

Exam Questions

Practise your exam skills using
past exam questions

AQA Psychology





TAKE 5

AQA Psychology

Here are a batch of past exam paper questions to develop your skills in response writing to help maximise your marks in the exam.

Each topic has only **five** questions.

Try them once you have revised a topic under timed, controlled conditions.

Check your answers against the mark scheme suggestions.



TAKE 5

Topics:

Issues & Debates

Relationships

Gender

Cognition & Development

Schizophrenia

Eating Behaviour

Stress

Aggression

Forensic Psychology

Addiction

Exam Skills



AQA PSYCHOLOGY COMMAND WORDS

'Command Words' are words and phrases used in exam questions that tell you how you should answer the question. They are instructions dictating what the examiner wants from you.

Analyse

Separate information into components and identify their characteristics.

Calculate

Work out the value of something.

Choose

Select from a range of alternatives.

Comment

Present an informed opinion.

Compare

Identify similarities and/or differences.

Complete

Finish a task by adding to given information.

Consider

Review and respond to given information.

Describe

Give an account of.

Design

Set out how something will be done.

Discuss

Present key points about different ideas or strengths and weaknesses of an idea.

Distinguish

Explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between ...

Draw

Produce a diagram.

Evaluate

Judge from available evidence.

Explain

Set out purposes or reasons.

Explain how

Give a detailed account of a process or way of doing something.

Explain why

Give a detailed account of reasons in relation to a particular situation.

Identify

Name or otherwise characterise.

Give

Produce an answer from recall or from given information.

Justify

Provide reasons, reasoned argument to support, possibly provide evidence.

Label

Provide appropriate names on a diagram.

Name

Identify using a recognised technical term.

Outline

Set out main characteristics.

Select

Choose or pick out from alternatives.

State

Express in clear terms.

Suggest

Present a possible case/solution.

Which is

Select from alternatives.

What is meant by

Give a definition.

Write

Provide information in verbatim form.

Some of these command words are used in **AO1** questions, whereas others are used in **AO2** or **AO3** questions. Look at exam papers and mark schemes to get an idea of which are which. This will help you maximise your marks in the exam.



Exam Skills



AQA PSYCHOLOGY

The **Command Words** in each exam question have been **highlighted** to help you focus on the instruction. Make sure you understand what is being asked of you.

Use this as a guide and tailor your answer accordingly.

Consider the marks allocated to each question and whether this is an **AO1, AO2 or AO3** assessment objective.



Paper 3

AQA Psychology



1. **What** is meant by ethnocentrism in Psychology? **[2 marks]**
2. **Explain what** is meant by cultural relativism in Psychology. **Use** one topic you have studied in Psychology as part of your explanation. **[4 marks]**
3. Bob and Mike each have a daughter. Both girls are talented swimmers. Bob says his daughter was destined to be a good swimmer because her grandfather was a great swimmer when he was young. Mike says it was inevitable that his daughter would be a good swimmer because she was given lots of praise in swimming lessons when she was little. **Use your knowledge** of determinism to explain Bob's and Mike's comments. **[4 marks]**
4. **Explain** one strength and one limitation of a reductionist approach in Psychology. **[4 marks]**
5. **Discuss** the nature-nurture debate in Psychology. **[16 marks]**



Relationships Practice Q's



1. **Briefly outline** what is meant by 'equity' in relation to theories of romantic relationships. **[2 marks]**
2. Barbara and Jamima are both having relationship difficulties with their respective partners. Barbara says, 'I'm really fed up and I wish the relationship was over. But I can't tell him, because he thinks everything is fine.' Jamima says, 'We are getting through it slowly. We've told the children what's going to happen to them and sorted out the money side. My mum was upset but she's OK about it now. Friends take sides of course.' **Referring to** Barbara's and Jamima's comments, **outline** two phases of relationship breakdown proposed by Duck. **[4 marks]**
3. **Briefly evaluate** absence of gating as a factor in virtual relationships. **[4 marks]**
4. **Outline** and **briefly discuss** the relationship between sexual selection and human reproductive behaviour. **[8 marks]**
5. **Describe** and **evaluate** the social exchange theory of romantic relationships. **[16 marks]**



1. **Briefly outline** what is meant by 'gender schema'. **[2 marks]**
2. Two mothers are talking about their respective children Ben and Dido. One of the children has Turner's syndrome and the other has Klinefelter's syndrome. Ben's mum says, 'He had problems at school, and there were physical differences too.' Dido's mum says, 'She did better at schoolwork in some ways than other children. But physically, there will always be noticeable differences.' **Referring to** the comments about Ben and Dido, **outline** Turner's syndrome and Klinefelter's syndrome. **[4 marks]**
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]**
4. **Outline** and **briefly discuss** Freud's theory of the Oedipus complex as an explanation for gender development in boys. **[8 marks]**
5. **Discuss** what psychological research has told us about atypical gender development. **[16 marks]**



1. **Briefly outline** what Piaget meant by 'class inclusion'. **[2 marks]**
2. Mario is 4 years old. His mother is watching him use bricks to build a tower. She shows him how to put two bricks together, then she suggests that he looks for a big blue brick. When he can't find the right one, she shows it to him. He takes the brick and places it on top of another brick. "Well done, Mario. Now which one goes next?" she asks. After a while his mother sits back and watches as Mario completes the tower. **Explain how** Vygotsky's theory of cognitive development can be applied to the interactions between Mario and his mother. **[4 marks]**
3. **Outline** theory of mind as an explanation for autism. **Explain** one strength of theory of mind as an explanation for autism. **[6 marks]**
4. **Outline** and **briefly discuss** the role of the mirror neuron system in social cognition. **[8 marks]**
5. **Discuss** what Baillargeon's research has told us about early infant abilities. **[16 marks]**



Schizophrenia Practice Q's



1. In the context of schizophrenia, **outline** what is meant by co-morbidity. **[2 marks]**
2. **Name** and **briefly outline** one negative symptom of schizophrenia. **[2 marks]**
3. **Outline** and **evaluate** the use of antipsychotic drugs to treat schizophrenia. **[8 marks]**
4. Jack has been diagnosed with schizophrenia. He describes his family background to his therapist: 'I could never talk to mum. She fussed over me all the time. I tried to do what she said but could never please her. One minute she seemed all affectionate and the next minute she would make nasty comments. My dad hated all the arguments and stayed out of it.' **Describe** the family dysfunction explanation for schizophrenia and **explain how** Jack's experiences can be linked to the family dysfunction explanation. **[8 marks]**
5. **Discuss** one or more biological explanations for schizophrenia. **[16 marks]**



Eating Behaviour Practice Q's



1. **Briefly outline** one psychological explanation for obesity. **[2 marks]**
2. **Briefly outline** the role of ghrelin in the control of eating behaviour. **[2 marks]**
3. **Describe** and **evaluate** the boundary model explanation for obesity. **[8 marks]**
4. **Outline** and **evaluate** the evolutionary explanation for food preferences. **[8 marks]**
5. **Discuss** one or more biological explanations for anorexia nervosa. **[16 marks]**



Stress Practice Q's



1. **Briefly outline** one therapy used to manage stress. **[2 marks]**
2. **With reference** to hardiness, **outline** what is meant by 'challenge'. **[2 marks]**
3. Wally worries about work. He lies awake at night worrying that he is not good enough for the job and does not want to go to work in the morning. He thinks that his workmates laugh at him and gets embarrassed when they try to talk to him. He avoids his supervisor because he thinks that his supervisor will tell him off for not working hard enough. **Describe** stress inoculation therapy as a way of managing stress and **explain how** Wally's stress could be managed using stress inoculation. **[8 marks]**
4. **Outline** and **evaluate** one or more self-report scales that have been used by psychologists to measure stress. **[8 marks]**
5. **Discuss** the role of personality type and hardiness in stress. **[16 marks]**



Aggression Practice Q's



1. Briefly explain how cognitive priming in the media might influence aggressive behaviour. [2 marks]
2. Briefly outline and evaluate the findings of one research study into genetic factors in aggression. [4 marks]
3. Some people suggest that the media influences aggression through desensitisation. Evaluate desensitisation as an explanation for aggression. [6 marks]
4. Outline and evaluate the dispositional explanation for institutional aggression in prisons. [8 marks]
5. Describe and evaluate evolutionary explanations for human aggression. [16 marks]



1. **Briefly outline** one aim of custodial sentencing. **[2 marks]**

 2. **Briefly evaluate** custodial sentencing as a way of dealing with offending behaviour. **[4 marks]**

 3. **Outline** Eysenck's theory of the criminal personality. **[3 marks]**

 4. **Outline** one strength and one limitation of anger management as a way of dealing with offending. **[6 marks]**

 5. Debi is a thief. She describes what she thinks about her crimes to a newspaper reporter. "I like having good stuff, like a big TV and a nice mobile phone. It's exciting to take other people's stuff and it doesn't hurt anyone. Nobody cares. The police don't bother me. I've been doing it for years and I never get caught, so it's OK. If I do get caught, it would only be a tiny fine, so that's nothing. My mates show me respect – they know I can get them whatever they want."
- Discuss** level of moral reasoning as an explanation for offending. **Refer** to Debi's comments in your answer. **[16 marks]**



Addiction Practise Q's



1. **What** is meant by risk factors in addiction? **[2 marks]**

2. **Briefly evaluate** the role of risk factors in addiction. **[4 marks]**

3. **Outline** Prochaska's model of behaviour change. **[3 marks]**

4. **Describe how** brain neurochemistry is involved in nicotine addiction. **[6 marks]**

5. Asa plays internet poker when he is alone in the evening, losing large sums of money. Sometimes he goes to casinos for the extra thrill of being around other gamblers. He talks about all the times he has won and how skilled he is at placing bets. If people point out that he could lose, Asa just ignores them. Asa goes to a therapist for help with problem gambling. The therapist focuses on changing how Asa thinks about gambling and making the casino much less attractive.

Discuss one or more ways of reducing addiction. **Refer** to Asa in your answer. **[16 marks]**



Exam Skills



AQA PSYCHOLOGY

Check your answers against the
mark scheme suggestions
in the next booklet.

