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Centre number

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I declare this is my own work.

AS PSYCHOLOGY

Paper 1 Introductory topics in psychology

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.
- 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 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	
TOTAL	



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

Section A

Social Influence

Answer **all** questions in this section.

Only **one** answer per 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

In Milgram's experiment on obedience to authority, 65% of participants gave the maximum shock when the experimenter was in the same room as the participant.

For variations of Milgram's experiment, which of the following statements is **true**?

Shade **one** box only.

[1 mark]

- A** When the experimenter and two disobedient confederates were in the same room as the participant, obedience levels increased.
- B** When the experimenter and two obedient confederates were in the same room as the participant, obedience levels decreased.
- C** When the experimenter gave instructions over the phone, obedience levels increased.
- D** When the experimenter was in a different room to the participant, obedience levels decreased.



0 2

Explain what is meant by social change.

[2 marks]

Social change is when a whole society, not just individuals, adopts a new attitude, belief or behaviour, which then becomes the accepted norm. It often happens through minority influence and the snowball effect, e.g. the suffragettes leading to women gaining the vote.

0 3

Steph's psychology teacher is leaving at the end of term. Steph would like to organise a surprise fancy dress party for her, but the rest of the class are not convinced that it is a good idea.

Use your knowledge of **two or more** factors affecting minority influence to explain how Steph can persuade the rest of her class to accept her idea.

[6 marks]

Steph should be consistent. She should keep arguing that the surprise party is a good idea every time it is discussed, and point out she has thought about it since she heard the teacher was leaving (diachronic consistency). If one or two friends also agree with her and back her up (synchronic consistency), the rest of the class will see the idea as worth thinking about, which leads to deeper processing of her argument. Steph should also show commitment, for example by offering to pay for the decorations or the teacher's present herself and doing all the organising. This personal sacrifice draws attention to her cause (augmentation principle) and shows the class she genuinely believes in the idea.

Steph should be flexible rather than rigid. She could accept reasonable

Extra space *counter-arguments, e.g. agreeing that it need not be fancy dress, or not a surprise, so she seems reasonable rather than dogmatic.*

Over time, as more classmates are converted, the snowball effect means the rest of the class will follow and accept her idea.

Turn over ►



0 4

Describe the procedure of Zimbardo's research into social roles.

[6 marks]

Zimbardo et al. (1973) set up a mock prison in the basement of the psychology department at Stanford University. 24 male US student volunteers were selected after psychological assessment as the most emotionally stable and healthy, and were paid \$15 a day for a study planned to last two weeks.

Participants were randomly assigned to the role of guard or prisoner. The prisoners were unexpectedly 'arrested' at home by real police, then blindfolded, strip-searched, deloused and given a smock uniform and an ID number which was used instead of their name. They were housed three to a small cell, and had rules such as three meals, three supervised toilet trips a day and two visits a week.

Guards wore khaki uniforms with reflective sunglasses and carried clubs, whistles and handcuffs, which increased deindividuation. They worked 8-hour shifts in teams of three and went home after their shift. They were told to run the prison and keep order but not to physically harm the prisoners. Zimbardo acted as prison superintendent. The study was stopped after only 6 days.

0 5

Explain **one** limitation of Zimbardo's research into social roles.

[3 marks]

A limitation is that Zimbardo took a dual role as both lead researcher and prison superintendent. This means his own behaviour may have shaped events, e.g. he let the guards' abuse continue, which reduces the internal validity of the findings. It also meant he could not protect participants from psychological harm, as five prisoners were released early due to distress.



0 6

A psychologist investigated differences in conformity between two age groups. Each participant completed a questionnaire to assess their level of conformity and was given an overall score. The higher the score, the higher the level of conformity. The psychologist then calculated average scores for each age group.

The results of the study are given in **Table 1**.

Table 1 Average conformity scores for the two age groups

Measures of central tendency	Group A Ages 11–15	Group B Ages 16–20
Mean	25	25
Median	29	21
Mode	33	18

0 6 . 1

Identify the type of distribution that the data suggest for **each** of **Groups A** and **B**. In each case justify your answer.

[4 marks]

Group A *Negatively skewed distribution, because the mean (25) is lower than the median (29) and the mode (33), so the mean is pulled towards the tail on the left by a few low scores.*

Group B *Positively skewed distribution, because the mean (25) is higher than the median (21) and the mode (18), so the mean is pulled towards the tail on the right by a few high scores.*

0 6 . 2

Explain what the difference in mode values of the two age groups shows.

[2 marks]

It shows that the most frequent conformity score in the younger group (11 to 15) was 33, which is a lot higher than the most frequent score in the older group (16 to 20), which was 18. This suggests most younger participants conform more than most older ones.

24

Turn over ►



Section B**Memory**

Answer **all** questions in this section.

0 7

A researcher investigated the accuracy of eyewitness testimony. Whilst students were listening to a lecture, they saw a man steal a bag from the floor at the front of the lecture hall.

In **Condition A**, 10 students were asked individually to estimate the man's height in metres.

In **Condition B**, 10 other students took part in a group discussion about what they had seen. They were then asked individually to estimate the man's height in metres.

0 7 . 1

Identify the experimental design used in this study. Justify your answer.

[2 marks]

Independent groups design, because different participants were used in each condition: 10 students in Condition A and 10 other students in Condition B.

0 7 . 2

Identify the operationalised dependent variable in this study.

[2 marks]

The students' individual estimate of the man's (thief's) height, measured in metres.

0 7 . 3

Explain why the data in this study is primary data.

[2 marks]

It is primary data because it was collected first-hand directly from the participants specifically for this research into eyewitness testimony; the students' height estimates are original responses gathered by the researcher for this study, rather than data that already existed.



0 7 . 4

A week later, the same students were asked to describe the man's facial features, estimate his age in years and weight in kilograms.

Identify the qualitative data collected by the researcher. Justify your answer.

[2 marks]

The description of the man's facial features is qualitative, because it is expressed in words as a detailed description rather than as numbers (unlike age in years or weight in kilograms).

0 8

Briefly evaluate retrieval failure as an explanation for forgetting.

[4 marks]

One strength is supporting evidence. Godden and Baddeley (1975) found divers who learned and recalled words in the same context (underwater or on land) recalled about 40% more than those who switched context. Tulving and Pearlstone (1966) found cued recall of categorised words was better than free recall. This suggests that an absence of cues is a valid cause of forgetting.

A further strength is real-world application: the cognitive interview uses context reinstatement to improve the accuracy of eyewitness testimony.

Extra space *However, Baddeley (1995) argued that contexts in real life rarely differ as much as land and underwater, so context effects may be weak in everyday forgetting. Also, Godden and Baddeley (1980) found the effect only occurred for recall, not recognition, so retrieval failure cannot explain all forgetting.*

Turn over ►



0 9

Describe and evaluate the multi-store model of memory.

[12 marks]

You may use this space to plan your answer.

The multi-store model (MSM) of Atkinson and Shiffrin (1968) is a structural model which describes memory as three separate, unitary stores, with information flowing between them in a linear way.

Information from the environment first enters the sensory register, where each sense has its own store (e.g. iconic for vision, echoic for sound).

Coding is modality-specific, capacity is very large, and duration is under half a second. Only information that is paid attention to passes into short-term memory (STM); the rest decays.

STM codes acoustically, has a limited capacity of about 7 plus or minus 2 items (Miller, 1956) and a duration of about 18 to 30 seconds

(Peterson and Peterson, 1959). Information is lost through displacement or decay unless maintenance rehearsal keeps it in STM. Enough rehearsal transfers it to long-term memory (LTM), which codes semantically and has potentially unlimited capacity and duration. To be used, information is retrieved from LTM back into STM.

A strength is research support for separate stores. Glanzer and Cunitz (1966) showed the serial position effect: early words are recalled well because they were rehearsed into LTM (primacy effect), and the last



words are still in STM (recency effect). Case study HM supports this too: after brain surgery he could not form new LTMs, yet his STM was normal, suggesting the stores are distinct and located in different brain areas.

However, the model is too simplistic in seeing STM and LTM as unitary. Shallice and Warrington (1970) found patient KF had poor STM for verbal information but could still process visual information, suggesting more than one STM store, as in the working memory model, which also replaces the MSM's passive view of STM with an active processor.

Similarly, LTM is not one store: Clive Wearing lost much of his episodic memory yet kept procedural memories such as playing the piano, and Tulving (1985) proposed episodic, semantic and procedural LTM.

The model also overemphasises maintenance rehearsal. Craik and Tulving (1975) found that words processed deeply (semantically) were recalled better than those processed shallowly, so elaborative rehearsal, not just repetition, transfers information to LTM, and we can remember things we never rehearsed.

Finally, much supporting research used artificial stimuli such as word lists or consonant syllables, lacking mundane realism, so the MSM may not reflect how memory works for meaningful everyday information.

Overall, the MSM was influential in distinguishing STM from LTM, but later models give a fuller account.

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Section C**Attachment**

Answer **all** questions in this section.

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Describe the learning theory explanation of attachment.

[4 marks]

Learning theory (Dollard and Miller, 1950) argues that attachment is learned rather than innate, through classical and operant conditioning: the 'cupboard love' explanation, as infants attach to whoever feeds them. In classical conditioning, food is an unconditioned stimulus producing pleasure as an unconditioned response. The caregiver starts as a neutral stimulus, but is repeatedly paired with food until the caregiver alone becomes a conditioned stimulus producing pleasure (conditioned response), forming the attachment.

Extra space *In operant conditioning, a hungry infant feels discomfort, a primary drive. When the infant cries and is fed, drive reduction is rewarding, so crying is positively reinforced. The caregiver is negatively reinforced because the crying stops. The caregiver becomes associated with drive reduction and so becomes a secondary reinforcer (secondary drive), which is the basis of attachment.*



1 1

Outline how Harlow studied attachment using animals.

[4 marks]

Harlow (1958) reared 16 infant rhesus monkeys in a controlled laboratory environment with two wire surrogate 'mothers'. One was plain wire and dispensed milk from a bottle, while the other was covered in soft cloth but gave no food. In one condition milk came from the wire mother and in another from the cloth mother.

He recorded how much time each monkey spent with each mother. He also frightened the monkeys, e.g. with a noisy mechanical teddy bear, to see which mother they went to for comfort, and placed them in a

Extra space *strange room. The monkeys were followed into adulthood to record long-term effects on sociability, mating and how they treated their own offspring.*

1 2

Other than ethical issues, explain **one** limitation of using animals to study attachment in humans.

[4 marks]

A limitation is the problem of extrapolating findings from animals to human infants. Harlow's rhesus monkeys and Lorenz's geese are different species, and human attachment is more complex, involving emotion, cognition and communication such as interactional synchrony. For example, human mothers show more emotional attachment to their young than birds do, and humans may be able to form attachments at any time, not just in a critical period. This means conclusions such as imprinting or contact comfort may not generalise to human attachment,

Extra space *reducing the validity of animal research.*

Turn over ►



1 3

Some psychologists have criticised the way attachment has been measured or studied using the Strange Situation technique because it is not realistic.

Briefly explain **two** ways the Strange Situation technique might be modified to be more realistic.

[4 marks]

One modification would be to observe the infant in their own home rather than an unfamiliar laboratory playroom. This would make the setting more natural and improve the ecological validity of the measure of attachment type, as the infant's behaviour would better reflect everyday life.

A second modification would be to repeat the observations with different caregivers, such as the father or grandparents, and on multiple occasions over time. Most infants in real life have multiple attachments, so this

Extra space *would give a more realistic, wider assessment of the baby's usual attachment type rather than relying on one mother on a single day.*



1 4

Discuss Bowlby's theory of maternal deprivation.

[8 marks]

You may use this space to plan your answer.

Bowlby's (1951) theory of maternal deprivation states that continual care from a mother or mother substitute is essential for normal emotional and intellectual development. Deprivation means the attachment is disrupted or broken through prolonged separation. If this happens during the critical period, the first two and a half years (with risk continuing up to five years), and no substitute is available, there will be serious, irreversible effects. These include low IQ, delinquency and affectionless psychopathy, a lack of guilt or empathy. Via the internal working model, deprived children may later struggle to be good parents themselves.

Bowlby's 44 thieves study (1944) supports this: 14 of the thieves were affectionless psychopaths, and 12 of these had experienced prolonged separation from their mothers before age two, compared with very few in the control group. However, Bowlby carried out the interviews and diagnoses himself, so his expectations may have biased the results. Other research challenges the theory. Lewis (1954) replicated the study with 500 young people and found early separation did not predict criminality or difficulty forming close relationships. Rutter et al.'s

Turn over ►

Romanian orphan research found that children adopted before six months largely recovered, suggesting there is a sensitive rather than critical period and that the effects can be reversible. Rutter (1981) also argued Bowlby confused deprivation with privation, which may cause the more severe effects.

Nevertheless, the theory had valuable real-world application: Robertson and Robertson's research led hospitals to allow parents to stay with their children. Critics also argue it overemphasises the mother, ignoring fathers and multiple attachments (Schaffer and Emerson, 1964), and may have pressured mothers to stay at home.

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24



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