**Social Psychology**

1. Identify **three** variables affecting conformity and outline how **each** of these was investigated in Asch’s experiment.

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**(Total 6 marks)**

**AO1 = 6]**

**1 mark** – for knowledge of each relevant variable

**Plus:**

**1 mark** for each brief outline of how the variable was manipulated by Asch

**Content:**

•   Group size – Asch varied the number of confederates/stooges

•   Unanimity – Asch sometimes arranged for a confederate to give a different answer to the majority/same answer as the real participant

•   Task difficulty – Asch made the right answer less obvious by having lines of similar length

Credit other relevant variables.

1. Studies of conformity are sometimes criticised for being unethical. Briefly explain **two** ways in which psychologists **might address ethical issues** in social influence research.

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**(Total 4 marks)**

**Possible content:**

•   Participants should be given the right to withdraw (at the start; throughout the study; withdraw their data at the end)

•   Participants should not be put in embarrassing/uncomfortable situations

•   Participants should be fully debriefed at the earliest opportunity



1. Social influence research helps us to understand how it is possible to change people’s behaviour: for example, understanding how to persuade people to eat more healthily.

With reference to this example of social change, briefly explain how psychology might affect the economy.

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**(Total 2 marks)**

**Possible content:**

•        Social influence research tells us how behaviour and attitudes can be changed: eg how minority influence can be exerted or how people tend to conform to perceived norms (or reference to any other relevant social influence process).

•        In this case, the resulting change of eating more healthily means that people should be more healthy.

•        Economic implication: eg saves health service / care resources; means less time off work sick.

1. **Discuss** **research** into the effect of situational variables on obedience explaining what this tells us about why people obey.

**(Total 12 marks)**

**[AO1 = 6 AO3 = 6]**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| 4 | 10 – 12 | Knowledge of the research into the effect of situational variables is accurate and generally well detailed. Discussion is effective. Minor detail and/or expansion is sometimes lacking. The answer is clear and coherent. Specialist terminology is used effectively. |
| 3 | 7 – 9 | Knowledge of the research into the effect of situational variables is evident, but there are occasional inaccuracies/omissions. There is some effective discussion. The answer is mostly clear and organised. Specialist terminology is mostly used appropriately. |
| 2 | 4 – 6 | Limited knowledge of the research into the effect of situational variables is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions. Or knowledge of the research into the effect of situational variables at level 4 can be awarded 6 marks. |
| 1 | 1 – 3 | Knowledge of the research into the effect of situational variables is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used. |
|   | 0 | No relevant content. |

**Possible Content:**

Knowledge of procedure and/or findings of research into the effects of:

•        Proximity – Milgram – teacher and the learner were in the same room, obedience decreased; touch proximity condition; experimenter leaves the room, obedience decreased

•        Location – Milgram – run-down office block vs Yale; Hofling hospital location

•        Uniform – Bickman – more likely to obey a man dressed as a guard. In Milgram’s experiment the experimenter wore a grey lab coat.

**Possible discussion points about what the research tells us about why people obey:**

•        Analysis of the effects of variations

•        Discussion of reasons why rate of obedience changes (agentic/autonomous state; legitimacy of authority; personality/dispositional factors)

•        Methodological evaluation of research when used to analyse the variables eg demand characteristics, external validity may be more a feature of some variations than others

•        Use of systematic procedures to ensure that cause and effect could be established. This enables conclusions to be drawn

•        Use of evidence/real-life examples to support or contradict the research into the effect of variables eg Mandel (1998) – mass killing of Jews was undertaken in close proximity of the victims without protest; Slater’s (2006) study in a virtual environment included a condition where the participant had to shock the leaner via text from a mobile phone.

Credit other relevant limitations.

**Memory**

Describe the phonological loop component of the working memory model.

 **(Total 3 marks)**

**3 marks** for a clear and coherent description of the phonological loop.

**2 marks** for a less detailed description of the phonological loop.

**1 mark** for a muddled or limited description.

**Possible content:**

•   one of the slave systems controlled by the central executive

•   deals with auditory / sound information or deals with both written and spoken material

•   can be subdivided into the phonological store (inner ear) and the articulatory process (inner voice)

•   the phonological store stores the words you hear (in speech form)

•   the articulatory process allows for maintenance rehearsal

•   has a limited capacity / the capacity of the loop is what can be said in 2 seconds.

|  |
| --- |
| Psychologists conducted a case study of Patient X, an individual who developed severe amnesia following a car accident. Patient X has difficulty storing new long-term memories, though his short-term memory and his memory for events that happened before the accident are unaffected. |

(a)  Evaluate the use of case studies, like that of Patient X, in psychological research.

 **(3 marks)**

**Likely content:**

•   Depth/detail of data collected – qualitative

•   Validity/meaningfulness of data, insight gained

•   A single anomalous case may lead to revision of a theory

•   Researcher bias/subjective interpretation

•   Unscientific/unreliable, cannot be replicated

•   Problems of generalisation

Accept other valid points.

Application to the case of ‘Patient X’ may be present but is not essential for full marks.

(b)  Briefly explain how the experiences of Patient X could be interpreted as supporting the multi-store model of memory.

 **[AO2 = 2]**

**1 mark** for the link to the MSM: this suggests that STM and LTM are separate stores/functionally different (supporting the model).

**Plus**

**1 mark** for the idea that whilst Patient X’s STM is functioning normally, he is unable to retain new info in LTM/the link between STM and LTM appears to have been cut.

**(2 marks)**

(c)

|  |
| --- |
| The same psychologists conducted an experiment with Patient X where he was given the task of tracking a rotating disc every day for a week. It was found that Patient X’s performance on the task improved with practice, though he had no recollection of ever having done the task, and could not remember the names of the psychologists who conducted the experiment. |

With reference to the experiment involving Patient X, distinguish between **two** types of long-term memory.

 **(4 marks)**

**As this is a distinguish question- you must compare or no marks**

Possible differences (depends on the types of LTM chosen):

•   Semantic/episodic – ‘knowing that’/declarative memory; available for conscious inspection – procedural – ‘knowing how’/non-declarative memory; often unavailable for conscious inspection

•   Semantic – may not recall when we learned/encoded these memories – episodic – stored with reference to time and place

•   Credit differences based on the durability/resistance to forgetting of different types of memory

•   The fact that evidence suggests that these types of memory reside in different areas of the brain

**2 marks** for linking the two types to the information in the stem (1 for each type):

•   Episodic – he had no recollection of ever doing the task

•   Semantic – he could not remember the names of the psychologists

•   Procedural – his performance improved on the rotating disc task over consecutive days

Discuss **one** strength of the multistore memory model.

**(Total 4 marks)**

**Possible points: 1 x PEEL**

•   Use of evidence to support the model

•   usefull application- revision

1. In the context of explanations of forgetting, what is meant by *interference*?

**(2 marks)**

**Content: must mention proactive &/ Retroactive terminology**

•   Interference where two lots of information become confused in memory

•   Proactive interference is where old learning affects recall of new information

•   Retroactive interference is where new learning affects recall of old information

•   Newer information may overwrite earlier information

•   Interference occurs more when the two lots of information **are similar**

•   Interference is less likely to occur when there is a gap between the instances of learning

(b)     Choose **one** study in which the effects of interference were investigated. Briefly outline what the participants had to do in the study.

**(3 marks)**

1. Up to 3 marks for a description of the procedure / method of a relevant study. This must include detail of the conditions / variables / task.

Likely studies: Schmidt et al 2000 (street names and house moves) Baddeley & Hitch 1977 (rugby players, injury and number of teams played), Keppel and Underwood 1962 (trigrams), Jenkins and Dallenbach 1924 (recall after period of being awake / asleep).

(c)      Briefly discuss **one** limitation of interference as an explanation of forgetting.

1. **marks)**

**AO1**

1 mark for a limitation of the interference theory of forgetting. Likely answers: many of the studies on which the theory is based are laboratory based. Difficulty of distinguishing effects of interference from other forms of forgetting. Unsure of the mechanisms involved in interference / how and why it occurs.

**AO2**

Up to 2 marks for discussion of the limitation identified.

Possible answer: studies that support interference tend to laboratory based (1) where participants are required to learn similar material in a very short time-frame (1) making it more likely that interference will occur (1).

**Attachment**

1. (a)     Describe **one** way in which psychologists have **investigated caregiver-infant interaction** in humans. Refer to a specific study in your answer.

 **(3 marks)**

 **[AO1 = 3]**

Up to 3 marks for description of a valid way, one mark for each relevant detail. Full mark answers should refer to the method and DV / what was being measured (do not credit aims / conclusion). Likely answers include: studies of imitation, eg Melzoff and Moore (1977); studies of interactional synchrony, eg Condon and Sander, Murray and Trevarthen (1985); studies of skin-to-skin contact, eg Klaus and Kennell (1976); studies of sensitive responsiveness and the Strange Situation, eg Ainsworth et al (1978), De Wolff and van Ijzendoorn (1997).
More generic methodological answers which cannot be identified as a specific study (either by name or description) may gain a maximum of two marks.
No credit for animal studies.

2. Distinguish between the indiscriminate and discriminate stages of attachment

 **(2 marks)**

**Must compare so use “whereas” If no Whereas then no marks**

**Indiscriminate- do not show preference for primary caregiver whereas discriminate do**

**Indiscrimnate- no separation and stranger anxiety, whereas discriminate they do**

**Indiscriminate from 3-8 whereas discriminate from 7/8 months onwards**

3. One situation in which disruption of attachment can occur is when a mother of a young child is admitted into hospital. A researcher decided to study the behaviour of a two year old boy who experienced this disruption of attachment. Previous research has suggested that the disruption would have a negative impact on the boy’s attachment type.

She decided to use naturalistic observation of the boy both before his mother was admitted into hospital and after she returned home. Each period of observation lasted for one hour.

1. What is the IV and the DV in this research?

**IV before mother admitted into hospital and after she returned home**

**DV boys attachment type**

**(2 marks)**

1. Justify why the researcher has formed a directional hypothesis for her research

 **(2 marks)**

**Previous research (1) has suggested that the disruption would have a negative impact on the boy’s attachment type so the research could form a directional prediction of the negative impact (1)**

(c)     Suggest **two** suitable behavioural categories the researcher could use to record the boy’s behaviour to enable them to decide on the child’s **attachment type** **(2 marks)**

**Behaviour must be operationalised.**

**Possible**:

* Crying
* Stop crying
* Playing with toys
* Moving towards/away from CG

(d) Explain one limitation with the observation methodology used in **this research** **(3 marks)**

**1 PEEL – must be linked to the study in the question**

* Natural: lack of control over variables effecting child and mother
* Demand characteristics: mother knows being observed
* Culture bias
* Ethics

 (e) The researcher is concerned with the **reliability** of her observation. She decided to ask her colleague to observe the boy and his mother alongside her. Explain how the researcher can assess the reliability of her and her colleague’s observations **(2 marks)**

* Compare sampling from observation for consistency (1)
* If about 0.8 correlation then reliability is achieved (1)

(f) The analysis suggests the researchers have low inter-rator reliability. Identify how they could **improve** the reliability of their observations **(2 marks)**

Operationalise behaviour categories (1) for example make sure they are specific enough to the behaviour so that it can be observed (1)

Train observers (1) agree on categories and re-do obs with a video (1)

(g) As a result of the deprivation, the young boy was primarily cared for by his father.

Briefly **explain** and **evaluate** what research suggests about the role of the father in attachment. **(6 marks)**

**Explain: 3 marks,**

Explain: research must be clear and linked to the role of the father in attachment. One study sufficient if well linked to attachment. examples: Lamb- mums preferred when distressed, fathers when playful ad positive. Parquette- fathers more likely to foster adventurous play. Hrdy- fathers less likely to detect distress. Field- primary fathers attach the same as primary mothers. Pederson, Lamb- fathers less important as masculinity is less important for babies

**Evaluate: 3 marks**

**Must specifically link to the research outlined**

* **Points could include**
* **Sample bias**
* **Lack or reliability**
* **Temporal validity**
* **Social sensitivity- positive or negative**
* **Economic implications - positive or negative**

For example- The research by Field can have positive economic implications. As Field suggested primary caregiving fathers can be just as attached as mothers this suggests that it does not matter the sex of the primary caregiver or if the caregiver is a parent of the child. This has positive economic implications as it means anyone is able to primary care for a child which would enable parents to make care decisions based on what would benefit their financial situation and if more adults are working and financially stable, this benefits the overall economy.