Write your name here

Surname: StemUp Model Solution | Other names:

Pearson Edexcel
International Advanced Level

Centre Number | Candidate Number

Psychology

International Advanced Subsidiary
Paper 1: Social and Cognitive Psychology

Monday 16 May 2016 – Afternoon
Time: 1 hour 30 minutes

Paper Reference
WPS01/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 64.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- The list of formulae and critical value tables are printed at the start of this paper.
- Candidates may use a calculator.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ▶

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FORMULAE AND STATISTICAL TABLES

Standard deviation (sample estimate)

$$\sqrt{\left(\frac{\sum(x-\bar{x})^2}{n-1}\right)}$$

Spearman's rank correlation coefficient

$$1-\frac{6\sum d^2}{n(n^2-1)}$$

Critical values for Spearman's rank

	Level of significance for a one-tailed test				
	0.05	**0.025**	**0.01**	**0.005**	**0.0025**
	Level of significance for a two-tailed test				
n	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**
4	1.000	1.000	1.000	1.000	1.000
5	0.700	0.900	0.900	1.000	1.000
6	0.657	0.771	0.829	0.943	0.943
7	0.571	0.679	0.786	0.857	0.893
8	0.548	0.643	0.738	0.810	0.857
9	0.483	0.600	0.683	0.767	0.817
10	0.442	0.564	0.649	0.733	0.782
11	0.418	0.527	0.609	0.700	0.755
12	0.399	0.504	0.587	0.671	0.727
13	0.379	0.478	0.560	0.648	0.698
14	0.367	0.459	0.539	0.622	0.675
15	0.350	0.443	0.518	0.600	0.654
16	0.338	0.427	0.503	0.582	0.632
17	0.327	0.412	0.482	0.558	0.606
18	0.317	0.400	0.468	0.543	0.590
19	0.308	0.389	0.456	0.529	0.575
20	0.299	0.378	0.444	0.516	0.561
21	0.291	0.369	0.433	0.503	0.549
22	0.284	0.360	0.423	0.492	0.537
23	0.277	0.352	0.413	0.482	0.526
24	0.271	0.344	0.404	0.472	0.515
25	0.265	0.337	0.396	0.462	0.505
26	0.260	0.330	0.388	0.453	0.496
27	0.255	0.323	0.381	0.445	0.487
28	0.250	0.317	0.374	0.437	0.479
29	0.245	0.312	0.367	0.430	0.471
30	0.241	0.306	0.361	0.423	0.463

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

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Chi-squared distribution formula

$$X^2 = \sum \frac{(O-E)^2}{E} \qquad df = (r-1)(c-1)$$

Critical values for chi-squared distribution

	Level of significance for a one-tailed test					
	0.10	**0.05**	**0.025**	**0.01**	**0.005**	**0.0005**
	Level of significance for a two-tailed test					
df	**0.20**	**0.10**	**0.05**	**0.025**	**0.01**	**0.001**
1	1.64	2.71	3.84	5.02	6.64	10.83
2	3.22	4.61	5.99	7.38	9.21	13.82
3	4.64	6.25	7.82	9.35	11.35	16.27
4	5.99	7.78	9.49	11.14	13.28	18.47
5	7.29	9.24	11.07	12.83	15.09	20.52
6	8.56	10.65	12.59	14.45	16.81	22.46
7	9.80	12.02	14.07	16.01	18.48	24.32
8	11.03	13.36	15.51	17.54	20.09	26.12
9	12.24	14.68	16.92	19.02	21.67	27.88
10	13.44	15.99	18.31	20.48	23.21	29.59
11	14.63	17.28	19.68	21.92	24.73	31.26
12	15.81	18.55	21.03	23.34	26.22	32.91
13	16.99	19.81	22.36	24.74	27.69	34.53
14	18.15	21.06	23.69	26.12	29.14	36.12
15	19.31	22.31	25.00	27.49	30.58	37.70
16	20.47	23.54	26.30	28.85	32.00	39.25
17	21.62	24.77	27.59	30.19	33.41	40.79
18	22.76	25.99	28.87	31.53	34.81	42.31
19	23.90	27.20	30.14	32.85	36.19	43.82
20	25.04	28.41	31.41	34.17	37.57	45.32
21	26.17	29.62	32.67	35.48	38.93	46.80
22	27.30	30.81	33.92	36.78	40.29	48.27
23	28.43	32.01	35.17	38.08	41.64	49.73
24	29.55	33.20	36.42	39.36	42.98	51.18
25	30.68	34.38	37.65	40.65	44.31	52.62
26	31.80	35.56	38.89	41.92	45.64	54.05
27	32.91	36.74	40.11	43.20	46.96	55.48
28	34.03	37.92	41.34	44.46	48.28	56.89
29	35.14	39.09	42.56	45.72	49.59	58.30
30	36.25	40.26	43.77	46.98	50.89	59.70
40	47.27	51.81	55.76	59.34	63.69	73.40
50	58.16	63.17	67.51	71.42	76.15	86.66
60	68.97	74.40	79.08	83.30	88.38	99.61
70	79.72	85.53	90.53	95.02	100.43	112.32

The calculated value must be equal to or exceed the critical value in this table for significance to be shown.

Wilcoxon Signed Ranks test process

- Calculate the difference between two scores by taking one from the other
- Rank the differences giving the smallest difference Rank 1

  Note: do not rank any differences of 0 and when adding the number of scores, do not count those with a difference of 0, and ignore the signs when calculating the difference
- Add up the ranks for positive differences
- Add up the ranks for negative differences
- T is the figure that is the smallest when the ranks are totalled (may be positive or negative)
- N is the number of scores left, ignore those with 0 difference

Critical values for the Wilcoxon Signed Ranks test

	Level of significance for a one-tailed test		
	0.05	0.025	0.01
	Level of significance for a two-tailed test		
n	0.1	0.05	0.02
N=5	0	-	-
6	2	0	-
7	3	2	0
8	5	3	1
9	8	5	3
10	11	8	5
11	13	10	7
12	17	13	9

The calculated value must be equal to or less than the critical value in this table for significance to be shown.

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SECTION A

SOCIAL PSYCHOLOGY

Answer ALL questions in this section. Write your answers in the spaces provided.

1 You have been asked to conduct a questionnaire into students' opinions of a psychology textbook.

(a) State **one** open question that could be asked in your questionnaire.

(1)

What do you like most about this psychology textbook, and why?

(b) State **one** closed question that could be asked in your questionnaire.

(1)

Do you find this psychology textbook useful for your studies? Yes / No

(c) Explain **one** strength of using questionnaires in your practical.

(2)

Every student answers the same standardised questions about the textbook in the same order, so the questionnaire could easily be repeated with another group of students to check for consistent results, which means the findings can be tested for reliability.

(Total for Question 1 = 4 marks)

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2 As part of your studies of the social approach in psychology, you will have conducted a practical investigation.

(a) Describe the sampling technique you used in your practical investigation.

(2)

Our practical was a questionnaire about attitudes to obedience. We used opportunity sampling: we asked students who happened to be available in the college canteen at lunchtime to fill in the questionnaire, until we had 20 participants (10 male and 10 female).

(b) Explain **one** improvement you could make to the procedure of your practical investigation.

(3)

I would run a pilot study first, giving the questionnaire to a few students who were not in the main sample. Some of our questions were ambiguous, for example "Do you obey people in charge?" did not say who was in charge, so students interpreted it differently. The pilot would show which questions were unclear or leading so they could be reworded before the real study. This would mean every participant understood each question in the same way, increasing the validity of the data collected about their attitudes to obedience.

(Total for Question 2 = 5 marks)

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3 Agency theory suggests that individuals will obey instructions from someone they perceive to have authority over them.

Explain how effective agency theory is in accounting for obedience to authority.

Milgram's agency theory states that when we receive an order from a legitimate authority figure we shift from an autonomous state into an agentic state, giving up our free will and acting as an agent of the authority. This is effective as it accounts for Milgram's (1963) finding that 65% of participants gave the maximum 450 volt shock even though they were distressed, as they saw the experimenter as legitimate and obeyed him. Agency theory also says responsibility for the consequences is passed to the authority figure, which explains why participants continued once the experimenter said he took responsibility. However, the theory is less effective because it does not explain why 35% of participants defied, or why situational factors such as moving to a run-down office building lowered obedience (47.5%), so other factors such as personality and location must also be considered.

(Total for Question 3 = 4 marks)

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4 In social psychology, you will have learned about one of the following contemporary studies in detail:

- **Yi Huang et al. (2014)** Conformity to the opinions of other people lasts for no more than 3 days.
- **Haun et al. (2014)** Children Conform to the Behavior of Peers; Other Great Apes Stick With What They Know.

Describe the procedure used in **one** of these studies.

Name of study *Haun et al. (2014)*

Two-year-old children, chimpanzees and orangutans were tested with a box that had three sections, each a different colour, and a reward (a treat or toy) was dispensed when a ball was dropped into one of the sections. Each participant first learned by themselves which section paid out, dropping balls until they had used the rewarded section on 8 out of 10 consecutive trials. Each participant then watched three peer demonstrators of their own species complete the task twice each, all putting balls into a different, pre-determined section, which also gave a reward. The researchers recorded whether participants switched to the section the peers had used.

(Total for Question 4 = 3 marks)

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5 A researcher asked six parents from two different countries to rate how obedient their children are. The researcher used a Likert scale with scores from 1 to 10, with 10 being very obedient and 1 being not very obedient.

Table 1 shows the parental ratings of how obedient their children are in each of the countries.

Country A Parental score for obedience	Country B Parental score for obedience
4	2
5	1
6	3
4	3
5	1
7	4

Table 1

Calculate the mean parental score for obedience in each country. Your answer should be correct to two decimal places.

Mean parental score for obedience in country A 5.17

Mean parental score for obedience in country B 2.33

Space provided for calculations

Country A: $4 + 5 + 6 + 4 + 5 + 7 = 31$

mean $= \frac{31}{6} = 5.1666... = 5.17$ (2 d.p.)

Country B: $2 + 1 + 3 + 3 + 1 + 4 = 14$

mean $= \frac{14}{6} = 2.3333... = 2.33$ (2 d.p.)

(Total for Question 5 = 2 marks)

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6 Moscovici (1976) claimed that a minority can exert social influence over a majority group. He argued that there are several characteristics necessary for minority influence to be successful and that minority influence creates conversion not conformity.

Assess Moscovici's (1976) theory that a minority can socially influence groups.

(8)

Moscovici (1976) argued that a minority can change the views of a majority through its behavioural style. The minority must be consistent, holding the same position over time (diachronic consistency) and agreeing with each other (synchronic consistency). It must also be committed, showing it believes in its view even at personal cost, and flexible rather than rigid and dogmatic. Minority influence works through informational social influence: the consistent minority makes the majority think carefully about the issue, which leads to conversion, where people internalise the new view privately, rather than the public compliance seen in conformity to a majority.

Moscovici et al. (1969) supports the importance of consistency. When two confederates in a group of six consistently called blue slides "green", 8.42% of the majority's answers were green, but when the minority was inconsistent this fell to 1.25%. This shows a consistent minority can influence a majority. However, even with a consistent minority over 90% of answers stayed "blue", so the effect was small, and the slide task was artificial and lacked mundane realism, so it may not show how minorities change real attitudes. Also, consistency is not always maintained by a real minority, so in everyday life minority influence may often fail.

Nemeth (1986) found that a minority who was rigid and inflexible was less likely to change the majority's views, which supports Moscovici's claim that flexibility is needed. Smith et al. (1996) found that minority influence was stronger when the majority discussed and thought about the minority's arguments, which supports the idea of conversion through internalisation, producing a longer lasting change than simply conforming to a social norm.

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Overall, Moscovici's theory is well supported, as several studies show that consistency, flexibility and deeper processing are needed for a minority to succeed. However, much of the evidence comes from laboratory tasks with small effects, so the theory explains how minorities can influence groups better than how often they actually do so in real life.

(Total for Question 6 = 8 marks)

TOTAL FOR SECTION A = 26 MARKS

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SECTION B

COGNITIVE PSYCHOLOGY

Answer ALL questions in this section. Write your answers in the spaces provided.

7 A researcher studied the effect of environmental context on memory. He gave a group of nurses a list of 20 words to learn in the hospital environment and then asked them to recall the words in the hospital environment. The following week he gave the same group of nurses a different list of 20 words to learn in the hospital environment and then asked them to recall the words in a school classroom.

(a) Identify the independent variable in this study.

(1)

The environment in which the nurses recalled the words (hospital or school classroom).

(b) Identify the dependent variable in this study.

(1)

The number of words the nurses recalled from the list of 20.

(c) Explain **one** weakness of using a repeated measures design in this study.

(2)

The same nurses took part in both conditions, learning and recalling in the hospital and then recalling in the classroom a week later. By the second condition they may have guessed that the study was about the effect of environment on memory and changed their effort, so demand characteristics could reduce the validity and reliability of the results.

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(d) The results of the study are given in **Table 2**.

Condition A Mean number of words learnt and recalled in same environments	Condition B Mean number of words learnt and recalled in different environments
12	8

Table 2

A Wilcoxon Signed Rank test was used to determine whether there was a significant difference between the scores in the two conditions. The calculated (T) value was 7 (T=7) for a one-tailed test at p=0.05 with N=10.

The critical value table can be found in the formulae and statistics table at the front of the paper.

Determine whether this result is significant or not.

(1)

The result is significant, because the calculated value T = 7 is less than the critical value of 11 (N = 10, one-tailed, p = 0.05).

(e) Explain what is meant by $p \leq 0.05$ in relation to this study.

(2)

p<0.05 means there is less than a 5% probability that the results are due to chance. So there is less than a 5% likelihood that the difference in the number of words the nurses recalled was due to chance rather than to the change of environment between the hospital and the classroom.

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(f) Some nurses were able to recall a higher number of words from the list of 20 than other nurses.

Calculate the correct percentages and complete **Table 3** with your answers.

(2)

Participant	Number of words recalled from a list of 20	Percentage of words recalled from a list of 20
A	17	85%
B	6	30%

Table 3

Space provided for calculations

A: $\frac{17}{20} \times 100 = 85\%$

B: $\frac{6}{20} \times 100 = 30\%$

(Total for Question 7 = 9 marks)

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8 (a) Identify **one** feature of Baddeley and Hitch's (1974) working memory model.

(1)

The central executive, which controls attention and directs information to the slave systems.

(b) Baddeley and Hitch (1974) proposed the working memory model as an explanation of short-term memory function.

Explain, using your knowledge of the working memory model, why it could be difficult to listen to a teacher speaking and write study notes at the same time.

(4)

The phonological loop is a slave system that temporarily stores and processes verbal (sound based) information. It has a phonological store (inner ear), which holds the teacher's spoken words, and an articulatory control system (inner voice), which rehearses words subvocally. Writing study notes also needs the articulatory control system, because you say the words in your head as you write them. As both tasks need the same limited capacity system, the phonological loop is overloaded, so the teacher's words cannot be rehearsed and are lost before they are transferred to long-term memory, so some of what the teacher says is not recorded or remembered.

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(c) Explain **one** strength and **one** weakness of the working memory model.

(4)

Strength

PET scans show that different areas of the brain are active during verbal and visual memory tasks, supporting separate slave systems such as the phonological loop and visuo-spatial sketchpad. This increases the credibility of the model because brain scanning is an objective and scientific technique.

Weakness

The working memory model only explains short-term memory, so it is an incomplete explanation of memory. The multi-store model is more complete because it also includes long-term memory and how information is transferred into it. The central executive is also vaguely defined.

(Total for Question 8 = 9 marks)

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9 In cognitive psychology, you will have learned about the following classic study in detail:

- **Bartlett (1932)** War of the Ghosts.

Evaluate Bartlett's (1932) War of the Ghosts classic study.

(8)

Bartlett (1932) asked English participants to read the War of the Ghosts, a Native American folk tale chosen because it was unfamiliar to their culture. He used serial reproduction, where one participant recalled the story and passed it on to the next, and repeated reproduction, where the same participant recalled it several times over weeks or months. The recalled stories became shorter, details were omitted and the story was familiarised to fit British culture, for example "canoes" became "boats". Bartlett concluded that memory is reconstructive and shaped by schemas.

A strength is that every participant was given the same story, so the material was standardised. This means the study can be replicated and the findings tested for reliability. Also, the War of the Ghosts is a meaningful story rather than a list of words, so the study has more ecological validity than many memory experiments, as people remember stories and events in everyday life. His findings led to the theory of reconstructive memory, which helps explain how memories are interpreted through schemas and so can be different when recalled, and this has been applied to understanding the unreliability of eyewitness testimony.

However, the sample only consisted of British participants, so generalisability is limited because of the narrow cultural representativeness of the sample. The procedure was also not well controlled; participants were not given standardised instructions and there were no controls on what happened in the time gaps between recalls, so the reliability of the findings could be low. Gauld and Stephenson (1967) found that when participants were told to be accurate, errors fell, suggesting some distortions were guessing rather than reconstruction. Bartlett's data were also

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qualitative and he interpreted the changes himself, so the analysis could be subjective and biased.

In conclusion, Bartlett's study was important as it showed memory is an active, reconstructive process influenced by culture. However, its lack of controls and narrow sample mean its findings should be treated with caution until supported by more controlled research.

(Total for Question 9 = 8 marks)

TOTAL FOR SECTION B = 26 MARKS

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SECTION C

Answer the question in this section. Write your answer in the spaces provided.

10 Mrs Hughes is 74 years old and has recently been struggling to remember day-to-day information for more than a minute, for example what the date is. However, she is able to remember events from the past, like her wedding day. Her memory loss is causing her to struggle with everyday tasks. Mrs Hughes's family visit a doctor to help her with her memory loss.

The doctor knows that the multi-store model of memory (Atkinson and Shiffrin, 1968) has been used in practical applications to help people with memory loss.

Evaluate how effectively the multi-store model of memory can help Mrs Hughes cope with her everyday tasks.

You must make reference to the context in your answer.

(12)

The multi-store model (Atkinson and Shiffrin, 1968) states that memory consists of three separate stores: sensory memory, short-term memory (STM) and long-term memory (LTM). Information that is attended to passes into STM, which has a limited capacity of about 7 plus or minus 2 items and a duration of up to about 30 seconds, and mainly encodes acoustically. If information is rehearsed it is transferred into LTM, otherwise it is lost. LTM encodes mainly semantically, although it includes visual and acoustic elements, and has an unlimited capacity and duration.

Mrs Hughes can hold information for a short period of up to a minute, so her STM is intact, and she can remember her wedding day, so the capacity and duration of her LTM and retrieval from it are intact. The model therefore suggests her problem is transferring new information from STM to LTM. The doctor could use this to help: Mrs Hughes could rehearse the date several times each morning so it is more likely to reach LTM. She could also attach meaning to new information, for example linking the date to an event such as a family visit, so it is processed semantically and stored in LTM. Chunking information, such as grouping a phone number into three chunks, would help her hold more in STM while she completes a task.

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The model is supported by case studies of brain damaged patients such as HM, who could not form new long-term memories after surgery but kept his STM and older LTMs. This is very similar to Mrs Hughes and supports STM and LTM being distinct stores, so the model accurately describes her memory loss. There are practical applications of the model, such as rehearsal and chunking, which suggest it can provide effective strategies to enhance memory in her everyday tasks.

However, evidence from Schmolck et al. (2002) suggests that processes such as rehearsal may not be effective if memory loss is the result of brain damage, as in HM the damaged hippocampus meant rehearsal did not lead to new long-term memories. At 74, Mrs Hughes's memory loss may be due to damage of this kind, such as dementia, so simply rehearsing the date may not work for her. The model may also be too simple, as STM is not a single store. The working memory model of Baddeley and Hitch (1974) may help more, for example by presenting the date visually on a calendar so it uses the visuo-spatial sketchpad rather than only verbal rehearsal. Also, according to Bartlett's reconstructive memory, memories such as her wedding day may be partly reconstructed, so her LTM may not be as intact as it appears.

In conclusion, the multi-store model is useful because it identifies that Mrs Hughes's problem is transfer from STM to LTM and offers simple strategies such as rehearsal and meaningful processing. However, if her memory loss is caused by brain damage these strategies may have limited success, so external aids such as a calendar, diary and reminders, guided by other models, are likely to be needed alongside the multi-store model for her to cope with everyday tasks.

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(Total for Question 10 = 12 marks)

TOTAL FOR SECTION C = 12 MARKS
TOTAL FOR PAPER = 64 MARKS

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