

Section A

Social Influence

Answer all questions in this section.

- 1 (a) Identify the London location investigated as part of the NatCen (2011) study into the summer August riots in England.

- A Croydon
- B Lewisham
- C Tottenham
- D Walthamstow

Your answer

[1]

- (b) Identify the research method used to gather data in the NatCen (2011) study.

- A case study
- B interview
- C questionnaire
- D observation

Your answer

[1]

- (c) Identify the category of participants that included 'wannabes' according to the NatCen (2011) study.

- A Looters
- B Non-involved
- C Rioters
- D Watchers

Your answer

[1]

2 Suggest three criticisms of the NatCen (2011) study into the August riots in England.

EXAM TIPS
For 3 marks, include 3 criticisms OR TWO criticisms with explanations / examples.

- Likely criticisms include;
- sample was too small so you cannot generalize the findings to all young people
 - sample was culturally biased because the sample only came from Tottenham (NOT age)
 - social desirability bias because participants may have answered in the way they thought their social group would have preferred.
 - participants' memory for events may have been unreliable so results may not be valid.
 - researcher bias in interpreting answers/categorising people
 - self-report so participants may have lied for fear of getting into trouble.

Marker's Comments – Qu. 2
1 mark for each distinct criticism of the study.

Do not double credit a criticism that makes the same point or overlaps with another e.g. 'the sample was too small' and 'the sample was unrepresentative'.

[3]

3

Bickman's study into Obedience

Bickman (1974) wanted to test the effect of a uniform on obedience levels. He conducted his study on the streets of New York. The same experimenter was dressed in one of the following ways: a civilian, a milkman or a guard. He stopped passers-by and ordered them to do one of three tasks: pick up a paper bag, give a dime to a stranger, or stand the other side of a bus stop.

Using the source:

(a) Name the type of experiment Bickman used.

Field

EXAM TIPS
Remember in this study you need to be specific about the TYPE of uniform or task

(b) Identify one of the independent variables used in the study.

1 mark for 'type of uniform/dress' or similar, or for naming at least two of the outfits tested OR for 'task the participants were asked/ordered to do' or similar, or identifying at least two of the tasks participants were asked/ordered to do.

Marker's Comments – Qu. 3(b)
Do not credit the word 'uniform' (or similar) alone. Likewise, do not credit 'task' (or similar) alone

(c) Give one way obedience was measured.

- 1 mark for any one of the following;
- whether passers-by picked up litter or not
 - whether passers-by gave a dime to a stranger or not
 - whether passers-by moved to the other side of a bus-stop or

EXAM TIPS
NAME the specific task to ensure your mark.

Marker's Comments – Qu. 3(c)
Do credit reference to the task itself instead of the actual measure e.g. ordering people to pick up litter.

(d) Identify one way that standardisation was used in the study.

EXAM TIPS
Standardisation = SAME
- SAME participants
- SAME conditions
- SAME place/location
- SAME questions
- SAME tasks

- 1 mark for any one of the following;
- using same confederate
 - always done on streets (of New York)
 - task/command was the same (within a condition)

Marker's Comments – Qu. 3(d)
Only credit controls that are identified in the source itself.

4 Bickman (1974) only used males to dress up in uniforms.

Explain why this is a weakness of the study.

'this is gender biased (1) as it does not reflect the idea that women can be in authority too (1)', '

'it makes it difficult to generalise findings (1) as people may have responded differently to a woman in uniform compared to a man (1)'

Marker's Comments – Qu. 4

1 mark for a brief or basic statement

2 marks for a more developed response

[2]

5 Describe two criticisms of the idea that situational factors affect obedience levels.

'it ignores the effect of dispositional factors (1) in the sense that some people may have a more obedient personality regardless of the situation (1)'

'it can be unethical to set up situations just to see if people obey (1) especially as the commands may cause distress and discomfort (1)'

'some critics say it is wrong to suggest that obedience is out of people's control (1) as this absolves them of any responsibility for any atrocities they may commit just because they were commanded to (1)'

Marker's Comments – Qu. 2(d)

1 mark for each brief or basic criticism

Or up to 2 marks per criticism for a more developed response (up to 2)

[4]

EXAM TIPS

This is a THEORY even though it doesn't say so

6 (a) Explain how self-esteem can have an effect on conformity.

Self-esteem negatively correlates with rates of conformity (1). This is because individuals with high self-esteem value themselves enough to value their own viewpoint (1) so even when the majority disagree with them they are confident enough to 'stand their ground (1). For individuals with low self-esteem it is easy to feel better about themselves by simply following what others do and fitting in (1).

Marker's Comments – Qu. 6(a)

Level 2 (3-4 marks):

There is a good explanation which offers some level of depth. The response is accurate and demonstrates clear understanding.

Level 1 (1-2 marks):

There is a basic attempt at an explanation but this may lack clarity and/or depth.

(0 marks):

No credit worthy response.

To earn marks, the response must at least recognise that lower levels of self-esteem lead to higher levels of conformity.

[4]

(b) Explain how one other dispositional factor can have an effect on social behaviour.

EXAM TIPS

It says 'one other' so self-esteem is one of them! It is a (b) qu. so will relate to the (a) qu.

This is also a THEORY so revise this carefully.

Likely dispositional factors and associated behaviours are;

- the effect of locus of control on crowd behaviour
- the effect of morality on pro/anti-social behaviour
- the effect of the authoritarian personality on obedience

Some individuals are raised in such a way that they end up with an authoritarian personality which makes them more obedient (1). Their upbringing is usually harsh and strict (1). This means that they come to resent their parents (1) and this is displaced onto others they see as beneath them while, at the same time, they feel they ought to 'bow down' to authority themselves (1).

Marker's Comments – Qu. 6(b)

Level 2 (3-4 marks): There is a good explanation which offers some level of depth. The response is accurate and demonstrates clear understanding.

Level 1 (1-2 marks): There is a basic attempt at an explanation but this may lack clarity and/or depth.

(0 marks): No credit worthy response.

Do credit other examples of dispositional factors that are not listed on the specification but are relevant e.g. extraversion, intelligence as long as they are related to a relevant social behaviour.

Section B

Memory

Answer all questions in this section.

7 (a) Identify which of the following memory stores has a duration of between 15 and 30 seconds.

- A sensory store
- B short-term memory
- C long-term memory
- D all three of the above

Your answer **B**

[1]

(b) Identify which of the following memory stores has an unlimited capacity.

- A sensory store
- B short-term memory
- C long-term memory
- D all three of the above

Your answer **C**

[1]

(c) Identify which of the following memory stores encodes data visually.

- A sensory store
- B short-term memory
- C long-term memory
- D all three of the above

Your answer **D**

[1]

- 8 A psychologist tested 25 participants to investigate how many different letters in a row they could accurately recall at once. Each participant was tested using 100 different strings of letters of varying lengths. From this, a measure of central tendency for each participant was calculated as shown in the table below.

A table to show the mean length of the letter string (to one significant figure) accurately recalled by 25 participants

Mean length of letter string recalled	Four	Five	Six	Seven	Eight
Frequency	2	5	7	8	3

EXAM TIPS

This is a 2-mark qu. so you need TWO points!

- (a) Outline what is meant by a measure of central tendency.

1 mark for the idea of a score that is typical/average (or similar)
 1 mark for the idea that this score represents the whole data set

Marker's Comments – Qu. 8(a)

If the response has both required elements but lacks clarity, then limit to 1 mark.

- (b) Draw a graph to represent the data in this table.

EXAM TIPS

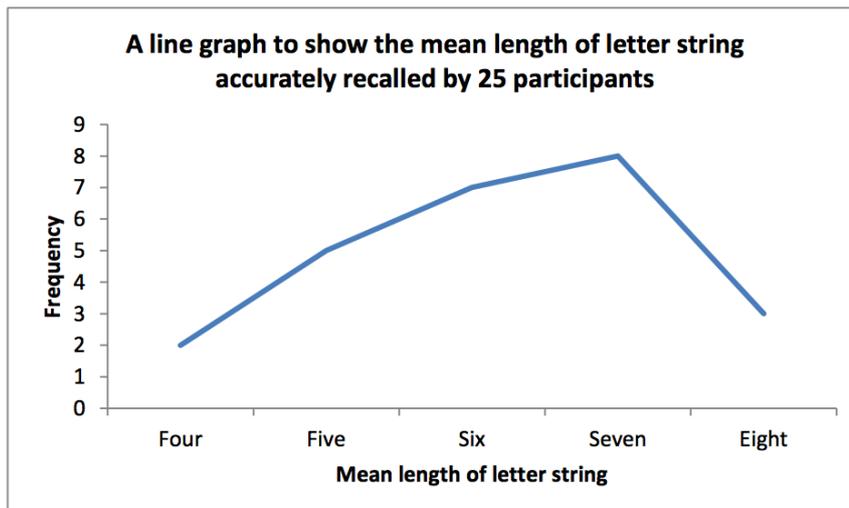
Look carefully at the table above – one of the variables (Mean length of letter string recalled) is continuous (e.g. 4,5,6,7,8).

So this is continuous data.

This leaves you with two choices:
 (a) A line graph
 (b) A histogram

This data would need to be presented as a line graph or histogram.

1 mark for a relevant and clear title
 1 mark for accurate labelling of both axes
 1 mark for appropriate scales being used
 1 mark for accurate plotting of data



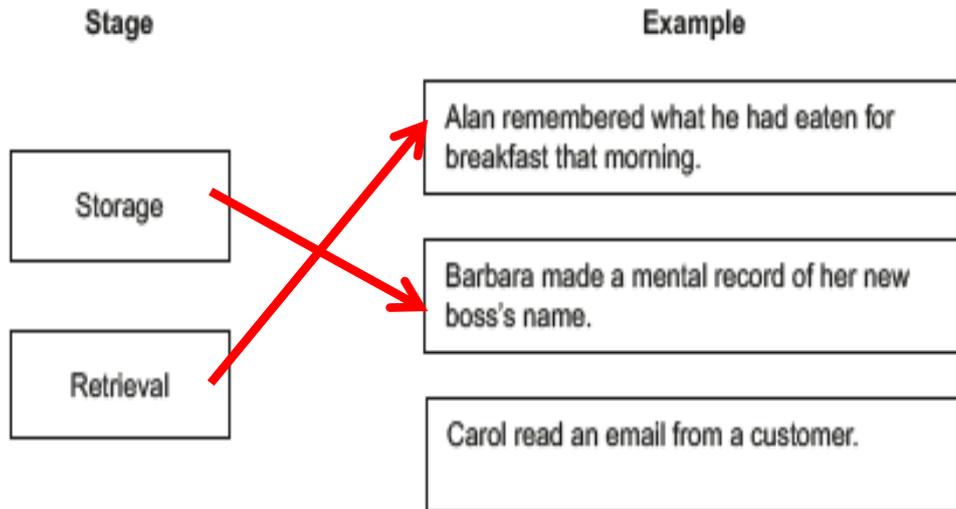
Marker's Comments – Qu. 8(b)

If a candidate uses an inappropriate graph to present the data, it may still be appropriate to credit the title and possibly the labelling of axes.

9 There are a number of stages of information processing.

Draw a line to match each stage with its correct example.

[2]



10

A lot to remember.

Sean works as a waiter. He is about to take an order from a large group of people where eleven drinks are asked for. Unfortunately, he realises he has left his notepad in the kitchen. He is too embarrassed to tell the customers this and decides he will try to remember all eleven drinks.

Using the source:

(a) Explain what is meant by displacement with reference to Sean's memory.

EXAM TIPS

When it says EXPLAIN you need to use your own words.

Remember the formula

(a) What does displacement mean?

(b) Give key details/examples to elaborate

(c) How does this relate to the scenario? (i.e. Sean's memory)

1 mark for another term or phrase that demonstrates displacement e.g. being shunted/pushed out

1 mark for the reason displacement occurs e.g. memory overloaded, limited capacity/space, etc

1 mark for an additional detail e.g. information becomes unavailable (rather than inaccessible), occurs in STM, concept of 'first in first out', etc

Marker's Comments – Qu. 10(a)

For full marks, there needs to be some reference to Sean's situation in relation to displacement e.g. his memory will be overloaded by the number of drinks he had to remember.

[3]

(b) Describe one technique that would help Sean remember all eleven drinks.

Marker's Comments – Qu. 2(d)

1 mark for identification of the memory technique whether explicit (e.g. chunking, use of cues, imagery, rehearsal) or implicit (e.g. relating one piece of information to another piece by meaning)

1 mark for description or explanation of the identified memory aid. 1 mark for applying it to the source i.e. having to remember a list of drinks

EXAM TIPS

Make sure it is a memory technique that is relevant to Sean's situation.

'Sean could use chunking (1) by grouping pairs of drinks e.g. coke and then wine (1) so that each drink does not take up as much space in memory (1)' e.g. 'He could picture something to represent each drink (1) so that he has something more tangible to remember like a beard for a beer (1) and this could act as a trigger when he gets back to the bar (1)'

11 Outline how the findings from Wilson et al.'s (2008) study of Clive Wearing relate to neuropsychology.

Marker's Comments – Qu. 11

1 mark for a brief or basic statement of findings that include neuropsychological content

Or 2 marks for a detailed outline of findings that include neuropsychological content

Or 3 marks for a detailed outline of findings that include neuropsychological content and relate this back to the function of memory

EXAM TIPS

This is where reading the question is crucial – you must relate your response to neuropsychology.

'Some of the findings from the Clive Wearing study relied on scanning the brain which shows the importance of using neuropsychology to explain his amnesia (1). These brain scans showed damage to various parts of his brain including the hippocampus and amygdala (1). By mapping the damage to the memory problems that Clive suffered, researchers were able to understand the functions of these parts of the brain in everyday memory (1).'

• 'Because CW's short-term memory was found to be relatively normal while his long-term memory was severely impaired (1) we are able to link the long-term memory to those parts of his brain that were damaged as this would explain the dysfunction (1). For example, MRI scans showed significant damage to the hippocampus which is now widely accepted as a part of the brain which is important for the formation of new memories (1).'

12 Evaluate Wilson et al.'s (2008) study of Clive Wearing.

Evaluation points could include; difficulties of making generalisations based on one person, the issues of using an atypical case to represent understanding of normal human memory, issues of interpretation, ethical issues around the way the study was conducted.

Level 2 (3-4 marks):

There is a good evaluation which offers breadth and/or depth. Points may be brief but should still be relevant and used to reach a substantiated judgement in response to the question.

Level 1 (1-2 marks):

There may be some basic attempt at evaluation but it will be weak and some points may be inaccurate. Judgements will be either unclear or absent.

Marker's Comments – Qu. 12

To gain credit for ethical issues, candidates must go beyond stating that the study is unethical and instead begin to explain how or why.

Section C

Sleep and Dreaming

Answer all questions in this section.

13 (a) Identify how many stages there are in the sleep cycle.

- A three
- B four
- C five
- D six

Your answer

[1]

(b) Identify a key feature of the REM stage of sleep.

- A dreaming
- B drowsiness
- C fantasising
- D insomnia

Your answer

[1]

(c) Identify the name for the environmental cues which regulate sleep.

- A endogenous pacemakers
- B endogenous zeitgebers
- C exogenous pacemakers
- D exogenous zeitgebers

Your answer

[1]

- 14 A psychologist surveyed different age groups to investigate the quality of their sleep hygiene. Some of the findings from the study are shown in the table below.

A table to show the percentage of participants, by age group, who responded with 'yes' when answering a question

Question	14–18 year-olds	26–30 year-olds	38–42 year-olds
1. Do you regularly sleep with a light on?	23%	15%	12%
2. Do you tend to have a smart phone by your bed at night?	89%	80%	61%
3. Do you normally have a window open when you sleep?	11%	16%	12%
4. Do you tend to sleep in a messy bedroom?	50%	19%	5%
5. Do you often go to sleep with music on?	76%	30%	5%

According to the study:

- (a) Give the percentage of 14–18 year-olds who reported that they often go to sleep with music on.

76(%) [1]

- (b) Give the age group who reported they were most likely to sleep with the window open.

26-30 (year olds) [1]

- (c) Give the number of the question where there was the least difference in response by age group.

(question) 3 [1]

- (d) 12 000 people were surveyed for this study.

Express this figure in standard form.

1.2 x 10 to the power of 4 [1]

- (e) Calculate the ratio, in its lowest form, of 14–18 year-olds to 38–42 year-olds who reported that they tend to sleep in a messy bedroom. Show your calculations.

1 mark for showing the ratio is 50:5
1 mark for the answer: 10:1 [2]

Marker's Comments – Qu. 14(c)
If candidate quotes or refers to the statement in Q3 then still credit.

Marker's Comments – Qu. 14(c)
If ratio is expressed as 1:10 then limit to 1 mark.

15 Freud (1918) carried out a case study of the Wolfman.

Suggest **one** strength and **one** weakness of using the case study method.

Strength

1 mark for any relevant statement of strength e.g. rich/detailed/in-depth data, high validity, it only takes one case to disprove a theory, the ability to study situations that cannot be set up

Weakness

1 mark for any relevant statement of weakness e.g. difficulties generalising/unrepresentative sample, potential for subjectivity/bias

Marker's Comments – Qu. 15

If candidate does not explicitly identify the strength and/or weakness then assume the responses occur in order of strength and then weakness and credit accordingly

[4]

EXAM TIPS

Complete planning/practice from the 13-mark booklet.

16* Use your knowledge and understanding from across the psychology course to explain how far you agree with the following statement.

"There are both strengths and weaknesses of taking a reductionist approach in psychology."

In your answer, you should refer to the Activation Synthesis Theory of Dreaming and to at least one other theory from another area of psychology. [13]

Marker's Comments – Qu. 16

For AO1: to be placed in Level 2 or above, the response must refer to both the Activation Synthesis Theory of Dreaming and at least one other theory from another area of psychology.

AO1 description marks can be awarded for knowledge and understanding of: the description of the concept of reductionism, and, where relevant, the concept of holism as a means of understanding reductionism and description of Activation Synthesis Theory of Dreaming.

Level 3 (5-6 marks): The response demonstrates a thorough knowledge and understanding of the description of the concept of reductionism and holism, where appropriate, as well as a thorough description of the Activation Synthesis Theory of Dreaming and at least one other theory which uses reductionism. This is done with accuracy and clarity. There is a well-developed line of reasoning which is clear and logically structured.

Level 2 (3-4 marks): The response demonstrates a good knowledge and understanding of the description of the concept of reductionism and holism, where appropriate, as well as a good description of the Activation Synthesis Theory of Dreaming and at least one other theory which uses reductionism. This is done with accuracy. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Level 1 (1-2 marks): The response demonstrates only a basic knowledge and understanding of the description of the concept of reductionism and holism, where appropriate, as well as a basic description of the Activation Synthesis Theory of Dreaming and there may be vague/very weak descriptions of at least one other theory which uses reductionism. The information has some relevance and is presented with limited structure. The information is supported by limited evidence

Marker's Comments – Qu. 16

For AO3: to be placed in Level 2 or above, evaluation must refer to both the Activation Synthesis Theory of Dreaming and at least one other theory from another area of psychology.

AO3 marks for critical evaluation of the reductionism-holism debate looking at the strengths and weaknesses of each perspective e.g. simplification vs over-simplification, the ability to predict/establish cause and effect, issues of validity, etc.

Level 3 (5-7 marks): There is a thorough evaluation which offers breadth and/or depth covering at least two different points both the Activation Synthesis Theory of Dreaming and at least one other theory from another area of psychology. Points are coherent and relevant and the response is developed in order to reach a substantiated judgement in response to the question.

Level 2 (3-4 marks): There is a good evaluation which offers breadth and/or depth covering at least two different points both the Activation Synthesis Theory of Dreaming and at least one other theory from another area of psychology. Points may be brief but should still be relevant and used to reach a supported judgement in response to the question.

Level 1 (1-2 marks): There may be some basic attempt at evaluation but it will be weak and consideration of other theories may be inaccurate. Judgements will be either unclear or absent.

Section D

Research Methods

Answer all questions in this section.

A psychologist wanted to investigate whether the presence of an audience improves performance. He invited participants, who were all psychology students at university, to his laboratory. On arrival, each participant was asked to build a wooden tower whilst being alone in the room with only the experimenter present.

A week later, all the participants returned to the laboratory. This time they were asked to build the same wooden tower whilst the other participants watched as their audience. The times taken to build the tower alone and in front of an audience were recorded.

The results are shown in the table below.

Mean time taken to build the wooden tower alone and with an audience present.

Condition	Time taken
Alone	5.8 minutes
Audience present	3.5 minutes

17 State an alternate hypothesis for this study.

EXAM TIPS

You MUST use the correct format here:

There will be a difference. It is not a correlation study so can't be 'correlate'.

1 mark for understanding an alternate hypothesis predicts a difference (not a correlation) and 1 mark for the correct use of variables within the hypothesis.

There will be a difference in (1) in the time taken to build the tower depending on whether an audience is present or not (1). OR

Participants will perform better (1) in front of an audience as opposed to being by themselves (1).

18 Outline one weakness with the sample used in this study.

1 mark for a brief or basic statement e.g. only students were used, psychology students are unrepresentative of other people, age biased.

Or 2 marks for a more developed weakness which is in the context of the study e.g.

- the students are likely to be younger than average (1) so this introduces the problem of age bias (1)
- students may be more confident individuals as they have made it to university (1) so this might affect how they respond to an audience compared to other people (1)
 - psychology students are unrepresentative of other people (1) as they may have a better idea of what the investigation is about (1)

Marker's Comments – Qu. 17

If the candidate offers a null hypothesis, 1 mark can still be awarded for the correct identification of the variables. If the only one condition is stated in the hypothesis then limit to 1 mark.

The DV does not have to be operationalised to award both marks i.e. candidates can refer to performance rather than tower building.

The hypothesis can be directional or non-directional.

Marker's Comments – Qu. 2(d)

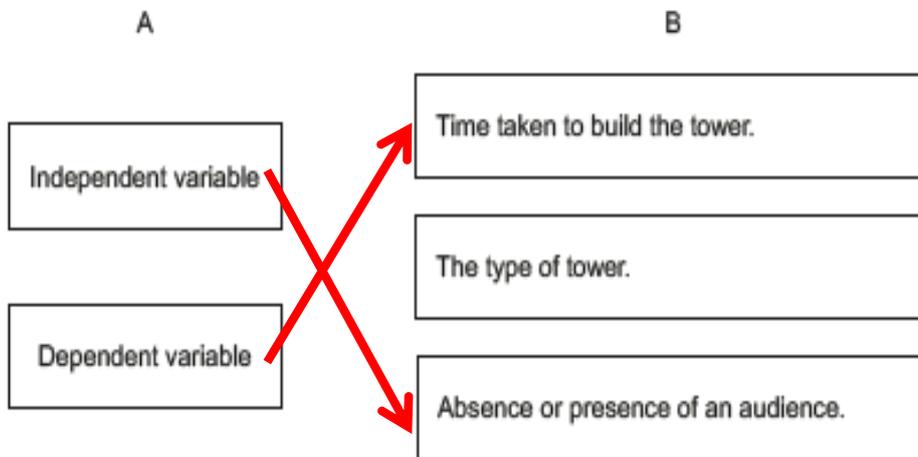
If the candidate offers a developed response but it is not in the context of the study then limit to 1 mark e.g. 'the sample is unrepresentative making generalisations difficult'.

If the candidate focuses on the sampling method (credit both opportunity sampling and self-selected sampling here) then a relevant weakness can receive full credit but must be in the context of the study to do so e.g. 'opportunity samples tend to be biased (1) so here the psychology students may affect the results by having more awareness of what the investigation is about (1)'

19 Using the diagram below:

Identify the independent variable and dependent variable in the source by drawing a line from each box in Column A to the correct box in Column B.

EXAM TIPS
Remember the tip about reading through the WHOLE research section first- you can use this question (IV and DV) to write the hypothesis in Question 17.



[2]

20 Explain what is meant by the term experimenter bias.

EXAM TIPS
Use common sense here: Experimenter (researcher) bias means the researcher is biased in the way they analyse the data,

e.g. experimenter bias happens where a researcher only views results from one perspective (1) so that other interpretations are not considered (1)
e.g. to favour one psychological theory over another (1) so that results are not objective (1)

Marker's Comments – Qu. 20

1 mark for demonstrating an understanding of the concept of bias 1 further mark for relating this to the idea of experimenter bias more specifically

1 mark maximum if an answer has both elements being assessed but is muddled.

21 (a) Identify the experimental design used in this study.

Put a tick in one of the boxes to show your answer.

Repeated measures Independent measures

[1]

(b) Describe one weakness of the experimental design used in this study.

This design has problems with the practice effect (1) so the participants may have performed better in front of the audience (1) because it was their second go at building the tower and not because they were being watched (1) OR

The participants might experience the boredom effect (1) where they put less effort into building the tower in the second condition (1) so they underperform because of this extraneous variable (1)

Marker's Comments – Qu. 21(b)

1 mark for stating a weakness of repeated measures design

1 mark for explaining that weakness

1 mark for applying this weakness to the study in the source

Candidates can still get credit for a correct response to (b) even if they have not been given credit for (a). However, do not credit weaknesses of independent measures designs if that is what they have identified in

22 The psychologist used a laboratory experiment.

Explain one strength of a laboratory experiment.

'because the environment is controlled (1) cause and effect can be established more reliably (1)' OR

there are fewer extraneous variables (1) making findings more reliable (1)' OR

'it is more objective (1) as the environment is not having an effect on the results (1)'

Marker's Comments – Qu. 22

The strength does not have been in the context of the study but do credit responses that use the study to help develop their point.

[2]

23 (a) Outline what is meant by the term 'extraneous variable'.

EXAM TIPS

You could include an example here to guarantee the 2nd mark.

e.g. an extraneous variable is something that changes alongside the IV (1) that can also affect the DV (1)

Marker's Comments – Qu. 23

1 mark for recognising it has an effect on the DV or similar

1 mark for stating that it is different from the IV

[2]

(b) Explain one way in which an extraneous variable may have occurred in this study

e.g. how tired the participant was, how the pieces of the tower are set out in the first place, what the audience are doing in the second condition, etc

Examples:

An extraneous variable would occur if the pieces for the tower are set out differently each time (1) – for example, if the pieces were laid out close together then it may take less time to build the tower (1)

OR

Participants may be more tired if they do the second condition later in the day (1) so this would have a negative effect on their performance regardless of the audience (1)

Marker's Comments – Qu. 2(d)

1 mark for identifying a relevant EV (i.e. something that could affect performance on the tower task)

1 further mark for outlining the potential effect on performance in the study

Do credit order effects associated with repeated measures if they have not already been given credit in 21(b).