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Centre number

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Forename(s)

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# AS PSYCHOLOGY

## Paper 1 Introductory topics in psychology

Monday 13 May 2019

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.

| For Examiner's Use |      |
|--------------------|------|
| Section            | Mark |
| A                  |      |
| B                  |      |
| C                  |      |
| <b>TOTAL</b>       |      |



**Section A****Social Influence**

Answer **all** questions in this section.

|   |   |
|---|---|
| 0 | 1 |
|---|---|

Outline the authoritarian personality as an explanation of obedience.

**[4 marks]**

*The authoritarian personality (Adorno et al, 1950) is a dispositional explanation of obedience: it suggests obedience is caused by internal personality traits rather than by situational factors.*

*These traits develop in childhood from a strict, rigid parenting style with harsh discipline, high expectations and conditional love. The child's hostility towards their parents cannot be expressed, so it is displaced onto weaker, lower-status people (scapegoats).*

*As adults, authoritarians are conventional, dogmatic and have extreme respect for authority, so they are servile and obedient towards people of higher status but hostile towards those they see as lower status. This*

Extra space *personality type is measured using the F-scale (potential for fascism scale).*

|   |   |
|---|---|
| 0 | 2 |
|---|---|

Briefly explain **one** limitation of the authoritarian personality as an explanation of obedience.

**[2 marks]**

*Situational factors may explain obedience better. In Milgram's variations obedience fell from 65% to 30% when the 'learner' was in the same room (proximity), even though participants' personalities had not changed, so a dispositional explanation cannot account for these changes.*



0 3

Outline and discuss how consistency **and** commitment might contribute to minority influence.

[8 marks]

Moscovici argued that a minority can change the views of the majority if it behaves in particular ways. Consistency means the minority repeats the same message over time (diachronic consistency) and all members agree with each other (synchronic consistency). This draws the majority's attention to the minority view and makes them think it may be valid, so they rethink their own position.

Commitment means the minority shows dedication to its position, for example by taking part in extreme activities or making personal sacrifices. This shows the minority is not acting out of self-interest, so the majority pay more attention to the message (the augmentation principle). Over time, more and more people convert to the minority position (the snowball effect) until a tipping point is reached and the minority view becomes the majority view, internalised as people's own belief.

Moscovici et al (1969) support the role of consistency. Groups of six participants judged the colour of blue slides; when two confederates consistently called them green, participants said green on 8.42% of trials, but when the confederates were inconsistent this fell to 1.25%.

However, this was a lab task with artificial stimuli, and the effect was small, so it may not tell us much about real-life minority influence where issues matter far more.

Real-life examples support the role of commitment: the suffragettes were consistent in campaigning for votes for women and showed commitment through sacrifices such as hunger strikes and imprisonment, leading to social change.

Turn over ►



*On the other hand, consistency and commitment are not the only factors. Nemeth argued that being too rigid can be seen as dogmatic and reduce influence, so flexibility, compromising without abandoning the message, is also needed. Also, the deliberate use of these tactics by minorities could be seen as manipulation, raising ethical concerns.*

Extra space



0 4

A researcher carried out a study based on Asch's research to see if task difficulty affects conformity.

Easy task condition: the standard line was very different from the incorrect comparison lines.

Difficult task condition: the standard line was very similar to the incorrect comparison lines.

Participants took part in only one condition and were not matched. They were asked to state which comparison line was the same as the standard line. In both conditions, four confederates (people working with the researcher) gave the same wrong answer. The researcher recorded whether each participant did or did not conform.

0 4 . 1

Write a suitable directional hypothesis for this study.

[3 marks]

*Significantly more participants will conform to the confederates' wrong answer in the difficult task condition, where the standard line is very similar to the incorrect comparison lines, than in the easy task condition, where the standard line is very different from them.*

0 4 . 2

Identify the experimental design used in this study. Explain **one** advantage of using this design in this study.

[3 marks]

*Independent groups design.*

*Advantage: there are no order effects. Each participant only does either the easy or the difficult condition, so their decision to conform or not cannot be affected by practice or by having already seen the line task, and it is less likely they will guess the study is about conformity (fewer demand characteristics). The same line cards can also be used in both*

Extra space *conditions.*

Turn over ►



Only **one** answer per question is allowed.

For each answer 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.



The results of the genuine participants were recorded in **Table 1** below.

**Table 1** The number of people who did and did not conform in each condition

|                     | Number of people<br>who conformed | Number of people<br>who did not conform |
|---------------------|-----------------------------------|-----------------------------------------|
| Easy condition      | 6                                 | 14                                      |
| Difficult condition | 18                                | 2                                       |

0 4 . 3

Refer to the data in **Table 1**. Which of **A**, **B**, **C** or **D** is the correct ratio of participants who conformed in the easy condition to those who conformed in the difficult condition?

Shade **one** box only.

[1 mark]

**A** 1:2

☐

**B** 1:3

☒

**C** 1:4

☐

**D** 3:1

☐


0 4 . 4

Refer to the data in **Table 1**. Which of **A**, **B**, **C** or **D** is the correct percentage of participants who did not conform in the study?

Shade **one** box only.

[1 mark]

**A** 5%

☐

**B** 35%

☐

**C** 40%

☒

**D** 87.5%

☐

0 4 . 5

Using your knowledge of social influence, explain the difference in conformity between the two conditions.

[2 marks]

*In the difficult condition the task is ambiguous, so participants are less confident in their own judgement and look to the confederates as a source of information, assuming they know better. This informational social influence leads to internalisation and more conformity (18 conformed). In the easy condition the right answer is obvious, so participants are confident and less likely to conform; the 6 who did conform probably did so through normative social influence, to fit in and avoid rejection.*

Extra space

Turn over for the next question

Turn over ►



**Section B****Memory**

Answer **all** questions in this section.

|   |   |
|---|---|
| 0 | 5 |
|---|---|

A teacher showed her Year 12 Psychology class a video clip of a girl shopping in a busy high street with her boyfriend. Near the end of the clip, the girl had her handbag stolen by a man in a black jacket. Later, 10 of the students were interviewed about the events in the video clip using a cognitive interview. The remaining 9 students were interviewed using a standard interview.

|   |   |
|---|---|
| 0 | 5 |
|---|---|

|   |
|---|
| 1 |
|---|

One technique used in the cognitive interview is that witnesses are asked to 'report everything'.

Identify **one other** technique that could have been used by the teacher in the cognitive interview. Write down the instructions that the teacher might have read out to the students when using this technique.

**[3 marks]**

Technique: Recall from a changed perspective

Instructions to students: 'Now I would like you to think about the video from the point of view of the girl's boyfriend. Please tell me everything that the boyfriend would have seen, from when they were walking down the high street to when the man in the black jacket stole the handbag.'

Extra space



0 5 . 2

Explain how the study might have been improved by using a random sample of students from Year 12.

[4 marks]

*To get a random sample the teacher would list all Year 12 students, not just her psychology class, and use a computer random number generator or pick names from a hat, so every student has an equal chance of being chosen.*

*This would improve the study because the sample would be more representative of Year 12 students in general. Her psychology class may be different from other students, for example they may already know about the cognitive interview and memory research, so they could guess*

Extra space *the aim and show demand characteristics. Random selection reduces this, increasing internal validity.*

*It would also remove researcher bias, as the teacher could not choose students she expected to perform well. Therefore she could generalise her conclusions about the effectiveness of the cognitive interview to the wider student population with more confidence.*

**Question 5 continues on the next page**

**Turn over ►**



Each student was assigned a score based on the accuracy of their answers to the questions in the interview. The results can be seen in **Table 2**.

**Table 2 Accuracy scores for students in the standard and cognitive interview conditions**

| Standard interview condition |                | Cognitive interview condition |                |
|------------------------------|----------------|-------------------------------|----------------|
| Student                      | Accuracy score | Student                       | Accuracy score |
| 1                            | 8              | 10                            | 13             |
| 2                            | 8              | 11                            | 13             |
| 3                            | 6              | 12                            | 11             |
| 4                            | 9              | 13                            | 8              |
| 5                            | 10             | 14                            | 11             |
| 6                            | 7              | 15                            | 14             |
| 7                            | 9              | 16                            | 11             |
| 8                            | 8              | 17                            | 13             |
| 9                            | 8              | 18                            | 15             |
|                              |                | 19                            | 18             |

0 5 . 3

Calculate the mean accuracy score for the cognitive interview condition.  
Give your answer to **two** significant figures.

**[3 marks]**

$$\text{Total} = 13 + 13 + 11 + 8 + 11 + 14 + 11 + 13 + 15 + 18 = 127$$

$$\text{Mean} = 127 \div 10 = 12.7$$

$$\text{Mean to two significant figures} = 13$$

Extra space



0 5 . 4

Briefly outline **one** limitation of the cognitive interview.**[2 marks]**

*Köhnken et al's (1999) meta-analysis found that, although the cognitive interview produced more correct information than a standard interview, it also increased the amount of inaccurate information recalled. So the extra detail it produces is not always reliable, and police must treat it*

Extra space *with caution.*

**Turn over for the next question****Turn over ►**

Kai and Neri were discussing a report of an armed robbery in the newspaper.

Kai: "I think all the witnesses would have trouble recalling what they had seen as the robbers were really dangerous."

Neri: "I'm not so sure. When I had a car accident I was in danger, but I was able to give lots of detail."

0 6

Discuss what research has shown about the effects of anxiety on eye-witness testimony. Refer to the conversation above in your answer.

[12 marks]

You may use this space to plan your answer.

*Research into anxiety and eyewitness testimony (EWT) is contradictory, as Kai and Neri's views show.*

*Some research suggests anxiety has a negative effect on recall, which supports Kai. In Johnson and Scott's (1976) study, participants heard an argument and then saw a man leave a room holding either a greasy pen (low anxiety) or a bloody knife (high anxiety). 49% of the pen condition correctly identified the man from photos, compared with 33% in the knife condition. This is the weapon focus effect: anxiety narrows attention onto the threat, so the face is not encoded. Loftus and Burns (1982) also found that participants who saw a violent version of a crime film, where a boy was shot in the face, had poorer recall of events leading up to the incident than those who saw a non-violent version. So Kai may be right that witnesses focusing on the robbers' guns would struggle to recall their faces.*



Other research suggests anxiety can improve recall, which supports Neri. Yuille and Cutshall (1986) interviewed 13 real witnesses to a gun shooting in Canada four to five months after the event. Their accounts were very accurate compared with the original police reports, and those who reported the highest stress at the time were the most accurate (about 88% compared with 75%). Christianson and Hubinette (1993) found that victims of real bank robberies, who would have been more anxious, recalled the event more accurately than bystanders. Anxiety may trigger fight or flight, making us more alert, which could explain why Neri recalled lots of detail after her accident.

The two views can be combined using the Yerkes-Dodson law (inverted U), which states that recall improves as anxiety increases up to an optimal, moderate level, but then declines at very high levels. Neri may have experienced moderate anxiety, while witnesses facing dangerous armed robbers, as Kai suggests, may experience extreme anxiety that impairs recall. Deffenbacher et al's (2004) meta-analysis supports this, finding that high stress generally reduced accuracy of recall.

However, much research lacks ecological validity. In lab studies like Johnson and Scott, participants know they are watching a film or in a study, so anxiety is much lower than in real crimes and there are no real consequences, which may explain the negative effects found. Also, Pickel (1998) found that unusual objects such as a raw chicken produced a similar effect to a weapon, suggesting it is surprise rather than anxiety that reduces accuracy of identification.

Real-life studies have their own problems as there is little control over extraneous variables. In Yuille and Cutshall's study, the witnesses who were most stressed were also physically closest to the shooting, so their

**Turn over ►**

*accuracy may have been due to a better view rather than anxiety.*

*Overall, both Kai and Neri could be right, as the effect of anxiety depends on its level and on the witness.*

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**Section C****Attachment**

Answer **all** questions in this section.

Brian and Mikhail are discussing how they manage their child care.

Brian: "I take the children to the park most evenings where we run around or play football. Their mum, Julie, makes their evening meal and gives them a bath, before putting them to bed."

Mikhail: "It must be nice to have time to go to the park. As a single parent, I am the one who makes the evening meal and does the bedtime routine."

|   |   |
|---|---|
| 0 | 7 |
|---|---|

With reference to the conversation above, briefly discuss what research has shown about the role of the father in attachment.

**[4 marks]**

*Research suggests fathers often have a distinct role as playmates.*

*Grossmann (2002) found that the quality of fathers' play with infants,*

*rather than their caregiving, was related to the quality of adolescent*

*attachments. This fits Brian, whose role is active play and stimulation in*

*the park, complementing Julie's nurturing role of feeding and bathing.*

*However, Field (1978) found that primary caregiver fathers smiled,*

*imitated and held their babies as much as mothers, more than*

*secondary caregiver fathers, suggesting fathers can be nurturing*

*attachment figures. This applies to Mikhail, who as a single parent does*

*the meals and bedtime routine and so is likely to be the primary*

Extra space *attachment figure. The father's role therefore seems to*

*depend on societal norms and family circumstances rather than biology,*

*and research on single or same-sex parent families shows children*

*develop normally without a traditional father role.*

**Turn over ►**



0 8

Give **three** behaviours that researchers have measured in order to classify attachment type when using the Strange Situation.

[3 marks]

*Separation anxiety: the infant's distress when the mother leaves.*

*Stranger anxiety: the infant's response to the stranger.*

*Reunion behaviour: the infant's response when the mother returns.*

0 9

Apart from ethical issues, explain **one** limitation of the Strange Situation as a measure of attachment type.

[3 marks]

*The Strange Situation may be culture-bound, as it was developed by Ainsworth in the USA and is based on American norms of child-rearing.*

*In Germany children are encouraged to be independent, so they may show little distress on separation and appear insecure-avoidant, while*

*Japanese infants are rarely separated from their mothers, so they become very distressed and appear insecure-resistant. This means the*

*procedure may not be a valid measure of attachment type in other cultures, as it measures cultural differences in upbringing rather than the*

Extra space *quality of attachment.*



1 0

Describe what research with Romanian orphans has shown about the effects of institutionalisation.

[6 marks]

*Rutter's English and Romanian Adoptee (ERA) study followed 165*

*Romanian orphans who had experienced severe deprivation in institutions and were adopted by families in the UK. On arrival many were physically, socially and intellectually delayed and malnourished.*

*At age 11, 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, showing that later adoption led to greater lasting cognitive damage. Those adopted after 6 months often showed disinhibited attachment: attention seeking, clinginess and indiscriminate friendliness towards strangers, which persisted in many at age 11. Children adopted before 6 months rarely showed this and largely recovered with sensitive care, showing that the effects can be overcome if care improves early.*

*The Bucharest Early Intervention Project (Zeanah et al, 2005) found that 74% of a control group of family-reared children were securely*

Extra space *attached, compared with only 19% of institutionalised children, and 65% of institutionalised children were classified as disorganised. Institutionalisation is therefore linked to attachment problems, impaired social skills, poor peer relationships and intellectual disability.*

Turn over ►



1 1

Outline **and** evaluate Bowlby's monotropic theory of attachment.**[8 marks]**

Bowlby proposed an evolutionary theory: attachment is an innate, adaptive behaviour which increases the infant's chance of survival because staying close to the caregiver (proximity seeking) gives safety and food. Babies are born with social releasers, such as crying, smiling and cooing, which trigger caregiving and reciprocity from adults. Monotropy means the infant forms one special attachment, usually to the mother, which is more important than all others. This attachment must form during a critical period of about 6 months, later seen as a sensitive period up to around 2.5 years, or it may never form. The attachment figure provides a safe base for exploration, and the relationship creates an internal working model, a template for future relationships (the continuity hypothesis).

Lorenz's (1935) imprinting research supports a critical period: goslings followed the first moving object they saw in a short window after hatching. Also, Hazan and Shaver (1987) found that adults' romantic relationships reflected their early attachment types, supporting the internal working model. However, animal studies may not generalise to humans, and correlational data cannot show that early attachment causes later relationship style.

Schaffer and Emerson (1964) found that by 18 months most infants had formed multiple attachments, for example to fathers, grandparents and siblings, so monotropy may be wrong. Rutter's research on Romanian orphans also showed many children adopted late could recover, suggesting a sensitive rather than critical period.

Learning theory offers an alternative, arguing attachment is learned



*through food as reinforcement, although Harlow's monkeys preferred a cloth mother, supporting Bowlby's view that comfort matters more than food. Finally, monotropy is socially sensitive: it implies mothers should stay at home, causing guilt about returning to work and using day care, and undervaluing fathers.*

Extra space

Turn over ►



[illegible]

24

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