

General Certificate of Education  
January 2005  
Advanced Subsidiary Examination



**PSYCHOLOGY (SPECIFICATION A)**  
**Unit 3 Social Psychology and Research Methods**

**PYA3**

Tuesday 11 January 2005 Morning Session

**In addition to this paper you will require:**  
an 8-page answer book.

Time allowed: 1 hour

**Instructions**

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is PYA3.
- In Section A answer **one** question. You should attempt **all** parts of the question you choose.
- In Section B answer the question. You should attempt **all** parts of the question.
- Do all rough work in the answer book. Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 62.
- Mark allocations are shown in brackets.
- In addition to the mark allocations indicated within the paper, you will be awarded up to 2 marks for your ability to organise and present information, ideas, descriptions and arguments clearly and logically. Account will be taken of your use of grammar, punctuation and spelling and the legibility of your handwriting.

---

**SECTION A – SOCIAL PSYCHOLOGY**

Answer **one** question from this Section.

You should attempt **all** parts of the question you choose.

---

**1****Total for this question: 30 marks**

- (a) Outline **two** explanations of why people yield to minority influence. *(3 marks + 3 marks)*
- (b) Outline findings of research into majority influence (conformity). *(6 marks)*
- (c) Consider whether the procedures used in social influence research (theories **and/or** studies) can be justified. *(18 marks)*

**2****Total for this question: 30 marks**

- (a) Explain **two** ways in which people resist obedience. *(3 marks + 3 marks)*
- (b) Describe some of the ways in which psychologists deal with ethical issues that may arise in psychological research. *(6 marks)*
- (c) Outline and evaluate research (theories **and/or** studies) into minority influence. *(18 marks)*

---

**SECTION B – RESEARCH METHODS**

Answer the question from this Section.

You should attempt **all** parts of the question.

---

3

**Total for this question: 30 marks**

Research has found that people who fail to solve a problem become less motivated and as a result are less successful in solving similar problems in the future. A teacher decided to investigate this topic using anagrams as the problem to be solved. He created two lists of anagrams. One list contained anagrams that could be solved (the success list). For example, the letters TBLAE can be rearranged into the word TABLE. The other list (the failure list) contained anagrams that were impossible to solve (i.e. sets of letters that could not be rearranged to form words).

In the first stage of the investigation, the teacher divided his class into two groups. One group received the list with anagrams that could be solved (the success group) and the other group received the list that could not be solved (the failure group).

In the second stage, later in the week, he gave **all** the students a new list of 20 anagrams, all of which could be solved. He then recorded the number of words solved by each student. The results are displayed in **Table 1** below.

| Number of anagrams solved correctly by success group | Number of anagrams solved correctly by failure group |
|--|--|
| 16   | 18   |
| 15   | 15   |
| 17   | 9  |
| 16   | 12   |
| 9  | 8  |
| 12   | 7  |
| 17   | 4  |
| 16   | 6  |
|  | 9  |
|  | 13   |
| <i>Mean Score: 14.75</i>                             | <i>Mean Score: 10.10</i>                             |

**Table 1: Number of anagrams correctly solved in the second stage**

**QUESTION 3 CONTINUES ON THE NEXT PAGE**

Turn over ►

- 
- (a) (i) Give an experimental/alternative hypothesis for this study. (2 marks)
- (ii) State whether your hypothesis is directional or non-directional. (1 mark)
- (iii) Explain why you have chosen a directional or non-directional hypothesis. (2 marks)
- (b) Explain what is meant by a null hypothesis. (2 marks)
- (c) The teacher used an independent groups design. Give **two** advantages of using an independent groups design instead of a repeated measures design. (2 marks + 2 marks)
- (d) Give **two** factors that the teacher might have considered when making up the lists of anagrams. (2 marks + 2 marks)
- (e) (i) The teacher used volunteers from his class as participants. Identify **one** other way in which a sample of participants might have been selected. (1 mark)
- (ii) Give **one** disadvantage of this method of sampling you identified in part (i). (2 marks)
- (f) Name **one** measure of dispersion that could be used to describe the data in **Table 1**. Explain why this would be a suitable measure. (1 mark + 2 marks)
- (g) (i) Identify **one** ethical issue that the teacher should have considered. (1 mark)
- (ii) Explain how he might have dealt with this ethical issue. (2 marks)
- (h) (i) Summarise the findings of the investigation. (3 marks)
- (ii) What conclusion(s) can be drawn from these findings? (3 marks)

**END OF QUESTIONS**