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Centre number

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Candidate number

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Surname

StemUp Model Solution

Forename(s)

Candidate signature

I declare this is my own work.

AS PSYCHOLOGY

Paper 1 Introductory topics in psychology

Monday 11 May 2020

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 0 7 1 8 1 1 0 1

Section A**Social Influence**

Answer **all** questions in this section.

0	1
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Outline and explain the findings of Milgram's investigation into the effect of location on obedience.

[4 marks]

In his baseline study at Yale University, 65% of participants obeyed the experimenter and gave the maximum 450 volt shock to the learner.

When Milgram moved the study to a run-down office building in Bridgeport, unconnected to the university, obedience to 450 volts fell to 47.5%, a drop of 17.5 percentage points.

Milgram explained this in terms of legitimacy of authority. The prestigious setting of Yale gave the experimenter greater perceived legitimacy and status, so participants trusted that the study was

Extra space *worthwhile and believed his orders should be followed. In the run-down office the experimenter's authority seemed lower, so fewer participants obeyed, although obedience was still high, showing the role of the experimenter himself.*



0 2

Apart from ethical issues, briefly evaluate the methodology of Milgram's research into obedience.

[4 marks]

A strength is that Milgram used a highly controlled laboratory procedure: a standardised script, set verbal prods and the same pre-recorded learner responses for every participant. This means the study can be replicated to check reliability, and in his variations only the IV (e.g. location or proximity) changed, so cause and effect conclusions about obedience could be drawn.

However, the shock generator task lacked mundane realism, as obeying orders to shock a stranger is unlike real-life obedience, which reduces

Extra space *external validity. Orne and Holland (1968) argued participants may have guessed the shocks were fake (demand characteristics), lowering internal validity. Also, his volunteer sample of 40 American men limits generalisability to women and other cultures.*

Turn over for the next question

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0 3

A teacher wanted to investigate the attitudes of students in her school to the school's homework policy. She used a volunteer sample of students from the school. All the students who volunteered were over 16 years of age. The students were interviewed in groups of four.

0 3 . 1

Write a brief consent form that would have been suitable to obtain informed consent from the participants in this study.

The consent form should:

- include some detail of what participants might expect to happen
- refer to ethical issues.

[4 marks]

Consent form: Student attitudes to the school's homework policy

You are invited to take part in a study about your views on the school's homework policy. You will attend one group interview, lasting about 30 minutes, with three other students, in which I will ask questions such as how much homework you are set and whether you think this is fair. The interview will be recorded so I can make notes later.

Your answers will be kept confidential and anonymous: your name will not appear in any report and your teachers will not know what you

Extra space *said. Taking part is voluntary and there is no pressure to agree. You have the right to withdraw at any time, during or after the interview, and to have your data removed, with no consequences. You will be fully debriefed and told the results afterwards.*

I have read and understood the above and agree to take part.

Signed: Date:



0 3 . 2

Explain how using stratified sampling might improve the design of this study.

[2 marks]

The teacher could identify strata, such as year groups, and randomly select students from each in proportion to their numbers in the school.

Unlike her volunteer sample of only over-16s, this would be representative of all students, so findings could be generalised to the whole school.

0 3 . 3

One of the participants, Ava, strongly believed that the amount of homework she was set was fair. However, when the teacher interviewed her with her three friends, the friends said they thought they had too much homework. Ava also said she thought there was too much homework.

Use your knowledge of conformity to explain **one** reason for Ava's behaviour.

[2 marks]

Ava may have shown normative social influence: she wanted to be liked and accepted by her three friends and feared rejection, so she agreed with them. This is compliance, because she publicly said there was too much homework while privately still believing it was fair.

Turn over for the next question

Turn over ►

0 4

Outline and evaluate locus of control as an explanation for resistance to social influence.

[8 marks]

Locus of control (LOC) is a concept developed by Rotter (1966). It describes how far people believe they have control over the events in their lives. People with an internal LOC believe that what happens to them is largely the result of their own behaviour and ability. People with an external LOC believe events are mainly caused by outside forces such as luck, fate or other people. LOC is measured on a continuum, for example using Rotter's questionnaire.

Internals are more likely to resist social influence because they take personal responsibility for their actions and base decisions on their own beliefs rather than on the opinions of others. They tend to be more self-confident, achievement-oriented and to have greater self-efficacy, so they feel less need for social approval and can resist pressure to conform or obey. Externals are more likely to accept the influence of others because they feel less responsible for their behaviour.

A strength is supporting evidence. Holland (1967) repeated Milgram's baseline study and measured participants' LOC. He found that 37% of internals refused to continue to the highest shock compared with only 23% of externals, showing that internals were more likely to resist obedience. Spector (1983) also found a link between external LOC and conformity, which increases the validity of the explanation.

However, Twenge et al. (2004) analysed data from American studies between 1960 and 2002 and found that people had become more resistant to obedience but also more external over time. If resistance were linked to internal LOC, we would expect people to have become more internal, which challenges the explanation.



Also, Rotter (1982) suggested that LOC mainly matters in new situations and has little influence in familiar ones, where previous experience guides behaviour. This means LOC may only explain resistance in a limited range of situations.

Finally, LOC is a dispositional explanation, but resistance is also affected by situational factors such as social support. In Asch's study, conformity fell from 32% to 5.5% when one confederate gave the correct answer, so a full explanation should consider both personality and the situation.

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Section B**Memory**

Answer **all** questions in this section.

0 5

A researcher investigated coding in short-term memory using the same participants in both conditions.

- In the first condition, he read out a list of 10 different sounding words.
- In the second condition, he read out a list of 10 similar sounding words.

The researcher recorded how many words participants recalled correctly in each condition.

Table 1 below shows the results of his study.

Table 1 Mean number of words recalled and standard deviations

	Different sounding words	Similar sounding words
Mean	7.1	4.6
Standard deviation	1.9	0.6

0 5 . 1

What do the mean values in **Table 1** suggest about coding in short-term memory? Justify your answer.

[2 marks]

They suggest that coding in short-term memory is mainly acoustic (based on sound), because the mean number of words recalled was lower for similar sounding words (4.6) than for different sounding words (7.1), so acoustic confusion reduced recall.

0 5 . 2

What do the standard deviation values in **Table 1** suggest? Justify your answer.

[2 marks]

They suggest there was more variability (spread) in scores in the different sounding condition, and more consistency in the similar sounding condition, because the standard deviation was larger for different sounding words (1.9) than for similar sounding words (0.6).



0 5 . 3

Explain how using counterbalancing might improve the design of the study.

[2 marks]

In this repeated measures design, order effects such as practice or fatigue may have affected recall in the second condition. With counterbalancing, half the participants would do the different sounding list first and half the similar list first, so order effects affect both conditions equally.

0 6

Sherry can remember her tenth birthday party when she was on holiday in France. During this holiday her father taught her how to swim. Although it took time for her to learn, she barely has to think about how to swim now. Sherry can also remember the French words for the food she ate while they were in France, even though she did not speak any French before the holiday.

With reference to Sherry's experiences, explain **three** different types of long-term memory.

[6 marks]

Episodic memory: Sherry's memory of her tenth birthday party on holiday in France is episodic, as it is a personal memory of a specific event, 'time-stamped' with details of where it happened, who was there and how she felt.

Procedural memory: Sherry's memory of how to swim is procedural, as it is a memory for a skill or action (knowing how). It took practice to learn, but it is now automatic, so she 'barely has to think' about it and it is recalled without conscious effort.

Semantic memory: Sherry's knowledge of the French words for food is semantic, as it is a memory of facts and meanings (knowing that), like a mental dictionary. It is not tied to when she learnt it.

Turn over ►



0	7
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Outline retroactive interference as an explanation for forgetting.

[3 marks]

Retroactive interference is when new information that has recently been learnt interferes with, or disrupts, the recall of older information already stored in long-term memory, so the older information is forgotten. For example, learning a new phone number may stop you recalling your old one. Retroactive interference is greater when the two sets of information are similar, as they become confused.

0	8
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Briefly explain **one** strength of interference theory as an explanation for forgetting.

[2 marks]

A strength is supporting lab evidence. McGeoch and McDonald (1931) found recall of a word list was worst when the second list learnt was synonyms, showing interference is strongest for similar material. Baddeley and Hitch (1977) found the same in real life with rugby players' recall of games.



0 9

Describe the working memory model.

[4 marks]

The working memory model (Baddeley and Hitch, 1974) sees STM as an active processor with several components, not a unitary store. The central executive allocates attention to the slave systems and has very limited capacity. The phonological loop holds auditory information, coded acoustically: the phonological store (inner ear) and the articulatory process (inner voice), which rehearses about 2 seconds of speech. The visuo-spatial sketchpad (inner eye) holds visual and spatial information, about 3 to 4 objects. The episodic buffer (2000) integrates information from the other stores and links to LTM, about 4 chunks.

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1 0

Explain **one** limitation of the working memory model.**[3 marks]**

One limitation is that the central executive is vaguely defined. Baddeley himself admitted it was the least understood component. Case studies such as EVR, who had good reasoning skills but poor decision-making after brain surgery, suggest the central executive may have several separate parts, so it is not a single unitary component. This means the model is unclear and hard to test scientifically.

24

Turn over for the next section**Turn over ►**

Section C**Attachment**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.

**1 1**

In van Ijzendoorn's research on cross-cultural variations in attachment, which one of the following countries had the highest number of insecure-resistant children?

Shade **one** box only.**[1 mark]****A** China☐**B** Germany☐**C** Israel☒**D** Sweden☐

1 2

Describe how Lorenz studied attachment in animals.

[5 marks]

Lorenz (1935) studied imprinting in geese using a natural experiment.

He randomly divided a clutch of greylag goose eggs into two groups.

Half were hatched with their mother in their natural environment and

half were hatched in an incubator, where the first moving object they

saw was Lorenz himself.

He then marked the goslings and mixed them up under a box. When it

was removed, he observed whom each followed: the incubator group

went to Lorenz, the others to their mother.

He varied the time between hatching and seeing a moving object to

identify a critical period, after which imprinting did not occur. He also

Extra space *described a peacock raised in a reptile house that later*

courted only giant tortoises (sexual imprinting).

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

Aleksei is five months old, Myra is seven months old and Karen is two years old. They all attend day care while their parents work.

Aleksei is happy when playing with the childminder, but he is not upset when his mother leaves, nor is he upset when he meets strangers.

Myra gets upset when her mother leaves her. She does not like meeting strangers and does not reach out to be picked up by the childminder when she arrives at day care.

Karen gets upset when her mother leaves her and also gets upset when the childminder leaves her.

1	3
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Schaffer identified stages of attachment. Which of Schaffer's stages best matches the behaviour shown by **each** child? In **each** case, explain your answer.

[6 marks]

Aleksei is in the indiscriminate (diffuse) attachment stage. He shows no separation anxiety, as he is not upset when his mother leaves, and no stranger anxiety, as he is not upset when he meets strangers. He enjoys social interaction with anyone, such as the childminder, but has no preference for one person.

Myra is in the specific (discriminate) attachment stage. She shows separation anxiety because she gets upset when her mother leaves her, and stranger anxiety because she does not like meeting strangers. She has formed a specific attachment to one primary attachment figure, her mother, and does not reach out to the childminder.

Karen is in the multiple attachment stage. She shows separation anxiety with more than one person, as she gets upset when her mother leaves and also when the childminder leaves, so she has formed secondary attachments to other adults as well as her mother.



1 4

Discuss research into the influence of early attachment on adult relationships.

[12 marks]

You may use this space to plan your answer.

Bowlby proposed that the infant's relationship with their primary attachment figure creates an internal working model: a mental template of what relationships are like and of the child's own worth. This template affects later adult relationships with romantic partners and also the person's own ability to parent. A child with a loving, secure attachment expects relationships to be trusting and supportive, whereas a child with an insecure attachment may expect partners to be unreliable or rejecting.

Hazan and Shaver (1987) tested this with a 'love quiz' published in a local American newspaper. Of 620 replies, 56% were classified as secure, 25% as insecure-avoidant and 19% as insecure-resistant.

Securely attached respondents were more likely to report good, long-lasting romantic relationships, while avoidant respondents were more jealous and feared intimacy. This supports continuity between infant attachment type and adult relationships.

Research has also looked at parenting. Bailey et al. (2007) assessed 99 mothers using the Adult Attachment Interview (Main et al.) and observed their babies' attachment. Most mothers had the same

Turn over ►

attachment type to their own mothers as their babies had to them, suggesting intergenerational continuity. Harlow's rhesus monkeys reared with surrogate mothers later became poor, sometimes abusive, mothers themselves.

A limitation is that most of this research is correlational. A link between early attachment and adult relationships does not show that early attachment causes later relationship quality. A third factor, such as inherited temperament, could affect both.

A further problem is the validity of measures. Hazan and Shaver relied on self-report questionnaires and retrospective recall of childhood relationships, which may be inaccurate or affected by social desirability bias.

Research also challenges the strong continuity Bowlby predicted. Zimmerman (2000) found infant attachment type did not reliably predict adolescent attachment, and that life events such as parental divorce had more influence. Similarly, Rutter's study of Romanian orphans found many children adopted before six months developed normally, suggesting recovery is possible.

This means the internal working model may be too deterministic.

Research suggests that insecurely attached infants are not doomed to poor relationships, which is important because believing they are could become a self-fulfilling prophecy. Overall, early attachment appears to have some influence on adult relationships, but the effect is probabilistic and moderated by later experiences.



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END OF QUESTIONS



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