

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname *StemUp Model Solution*

Forename(s)

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INTERNATIONAL AS PSYCHOLOGY

Unit 1: Introductory Topics in Psychology

Friday 24 May 2019

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	
Section	Mark
A	
B	
C	
TOTAL	



J U N 1 9 P S 0 1 0 1

Section A: Memory

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

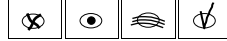
Only **one** answer per question is allowed.

For each answer 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

A school teacher asked her students about their last family holiday.

Amir described all the activities he did and all of the people that he met.

Jane told her teacher some of the foreign words she had learned and their meanings.

David showed his teacher how he had learned to ride a bike on his holiday.

Outline and explain the type of long-term memory used by **each** student.

[6 marks]

Amir *Amir is using episodic memory, which is memory for specific events and episodes in our own life. Amir is recalling events he personally experienced, such as the activities he did and the people he met on his holiday.*

Jane *Jane is using semantic memory, which is memory for knowledge of the world and facts, such as meanings of words. Jane is recalling her knowledge of a foreign language, the words she learned and what they mean.*

David *David is using procedural memory, which is memory for actions and skills (how to do things). David is showing his teacher how to do something, riding his bike, which he can do without conscious recall.*



0 2

Discuss **one** strength and **one** limitation of the cognitive interview.**[6 marks]**

One strength of the cognitive interview (CI) is that witnesses recall more correct information than with standard police interview techniques. Kohnken et al. (1999) carried out a meta-analysis of 53 studies and found the CI produced on average 34% more correct information than standard interviews. Techniques such as context reinstatement and report everything provide more retrieval cues. This means the police have a better chance of catching offenders, as the CI produces more reliable and valid eyewitness testimony.

One limitation is that the CI can also produce a greater recall of inaccurate information. Kohnken et al. found an increase in the amount of incorrect information recalled as well, because witnesses are encouraged to report every detail, even ones they are unsure of. This makes testimony less reliable, so police must treat it with caution. The CI also takes more time to conduct than a standard interview and requires specialist training, which uses up police resources, so in practice

Extra space *officers may not use the full CI.*

Turn over ►



0 3

Which **one** of the following is a component of the working memory model?

Shade **one** box only.

[1 mark]

A Episodic buffer

☒

B Episodic memory

☐

C Sensory register

☐

D Short-term memory

☐

0 4

Outline the central executive in the working memory model. Explain how the central executive might be involved when trying to listen to a story being read aloud and have a conversation at the same time.

[6 marks]

The central executive is the 'boss' of working memory. It is an attention process which pays attention to and monitors incoming information from the senses. It makes 'decisions' about how this information is dealt with and allocates it to the appropriate slave system: the phonological loop, the visuo-spatial sketchpad or the episodic buffer. It has a very limited storage capacity of its own, so it uses the episodic buffer as additional storage.

When listening to a story being read aloud while having a conversation, the central executive must attend to both the story and the conversation at the same time. As both tasks involve processing sound (verbal information), it makes the decision to allocate both sets of information to the phonological loop.

It may first send information about the story and the conversation to the episodic buffer before deciding how to allocate it to a slave system. Because both tasks compete for the same limited-capacity slave system, the phonological loop, performance on one or both tasks is likely to suffer, e.g. the person may miss parts of the story.



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Briefly explain **one** limitation of the central executive in the working memory model.

[2 marks]

One limitation is that we do not fully understand how the central executive functions. The model does not explain how it pays attention to information or how it allocates information to the slave systems, so it is vague. Evidence from brain-damaged patients such as EVR suggests the central executive is much more complex than the model suggests and may have several separate components.

Turn over for the next question

Turn over ►



0 6

Describe the multi-store model of memory.

[6 marks]

The multi-store model (Atkinson and Shiffrin, 1968) describes memory as three separate stores: the sensory register, short-term memory (STM) and long-term memory (LTM). Information passes through the model in a linear way.

Information from the environment first enters the sensory register. There is a separate register for each sense, e.g. iconic (visual), echoic (auditory) and haptic (touch). It has a relatively large capacity but a very limited duration (less than half a second) and limited coding, as information is stored in its raw sensory form. Only information we pay attention to passes into STM; the rest decays.

STM has a limited duration of around 18 seconds and a limited capacity of 5 to 9 items (7 plus or minus 2). It prefers acoustic coding.

Information is lost through decay or displacement unless it is rehearsed. Maintenance rehearsal keeps information in STM and, if rehearsed enough, it is transferred into LTM.

LTM has a very large duration (up to a lifetime), an unlimited capacity and prefers semantic coding. Information is retrieved from LTM back into STM when it is needed. So the stores differ in duration, capacity and

Extra space coding, with STM being short, small and acoustic and LTM being long, unlimited and semantic.



0 7

Ellie is revising for her psychology examination next week but is finding it difficult to remember the information. She wants to make sure it is safely stored in her long-term memory.

Using your knowledge of coding in long-term memory, explain what Ellie could do to help her remember the information.

[3 marks]

Information in LTM is coded mainly semantically, so Ellie should encode the information semantically by focusing on its meaning rather than just reading or repeating it. For example, she could explain each psychology theory in her own words, link it to examples from her own life, or make mind maps connecting studies to the theories they support. Processing the meaning increases the chances of the information passing into her LTM and so increases the chances of Ellie remembering it in her examination next week.

30

Turn over for the next question

Turn over ►



Section B: Social psychologyAnswer **all** questions in the spaces provided.**0 8**

Describe internalisation as a type of conformity.

[3 marks]

Internalisation is the deepest form of conformity, leading to real change (conversion). It occurs when a person comes to believe that the group's opinion or viewpoint is correct, so they accept it as their own. It leads to both a private and a public change of opinion and behaviour, and the change is long term or permanent, continuing even when the group is not present, e.g. becoming vegetarian after living with vegetarian friends.

0 9

Jenny wants to go out for food, but her friends want to stay in and cook. When her friends ask Jenny what she wants to do, she says she wants to stay in and cook.

Explain how compliance may have influenced Jenny's decision to stay in and cook.

[3 marks]

Compliance is when a person publicly agrees with the majority but privately disagrees. Jenny privately disagrees with her friends (the majority), as she wants to go out for food. Even though she does not want to stay in and cook, she does not want to be seen as being different, so she publicly says she wants to stay in and cook to go along with her friends.

Extra space *This is likely due to normative social influence: Jenny complies to fit in and avoid being rejected by her friends. Her private opinion has not changed, so the change in behaviour is only temporary.*



1 0

Outline findings of Asch's investigation into the effect of group size on conformity.

[3 marks]

As Asch increased the number of confederates who gave the deliberate wrong answer from one to three, conformity increased. With one confederate there was 3% conformity, with two 12.8% and with three 32%. Increasing the group above three had little further effect, and a large group of 15 led to a slight decrease in conformity.

1 1

A researcher decided to investigate the effect of task difficulty on conformity. In the study, three confederates (friends of the researcher) were asked to say out loud the wrong answers to maths problems before the participant answered.

Briefly explain how the researcher could test the effect of task difficulty on the participant's conformity.

[3 marks]

The researcher should make some of the maths problems easy (e.g. $6 + 3$) and others difficult (e.g. 17×23), so task difficulty is the IV. The three confederates would say the same wrong answer out loud on both the easy and the difficult problems, before the participant answers.

The researcher would then count the number of times the participant conformed by giving the same wrong answer as the confederates in the

Extra space *easy condition and in the difficult condition, and compare the two. If conformity is higher on the difficult problems, task difficulty increases conformity.*

Turn over ►



1 2

Evaluate **at least one** explanation for conformity.**[9 marks]**

Deutsch and Gerard (1955) proposed a two-process explanation of conformity: normative social influence (NSI), where we conform to be liked and accepted by the group, and informational social influence (ISI), where we conform because we believe the group is right, especially in ambiguous situations.

One strength is that there is research support for NSI. Asch (1955) found that participants conformed to an obviously wrong answer on a line judgement task on 37% of critical trials. When interviewed, many said they knew the answer was wrong but went along with the group because they feared being ridiculed. When participants wrote their answers privately, conformity fell sharply, which shows the desire to fit in was the cause.

There is also research support for ISI. Jenness (1932) asked participants to estimate the number of beans in a jar, an ambiguous task. After discussing their estimates in a group, individual estimates moved closer to the group estimate. Lucas et al. (2006) found that participants conformed more to wrong answers on difficult maths problems than on easy ones, because when the answer is unclear people look to others for information. This supports the idea that ISI increases when the task is difficult.

However, there are individual differences in NSI and ISI. Some people are more likely to conform than others; for example, McGhee and Teevan found that students with a high need for affiliation were more likely to conform, so NSI does not affect everyone equally.

A further limitation is that the two-process approach is oversimplistic. It



suggests conformity is due to either NSI or ISI, but in reality both processes are likely to be involved together (the dual process dependency model). In Asch's study, conformity fell when a dissenter was present; this could be because the dissenter reduced the fear of rejection (NSI) or because they provided an alternative source of information (ISI). This Extra space means it is difficult to isolate the effect of each process in experiments.

The research supporting the explanation also has methodological problems, which weaken it. Many studies, such as Asch's, used artificial laboratory situations and tasks, such as judging line lengths, so the findings may not reflect conformity in real life, where the consequences of conforming matter more. Asch's sample was also only American male students.

The explanations may also be culture-bound and lack temporal validity. Asch's research was conducted in 1950s America, a conformist era, and Perrin and Spencer found much lower conformity in British students in the 1980s. Smith and Bond found that conformity tends to be higher in collectivist cultures than in individualist cultures. Mori and Arai (2010) found that in Japan female participants conformed in a similar way to Asch, but males did not. This suggests that the extent to which NSI and ISI explain conformity varies with the culture and era being studied, so the explanation is not universal.

Overall, there is strong evidence that NSI and ISI both play a role in conformity, but the explanation must consider individual, cultural and situational differences to be complete.

Turn over ►



1 3

Describe and evaluate Milgram's research into **one or more** situational variable(s) affecting obedience.

[9 marks]

Milgram's baseline study involved 40 American male volunteers acting as 'teachers' who were told to give increasing electric shocks, from 15V to 450V, to a 'learner' (a confederate) when he answered wrongly. In the baseline, the learner was in another room and 65% of participants obeyed to 450V. Milgram then varied situational variables.

Proximity: Milgram found that the closer participants were to the consequences of their actions, the less likely they were to obey. When the teacher and learner were in the same room, so the teacher could see and hear the effects of their actions, obedience dropped to 40%. In the 'touch proximity' variation, where the teacher had to force the learner's hand onto the 'electroshock plate', obedience dropped further to 30%. In the 'remote instruction' variation, where the experimenter left the room and gave instructions by telephone, obedience dropped to 20.5%, with some participants pretending to give shocks or giving weaker shocks.

Location: when the study was moved from Yale University to a run-down office building, where the experimenter had less perceived authority, obedience dropped to 47.5%. *Uniform:* when the experimenter was replaced by a member of the public in everyday clothes, obedience dropped to 20%. Milgram explained this using the agentic state: when authority is close and legitimate, people see themselves as acting for the authority and not responsible for their actions.

A strength is that Milgram used highly controlled laboratory experiments with a standardised procedure, changing only one variable at a time. This gives high internal validity, as he could establish that the situational variable caused the change in obedience, and it means the research can



be replicated.

The findings are also supported by other research. Bickman (1974)

carried out a field experiment in New York and found people were twice as likely to obey a confederate dressed as a security guard than one in casual clothes, which supports the effect of uniform in a real-life setting. Research has also found similar findings in other Western

Extra space cultures, e.g. Miranda et al. (1981) found over 90% obedience in Spanish students, suggesting the findings generalise across Western cultures.

However, the situation and task were artificial. Orne and Holland argued that participants may not have believed they were really giving electric shocks and were just 'playing along', which reduces internal validity.

Giving shocks to a stranger is also unlike real-life obedience, so the research may lack ecological validity.

Milgram's sample was unrepresentative, as all participants were American men, and there is a lack of evidence of generalisability to non-Western, collectivist cultures, where obedience to authority may differ. There are also ethical concerns: participants were deceived, so could not give informed consent, and many showed extreme stress, e.g. sweating and trembling, so they were not protected from harm.

Despite this, the research has important wider implications, as it shows that situational factors can lead ordinary people to obey destructive orders. However, it may provide an 'obedience alibi', excusing people who commit atrocities by blaming the situation rather than the individual.



Section C: Psychopathology

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

1	4
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Chen is struggling to concentrate at work. He is constantly tired, but finds it difficult to sleep. When he is questioned about his feelings, he reports feeling empty and hating himself for feeling this way.

Outline **three** defining characteristics of depression. Refer to Chen in your answer.

[6 marks]

Poor concentration is a cognitive characteristic of depression, where the person finds it hard to focus or to make decisions. Chen is struggling to concentrate at work.

Changes to sleeping behaviour and energy levels are behavioural characteristics, e.g. insomnia or reduced energy. Chen is constantly tired but finds it difficult to sleep, which suggests insomnia.

Lowered mood and low self-esteem (self-loathing) are emotional characteristics. Chen reports feeling empty, which shows lowered mood, and he hates himself for feeling this way, which shows self-loathing.

1	5
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Briefly outline Beck's negative triad as an explanation of depression.

[2 marks]

Beck proposed that depressed people have a negative schema, leading to automatic negative thoughts about three things, known as the negative triad: a negative view of the self (e.g. 'I am worthless'), a negative view of the world (e.g. 'everyone is against me') and a negative view of the future (e.g. 'nothing will ever get better').



1 6

Briefly explain **one** limitation of Beck's negative triad as an explanation of depression. [2 marks]

One limitation is the issue of cause and effect. Research linking negative thinking to depression is correlational, so it is unclear whether the negative triad causes depression or is an effect (symptom) of it. It is also oversimplistic, as it ignores evidence from other explanations, such as low serotonin.

1 7

Describe and evaluate **at least two** definitions of abnormality.

[20 marks]

You may use this space to plan your answer.

Statistical infrequency defines abnormal behaviour as behaviour that is rare or uncommon in a population. On characteristics which can be measured, such as IQ, scores are normally distributed, and any value more than 2 standard deviations away from the mean is considered abnormal. For example, an IQ below 70 is statistically rare (about 2% of people) and is used in the diagnosis of intellectual disability.

A strength is that this definition is objective once the cut-off point has been decided, as it is based on measurable data, so no value judgements are made. However, it fails to account for behaviour that is statistically rare but desirable, such as having a very high IQ of over 130, which would not be seen as needing treatment. Also, some disorders are not

Turn over ►



statistically rare; for example, depression affects a large proportion of people during their lifetime, so would not be defined as abnormal. There is also the issue of who decides where the cut-off point is, which is arbitrary, e.g. a person with an IQ of 69 may cope as well as someone with an IQ of 71, so it may lead to unnecessary labelling.

Deviation from social norms defines abnormal behaviour as behaviour which goes against the unwritten rules and expectations of a given society or culture. Undesirable behaviour that breaks these norms is seen as abnormal, e.g. talking loudly to yourself in public or antisocial personality disorder.

A limitation is that this definition is subjective, as norms are decided by society rather than objective measures. Eccentric behaviours, such as unusual dress, break social norms but are not necessarily abnormal.

Social norms also vary with time: homosexuality was classed as a mental disorder in the DSM until 1973 but is now accepted, so the definition lacks temporal validity. Norms also vary between cultures, so a behaviour seen as normal in one culture may be seen as abnormal in another, e.g. hearing voices of dead relatives. This could lead to misdiagnosis of people from minority cultures, and to human rights abuses, as the definition can be used to control people who do not fit in, e.g. drapetomania was used to label slaves who ran away as mentally ill.

Failure to function adequately defines abnormal behaviour as that which causes personal dysfunction, an inability to cope with everyday life, e.g. not being able to hold down a job, maintain relationships or care for yourself. Rosenhan and Seligman (1989) proposed seven features of personal dysfunction, including suffering, maladaptiveness, unpredictability, irrationality, observer discomfort, unconventionality and violation of moral



standards. The more of these features a person shows, the more likely they are to be classed as abnormal.

A strength is that this definition takes into account the patient's perspective, as it recognises the subjective experience of the individual, e.g. their personal distress. It can also give a degree of abnormality, as it can be assessed using the Global Assessment of Functioning scale.

However, judging whether someone is functioning adequately is subjective, and what counts as adequate is culture bound. Many mental disorders do not cause personal distress, e.g. people with antisocial personality disorder may function well and cause harm to others without suffering themselves. Also, many behaviours are maladaptive but not a sign of psychological abnormality, e.g. extreme sports or not working due to a choice of lifestyle.

Deviation from ideal mental health defines abnormality as failing to meet

Extra space the criteria for psychological normality. Jahoda (1958)

proposed six characteristics of ideal mental health, including a positive attitude towards the self, self-actualisation, resistance to stress, autonomy, an accurate perception of reality and environmental mastery.

The more criteria a person fails to meet, the further they are from psychological normality and so the more abnormal they are.

A strength is that it is a comprehensive definition which focuses on positive achievements rather than negative failures, so it can help identify what a person needs to work on to achieve wellbeing. However, the criteria are subjective and too demanding, as most people would fail to meet all six, so almost everyone would be judged abnormal. The definition is culture bound, as many criteria, such as autonomy and self-actualisation, reflect the ideal of psychological normality in

Turn over ►



individualist Western cultures and not collectivist cultures, where interdependence is valued. It may also lack temporal validity, as ideas about mental health change over time.

Each definition has limitations, so none can be used on its own. This has important implications for diagnosis and treatment, as relying on a single definition could lead to people being wrongly labelled as abnormal or missing out on treatment. In practice, clinicians such as those using the DSM combine several definitions, e.g. considering both personal distress and failure to function, which gives a more valid and reliable judgement of abnormality.

END OF QUESTIONS



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