

A



A-level

PSYCHOLOGY

**Paper 3 Issues and options in
psychology**

7182/3

Thursday 14 June 2018 Morning

Time allowed: 2 hours

For this paper you must have:

- **an AQA 16-page answer book.**

You may use a calculator.

[Turn over]

INSTRUCTIONS

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **PAPER REFERENCE** is 7182/3.
- In **SECTION A**, you should answer **ALL** questions.
- In **SECTION B**, choose **ONE** topic. Answer **ALL** questions on the topic you choose.
- In **SECTION C**, choose **ONE** topic. Answer **ALL** questions on the topic you choose.
- In **SECTION D**, choose **ONE** topic. Answer **ALL** questions on the topic you choose.
- Do all rough work in your answer 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.**
- **You will be marked 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**Issues and debates in Psychology**

Answer ALL questions in this section.

0 1 Cultural relativism, ethnocentrism, holism and universality are four concepts relevant to issues and debates in psychology.

TABLE 1

DEFINITION	
A	Appreciating that behaviour varies between cultures
B	Believing that some behaviours are the same for all cultures
C	Considering all aspects of experience, including culture
D	Emphasising the importance of the behaviour of one's own culture
E	Understanding that whole cultures have the same experience

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Look at TABLE 1 on page 4.

- **Which definition (A–E) best describes cultural relativism?**
- **Which definition (A–E) best describes ethnocentrism?**
- **Which definition (A–E) best describes holism?**
- **Which definition (A–E) best describes universality?**

In your answer book, list the four concepts and write the appropriate letter (A–E) next to each one. A letter may only be used once. [4 marks]

0 2 **What is a ‘nomothetic approach’? Suggest ONE limitation of a nomothetic approach. [2 marks]**

[Turn over]

6

A psychology student carried out a study of excitement at a theme park. She measured the heart rate of people waiting in the queue for a roller coaster.

The student's tutor said, 'Using heart rate as a measure of excitement is an example of biological reductionism.'

- 0 3 Explain why measuring heart rate in this situation could be an example of biological reductionism. 'Q&a Uf_gQ**
- 0 4 Outline TWO non-biological ways of measuring excitement that the student could also use in this situation. [4 marks]**

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0 5 Explain ONE strength and ONE limitation of a reductionist approach in psychology. [4 marks]

0 6 Discuss ONE OR MORE ethical implications of research in psychology.

Refer to AT LEAST ONE topic you have studied in psychology in your answer. [8 marks]

[Turn over]

SECTION B

Relationships or Gender or Cognition and development

Choose ONE topic from SECTION B. Answer ALL questions on the topic you choose.

TOPIC: RELATIONSHIPS

- 0 7** Briefly outline what is meant by 'equity' in relation to theories of romantic relationships. [2 marks]
- 0 8** Outline an evolutionary explanation for partner preferences. Explain ONE limitation of an evolutionary explanation for partner preferences. [6 marks]

9

Researchers wished to study the link between attachment and parasocial relationships. They surveyed a stratified sample of 100 18-year-old students from four different schools. Some schools had a large number of students and others had a smaller number of students. The students were asked questions about their childhood, their feelings towards celebrities and about their friendships at school.

- 0 9 Explain how the researchers could have obtained a stratified sample from the four different schools.
[4 marks]**

[Turn over]

10

At the end of the survey, researchers wished to treat the students ethically. They used the following statement in their debriefing:

‘Thank you for taking part in the survey. Your data will be very useful. Have you any questions?’

- 1 0 Suggest TWO additional points that could be added to the debriefing statement to better ensure ethical treatment of the students. [4 marks]**
- 1 1 Discuss the attachment theory explanation for parasocial relationships. Refer to the likely findings of the study on page - in your answer. [8 marks]**

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[Turn over]

TOPIC: GENDER

1 2 Briefly outline what is meant by 'gender schema'. [2 marks]

1 3 Outline social learning theory as an explanation for gender development.

Explain ONE strength of social learning theory as an explanation for gender development. [6 marks]

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Researchers wished to study the link between androgyny and psychological health. They surveyed a stratified sample of 100 18-year-old students from four different schools. Some schools had a large number of students and others had a smaller number of students. The students were asked to rate themselves on an androgyny scale and then answered a series of questions. The questions focused on students' self-esteem and how they felt about their relationships with others.

- 1 4** Explain how the researchers could have obtained a stratified sample from the four different schools.
[4 marks]

[Turn over]

14

At the end of the survey, the researchers wished to treat the students ethically. They used the following statement in their debriefing:

‘Thank you for taking part in the survey. Your data will be very useful. Have you any questions?’

- 1 5 Suggest TWO additional points that could be added to the debriefing statement to better ensure ethical treatment of the students. [4 marks]**
- 1 6 Discuss Bem’s research into androgyny. Refer to the likely findings of the study on page 13 in your answer. [8 marks]**

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[Turn over]

TOPIC:
COGNITION AND DEVELOPMENT

1 7 Briefly outline what Piaget meant by 'class inclusion'. [2 marks]

1 8 Outline theory of mind as an explanation for autism. Explain **ONE** strength of theory of mind as an explanation for autism. [6 marks]

Researchers wished to study the effects of scaffolding on learning. They surveyed a stratified sample of 100 18-year-old students from four different schools. Some schools had a large number of students and others had a smaller number of students. The students were asked questions about how they learn, different teaching and classroom activities, and what helps them learn.

- 1 9 Explain how the researchers could have obtained a stratified sample from the four different schools.
[4 marks]**

[Turn over]

18

At the end of the survey, the researchers wished to treat the students ethically. They used the following statement in their debriefing:

‘Thank you for taking part in the survey. Your data will be very useful. Have you any questions?’

2 0 Suggest TWO additional points that could be added to the debriefing statement to better ensure ethical treatment of the students. [4 marks]

2 1 Discuss Vygotsky’s theory of cognitive development. Refer to the likely findings of the study on page 17 in your answer. [8 marks]

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[Turn over]

SECTION C**Schizophrenia or Eating behaviour or Stress**

Choose ONE topic from SECTION C. Answer ALL questions on the topic you choose.

TOPIC: SCHIZOPHRENIA

2 2 In the context of schizophrenia, outline what is meant by co-morbidity. [2 marks]

2 3 Explain how symptom overlap might lead to problems with the diagnosis AND/OR classification of schizophrenia. [2 marks]

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[Turn over]

A psychologist investigated cognitive processing in two groups of people with schizophrenia. People in GROUP A showed positive symptoms of schizophrenia and people in GROUP B showed negative symptoms of schizophrenia. Each person completed a cognitive task and was given an overall score. The psychologist then calculated average scores for each group. The results are shown in TABLE 2 below.

TABLE 2

Measure of central tendency	Group A scores	Group B scores
Mean	22.4	26
Median	22.5	22.5
Mode	22	16

- 2 4** Using the data in TABLE 2, explain how the distribution of scores in GROUP A differs from the distribution of scores in GROUP B.
[4 marks]
- 2 5** Discuss ONE OR MORE biological explanations for schizophrenia.
[16 marks]

[Turn over]

TOPIC: EATING BEHAVIOUR

2 6 Briefly outline ONE psychological explanation for obesity. [2 marks]

2 7 Outline ONE strength of the explanation you have given in your answer to QUESTION 26. [2 marks]

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[Turn over]

A psychologist investigated perception of foods in two groups of people. People in **GROUP A** were on a calorie-counting diet and people in **GROUP B** were on a low-fat diet. Each person completed a perception task and was given an overall score. The psychologist then calculated average scores for each group. The results are shown in **TABLE 3** below.

TABLE 3

Measure of central tendency	Group A scores	Group B scores
Mean	22.4	26
Median	22.5	22.5
Mode	22	16

- 2 8** Using the data in TABLE 3, explain how the distribution of scores in GROUP A differs from the distribution of scores in GROUP B. [4 marks]
- 2 9** Discuss ONE OR MORE biological explanations for anorexia nervosa. [16 marks]

[Turn over]

TOPIC: STRESS

3 0 Briefly outline **ONE** therapy used to manage stress. [2 marks]

3 1 Outline **ONE** limitation of the therapy in your answer to **QUESTION 30**. [2 marks]

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[Turn over]

A psychologist investigated workplace stress in two groups of people. People in GROUP A were employed by a company and people in GROUP B were self-employed. Each person completed a stress test and was given an overall score. The psychologist then calculated average scores for each group. The results are shown in TABLE 4 below.

TABLE 4

Measure of central tendency	Group A scores	Group B scores
Mean	22.4	26
Median	22.5	22.5
Mode	22	16

3 2 Using the data in TABLE 4, explain how the distribution of scores in GROUP A differs from the distribution of scores in GROUP B. [4 marks]

3 3 Discuss the role of stress in illness. [16 marks]

[Turn over]

SECTION D

Aggression or Forensic psychology or Addiction

**Choose ONE topic from SECTION D.
Answer ALL questions on the topic you
choose.**

TOPIC: AGGRESSION

3 4 Which TWO of the following statements are TRUE? Write the TWO correct letters in your answer book. [2 marks]

- A Aggression involves high MAOA gene activity**
- B Aggression is influenced by the amygdala**
- C The amygdala is located in the prefrontal cortex**
- D The MAOA gene affects levels of testosterone**
- E The MAOA gene influences levels of serotonin**

[Turn over]

3 5 Some people suggest that the media influences aggression through desensitisation. Evaluate desensitisation as an explanation for aggression. [6 marks]

John was arrested for fighting with supporters of a rival team after a football match. He explained to the police officer why he was aggressive. The police officer noted John's comments in her notebook.

TABLE 5, on page 35, shows some of John's comments.

TABLE 5

The players were fighting on the pitch

Our team lost again – it's not fair

Supporters of the other team ganged up on us

I was with my mates – we were all punching at once

Everyone else was fighting, so I just joined in

3 | 6

Discuss ONE OR MORE social psychological explanations for aggression. Refer to some of the comments in TABLE 5 in your answer. [16 marks]

[Turn over]

TOPIC: FORENSIC PSYCHOLOGY

3 7 Which TWO of the following statements about Eysenck's theory of the criminal personality are TRUE? Write the TWO correct letters in your answer book.
[2 marks]

- A The criminal personality avoids sensation-seeking situations**
- B The criminal personality cannot be conditioned easily**
- C The criminal personality has a high level of introversion**
- D The criminal personality has an over-aroused nervous system**
- E The criminal personality scores highly on neuroticism**

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[Turn over]

3 8 Evaluate the atavistic form explanation for offending.
[6 marks]

A group of probation and prison officers attended a training session on how to deal with offenders. They each offered suggestions and the group leader wrote some of the suggestions on a flip chart.

TABLE 6, on page 39, shows some of the suggestions.

TABLE 6

Get him to talk about what makes him angry

Make him do something to help the victim

Give him points for TV time when he behaves well

Teach him how to calm himself down

Teach him the link between behaviour and consequences

- 3 9** Discuss **ONE OR MORE** ways of dealing with offending behaviour. Refer to some of the suggestions in **TABLE 6** in your answer.
[16 marks]

[Turn over]

TOPIC: ADDICTION

4 0 Which TWO of the following statements best describe the effects of tolerance? Write the TWO correct letters in your answer book.
[2 marks]

- A Tolerance arises when you have taken the drug for some time**
- B Tolerance decreases the desire for the drug**
- C Tolerance is when you feel bad effects if you stop taking the drug**
- D Tolerance means that more of the drug is needed to have an effect**
- E Tolerance means that you need the drug in order to feel normal**

4 1 Evaluate Prochaska's model of behaviour change. [6 marks]

[Turn over]

A team of health workers attended a meeting about how to help a client who wants to give up smoking. They each offered suggestions and the team leader wrote some of the suggestions on a flip chart.

TABLE 7, on page 43, shows some of the suggestions.

TABLE 7

Describe all the horrid things smoking is doing to her body

Remind her to keep using the patches

Make her smoke until she is feeling sick

Teach her how to say 'No' when someone offers her a cigarette

Tell her to take the pills so she won't want a cigarette

- 4 2** Discuss ONE OR MORE ways of reducing addiction. Refer to some of the suggestions in TABLE 7 in your answer. [16 marks]

END OF QUESTIONS

There are no questions printed on this page

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