To Clementine with love

The roots of education are bitter, but the fruit is sweet.

(Aristotle, 384–322 BC)
# Contents

**About the Author** vii
**About the AQA Psychology Companion Website** viii

## 1 PREPARING FOR THE EXAM

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I study effectively?</td>
<td>1</td>
</tr>
<tr>
<td>How can I do well in the exam?</td>
<td>5</td>
</tr>
</tbody>
</table>

## 2 SOCIAL INFLUENCE

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of conformity</td>
<td>17</td>
</tr>
<tr>
<td>Conformity to social roles</td>
<td>31</td>
</tr>
<tr>
<td>Explanations for obedience</td>
<td>35</td>
</tr>
<tr>
<td>Explanations of resistance to social influence, including</td>
<td>48</td>
</tr>
<tr>
<td>social support and locus of control</td>
<td></td>
</tr>
<tr>
<td>Minority influence including reference to consistency, commitment,</td>
<td>56</td>
</tr>
<tr>
<td>and flexibility</td>
<td></td>
</tr>
<tr>
<td>The role of social influence processes in social change</td>
<td>60</td>
</tr>
</tbody>
</table>

## 3 MEMORY

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-store model of memory</td>
<td>70</td>
</tr>
<tr>
<td>Types of long-term memory</td>
<td>81</td>
</tr>
<tr>
<td>Working memory model</td>
<td>86</td>
</tr>
<tr>
<td>Explanations for forgetting</td>
<td>96</td>
</tr>
<tr>
<td>Eyewitness testimony</td>
<td>102</td>
</tr>
</tbody>
</table>

## 4 ATTACHMENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregiver–infant interactions in humans</td>
<td>118</td>
</tr>
<tr>
<td>Animal studies of attachment: Lorenz and Harlow</td>
<td>126</td>
</tr>
<tr>
<td>Explanations of attachment: Learning theory and Bowlby’s</td>
<td>130</td>
</tr>
<tr>
<td>monotropic theory</td>
<td></td>
</tr>
<tr>
<td>Ainsworth’s “Strange Situation”: Types of attachment</td>
<td>140</td>
</tr>
<tr>
<td>Bowlby’s theory of maternal deprivation</td>
<td>148</td>
</tr>
<tr>
<td>Influence of early attachment on childhood and adult relationships</td>
<td>156</td>
</tr>
</tbody>
</table>

## 5 APPROACHES TO PSYCHOLOGY

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origins of psychology</td>
<td>163</td>
</tr>
<tr>
<td>Learning approaches</td>
<td>168</td>
</tr>
<tr>
<td>Cognitive approach</td>
<td>179</td>
</tr>
<tr>
<td>Biological approach</td>
<td>189</td>
</tr>
<tr>
<td>Psychodynamic approach</td>
<td>201</td>
</tr>
<tr>
<td>Humanistic psychology</td>
<td>208</td>
</tr>
<tr>
<td>Comparison of approaches</td>
<td>215</td>
</tr>
</tbody>
</table>
## 6 BIOPSYCHOLOGY

- Divisions of the nervous system: central and peripheral (somatic and autonomic) 225
- Structure and function of sensory, relay, and motor neurons 228
- Function of the endocrine system: Glands and hormones 231
- Fight or flight response including the role of adrenaline 233
- Localisation of function in the brain 239
- Ways of studying the brain 248
- Biological rhythms 255

## 7 PSYCHOPATHOLOGY

- Definitions of abnormality 265
- Behavioural, emotional, and cognitive characteristics of phobias, depression, and obsessive–compulsive disorder (OCD) 277
- Behavioural approach to explaining and treating phobias 284
- Cognitive approach to explaining and treating depression 295
- Biological approach to explaining and treating obsessive–compulsive disorder (OCD) 305

## 8 RESEARCH METHODS

- Research methods 317
- Experimental method: Laboratory experiments 318
- Correlations 326
- Observational techniques 329
- Self-report techniques including interview and questionnaire 333
- Scientific processes 339
- Data handling and analysis 367
- Appendix 394

Sample questions 401
References 409
Illustration credits 425
Index 427
About the Author

Michael W. Eysenck is one of the best-known psychologists in Europe. He is a Professorial Fellow at Roehampton University. He is also Emeritus Professor and Honorary Fellow at Royal Holloway, University of London. He is especially interested in cognitive psychology (about which he has written several books) and most of his research focuses on the role of cognitive factors in anxiety within normal and clinical populations.


In his spare time, Michael Eysenck enjoys travelling, tennis, walking, croquet, and an occasional game of golf. He is a keen supporter of Manchester United Football Club.

The author and publisher are extremely grateful to Jo Wilcox, Evie Bentley and Craig Roberts for their help and expertise in updating this edition and the accompanying website.
AQA Psychology Companion Website

Web-based supplementary materials to accompany AQA Psychology: AS and A-level Year 1

The AQA Psychology companion website offers an array of supplementary materials for both students and teachers.

Student Resources include:

- Links to related websites and further reading.
- Flash cards to test definitions of key terms.
- A comprehensive chapter-by-chapter glossary of key terms used in the book.
- Discussion points.
- Interactive exercises.
- About the chapters: an introduction to the approach used and summary of the subject matter of each chapter.

Access to the Student Resources is freely available and free-of-charge.

Teacher Resources include:

- A PowerPoint presentation for each chapter, which can be used to support lectures.
- A testbank of multiple-choice questions.
- Exercises for use in the classroom.
- Weekly Teaching Plan.

Access to the Teacher Resources is restricted to teachers only by password protection. These Teacher Resources are free of charge to qualifying adopters.

Please visit www.psypress.com/cw/eysenck
Preparing for the Exam

Roz Brody, Evie Bentley, and Carol Benson

Studying psychology is both enjoyable and useful. Students of psychology not only gain knowledge that helps them understand themselves and others, they can also apply this knowledge to everyday life. So psychology can enable you to improve your memory, give you strategies for effective studying, and help you manage your stress and do well in your exams.

The study skills you need to be successful in exams are based on psychological principles involving learning and memory. So you should already be well placed to gain maximum advantage in the exam room! This chapter is divided into two sections that address your own study skills and the ways in which the AS exam will be assessed and marked.

This chapter is designed to take some of the stress out of the exam by giving you hints on how to study, and letting you know what the exam involves and what the examiners look for. You will probably return to this chapter as you work through the rest of the book.

HOW CAN I STUDY EFFECTIVELY?

Students of psychology should find it easy to develop good study skills because they are based on psychological principles. For example, study skills are designed to promote effective learning and remembering, and learning and memory are key areas within psychology. Study skills are also concerned with motivation and developing good work habits, and these also fall very much within psychology, although they are not part of your course. Most of what is involved in study skills is fairly obvious, so we will focus on detailed pieces of advice rather than on vague generalities (e.g. “work hard”, “get focused”).

Motivation

Most people find it hard to maintain a high level of motivation over long periods of time. We all know what happens. You start out with high ideals and work hard for the first few weeks. Then you have a bad week and/or lose your drive, and everything slips. What can you do to make yourself as motivated as possible? One psychological theory of motivation (Locke, 1968) suggested the following seven ways to set appropriate goals and maintain motivation:

1. You must set yourself a goal that is hard but achievable.
2. Once you have your goal, you need to commit yourself to it. Telling others about it can keep you motivated.

This section will teach you how to develop your study skills, including increasing your motivation and improving reading skills using the SQ3R approach. There are also tips on how to manage your time to get the best results from your work. The next section of the chapter is on how to do well in the exam. In this section you will find out how to discover your own personal learning style, and how your performance in the exam will benefit from this knowledge. There is also information on what the examiners will be looking for, and how they award marks.

NOTE: At the start of each chapter there is a list of specification content. Check this list to see what you could be examined on.
3. You should focus on goals that can be achieved within a reasonable period of time (e.g. no more than a few weeks). Long-term goals like “I will get a grade A in my psychology exam” need to be broken down into a series of short-term goals (e.g. “I’ll read and summarise the key points of Chapter 3 by Friday”, “I’ll do two timed answers on this chapter in the next week”).

4. Set clear goals, and avoid vague goals.

5. Obtain feedback on your progress.

6. Once you have achieved your goal, move on to slightly harder goals.

7. Be honest about any setbacks and try to work out what went wrong, rather than simply saying it was bad luck. We can and do learn from our mistakes.

Your attempts to motivate yourself are only likely to be successful if you make use of all seven points. If you set yourself a very clear, medium-term goal, and obtain feedback, but the goal is impossible to achieve, then you are more likely to reduce rather than increase your level of motivation.

**Reading skills**

If you have ever turned over a few pages in a book and had no idea what you have just read, then this next section is for you. Studying psychology involves effective reading and being able to remember and use the information you have read. Morris (1979) described the **SQ3R** approach—Survey, Question, Read, Recite, Review, representing the five stages in effective reading—which has proved to be very useful. We will consider these five stages with respect to the task of reading a chapter.

**Survey**

The Survey stage involves getting an overall view of the way in which the information in the chapter is organised. If there is a chapter summary, this will probably be the easiest way to achieve that goal. Otherwise, you could look through the chapter to find out what topics are discussed and how they are linked to each other.
Question
The Question stage should be applied to fairly short parts of the chapter of no more than six pages. The essence of this stage is to get you to think about the questions you want answered by reading the text, such as “What does the S and Q in SQ3R stand for?”

Read
While the Read stage obviously involves reading the text to answer your questions, it is also very important to integrate any new information with your pre-existing knowledge of the topic. You might also want to use a highlighter pen to emphasise key points.

Recite
The Recite stage involves trying to remember all the key ideas that were contained in the part of the chapter you have been reading. Try explaining what you have just read to someone else. If you cannot remember some of the ideas, go back to the Read stage.

Review
When you have read the entire chapter, you should Review the key ideas from the text and be able to combine the information from different parts of the chapter into a coherent structure. Producing a mind map of the key ideas can often help. If your mind seems a total blank you need to go back to the earlier stages in the reading process.

Time management
Studying effectively involves managing your time well. Often you may have good intentions at the start of the week, but as the time flies by you realise that the two or three essential pieces of work you were going to do haven’t been tackled. And yet, when you know you will be extremely busy you often manage your time more effectively because you know that if you don’t do the work now, there will be no time at the end of the week.

So what do you do with the 100 hours or more at your disposal each week? You probably only have some vague idea where most of the time goes. As time is such a valuable commodity, it is a good idea to make the most efficient use of it, as you will probably be surprised at how much time you tend to waste. Here are some suggestions on how to manage your time:

- Create a timetable of the times that are available and unavailable over a week. Now indicate which subjects you can study on different days, and how much time within each day you are going to spend on any subject.
- Decide what is, for you, a reasonable span of attention (possibly 30–40 minutes). Set aside a number of periods of time during the week for study. Make a commitment to yourself to use these periods for study.
- Note that the more of a habit studying becomes, the less effortful it will be, and the less resistant you will be to making a start.
- No one has limitless concentration. After initially high levels of concentration, the level decreases until the end is in sight. So make sure that the time you commit to studying is realistic. You can probably improve your level of concentration by including short (10-minute) rest periods. Remember to avoid distractions like the television in your study area (don’t kid yourself that you can watch TV and study—reward yourself later with an hour slumped in front of the TV).
- During these study times, there will be a tendency to find other things to do (e.g. phoning a friend). This is where the hard part begins. You must try to be firm and say to yourself that this is time you have committed to studying, and that is what you are going to do. However, you will have time available later for other things. It is hard to do to start with, but it gets easier.

Have you got any questions? Always question everything you read by saying, for example, “Does this explain my own knowledge of the world?” or “Do I understand all the words?”

EXAM HINT
In order to succeed in exams, you must be able to recall the information you need. The Recite and Review stages of the SQ3R approach are designed to achieve precisely that.
Planning fallacy

Although you might have never heard of the planning fallacy, there is a good chance that you may have experienced it. Kahneman and Tversky (1979) defined the planning fallacy as “a tendency to hold a confident belief that one's own project will proceed as planned, even while knowing that the vast majority of similar projects have run late”. In other words, we all kid ourselves that it will be easy despite knowing that, on previous occasions, we and other people have not managed to fulfil our planned intentions.

As we are psychologists, we might be interested to know if there is evidence to support this planning fallacy, and indeed there is. Buehler et al. (1994) found that, on average, students submitted a major piece of work 22 days later than they had predicted, even when they were specifically told that the purpose of the study was to examine the accuracy of people's predictions. Buehler et al. found that students were much better at predicting completion times for other students than for themselves. The reason for this is that they were more likely to use what is called “distributional” information (which comes from knowledge about similar tasks completed in the past) when making predictions about other students, whereas with themselves they tended to use “singular” information (related to the current task).

The testing effect

When students are revising for an exam, they often skim through their notes, discovering to their delight (or even surprise) that most of the material seems familiar. What this means is that they have reasonable recognition memory for the material. However, there is a large difference between recognising information as familiar and being able to produce it at will during an anxiety-inducing exam. To succeed in written exams, you must recall the information you need. As generations of students have discovered to their cost, good recognition memory for the information relevant to an exam is no guarantee at all that recall will be equally good.

This leads us neatly into the testing effect, which describes the best way to revise—by repeated testing rather than repeated study, the method used by many students. The testing effect was demonstrated by Roediger and Karpicke (2006). They gave students some text on a general scientific topic and asked them to memorise it, but they had to do this in a specific way.

- Group 1 (repeated study) were told to memorise the text by reading it through four times.
- Group 2 (single test) were told to memorise the text by reading it through three times and then trying to recall as much as they could (self test).
- Group 3 (repeated test) were told to memorise the text by reading it once and then giving themselves three self tests.

What did they find? Look at the graph on the left. It shows that repeated study works in the short term, but in the long term (after 1 week) repeated test proved a much more effective strategy. Most students “believe” in repeated study and in fact, in this experiment, the students in Group 1 (repeated study method) predicted they would do better than Group 3. In fact they did 50% worse than Group 3 (the repeated test method). So it would seem that repeated testing is better than repeated study.

How can we explain the testing effect? Bjork and Bjork (1992) argued that an excellent way to improve long-term memory is via effortful retrieval, as happened in the repeated test condition. “Effortful retrieval” means that your effort is
focused on recalling the information rather than just repeatedly trying to remember it. The take-home message is that if you make the effort to recall information several times as you study it, this will make the information in question much more memorable in the long term.

**HOW CAN I DO WELL IN THE EXAM?**

Very few students like exams, but there are a lot of strategies that you can use to make them less stressful, so that on the day of the exams you will be very keen to let the examiner know what you have learned about psychology.

Four key factors will help you do well in an exam:

1. Knowing how you learn.
2. Knowing what you will be examined on (i.e. knowing the specification).
3. Knowing how you will be assessed and what form the questions will take.
4. Knowing how to prepare for the exam and what to do in the examination room.

**Knowing how you learn**

Think about the strategies that work for you. Some students like summarising their notes onto cards. Others devise posters or put “post-its” around their room. Others find it much easier to learn information by discussing their ideas with a friend.

Try the quiz below to help you think about how you learn.

<table>
<thead>
<tr>
<th>Look at the following questions and answer yes or no</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I often see my notes in my head when I sit an exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can never seem to start my work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When I explain my ideas to someone else, they often become clearer to me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I find it easy to remember conversations word for word.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. If a friend phones me I’ll stop working and chat for hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I often say what I am writing down to myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I find it easier to remember my notes when I highlight key points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I can remember my notes by repeating them over and over again to myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I like it when people ask me questions about psychology and I can explain things to them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I like using different coloured pens when making revision notes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I find it hard to work on my own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I can always find something else to do when I am meant to be studying.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I can remember where things are on a page.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I enjoy talking about psychology to my friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I often hear my teacher’s voice when I read through my notes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If you answered yes to questions 1, 7, 11, and 14, you enjoy learning using a visual approach. Making posters, using “post-its” and coloured pens and highlighters will help you for the exam.

If you answered yes to questions 2, 5, 9, and 13, you are easily distracted and find it hard to start work. You need to remove all distractions (e.g. mobile phone) and realise that it might take you 5–10 minutes to settle into doing the work. Focus on the task you have set yourself for a certain amount of time (e.g. 30 minutes) and then take a break.

If you answered yes to questions 3, 10, 12, and 15, you enjoy learning in a social way. Working with a friend as you revise and discussing ideas will help you for the exam.

If you answered yes to questions 4, 6, 8, and 16, you enjoy learning information using sound. Some students make recordings of the key points they need to remember, and then listen to them before they go to sleep.

If you answered yes to a range of questions, you don’t have a preferred method of learning information and may use a range of strategies to help you.

Knowing what you will be examined on

The AS Psychology exam is divided into two papers but it is essential to know which topics are assessed in each paper.

- **Paper 1: Introductory topics**
  - Social Influence
  - Memory
  - Attachment

- **Paper 2: Psychology in context**
  - Approaches to Psychology
  - Psychopathology
  - Research Methods

---

**EXAM HINT**

Read the specification—this will help you reduce the amount you need to revise!
Preparing for the Exam

How you are assessed

AO1: Knowledge and understanding of scientific ideas, processes, techniques, and procedures.

AO2: Application of knowledge and understanding of scientific ideas, processes, techniques, and procedures:
- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: Analysis, interpretation and evaluation of scientific information, ideas and evidence, including in relation to issues, to:
- make judgements and reach conclusions
- develop and refine practical design and procedures.

In total on each exam there are 72 marks. In Paper 1 there are 72 marks in total which form 50% of AS level. Sections A, B, and C have 24 marks each. In Paper 2 there are another 72 marks, 24 each for sections D, E, and F.

In general you don’t have to know what assessment objective a question is testing, you should just answer the question, as in the questions below:

Which TWO of the following are types of conformity? Shade TWO boxes only. (2 marks)
- Authoritarian personality
- Agentic state
- Internalisation
- Compliance

Briefly outline and evaluate normative social influence as an explanation of conformity. (4 marks)
Explain how social influence leads to social change. (6 marks)

It is important to understand what the actual wording of the question means. First, questions use the subject-specific vocabulary, but it is also essential that these terms are used in your answer to show your knowledge and understanding of psychology.
Here are some examples of words used in questions.

Describe: just do that! Describe whatever it is they are asking about, whether it is a theory, a research study or something else.

Evaluate: make a judgement using the evidence you know about.

Name: identify using a recognised psychological name or term.

What is meant by: give a clear definition.

**Assessment objective 2: Application of knowledge**

Questions that assess AO2 come in three forms:

1. You could be asked to “Discuss one or more explanations” of a theory, or “Explain” the findings or conclusion of a research study, or interpret details from stimulus material such as a description of research findings.

2. You could be asked questions based on methodology and an understanding of scientific ideas including research methods, theory and practical contexts, and qualitative and quantitative data, such as identifying an advantage of the research method used in a given example of a research study.

3. You could have a 12-mark question where you have to design a study to investigate a given situation, such as “gender differences in reading at age 7 years”, and all of the marks would count as AO2 because you are applying your psychological knowledge here.

**Strategies to improve your evaluation (AO3)**

**Kinds of AO3**

One way to think about how you can improve your marks for AO3 questions is to consider how you can evaluate the research studies and theories you have studied. Focus on:

- **Application.** Can the research or theories be applied to everyday life? Does the research benefit humanity?

- **Methodology.** How was the research done? Can you comment on the validity, reliability or credibility of the research or information? What sampling technique was used, and can we generalise from this sample? Did the participants simply do what they thought the researcher wanted them to do? Could the researcher have been biased?

- **Culture/gender.** How universal are the findings? Do the findings have any relevance for non-Western societies and are the findings gender-specific?

- **Commentary.** Use evidence to support your answer. Consider the strengths and weaknesses of the evidence. Explore how psychologists have challenged different theories. Discuss how effective these challenges have been.

**AO3 trigger phrases**

Don’t expect the examiner to read your mind. Unless it is written down, they cannot know what you intended to say. Spell out the points to the examiners. Use phrases like:

- “This research on eyewitness testimony clearly has applications to everyday life where mistaken identity has led to the wrong person being imprisoned …”

- “One major problem with this research was that the sample was male and hence it is unclear whether these findings can be generalised to females …”

- “It is important to recognise the limitations of this definition in that what may be seen as normal in one culture (e.g. having three wives) might be seen as abnormal in other cultures.”

**EXAM HINT**

Avoid “common-sense” answers: you must convince the examiner that your answer is drawn from what you have learned, not from everyday knowledge.

**EXAM HINT**

When in doubt, try writing a sentence that starts “This suggests that …” or “Therefore, one can conclude …”.

Preparing for the Exam

Constructing coherent arguments
Constructing coherent arguments takes practice. One way to construct your argument is by thinking about your conclusion, and then working backwards. For example, if you were given the question:

*Discuss research into the effects of day care on children's social development. (12 marks)*

Your conclusion might be that day care can have a beneficial effect on social development. Working backwards your answer would need to include:

- The evidence that might support your view.
- The strengths and weaknesses of this evidence.
- Other factors that need to be taken into consideration such as:
  - The type of day care being offered.
  - Individual differences.
  - The alternative care provided at home.

Making sure you have enough AO3
Some examiners suggest that answers to 8 or 12-mark questions can be broken down into two paragraphs. Using the knowledge that you can only get 4 or 6 marks for AO1 and that 4 or 6 marks are given for AO3 or a combination of AO2 and AO3, the first paragraph can be predominantly an AO1 response while the second paragraph would be AO2 and/or AO3. For example if you were given the question:

*Discuss explanations of why people obey. (16 marks)*

- **Paragraph 1** would describe one or more explanations for why people obey, such as the agentic state and/or buffers. In total this paragraph should be about 150 words.
- **Paragraph 2** would evaluate these explanations. This may involve research evidence that supports the explanations, or research evidence that challenges it, and comments about how the methodology could have been improved, and then your conclusion or judgement. This paragraph should again be 150 words.
- An alternative approach would be to use six paragraphs, each of about 50 words:
  - **Paragraph 1** Describe one explanation.
  - **Paragraph 2** Evaluate this explanation.
  - **Paragraph 3** Describe one explanation.
  - **Paragraph 4** Evaluate this explanation.
  - **Paragraph 5** Describe one explanation.
  - **Paragraph 6** Evaluate this explanation.

How the AS-level exams are marked
There are three types of question in each section of Paper 1 and Paper 2. These will be multiple choice questions, short answer questions, and some extended writing. Each section will count for 24 marks, so each paper will contain 72 marks in total, which will be 50% of the AS level total.

Examiners are given mark schemes to enable them to work out how many marks to award to an answer. Questions that are worth 2 or 3 marks tend to be marked in terms of a simple formula, such as:

- 1 mark for each strength and a further mark for explaining why it is a strength.
- 1 mark for a brief answer and a further 2 marks for elaboration.
- Up to 2 marks for factors and 2 further marks for elaboration of factors.

For questions worth 4 or more marks the mark schemes on this and the next page are either used singly or they are both used if the question involves both description and evaluation.
### Description—knowledge and understanding: AO1

<table>
<thead>
<tr>
<th>4-mark question</th>
<th>6-mark question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks</td>
<td>6 marks</td>
<td><strong>Accurate and reasonably detailed</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accurate and reasonably detailed description that demonstrates sound knowledge and understanding. There is appropriate selection of material to address the question.</td>
</tr>
<tr>
<td>3 marks</td>
<td>5–4 marks</td>
<td><strong>Less detailed but generally accurate</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less detailed but generally accurate description that demonstrates relevant knowledge and understanding. There is some evidence of selection of material to address the question.</td>
</tr>
<tr>
<td>2 marks</td>
<td>3–2 marks</td>
<td><strong>Basic</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled. There is little evidence of selection of material to address the question.</td>
</tr>
<tr>
<td>1 mark</td>
<td>1 mark</td>
<td><strong>Very brief/flawed</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very brief or flawed description that demonstrates very little knowledge or understanding. Selection of information is largely inappropriate.</td>
</tr>
<tr>
<td>0 marks</td>
<td>0 marks</td>
<td>No creditworthy material.</td>
</tr>
</tbody>
</table>

### Application of Knowledge: AO2

<table>
<thead>
<tr>
<th>Level</th>
<th>6-mark</th>
<th>4-mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Relevant knowledge is clear and generally well detailed. Application to the subject matter is clear and effective and the answer is generally coherent with appropriate use of terminology.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>3–4</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>1–2</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>No relevant content.</td>
</tr>
</tbody>
</table>
Analysis, interpretation and evaluation: AO3

<table>
<thead>
<tr>
<th>4-mark question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 marks</td>
<td>Effective evaluation</td>
</tr>
<tr>
<td>3 marks</td>
<td>Reasonable evaluation</td>
</tr>
<tr>
<td>2 marks</td>
<td>Basic evaluation</td>
</tr>
<tr>
<td>1 mark</td>
<td>Rudimentary evaluation</td>
</tr>
<tr>
<td>0 marks</td>
<td></td>
</tr>
</tbody>
</table>

Some ideas of how examiners use these mark schemes can be seen by looking at the following questions and examiners’ comments.

**Question: Describe one study of duration of short-term memory. (6 marks)**

Candidate’s answer: Peterson and Peterson did a study on the capacity of short-term memory. Participants were shown three-letter consonants, such as RTG. Then they were asked to recall them either after 3, 12, 15, or 18 seconds. The longer the interval, the worse their recall was.

*Examiner’s comment: The candidate has included some information, such as who did the study and what they did, but there is minimal detail. The findings have been treated rather briefly and certain other details were omitted (such as what the participants did while they were waiting to recall the digits). Therefore this answer would be described as “limited”, close to “basic”, and would get 3 out of 6 marks.*
**Question:** “People who witness a crime want to be able to provide useful information to the police to help them catch the criminal.” Outline and evaluate psychological research into the accuracy of eyewitness testimony. (12 marks)

Candidate’s answer: Psychological research has investigated many areas of memory that are relevant to eyewitness testimony. The first area I will consider is Loftus’s research on the way the language used in questioning the eyewitness will affect recall. In her experiment it was found that, if people were asked “About how fast were the cars going when they smashed into each other?”, they estimated the cars’ speed as being faster than if the word “hit” was used in the question. Questions that suggest a particular answer are known as leading questions.

Another line of evidence has looked at the effect of age of the witnesses on accuracy. Bronfenbrenner compared the memories of young children and older children and adults. They heard about an incident and 2 days later their memory of it was tested. Some of the participants had been given misleading information at the time of the incident. Bronfenbrenner found that in general there were few age differences except where there had been misleading information. The younger children were much more affected by this.

There are other factors which might reduce accuracy of eyewitness memory. Loftus showed that anxiety, especially when there was a physical threat such as a gun or knife at the incident, focused the eyewitness’s attention on the weapon and not the culprit, and so their memory of the culprit was poor. This is called the weapon focus.

One criticism of this research is that these studies were laboratory experiments and so we cannot be sure the findings would be generalisable to everyday behaviour because of the artificial nature of the tasks. This criticism is supported by other studies, such as Valentine et al., which found no weapon effect on accuracy of eyewitnesses.

The evidence about age raises some real-life concerns. Adults such as jurors seem to readily accept children’s testimony as they are seen as having no reason to lie, and also they seem confident. However, because of the reasons discussed above it is clear that children’s testimony is as likely to be as, or more, flawed and inaccurate compared to adults’.

This is not to say that adults’ memories are always correct. Several research studies, e.g. Brewer et al., have shown that older adults are as likely to have reconstructed memories as children, much more so than younger adults. Older adults also seem very suggestible, which makes their testimony less accurate. This could be explained by the young and the old being concerned to please the questioners and not wanting to cause trouble.

**Examiner’s comment:** The candidate has presented a well-structured answer to the question, following a variation of the six-paragraph rule described on page 9. The AO1 material (description of psychological research) is accurate and generally detailed though the third paragraph lacks specific details of the research, so 5 out of 6 marks. The AO3 material (commentary on the research) displays depth—each point has been explained. The range is reasonable but not broad so again 4 out of 6 marks. This gives a total of 9 marks, which would be equivalent to a Grade B.

---

So now you know what each unit is about and how you will be assessed. The last aspect of doing well in exams is to focus on exam technique.

**Knowing how to prepare for the exam**

Revise the topics you know you will be tested on:

- Make a glossary of key terms or concepts for each topic.
- Make sure you can describe and evaluate all theories, models, and research areas identified in the specification.
Preparing for the Exam

Methodology
Whenever you read about research ask yourself the following questions:

- What research method did they use?
- How did they select the sample?
- Was the sample biased in any way?
- Were there any other biases in the study?
- How were the data collected?
- How were the data analysed?
- What did they conclude from the study?
- What other conclusions could they have drawn?
- How ethical was the study?
- How could the study have been improved?

- Make sure you can apply your knowledge to real-life examples.
- Make sure you can evaluate, apply, and comment on psychological theories and research in terms of:
  - APPLICATION
  - METHODOLOGY
  - ETHICS
  - GENDER AND CULTURAL FACTORS
- Make sure you know how you will be assessed.

In the examination room

- Read all the questions carefully BEFORE YOU START WRITING. Remember you have to answer all questions, so you need to plan your time wisely.
- Underline the key words in the question, so that if you are asked to describe the limitation of a certain method you don’t describe its strength.
- Before you start writing, quickly jot down the key points you want to include in your answer, so you don’t forget your points as you start answering the question.
- Keep focused on the question set so that you don’t fall into the trap of:
  - writing down everything you know about the topic, whether it is relevant or not;
  - repeating the same point over and over again;
  - drifting away from the question.
- In extended writing questions make sure each paragraph relates back to the question.
- Use the marks by the side of the question to help you plan your time. You should aim to spend approximately just over a minute per mark. If the question is worth 12 marks you need to spend three times as long answering this question as a 4-mark question.
- Be careful about how you express yourself:
  - Avoid making sweeping, inaccurate, ill-informed, or judgemental statements.
  - Avoid expressing personal opinions such as “I really don’t like this study”. Instead use phrases like “This study has been criticised for causing the participants stress”.
  - Always back up your views with evidence.
  - Avoid one-word criticisms like “this study was unethical”. Instead expand on your answer by stating why the study was unethical.
- And above all else, DON’T PANIC. Even if the examination questions aren’t the ones you wanted, if you have prepared for the exam and understand how you can gain marks, you will be able to write an answer.

Exam Hint
Remember that quantity doesn’t equal quality. Stick to the point and organise your answer clearly so that the examiner can follow your argument.
Coping with stress in exams

If you know what to expect in an exam it removes the element of surprise and allows you to be prepared. This preparation will involve:

• organising your information;
• learning the information;
• understanding how the information can be used to answer questions in the exam.

But studying psychology also helps. Chapter 6 looks at stress management, so reading that before the exam will give you some ideas about how to lessen stress.

Here is some advice from that chapter:

• THINK POSITIVELY: This will increase your sense of control: “I can only do my best”.
• AVOID DEFENCE MECHANISMS SUCH AS DENIAL: Recognise the feeling of stress and intellectualise your problem.
• RELAX: At intervals during the exam have a break and think positive thoughts unrelated to the exam.
• SOCIAL SUPPORT: Think about comforting people or things.
• PHYSICAL EXERCISE AND EMOTIONAL DISCHARGE: Go for a run before the exam, stretch your legs, find some means of discharging tension during the exam (that doesn’t disturb anyone else).
Revision Questions

At the end of each chapter, and at the end of the book, you will find sample exam-style questions. These will give you an idea of the type of question you might be asked in the exam. You could also use them to practise writing answers under timed conditions and can then check your work against the sample answers we provide online.
What you need to know

The specifications for AS and A-level year 1 are the same for this topic, so you will need to cover everything in this chapter.
Social Influence will be examined in Paper 1 of the AS exam and Paper 1 of the A-level exam.

- Types of conformity 17
- Conformity to social roles 31
- Explanations for obedience 35
- Explanations of resistance to social influence, including social support and locus of control 48
- Minority influence including reference to consistency, commitment, and flexibility 56
- The role of social influence processes in social change 60
References


References


Dewar, M.T., Cowan, N., & Della Sala, S. (2007). Forgetting due to retroactive interference: A fusion of Muller and Pizecker’s (1900) early insights into everyday forgetting and recent research on retrograde amnesia. Cortex, 43, 616–634.


Ein-Dor, T., Mikuliner, M., Doron, G., & Shaver, P.R. (2010). The attachment paradox: How can so many of us (the insecure ones) have no adaptive advantages? Perspectives on *Psychological Science, 5*, 123–141.


References


References


exposure therapy of agoraphobia and social phobia. Depression and Anxiety, 27, 294–301.