

Please write clearly in block capitals.

Centre number

Candidate number

Surname StemUp Model Solution

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Candidate signature _____

I declare this is my own work.

INTERNATIONAL AS PSYCHOLOGY

Unit 1 Introductory Topics in Psychology

Friday 26 May 2023

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	



Section A: Memory

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

0	1
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The working memory model has the following components: the central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.

Describe **two** components of the working memory model.

[4 marks]

Component 1 *Central executive: supervises and controls the whole system, allocating information to the sub-systems. It has a limited capacity and can process any sensory modality.*

Component 2 *Phonological loop: processes auditory information. It has two parts, the phonological store (inner ear), which holds the sounds we hear, and the articulatory process (inner voice), used for maintenance rehearsal. Its capacity is what can be said in 2 seconds.*



0 2

Lee is driving with his friend James in a car.

"It is strange," Lee says. "I can clearly remember my first driving lesson and how difficult it was trying to drive the car. But now, after driving for years, I can do it without thinking."

James replies, "I love driving and I remember that, as a child, I could name every make and model of the cars we passed on the road."

Outline **three** types of long-term memory. Briefly explain how each type of memory is shown in the conversation between Lee and James.

[6 marks]

Episodic memory is memory of personal events that have happened in someone's life, stored with details of when and where they occurred. Lee shows this as he can clearly remember his first driving lesson and how difficult it was.

Procedural memory is memory for actions and muscle-based skills, which can be carried out automatically without conscious recall. Lee shows this as, after years of practice, he can now drive the car without thinking.

Semantic memory is memory for factual information and general knowledge about the world. James shows this as, when he was a child, he could name every make and model of the cars they passed on the road.

Extra space

Turn over ►



0 3

Describe and evaluate the multi-store model of memory.

[20 marks]

The multi-store model (MSM) was proposed by Atkinson and Shiffrin (1968). It is a linear model of memory consisting of three separate, unitary stores: the sensory register, short-term memory (STM) and long-term memory (LTM). Information flows through the stores in a fixed order.

Information is taken in from the environment via our senses and enters the sensory register. There is a separate sensory store for each sense, e.g. iconic memory for vision and echoic memory for sound, so coding is modality-specific. The sensory register has a very large (unlimited) capacity but a duration of only milliseconds, and information not attended to decays and is lost.

If information is paid attention to, it passes into STM. STM has a limited capacity of 7 ± 2 items, i.e. 5 to 9 items (Miller, 1956), a duration of about 18 to 30 seconds without rehearsal, and codes information mainly acoustically. Information can be lost from STM through decay, or through displacement when new information pushes out old information because the store is full.

Information can be kept in STM by maintenance rehearsal (the rehearsal loop), e.g. repeating a phone number. If information is rehearsed enough, it is transferred into LTM. LTM has a potentially unlimited capacity, a duration from minutes up to a lifetime (e.g. 47 years or more) and codes information mainly semantically, by meaning. When we want to recall information, it must be retrieved from LTM and passed back into STM. Information in LTM may be forgotten through interference or retrieval failure.



One strength is that research supports the existence of separate stores with different characteristics. Jacobs (1887) found that the digit span of STM was around 9 digits and letter span around 7, supporting its limited capacity. Peterson and Peterson (1959) found that when rehearsal was prevented, recall of trigrams fell to about 10% after 18 seconds, supporting the short duration of STM. Bahrick et al. (1975) found that people could recognise the names and faces of school classmates with about 90% accuracy after 15 years and 70% after 48 years, showing the very long duration of LTM. Baddeley (1966) found that acoustically similar words were confused in STM, but semantically similar words were confused in LTM, supporting different coding in each store. Glanzer and Cunitz (1966) provide further support from the serial position effect. Participants recalled more words from the start of a list (primacy effect, as these had been rehearsed into LTM) and the end of the list (recency effect, as these were still in STM). When recall was delayed by 30 seconds of counting, the recency effect disappeared but the primacy effect remained, suggesting STM and LTM are separate stores. However, much of this research used artificial stimuli such as trigrams and word lists, which lack mundane realism, so the findings may not reflect how memory works in everyday life.

Case studies of brain-damaged patients also support the model. HM had his hippocampus removed to treat epilepsy. Afterwards his STM was normal, but he could not form new long-term memories, suggesting STM and LTM are separate stores located in different brain areas. Drachman and Sahakian (1979) also found that a drug blocking acetylcholine reduced LTM performance but not STM. However, case studies such as

Turn over ►



KF challenge the model. After a motorcycle accident, KF had a poor STM for verbal information but a normal STM for visual information. This suggests STM is not a single unitary store, as the MSM claims. The case also shows that KF could still form new long-term memories despite his damaged STM, contradicting the idea that information must pass through STM to reach LTM. Case studies are also unique, and we do not know exactly how these patients' memory worked before their brain damage, so it is difficult to generalise.

Extra space A further criticism is the linear structure and the emphasis on rehearsal. Much everyday information is stored in LTM without any rehearsal, e.g. we can remember where we went on holiday without repeating it. Brown and Kulik (1977) found that people have vivid flashbulb memories of emotional events, such as hearing of the assassination of President Kennedy, which were formed in LTM straight away without rehearsal. Craik and Watkins (1973) also showed that the type of rehearsal matters: elaborative rehearsal, linking information to existing knowledge, is needed for LTM, so maintenance rehearsal alone is not enough. This suggests the model oversimplifies how information is transferred to LTM.

The MSM also oversimplifies LTM, treating it as a single store. Research suggests that LTM is made up of different types, e.g. episodic, semantic and procedural memory, as HM could still learn new procedural skills such as mirror drawing despite being unable to form new episodic memories.

The working memory model (Baddeley and Hitch, 1974) developed from these criticisms and explains research findings, such as those from KF and from dual task studies, better than the MSM, because it divides



STM into several components such as the phonological loop and visuo-spatial sketchpad. This suggests the MSM's view of STM as a passive, unitary store is too simple.

Nevertheless, the MSM has been a useful starting point for memory research. It was the first model to propose three different stores, it has generated a great deal of research and it led to more detailed models such as the working memory model. Overall, there is strong evidence for a distinction between STM and LTM, but the MSM is oversimplified, as each store is more complex than the model suggests.



Section B: Social Psychology

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

Only **two** answers per question are 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 4

The following statements refer to types of conformity.

Which **two** statements describe compliance?

Shade **two** boxes only.

[2 marks]

- A Conforming privately with a temporary change in behaviour ☐
- B Conforming publicly and privately ☐
- C Conforming publicly but not privately ☒
- D Conforming publicly with a permanent change in behaviour ☐
- E Conforming publicly with a temporary change in behaviour ☒

0 5 . 1

Describe **informational** influence as an explanation for conformity.

[3 marks]

Informational influence occurs because of the desire to be right. When a person is unsure how to act, e.g. in an ambiguous situation, they look to the behaviour of others for guidance and conform with the majority, as they presume the others know more than they do. It often leads to internalisation, a permanent change in behaviour both publicly and privately.



0 5 . 2

Describe **normative** influence as an explanation for conformity.**[3 marks]**

Normative influence occurs because of the desire to be liked, to fit in and to gain approval from the group, and to avoid conflict or rejection for being different. It often leads to compliance, where a person publicly agrees with the group but privately disagrees, giving only a temporary change in behaviour, e.g. laughing at a joke only because friends do.

0 5 . 3

Evaluate normative **and/or** informational influence as explanations for conformity.**[6 marks]**

Research supports normative influence. Asch (1951) found that participants conformed to the wrong answer on 37% of trials, and in interviews many said they knew the answer was wrong but went along to avoid ridicule. When answers were written privately, conformity fell, showing a fear of rejection. Sherif (1935) supports informational influence: in the ambiguous autokinetic task, participants' estimates converged on a group norm, as they used others to guide them when unsure.

However, the explanations ignore individual differences. People high in need for affiliation (nAffiliators) are more affected by normative influence, and those with an external locus of control conform more, so not everyone responds the same way. Culture and gender also affect

Extra space *conformity.*

Also, the dual process idea is oversimplified, as both influences often operate together. A dissenter in Asch's study could reduce fear of rejection or provide information, so they are hard to separate. Studies such as Asch's also used artificial tasks, so they lack ecological validity.

Turn over ►

0	6
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Jemina is with a group of five friends who are planning a day out. Jemina finds it difficult to tell them that she does not want to go. One of the friends suddenly says to the group, "I can't go." As soon as she hears this, Jemina tells the group that she is also unable to go.

Using your knowledge of social support, explain Jemina's behaviour.

[4 marks]

At first Jemina was influenced by the apparent unanimity of the group, so she conformed with the plans despite not wanting to go, due to normative influence. When one friend said "I can't go", this broke the unanimity and gave Jemina a source of social support. The friend acted as a model of resistance, showing it was possible to disagree, so it was easier for Jemina to do what she wanted and say she could not go. She no longer felt she would be the odd one out. This is like Asch, where conformity fell to 5.5% with one dissenter.



0 7

Describe and evaluate legitimacy of authority as an explanation for obedience.

[12 marks]

Legitimacy of authority is an explanation of obedience that suggests people are more likely to obey others who they see as having justified, authentic and recognised authority over them in a given situation. Most societies are structured hierarchically, and people with power, such as police officers, teachers, doctors and parents, are above us in the hierarchy. We accept that they have the right to give orders and that we should obey.

When an authority figure is recognised as legitimate, they gain social power over others. People also presume that authority figures know what they are doing because they are more knowledgeable or experienced, so we hand over control to them and trust that their instructions are right. We learn to accept legitimate authority during childhood, e.g. by obeying parents and teachers. Authority figures often have features that show their legitimacy, such as a uniform or a title, or a setting like a prestigious institution.

A consequence of this is that authority figures can use or abuse their position and power for destructive purposes, as people are willing to obey even when orders are harmful, e.g. soldiers following orders to commit atrocities in the Holocaust.

One strength is research support from variations of Milgram's (1963) study. In the original study, 65% of participants gave the maximum 450-volt shock when told to by an experimenter in a lab coat at Yale University. When the study was moved to a run-down office building, reducing the legitimacy of the setting, obedience fell to 47.5%. When the experimenter was replaced by an ordinary member of the public with

Turn over ►

no lab coat, obedience fell to 20%. This shows that obedience depends on how legitimate the authority figure appears.

Further support comes from field research. Bickman (1974) found that people were more likely to obey a confederate dressed as a security guard than one dressed in a milkman's uniform or in ordinary clothes, showing that a uniform signals legitimacy. Hofling et al. (1966) found that 21 out of 22 nurses obeyed an unknown doctor on the phone and were prepared to give a dangerous dose of a drug, showing that legitimacy of authority operates in real-life hierarchies such as hospitals. This gives the explanation higher ecological validity than lab studies.

The explanation can also account for cultural differences in obedience.

Using Milgram's procedure, Kilham and Mann (1974) found only 16% of Australian participants went to the maximum voltage, whereas Mantell (1971) found 85% obedience in Germany. This suggests that in some cultures people are brought up to be less accepting of authority, so legitimacy differs between societies.

However, the explanation cannot account for all obedience. It suggests that we should blindly obey those we see as legitimate authorities, yet in Milgram's study 35% of participants still disobeyed despite the presence of a legitimate authority figure. Some people, such as criminals, show no obedience to authority figures such as the police. This suggests that individual differences, such as an authoritarian personality or an internal locus of control, also influence obedience.

A further issue concerns methodology. Much of the supporting evidence comes from Milgram's lab studies, and Orne and Holland (1968) argued that participants may have guessed the shocks were fake, so the findings may lack internal validity. Milgram's studies also raise ethical



Extra space *issues, such as deception and psychological harm. However, the findings of Hofling's field study suggest that legitimacy still matters in real settings.*

Overall, legitimacy of authority is a useful explanation that is well supported by research, but it is best seen alongside other factors, such as the agentic state and dispositional factors, to give a full account of obedience.



Section C: Psychopathology

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

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Fahad used to be an excellent student; he never missed a day of school. However, his family has become very worried about him. Fahad has recently stopped going to school and spends 22 hours a day in his bedroom. He has told his family that he is very afraid of the people he believes are watching him and trying to control his thoughts.

Name **one** definition of abnormality. Explain how this definition can be applied to Fahad's behaviour.

[4 marks]

Definition: failure to function adequately.

This is when a person cannot cope with the demands of everyday life.

Fahad has stopped completing normal day-to-day tasks, such as going to school, even though he used to be an excellent student who never missed a day. He spends 22 hours a day in his bedroom. His behaviour also causes observer discomfort, as his family have become very worried about him.

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One explanation of phobias is the two-process model.

Briefly outline the **two** processes in this model.

[2 marks]

Process 1 *Learning a phobia through classical conditioning, as a neutral stimulus becomes associated with fear.*

Process 2 *Maintaining the phobia through operant conditioning, as avoiding the stimulus reduces anxiety (negative reinforcement).*



09.2

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

[6 marks]

Watson and Rayner (1920) support the classical conditioning element:

Little Albert learned to fear a white rat after it was repeatedly paired with a loud noise. Many phobia sufferers can also recall a fearful event that triggered their phobia, giving the explanation intuitive appeal.

It also led to effective therapies such as systematic desensitisation and flooding.

However, not all phobias develop after a fearful incident, so the model is deterministic. DiNardo et al. (1988) found that as many people without a dog phobia had had a fearful experience with a dog, as did Munjack (1984) for car accidents. The model is also reductionist, as phobias may be explained by biological preparedness (Seligman), genetics, social learning or irrational thinking.

10

Describe how systematic desensitisation is used to treat phobias.

[4 marks]

First an anxiety hierarchy is created of situations related to the phobic object, ordered from least to most frightening, e.g. from a picture of a spider to holding one. The patient is taught relaxation techniques, such as meditation, as relaxation and anxiety cannot exist at the same time (reciprocal inhibition). The patient is then gradually exposed to each stage of the hierarchy while relaxed, and only moves to the next level once they can remain calm at the current stage. Exposure can be in vivo (real) or in vitro (imagined).

Turn over ►



1 1 . 1

Amena's friends at work are worried about her. They have noticed she is finding it difficult to complete her work and is very unhappy. They ask Amena if she would like to join them for a meal. Amena tells them that she does not feel hungry and wants to go home to sleep. Amena's friends convince her to see a doctor and she is diagnosed with depression.

Outline **two** characteristics of depression shown by Amena.

[2 marks]

Characteristic 1 Amena is very unhappy at work, showing a low mood.

Characteristic 2 Amena says she is not hungry, showing a loss of appetite.

1 1 . 2

Amena's doctor asks her to describe her thoughts and feelings. Amena explains that she believes that she is not good at her job and nobody likes her. Amena also says that she does not believe that anything will ever change and that she will feel like this forever.

Using your knowledge of Beck's negative triad, explain Amena's conversation with her doctor.

[6 marks]

Beck's negative triad proposes that depressed people have three types of automatic negative thoughts, which result from negative self-schemas and faulty information processing.

Negative view of the self: Amena believes she is not good at her job.

She sees herself as incompetent and worthless, which is a negative view of herself and lowers her self-esteem.

Negative view of the world: Amena believes that nobody likes her. She sees the people and the world around her as hostile and rejecting, even though her friends are worried about her and asked her to join them for a meal.

Negative view of the future: Amena believes that nothing will ever change and she will feel like this forever. This hopelessness about the future maintains her depression, as she does not think things can improve.



1 1 . 3

Evaluate the cognitive explanation of depression.

[6 marks]

Research supports the cognitive explanation. Hammen and Krantz (1976) found that depressed participants made more errors in logic than non-depressed participants when interpreting written material, supporting Beck's idea of faulty information processing. Beck et al. (1999) and Lloyd and Lishman (1975) also found that depressed people recall more negative than positive memories.

The explanation also has important practical uses, as it led to CBT, which treats depression by challenging and changing negative thought processes, and is effective in treating depression.

However, the explanation does not distinguish between cause and effect. Much of the research is correlational, so negative thinking could be a result of depression rather than its cause.

Extra space *It also cannot account for biological evidence, such as low serotonin levels in depressed patients, and the fact that drug therapies that raise serotonin alleviate symptoms. This suggests the explanation is reductionist. It also cannot explain the manic phases seen in patients with bipolar depression. It may blame the individual and ignore situational factors, such as stressful life events.*

30

END OF QUESTIONS



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