

Section A

Social influence

Answer **all** questions in this section

0 1

Which of the following terms best matches the statements below? Choose **one** term that matches **each** statement and write A, B, C, D or E in the box next to it. Use each letter once only.

- A Identification
- B Informational social influence
- C Normative social influence
- D Compliance
- E Internalisation

0 1

. 1

Publically changing behaviour whilst maintaining a different private view.

[1 mark]

0 1

. 2

Group pressure leading to a desire to fit in with the group.

[1 mark]

0 1

. 3

When a person lacks knowledge of how to behave and looks to the group for guidance.

[1 mark]

0 1

. 4

Conforming to the behaviour of a role model.

[1 mark]

0	2
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Briefly outline **and** evaluate the findings of any **one** study of social influence.

[4 marks]

Section A continues on the next page

0	3
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Read the item and then answer the question that follows.

Two psychology students were discussing the topic of social influence.

'I find it fascinating how some people are able to resist social influence', said Jack.

'It must be the result of having a confident personality.'

'I disagree', replied Sarah. 'I think resisting social influence depends much more on the presence of others.'

Discuss **two** explanations of resistance to social influence. As part of your discussion, refer to the views expressed by Jack and Sarah in the conversation above.

[16 marks]

You may use this space to plan your answer.

Extra space

Section B

Memory

Answer **all** questions in this section

0 4

Read the item and then answer the questions that follow.

An experiment was carried out to test the effects of learning similar and dissimilar information on participants’ ability to remember.

In **Stage 1** of the experiment, 10 participants in **Group A**, the ‘similar’ condition, were given a list of 20 place names in the UK. They were given two minutes to learn the list. 10 different participants in **Group B**, the ‘dissimilar’ condition, were given the same list of 20 place names in the UK. They were also given two minutes to learn the list.

In **Stage 2** of the experiment, participants in **Group A** were given a different list of 20 more place names in the UK, and were given a further two minutes to learn it. Participants in **Group B** were given a list of 20 boys’ names, and were given a further two minutes to learn it.

In **Stage 3** of the experiment, all participants were given five minutes to recall as many of the 20 place names in the UK, from the list in **Stage 1**, as they could. The raw data from the two groups is below.

Table 1: Number of place names recalled from the list in Stage 1

Group A	Group B
5	11
6	10
4	11
7	13
8	12
4	14
5	15
4	11
6	14
7	14

0 4 . 1 What is the most appropriate measure of central tendency for calculating the average of the scores, from **Table 1**, in each of the **two** groups? Justify your answer. **[2 marks]**

0 4 . 2 Calculate the measure of central tendency you have identified in your answer to **question 04.1** for **Group A** and **Group B**. Show your calculations for each group. **[4 marks]**

0 4 . 3 In **Stage 3** of the experiment, several participants in **Group A**, the ‘similar’ condition, recalled words from the **Stage 2** list rather than the **Stage 1** list.

Use your knowledge of forgetting to explain why this may have occurred. **[2 marks]**

0	5
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Describe **and** evaluate the working memory model of memory.

[16 marks]

You may use this space to plan your answer.

You may use this space to plan your answer.

[illegible]

Section C

Attachment

Answer **all** questions in this section

0 6

Name **three** stages in the development of attachments identified by Schaffer.

1 _____

2 _____

3 _____

[3 marks]

0 7

Read the item and then answer the question that follows.

A nursery school worker and her manager were chatting at the end of the day.

‘How did the new toddlers settle in today?’ asked the manager.

‘They behaved very differently’, replied the nursery school worker. ‘Max was distressed when his mother left but was happy to see her at the end of the day.’

‘Jessica arrived clinging to her mother and I could not calm her down when her mother left.’

‘William barely seemed to notice when his mother left and did not even look up when she returned to collect him.’

Name the attachment type demonstrated by **each** of the children in the conversation above by writing the attachment type next to the name below.

[3 marks]

Max _____

Jessica _____

William _____

08

Briefly evaluate learning theory as an explanation of attachment.

[4 marks]

09

Read the item and then answer the question that follows.

A group of researchers used ‘event sampling’ to observe children’s friendships over a period of three weeks at break times and lunchtimes during the school day.

Explain what is meant by ‘event sampling’.

[2 marks]

Section C continues on the next page

1	0
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The investigation in **question 09** is an example of a ‘naturalistic observation’.

Briefly discuss how observational research might be improved by conducting observations in a controlled environment.

[4 marks]

1	1
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Discuss research into the influence of early attachment on adult relationships.

[8 marks]

Extra space

Turn over for the next section

[illegible]

Extra space

1	4
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Read the item and then answer the question that follows.

Kirsty is in her twenties and has had a phobia of balloons since one burst near her face when she was a little girl. Loud noises such as ‘banging’ and ‘popping’ cause Kirsty extreme anxiety, and she avoids situations such as birthday parties and weddings, where there might be balloons.

Suggest how the behavioural approach might be used to explain Kirsty’s phobia of balloons.

[4 marks]

Section D continues on the next page

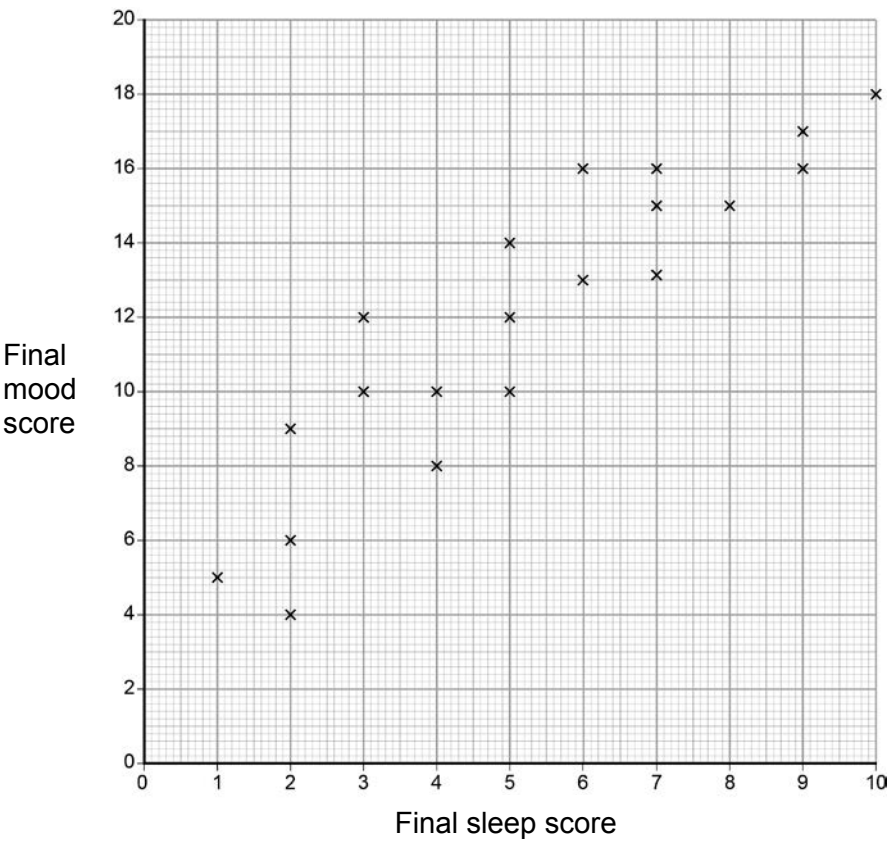
1 5

Read the item and then answer the questions that follow.

Twenty depressed patients were treated using cognitive behavioural therapy. Over the course of the six-week treatment, each patient's mood was monitored every week using a self-report mood scale (where a score of 20 = extremely positive mood and a score of 0 = extremely negative mood). Each week they also completed a quality of sleep questionnaire which was scored from 10 = excellent sleep to 0 = very poor sleep.

At the end of the study the researchers correlated each patient's final mood score with his or her final sleep score. The results are shown in **Figure 1** below.

Figure 1: Scattergram to show the relationship between final mood scores and final sleep scores for 20 patients at the end of therapy



1 5

. 1

Outline the type of relationship shown in **Figure 1** above and suggest why it would not be appropriate for the researchers to conclude that better sleep improves mood.

[2 marks]

1 5 . 2 Outline **one** way in which the researchers should have dealt with ethical issues in this study.

[2 marks]

1 5 . 3 The sleep questionnaire used by the researchers had not been checked to see whether or not it was a reliable measure of sleep quality.

Explain how this study could be modified by checking the sleep questionnaire for test-retest reliability.

[4 marks]

Turn over for the next question

1	6
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Outline cognitive behaviour therapy as a treatment for depression.

[4 marks]

END OF QUESTIONS

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