A

AQA

Surname _____

Other Names _____

Centre Number _____

Candidate Number _____

Candidate Signature _____

A-level
PSYCHOLOGY

Paper 1 Introductory topics in psychology

7182/1

Monday 4 June 2018 **Afternoon**

Time allowed: 2 hours

For this paper you may use:
- **a calculator.**

At the top of the page, write your surname and other names, your centre number, your candidate number and add your signature.

[Turn over]

JUN18718210 1

BLANK PAGE

INSTRUCTIONS

- **Use black ink or black ball-point pen.**
- **Answer ALL questions. You must answer the questions in the spaces provided. Do NOT write on blank pages.**
- **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 96.**
- **Questions should be answered in continuous prose. You will be assessed on your ability to:**
  - **use good English**
  - **organise information clearly**
  - **use specialist vocabulary where appropriate.**

DO NOT TURN OVER UNTIL TOLD TO DO SO

SECTION A

SOCIAL INFLUENCE

Answer ALL questions in this section.

0 1 **Outline what is meant by 'agentic state' as an explanation for obedience. [2 marks]**

Jenny is a psychology teacher who works with six other teachers in the department. Jenny believes strongly that homework should not be graded as it distracts students from reading verbal feedback on their work. She would like her colleagues to stop grading work. The other members of the department do not agree but have told Jenny they are willing to have a meeting about it.

0 2 **Using your knowledge of minority influence, explain how Jenny might be able to persuade the rest of the department to accept her view.**
[6 marks]

[Turn over]

[Turn over]

Psychologists investigating social influence have discovered several reasons why people conform.

0 3 **Discuss what psychological research has told us about why people conform. [16 marks]**

You may use this space to plan your answer.

[Turn over]

[Turn over]

24

BLANK PAGE

[Turn over]

SECTION B

MEMORY

Answer ALL questions in this section.

A researcher investigated the working memory model using a laboratory experiment. Forty students from a local college volunteered to take part.

In CONDITION A, 20 students performed the following two tasks at the same time:

- **mentally counting backwards from 100**
- **tracking coloured shapes on a computer screen.**

In CONDITION B, 20 different students performed the following two tasks at the same time:

- **mentally counting backwards from 100**
- **reading a poem out loud.**

The researcher predicted that the performance of students in CONDITION A would be better than the performance of students in CONDITION B.

0 4 **Name the TWO components of working memory that would be involved in the performance of the tasks in CONDITION A. [2 marks]**

Mentally counting backwards from 100:

_____

_____

_____

_____

Tracking coloured shapes on a computer screen:

_____

_____

_____

_____

[Turn over]

0 5 **Briefly explain TWO ways in which the working memory experiment described above could be improved. [4 marks]**

[Turn over]

0 6 **Discuss ONE strength of the working memory model. [4 marks]**

[Turn over]

0 7 **Describe the cognitive interview. [6 marks]**

[Turn over]

Aaron was upset as he left the Spanish exam. In the unfamiliar room and full of nerves, his mind had gone completely blank. He was regretting studying both French and Spanish because he was sure he had mixed up lots of the words.

0 8 **Outline ONE explanation of forgetting. How might this explanation account for Aaron's poor performance in the Spanish exam? [4 marks]**

0 9 **Briefly evaluate the explanation of forgetting you have outlined in your answer to QUESTION 08.**
[4 marks]

[Turn over]

24

[Turn over]

BLANK PAGE

SECTION C

ATTACHMENT

Answer ALL questions in this section.

10 **State TWO effects of institutionalisation. [2 marks]**

_____

_____

_____

_____

_____

_____

[Turn over]

1 1 **Outline how Lorenz AND Harlow studied attachment using animals. [6 marks]**

[Turn over]

Two mothers at the toddler and parent group are chatting.

"I always felt sorry for my husband when Millie was a baby. He used to say his bond with Millie was not as strong as mine because I was breastfeeding."

"I'm not sure", replies the other mother. "I think there's something about a mother's love that makes it more special anyway – and so important for future development."

1 2 **Discuss the learning theory of attachment AND Bowlby's monotropic theory of attachment. Refer to the conversation above in your answer.**
[16 marks]

You may use this space to plan your answer.

[Turn over]

[Turn over]

24

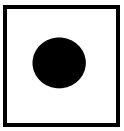
SECTION D

PSYCHOPATHOLOGY

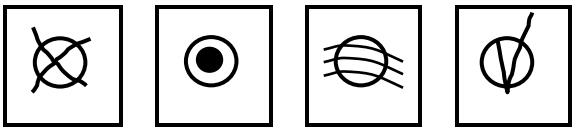
Answer ALL questions in this section.

For each answer completely fill in the circle alongside the appropriate answer.

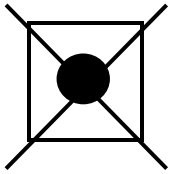
CORRECT METHOD



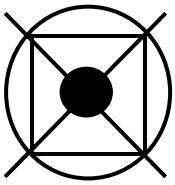
WRONG METHODS



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.



You may do your working in the blank space around each question but this will not be marked.
Do NOT use additional sheets for this working.

[Turn over]

A researcher studying depression wanted to see whether or not there was a relationship between level of self-esteem and negative schema score. She constructed two questionnaires and asked ten people who had been diagnosed with depression to complete them.

One questionnaire measured the participant's level of self-esteem. A low score (out of 50) indicated low self-esteem.

The other questionnaire measured whether the participant showed evidence of negative schema. A low score (out of 50) indicated evidence of negative schema.
The two sets of results for each participant are shown in the table below.

TABLE 1 Self-esteem score and negative schema score for each patient

Participant	1	2	3	4	5	6	7	8	9	10
Self-esteem score	8	9	9	11	13	17	18	18	20	22
Negative schema score	11	15	13	18	12	14	20	16	17	19

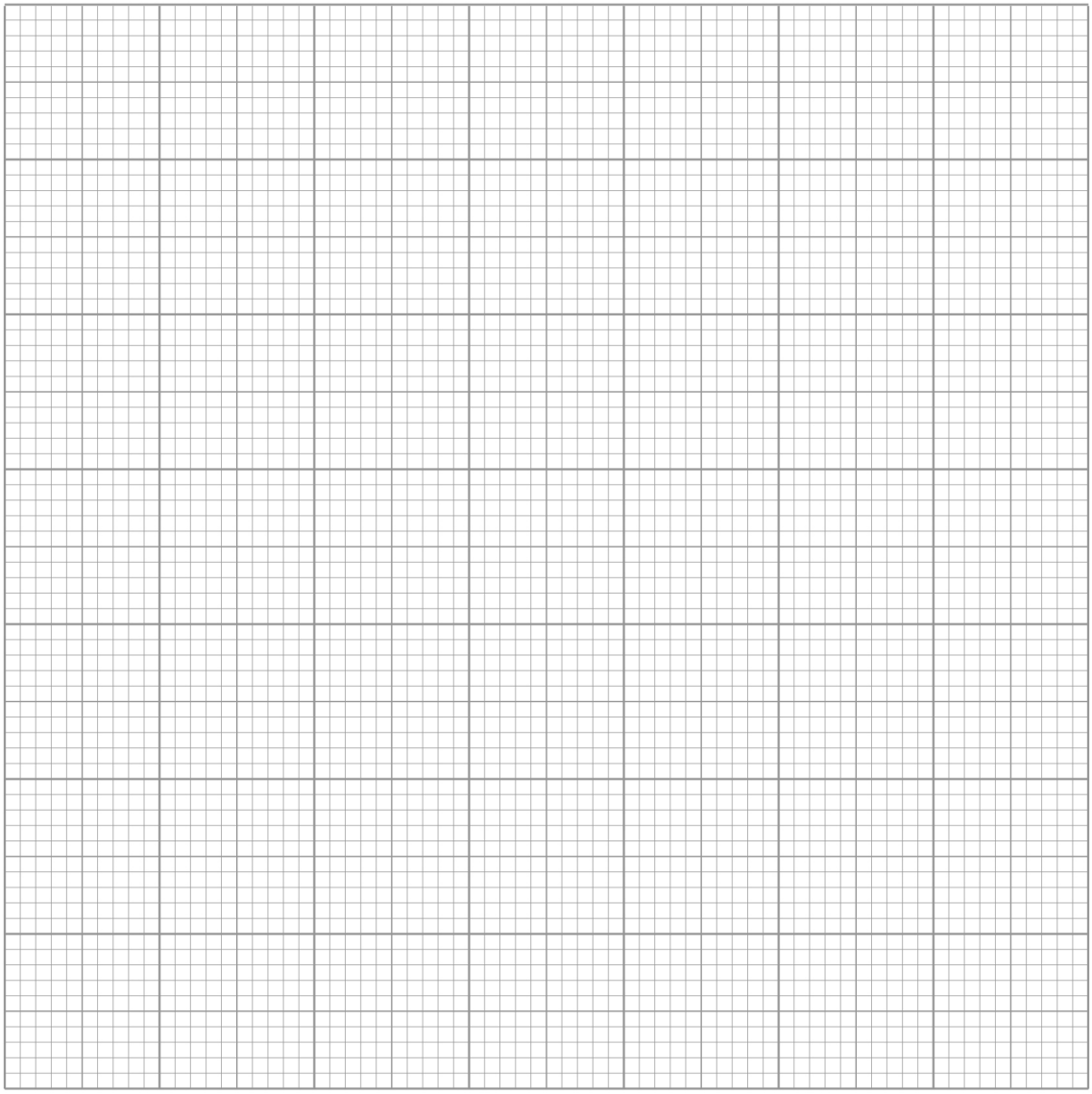
1 3 **Is negative schema score best described as measuring a cognitive, emotional or behavioural characteristic of depression? Shade ONE box only. [1 mark]**

- ○ **A Cognitive**
- ○ **B Emotional**
- ○ **C Behavioural**

[Turn over]

1 4 **Draw a suitable graphical display to represent the data in TABLE 1 on page 51. Label your graph appropriately. [4 marks]**

Title: _____



Repeat of TABLE 1

Participant	1	2	3	4	5	6	7	8	9	10
Self-esteem score	8	9	9	11	13	17	18	18	20	22
Negative schema score	11	15	13	18	12	14	20	16	17	19

The researcher analysed the data in TABLE 1 using a Spearman's rho statistical test.

1 5 **With reference to level of measurement, explain why Spearman's rho is an appropriate statistical test for this data. [2 marks]**

1 6 **Estimate the correlation coefficient most likely to result from analysis of the data in TABLE 1. Shade ONE box only.**

The correlation coefficient would be approximately. [1 mark]

- ○ **A** **+0.95**
- ○ **B** **+0.70**
- ○ **C** **+0.30**
- ○ **D** **+0.15**

1 7 **Discuss the cognitive approach to treating depression. [16 marks]**

You may use this space to plan your answer.

[Turn over]

[Turn over]

[Turn over]

END OF QUESTIONS

24

There are no questions printed on this page

There are no questions printed on this page

For Examiner's Use	
Section	Mark
A	
B	
C	
D	
TOTAL	

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third party copyright material will be published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2018 AQA and its licensors. All rights reserved.