

Psychology

Answers and commentaries

A-level (7182)

Paper 2: Psychology in Context

Marked answers from students for questions from the June 2022 exams. Supporting commentary is provided to help you understand how marks are awarded and how students can improve performance.

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Answers and commentaries

Please note that these responses have been reproduced exactly as they were written by the student.

Question 4

Discuss self-actualisation and/or conditions of worth in explaining human behaviour.

[8 marks]

Mark scheme

Marks for this question: AO1 = 3 marks and AO3 = 5 marks

Level 4

Marks: 7–8

Knowledge of self-actualisation and/or conditions of worth is accurate with some detail. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. The answer is clear, coherent, and focused. Specialist terminology is used effectively.

Level 3

Marks: 5–6

Knowledge of self-actualisation and/or conditions of worth is evident but there are occasional inaccuracies/omissions. Discussion is mostly effective. The answer is mostly clear and organised but occasionally lacks focus. Specialist terminology is used appropriately.

Level 2

Marks: 3–4

Limited knowledge of self-actualisation and/or conditions of worth is present. Focus is mainly on description. Any discussion is of limited effectiveness. The answer lacks clarity, accuracy, and organisation in places. Specialist terminology is used inappropriately on occasions.

Level 1

Marks: 1–2

Knowledge of self-actualisation and/or conditions of worth is very limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.

Marks: 0

No relevant content.

Possible content:

- self-actualisation concerns psychological growth, fulfilment and satisfaction in life and is the final stage in Maslow's hierarchy of needs

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- psychological issues are thought to arise as a direct result of conditions of worth, which are constraints an individual believes are put upon them by significant others that they deem necessary to gain positive regard
- Rogers believed that therapists should provide clients with unconditional positive regard to help resolve conditions of worth and guide clients towards self-actualisation, focusing on the authentic self.

Possible discussion:

- discussion of research evidence which supports the role of conditions of worth, eg Harter et al (1996)
- comparison of conditions of worth with alternative explanations of psychological issues, eg genetics/neurochemistry/psychodynamic theories, etc
- discussion regarding methodology and lack of scientific evidence for self-actualisation/conditions of worth with most studies utilising qualitative methods and rejecting scientific methodology
- counterarguments about the strengths of rich qualitative data and validity/discussion of Q-sort
- discussion of the oversimplification of self-actualisation and conditions of worth, eg it does not explain self-destructive behaviours, pessimism, etc
- discussion of real world application – counselling
- discussion of ethics of providing unconditional positive regard
- discussion of cultural differences.

Credit other relevant material.

Student responses

Response A

self actualisation is the innate tendency towards growth and the fulfilment of potential → it is the desire to become everything that you're capable of. It was the last stage of Maslow's hierarchy and Rogers claimed that in order to achieve self actualisation, a person must view themselves positively and thus, have positive self regard. This was only possible if individuals believed the positive regard from others as being unconditional. Thus, they felt that they can be loved and valued without the reservation of others. ~~That~~ however, most people do not view the love from others as being unconditional. They believe that they will only be valued and loved ~~with~~ if they meet certain conditions of worth. The conditions of worth can create incongruence between the ideal self (the person you would like to become), the self concept (the person you think you are) and the real self (the person you truly are). self actualisation is only possible if there ~~is~~ the congruence between the ideal self and the self concept is broadly matched.

One advantage into research of self-actualisation and conditions of worth is that it has led to the development of client centred therapy. This aims to decrease incongruence between the ideal self and self concept and increase the client's self worth. It is a non-directive therapy whereby clients are encouraged to come up with the solutions of their own problems in an atmosphere that is non-judgemental, supportive and

Extra space provides unconditional positive regard. Thus, ~~the~~ ~~it~~ self actualisation, as a way of explaining behaviour, is valid as it has led to the development of new treatments.

One disadvantage of ~~so~~ using self-actualisation as a way of explaining human behaviour is that ~~it is~~ ~~it~~ is heavily culturally biased.

Many of the ideas that underpin human psychology like freedom of autonomy ~~and self~~ are associated with individualistic cultures in the western world. ^{*} Thus, it can be said that ~~self~~ the ideas that underpin humanistic psychology ~~are a product~~ like self actualisation are a product of the cultural context in which they have been brought up in. Thus, self actualisation may not be relevant in explaining all human behaviour across different cultures.

★ Collectivist cultures put more ~~idea~~ emphasis
on interdependence and community

This is a Level 4 response

The answer was clear, coherent, and focused with effective use of specialist terminology. Good elaboration at end of answer. There was thorough and effective discussion demonstrating depth. Top of Level 4.

8 marks

Response B

Humanistic psychology believes that humans have free will and are capable of 'fulfilling their potential' through meeting a series of criteria first established by Abraham Maslow. He proposed there was a 'hierarchy of needs' with the following five sections: basic survival needs such as food and shelter, safety (like financial security, safety from harm), love and belonging in a community / family / relationship, esteem (congruence between the ideal self and self image for example - Carl Rogers) and lastly, self-actualisation. Key characteristics of an individual who achieves this includes (but is not limited to) a sense of awareness of the self, others and how they are perceived, as well as accuracy of reality.

Maslow's theory, and humanism as a whole has been widely praised for being a more hopeful approach to psychology in saying we have free will, are capable of achieving great things, and are essentially in control of our behaviour as opposed to being controlled by genetics, biology, or conditioning. It focuses on the individual and recognises the fact everyone has different experiences and is unique;

However, this means that laws of behaviour or cause-and-effect relationships cannot be established, ~~as~~ due to the subject basis of self-actualisation, therefore bringing into question the validity of such concepts and the extent of its usefulness within psychology. That said, ~~the~~ there have been practical applications in the real world as a result of Maslow and Rogers ideas - person-centred therapy. This is a sort of therapy that primarily focuses on the

individual (client) themselves rather than offering new input. The therapist listens to the client, repeats what they say, and shows unconditional positive regard.

Although this works for some people, it may not be very effective for those with complex problems. Also it can be argued that the Humanistic approach as a whole can lead to the undermining of serious mental health issues caused by with underlying causes e.g. biological (certain genes or chemicals in the brain)

This is a Level 2 response

There is limited knowledge and discussion embedded in a more general discussion of the humanistic approach. Top of Level 2.

4 marks

Question 11

A controlled observation was designed to compare the social behaviours of pre-school children of working parents and pre-school children of stay-at-home parents. The sample consisted of 100 children aged three, who were observed separately. Half of the children had working parents and the other half had stay-at-home parents.

The observation took place in a room which looked like a nursery, with a variety of toys available. In the room, there were four children and one supervising adult. Their behaviour was not recorded.

Each child participant was brought into the room and settled by their parent. The parent then left to sit outside. Each child participant's behaviour was observed covertly for five minutes while they played in the room.

The observation was conducted in a controlled environment and a standardised script was used when the children and their parents arrived.

The researcher used two trained observers to record the social behaviours of each child during the observation.

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]

Mark scheme

Marks for this question: AO2 = 4 marks

1 mark for each appropriate behavioural category given, categories must be observable and explicitly linked to a child's interaction with other individuals.

Possible behavioural categories:

- child smiles at another child
- child shares toys
- child talks to another child
- child snatches a toy from another child.

Plus

2 marks for a clear and coherent explanation with some detail.

1 mark for a limited/muddled explanation.

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Possible points:

behavioural categories are appropriate because they focus on social behaviours/are objective/visible/mutually exclusive/not ambiguous/not overlapping.

Credit other relevant material.

Note – credit can still be awarded for explanations even if credit has not been given for the behavioural categories stated (eg, due to the categories not being explicitly social).

Student responses

Response A

one behavioural ^{category} ~~category~~ is shouting at other kids. This ~~shows~~ indicates bad social behaviour.

Another behavioural category is smiling at another child. This indicates good social behaviour.

Gave two behavioural categories that the observers could have used in the observation to assess the pre-school children's social behaviour. Two social behaviours have been credited. Explanation is limited.

3 marks

Response B

One behavioural category could have been how often ~~that~~ the children argued over toys and another could be if the children play

For this response, credit was only given for 'arguing over toys'

1 marks

Question 12

Describe how the observers could use time sampling to record the social behaviour of each child during the five-minute period.

[4 marks]

Mark scheme

Marks for this question: AO2 = 4 marks

Level 2

Marks: 3–4

Knowledge of time sampling is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology.

Level 1

Marks: 1–2

Some knowledge of time sampling is evident. Application is not always effective. The answer lacks accuracy and detail. Use of terminology is either absent or inappropriate.

Marks: 0

No relevant content.

Possible content:

- record the child's behaviour at set time intervals during the five-minute period, eg every 20 seconds
- at the specified time intervals, tick/mark one or more categories from the behavioural checklist according to the behaviour exhibited by the observed child, eg if the child is smiling and chatting to another child the observer should tick 'smiling at another child' and 'talking to another child' from the list of behaviours
- behaviours observed in between the time sampling frames should be ignored and should not be recorded, eg even if a child is sharing their toy after time sampling snap shot, this behaviour should not be recorded.

Credit other relevant material.

Student responses

Response A

The observer can use time intervals within the 5 minutes to record the social behaviour. It could be every ~~30~~ seconds. They can use a timer and set it to go off every 30 seconds and when 30 seconds arrives and it beeps they have to put a tally in the ^{social} behavioural category they witnessed at that time they will continue this until the time is up.

This is a Level 2 response

Knowledge of time sampling is clear and mostly accurate. The material is applied appropriately. The answer is generally coherent with effective use of terminology. Top of Level 2.

4 marks

Question 18

The study was written up as scientific report.

Describe features of the abstract section in a scientific report.

[3 marks]

Mark scheme

Marks for this question: AO1 = 3 marks

Award 1 mark for each of the following points:

- first section of a report (accept alternative wording)
- brief/summary/100-300 words (accept alternative wording)
- contains (a summary of) the aims, methods, results, and conclusions (accept alternative wording).

Student responses

Response A

The abstract is a brief summary of the research investigation which is around 200-300 words and is the first section of a scientific report. It should include the aims and hypothesis, procedures, materials, findings, results and a conclusion but briefly summarised.

All 3 bullet points of the mark scheme covered, therefore full credit.

3 marks

Response B

The abstract is at the start of the report and includes a very short summary of the whole report. Although it is at the beginning, it is often written last and is around 100 words usually. It provides an overview for readers so they know what whether the research is beneficial for them to read.

Identifies that it's at the beginning and is around 100 words. Lacks details as to what it's a summary of.

2 marks

Question 19

A new TV programme has been developed to increase positive social behaviours in box pre-school children. 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.

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]

Mark scheme

Marks for this question: AO2 = 6 marks and AO3 = 6 marks

Level 4

Marks: 10–12

Suggestions are generally well detailed and practical, showing sound understanding of designing the experiment. All three elements are present. Justifications are appropriate. The answer is clear and coherent. Specialist terminology is used effectively. Minor detail and/or explanation sometimes lacking.

Level 3

Marks: 7–9

Suggestions are mostly sensible and practical, showing some understanding of designing the experiment. At least two elements are present. There is some appropriate justification. The answer is mostly clear and well organised. Specialist terminology is mostly used effectively.

Level 2

Marks: 4–6

Some suggestions are appropriate for designing the experiment, but others are impractical or inadequately explained. At least one element is addressed. Justifications are partial, muddled, or absent. The answer lacks clarity, accuracy and organisation on occasions.

Level 1

Marks: 1–3

Knowledge of designing the experiment is limited. The whole answer lacks clarity, has many inaccuracies and is poorly organised.

Marks: 0

No relevant content.

Three elements of design to be credited:

- type of experimental design with justification – eg independent groups design (half the children watched the new TV programme, the other half watched the existing TV programme), repeated measures design (all the children watch both programmes) or matched pairs design and why
- method of data collection – type of self-report technique (questionnaires or interviews, structured/unstructured) and why this would be appropriate, quantitative/qualitative data with justification, description of critical question/key data obtained, avoidance of leading questions, logistical details of data collection, eg postal questionnaire, mobile phone questionnaire etc, with justification, eg high response rate, confidentiality, reducing social desirability bias etc
- controlling one extraneous variable with justification why this needs to be controlled, eg minimising distractions whilst the TV show was on, number of siblings in household (if independent groups design), time of day TV programme was watched, order effects (if repeated measures design), minimising demand characteristics by having similar style TV programmes/not informing children of the purpose of the study/avoiding leading questions etc. Justification related to the impact on validity if the identified extraneous variable was not controlled.

Student responses

Response A

You may use this space to plan your answer.

RM 4 weeks old 4 weeks new	questionnaire given aft of 4/8 weeks dummy q's dem. char. RM	Other types TV watched/ entertainment minimised.
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The experimental design will be repeated measures, where all 500 participants take part in both conditions. For the first 4 weeks, all children will watch the old TV programme, and for the last 4 weeks all children will watch the new TV programme. This reduces the effect of participant variables, ~~for~~ for example if different children were used in each condition the differences in their initial social behaviours will influence their final social behaviours. Using a repeated measures design increases internal validity and means we are more sure it is solely the independent variable (type of TV ~~show~~ show) affecting the dependent variable (~~per~~ ~~per~~ ~~amov~~ positive social behaviours of infant).

However using a repeated measures design can lead to demand characteristics where the behaviour of the participant is affected by their perceived aims of the study. This shouldn't be an issue though as data is collected through the parents & so that the children's behaviour isn't influenced by the fact they're participating in the study. The parents will fill out a questionnaire about their child's social behaviours. This will be given at the start of the study, after 4 weeks of the old TV show and after 8 weeks where the child has watched 4 weeks of the new TV show. Questions will include whether the child has many friends, or has made new friends, whether they have displayed any aggressive behaviours such as fighting another child, and their social behaviours at home towards siblings/parents. Data gathered will be quantitative in nature (as questions will be rankings/ Likert scales) in order to compare results from each questionnaire and statistically analyse. The parents will not be told the aim of the study, to reduce the

effects of demand characteristics. Irrelevant questions will also be added to the questionnaire to reduce chances of the parents guessing the aim of the study and responding falsely. These can include ^{Extra space} asking about academic performance of the child or eating behaviours.

An extraneous variable that needs to be controlled is the length of time the TV programme is watched for. This needs to be standardised so that all the children are watching for the same amount of time as this will affect the influence the TV show has on their social behaviours. A child who watches it for 5 minutes a day will be less affected than a child who watches for 60 minutes a day. If the children watch for different lengths of time it may be the duration of watching which is affecting the child's positive social behaviours, rather than whether the TV show is new/pre-existing. Each child should watch the TV show for 30 minutes a day and this should be controlled by their parent. ~~Each~~ In

the self-report questionnaires the actual time spent watching can be assessed and any children who watched for significantly more/less time can be excluded from the study so as not to introduce a confounding variable which will affect reliability of results.

→ This allows us to compare ~~pro~~ social behaviours before any TV show, after the old and after the new programme.

This is a Level 4 response

The suggestions are generally well detailed and practical. All three elements are present and each with appropriate and detailed justification. Top of Level 4.

12 marks

Response B

You may use this space to plan your answer.

- field exp - in houses but what TV programme is controlled
- interview - allows more detail from parents
-

The type of experimental design I would use would be a field experiment. The children will ~~be~~ watch the programme in their own homes, with their family as usual, but the type of TV programme they watch (either the new one or the existing one) will be controlled by the researcher. This means that the child's behaviour will be more normal as they are in their usual setting and will not be aware of ~~other~~ that they are being studied. The child will then go to pre-school as normal to allow the parents to gain information on the social behaviour of the child.

The self-report measure to collect data I would use is an interview. Each child's parents will be interviewed with open questions about their social behaviour before watching the programme and after watching it. For example, a question could be ~~what~~ have you ever 'how often do you get informed of negative social behaviour from your child from pre-school and what usually is this behaviour?'. Using open questions in the interview allows the researcher to gain a more in depth insight into the child's social behaviour before and after watching the programme, as the parents can give longer ~~extra~~ answers to gain qualitative data. Using an interview will also allow the parents to feel that

They can say more, which is less effort than to write their answers in a questionnaire. This all should allow the researchers to see if the child's ~~po~~ social behaviour has become more positive since watching the TV programme.

One extraneous variable is watching other TV programmes that could impact the child's social behaviour. If other TV programmes talk about or are ~~de~~ also developed to help ~~de~~ a child's social development, it could affect the results and decrease the internal validity of the results as you are ~~not~~ no longer ~~fully~~ testing what you intend to test, which is the effect of one specific TV programme on the ^{positive} social behaviour. ~~to~~

This is a Level 2 response

The data collection is well detailed and practical with appropriate justification. There is appropriate justification for controlling the extraneous variable. The answer lacks accuracy in regard to the design. Top of Level 2.

6 marks

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