

**Psychology**  
**Higher level**  
**Paper 2**

Thursday 7 May 2015 (morning)

2 hours

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**Instructions to candidates**

- Do not open this examination paper until instructed to do so.
- Answer two questions, each from a different option. Each question is worth **[22 marks]**.
- The maximum mark for this examination paper is **[44 marks]**.

Answer **two** questions, each from a different option.

Marks will be awarded for demonstration of knowledge and understanding (which requires the use of relevant psychological research), evidence of critical thinking (for example, application, analysis, synthesis, evaluation), and organization of answers.

### **Abnormal psychology**

1. Discuss **one** theory or study relevant to the study of abnormal behaviour.
2. Discuss **one or more** cultural considerations in diagnosis.
3. Contrast the use of biomedical and individual approaches to the treatment of **one** disorder.

### **Developmental psychology**

4. Examine how **one or more** social and/or environmental variables may affect cognitive development.
5. Examine how attachment in childhood plays a role in the formation of relationships later in life.
6. Evaluate **two** examples of psychological research (theories and/or studies) into adolescence.

### **Health psychology**

7. Explain **two or more** factors related to the development of substance abuse and/or addictive behaviour.
8. Evaluate **two** treatments for overeating and/or obesity.
9. Discuss the effectiveness of **one or more** health promotion strategies.

**Psychology of human relationships**

10. To what extent do **two or more** cognitive factors influence human relationships?
11. Using **one or more** research studies, explain cross-cultural differences in prosocial behaviour.
12. Discuss **two** social origins of attraction.

**Sport psychology**

13. Evaluate **one or more** theories of motivation in sport.
  14. Evaluate **one or more** techniques for skill development used in sport.
  15. Discuss **two or more** reasons for using drugs in sport.
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