

NEW 2008 AQA 'A' SPECIFICATION

  
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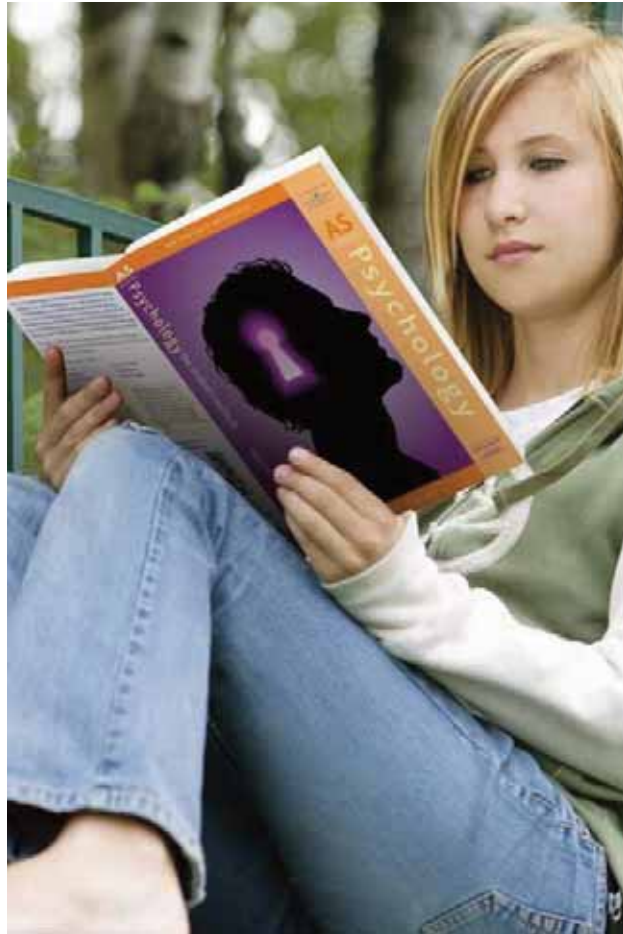
**AS**  
LEVEL

# Psychology

**THE  
COMPLETE STUDY  
AND REVISION  
GUIDE**

the study  
guide

Nigel Holt and Rob Lewis



**AS**  
LEVEL

# Psychology

the study guide

Nigel Holt and Rob Lewis

First published by  
Crown House Publishing Ltd  
Crown Buildings, Bancyfelin, Carmarthen, Wales, SA33 5ND, UK  
[www.crownhouse.co.uk](http://www.crownhouse.co.uk)

and

Crown House Publishing Company LLC  
6 Trowbridge Drive, Suite 5, Bethel, CT 06801, USA  
[www.chpus.com](http://www.chpus.com)

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**British Library of Cataloguing-in-Publication Data**

A catalogue entry for this book is available  
from the British Library.

**ISBN 978-184590095-3**

**LCCN 2008927147**

Printed and bound by  
L.E.G.O. S.p.A. Vicenza, Italy

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## WHO IS THE STUDY GUIDE FOR?

We can see how this book will be useful for teachers and psychologists but we've really written it for students. However much teaching and instruction students get, when it comes to the exam it is all down to them.

## WHY HAVE WE WRITTEN HIS BOOK?

We're both very interested in researching and teaching psychology. That's an understatement, really. It sounds odd but it's what we do most of the time. When we are not teaching or examining psychology we talk about psychology, and think about how best to investigate it and how best to teach it. The study guide gives us the chance to do all of these things, and pass on some of our knowledge and experience to those who will benefit most – students.

Our work as examiners has shown us that it is not just remembering the information that counts, it is understanding how to answer the questions. Sometimes the hardest exam papers to mark are those that clearly are written by capable students who have answered the questions in ways that make it difficult or impossible for us to give them marks! A little knowledge about how to approach exam questions can go a very long way, and we've included more than a little advice on that in this study guide.

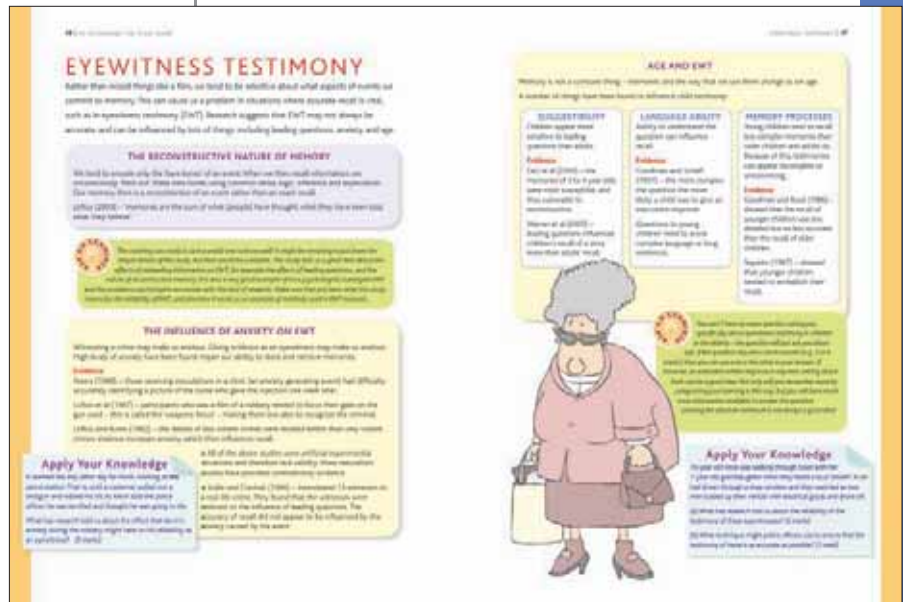
It doesn't matter which textbook you've used in studying psychology, or even if you've not used one at all. We've written the study guide so that it is carefully focused on the AQA(A) AS specification and will be extremely useful for anybody taking that examination.

## FURTHER HELP

We've included a good summary of the information you'll need to revise for the examination, but we know that some students like additional support, and some really like to stretch themselves. For more detailed information and for any clarification you think you may need, we've written *The Student's Textbook* (ISBN: 978-184590093-9).

## KEY FEATURES OF THE BOOK

Each chapter covers a section of the specification and contains a summary of the key information needed for success in the exam. It is presented in a clear, concise and highly visual format.



## APPLY YOUR KNOWLEDGE

One of the most challenging aspects of the examination is those questions that require you to apply your knowledge of psychology to novel situations. There is no rote learning this – you really do have to *understand* what you learn in order to do well. Of course, practice in these analysis and application questions will do you a load of good and because of this we've written lots of questions that give you a



chance to try out your knowledge and develop question-answering skills.

## Apply Your Knowledge

The athletes at the start of the race take their marks and prepare for the sound of the starter's pistol. 'BANG!' they're off!

(a) Identify one physical feeling that tells the athletes that they are feeling stressed. (1 mark)

(b) Explain how the physical feeling you identified in part (a) was generated by the body's response to stress. (4 marks)

## ASK AN EXAMINER

These green boxes appear all over the place. The phrase 'Ask an Examiner' is used because we know that an expert perspective can be invaluable, especially during revision. They are directed at the learner, and are often responses we, as examiners, have given to questions from students and teachers. A few hints and tips here and there can go a long way towards making examinations a less painful experience!



*This is a correlational design. Alarm bells should be ringing! What can you conclude? Does maths ability cause pool playing ability, or the other way around? Of course, you can't conclude either, only that they are positively related.*

## HOW SCIENCE WORKS

Psychology is a science and one of the important goals of this AS level course is to develop an understanding of how psychologists scientifically investigate human behaviour. The first chapter provides an underpinning knowledge of psychological research methods, but how science works is more than this – it is about how psychologists go about solving scientific problems.

Throughout the book we have provided opportunities for you to engage in practical activities in order to develop these skills, as well as ones that deepen your understanding of research methods.

### STUDY IN FOCUS

#### The electric shocks study – Milgram (1963)

**What was he doing and why?** Milgram wanted to know whether people would obey a legitimate authority figure even if they were asked to do something that was clearly morally wrong.

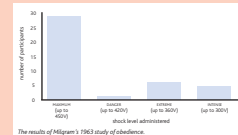
**How did he do it:** The procedure involved a 'teacher' (the participant) testing a 'learner' (an accomplice of the experimenter) on a memory task. The learner was seen to be strapped to a chair and electrodes fixed to the wrists to deliver an electric shock. From another room (so the teacher could hear the learner but not see him), the teacher delivered an electric shock each time there was a wrong response from the learner. The shocks increased in 15-volt increments from 15 to 450 volts. The experimenter encouraged the teacher to continue when there was dissent.

**What did they find:** All participants gave shocks up to 300 volts. 65% of participants went to the full 450 volts, even though this was enough to kill the learner. Even though teachers often complained about delivering the shocks, they still obeyed the experimenter.

This study appears to show that people will obey orders from someone in authority.

### HOW SCIENCE WORKS

- (a) (i) Identify one ethical issue arising from research into conformity. (1 mark)  
 (ii) Explain how the issue identified in (i) could be dealt with. (2 marks)
- (b) (i) What is the research method used by Milgram in his study of obedience? (1 mark)  
 (ii) Give one advantage and one weakness of the method you have identified in (i). (2 + 2 marks)
- (c) The validity of Milgram's study has been questioned.  
 (i) What is meant by the term 'validity' in the context of this research? (2 marks)  
 (ii) Explain why Milgram's study has been criticised for lacking validity. (2 marks)
- (d) The following graph shows some results from Milgram's study.  
 (i) What kind of graph is this? (1 mark)  
 (ii) Use the information from the graph to summarise briefly Milgram's findings. (3 marks)



## MIND MAPS™

We think mind maps™ are extremely useful in organising your thinking and really visualising how different areas fit together, so we've included a number of them in the study guide. These are only examples of mind maps – the real value of them is making your own!



## IN THE NEWS

Psychology gets into the news all the time. We've included a number of examples of how newspapers from around the world have

described some of the ideas you are learning about. We've also included 'stretch and challenge' questions that really make you think about what you'll read in each article, and relate the issues raised to what you've learned in psychology. They are not always easy questions – but then, that's why they are called *stretch and challenge*!

### The extended written response

There are the implications for social change of research into social cognition.

1. Has the research into the process of cognitive dissonance changed your view of the implications of social change? How do you think you should respond to social change? What do you think you should do to help people who are experiencing cognitive dissonance?

2. The research into the process of cognitive dissonance has led to the development of the concept of cognitive dissonance. How do you think you should respond to social change? How do you think you should help people who are experiencing cognitive dissonance?

3. The research into the process of cognitive dissonance has led to the development of the concept of cognitive dissonance. How do you think you should respond to social change? How do you think you should help people who are experiencing cognitive dissonance?

## In The News

### Student of human evil to speak at CSUMB

IN THE NEWS: The Los Angeles Times has reported that a former student of the University of California, Berkeley, who was convicted of the murder of a young woman, is to speak at the California State University, Bakersfield, on Monday. The student, who was convicted of the murder of a young woman, is to speak at the California State University, Bakersfield, on Monday. The student, who was convicted of the murder of a young woman, is to speak at the California State University, Bakersfield, on Monday.

**Stretch and Challenge**

1. Evaluate the extent to which the research into cognitive dissonance has led to the development of the concept of cognitive dissonance.
2. What are the implications of the research into cognitive dissonance for social change?
3. Using the article and your knowledge of psychological research, identify and explain the main features of the research into cognitive dissonance.
4. What do you think you should do to help people who are experiencing cognitive dissonance?

### COMMENTS

1. The research into the process of cognitive dissonance has led to the development of the concept of cognitive dissonance. How do you think you should respond to social change? How do you think you should help people who are experiencing cognitive dissonance?

2. The research into the process of cognitive dissonance has led to the development of the concept of cognitive dissonance. How do you think you should respond to social change? How do you think you should help people who are experiencing cognitive dissonance?

## THE EXTENDED WRITTEN RESPONSE

Writing longer extended answers can be a little tricky, and it is often difficult to see how best to include description and evaluation. For this reason we have included a number of answers to extended written response questions to give you an idea of what to aim for in your own answers. We've also added lots of comments about the content of the answers to give you an understanding of the thinking that went into it and what examiners will be looking for. You will also find some other (unanswered!) questions for you to practise.

## CHECK YOUR KNOWLEDGE

There is a set of exam-style short-answer questions to test your knowledge of the content of each chapter. Your answers can be

## Check your knowledge

1. Carefully complete the following diagram to give three differences between short-term memory (STM) and long-term memory (LTM) in the multi-store model of memory:

	STM	LTM
Encoding		
Capacity		
Duration		

2. Outline the main features of the multi-store model of memory (6 marks)

3. Give two strengths of the multi-store model of memory (2 × 2 marks)

4. Give two weaknesses of the multi-store model of memory (2 × 2 marks)

5. Outline the main features of the working memory model of memory (6 marks)

6. Give two strengths of the working memory model of memory (2 × 2 marks)

7. Give two weaknesses of the working memory model of memory (2 × 2 marks)

8. According to the multi-store model of memory, STM and LTM are separate stores. Outline evidence to support this. (4 marks)

9. Explain how psychologists have investigated the effects of misleading information on eyewitness testimony (3 marks)

10. Explain one criticism of the cognitive interview (3 marks)

11. (a) Identify two main techniques used in the cognitive interview (2 marks)

(b) Outline the features of one of the techniques identified in (a). (2 marks)

12. Outline one study into the use of the cognitive interview (4 marks)

13. Outline one study into the effects of age on eyewitness testimony (4 marks)

14. Describe the effects of age on eyewitness testimony (6 marks)

15. Outline one study into the effects of anxiety on eyewitness testimony (4 marks)

16. Describe the effects of anxiety on eyewitness testimony (6 marks)

17. (a) Outline two strategies for improving memory (1 × 3 marks)

(b) Evaluate the effectiveness of one of the strategies identified in (a). (2 marks)

checked against the chapter content for accuracy.

## HOW SCIENCE WORKS

### ‘SHHHHHHHH! I’M TRYING TO WORK!’

**Jody:** Oi! Turn that back on, I was watching that!

**Ryan:** You were not, you were reading that psychology book. Anyway, haven't you got an exam next week?

**Jody:** Well, I was listening to it... yes, but it makes no difference. I can revise and listen to things.

**Ryan:** No way! That's impossible! That's why libraries are all quiet and spooky.

**Jody:** I think you can. I'm sure I read something about that in here somewhere...

Sounds familiar? Jody and her brother are arguing about the TV. What she's on about here is the working memory model and the idea that if things use the same part of it then they will interfere with one another. Have a go at designing a quick project to see whether Jody or Ryan are correct. If Jody is correct then trying to remember things when listening to people talking on the TV is just as good as remembering things in silence. If Ryan is correct remembering things in silence is better.

### 9 STEPS TO SUCCESS!

- 1 Identify the AIM of your research.
- 2 Turn the AIM into a hypothesis.
- 3 Decide on a design for your research.
- 4 Identify your variables.
- 5 Operationalise your variables.
- 6 Organise yourself for recording your data.
- 7 Try a pilot, then carry out the research.
- 8 Summarise your data and draw a graph.
- 9 What did you find out?

#### 1. WHAT'S THE AIM OF YOUR RESEARCH?

Here you need to identify the reason for doing your research. What's the point?

'The AIM of the research is to see whether  
 .....  
 .....

#### 2. WHAT'S THE HYPOTHESIS?

Make a bold statement here. What will you show?

'When listening to sounds people are.....at remembering than when.....'

This is a directional/non-directional hypothesis.

#### 3. WHAT DESIGN WILL YOU CHOOSE?

You have three choices. Repeated measures, independent samples or matched samples. Which will you use? Remember there are pros and cons to each! Circle your choice

- Repeated measures    Independent samples
- Matched samples

#### 4. WHAT ARE YOUR VARIABLES?

Independent variable is.....  
 (the one you control!)

Dependent variable is .....  
 (the one you measure)

Extraneous variables might include  
 .....

(Things other than the IV that are beyond your control that may influence the result!)



### 5. HOW WILL YOU OPERATIONALISE YOUR VARIABLES?

What TASKS will you use?

How are you going to measure your dependent variable?.....

.....

### 7. PILOT IT AND RUN IT!

Try it out with a pilot procedure. The result of this may make you reconsider your hypothesis! If so, return to Step 2.

Go ahead and collect your data! Remember to be careful and write down your values clearly and immediately. Don't try to remember what happened. More research has failed that way.

### 6. GET ORGANISED!

You'll need a way of recording the performance on the memory test, and a way of playing sounds. Write down what you'll need here. Remember, you also need participants! Where will you get your sample from?

I'll need .....

.....

.....

### 8. SUMMARISE THE DATA AND DRAW A GRAPH

What summary statistics will you use? You need a measure of central tendency remember ...

Mean or Median or Mode

You also need a measure of dispersion ...

Range or Standard Deviation

You also need a graph. What will you draw?

Bar chart Histogram

### 9. WHAT DID YOU FIND OUT?

'The results showed that .....

'From this we can conclude that .....

.....'

'However, there were some problems with the procedure, including .....

.....'

See page 197 for answers.

### THE PILOT

Two participants (my mates!) tried it out, and I found these results.

Number of words remembered in silence – 8 out of 10

Number of words remembered listening to speech – 4 out of 10

The results are certainly suggesting that the hypothesis, that memory is better in silence than while listening to speech, seems to be supported. I now have a reason to go ahead with the full project.

## THE RESULTS

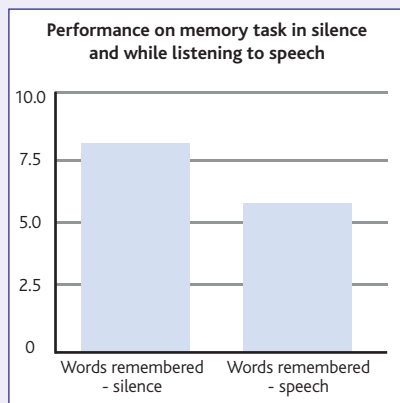
Table showing the number of words remembered in silence and while listening to speech.

Participant number	Words remembered - speech	Words remembered - silence
1	9	10
2	8	8
3	4	10
4	4	9
5	5	9
6	5	8
7	6	6
8	3	7
9	7	9
10	7	9

Summary statistics

	Mean
Silence	8.5
Speech	5.8

The most appropriate measure of dispersion here is a standard deviation.



Experiments are a very important research method in psychology, and you can learn most things you need to know about research methods from a careful study of them.

There's nothing better than experience though, so try running short experiments yourself. Don't be over-ambitious – follow the model presented here and you will really benefit.

## WHAT DOES THIS SHOW?

The results show silence is better for remembering than listening to speech. This is support for Baddeley's working memory model, that says that listening to speech uses the short-term memory and so does memory for things. When we do both at the same time they interfere with one another and so memory is affected.

However, if we take a closer look we can say that we only used ten participants and these were gained from a volunteer sample. It could be that these people knew something of memory research and were interested in it, and that's why they agreed to help. It could also be that the cup of tea and biscuit they were given for volunteering was the thing that influenced their memory!

We can only really say that memory for lists of words is 'influenced' by the sound we used here. We didn't try it with anything else, and it could be that the type of sound mattered. What if we tried it with a foreign language? We can't be sure whether it was speech, or whether it was a 'human voice' that influenced the memory.

## TRY IT OUT FOR YOURSELF

There are many ways to do a project like this. Try some out on your friends. Be careful to be ethically correct though.

What about introducing a male/female twist to the research? Perhaps boys are more influenced by speech than girls or vice versa.

Does one voice influence memory more than two or three?

Does the type of thing you were trying to remember make a difference?

# Check your knowledge

## EXPERIMENTAL RESEARCH

*State whether the following research studies are laboratory, field, or natural experiments.*

- (i)** Whether children who spend more than 20 hours a week in day care were more likely to be insecurely attached than those who spend less than 20 hours.
- (ii)** Whether there is a sex difference in obedience to authority.
- (iii)** Whether increases in temperature lead to greater stress.
- (iv)** Whether rates of conformity depend on whether a culture is individualist or collectivist.
- (v)** Whether age affects the accuracy of recall of witnesses who had just experienced a mock bank robbery.
- (vi)** Whether higher than normal percentages of insecure attachments are found in premature infants.

## EXPERIMENTAL DESIGNS

*Identify the type of designs used in experiments with the following hypotheses:*

- (i)** Females are less likely to administer an electric shock to a woman than to a man.
- (ii)** The greatest attachment problems are experienced by children fostered after 12 months.
- (iii)** Leading questions have a greater influence on children's recall of a story than an adults' recall.
- (iv)** Performance is better on memory tasks in those using this technique than those remembering by rote.
- (v)** Obedience increases according to the status of the authority figure.
- (vi)** Witnesses of violent crimes recall more details than witnesses of less violent crimes.

## OBSERVATION

*Which of the following are examples of observation as a research method and which are examples of observation as a data gathering technique?*

- (i)** Researchers observe attachment behaviours in children attending a mother and toddler group.
- (ii)** Nursery staff used an observational checklist to measure behaviour of children attending either low or high quality day care.
- (iii)** Researchers investigate whether the more time children spend in day care, the more likely they are to be aggressive during the early primary school years.
- (iv)** A psychologist observes the attachment behaviour of a child from behind a one-way mirror.
- (v)** Researchers use the Strange Situation to investigate cultural differences in attachments.
- (vi)** An observation to see whether mothers of premature babies behave differently towards their infants than mothers of full-term infants.

# PERSONALITY FACTORS

A 'type' of personality is one characterised by certain traits and patterns of behaviour. Research suggests that different personalities react to stressors in different ways.

## PERSONALITY TYPES

Characteristics of two different personality types were described by Friedman and Rosenman (1975) and Rosenman et al (1975) in the Western Collaborative Group Study.

TYPE A	TYPE B
<ul style="list-style-type: none"> <li>● excessive competitive drive</li> <li>● impatient and hostile</li> <li>● fast movements</li> <li>● rapid speech</li> <li>● very 'intense'</li> <li>● more likely to suffer from coronary heart disease</li> </ul>	<ul style="list-style-type: none"> <li>● less competitive</li> <li>● less hostile and more patient</li> <li>● easygoing and tolerant</li> <li>● slower speech</li> <li>● slower movements</li> <li>● less likely to suffer from coronary heart disease</li> </ul>

### Evaluation of the Type A personality concept

**1** Assessing with certainty that someone is a TYPE A or TYPE B is very difficult. Questionnaires and scales designed to do it often give conflicting results.

**2** Type A is a collection of characteristics (or traits), and some traits are better predictors of CHD problems than others.

**Hecker et al (1988)** – The hostility trait is the best predictor of CHD, whilst other traits seem to have nothing to do with CHD at all.

**Ironson et al (1992)** – Anger is the best way to make the heart beat faster. Control that and you might be able to help a Type A person reduce their risk of CHD.

**3** According to **Ragland and Brand (1988)**, whilst Type B personalities are less likely to get heart problems, when they DO get them they are more likely to die from them than Type A personalities.

## The heart disease study – Rosenman et al (1975)

The Western Collaborative Group Study (WCGS) wanted to see whether Type A men were more likely to suffer from CHD than Type B men, and why.

**How did they do it?** 3,154 Californian men were assessed to see whether they were Type A or Type B, and also Type X ( a mixture of A and B). The men were studied for eight years.

**What did they find?** CHD was twice as likely in men with Type A personalities than Type B.

They concluded that if we help people change the Type A behaviour pattern we can reduce the likelihood of CHD.

- Take a closer look:**
- It is correlation research. Just because a man is Type A does not necessarily mean that he will suffer with CHD.
  - The researchers could not possibly control all aspects of the behaviour of 3,154 men over eight years, so other factors might have contributed to the rates of CHD.

## THE HARDY PERSONALITY – KOBASSA (1979)

Certain aspects of a personality can make us resistant to the effects of stress. Kobassa (1979) identified the hardy personality as having the 3-C's:

**Commitment** – Have a sense of purpose and tackle problems head on. Be organised!

**Control** – Be in charge of your life, don't expect people to help you, go out and solve your problems!

**Challenge** – Treat problems as a challenge and devote time and energy to solving them.

### Evaluation of the hardy personality concept

1 Weiss (2002) tested parents on the Hardiness Scale. Some had children with autism and some had children without autism. Parents of autistic children suffered more with the negative effects of stress, but hardy parents with autistic children suffered less. Hardiness is a buffer that increases resistance to stress.

2 Hardiness training can improve resistance to stress, Maddi et al (1988), although this research was done with the business community, so it may be difficult to generalise the findings.

3 According to Funk (1992), the 3-C's are less important than negativity. A negative person is a hardy person and the effects of stress vary with negativity.

4 There is some dispute about whether or not hardiness is a personality characteristic that is stable over time.

## STRESS REACTION STYLE

Just knowing what personality type someone is doesn't tell us how they will respond in a stressful situation. The stress reaction style is a possible alternative approach. Guenole et al (2008) argue that the stress reaction style questionnaire successfully assesses how people might respond to future stressful events.

### Evaluation of the stress reaction style

1 It has real-world applications including:

**Job selection**  
Selecting people for stressful jobs

**Organisational stress management**  
Companies can train employees to actively help them cope with stressful events

**Self-awareness**  
If you know something will make you stressed you can plan for it with training or appropriate lifestyle and employment choices

2 Stress reaction style research is VERY new indeed and needs more research.



*You could be asked questions in the exam specifically on Type A behaviour, so make sure that you are able to recognise and describe it.*

*And don't forget the research! The heart disease study is quite easy to learn and is very useful as you can use it in a number of different ways. For example, you can use it to support the relationship between Type A behaviour and stress, and you can use it as an example of how psychologists have researched the link between the two.*

## Apply Your Knowledge

Two men meet every morning walking their dogs and exchange greetings. One day, one of the men does not turn up. His friend later finds out that the man has suffered a heart attack.

Using what you have learned from studying stress in everyday life, what might make one man less likely to suffer with coronary heart disease (CHD) than another? (4 marks)



# GET TO KNOW YOUR EXAM

AS level Psychology consists of two units, both assessed by a 1½-hour examination and each one accounting for 50% of the marks:

**Unit 1 (PSYA1)** – Cognitive Psychology, Developmental Psychology, and Research Methods.

**Unit 2 (PSYA2)** – Biological Psychology, Social Psychology, and Individual Differences.

This examination is designed deliberately to discourage rote learning of answers. The questions appear in a wide variety of formats, varying in the marks available and the skills they are assessing. The examination aims to assess three main skills. These are called *assessment objectives*, and they are:

## 1. Knowledge and understanding skills

These are assessed by questions that require you to recall knowledge. For example, you might be asked to select appropriate material and tick the relevant box, or you might be asked to give an outline of an explanation. The level of detail required will vary across questions according to the number of marks available.

## 2. Analysis, evaluation and application skills

These are about your understanding of things like strengths and limitations, and your ability to apply knowledge to new situations. You might be asked to evaluate something, or give a strength or a weakness. The level of detail required in your answers will vary according to the marks offered.

Every exam paper will have several examples of *analysis and application* questions. Examples of these are given throughout this book as Apply Your Knowledge questions, where you use your knowledge in unfamiliar situations. This is a good example of why rote learning is not an effective way of preparing for this exam. If you don't put the effort into developing a good understanding of psychology, you will struggle to get high marks in this type of question.

## 3. How science works skills

This refers to your knowledge and understanding of how psychology as a science works – basically, it is assessing your psychological research skills. Questions assessing these skills do not have their own separate section – all how science works questions are *contextualised*. This means that you will be required to demonstrate your knowledge and understanding in the context of a particular scenario given in the question. You will find examples of this kind of question in the Research Methods chapter.

How science works is mainly assessed in PSYA1, where it has equal importance with the other skills. This means that your knowledge will be tested in the context of Cognitive Psychology and Developmental Psychology.

How science works is much less important in PSYA2, with only half as many marks allocated to it as in PSYA1. The type of question you will be asked will also be much more limited. Be sure to know about things like how studies were conducted, their advantages and weaknesses, problems of interpreting results and ethical issues associated with research.

In your own learning and research you might come across lots of jargon used to describe these skills – for example, they are often referred to as AO1, AO2 and AO3 skills (AO standing for ‘assessment objective’). Ignore this stuff – you really don’t need a detailed knowledge of what these skills are, and effort put into it is wasted. Your concern should be with learning about psychology. Your task is to answer the questions correctly, because in doing this you will in any case be demonstrating these skills. Examiners (and to some extent teachers) are the only people to whom this jargon really matters.

There is only one area of the exam where an awareness of assessment objectives is useful, and that is with *extended written response questions*. Why is it important here? Because, in these questions, two skills are being assessed and it is very important that you know how to write answers which effectively address these skills. Also, your responses to these questions will need an equal balance of skills in order to achieve all the available marks.

### The extended written response question

These are sometimes referred to as ‘essays’. They vary in demand from 8 marks to 12 marks and require you to demonstrate knowledge/understanding (AO1) and analysis/evaluation/application (AO2) skills in equal proportion. The more marks there are available, the more you are expected to write. With these questions, whilst it is important to know *what* to write, it is just as important to be aware of *how* you write it.

The knowledge and understanding skills are straightforward enough – this is where you demonstrate what you know about the topic in question. Quite simply, the marks you get for AO1 will depend on the extent to which your writing demonstrates accurate understanding and detailed knowledge. No waffle or confusion is allowed for the highest mark.

Many students find the analysis, evaluation and application skills a little trickier. Many kinds of knowledge count as AO2, for example criticisms of studies or theories, supporting evidence, alternative explanations. However, it is not enough that you include this material in your answer; you must include it *effectively*, i.e. it must *look* evaluative.

Certain key terms can help to ‘trigger’ AO2 marks by making it clear to examiners that you are being evaluative. For example, ‘however’, ‘on the other hand’, ‘support for this’, ‘a criticism of this is’ are all good words and phrases that will communicate your intentions to the examiner. This is why it is important to think about *how* you write – the examiner will not think for you and make helpful assumptions on your behalf. Think about what it is you are trying to achieve by writing something and if this is for AO2 marks then make sure that the examiner is aware of it by using appropriate triggers.

How the essay is structured depends on both your personal preference and the question. Some people think it is a good idea to write all the AO1 material first, then write AO2. There are certainly advantages in this approach – you can think very carefully about each skill in turn, and you can carefully gauge the amount of space devoted to each. Sometimes, however, it is effective to alternate the skills.

### DOING THE EXAM

The examination questions are presented in a booklet with space available for you to write your answers. For each available mark you are given two lines on which to write your answer. Space, then, is very limited, so it is really important that you consider your answer carefully before you write. There are no options on the exam paper; all questions are compulsory.

Avoid waffle and error if at all possible. Gauge the detail in your answer according to the marks available. For example, more is

### Mark scheme for 12-mark extended written response questions

<p style="text-align: center;"><b>AO1</b></p> <p style="text-align: center;"><b>Knowledge and Understanding</b></p>	<p style="text-align: center;"><b>AO2</b></p> <p style="text-align: center;"><b>Application of Knowledge and Understanding</b></p>
<p><b>6 marks Accurate and reasonably detailed</b></p> <p>Accurate and reasonably detailed description of research that demonstrates sound knowledge and understanding.</p> <p>There is appropriate selection of material to address the question.</p>	<p><b>6 marks Effective evaluation</b></p> <p>Effective use of material to address the question and provide informed commentary.</p> <p>Effective evaluation of research.</p> <p>Broad range of issues and/or evidence in reasonable depth, or a narrower range in greater depth.</p> <p>Clear expression of ideas, good range of specialist terms, few errors of grammar, punctuation and spelling.</p>
<p><b>5–4 marks Less detailed but generally accurate</b></p> <p>Less detailed but generally accurate description that demonstrates relevant knowledge and understanding.</p> <p>There is some evidence of selection of material to address the question.</p>	<p><b>5–4 marks Reasonable evaluation</b></p> <p>Material is not always used effectively but produces a reasonable commentary.</p> <p>Reasonable evaluation of research.</p> <p>A range of issues and/or evidence in limited depth, or a narrower range in greater depth.</p> <p>Reasonable expression of ideas, a range of specialist terms, some errors of grammar, punctuation and spelling.</p>
<p><b>3–2 marks Basic</b></p> <p>Basic description that demonstrates some relevant knowledge and understanding but lacks detail and may be muddled.</p> <p>There is little evidence of selection of material to address the question.</p>	<p><b>3–2 marks Basic evaluation</b></p> <p>The use of material provides only a basic commentary.</p> <p>Basic evaluation of research.</p> <p>Superficial consideration of a restricted range of issues and/or evidence.</p> <p>Expression of ideas lacks clarity, some specialist terms used, errors of grammar, punctuation and spelling detract from clarity.</p>
<p><b>1 mark Very brief/flawed or inappropriate</b></p> <p>Very brief or flawed description demonstrating very little knowledge.</p> <p>Selection and presentation of information is largely or wholly inappropriate.</p>	<p><b>1 mark Rudimentary evaluation</b></p> <p>The use of material provides only a rudimentary commentary.</p> <p>Evaluation of research is just discernible or absent.</p> <p>Expression of ideas poor, few specialist terms used, errors of grammar, punctuation and spelling often obscure the meaning.</p>
<p><b>0 marks No creditworthy material</b></p>	<p><b>0 marks No creditworthy material</b></p>

## PSYCHOLOGY (SPECIFICATION A)

**PSYA1**

### Unit 1 Cognitive Psychology, Developmental Psychology and Research Methods

Time allowed: 1 hour 30 minutes

#### Instructions

Use black ink or ballpoint pen.

Answer all questions.

You must answer the questions in the spaces provided. Answers written in margins or on blank pages will not be marked.

Do all rough work in this book. Cross through any rough work you do not want to be marked.

#### Information

The maximum mark for this paper is 72.

The marks for questions are shown in brackets.

You are reminded of the need for good English and clear presentation in your answers.

Quality of written communication will be assessed in question 9. Question 9 should be answered in continuous prose.

## SECTION A – COGNITIVE PSYCHOLOGY AND RESEARCH METHODS

Total marks for this question: 4 marks

- 1 (a) Tick **two** of the boxes below to indicate which of the following concepts relate to the multi-store model of memory:

Sensory memory	<input type="checkbox"/>
Articulatory loop	<input type="checkbox"/>
Chunking	<input type="checkbox"/>
Visuo-spatial sketchpad	<input type="checkbox"/>

(2 marks)

- 1 (b) According to the multi-store model, what is the **capacity** and **duration** of short-term memory?

.....

.....

.....

.....

(2 marks)

Total marks for this question: 15 marks

- 2 It has been suggested that humans are not constantly vigilant and often simply don't remember details of events happening around them. To test this, psychology students conducted a study in a nearby town centre. Working in pairs, one student approached a passer-by and asked for the time. A few minutes later the second student approached the same passer-by and asked him or her to describe the person who had just asked the time.

- 2 (a) From what you know of eyewitness testimony, what would you expect the students to find?

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(3 marks)



# Example Answers

There is often more than one way to answer a question and still gain maximum marks. The answers below are examples of answers you could give – please don't think that this is the only way of doing it! Ask An Examiner boxes provide you with extra guidance and advice. Also, please remember that we are offering thorough answers here – perhaps a little more than might be reasonably expected in an exam for maximum marks.

## SECTION 1: RESEARCH METHODS

(p.13) 1. Ainsworth argues that whether an adult is secure or insecure in his or her adult relationship may be a reflection of attachment experiences during early childhood. To test this idea, researchers designed a study using self-report techniques.

(a) The study involved designing a questionnaire.

(i) Suggest two things that the researchers should have considered in the design of this questionnaire. (2+2 marks)

*What types of questions to ask (whether open or closed) and how the questions should be phrased (whether they create qualitative or quantitative data).*

(ii) Give one weakness of questionnaire research. (2 marks)

*There is no guarantee that the answers participants give will be truthful.*

(b) The researchers had their questionnaire printed in a local newspaper and invited readers to complete and return it.

(i) What name is given to this kind of sampling technique? (1 mark)

*Volunteer sampling*

(ii) Outline one problem with this method of selecting participants.

(2 marks)

*The sample may not be representative of the population. Here the researchers are sampling from the 'people who buy the local newspaper' population so it may be biased.*



Be careful not to make your answers too brief here – there are 2 marks on offer for each point so be sure to give enough detail that your answer is worth 2 marks!

(c) (i) What is meant by the term 'quantitative data'? (1 mark)

*The data are in the form of numbers.*

(ii) How would the questionnaire generate this kind of data? (1 mark)

*It could ask for people to rate something on a scale of 1 to 5. The response would be a number so the data can be regarded as quantitative.*

(d) Suggest a question for inclusion in the questionnaire that would generate qualitative data. (2 marks)

*What difficulties do you have forming relationships?*

(e) (i) What is a pilot study? (2 marks)

*A small scale trial run of the study, carried out in order to check that the procedure does what it is supposed to.*

(ii) Why would it have been useful for the researchers to have conducted pilot study? (2 marks)

*Self-report techniques like questionnaires need to be piloted in order to ensure that participants are interpreting the questions properly and that the questionnaire really is providing the data that is wanted. Problems can be ironed out and the questionnaire perfected before the real study.*



An example of a very general response is given here. Lots of possible responses could be used here. For example, you could have focused on issues of reliability and validity, sampling of participants, demand characteristics and investigator bias.

Written by experienced senior examiners, this complete study and revision guide provides all the key information needed to get the best possible grade in the AS exam. It contains helpful hints, tips and advice throughout on how to answer the exam questions effectively and efficiently.

Exercises and step-by-step guidance are provided to develop practical research skills, and a focus on exam-style questions provides opportunities for essential practice. A full examination paper is included, complete with suggested answers, for exam practice, and there are plenty of opportunities for 'stretch and challenge'.

With the sample questions and answers, a section on revision advice together with a comprehensive glossary, this really is the ultimate guide to improving grades!

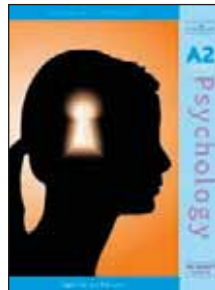
**NIGEL HOLT** has a PhD in psychology and is a Senior Lecturer in Psychology at Bath Spa University and senior examiner at AS and A2 Level Psychology. In addition to teaching and examining, he spends time researching the use of e-learning and podcasting in psychology and talks regularly to A-level students at conferences around the UK. He is also a co-author of a European version of a leading university-level introductory psychology text.

**ROB LEWIS** has been teaching for over twenty years, lecturing in psychology at A/AS, undergraduate and postgraduate levels. An experienced senior examiner of A Level Psychology, he has worked with several exam boards. He currently teaches AS and A2 Psychology, and continues to be involved in specification development and teacher training.

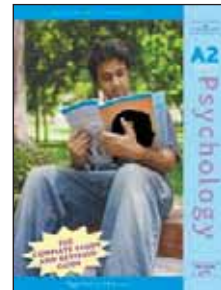
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