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Centre number

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Candidate number

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Surname

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I declare this is my own work.

AS PSYCHOLOGY

Paper 1 Introductory topics in psychology

Monday 15 May 2023

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.
- 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 3 7 1 8 1 1 0 1

Section A

Social Influence

Answer **all** questions in this section.

0 1

Outline informational social influence as an explanation for conformity.

[3 marks]

Informational social influence (ISI) is when a person conforms because they want to be right. It happens in situations that are ambiguous, difficult or new, where the person is unsure of the correct answer or behaviour, so they look to the majority, who they believe are better informed, and accept their view as correct. Because it is conforming for cognitive reasons, it leads to internalisation: a genuine, permanent

Extra space *change in both private beliefs and public behaviour, for example a new student following classmates' answers in a lesson they find confusing.*

0 2

A teacher asked her class for a volunteer to talk to future A-level students. The teacher asked Sarah first, but she refused. The teacher then asked Emily to help.

Use your knowledge of resistance to social influence to explain Emily's likely response to the teacher's request.

[3 marks]

Emily is likely to refuse the teacher's request. Sarah's refusal acts as social support for resistance: Sarah is a dissenting role model who shows that it is possible to say no to the teacher, which reduces the pressure on Emily to obey and gives her the confidence to resist too.

Alternatively, if Emily has an internal locus of control she may ignore Sarah's behaviour, because she feels responsible for her own decisions

Extra space *and so would make up her own mind about volunteering.*



0 3

A teacher investigated students' attitudes to the school's uniform rules. The school consisted of students from Years 7–11, with 100 students in each year.

She conducted interviews individually with 10 students. One of the questions in the interview was, 'How many times have you been 'told off' for not following the school's uniform rules this term?' The results from this question are shown in **Table 1**.

Table 1 Number of times each student had been 'told off' that term

Student	Number of times 'told off'
1	1
2	7
3	2
4	3
5	4
6	5
7	3
8	1
9	25
10	2

0 3 . 1

Explain why the median would be a more appropriate measure of central tendency than the mean for the data in **Table 1**.

[2 marks]

There is an extreme anomalous score in the data: student 9 was told off 25 times, far more than anyone else (1 to 7). This outlier would distort the mean, making it unrepresentative, whereas the median is not affected by extreme values.

Question 3 continues on the next page

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0 3 . 2

Explain how the sample of 10 participants could have been obtained from the students at the school using stratified sampling.

[4 marks]

First the teacher would identify the strata (sub-groups) in the school population: the five year groups, Years 7 to 11. As each year has 100 students (20% of the 500 students), the sample of 10 should contain the same proportion from each stratum, so $10 \div 5 = 2$ students from each year group.

The 2 students in each year would then be selected using random sampling: for example, every student in each year group is given a number, and a random number generator on a computer is used to

Extra space *select 2 numbers from each year's list (or all names are put in a hat and 2 are drawn out for each year).*

0 3 . 3

Investigator effects sometimes occur in interviews.

Explain **two** modifications that would help to minimise investigator effects in this study.

[4 marks]

Modification 1 *Use an interviewer who is not one of the students' teachers and does not know the aims of the study (double blind), so their expectations cannot influence how they ask the questions, and students are not trying to impress a teacher.*

Modification 2 *Use a structured interview with standardised, open, non-leading questions read out in the same way to every student, so the investigator cannot alter the questions or lead the students' answers.*



0 4

Maya wants to encourage the workers in her office to use their own reusable cups at work, rather than the disposable paper cups provided by the company.

Explain how Maya might show **either** commitment **or** flexibility to persuade the workers to change their behaviour.

[2 marks]

Commitment: Maya could buy reusable cups for herself and her colleagues with her own money and always use one herself. This personal cost shows she is serious about the cause (augmentation principle), so workers pay more attention and are more likely to switch.

0 5

Briefly outline **three** findings from Asch's research into conformity.

[3 marks]

*On the critical trials, the naïve participants gave the same wrong answer as the confederates 37% of the time.
25% of participants never conformed, so 75% conformed at least once.
Conformity increased when the task was made more difficult (lines closer in length) and fell to about 5% when one confederate dissented.*

0 6

Explain **one** limitation of Asch's research into conformity.

[3 marks]

Asch's research lacks temporal validity. It was carried out in 1950s America, a highly conformist period (McCarthyism) when people felt pressure not to stand out. Perrin and Spencer (1980) replicated the study with UK engineering students and found only one conforming response out of 396 trials. This suggests Asch's findings were a 'child of the times' and may not apply to conformity today.

24

Turn over ►



Section B**Memory**

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 7

Which **one** of the following descriptions **best** describes semantic memory?

Shade **one** box only.

[1 mark]

- A** A long-term store for knowledge of the world, not requiring conscious effort to recall. 
- B** A long-term store for knowledge of the world, requiring conscious effort to recall. 
- C** A long-term store for personal events, not requiring conscious effort to recall. 
- D** A long-term store for personal events, requiring conscious effort to recall. 



0 8

Briefly outline **two** criticisms of studies into short-term memory.**[4 marks]**

Many studies used artificial stimuli, for example Peterson and Peterson (1959) used meaningless consonant trigrams. Remembering these is very different from everyday memory tasks, so the studies lack mundane realism and may not tell us how STM works in real life, lowering their external validity.

Miller's (1956) estimate of STM capacity as 7 ± 2 items may be an overestimate: Cowan (2001) found STM is limited to about 4 chunks. Also, Peterson and Peterson's findings may reflect interference from

Extra space earlier trials rather than decay over time, so they may not have measured duration at all.

0 9

Describe how post-event discussion can affect eyewitness testimony.

[4 marks]

Post-event discussion (PED) occurs when there is more than one witness to an event and they discuss what they saw with co-witnesses or others. Each witness's memory may then be contaminated, as information from the discussion, which may be misleading, is added to and combined with their own memory. This can also lead to memory conformity, where witnesses go along with each other to win social approval or because they believe the others are right.

Gabbert et al. (2003) showed pairs of participants a crime from

Extra space different viewpoints; after discussion, 71% reported information they could not have seen themselves, compared with 0% of a control group, reducing the accuracy of recall.

Turn over ►



1 0

Kaleb is learning about models of memory. Last week the teacher taught the class about the multi-store model. This week she is teaching the working memory model. Kaleb is now finding it difficult to recall any of the information about the multi-store model of memory.

Using your knowledge of interference as an explanation for forgetting, explain Kaleb's difficulty.

[3 marks]

Kaleb is experiencing retroactive interference, where new learning disrupts the recall of older information. His new learning about the working memory model this week is interfering with his memory of the multi-store model he learned last week, possibly overwriting it. Interference is especially likely because both topics are very similar (both are models of memory with stores and components), and the two

Extra space *were learned only a week apart, so Kaleb confuses them and forgets the earlier model.*

1 1

Briefly evaluate the use of the cognitive interview technique.

[4 marks]

A strength is research support. Köhnken et al. (1999) found in a meta-analysis of 50 studies that the cognitive interview (CI) produced 41% more correct information than the standard interview, so it is useful to police.

However, Köhnken also found an 81% increase in incorrect information, so police must treat CI evidence with caution.

Also, some elements are more useful than others: Milne and Bull (2002) found that 'report everything' combined with 'reinstate the

Extra space *context' was most effective. Finally, the CI is time-consuming and needs special training, so many police forces lack the resources to use the full version properly, limiting its practical use.*



1 2

Describe and evaluate the working memory model.

[8 marks]

You may use this space to plan your answer.

Baddeley and Hitch (1974) proposed the working memory model (WMM) as an explanation of short-term memory as an active processor made up of several separate components, rather than one unitary store.

The central executive is the 'supervisor': it directs attention to tasks and allocates the slave systems. It has a very limited capacity and does not store information. The phonological loop processes auditory information and keeps the order of the information. It is split into the phonological store (inner ear), which holds the words you hear, and the articulatory process (inner voice), which rehearses words that are spoken or heard, with a capacity of about 2 seconds' worth of speech. The visuo-spatial sketchpad stores visual and spatial information, with a capacity of about 3 or 4 objects. Logie divided it into the visual cache and the inner scribe. The episodic buffer, added in 2000, is a temporary store that integrates information from the other components and links to LTM.

A strength is support from case studies. Shallice and Warrington (1970) studied KF, who had poor STM for verbal information but could process visual information normally. This suggests his phonological loop was damaged while his visuo-spatial sketchpad was intact, supporting the

Turn over ►

idea of separate components, which the MSM cannot explain.

A further strength is evidence from dual task studies. Baddeley et al.

(1975) found participants had more difficulty doing two visual tasks at

once than a visual and a verbal task. This is because both visual tasks

compete for the same slave system (the sketchpad), whereas the verbal

and visual tasks use different systems. This supports the existence of

separate components with limited capacities.

However, the central executive is a limitation. It is vague and poorly

defined, and probably more complex than one component, so it is hard

to test and the model is not fully explained. Also, much supporting

evidence comes from artificial, highly controlled lab tasks and from

unique brain-damaged patients like KF, so it may not generalise to

everyday memory in healthy people.

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Section C**Attachment**

Answer **all** questions in this section.

1	3
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Explain the role of the internal working model in Bowlby's monotropic theory of attachment.

[4 marks]

Bowlby proposed that a child's monotropic attachment to their primary caregiver gives them a mental representation (schema) of what relationships are like, called the internal working model. This acts as a template for all future relationships (the continuity hypothesis). A child whose first attachment is loving and reliable will expect later relationships to be like this and will form secure friendships and adult relationships, and later become a sensitive, responsive parent. A child with a poor first relationship may expect relationships to be unreliable or

Extra space *hurtful, and struggle to form trusting relationships or parent consistently. Hazan and Shaver (1987) supported this, finding that attachment type in childhood was linked to adult romantic relationships.*



1 4

In the 1990s, many children were found living in poor-quality orphanages in Romania. Cema and her sister Katti lived in one of these orphanages from birth but were later adopted. When they were adopted, Cema was 5 months old and Katti was 5 years old. Their development was then studied for several years.

Using your knowledge of the Romanian orphan studies, explain how Katti's development is likely to have differed from Cema's as they grew older.

[6 marks]

Rutter's ERA study found that orphans adopted before 6 months showed normal development, while those adopted after 6 months had

long-lasting difficulties. Katti, adopted at 5 years, spent the critical period in poor-quality institutional care, so her development is likely to be far more damaged than Cema's, who was adopted at 5 months.

Katti is likely to have a lower IQ, so she may struggle more at school than Cema and learn language more slowly; Rutter found a mean IQ of 77 in children adopted after 2 years, compared with 102 for those adopted before 6 months.

Katti is also likely to show disinhibited attachment, being equally friendly to strangers and familiar people and attention seeking, whereas Cema is more likely to be securely attached. Without an attachment in

Extra space *the sensitive period, Katti may lack a positive internal working model, so she may find close peer relationships harder as she grows older.*

1 5

Briefly explain **one** economic implication of the findings of research into the role of the father in attachment.

[2 marks]

Research suggests fathers can be as sensitive and responsive as mothers, so fathers can be primary carers. This means more mothers can return to work and contribute to the economy, and it may justify governments funding shared parental leave.

Turn over ►



1 6

Discuss the learning theory explanation of attachment.

[12 marks]

You may use this space to plan your answer.

Learning theory (Dollard and Miller, 1950) is the behaviourist explanation of attachment. It proposes that attachment is learned rather than innate, through classical and operant conditioning, and is sometimes called 'cupboard love' because the infant attaches to whoever feeds them.

In classical conditioning, food is an unconditioned stimulus (UCS) which naturally produces pleasure, an unconditioned response (UCR). The caregiver starts as a neutral stimulus (NS), but because they repeatedly provide the food, the infant associates the caregiver with food. The caregiver becomes a conditioned stimulus (CS) that produces pleasure on their own, a conditioned response (CR), and this learned pleasure is the attachment.

Operant conditioning explains why the infant and caregiver keep seeking each other. When the hungry infant cries, the caregiver feeds them, so crying is positively reinforced, while the caregiver is negatively reinforced because the unpleasant crying stops. Dollard and Miller added drive reduction: hunger is a primary drive, and because the caregiver reduces the discomfort of hunger, they become a secondary reinforcer, so



attachment is a secondary drive.

One strength is that the explanation is based on established, scientific principles of conditioning which have been shown in controlled experiments. Also, it is likely that some elements of conditioning, such as association, play a part in attachment, for example the infant may associate the caregiver with comfort and social interaction rather than food.

However, there is strong evidence against the role of food. Harlow (1958) found that infant rhesus monkeys spent most of their time clinging to a soft cloth 'mother' which gave no food, and only went to the wire 'mother' to feed, especially when frightened. This suggests attachment is based on contact comfort, not feeding. Although these were monkeys, they are close to humans, so the finding may be applied to human infants. Similarly, Schaffer and Emerson (1964) found that in 39% of cases the main attachment figure was not the person who usually fed and bathed the baby. Instead infants attached most strongly to the caregiver who was most sensitive and responsive to their signals, supporting Ainsworth's view that responsiveness, not food, is the key reinforcer.

Learning theory is also reductionist, as it reduces a complex emotional bond to simple stimulus to response links and reinforcement, ignoring interactional synchrony and reciprocity between caregiver and infant, which Isabella et al. (1989) found were linked to secure attachment. It is also environmentally deterministic, as it suggests early learning alone decides later attachment behaviour.

Bowlby's monotropic theory offers a better explanation: attachment is an innate, adaptive process that ensures survival and occurs within a

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critical period, which explains why infants attach even to caregivers who do not feed them. Overall, learning theory may describe some aspects of how attachment develops, but it is not a complete explanation.

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END OF QUESTIONS



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