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I declare this is my own work.

INTERNATIONAL AS PSYCHOLOGY

Unit 1 Introductory Topics in Psychology

Friday 24 May 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	
Section	Mark
A	
B	
C	
TOTAL	



J U N 2 4 P S 0 1 0 1

Section A: Memory

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

0 1

Outline the capacity of short-term memory.

[1 mark]

The capacity of STM is 7 +/- 2 items, i.e. between 5 and 9 items such as words or numbers (Miller, 1956).

0 2

Researchers have found that the duration of short-term memory is between 15 and 30 seconds.

Describe how the duration of short-term memory has been investigated.

[3 marks]

Peterson and Peterson (1959) showed participants a nonsense trigram, e.g. HBK, then had them count backwards in threes from a given number to prevent rehearsal. They counted for different times, e.g. 3, 6, 9 up to 18 seconds, then recalled the trigram as soon as they stopped. Duration was measured by recall accuracy at each interval.



0 3

Aamna and Rayan are talking about revision for their examinations.

Aamna says, "I struggle to revise. I read my notes once, but the next day I can't remember what I have revised. My father likes to play loud music and I can't concentrate."

Rayan says, "I find revising easy. I work in a quiet room, read my notes several times and then do practice questions to see if I have remembered the information. I can remember the information for weeks, if not longer."

Using your knowledge of the multi-store model of memory, explain the conversation between Aamna and Rayan.

[4 marks]

Aamna reads her notes once so does not rehearse them, but Rayan

reads his several times, so rehearsal transfers the information to LTM.

Aamna forgets by the next day as it is lost from STM (duration 15 to

30 seconds), whereas Rayan remembers for weeks as it is in LTM

(duration up to a lifetime). The loud music stops Aamna attending and

rehearsing in STM. Rayan's practice questions retrieve information from

LTM to STM, reinforcing the memory trace.

Turn over for the next question

Turn over ►



0 4

Explain **one** limitation of the multi-store model of memory.

[3 marks]

One limitation is that the model suggests STM is a single, unitary store. However, case studies such as KF showed that after brain damage his STM for verbal information was poor while his STM for visual information was unaffected. This suggests STM is divided into more than one store, as the working memory model (Baddeley and Hitch, 1974) proposes, so the multi-store model is oversimplified.

0 5

Briefly describe the episodic buffer **and** the visuo-spatial sketchpad.

[4 marks]

Episodic buffer *A temporary store and sub-system of the central executive with a limited capacity of about 4 chunks. It processes and integrates all types of information, keeping it in sequence, and links working memory to LTM, helping us recall events.*

Visuo-spatial sketchpad *A temporary sub-system of the central executive that processes visual (what we see) and spatial (location) information. It has two parts: the visual cache stores colour and shape, and the inner scribe processes spatial information.*



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 6

Identify the type of long-term memory described below.

Being able to remember the date of your friend's birthday.

Shade **one** box only.

[1 mark]

A Episodic Memory



B Procedural Memory



C Semantic Memory



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07.1

Norman and Abdul witnessed a man in a blue jacket take a phone from a shop without paying for it. They reported this to the manager of the shop.

While waiting for the police to arrive, Norman and Abdul were talking about what happened and Abdul said, "The man was wearing a black jacket."

The manager took Abdul into a small room and asked him what had happened. Abdul said, "A man wearing a black jacket took a phone from your shop."

After speaking to Abdul, the manager spoke to Norman and asked him, "Did you see the man in the black jacket take the phone?"

State **two** factors that might have affected Norman's eyewitness testimony.

[2 marks]

Factor 1 Leading questions (misleading information).

Factor 2 Post-event discussion.

07.2

Briefly explain how **one** of the factors identified in Question 7.1 might have affected Norman's eyewitness testimony.

[2 marks]

Post-event discussion: when talking to Norman, Abdul said the man was wearing a black jacket rather than a blue one. Norman may combine this misinformation with his own memory, so he may wrongly recall the jacket as black, decreasing the accuracy of his testimony.



0 8 . 1

Describe the cognitive interview.

[4 marks]

A police interview technique devised to improve the accuracy of witness recall. Context reinstatement: the witness mentally returns to the scene, e.g. the weather and their feelings, which cues memory and reduces anxiety. Report everything: every detail, however trivial, is reported from beginning to end, as minor details may trigger other memories. Recall in reverse order: the event is recalled backwards, reducing the influence of schemas. Change perspective: the event is recalled from another witness's point of view.

0 8 . 2

Evaluate the cognitive interview.

[6 marks]

Kohnken et al. (1999) found in a meta-analysis that the cognitive interview produced an average 34% increase in correct information compared with a standard interview, supporting its effectiveness. However, they also found an increase in incorrect information, so details must be treated with caution. Milne and Bull (2002) found context reinstatement and report everything together were the most effective combination, so all four techniques may be unnecessary. It also works poorly with children under six because of their imagination. It reduces witness anxiety through context reinstatement and limits leading questions. However, it is time consuming, and police training takes time and funding.

30

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Section B: Social Psychology

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

0 9

Outline the findings of Asch's investigation into the effects of group size on conformity. **[3 marks]**

Asch found that as group size increased, conformity increased, but only up to a point. With one confederate, conformity was very low (3%); with two it rose to 13%; and with three it rose to 33%, similar to his original study. Adding more than three confederates did not significantly increase conformity, and with 15 confederates conformity was slightly lower than with three.

1 0

Explain **one** limitation of Asch's investigations into conformity. **[3 marks]**

One limitation is that Asch's research lacks ecological validity. Participants were asked to judge the length of lines, which is an artificial task with no real consequences and not something people do in everyday life. Conformity in real situations, e.g. with friends whose opinions matter, may be very different, so the findings may not generalise to real-life conformity.



1 1

John and Rebecca are going to run a marathon in 6 months' time with a running group from work.

The running group has a training plan that says they must run every day during their lunch break at work.

John and Rebecca are discussing the training plan.

John says, "I would prefer to relax in my lunch break. However, I do not want to be left out. I like the people in the running group, so I will follow the training plan like everyone else."

Rebecca says, "At first, I was not sure how to train for the marathon, but I'm going to follow the training plan. It will be a good way of getting ready for the marathon."

Using your knowledge of explanations for conformity, explain the conversation between John **and** Rebecca.

[4 marks]

John is showing normative social influence. He does not want to be left out and likes the people in the group, so he conforms to fit in and gain their approval. This is compliance, as he publicly follows the training plan and runs every lunchtime even though privately he would rather relax.

Rebecca is showing informational social influence. She was unsure how to train for the marathon, so she looks to the running group, believing they know best. This is internalisation, as she genuinely accepts that the training plan is a good way to get ready.

Turn over for the next question

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1 2

Evaluate explanations for conformity.

[6 marks]

Asch (1955) supports normative influence: conformity fell when participants wrote answers privately, so they had conformed to avoid rejection. Lucas et al. (2006) support informational influence: students conformed more on harder maths problems, when less certain. However, individual differences matter: McGhee and Teevan (1967) found people with a high need for affiliation conformed more, so the situation alone does not explain conformity.

The two-process approach is oversimplified, as both processes often operate together, e.g. a dissenter may reduce both fear of rejection and uncertainty, so each is hard to isolate. Much research uses artificial lab tasks, which limits the validity of the explanations.

1 3

Briefly explain the agentic state as an explanation for obedience.

[2 marks]

In the agentic state a person feels they are not responsible for their actions, as they see themselves as an agent carrying out the wishes of an authority figure. They have moved from an autonomous state and believe the authority figure is responsible for their behaviour.



1 4

Discuss locus of control as an explanation of resistance to social influence.

[12 marks]

Locus of control (Rotter, 1966) is a personality dimension describing how much control people believe they have over events in their lives. It is measured on a continuum from internal to external using a questionnaire.

People with an internal locus of control believe that what happens to them is largely the result of their own ability and effort. They take personal responsibility for their actions, are more self-confident and are less concerned with social approval. As a result, they are more likely to resist pressure to conform and to disobey an authority figure, basing their decisions on their own beliefs.

People with an external locus of control believe that what happens to them is due to outside forces such as luck, fate or other people. They feel less responsible for their behaviour and are more passive, so they are more likely to conform and obey and less likely to resist social influence. For example, a person with an internal locus of control would be more likely to refuse an order they believed was wrong than someone with an external locus of control.

One strength is research support. Elms and Milgram (1966) followed up participants from Milgram's obedience study and found that disobedient participants scored higher on internal locus of control than obedient participants. Oliner and Oliner (1988) interviewed non-Jewish people who had protected Jews from the Nazis and found that these rescuers had a more internal locus of control than people who had not helped, suggesting internals are more likely to question and resist demands made of them.

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However, there is contradictory evidence. Twenge et al. (2004) analysed American locus of control studies over a 40-year period and found that people had become more external, yet over the same period they had also become more resistant to obedience. If locus of control were an important factor, we would expect people to have become more obedient, so this challenges the explanation.

A further limitation concerns how locus of control is measured. Rotter's scale is a self-report questionnaire, so participants may give socially desirable answers, e.g. presenting themselves as more independent than they really are. This means the measures of their personality may be invalid, weakening the link between locus of control and resistance.

Another issue is that resistance can take different forms. Independent behaviour, where a person acts according to their own judgement, fits the internal locus of control explanation, but anti-conformity, deliberately doing the opposite of the group, may be motivated by other factors, so the explanation does not account for all types of resistance.

Finally, locus of control is only one explanation. Social support also explains resistance: Asch found conformity fell to 5.5% when one confederate gave the correct answer, and Milgram found obedience fell to 10% when two confederates refused to continue. This suggests situational factors are also important, and a full explanation should combine dispositional factors such as locus of control with situational factors.



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Section C: Psychopathology

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

1 5

Monik has a phobia of cats. He believes that all cats are dangerous and will hurt him. Monik worries he will see a cat and he will not visit his friends if they have one. When Monik sees a cat, his heart rate increases, he starts to sweat and he runs away from it.

Explain **three** characteristics of phobias shown by Monik.

[6 marks]

Characteristic 1 Anxiety (emotional): Monik worries that he will see a cat, which shows the persistent, excessive anxiety that is typical of phobias.

Characteristic 2 Irrational thoughts (cognitive): he believes all cats are dangerous and will hurt him, which is catastrophic thinking as most cats are harmless.

Characteristic 3 Avoidance (behavioural): he will not visit friends who have cats and he runs away when he sees one, to reduce his fear.

1 6

Describe flooding as a treatment for phobias.

[4 marks]

Flooding is a behavioural therapy based on classical conditioning. It involves immediate, full exposure to the phobic stimulus without any gradual build-up, e.g. a person with a phobia of spiders may be placed in a room with spiders. Exposure can be in vivo (real) or imagined. The person cannot escape, so avoidance is prevented. Their anxiety rises to a peak but cannot stay high indefinitely, so it eventually subsides. When the person learns the stimulus is harmless, the association between the stimulus (CS) and fear (CR) is broken and the phobia becomes extinct.



1 7

Describe and evaluate cognitive explanations of depression.

[20 marks]

Cognitive explanations propose that depression is caused by negative, irrational and distorted thinking, rather than by external events themselves.

Beck (1967) suggested that some people are more vulnerable to depression because of faulty information processing, negative self-schemas and the negative triad. Faulty information processing involves cognitive biases, such as selective abstraction (focusing on the negative aspects of a situation and ignoring the positive), overgeneralisation (drawing a broad conclusion from one event, e.g. failing one test and deciding they are a failure), magnification of bad events and absolutist, black and white thinking. Negative self-schemas, often developed in childhood through criticism or rejection, are packages of negative beliefs about the self which cause the person to interpret information about themselves negatively. These lead to the negative triad: negative views of the self (e.g. "I am worthless"), of the world (e.g. "everyone is against me") and of the future (e.g. "things will never get better"). These automatic negative thoughts produce the symptoms of depression.

Ellis (1962) proposed the ABC model. A is an activating event, e.g. failing an exam or being rejected by a partner. B is the belief about the event, which may be rational or irrational, e.g. "I must be perfect" (musturbatory thinking) or "it is awful when things go wrong" (I-can't-stand-it-itis). C is the consequence: rational beliefs lead to healthy emotions, but irrational beliefs lead to unhealthy emotions such as depression. Ellis argued that it is not the event that causes

Turn over ►

depression but the irrational belief about it.

Depressed people also show a depressive attributional style, explaining negative events with internal (my fault), stable and global attributions.

One strength is research support. Hammen and Krantz (1976) found that depressed participants made more errors in logic than non-depressed participants when asked to interpret written material, supporting Beck's idea of faulty information processing. Grazioli and Terry (2000) found that women who were judged to have a high cognitive vulnerability during pregnancy were more likely to develop postnatal depression, suggesting negative thinking precedes depression.

A further strength is that the cognitive explanations have practical applications. They led to cognitive behavioural therapy (CBT) and rational emotive behaviour therapy (REBT), which challenge negative and irrational thoughts. CBT is used successfully to treat depression, and March et al. (2007) found CBT combined with antidepressants was the most effective treatment. This supports the idea that changing thoughts can reduce depression. The explanation also gives insight into the thought processes involved, which biological theories ignore.

However, it is difficult to establish cause and effect. Most research is correlational, so negative thoughts could be a consequence of depression rather than its cause. Lewinsohn et al. (1981) found that negative thinking often appeared only once a person was depressed, which challenges the claim that it is the cause.

Another weakness is the concept of depressive realism. Alloy and Abramson (1979) found that depressed participants were more accurate than non-depressed participants at judging how much control they had in



a task, while non-depressed people were overly optimistic. This suggests that the thinking of depressed people is not always irrational, contradicting Beck and Ellis.

Ellis's model is also limited because not all depression follows an obvious activating event. Some depression appears without any clear trigger, e.g. endogenous depression, so the model cannot explain all cases. The cognitive explanations also struggle to explain all aspects of depression, such as extreme anger, or the delusions and hallucinations that occur in some severe cases.

Extra space The cognitive approach also ignores biological factors. Low levels of serotonin are linked with depression and antidepressants such as SSRIs, which increase serotonin, reduce symptoms. Twin studies, e.g. McGuffin et al. (1996), found higher concordance rates for depression in identical than in non-identical twins, suggesting a genetic component. The cognitive explanation may therefore be reductionist and blame the individual for their condition, ignoring life circumstances such as poverty or abuse.

Overall, the cognitive explanations provide a useful account of how negative thinking contributes to and maintains depression, and they have led to effective therapies. However, the difficulty of establishing cause and effect suggests that a diathesis-stress approach, combining cognitive vulnerability with biological and environmental factors, gives a more complete explanation of depression.

END OF QUESTIONS



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