| Surname | Centre Number | Candidate Number |
|---|---|---|
| First name(s) | | 2 |

# GCE AS/A LEVEL

S25-2290U20-1

2290U20-1

**TUESDAY, 20 MAY 2025 – AFTERNOON**

## PSYCHOLOGY – AS unit 2
### Using Psychological Concepts

1 hour 30 minutes

| For Examiner's use only | | |
|---|---|---|
| **Question** | **Maximum Mark** | **Mark Awarded** |
| **1.** | **20** | |
| **2.** | **3** | |
| **3.** | **2** | |
| **4.** | **2** | |
| **5.** | **7** | |
| **6.** | **3** | |
| **7.** | **13** | |
| **8.** | **19** | |
| **9.** | **11** | |
| **Total** | **80** | |

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**ADDITIONAL MATERIALS**

You may require a calculator and a ruler.

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet. Additional space is provided for some questions within the booklet (if required). If further space is required for any question, you should use the additional page(s) at the back of the booklet, taking care to number the question(s) correctly.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

You are reminded of the necessity for good English and orderly presentation in your answers.

Assessment will take into account the quality of written communication used in your answers.

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Answer **all** questions in Section A **and** Section B.

## SECTION A – Contemporary Debate

**1.** Infants form primary attachments to the adult who holds them and interacts with them most frequently. Therefore, the mother does not need to be the primary caregiver.

Discuss the extent to which psychological evidence agrees or disagrees with this statement. [20]



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**Turn over.**

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Additional space for Question **1** only:



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## SECTION B – Principles of Research

**2.** Using an example, define what is meant by a repeated measures experimental design. [3]

**3.** Suggest an aim for Kohlberg's (1968) research, '*The child as a moral philosopher*'. [2]

**4.** Briefly explain why social desirability has a negative effect on the validity of psychological research. [2]





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**Turn over.**

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Additional space for Question **4** only:

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**5.** (a) Qualitative data was collected as part of Milgram's (1963) '*Behavioral study of Obedience*'. Explain why collecting qualitative data was a strength of this research. [2]

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Some quantitative results of Milgram's (1963), '*Behavioral study of Obedience*', can be seen in **Figure 1** below.

**Figure 1: Frequency table to show obedience levels by voltage.**

| Administered | Number of participants (n=40) |
|---|---|
| 300 volts | 40 |
| 360 volts | 28 |
| 420 volts | 26 |
| 450 volts | 26 |



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(b) Use the information from **Figure 1** to draw and label a bar chart. [5]







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**6.** Briefly explain the role of an ethics committee. [3]

Additional space for Question **6** only:

**7.** A health psychologist was interested in finding out whether exercise could reduce symptoms of depression. 200 individuals, with a diagnosis of depression, were selected using a systematic sample. The psychologist created two groups. The first group spent four weeks attending High Intensity Interval Training (HIIT) classes and the second group spent three weeks attending yoga classes.

(a) (i) Outline what is meant by the term 'internal reliability'. [2]



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(ii) Explain **one** issue of reliability that may have arisen in this research. [2]

(b) Define what is meant by the term 'target populations'. [2]

(c) Briefly describe how the health psychologist might have collected their systematic sample. [2]





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(d) At the end of the study, all patients were asked to consider whether they would continue with the exercise classes. They could choose between the answers 'yes' and 'no'. State the level of measurement used to record the patients' answers. [1]

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(e) Identify and explain **one** weakness of asking patients to self-report changes to their depressive symptoms at the end of the study. [2]

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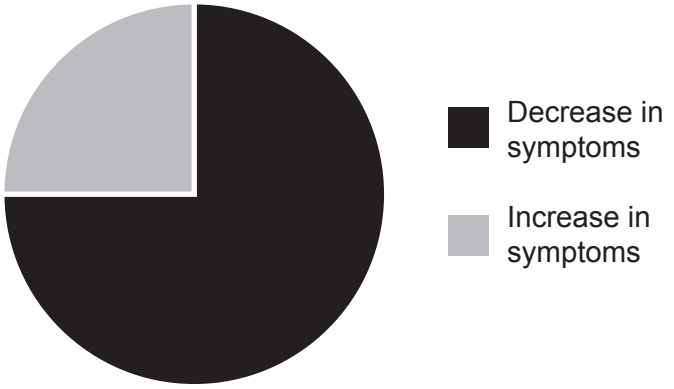


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(f) The effects for the two types of exercise are shown in the pie charts below.

**Figure 2: Pie chart to show the impact of HIIT classes on depressive symptoms (n=100).**



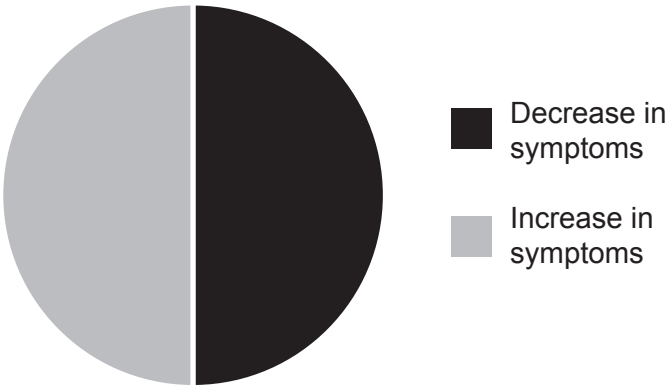

(i) Using the data in **Figure 2**, state **one** finding. [1]

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**Figure 3: Pie chart to show the impact of yoga on depressive symptoms (n=100).**




(ii) Using the data in **Figure 3**, state **one** finding. [1]

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**8.** A nutritional psychologist was interested in whether the colour of the bowl from which food was served would impact how it tasted. They brought 50 students to a psychology laboratory at a university and asked them about their food preferences. They were split into one of two categories; 'picky-eaters' (people who only like a limited variety of foods) and a control group.

All students then tasted portions of a bag of salted crisps, equally split between three different coloured bowls: red, white, and blue. After each bowl, they rated the saltiness and desirability of the snack, before rinsing their mouth with water and moving to the next bowl. The students were told each bowl contained a different brand of crisps, when this was not the case.

(a) Evaluate the use of a laboratory environment in psychological research. [6]



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(b) Explain why the nutritional psychologist might justify the use of deception in this research. [2]



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(c) The nutritional psychologist created the following conclusion: The picky-eaters rated the crisps as saltier (on average) in blue and red bowls, than in the white bowl.

**Figure 4: Table to show mean scores for perceived saltiness of the crisps by bowl colour.**

| | **Mean scores for saltiness** (*5 = very salty, 1 = bland/not salty*) | | |
|---|---|---|---|
| | Red bowl | White bowl | Blue bowl |
| Picky-eaters | 4.6 | 3.6 | 4.8 |

(i) Use data from **Figure 4** to justify whether the conclusion given by the psychologist is true or false. [2]

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(ii) Evaluate **one** weakness of using the mean as a measure of central tendency. [2]

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(d) Crisps from the blue bowl were most desirable to the picky-eaters. Results of five of the participants (n=5) can be seen in the table below. The mean desirability score for these five participants was 6.

**Figure 5: Table to show desirability scores for crisps in the blue bowl.**

| Participant | Desirability Score (1=disgusting, 10=delicious) |
|---|---|
| A | 8 |
| B | 7 |
| C | 5 |
| D | 8 |
| E | 2 |

$$\sqrt{\frac{\sum(x-\bar{x})^2}{n-1}}$$

(i) Using the data from **Figure 5**, calculate the standard deviation. Show your workings. Round your answer to two decimal places. [5]



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(ii) Briefly evaluate **one** advantage of the nutritional psychologist choosing to calculate the standard deviation in this research. [2]

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**9.** A positive psychologist was interested in whether smiling during a task could increase self-confidence. They asked a class of university students to either complete a maths task whilst holding a pen in their teeth (forcing a smile-like position), or to do the same task holding a pen between their lips (creating a neutral facial position).

The psychologist created a directional hypothesis: students who smile whilst completing a task will report themselves as more confident in their ability, than those who adopt a neutral facial position.

(a) Explain what is meant by the term 'directional hypothesis'. [2]

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(b) Identify and briefly explain how the independent variable (IV) was operationalised in this research. [2]

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(c) The psychologist used a structured interview to gather information about the students' confidence after the maths task. Briefly outline **one** strength and **one** weakness of using a structured interview to collect data in this research. [2 + 2]

(d) Identify **one** ethical issue that may have arisen in this research and explain how the positive psychologist might have dealt with that issue. [3]



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**END OF PAPER**



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