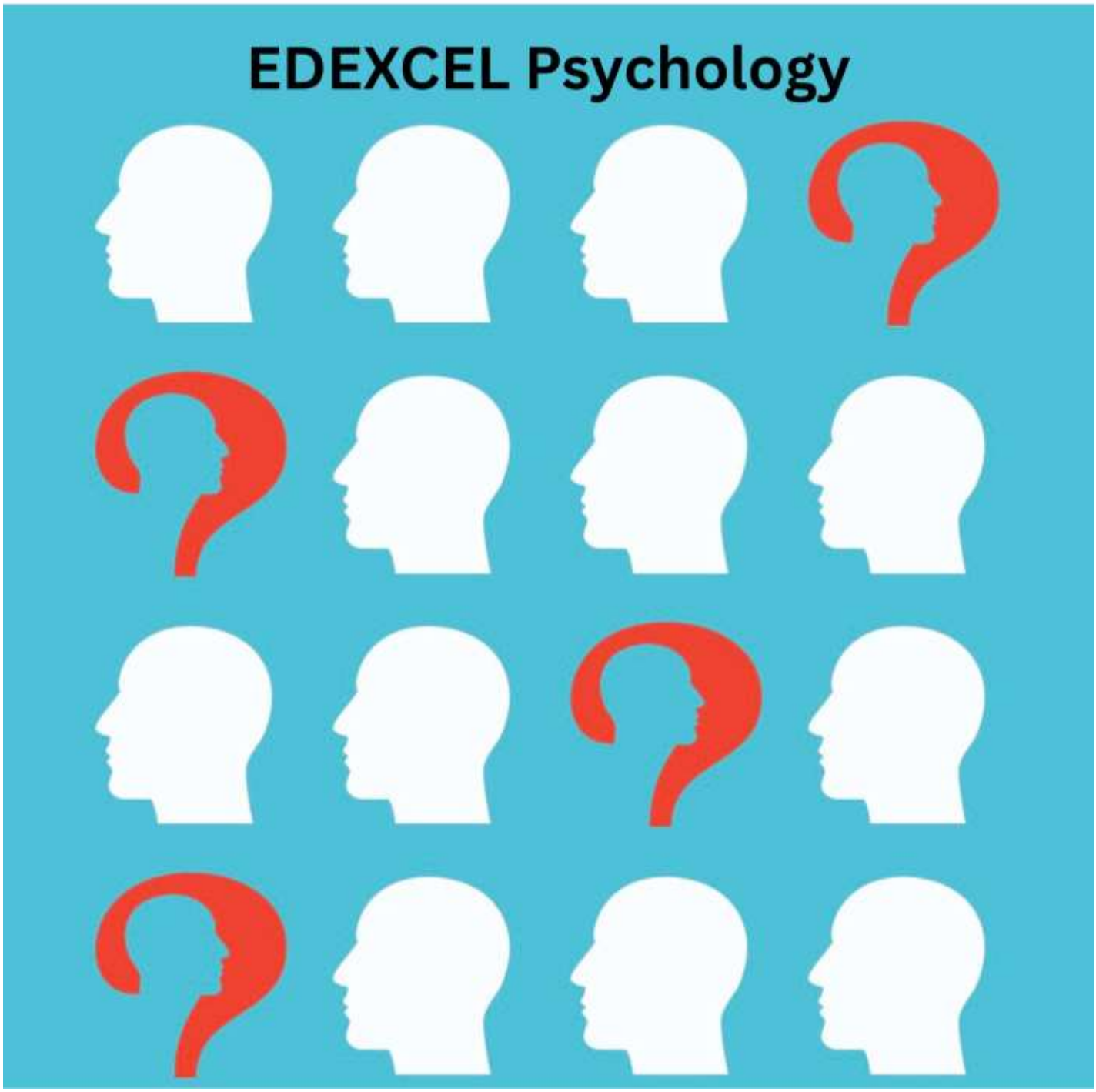
Exam Questions

Practise your exam skills using
past exam questions



EDEXCEL 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.

There are only **five** questions.

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

Check your answers against the mark scheme suggestions.

Topics:

Psychological Skills

- Research Methods
- Review of Studies
- Issues & Debates

Exam Skills

EDEXCEL 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
Break something down into its components/parts. Examine each part methodically and in detail in order to discover the meaning or essential features of a theme, topic or situation. Explore the relationship between the features and how each one contributes to the topic.

Assess
Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.

Calculate
Obtain a numerical answer, showing relevant working. If the answer has a unit, this must be included.

Compare
Looking for the similarities and differences of two (or more) things. This should not require the drawing of a conclusion. The answer must relate to both (or all) things mentioned in the question. The answer must include at least one similarity and one difference.

Complete
To fill in/write all the details asked for.

Convert
Express a quantity in alternative units.

Define
Provide a definition of something.

Describe
To give an account of something. Statements in the response need to be developed as they are often linked but do not need to include a justification or reason.

Determine
The answer must have an element that is quantitative from the stimulus provided, or must show how the answer can be reached quantitatively. To gain maximum marks there must be a quantitative element to the answer.

Discuss
Explore the issue/situation/problem/argument that is being presented within the question, articulating different or contrasting viewpoints.

Draw
Produce an output, either by freehand or using a ruler (e.g. graph).

Evaluate
Review information then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.

Explain
An explanation that requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification. This can include mathematical explanations.

Give
Generally involves the recall of one or more pieces of information; when used in relation to a context, it is used to determine a candidate's grasp of the factual information presented.

Identify
This requires some key information to be selected from a given stimulus/resource.

Interpret
Recognise a trend or pattern(s) within a given stimulus/resource.

Justify
Rationalise a decision or action.

Name
Synonymous with ‘Give’.

Plot
Produce, or add detail to, a graph/chart by marking points accurately (e.g. line of best fit).

Predict
Articulate an expected result.

State
Synonymous with ‘Give’.

Suggest
Make a proposal/propose an idea in written form.

To what extent
Review information then bring it together to form a judgement conclusion, following the provision of a balanced and reasoned argument.

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

EDEXCEL PSYCHOLOGY

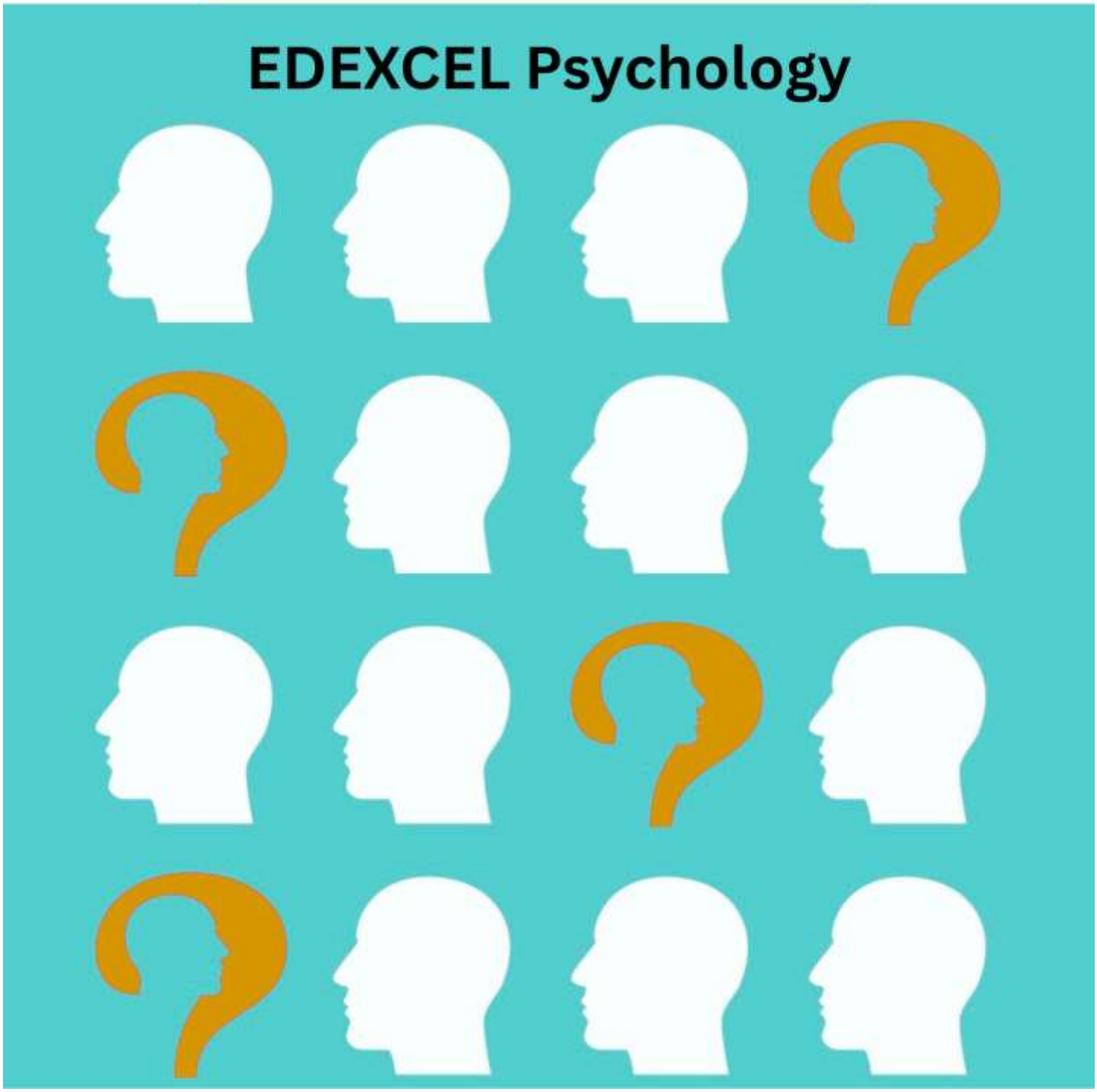
The **Command Words** in each exam question have been highlighted to help you focus on the instruction. Make sure you understand what is being asked of you.

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

EDEXCEL Psychology



Research Methods

1.

Screen use and language skills

Researchers wanted to investigate the association between screen use and children's language skills.

They decided to conduct a review of studies, where they considered whether screen use was related to children's language skills.

More than 20 studies were included in the review with the following variables considered in relation to children's language skills:

- Quantity of screen use, which was the duration of time spent that parents reported their children watching television, movies or DVDs on devices (for example, tablets or televisions).
- Quality of screen use, which was the extent of exposure that parents reported their children had to educational programmes.
- Onset of screen use, which was the age that parents reported their children first began viewing screens.

The language skills of the children were measured using a Picture Vocabulary Test, which measured the extent to which a child understands language. The test had an average score of 100, with scores lower than 100 indicating less advanced language skills and scores higher than 100 indicating more advanced language skills.

(Source: adapted from Madigan et al. (2020))

(a) Explain **one** conclusion that could be made from the data in **Figure 1** in terms of the quantity of screen use.

(2)

(b) Calculate the percentage of studies that found children's language skills to be **greater** than the mean of 100, out of all the studies which considered quantity of screen use.

You must give your answer to **one** decimal place.

(1)

There were 10 studies which considered the quality of screen use and language skills. The results concerning time spent viewing educational content are shown in **Table 1**.

Study	Average time spent viewing educational content (hours per week)	Average language skills score
A	1.5	121
B	0.1	49
C	2.2	138
D	0.3	64
E	0.2	55
F	1.6	112
G	0.7	88
H	0.5	76
I	1.1	102
J	0.9	98

Table 1

(c) Explain **one** conclusion that could be made from the data in **Table 1** in terms of the quality of screen use.

(2)

There were 6 studies which considered the onset of screen use and language skills. The results concerning the age the children first began viewing screens are shown in **Table 2**.

Study	Average onset of screen use (in months)	Average language skills score
K	12	130
L	2	55
M	14	128
N	5	60
O	8	98
P	7	90

Table 2

(d) Explain **one** conclusion that could be made from the data in **Table 2** in terms of the onset of screen use.

(2)

(e) All of the research studies considered by the researchers had been through the process of peer review.

Explain **one** strength and **one** weakness of using studies that had been through the peer review process in the screen use and language skills study.

(4)

(f) Explain **one** improvement that could have been made to the screen use and language skills study.

(2)

2.

Helping behaviour study

Researchers wanted to see whether being in close proximity to luxury goods would influence helping behaviour.

80 participants (40 males and 40 females) were either seen to be exiting a luxury shop in a prestigious area of Paris (20 males and 20 females) or were passers-by on an ordinary street in Paris with no shops (20 males and 20 females).

A female confederate was instructed to use crutches and carry a bottle of water in one hand and a packet of sweets in the other hand. When a participant was approximately five metres away, the confederate was required to 'accidentally' drop her bottle of water and packet of sweets and try to pick them up.

The participants, who were estimated to be aged between 20–70 years old, were judged to have helped the confederate when they offered to pick up the items or picked them up without asking. The confederate recorded the participant's sex, estimated age, whether they helped or not, and the location (outside the luxury store or on the ordinary street with no shops).

(Source: adapted from Lamy et al. (2016))

(a) The researchers in the helping behaviour study used opportunity sampling to recruit the participants for their study.

Explain **one** strength and **one** weakness of using opportunity sampling for the helping behaviour study.

(4)

Table 3 shows the data collected by the confederates regarding the age of the participants for the helping behaviour study.

Estimated age of the participants	Did help the confederate	Did not help the confederate
20–35 years	51%	49%
36–50 years	62%	38%
56–70 years	68%	32%

Table 3

(b) Explain **one** conclusion you can make using the data in **Table 3**.

(2)

Table 4 shows the data collected regarding the participants' location.

	Did help the confederate	Did not help the confederate
Luxury shop (N = 40)	14	26
Ordinary street with no shops (N = 40)	31	9

Table 4

(c) Explain **one** conclusion you can make using the data in **Table 4**.

(2)

Table 5 shows the data collected regarding the participants' gender.

	Did help the confederate	Did not help the confederate
Male (N = 40)	20	20
Female (N = 40)	25	15

Table 5

(d) The researchers in the helping behaviour study decided to carry out a chi-squared test on their data from **Table 5**. They found an observed/calculated value of 1.27 for a one-tailed (directional) test at the 5% level of significance when df=1.

Explain what this shows in terms of the helping behaviour of the participants in the study.

(2)

(e) State **two** reasons why the researchers in the helping behaviour study used a chi-squared test to analyse their data in **Table 5**.

(2)

(f) The researchers collected quantitative data when recording whether the participant would help the confederate or not for the helping behaviour study.

Explain **one** weakness of using quantitative data for the helping behaviour study.

(2)

(g) The researchers used a field experiment for the helping behaviour study.

Explain **one** weakness of using a field experiment for the helping behaviour study.

(2)

3.

Preschool children and PE study

A researcher wanted to investigate the role of the teacher in preschool children's activity levels.

They visited different preschools in Hong Kong and observed a physical education (PE) lesson with children at preschool, aged 4 to 6 years old.

The PE lesson consisted of a highly structured 30-minute lesson which was repeated over 4 consecutive weeks. During the first two lessons, the children learned the routine and during the final two lessons, the children practised the routine. The researchers observed the children in the final lesson on the fourth week.

The teachers were split into two groups:

- More active – the teacher took more than 900 steps per lesson and gave praise throughout for physical activity.
- Less active – the teacher took less than 900 steps per lesson and did not give praise for physical activity.

The teachers and the children had their body weight and height measured before the study to determine their body mass index (BMI). The more active teachers had a lower BMI, but there were no significant differences in the children.

To measure the physical activity, a pedometer was used for teachers and children. A pedometer records the number of steps taken.

(Source: adapted from Cheung (2020))

The results of the preschool children and PE study are shown in **Table 5**.

		Average number of steps			
		More active male teacher with praise	**More active female teacher with praise**	**Less active male teacher with no praise**	**Less active female teacher with no praise**
Overall		1560	1555	765	760
Gender	**Boys**	1810	1600	1010	810
	Girls	1310	1510	520	710

Table 5

(a) Explain **one** practical application of the preschool children and PE study, using the data from **Table 5**.

(2)

(b) Using research evidence, explain how far social learning theory can account for the findings of the preschool children and PE study.

(6)

4.

Evaluate Rosenhan (1973) and Raine et al. (1997) in terms of ethical issues.

(16)

5.

Kristie is at school in her biology class, sitting next to her friend Dominique. Dominique regularly cheats on class tests and Kristie has witnessed this but always does her tests honestly. The teacher announces the class will have a progress test the next week.

Dominique is very popular and frequently tells other students what to do and they always follow what she says. Recently, she told Kristie to trip up another student as they were going down the stairs and she did so. As a result, Dominique invited Kristie to an exclusive party.

Dominique sees the biology teacher leave a copy of the forthcoming progress test on her desk as they leave the lesson. When they are alone, Dominique tells Kristie to sneak into the biology teacher's classroom during lunchtime and take photos of the forthcoming progress test. She tells Kristie that if she does, she will be rewarded like she was previously.

Kristie sneaks into the classroom and gets caught when taking photos of the test by the biology teacher. When asked why she has done this, Kristie says she was only following what another student told her to do.

(i) Evaluate the extent to which human behaviour, such as the events at Kristie's school, can be explained by social psychology.

You must make reference to the context in your answer.

(12)

(ii) Assess how psychological understanding has developed over time, with reference to any **two** of the following applications to psychology:

- Clinical psychology
- Criminological psychology
- Child psychology
- Health psychology.

(20)

Exam Skills

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