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INTERNATIONAL AS PSYCHOLOGY

Unit 1 Introductory Topics in Psychology

Tuesday 7 January 2025 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	
C	
TOTAL	



J A N 2 5 P S 0 1 0 1

Section A: MemoryAnswer **all** questions in the spaces provided.Only **one** answer per question is allowed.

For each multiple-choice 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**Which statement about the cognitive interview is **not** true?Shade **one** box only.**[1 mark]****A** The cognitive interview includes leading questions.**B** The cognitive interview increases the accuracy of eyewitness testimony.**C** The cognitive interview is more time consuming than a standard interview.**D** The cognitive interview requires highly trained interviewers.

0 2

Outline the procedure of **one** study that investigated the duration of long-term memory.

[3 marks]

Bairick et al. (1975) tested 392 graduates of an American high school, aged 17 to 74, on memory of other students in their year group. In a photo recognition test they were shown 50 photos, some from their yearbook, and had to recognise classmates. They also matched names to pictures and, in a free recall test, listed the names of their graduating class without any picture cue.

0 3

Explain **one** strength of research into long-term memory.

[3 marks]

One strength is that some research into long-term memory has high ecological validity. Bairick et al. tested memory of real classmates, which is meaningful material that participants had learnt in everyday life rather than in a lab. So the finding that face recognition was still about 70% accurate after 48 years is likely to reflect how LTM really works.

0 4

Explain **one** limitation of research into long-term memory.

[3 marks]

One limitation is the lack of control in duration studies such as Bairick et al. (1975). Some participants may have looked at their yearbooks or met classmates more often than others since leaving school, so rehearsal is an extraneous variable. Also, poorer recall in older people may be due to ageing of the brain rather than the duration of LTM.

Turn over ►



0 5

Kai is in his room drawing and listening to music. His mum comes in and asks him about his day. Kai is not able to listen to the music and talk to his mum at the same time. However, he is able to carry on drawing while he talks to his mum.

Describe and evaluate the working memory model. Refer to Kai's behaviour in your answer.

[20 marks]

The working memory model (WMM) was proposed by Baddeley and Hitch (1974) as a model of short-term memory, in response to the oversimplified view of STM as a single unitary store in the multi-store model. It suggests STM is an active workspace made up of several components which work together on different tasks.

The central executive has overall control. It has a very limited capacity and does not store information itself. It directs attention to tasks, sets goals, monitors and corrects errors, inhibits irrelevant information, retrieves information from LTM and allocates processing resources to the three subsystems ('slave systems').

The phonological loop deals with auditory information and preserves the order in which it arrives. It has a limited capacity of about 1.5 to 2 seconds of speech. It is divided into the phonological store (the 'inner ear'), which holds the words we hear, and the articulatory process (the 'inner voice'), which allows maintenance rehearsal of acoustic information.

The visuo-spatial sketchpad deals with visual information (what things look like) and spatial information (the relationship of things to each other). It also has a limited capacity of about 3 to 4 objects. Logie (1995) divided it into the visual cache, which stores visual data, and the inner scribe, which records the arrangement of objects in space.

The episodic buffer was added by Baddeley in 2000. It is a temporary store with a limited capacity of about 4 chunks which holds, combines



and sequences information from the other subsystems and links working memory to LTM.

The model explains Kai's behaviour through dual task performance. When Kai is listening to music and talking to his mum, both tasks involve auditory information, so both use the phonological loop. As this has a limited capacity, he cannot do both at once, so the tasks interfere with each other and he cannot listen to the music while he talks. However, drawing uses visual and spatial information, so it uses the visuo-spatial sketchpad, while talking to his mum uses the phonological loop. Because the two tasks use different subsystems, neither interferes with the other, and the central executive can allocate resources to both, so Kai can carry on drawing while he talks.

One strength is evidence from case studies of brain damage. Shallice and Warrington (1970s) studied KF, whose STM for auditory information was poor after a motorcycle accident, but whose processing of visual information was largely unaffected. This suggests his phonological loop was damaged while his visuo-spatial sketchpad was intact, supporting the idea that STM has separate components. However, it is difficult to generalise from one unique brain-damaged individual.

There is also support from dual task studies. Baddeley and Hitch (1976) found that participants performed a verbal reasoning task and a task using the articulatory process more slowly when done together, but performance was not affected when the second task used a different subsystem. Similarly, Baddeley et al. (1975) found it is harder to do two visual tasks at once than a visual and a verbal task. This supports the existence of separate subsystems with limited capacities, exactly as

Turn over ►



shown by Kai.

A further strength is that the WMM provides a more thorough explanation of STM than the multi-store model, as it explains how memory functions when different components work together on different tasks, rather than just describing a structure. It can also account for individual differences: Turner and Engle (1989) found that people differ in their working memory capacity, which predicts performance on tasks such as reading comprehension. This has practical applications, for example helping to identify and support children with dyslexia, who may have a phonological loop deficit, and in recruitment for jobs that involve multitasking.

However, a limitation is that there is a lack of clarity over the central executive. Baddeley himself admitted it is the least understood component. It is described vaguely as 'attention' and may itself have several separate parts, which makes it difficult to test and measure. This means the model is incomplete.

Extra space Much of the supporting research uses artificial laboratory tasks which lack mundane realism. However, their high control means cause and effect can be established, and Kai's everyday experience shows the model does reflect real-life behaviour.

Overall, the WMM is a well-supported and useful model that improves on the multi-store model by explaining how STM processes different types of information at the same time, but the role of the central executive needs to be explained more clearly.



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0 7

Section B: Social PsychologyAnswer **all** questions in the spaces provided.**0 6**Name **two** types of conformity.**[2 marks]***Compliance.**Internalisation.***0 7**

There are different explanations for why conformity occurs.

Outline **one** explanation for conformity.**[2 marks]**

Informational social influence is based on the desire to be right. It is most likely in ambiguous situations, so we look to others who we think know better and accept their view. This leads to internalisation (public and private conformity).



0 8

Yara thinks that maths is difficult. The teacher writes some questions on the board. The other three students at Yara's table have worked out that the answer to the first question is six. Yara thinks that it is four. However, when the teacher asks Yara for her answer, she says "six".

Use your knowledge of **two** variables that affect conformity to explain Yara's behaviour.

[4 marks]

Task difficulty: Yara thinks maths is difficult, so she is unsure whether her answer of four is correct. Because the task is difficult, she is more likely to conform to the other students at her table and change her answer to six, assuming they are right.

Group size: there are three other students at Yara's table, and Asch found a majority of three is enough to increase conformity. Also, all three unanimously say six, so Yara has no ally and is more likely to conform.

0 9

Describe legitimacy of authority as an explanation for obedience.

[4 marks]

A legitimate authority is a person invested with social power, e.g. a police officer. Societies are hierarchical, with some members having power over those beneath them, linked to social roles and status. Legitimacy can be shown by uniform or location.

We are socialised from childhood to obey legitimate authorities. We obey because we trust them or they can punish us, and we expect them to take responsibility for the consequences of our actions.

Turn over ►



1 0

Evaluate legitimacy of authority as an explanation for obedience.

[6 marks]

One strength is research evidence supporting obedience to legitimate authority. Hofling et al. (1966) found that 21 out of 22 nurses (95%) were prepared to give an overdose of an unfamiliar drug to a patient when ordered over the phone by an unknown 'doctor', breaking hospital rules. This shows the power of legitimate authority in a real setting.

There is also evidence for the role of location and uniform. In Milgram's variation where the study moved from prestigious Yale University to a run-down office building, obedience fell from 65% to 47.5%. Bickman (1974) found people were more likely to obey a confederate dressed as a guard than one in a milkman's uniform or casual clothes.

It also helps explain war crimes, such as the My Lai massacre, where soldiers obeyed officers they saw as legitimate. However, this could

Extra space provide an 'excuse' for criminal behaviour by shifting responsibility onto the authority.

However, much of the supporting research has methodological and ethical problems. Milgram's lab studies may lack ecological validity and show demand characteristics. Ethical issues also make them hard to replicate to check reliability.



1 1

Describe and evaluate social support as an explanation for resisting social influence.

[12 marks]

Social support is the presence of other people (allies) who are also defying the pressure to conform or obey (dissenters). Having social support makes a person more likely to resist social influence.

In terms of conformity, social support removes the pressure of normative social influence: having someone else who shares their point of view removes the individual's fear of being ridiculed or rejected by the group.

It can also increase the individual's confidence that their position is correct, allowing them to remain independent. The dissenter does not need to give the correct answer: they are simply modelling resistance.

Asch (1951) found that when one confederate gave the correct answer, conformity on critical trials fell from about 32% to 5.5%, and conformity also fell when the dissenter gave a different wrong answer.

In terms of obedience, a disobedient peer acts as a model for resistance.

Their disobedience challenges the legitimacy of the authority figure and shows that it is possible to refuse. Disobedient behaviour also stands out less than if the individual acted alone, which makes disobedience more likely. In Milgram's variation with two disobedient confederate teachers, who refused to continue, obedience to 450 volts fell from 65% to just 10%.

One strength is supporting evidence, such as the variations above, and Allen and Levine (1971), who found that conformity decreased even when the dissenter wore thick glasses and said he had problems with his vision, so was clearly not a valid source of information. So breaking unanimity, not the dissenter's competence, is what matters.

There is also evidence from a more realistic setting. Gamson, Fireman

Turn over ►

and Rytina (1982) asked participants in groups to produce evidence that would help an oil company run a smear campaign. 29 out of 33 groups (88%) rebelled against this unjust authority, which was much higher than in Milgram's study. This was because participants in groups had social support from each other.

The explanation also has useful real-world applications. Understanding how allies help people to resist pressure is important for social change, as movements such as the suffragettes or the civil rights movement grew as more people joined the minority and gave each other support.

However, much of the research into social support has methodological problems. Asch's and Milgram's tasks were artificial, so they may lack ecological validity and may not generalise to real-life resistance. They also involved deception, so participants who suspected the set-up may have behaved differently.

Social support is also not the only explanation for resisting social influence. Locus of control suggests that people with an internal locus of control are more independent and more likely to resist pressure because they take responsibility for their own actions, even without allies. This suggests resistance depends on an interaction between situational factors, such as social support, and dispositional factors, such as personality.

Overall, there is strong and consistent evidence that social support helps people resist both conformity and obedience, although a full explanation also needs to include dispositional factors.



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Section C: Psychopathology

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

1 2

Deviation from ideal mental health is one definition of abnormality.

Explain **one** limitation of deviation from ideal mental health as a definition of abnormality.

[3 marks]

One limitation is that the definition is culturally biased. Jahoda's criteria are based on Western, individualist ideas, e.g. personal autonomy and self-actualisation (personal growth). In collectivist cultures, independence from others and personal growth are not seen as features of ideal mental health, as the group's needs are valued more. This means people from collectivist cultures could be wrongly judged as abnormal.

1 3

Identify and describe **two other** definitions of abnormality.

[6 marks]

Definition 1 *Deviation from social norms.*

Behaviour that violates the social rules of a society or culture is abnormal. These norms can be explicit, such as laws, or implicit, unwritten rules, e.g. standing too close to a stranger.

Definition 2 *Statistical infrequency.*

Behaviour that deviates from the statistical average (rare behaviour) is abnormal. The less frequently a behaviour occurs, the more abnormal it is, e.g. an IQ more than 2 standard deviations below the mean.



1 4

Name **two** characteristics of phobias.

[2 marks]

*Fear or anxiety.**Avoidance of the phobic stimulus.*

1 5

Outline the role of operant conditioning in maintaining a phobia.

[2 marks]

When the person removes themselves from the phobic stimulus, their anxiety reduces. This reduction is rewarding, so they learn to avoid the phobic stimulus in future so they do not experience the anxiety again (negative reinforcement), which maintains the phobia.

1 6

Asher has a phobia of horses.

Explain how systematic desensitisation could be used to treat Asher's phobia.

[4 marks]

The therapist would teach Asher relaxation techniques, e.g. deep breathing. Together they would create an anxiety hierarchy, e.g. a picture of a horse, a video of a horse, standing next to a field with a horse, then touching the horse while someone holds its head.

Asher would be gradually exposed to each level, in real life (in vivo), e.g. at a stables, or in his imagination, not moving on until fully relaxed, so relaxation replaces his fear of horses.

Turn over ►



1 7

Evaluate systematic desensitisation as a treatment for phobias.

[4 marks]

Willis and Edwards (1969) found SD effective in reducing fear of mice.

It is also more acceptable to patients than flooding, as the anxiety triggered is lower, so patients prefer it.

However, patients must be highly motivated to complete many sessions, so drop-out rates can be high. It is also less effective for complex

phobias, e.g. social phobia, with a large cognitive element, where CBT

may be more appropriate. Unlike anti-anxiety drugs, though, SD treats the learned association rather than just the symptoms.

1 8

Farah is depressed. She is talking to her mum.

Farah says, "I failed my last chemistry test, so I am not doing my chemistry homework this week. I am not clever enough, so I am not going to apply for university."

Her mum replies, "Don't say that. You did well on your biology test."

Farah says, "The biology result was just luck. Universities only want the best students anyway. Average students like me don't have a chance."

Use your knowledge of Beck's negative triad **and** Ellis' ABC model to explain Farah's depression.

[6 marks]

Beck's negative triad: Farah shows negative thinking in all three parts of the triad. Believing that she is 'not clever enough' shows a negative view of herself. Thinking she 'doesn't have a chance' of getting into university shows a negative view of the future, and thinking that universities 'only want the best students' and would not want her shows a negative view of the world.

These negative views result in cognitive biases. Her belief that the biology result was 'just luck' shows minimisation, underplaying her strengths. Drawing all these conclusions from one chemistry test shows magnification, exaggerating the importance of one result for her future,



and concluding she is not clever enough from one subject shows
overgeneralisation.

Ellis' ABC model: the Activating event is failing her chemistry test.

Farah's irrational Beliefs about this are that she is not clever enough to

Extra space go to university, even though she does well in other subjects
like biology, and that good results are just luck. The Consequence is that
she has become depressed: she is not doing her chemistry homework and
is not applying for university.

1 9

Depression is often treated using cognitive behaviour therapy (CBT).

Explain **one** limitation of cognitive behaviour therapy as a treatment for depression.

[3 marks]

One limitation is that CBT requires a lot of work and motivation from
the patient, who must challenge their own thoughts and complete
homework between sessions. Someone with severe depression may
experience lethargy and a loss of interest and energy, so they may find
it very difficult to engage. As a result, CBT may not be suitable for
severely depressed patients without antidepressants first.

30

END OF QUESTIONS



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1 8

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