Surname	StemUp Model Solution	Centre Number	Candidate Number
Other Names			2

GCE AS/A LEVEL

2290U10-1

S19-2290U10-1

PSYCHOLOGY – AS unit 1
Past to Present

MONDAY, 13 MAY 2019 – AFTERNOON

1 hour 30 minutes

For Examiner's use only		
Question	**Maximum Mark**	**Mark Awarded**
1.	**10**	
2.	**8**	
3.	**13**	
4.	**8**	
5.	**10**	
6.	**8**	
7.	**5**	
8.	**12**	
9.	**6**	
Total	**80**	

2290U101
01

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

You are reminded of the necessity for good English and orderly presentation in your answers.

Assessment will take into account the quality of written communication used in your answers.

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Answer **all** *questions.*

1. Describe the main components of dream analysis **OR** group analysis psychotherapy. [10]

Dream analysis is a technique used in Freudian psychoanalysis. Freud (1900) called dreams "the royal road to the unconscious". He believed that during sleep the ego's defences are relaxed, so repressed desires from the id can rise towards consciousness. Dreams are therefore wish fulfilment: they express unconscious wishes, often sexual or aggressive, that would be unacceptable if we were awake.

However, the wish is disguised so that it does not cause anxiety and wake the dreamer. Freud distinguished the manifest content (the storyline the dreamer remembers and reports) from the latent content (the hidden, true meaning). The process that turns latent into manifest content is the dreamwork, which uses condensation (several ideas combined into one image), displacement (emotion moved from an important person or object onto an unimportant one), symbolisation (an object stands for something else) and secondary elaboration (the unconscious mind strings the images together into a logical story).

Symbolism is central to interpretation. Freud suggested some symbols are shared, for example long objects such as sticks, trees or umbrellas may represent the penis, and boxes, cupboards or caves the womb, while a king and queen may represent the dreamer's parents. However, he warned that symbols must be interpreted in the context of the individual's own life, so a

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2. *(a)* Using an example from psychology, describe **one** assumption of the psychodynamic approach. [4]

One assumption is that behaviour is driven by the unconscious mind. Freud saw the mind as an iceberg: the conscious mind is only the tip, while the much larger unconscious holds repressed memories, instincts and desires that we cannot access but which still influence our behaviour. To protect the ego from anxiety, defence mechanisms such as repression, denial and displacement keep this content hidden. For example, in the Little Hans case study (Freud, 1909) Hans' unconscious fear of his father (Oedipus complex) was displaced onto horses, resulting in a phobia of horses.

(b) Describe how **one** assumption from the psychodynamic approach can be applied to the formation of relationships. [4]

The assumption that childhood experiences shape later behaviour can be applied to relationships. Freud believed the first relationship, with the mother, is the prototype for all later love relationships. Bowlby built on this, proposing that the infant forms an internal working model of relationships from its attachment to the main caregiver. A child with a warm, consistent mother learns others can be trusted, so as an adult forms secure relationships, while a rejecting mother may lead to insecure adult love. Hazan and Shaver (1987) found adult love styles matched childhood attachment type.

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3. *(a)* Explain why a psychologist from the behaviourist approach would view aversion therapy **OR** systematic desensitisation as an appropriate therapy. [5]

Behaviourists assume all behaviour, including abnormal behaviour, is learnt through conditioning, so it can be unlearnt. A phobia is a learnt association, as when Little Albert learnt to fear a white rat paired with a loud noise. Systematic desensitisation (Wolpe, 1958) uses counterconditioning: the client is taught deep muscle relaxation and then, with the therapist, works through an anxiety hierarchy, from the least feared situation (e.g. a picture of a spider) to the most (holding a spider), moving up only when relaxed. As relaxation and fear cannot exist together (reciprocal inhibition), the feared stimulus becomes associated with relaxation instead. The therapy deals only with observable behaviour, as behaviourism does.

(b) Evaluate the effectiveness of aversion therapy **OR** systematic desensitisation. [8]

Research shows systematic desensitisation (SD) is effective for specific phobias. McGrath et al. (1990) found about 75% of patients with phobias responded to SD, and Gilroy et al. (2003) found spider phobics treated with three 45-minute sessions were still less fearful than a relaxation-only control group 33 months later, showing long-term effectiveness.

SD also compares well with other therapies. It is quicker and cheaper than psychoanalysis, needing only a few sessions. It is less unpleasant than flooding because exposure is gradual and the client controls the pace, so fewer clients drop out, which increases its effectiveness.

However, SD is less effective for disorders that are not learnt through simple association, such as social phobia or agoraphobia, or phobias that may have an evolutionary basis (Seligman's preparedness), e.g. fear of snakes. Critics such as psychodynamic therapists argue it only treats symptoms, so symptom

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substitution may occur. Imagined exposure (in vitro) is also less effective than real exposure (in vivo), and it relies on the client being able to relax. Overall, it is highly effective for specific phobias but less so for complex anxiety.

4. Using examples from psychology, describe 'evolutionary influences' and **one** other assumption from the biological approach. [4+4]

Evolutionary influences: the biological approach assumes that behaviour has evolved through natural selection. Genes for characteristics that helped our ancestors survive and reproduce in the environment of evolutionary adaptation were more likely to be passed on. For example, the fight or flight response evolved because rapidly releasing adrenaline to fight or escape predators increased survival. Sexual selection also explains mate preferences: Buss (1989) found across 37 cultures that men valued youth and physical attractiveness (signs of fertility) while women valued resources and status, explained by parental investment theory as women invest more in offspring.

Localisation of brain function: specific areas of the brain are responsible for specific behaviours and functions. The frontal lobe controls planning, decision-making and impulse control, the occipital lobe vision, the temporal lobe hearing and memory, and Broca's area speech production. Damage to an area therefore changes behaviour. For example, Phineas Gage had an iron rod pass through his frontal lobe in 1848 and went from being calm and responsible to impulsive and rude, while Charles Whitman's violence was linked to a tumour pressing on his amygdala.

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5. Discuss the positive approach in terms of its strengths **and** weaknesses. [10]

One strength of the positive approach (Seligman) is that it acknowledges free will. People are seen as active agents who can choose to develop their strengths and virtues and work towards the "good life" and the "meaningful life", unlike the deterministic psychodynamic and behaviourist approaches. This is more optimistic and empowering.

A second strength is that it changed the focus of psychology as a discipline. Seligman argued psychology had concentrated on mental illness and "repairing damage"; the positive approach also studies what makes life worth living, such as happiness, flow and character strengths. This has led to practical applications, for example mindfulness and positive psychotherapy, and school programmes such as the Penn Resiliency Programme. Seligman et al. (2005) found writing a "three good things" diary each night increased happiness for up to six months.

It also takes into account nature and nurture: some happiness is inherited (a genetic set point) but people can raise it through behaviour and environment, a more complete view than the biological approach alone.

However, it claims to use scientific methods, yet concepts such as happiness and the good life are difficult to define and measure objectively. Studies mostly rely on self-report scales, which may suffer from social desirability bias, so the validity of findings can be questioned.

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6. Describe the findings of Raine, Buchsbaum and LaCasse's (1997) research *'Brain abnormalities in murderers indicated by positron emission tomography'*. [8]

Compared with 41 matched controls, PET scans showed the 41 murderers pleading not guilty by reason of insanity (NGRI) had significantly lower glucose metabolism in the prefrontal cortex, the left angular gyrus and the corpus callosum.

They also showed abnormal asymmetries of activity, with lower activity in the left hemisphere than the right in the amygdala, thalamus and medial temporal lobe including the hippocampus. Murderers were identical to controls in temporal lobe glucose metabolism and higher in occipital lobe metabolism.

There were no significant differences in the caudate, putamen, globus pallidus or midbrain, and no difference in any aspect of performance on the continuous performance task.

The 6 left-handed murderers had less amygdala asymmetry and higher medial prefrontal activity than right-handed murderers. The 14 non-white murderers did not differ significantly from white murderers, and the 23 with a history of head injury did not differ from those without, apart from in the corpus callosum. Murderers pleading NGRI therefore have different brain functioning.

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7. A psychology teacher suggests to their students that the cognitive approach is a better explanation of behaviour than the behaviourist approach. By comparing the two approaches, explain **one** reason why the teacher might be correct in saying this. [5]

The teacher might be correct because the cognitive approach takes into account both nature and nurture, whereas the behaviourist approach focuses almost entirely on nurture. Behaviourists see the mind as a "black box" and explain behaviour only as learnt responses to environmental stimuli through classical and operant conditioning, so it is environmentally determined. The cognitive approach accepts that we learn from experience, e.g. schemas develop through experience, but also recognises innate mental processes such as memory, attention and perception. For example, it can explain why witnesses' memories are reconstructed by schemas, as in Loftus and Palmer's study. By including both, the cognitive approach is less reductionist and fuller.

8. Critically evaluate Loftus and Palmer's (1974) research *'Reconstruction of automobile destruction: an example of the interaction between language and memory'*. [12]

Loftus and Palmer's research was a laboratory experiment with a clear IV (the verb in the critical question, e.g. "smashed", "collided", "bumped", "hit", "contacted") and DV (speed estimate in mph, and in experiment 2 whether broken glass was reported). Extraneous variables were controlled: all participants watched the same film clips and answered the same questionnaire apart from the verb. This allows cause and effect to be established: estimates rose from 31.8 mph for "contacted" to 40.8 mph for "smashed", so the verb itself caused the change. The standardised procedure also means it is replicable and reliable.

However, the study lacks ecological validity. Participants watched short film clips of car crashes in a classroom, which is very different from witnessing a real accident, where there is shock, high emotional arousal and serious

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consequences. Yuille and Cutshall (1986) found real witnesses of a shooting gave accurate accounts months later and resisted leading questions. Participants may also have shown demand characteristics, guessing the aim and giving a higher estimate. Internal validity is also questioned: the verb may have caused response bias, where participants were unsure of the speed and used the verb as a clue, rather than their memory actually being altered. Experiment 2, in which 32% (16 of 50) in the "smashed" condition reported seeing broken glass compared with 14% in the "hit" condition and 12% of controls, supports the claim of genuine memory reconstruction, as there was no broken glass in the film. In terms of sampling, participants were students (45 in experiment 1, 150 in experiment 2), who may be less experienced drivers, so the findings may not

9. *(a)* Describe the methodology **and** procedures of Myers and Diener's (1995) research *'Who is happy?'*. [3]

Myers and Diener did a literature review (like a meta-analysis): they selected the topic of happiness, then searched and reviewed large-scale international surveys and studies, e.g. Inglehart (1990), surveying around 170,000 people in 16 nations. Happiness was measured as subjective well-being (SWB) using self-report scales and questions such as "How satisfied are you with your life as a whole?", measuring life satisfaction and positive and negative affect.

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(b) Outline the findings for **one** of the factors investigated as possible influences on happiness in Myers and Diener's (1995) research *'Who is happy?'.* [3]

Money: national wealth was strongly correlated with well-being (+0.67), so people in wealthier nations reported greater life satisfaction. However, within a country the correlation between personal income and happiness was only +0.12. Even though Americans' incomes had more than doubled since 1957, the proportion saying they were "very happy" had not increased.

END OF PAPER

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Question number	Additional page, if required. Write the question number(s) in the left-hand margin.
1.	dream of a train going through a tunnel may mean different things to different patients. The role of the therapist is to decode the dream. The client, usually lying on a couch with the analyst out of sight, recounts the dream soon after waking, often from a dream diary. The analyst then asks the client to free associate to each element of the manifest content, saying whatever comes to mind. Using these associations, the client's history and knowledge of symbols, the analyst works backwards through the dreamwork to uncover the latent content. Resistance (e.g. forgetting the dream or refusing to discuss an element) is seen as a sign that a significant conflict is close. The interpretation is offered to the client, and the aim is insight: bringing repressed conflicts into consciousness so they can be worked through, producing catharsis and reducing the client's anxiety or neurotic symptoms.

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5.	Another weakness is that too much focus on positive emotions ignores the value of negative ones. Van Deurzen (2009) argued that suffering and sadness help us grow, and expecting constant happiness may make people who are struggling feel to blame for their own unhappiness. The approach may also be culture biased. Its ideas of happiness and personal fulfilment reflect Western individualist values, whereas collectivist cultures may value harmony and duty to the group more, so its findings may not generalise. In conclusion, the positive approach is a valuable, optimistic counterbalance to traditional psychology with useful therapies, but measurement difficulties and cultural bias mean its claims should be treated with some caution.
8.	generalise to older people or experienced drivers. Ethically, participants were deceived about the true aim of the study, though this was mild and necessary to avoid demand characteristics, and the clips were not shown to be distressing. They should have been debriefed afterwards. The study has important social implications. It showed eyewitness testimony can be distorted by the wording of questions, leading to guidelines on avoiding leading questions and to the cognitive interview used by police. In conclusion, Loftus and Palmer's study is well controlled and highly influential, but its low ecological validity and student sample mean we should be cautious applying it to real eyewitnesses.

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