **one** of the examples above.

[6 marks]

Procedural memory: Annie's ability to skateboard is procedural memory because it is a memory for how to do an action or motor skill. It is muscle-based, implicit and recalled automatically without conscious effort, which is why she can still do it after years without practice.

Episodic memory: Germaine's memory of his first day at university is episodic memory because it is a personal (autobiographical) memory of a specific event, time stamped with when and where it happened and who was there. It is explicit, so he consciously recalls it.

Semantic memory: Billy remembering the names of the tools is semantic memory because it is shared factual knowledge about the

Extra space *world and the meaning of words. He knows what the tools are called without needing to remember when or where he learned them.*



0 7

Below are five evaluative statements about the cognitive interview. Which **two** statements are correct?

Shade **two** boxes only.

The cognitive interview...

A can only be used in Western cultures.

☐

B takes longer than the standard interview.

☒

C involves unethical treatment of witnesses.

☐

D requires special training of police officers.

☒

E cannot be used to interview children.

☐

[2 marks]

0 8

Discuss what psychological research has shown about working memory. In your answer, refer to theory and/or evidence.

[12 marks]

You may use this space to plan your answer.

Baddeley and Hitch (1974) proposed the working memory model

(WMM) as an alternative to the single, passive short-term store in

the multi-store model. Working memory is seen as an active

processor made up of several components.

The central executive is the supervisory component. It directs

attention, allocates information to the slave systems and has a very

limited capacity. The phonological loop deals with auditory

information and preserves word order. It has a phonological store

(the 'inner ear') and an articulatory process (the 'inner voice')



which allows maintenance rehearsal. The visuo-spatial sketchpad (the 'inner eye') stores visual and spatial information. Baddeley (2000) added the episodic buffer, a temporary store that integrates information from the other components and links working memory to long-term memory.

Evidence from dual task studies supports separate components.

Baddeley et al. (1975) found that participants struggled to do two visual tasks at once but could do a verbal and a visual task together, because the tasks only compete for the same slave system when both are visual. The word length effect (better recall of short words) disappears under articulatory suppression (repeating 'the the the'), supporting the phonological loop.

Clinical evidence also supports the model. Shallice and Warrington (1970) studied KF, whose verbal STM was badly impaired after brain damage, yet his visual STM was largely intact. This suggests separate stores for verbal and visual material, which the multi-store model cannot explain because it sees STM as one unitary store. However, KF's injury was traumatic and he may have had other difficulties, so it is hard to generalise from one unique case to the wider population.

A weakness is that the central executive is the least clearly understood component. It is described vaguely as 'attention', and the case of EVR (Eslinger and Damasio 1985), who had good reasoning but poor decision making, suggests it may consist of several separate components. This makes the model incomplete and harder to test.



In addition, dual task studies use artificial laboratory tasks that lack mundane realism, so they may not reflect how working memory operates in everyday life.

Despite this, the model has practical applications. It helps explain processing deficits such as dyslexia, which may involve a weak phonological loop, suggesting routes to support. Overall, research supports working memory as a more detailed account of STM than the multi-store model.

Extra space



[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. 

0 9

Below are five evaluative statements about the Romanian orphan research.
Which **two** statements are correct?

Shade **two** boxes only.

The Romanian orphan research is ...

- | | |
|--|----------------------------------|
| A limited because it involves only a few case studies. | ☐ |
| B good because it involves comparison with control groups. | ☒ |
| C scientific because it shows a cause and effect relationship. | ☐ |
| D ethically questionable because it involves separation. | ☐ |
| E useful because it shows long-term effects, not just short-term effects. | ☒ |

[2 marks]



1 0

Researcher A found that young animals seemed to attach for comfort rather than for food.

Researcher B found that mobile newborn animals would follow the first large moving object that they saw.

1 0 . **1**

Give the name of Researcher A and state the type of animal studied by this researcher.

[2 marks]

Researcher A: Harlow (1959).

Animal: rhesus monkeys.

1 0 . **2**

Give the name of Researcher B and state the type of animal studied by this researcher.

[2 marks]

Researcher B: Lorenz (1935).

Animal: geese (goslings).

1 1

Abi had a happy, secure childhood with parents who loved her very much. She now has two children of her own and loves them very much too. The two children make friends easily and are confident and trusting.

Referring to Abi and her family, explain what psychologists have discovered about the internal working model.

[6 marks]

Bowlby proposed that a child's attachment to their primary caregiver

forms an internal working model: a mental representation or

template of what relationships are like, of themselves as worthy of

love and of others as trustworthy. This model then shapes

expectations and behaviour in future relationships, including as a

parent.



Abi had a loving, secure childhood, so her parents' sensitive responses would have given her a positive internal working model in which relationships are safe and caring.

This model has been carried forward into adulthood and acts as a template for her own parenting. Because she expects relationships to be loving, she is warm and responsive towards her two children, showing continuity of attachment type across generations.

Extra space Abi's children are therefore likely to be securely attached and to have developed positive internal working models of their own. They use this template of their relationship with Abi in their interactions with others, which is why they make friends easily and are confident and trusting. This fits research showing that secure attachment in infancy predicts better later relationships, such as McCarthy (1999), who found that women who were securely attached as babies had more successful adult friendships and romantic relationships than insecurely attached women.



1 2

Discuss the Strange Situation as a way of assessing type of attachment.

[12 marks]

You may use this space to plan your answer.

The Strange Situation was developed by Ainsworth et al. (1978) to assess the attachment type of infants aged 9 to 18 months. It is a controlled observation in a laboratory playroom, observed through a one-way mirror.

It has eight episodes of about three minutes each: mother and baby explore the room; a stranger enters and approaches the baby; the mother leaves; the mother returns and the stranger leaves; the baby is left alone; the stranger returns; finally the mother is reunited with the baby. Observers record behaviour every 15 seconds under categories such as proximity-seeking, exploration and secure base behaviour, stranger anxiety, separation anxiety and response to reunion.

Infants are then classified as securely attached (Type B, about 66%), who explore happily, show moderate distress on separation and are easily comforted on reunion; insecure-avoidant (Type A, about 22%), who show little separation or stranger anxiety and avoid contact at reunion; or insecure-resistant (Type C, about 12%), who explore little, are very distressed and resist comfort at reunion. A strength is good reliability. The standardised procedure in a



controlled environment can be replicated, and Ainsworth found 94% agreement between observers. It has therefore been used successfully in many different cultures, allowing comparisons. However, the method may be culture-bound because it assumes behaviours mean the same everywhere. Van IJzendoorn and Kroonenberg (1988) found more insecure-avoidant infants in Germany, where independence is encouraged, and Takahashi (1990) found Japanese infants were extremely distressed when left alone because they are rarely separated from their mothers, so they may be wrongly classed as insecure-resistant. The behaviours may reflect child-rearing practices rather than attachment quality. The validity of the measures can also be questioned. Kagan (1984) argued the procedure may measure innate temperament rather than the attachment relationship, and Main and Weston (1981) found children behaved differently with each parent, so it may measure one relationship rather than a fixed type. The focus on the mother also ignores fathers and wider family influences. Finally, infants are deliberately distressed, although episodes are cut short if the baby is too upset. Overall, the Strange Situation is reliable and influential, but its cultural bias and questionable validity mean its classifications should be interpreted with caution.



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[illegible]

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