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Centre number

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Candidate number

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Surname

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Forename(s)

Candidate signature

I declare this is my own work.

AS PSYCHOLOGY

Paper 1 Introductory topics in psychology

Monday 13 May 2024

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 4 7 1 8 1 1 0 1

Section A**Social Influence**

Answer **all** questions in this section.

0	1
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Outline how **two** variables investigated by Asch affected conformity.

[4 marks]

Group size: Asch varied the number of confederates from one to fifteen.

With one confederate, conformity was only about 3%, but this rose to 12.8% with two and 31.8% with three. Adding more confederates beyond three made little further difference, so conformity levelled off (plateaued).

Unanimity: when one confederate acted as a dissenter and gave the correct answer, giving the participant an ally, conformity fell to around 5%, a quarter of the original level. This shows that a unanimous

Extra space *majority creates far more pressure to conform. When the comparison lines were made more similar in length, increasing task difficulty, conformity increased.*



0 2

Explain **two** ethical limitations of Asch's investigations into conformity.

[4 marks]

One limitation is deception. Participants were told that they were taking part in a study of visual perception, and they were not told that the other people in the group were confederates who had been instructed to give the same wrong answer. This means that they could not give fully informed consent to taking part in a study of conformity.

A second limitation is a lack of protection from psychological harm.

Participants were placed in a stressful and embarrassing situation, facing a unanimous group who disagreed with them, and many reported feeling

Extra space *anxious, self-conscious and fearful of disapproval, so they left the study in a worse state than when they arrived.*

0 3

Suggest **two** reasons why Asch's conformity investigations could be considered to be unrealistic.

[4 marks]

Firstly, the task lacked mundane realism. Judging which of three lines matches a standard line is an artificial, trivial task that people do not do in everyday life, and the answer was obvious. In real life, conformity usually occurs in ambiguous situations where there is no clear 'correct' answer and the issue matters more to us.

Secondly, the social situation was artificial. The group were strangers (actors) whom the participant would never meet again, so there was little real pressure to fit in. In everyday life we conform to friends,

Extra space *family or work colleagues whose approval matters to us, so Asch's findings may not reflect conformity in real social contexts.*

Turn over ►



0	4
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Studies of social influence are often criticised for using volunteer sampling to select participants.

Explain how you could use a different sampling technique to select participants.

[2 marks]

I would use random sampling. I would obtain a list of everyone in the target population (e.g. all students at a college), assign each a number and use a random number generator to select the required number, so everyone has an equal chance of selection.

0	5
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Outline flexibility as a factor in minority influence.

[2 marks]

Flexibility is when a minority is willing to listen to the majority's views, accept valid counter-arguments and make some compromises rather than being rigid and dogmatic. Mugny suggested this makes the minority appear reasonable, so it is more persuasive.



0 6

Two sixth-form students, Mimi and Asif, noticed other students dropping their rubbish on the school playground. They decided to launch a campaign to reduce littering at their school.

Describe the roles of consistency **and** commitment in minority influence. Explain how Mimi and Asif could demonstrate consistency **and** commitment as part of their campaign.

[8 marks]

You may use this space to plan your answer.

Moscovici argued that consistency is key in minority influence. A consistent minority repeats the same message, challenging the majority's beliefs. This can be synchronic, where all members of the minority agree with each other, or diachronic, where they say the same thing over time. Consistency draws attention to the minority and makes the majority think more deeply about the issue, as the minority seem confident.

Mimi and Asif could show consistency by always repeating the same message, that 'litter on the playground harms the environment', agreeing with each other (synchronic) and repeating it week after week (diachronic), for example through regular assemblies and posters with the same slogan.

Commitment is when the minority demonstrate dedication to their belief, often through personal sacrifice. This shows they are not acting out of self-interest (the augmentation principle), so the majority pay even more attention.

Turn over ►



Mimi and Asif could show commitment by giving up their own time, such as staying behind after school or using lunch breaks to pick up other students' rubbish, so others see the sacrifice they make.

Over time, consistency and commitment lead the majority to process the minority view, which can result in conversion (internalisation). As a few students start using the bins, more follow (the snowball effect), until littering is no longer the norm at the school.

Extra space _____



[illegible]

24

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 component of the working memory model is responsible for verbal rehearsal?

Shade **one** box only.

[1 mark]

A Central executive

☐

B Episodic buffer

☐

C Phonological loop

☒

D Visuo-spatial sketchpad

☐

0 8

The sensory register is a component of the multi-store model of memory. Describe the sensory register.

[3 marks]

The sensory register receives information from all the senses, each with its own store, e.g. the iconic store (visual) and the echoic store (auditory). Coding is modality-specific. Capacity is very large but duration is very short: under half a second (iconic) and 2 to 3 seconds (echoic). Only attended information passes to STM; the rest decays.



0 9

A psychologist investigated the effect of anxiety on the accuracy of memory. She obtained a volunteer sample of 50 psychology students by putting up a poster on the college noticeboard. She showed the students two short films.

Condition 1: the film showed a violent crime (high-anxiety condition).

Condition 2: the film showed a comedy sketch (low-anxiety condition).

After watching the film in Condition 1, each student completed a questionnaire with 40 closed questions about events in the film. This was repeated for Condition 2.

The median number of correct and incorrect answers for each film was calculated. The results are shown in **Table 1**.

Table 1 The median number of correct and incorrect answers for the two films

	High-anxiety condition	Low-anxiety condition
The median number of correct answers	16	32
The median number of incorrect answers	24	8

What can the psychologist conclude from the results in **Table 1**?

Justify your answer.

[2 marks]

High anxiety leads to lower accuracy of memory than low anxiety. In the high-anxiety condition the median number of correct answers was half that of the low-anxiety condition (16 vs 32), and there were three times as many incorrect answers (24 vs 8).

Turn over ►



1 0

Explain **one** strength **and one** limitation of using volunteer sampling in this study.

[4 marks]

A strength is that the students chose to respond to the poster, so they knew what the study involved and were willing, so likely to be motivated to watch both films carefully and complete all 40 questions. A limitation is volunteer bias. The sample was only psychology students at one college, and those who volunteered may be more confident or interested in memory than others, so the sample is not representative, and the findings about anxiety and memory accuracy may not generalise to the wider population.

1 1

The psychologist used closed questions on the questionnaire.

Explain **one** reason why it might have been better to use open questions rather than closed questions on the questionnaire.

[2 marks]

Open questions would require students to recall what they remembered from the films in their own words, rather than just recognising an answer from options. This is more valid, as she could see exactly what each student accurately recalled from each film.

1 2

The psychologist was concerned that the number of correct answers recalled would be affected by the participants taking part in both conditions of the experiment.

Explain **one** way the psychologist could deal with this problem.

[2 marks]

She could counterbalance: half the participants would watch the violent crime film first and the comedy sketch second, while the other half would watch the comedy sketch first, so order effects such as practice or fatigue are balanced out.



1 3

Briefly evaluate research into post-event discussion as a factor that affects the accuracy of eyewitness testimony.

[2 marks]

Gabbert et al (2003) supports the effect: 71% of participants who discussed a crime with a co-witness recalled details they had not seen. However, such research often uses lab videos where nothing is at stake, so it may not reflect real eyewitnesses' memories.

1 4

Discuss interference as an explanation for forgetting.

[8 marks]

You may use this space to plan your answer.

Interference theory states that forgetting from long-term memory happens when two memories become confused or disrupt each other. Proactive interference (PI) is when older learning disrupts recall of new learning, e.g. a teacher who has learned many names in the past struggles to learn a new class's names. Retroactive interference (RI) is when newer learning disrupts recall of older information, e.g. forgetting previous students' names after learning new ones. Interference is most likely when memories are similar, as they may be overwritten or compete at retrieval (response competition). McGeoch and McDonald (1931) support this. Participants learned a word list, then a second list; recall of the first was worst when the second list was synonyms (12%) and best with numbers (37%), showing the role of similarity.

Turn over ►

However, such studies use artificial word lists learned in quick succession, which lacks mundane realism, so interference may explain less everyday forgetting than they suggest. Even so, Baddeley and Hitch (1977) found rugby players' recall of teams they had played depended on the number of games played since, not the time passed, showing interference in real life.

A further limitation is that interference may only be temporary. Tulving and Psotka (1971) found that giving category cues raised recall of word lists to about 70% however many lists were learned, so the memories were available but inaccessible. Retrieval failure may therefore be a better explanation of forgetting.

Extra space



[illegible]

24

Section C**Attachment**

Answer **all** questions in this section.

1	5
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Briefly describe Bowlby's theory of maternal deprivation.

[3 marks]

Bowlby argued that prolonged separation from the mother (deprivation) during the critical period (first 2.5 years, risk up to age 5) has serious long-term effects if no substitute care is given. These include low IQ and emotional effects such as affectionless psychopathy (lack of guilt and empathy) and delinquency. He believed the damage was irreversible.

1	6
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Holly is now 6 years old. Since the age of 6 months she has lived in five different foster care homes. A couple has decided to adopt Holly but they are worried about her ability to form a good relationship with them. They also have concerns regarding her progress at school. Her last school report said she was disruptive in class, had been involved in a fight and had performed poorly in the end-of-year tests.

Explain how Bowlby's theory of maternal deprivation might be applied to Holly.

[6 marks]

Holly has lived in five foster homes since she was 6 months old, so she has experienced repeated separations from caregivers during the critical period of the first two and a half years. According to Bowlby, this disruption of attachment means she has suffered maternal deprivation, especially if her foster carers could not provide consistent substitute emotional care.

Bowlby claimed deprivation damages intellectual development, causing low IQ, which could explain why Holly 'performed poorly in the end-of-year tests'.

Being 'disruptive in class' and 'involved in a fight' suggest delinquency and possibly affectionless psychopathy, a lack of guilt or empathy, like



the juvenile thieves Bowlby (1944) studied, many of whom had

Extra space *experienced early separation.*

The couple are right to worry about forming a good relationship with

Holly. At 6 she is beyond the critical period, and without a stable

attachment figure she will not have developed a secure internal working

model. Bowlby would see the effects as irreversible, so she may struggle

to trust and bond with her adoptive parents.

However, if some foster carers gave good substitute care, the effects

may be less severe.

Turn over for the next question

Turn over ►



1 7

Dave says, "The way in which children and their carers form attachments is different all over the world. Fortunately, most children do form secure attachments. However, in some cultures, studies have shown there can be very different types of insecure attachments between children and their carers."

Using **one** example of cultural variations in attachment, explain Dave's comments about insecure attachments.

[2 marks]

Van IJzendoorn and Kroonenberg (1988) found high rates of insecure-avoidant attachment in Germany (about 35%). This may be because German mothers value independence and discourage clinginess, which looks like avoidance in the Strange Situation.

1 8

Give **one** limitation of van IJzendoorn's research into cultural variations in attachment.

[1 mark]

Very few studies were conducted in some countries (e.g. only one in China), so the findings cannot be generalised to the whole culture.



1 9

Discuss learning theory as an explanation of attachment.

[12 marks]

You may use this space to plan your answer.

Learning theory (Dollard and Miller, 1950) suggests that attachment is learned through conditioning rather than being innate. It is called 'cupboard love' because children attach to whoever feeds them.

Through classical conditioning, food is an unconditioned stimulus (UCS) producing an unconditioned response (UCR) of pleasure. The caregiver starts as a neutral stimulus (NS), but because she is repeatedly present during feeding, she becomes associated with food. Eventually she becomes a conditioned stimulus (CS) who produces pleasure (a conditioned response) on her own, and this is the basis of attachment.

Operant conditioning explains how the attachment is strengthened. When a hungry baby cries, the caregiver feeds them, so crying is positively reinforced. The caregiver is negatively reinforced because the unpleasant crying stops. This two-way reinforcement strengthens the bond.

The secondary drive hypothesis states that hunger is a primary drive. Because the caregiver reduces hunger (drive reduction), she becomes a secondary reinforcer, and the baby seeks her presence, so attachment is a learned, secondary drive.

A major limitation is that Harlow (1959) found rhesus monkeys spent

Turn over ►

most of their time clinging to a soft cloth 'mother', especially when frightened, and only went to the wire mother to feed. This suggests contact comfort, not food, is the key to attachment, challenging 'cupboard love'.

Human research also challenges the theory. Schaffer and Emerson (1964) found that for many infants the main attachment figure was not the person who fed them but the one who was most interactive and sensitive to their signals. Ainsworth also showed that sensitive responsiveness predicts secure attachment, so food plays only a minor role.

Learning theory is also reductionist, as it reduces a complex emotional bond to stimulus-response links. It ignores reciprocity and interactional synchrony, which show babies actively shape attachment, and Bowlby's evolutionary theory better explains attachment as an innate, adaptive behaviour with a critical period.

However, the theory may have some value: babies may learn to associate caregivers with comfort and attention, so social interaction, rather than food, could act as the reinforcer.



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END OF QUESTIONS



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2 4



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