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**AQA** 

**Surname** \_\_\_\_\_

**Other Names** \_\_\_\_\_

**Centre Number** \_\_\_\_\_

**Candidate Number** \_\_\_\_\_

**Candidate Signature** \_\_\_\_\_

**I declare this is my own work.**

**A-level**

**PSYCHOLOGY**

**Paper 2 Psychology in context**

**7182/2**

**Friday 5 June 2020**

**Afternoon**

**Time allowed: 2 hours**

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

**[Turn over]**



J U N 2 0 2 0 7 1 8 2 2 0 1

**For this paper you may use:**

- **a calculator.**

## **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.**
- **If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).**
- **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

### APPROACHES IN PSYCHOLOGY

Answer ALL questions in this section.

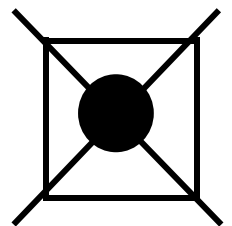
Only ONE answer per question is allowed.

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

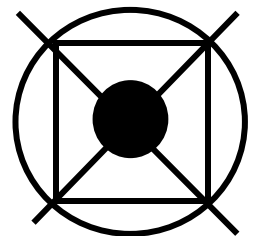
**CORRECT METHOD** 

**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.



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| 0 | 1 |
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**What is the correct arrangement of Maslow's hierarchy of needs from bottom to top of the hierarchy?**

**Shade ONE circle only. [1 mark]**

**A Physiological, Safety, Love/belongingness, Esteem, Self-actualisation.**

**B Physiological, Safety, Love/belongingness, Self-actualisation, Esteem.**

**C Safety, Physiological, Love/belongingness, Esteem, Self-actualisation.**

**D Safety, Physiological, Love/belongingness, Self-actualisation, Esteem.**

**[Turn over]**



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**Which of the following shows the correct order of the psychosexual stages of development as proposed by the psychodynamic approach?**

**Shade ONE circle only. [1 mark]**

**A Oral, Anal, Genital, Latency, Phallic.**

**B Oral, Anal, Phallic, Genital, Latency.**

**C Oral, Anal, Phallic, Latency, Genital.**

**D Oral, Genital, Anal, Phallic, Latency.**



03

**Describe the role of defence mechanisms according to the psychodynamic approach. [2 marks]**

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**[Turn over]**



04

**Briefly explain ONE strength and ONE limitation of the psychodynamic approach. [4 marks]**

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**[Turn over]**



**Alison is a Psychology teacher who is keen to reduce plastic waste in her school. She puts a sticker showing an ocean full of plastic waste on each plastic bottle of water sold in the canteen.**

**Alison asks canteen staff to increase the price of bottled water by 20 pence and offer free refills of water to any student taking in their own bottle.**

**Finally, Alison sets up a bottle return desk, where students can get 20 pence back for any plastic bottle they hand in for recycling.**

**05**

**Describe AND evaluate operant conditioning as a way of explaining people's behaviour. Refer to Alison's approach to reducing plastic waste in your answer. [16 marks]**



**You may use the space below to plan your answer.**

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**[Turn over]**







Handwriting practice lines consisting of 18 horizontal black lines.



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**[Turn over]**



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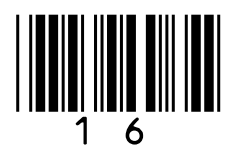
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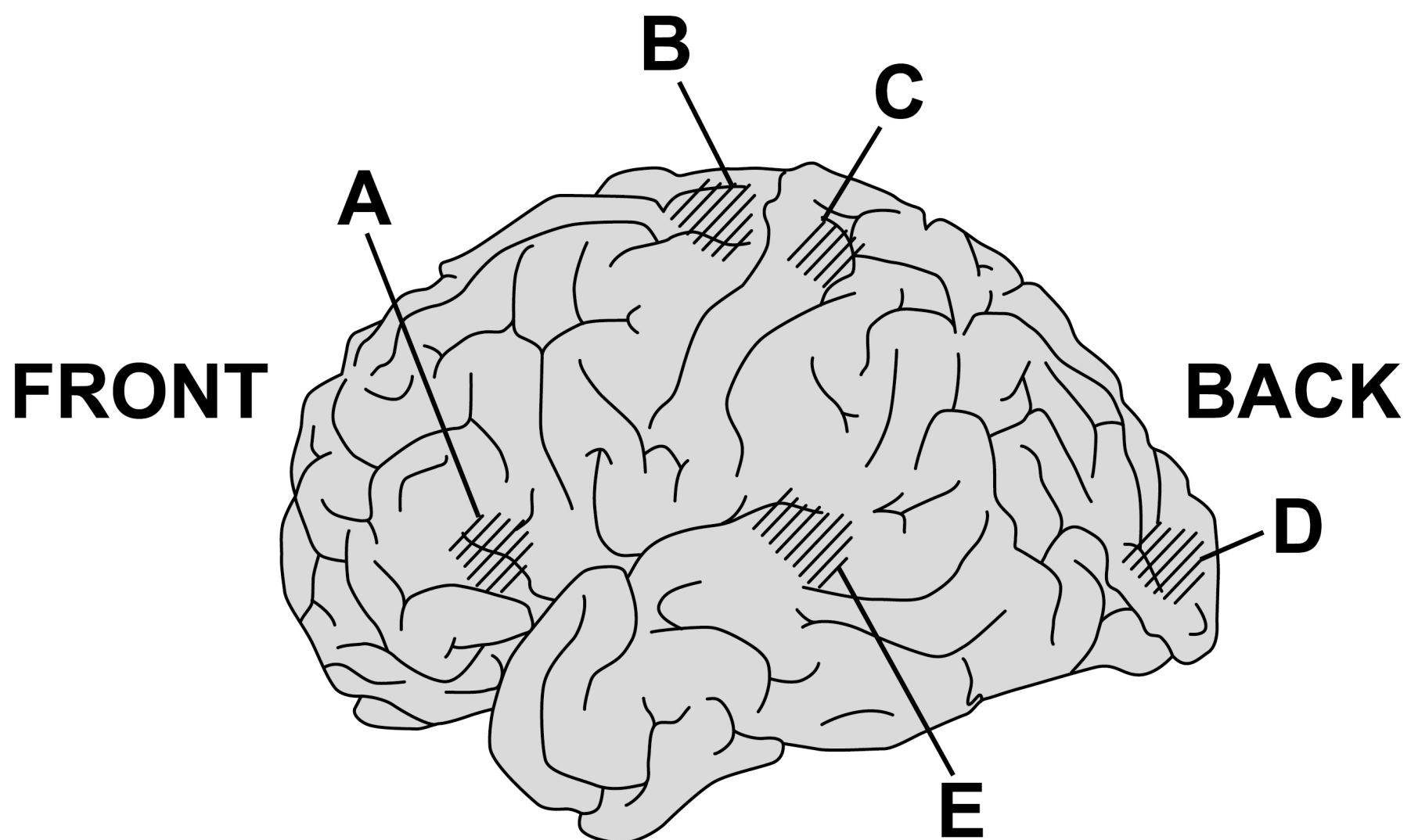


**SECTION B****BIOPSYCHOLOGY**

**Answer ALL questions in this section.**

**FIGURE 1 shows the left hemisphere of the human brain. Five areas of the brain are labelled A, B, C, D and E.**

**FIGURE 1**



06

Using the letters given in FIGURE 1, on the opposite page, correctly identify the areas of the brain to complete the table below. [4 marks]

|  | Area of brain |
|--|---------------|
| Which area is responsible for processing sensations such as pain and pressure? |               |
| Which area processes information such as colour and shape?                     |               |
| Which area processes information such as pitch and volume?                     |               |
| Which area is responsible for voluntary movements?                             |               |

[Turn over]



07

**Explain the difference between infradian rhythms and ultradian rhythms.  
[2 marks]**

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0 8

**A survey of hospital patients has found that a new drug, Zapurpain, is as effective as other pain medication.**

**Explain ONE limitation of asking hospital patients to self-report the effectiveness of Zapurpain. [2 marks]**

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**[Turn over]**



09

**Zapurpain acts like an inhibitory neurotransmitter at the synapse.**

**Explain how Zapurpain might affect the process of synaptic transmission through inhibition. [4 marks]**

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**[Turn over]**



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**Explain ONE difference and ONE similarity between Functional Magnetic Resonance Imaging (fMRI) and Event-Related Potentials (ERPs) as ways of studying the brain. [4 marks]**

**Difference** \_\_\_\_\_

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**Similarity** \_\_\_\_\_

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1 1

**Outline and evaluate split-brain research.  
[8 marks]**

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**[Turn over]**

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| <b>24</b> |



## **SECTION C**

### **RESEARCH METHODS**

**Answer ALL questions in this section.**

**A study into the relationship between recreational screen time and academic achievement was conducted. Students were asked to self-report the number of hours spent watching TV, playing on their mobile phones or video games (daily recreational screen time) and their end-of-year test performances (academic performance).**

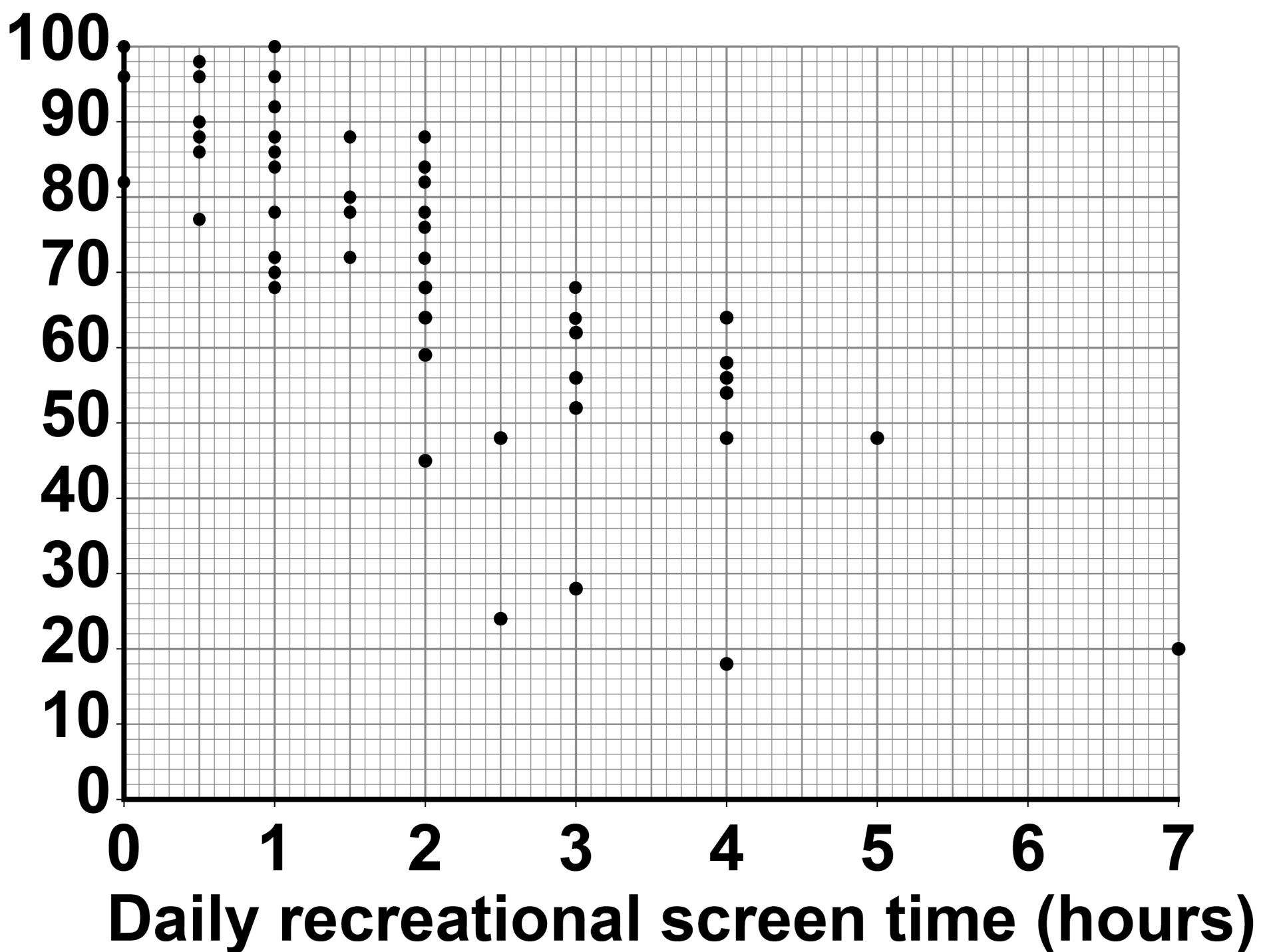
**The results of the study are shown in FIGURE 2, on the opposite page.**



**FIGURE 2**

**The relationship between daily recreational screen time and academic performance**

**Academic performance (%)**



**[Turn over]**



|   |   |
|---|---|
| 1 | 2 |
|---|---|

**In which section(s) of a scientific report would you expect to find reference to the results/findings of the investigation?**

**Shade ONE circle only. [1 mark]**

**A The abstract and the results sections only**

**B The abstract, the discussion and the results sections only**

**C The results and the discussion sections only**

**D The results section only**



|   |   |
|---|---|
| 1 | 3 |
|---|---|

**Which of the following correlation co-efficients best describes the data represented in FIGURE 2, on page 35?**

**Shade ONE circle only. [1 mark]**

**A -0.80**

**B -0.25**

**C +0.25**

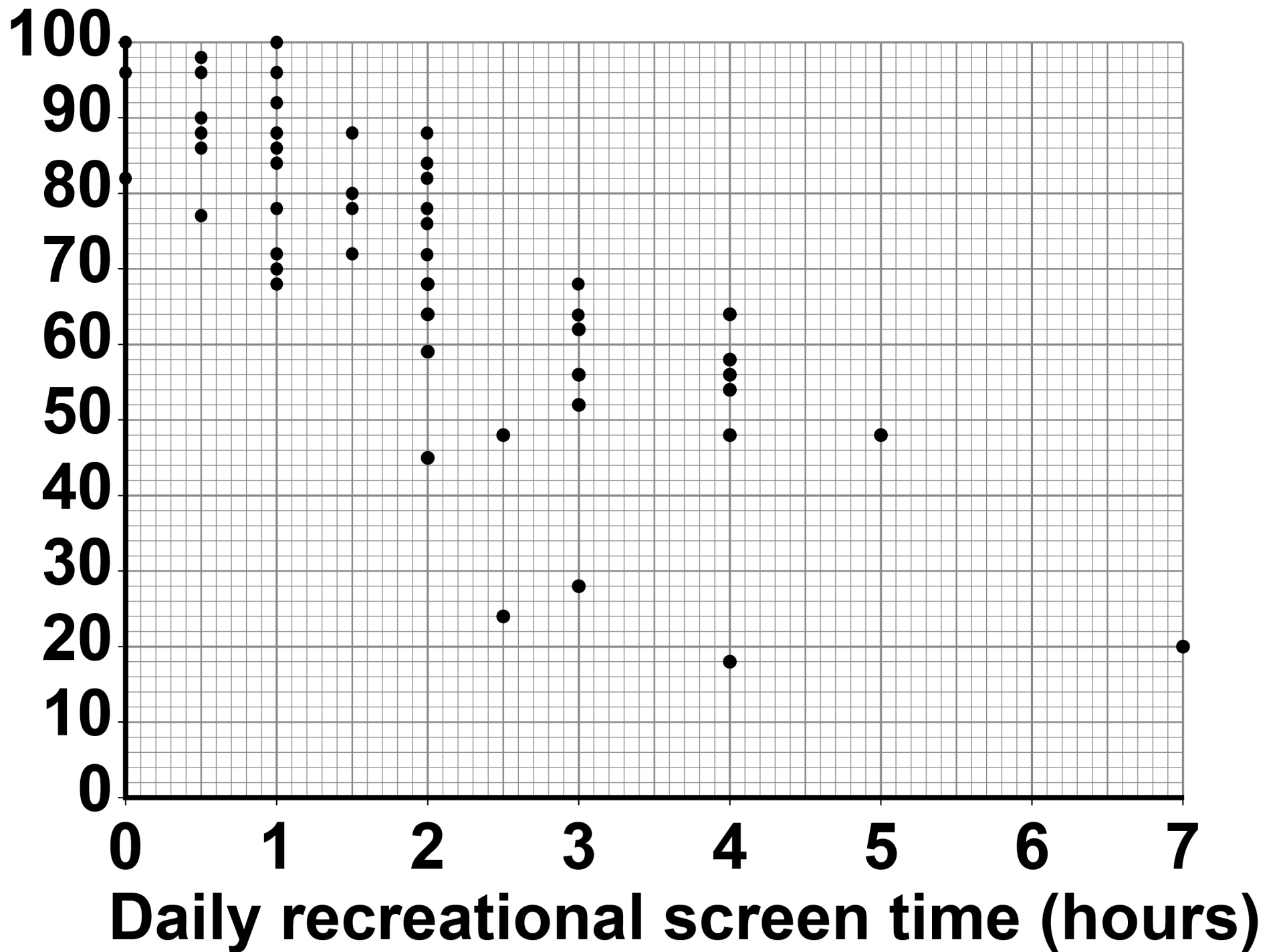
**D +0.80**

**[Turn over]**



## REPEAT OF FIGURE 2

Academic  
performance  
(%)



|   |   |
|---|---|
| 1 | 4 |
|---|---|

**Identify the type of graph shown in FIGURE 2, on the opposite page, and explain why this is an appropriate graph to use for the data collected. [3 marks]**

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**[Turn over]**



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| 1 | 5 |
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**Explain why it would not be appropriate for the researchers to conclude that increased recreational screen time reduces academic performance.**

**[2 marks]**

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**A psychologist reads a review of a meta-analysis confirming the relationship between recreational screen time and academic performance.**

**1 | 6**

**What is meant by the term meta-analysis? [2 marks]**

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**[Turn over]**

**The psychologist decided to design an experiment to test the effects of recreational screen time on children's academic performance.**

**The psychologist randomly selected four schools from all the primary schools in her county to take part in the experiment involving Year 5 pupils. Three of the four schools agreed to take part. In total, there were 58 pupils whose parents consented for them to participate. The 58 pupils were then randomly allocated to GROUP A or GROUP B.**

**For the two-week period of the experiment, pupils in GROUP A had no recreational screen time. Pupils in GROUP B were allowed unrestricted recreational screen time. At the end of the experiment all pupils completed a 45-minute class test, to achieve a test score.**



**BLANK PAGE**

**[Turn over]**



|   |   |
|---|---|
| 1 | 7 |
|---|---|

**Complete TABLE 1, on the opposite page, by ticking the statement that best describes the population and the sample in the psychologist's experiment.**

**Place ONE tick in each column. [2 marks]**



TABLE 1

|  | <b>POPULATION</b> | <b>SAMPLE</b> |
|--|-------------------|---------------|
| <b>All the pupils in the selected four schools.</b>                                  |                   |               |
| <b>All the Year 5 pupils across the world.</b>                                       |                   |               |
| <b>All the Year 5 pupils in the county.</b>  |                   |               |
| <b>All the Year 5 pupils in the selected three schools.</b>                          |                   |               |
| <b>All the 58 Year 5 pupils with parental consent in the selected three schools.</b> |                   |               |

[Turn over]



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|---|---|
| 1 | 8 |
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**Briefly explain why a directional hypothesis would be most suitable for this experiment. [1 mark]**

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**Write an appropriate hypothesis for this experiment. [3 marks]**

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**[Turn over]**

The results obtained from the experiment are summarised in TABLE 2.

**TABLE 2**

**Descriptive statistics for the test performance scores for Group A and Group B**

|                               | <b>Group A<br/>(no screen<br/>time)</b> | <b>Group B<br/>(unrestricted<br/>screen time)</b> |
|-------------------------------|---|---|
| <b>Mean</b>                   | <b>73.6</b>                             | <b>66.3</b>                                       |
| <b>Median</b>                 | <b>74.0</b>                             | <b>58.0</b>                                       |
| <b>Mode</b>                   | <b>74.0</b>                             | <b>44.0</b>                                       |
| <b>Standard<br/>deviation</b> | <b>13.2</b>                             | <b>25.1</b>                                       |





**20**

**Using the data in TABLE 2, on the opposite page, explain how the distribution of scores in GROUP A differs from the distribution of scores in GROUP B. [4 marks]**

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**[Turn over]**

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**What do the mean and standard deviation values in TABLE 2, on page 48, suggest about the effect of the recreational screen time on test performance? Justify your answer.  
[4 marks]**

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**[Turn over]**



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**The psychologist wanted to test the statistical significance of the data.**

**Identify the most appropriate choice of statistical test for analysing the data collected and explain **THREE** reasons for your choice in the context of this study.  
[7 marks]**

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**[Turn over]**



2 3

**One criticism of the study is that the pupils were not matched on their typical recreational screen time.**

**Explain how the psychologist could have matched pupils on their typical recreational screen time across the experimental conditions. [4 marks]**

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**Identify ONE other variable for which the psychologist could have matched the pupils. Explain how this might have affected the test performance if it was not controlled. [2 marks]**

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**[Turn over]**



**The feedback from one of the schools was that recreational screen time affected pupils' social interactions. The psychologist decided to investigate this further by using an observation of social interaction during playtime at the school.**

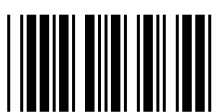
**2 | 5**

**Design the observation to investigate pupils' social interaction in the playground.**

**In your answer you will be awarded credit for providing appropriate details of:**

- type of observation, with justification**
- choice of time sampling OR event sampling, with justification**
- dealing with ONE relevant ethical issue**
- assessing reliability of the data through inter-observer reliability.**

**[12 marks]**



**You may use the space below to plan your answer.**

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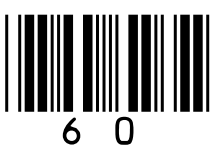
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**END OF QUESTIONS**

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**Additional page, if required.**

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| For Examiner's Use |      |
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| Section            | Mark |
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| B                  |      |
| C                  |      |
| <b>TOTAL</b>       |      |

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