

| Please write clearly in | block capitals. |
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| Centre number | Candidate number |
| Surname | |
| Forename(s) | |
| Candidate signature | I declare this is my own work. |

A-level PSYCHOLOGY

Paper 2 Psychology in context

Time allowed: 2 hours

Materials

For this paper you may use:

• a calculator.

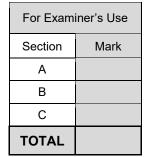
Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions. You must answer the questions in the spaces provided. Do **not** write outside the box around each page or 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.





| Section A | |
|---|-----------|
| Approaches in psychology | |
| Answer all questions in this section. | |
| Describe psychosexual stages as outlined in the psychodynamic approach. | [6 marks] |
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| 0 2 | At a local school, teachers took part in Active Lifestyle Week to encourage students to |
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| | become more active. The week involved daily staff netball matches during breaktimes and |
| | a step count challenge. |

Two of the teachers were talking at the end of the week. Miss Honey said, "That was such a great week! I felt proud to win the staff step count challenge and receive the medal in assembly and demonstrate the joy of sport. My students loved watching us compete, I really think it will inspire them to be more active themselves!"

Mrs Wilson replied, "It's alright for you, you're young and the students like you. My students were so embarrassed to see me tripping over in netball. I think I may have put them off sport forever!"

Apart from mediational processes, use your knowledge of social learning theory to explain Miss Honey's and Mrs Wilson's comments.

[6 marks]

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| 0 3 | Whether or not students learn to be more estive sould depend on mediational processor | Do not write outside the box |
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| 0 3 | Whether or not students learn to be more active could depend on mediational processes. | 201 |
| | Explain how mediational processes might be involved in the students becoming more active. | |
| | [4 marks] | |
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| 0 4 | Discuss self-actualisation and/or conditions of worth in explaining human behaviour. | |
| | [8 marks] | |
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| | Section B | | |
|--------------------------|--|------------------------|----------------|
| | Biopsychology | | |
| | Answer all questions in this sec | tion. | |
| Only one | answer per question is allowed. | | |
| For each o | question completely fill in the circle alongside the ap | propriate answer. | |
| CORRECT MET | THOD • WRONG METHODS 🐼 • 🐟 💅 | | |
| lf you wan | it to change your answer you must cross out your or | iginal answer as show | vn. 🔀 |
| lf you wish as shown. | n to return to an answer previously crossed out, ring | the answer you now | wish to select |
| 0 5 VV | /hich of the following neurons carries electrical impu | lses towards the brair | n? |
| S | hade one box only. | | 14 |
| A | Interneuron | 0 | [1 mark] |
| В | Motor neuron | 0 | |
| С | Relay neuron | 0 | |
| D | Sensory neuron | 0 | |
| 0 6 V | /hich one of the following is not a way of studying th | ie brain? | |
| | | | |
| S | hade one box only. | | |
| | hade one box only. Electrocardiogram (ECG) | 0 | [1 mark] |
| | Electrocardiogram (ECG) | 0 | [1 mark] |
| AB | Electrocardiogram (ECG) | | [1 mark] |



| 0 7 | Describe the divisions of the nervous system. [6 marks] | Do not write outside the box |
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| 0 8 | Discuss localisation of function in the brain. | ko] |
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| | [16 marl You may use this space to plan your answer. | (2) |
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| Section C | |
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| Research methods | |
| Answer all questions in this section. | |
| A controlled observation was designed to compare the social behaviours of pro- children of working parents and pre-school children of stay-at-home parents. consisted of 100 children aged three, who were observed separately. Half of t had working parents and the other half had stay-at-home parents. | The sample |
| The observation took place in a room which looked like a nursery, with a varief available. In the room, there were four children and one supervising adult. Th behaviour was not recorded. | • • |
| Each child participant was brought into the room and settled by their parent. T then left to sit outside. Each child participant's behaviour was observed covert minutes while they played in the room. | |
| The observation was conducted in a controlled environment and a standardise used when the children and their parents arrived. | d script was |
| Explain why the researcher used a controlled observation and a standardised study. | script in this |
| Study. | [4 marks] |
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| | The researcher used two trained observers to record the social behaviours of each child during the observation. | Do not outsid bc |
|-----|--|------------------------|
| 1 1 | Give two behavioural categories that the observers could have used in the observation to assess the pre-school children's social behaviour. Explain why your chosen categories are appropriate. | |
| | [4 marks] | |
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| 2 | Describe how the observers could use time sampling to record the social behaviour of each child during the five-minute period. | |
| 2 | Describe how the observers could use time sampling to record the social behaviour of each child during the five-minute period. [4 marks] | |
| 2 | each child during the five-minute period. | |
| 2 | each child during the five-minute period. | |
| 2 | each child during the five-minute period. | |
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| 1 2 | each child during the five-minute period. | |



| 1 3 | Explain one strength and one limitation of using time sampling for this observation. [4 marks] | Do not write outside the box |
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| 14 | Explain how the reliability of the controlled observation could be assessed through inter-observer reliability. [4 marks] | |
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| | Turn over for the next question | |



| | e data from the observation was summarised by converting the number of agreed servations into a total social behaviour score for each child. |
|------|--|
| diff | e researcher then conducted a statistical test to identify whether there was a significant erence between the social behaviour scores for the children of stay-at-home parents d those of working parents. |
| beh | ntify an appropriate statistical test that the researcher could use to analyse the social naviour scores in this study. Explain three reasons for your choice in the context of |
| Inis | s study. [7 marks] |
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| 16 | Explain one reason why collecting quantitative data could reduce the validity of th | 0 | Do not write outside the box |
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| 17 | The findings of this study might have implications for the economy. Explain one or more possible implications of this study for the economy. | [3 marks] | |
| | | | |
| 1 8 | This study was written up as a scientific report. Describe features of the abstract section in a scientific report. | [3 marks] | |
| | | | |
| | Turn over for the next question | | |

| | A new TV programme has been developed to increase positive social behaviours in pre-school children. | Do not write outside the box |
|----|---|------------------------------------|
| | There is a proposal to carry out an experiment to compare the effects of the new TV programme and an existing TV programme, on positive social behaviours in pre-school children. | |
| | A sample of 500 pre-school children and their parents is available for the experiment. The parents have given consent for their children to take part in this experiment. | |
| | The experiment will take place over an 8-week period. Data on the children's social behaviours will be gathered from the parents using a self-report method. | |
| 19 | Design the experiment to investigate whether watching the new TV programme leads to an increase in positive social behaviours in the children, compared with watching the existing TV programme. | |
| | In your answer you will gain credit for providing appropriate details of the following: | |
| | the type of experimental design, with justification a self-report method of data collection, with justification how to control one extraneous variable, with justification as to why this would need to be | |
| | controlled. [12 marks] | |
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| | You may use this space to plan your answer. | |
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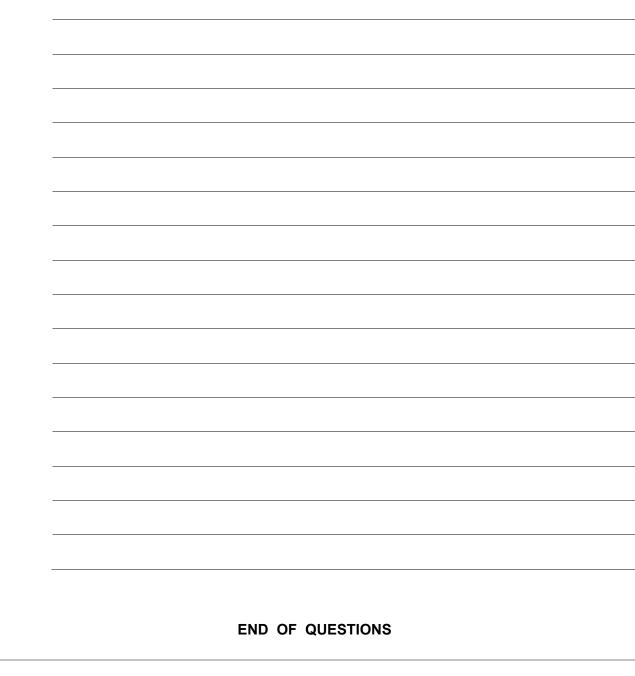




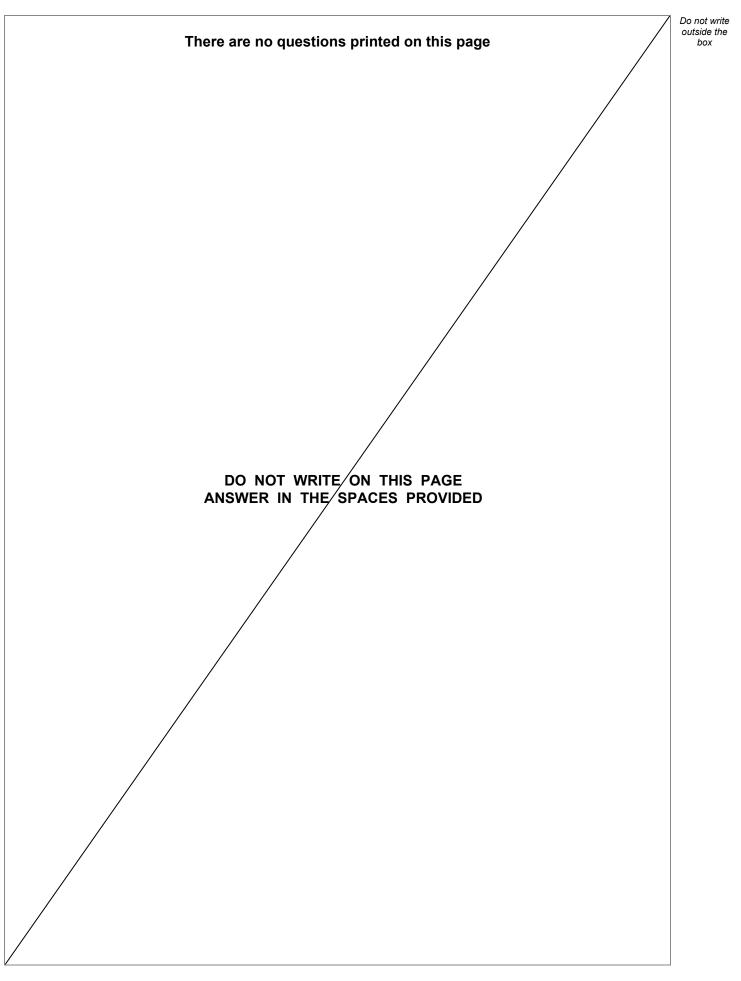
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