

A-level PSYCHOLOGY

Paper 3 Issues and options in psychology

Thursday 15 October 2020

Morning

Time allowed: 2 hours

Materials

For this paper you must have:

- an AQA 16-page Answer Book.

You may use a calculator.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7182/3R.
- 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.

There are no questions printed on this page

Section A**Issues and debates in psychology**

Answer **all** questions in this section.

0	1
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Outline what is meant by cultural relativism.

[2 marks]

0	2
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Suggest **two** ways in which researchers might reduce cultural bias in their research.

[2 marks]

0	3
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Jonny is 25 years old. He is a very anxious person. Colleagues tease him at work because he chews his pen all the time and spends hours tidying his desk. He finds it difficult to make friends and has never had a girlfriend.

Use your knowledge of psychic determinism to explain Jonny's behaviour.

[4 marks]

0	4
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'Psychologists sometimes adopt a reductionist approach to their investigations when they want their research to be objective and empirical.'

Discuss reductionism in psychological research. Refer to the statement above in your answer.

[16 marks]

Turn over for Section B

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	5
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Which **one** of the following best describes social exchange theory? Write the correct letter in your answer book.

[1 mark]

- A** A theory that proposes individuals focus on balancing effort and gain.
- B** A theory that proposes individuals focus on cost rather than reward.
- C** A theory that proposes individuals focus on getting out more than they put in.
- D** A theory that proposes individuals focus on how much has been contributed so far.

In a study of filter theory, a psychology student used a group of female participants. Each participant was shown two descriptions.

- Description 1 described a man with a similar social background to that of the female participants.
- Description 2 described a man with a different social background to that of the female participants.

The student asked participants to judge how much they liked each description on a scale of 1–10.

The student decided to test for a significant difference between the judgements made for each description. He proposed using an unrelated t-test to analyse the data.

0	6
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Suggest a more appropriate statistical test of difference for the student to use with this data. Explain **two** reasons for your choice based on the description of the study.

[5 marks]

0	7
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The student who carried out the study selected the two descriptions. He decided himself which social backgrounds were similar and which social backgrounds were different.

Explain how the study could be improved by selecting the descriptions another way.

[2 marks]

0	8
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Discuss the filter theory of attraction. Refer to the likely outcome of the student's study in your answer.

[8 marks]

0	9
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Outline Rusbult's model of romantic relationships. Explain **one or more** strength(s) of Rusbult's model.

[8 marks]

Topic: Gender

1	0
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Which **one** of the following best describes Kohlberg's gender stability stage? Write the correct letter in your answer book.

[1 mark]

- A** Knowing what gender you are now and believing that your gender is stable in different contexts and across different situations.
- B** Knowing what gender you are now and understanding that you have always been the same gender and will stay the same gender in the future.
- C** Knowing what gender you are now but thinking that you were a different gender in the past and could be a different gender in the future.
- D** Knowing what gender you are now but wanting to be a different gender at different times and in different situations.

In a study of sex-role stereotypes and the understanding of gender, a psychology student used a group of 7-year-old children. Each child was shown two pictures.

- Picture 1 showed people carrying out sex-stereotypical activities.
- Picture 2 showed people carrying out non-sex-stereotypical activities.

The student asked the children to say how much they liked each picture on a scale of 1–10.

The student decided to test for a significant difference between the judgements of the two pictures. He proposed using an unrelated t-test to analyse the data.

1	1
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Suggest a more appropriate statistical test of difference for the student to use with this data. Explain **two** reasons for your choice based on the description of the study.

[5 marks]

Section B continues on the next page

Turn over ►

1	2
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The student who carried out the study selected the two pictures. He decided himself which were sex-stereotypical activities and which were non-sex-stereotypical activities.

Explain how the study could be improved by selecting the pictures another way.

[2 marks]

1	3
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Discuss sex-role stereotypes. Refer to the likely outcome of the student's study in your answer.

[8 marks]

1	4
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Outline Bem's research into androgyny. Explain **one or more** limitation(s) of Bem's research.

[8 marks]

Topic: Cognition and development

1	5
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Which **one** of the following best describes Piaget's concept of conservation? Write the correct letter in your answer book.

[1 mark]

- A Understanding that things are different even though they look the same.
- B Understanding that things are different when they look different.
- C Understanding that things are the same even though they look different.
- D Understanding that things are the same when they look the same.

In a study of perspective-taking, a psychology student used a group of 9-year-old children. Each child was shown two pictures.

- Picture 1 showed an older child being unkind to a little boy.
- Picture 2 showed an older child being kind to a little boy.

The student asked the children to judge how sad the little boy would feel in each picture on a scale of 1–10.

The student decided to test for a significant difference between the judgements of the two pictures. He proposed using an unrelated t-test to analyse the data.

1	6
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Suggest a more appropriate statistical test of difference for the student to use with this data. Explain **two** reasons for your choice based on the description of the study.

[5 marks]

1	7
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The student who carried out the study selected the two pictures. He decided himself which picture showed unkind behaviours and which picture showed kind behaviours.

Explain how the study could be improved by selecting the pictures another way.

[2 marks]

1	8
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Discuss Selman's research on perspective-taking. Refer to the likely outcome of the student's study in your answer.

[8 marks]

1	9
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Outline Vygotsky's theory of cognitive development. Explain **one or more** strength(s) of Vygotsky's theory.

[8 marks]

Turn over for Section C

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	0
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 Briefly outline and evaluate **one** study of validity in relation to diagnosis of schizophrenia. **[4 marks]**

2	1
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 Martine has schizophrenia. She is afraid because she believes that her care workers are trying to hurt her. She hears voices telling her to lock the doors and windows so the care workers cannot get into her house. She thinks about nothing else.

Explain how a cognitive behaviour therapist might treat Martine's symptoms. **[4 marks]**

2	2
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 Outline **one or more** biological explanation(s) for schizophrenia. Compare biological explanation(s) for schizophrenia with the family dysfunction explanation for schizophrenia. **[16 marks]**

Topic: Eating behaviour

2	3
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 Briefly outline and evaluate **one** study of taste aversion. **[4 marks]**

2	4
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 Charlene wants to be skinny like a super-model. She is dieting, eating very few calories. She has tried dieting before but always puts the weight back on afterwards. She thinks about food all the time and rewards herself occasionally by eating a giant pizza with chips.

Explain why Charlene's dieting might not be successful. **[4 marks]**

2	5
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 Outline **one or more** biological explanation(s) for anorexia nervosa. Compare biological explanation(s) for anorexia nervosa with the family systems explanation for anorexia nervosa. **[16 marks]**

Topic: Stress

2	6
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Briefly outline and evaluate **one** study of immunosuppression.

[4 marks]

2	7
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Nadine has a busy job and is very stressed most of the time. When she thinks about work at night she feels her heart pounding very fast. She often feels anxious and is experiencing frequent headaches.

Explain how a biofeedback therapist might help Nadine manage her stress.

[4 marks]

2	8
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Outline **one or more** self-report measure(s) of stress. Compare self-report measure(s) of stress with physiological measures of stress.

[16 marks]

Turn over for Section D

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

2	9
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Describe neural mechanisms in aggression.

[6 marks]

3	0
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Jane is talking about her husband to a friend.

Jane says, "Bill gets angry if I text any of my male friends. He's always looking at my mobile phone. He gets upset if I want to go out with friends and insists on coming along too. I suppose it is nice in a way because he is so strong and protective."

Use your knowledge of evolutionary explanations of aggression to explain Jane's comments.

[4 marks]

3	1
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Outline **one** strength **and one** limitation of evolutionary explanations of aggression.

[6 marks]

3	2
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Discuss the frustration-aggression hypothesis as an explanation for human aggression.

[8 marks]

Topic: Forensic psychology

3	3
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Describe psychodynamic explanation(s) for offending behaviour.

[6 marks]

3	4
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Peter is talking about his offending.

Peter says, "I don't know why it happens. Sometimes when I hear people telling stupid jokes in a bar, I just get cross and punch them. I get into a rage and feel my pulse racing. If only I had another way of dealing with it. I just need to get used to controlling myself."

Explain how an anger management therapist could help Peter.

[4 marks]

3	5
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 Outline **one** strength **and one** limitation of anger management as a way of dealing with offending.

[6 marks]

3	6
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 Discuss neural explanations for offending behaviour.

[8 marks]

Topic: Addiction

3	7
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 Describe how brain neurochemistry is involved in nicotine addiction.

[6 marks]

3	8
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 Bertie is talking about his addiction to chocolate.

Bertie says, "I can't stop eating chocolate. I just need more and more. Eating chocolate gives me such a great feeling. I get comfy on the sofa then stuff myself with chocolate till I feel all warm and happy. I'm spending so much money on chocolate, I don't know what to do."

Explain how covert sensitisation could be used to treat Bertie's addiction.

[4 marks]

3	9
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 Outline **one** strength **and one** limitation of covert sensitisation as a way of reducing addiction.

[6 marks]

4	0
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 Discuss cognitive bias as a way of explaining gambling addiction.

[8 marks]

END OF QUESTIONS

There are no questions printed on this page

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