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INTERNATIONAL AS PSYCHOLOGY

Unit 1 Introductory Topics in Psychology

Monday 8 January 2024 07:00 GMT Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- a calculator, which you are expected to use where appropriate.

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.
- All working must be shown.
- 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 90.

For Examiner's Use	
Question	Mark
A	
B	
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TOTAL	



J A N 2 4 P S 0 1 0 1

Section A: Memory

Answer **all** questions in the spaces provided.

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

The phonological loop is a component of the working memory model.

Which of the following statements best describes the function of the phonological loop?

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[1 mark]

A Combines information from other stores.

☐

B Deals with information from long-term memory.

☐

C Has overall control of short-term memory.

☐

D Holds auditory information in short-term memory.

☒


0	2
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The visuo-spatial sketchpad is a component of the working memory model.

Describe the visuo-spatial sketchpad.

[3 marks]

The VSS is a temporary store for visual information (what things look like) and spatial information (the arrangement of objects in space). It has a limited capacity of about 3 to 4 items. Logie (1995) divided it into the visual cache, which stores visual information such as form and colour, and the inner scribe, which records spatial arrangement and acts as a visual rehearsal mechanism.

Turn over for the next question

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0 3

Eliaana is talking to her friend, Nadia.

Eliaana says, "You won't believe what happened to me yesterday. I was running next to the river. I slipped and fell into the water. The last time I went swimming was 10 years ago, but I started to swim without thinking about it."

Nadia says, "Everyone knows that you should never run next to water. I can't believe that you forgot that fact."

Use your knowledge of **three** different types of long-term memory to explain the conversation between Eliaana and Nadia.

[6 marks]

Episodic memory is long-term memory for personal events in our own lives, which are time-stamped and include details of when and where they happened. When Eliaana remembers slipping and falling into the river yesterday, and that the last time she went swimming was 10 years ago, she is recalling events from her own life, so this is her episodic memory.

Procedural memory is memory for how to do things (skills and actions), which can be recalled without conscious awareness and is resistant to forgetting. When Eliaana starts to swim 'without thinking about it', even though she had not swum for 10 years, she is retrieving the motor skill of swimming automatically, so this is her procedural memory.

Semantic memory is memory for facts and knowledge about the world that is shared by everyone and not linked to when it was learnt. When

Extra space *Nadia says that 'everyone knows' you should never run next to water, she is referring to a general fact, so this is semantic memory, and Nadia thinks Eliaana failed to retrieve this fact from her semantic memory.*



0 4

Describe and evaluate research into the effects of leading questions on the accuracy of eyewitness testimony.

[20 marks]

A leading question is one which, because of the way it is phrased, suggests a certain answer to the witness. Research suggests that leading questions can reduce the accuracy of eyewitness testimony (EWT), affecting memory at both storage and retrieval.

Loftus and Palmer (1974) carried out a laboratory experiment in which 45 American students watched film clips of car accidents and were then asked questions about what they had seen. The critical question was 'About how fast were the cars going when they hit each other?' The verb was manipulated so that five groups of participants heard 'smashed', 'collided', 'bumped', 'hit' or 'contacted'. Participants who heard 'smashed' estimated a mean speed of 40.5 mph, while those who heard 'contacted' estimated 31.8 mph. This suggests the verb acted as a leading question that affected their recall.

In a second experiment, 150 students watched a film of a car crash and were asked either about the speed when the cars 'smashed' or 'hit' each other, or were not asked about speed (control). A week later they were asked 'Did you see any broken glass?', although there was none in the film. 32% of the 'smashed' group said yes, compared with 14% of the 'hit' group and 12% of the control group. This suggests that the leading question actually changed the memory of the event.

Loftus and Zanni (1975) showed participants a film of a car accident. When asked 'Did you see the broken headlight?', 17% said yes, compared with 7% when asked 'Did you see a broken headlight?', even though there was no broken headlight. Using 'the' implies that the item was

Turn over ►



present.

There are two explanations for these effects. The response-bias explanation suggests that the wording of the question does not change the memory itself, but only influences the answer the witness chooses to give. The substitution explanation suggests that the wording of the question distorts the original memory, so that the misleading information replaces it, as shown by the broken glass findings. Leading questions have a greater influence on peripheral details of an event than central details, and on memories formed under high anxiety.

One strength of this research is that it was carried out using controlled laboratory experiments. Loftus and Palmer manipulated only the verb in the critical question, while all participants watched the same clips, so extraneous variables were controlled. This means we can establish cause and effect between leading questions and inaccurate recall, giving high internal validity. The standardised procedures also mean the studies can easily be replicated to check reliability.

However, a limitation is that the research lacks ecological validity.

Participants watched video clips of accidents, which is an artificial task that does not produce the same emotional impact or anxiety as witnessing a real crime. Participants also knew that their answers had no real consequences, unlike real witnesses whose testimony could convict someone. Foster et al. (1994) found that witnesses were more accurate when they believed they were identifying a robber in a real case. So leading questions may have less effect in real life than these studies suggest.

Another limitation is the risk of demand characteristics. Participants



knew they were in a study and may have tried to give the answers they thought the researcher wanted, for example giving higher speed estimates after hearing 'smashed' because they were unsure and the verb gave them a cue. This would support the response-bias explanation rather than a genuine change in memory, which reduces the validity of the conclusions. Also, individual differences, e.g. confidence, mean witnesses respond differently to leading questions.

There is also contradictory evidence. Sutherland and Hayne (2001) found that when participants watched a video clip, they were more accurate in recalling central details than peripheral details, even when asked misleading questions. This suggests that leading questions do not always distort memory, and that their effect depends on how much attention

Extra space was paid to the original event, challenging the idea that substitution always occurs.

A major strength of this research is its practical application to the criminal justice system. It has raised awareness of how easily EWT can be distorted, leading to less reliance on eyewitness accounts as the only evidence in trials. It also led to the development of the cognitive interview, which uses open questions and avoids leading questions, in order to minimise these effects when police interview witnesses.

Overall, there is strong experimental evidence that leading questions can reduce the accuracy of EWT, but because of the artificial methods used, the size of the effect in real crimes may be overestimated.



Section B: Social PsychologyAnswer **all** questions in the spaces provided.**0 5**

What is meant by the term compliance?

[2 marks]

Compliance is the most superficial type of conformity, where a person changes their behaviour or attitudes temporarily in response to group pressure. They publicly agree with the group but privately disagree. It is most likely to result from normative social influence.

0 6

What is meant by the term internalisation?

[2 marks]

Internalisation is the deepest type of conformity, where a person changes their behaviour or attitudes permanently in response to group pressure, because they genuinely accept the group's views, both publicly and privately. It usually results from informational influence.

0 7Identify **one** variable that affects conformity as investigated by Asch. Outline the procedure used to investigate this variable.**[3 marks]**Variable *Group size.*

Procedure *Asch varied the number of confederates in the group, using 1, 2, 3, 4, 8, 10 and 15 confederates, who all gave the same wrong answer on the line judgement task (matching a standard line to one of three comparison lines). Conformity on critical trials was measured for each group size.*



0 8

Briefly explain **one** strength of Asch's investigations into conformity.

[2 marks]

Asch had high control over extraneous variables, e.g. all participants saw the same lines and the confederates' answers were standardised. So conformity could be attributed to group pressure, increasing the validity of his conclusions.

0 9

Describe **at least two** ways Milgram investigated the effects of proximity on obedience.

[6 marks]

In the baseline study the experimenter sat in the same room as the teacher (the real participant), while the learner was strapped into a chair in a separate room next door. The teacher could hear the learner through the wall but could not see him. 65% of participants went to the maximum 450 volts.

In the telephonic instructions variation, Milgram decreased the proximity of the authority figure. The experimenter gave the teacher the instructions at the start and then left the room, giving the remaining orders over the telephone. Obedience fell to 20.5%, and some teachers cheated by giving weaker shocks than ordered.

In the proximity variation, Milgram increased the proximity of the teacher to the victim of the harmful order. The learner was brought into the

Extra space *same room as the teacher, where he could be seen as well as heard protesting. Obedience fell to 40%.*

In the touch proximity variation, proximity to the victim was highest. The learner had to voluntarily place his hand on a shock plate to receive the shock. When he refused, the teacher had to force the learner's hand down onto the plate. Obedience fell to 30%.

Turn over ►



1 0

Evaluate Milgram's investigations into obedience.

[9 marks]

One strength of Milgram's investigations is that the procedure was highly standardised and controlled. All participants were tested in the same laboratory with the same experimenter, the same learner, the same pre-recorded protests and the same four verbal prods. This means the findings have high reliability, and in the variations Milgram could change one situational variable at a time, so cause and effect can be established.

There is also supporting evidence for the internal validity of the findings. Sheridan and King (1972) asked participants to give real electric shocks to a puppy, and 100% of the female participants gave what they thought was a fatal shock. This suggests that the obedience Milgram found was genuine and not just a result of participants knowing the shocks were fake.

However, Milgram's internal validity has been questioned. Milgram himself reported that only about 75% of participants believed the shocks were real. Orne and Holland (1968) argued that participants may have been responding to demand characteristics and 'playing along' with the role, which would mean the study did not measure real obedience.

A further limitation is low ecological validity. The task of giving electric shocks to a stranger in a laboratory is very different from the kinds of orders people follow in everyday life, which are usually less harmful. It is therefore unclear whether obedience would occur in the same way in real-life situations.

The sample also lacked population validity. Milgram used 40 American men from an individualist culture, so the findings may not generalise to



women or to people from collectivist cultures, where levels of obedience may differ.

Finally, there are serious ethical issues. Participants were deceived about the purpose of the study and the reality of the shocks, so they could not give informed consent. They were not protected from psychological harm, as many showed extreme stress such as sweating, trembling and nervous laughter, and three had full seizures. The prods such as 'You have no other choice, you must go on' also made the right to withdraw unclear. However, Milgram did debrief participants, and 84% said they were glad to have taken part.

Overall, Milgram's research was reliable and highly influential, but its validity and ethics limit what can be concluded about real-world obedience.

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1 1

David is leaving a stadium after attending a concert. Volunteers in yellow jackets tell people which exit they should use to leave the stadium. David does not want to queue to use the exit shown to him by one of the volunteers, so he goes in the other direction.

A police officer tells David to turn back. David turns and then queues at the exit he had been told to use by the volunteer.

Using your knowledge of explanations for obedience, explain David's behaviour.

[6 marks]

Agentic state theory: when David ignores the volunteer and goes in the other direction, he is in an autonomous state, acting on his own wishes and taking responsibility for his own actions, because he does not want to queue.

When the police officer tells him to turn back, David goes through an agentic shift. He now sees himself as an agent of the officer, carrying out the officer's wishes, so he moves into the agentic state, turns around and queues at the exit as instructed. He no longer feels responsible for the decision about which exit to use.

Legitimacy of authority: David does not see the volunteers in yellow jackets as legitimate authority figures, as they are just members of the public helping out and have no real power to punish him, so he disobeys them. However, he does see the police officer as a legitimate authority, because of his social role in the hierarchy of society, which is shown by his uniform. We are socialised from childhood to obey such figures, so David obeys.

This also shows the situational variable of uniform increasing obedience. In addition, David's initial disobedience may suggest he has a more internal locus of control.

30



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Section C: Psychopathology

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Ahan has a phobia of fish. When he sees fish he will scream, shake and run away. Ahan will avoid movies and books that feature fish, and will not go to restaurants with his wife, which upsets them both. Ahan also struggles to complete his job, working in a supermarket. He is embarrassed about his phobia as he knows that not many people are afraid of fish.

Using your knowledge of **three** definitions of abnormality, explain why Ahan's behaviour could be described as abnormal.

[6 marks]

Definition 1 *Statistical infrequency: Ahan's behaviour is abnormal because it is rare, as he knows that not many people are afraid of fish, so his fear deviates from the statistical average.*

Definition 2 *Deviation from social norms: Ahan avoids films and books featuring fish and will not go to restaurants with his wife, which goes against what society considers normal, socially acceptable behaviour.*

Definition 3 *Failure to function adequately: Ahan cannot cope with the demands of everyday life, as he struggles to complete his job in a supermarket, and his phobia causes distress to him and his wife.*



1 3

Evaluate failure to function adequately as a definition of abnormality.

[4 marks]

One strength is that the definition puts the individual at the centre, recognising their own experience of distress, so it only identifies people who would benefit from help. However, it is not objective, as judging whether someone is functioning adequately relies on opinions, even with the GAF scale. Also, people with a psychopathy may cause harm without feeling personal distress, and many maladaptive behaviours, e.g. smoking, are not psychological abnormalities. What counts as adequate functioning also varies between cultures, so it is not universal.

1 4

Describe the two-process model as an explanation of phobias.

[6 marks]

Mowrer (1960) proposed that phobias are learned through two processes: they are acquired through classical conditioning and maintained through operant conditioning.

Acquisition: a neutral stimulus (NS), e.g. a dog, is paired with an unconditioned stimulus (UCS), e.g. being bitten, which produces an unconditioned response (UCR) of fear. After this association, the dog becomes a conditioned stimulus (CS) which produces the conditioned response (CR) of fear on its own. The phobia can then generalise to similar stimuli, e.g. all dogs, as Little Albert's fear of a white rat generalised to a rabbit.

Maintenance: when the person avoids the phobic stimulus, their anxiety is reduced. This reduction in unpleasant feelings is rewarding, so the

Extra space *avoidance behaviour is strengthened through negative reinforcement. As they never learn the stimulus is harmless, the phobia does not extinguish.*

Turn over ►



1 5Name **one** characteristic of depression.**[1 mark]**

Low mood, e.g. feeling sad and worthless.

1 6

Briefly describe cognitive behaviour therapy as a treatment for depression.

[4 marks]

CBT is based on the idea that depression is caused by faulty, negative thinking. In Beck's cognitive therapy, the therapist and client identify negative automatic thoughts, e.g. using thought diaries, and the client acts as a scientist, testing whether these beliefs are true and replacing them with more realistic ones. In Ellis' REBT, irrational beliefs are challenged through empirical and logical disputing. Behavioural activation and homework are also used. It focuses on the present and usually lasts about 16 to 20 sessions.



1 7

Evaluate cognitive behaviour therapy as a treatment for depression.

[9 marks]

One strength of CBT is that there is research evidence supporting its effectiveness. Fava et al. (1994) found that patients with depression who were given cognitive therapy after their drug treatment had a much lower relapse rate over the following years than patients who received only standard care. This suggests that CBT leads to long-lasting improvements because it changes the way people think, and patients learn skills that they can continue to use after therapy has ended.

Another strength is that CBT attempts to address the cause of depression, the faulty cognitions, rather than just treating the symptoms, as antidepressant drugs do. This means patients are less likely to relapse when treatment stops, and there are no side effects as there are with drugs.

However, the success of CBT may not be due to the specific cognitive techniques. Robinson et al. (1990) found that the quality of the relationship between the client and therapist was a better predictor of success than the type of therapy used. This suggests that CBT may work because of general factors, such as a supportive therapist, rather than the cognitive restructuring itself, which challenges the cognitive explanation on which CBT is based.

A limitation is that CBT requires a lot of commitment and motivation from the client, who must challenge their own thoughts and complete homework between sessions. Severely depressed people may lack the energy and motivation to engage, so CBT may not be suitable for them unless they are first treated with antidepressants.

CBT may also not be appropriate for people with rigid attitudes who are

Turn over ►

It may also suggest that the problem lies in the client's thinking, while ignoring real life circumstances, such as poverty, that may be causing their depression.

Finally, research suggests that a combination of treatments may be most effective. Keller et al. (2000) found that a combination of CBT and antidepressants was more effective than either treatment alone, which suggests that an interactionist approach to treating depression is better than CBT on its own.

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