

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
Pearson Edexcel Level 1 / Level 2 GCSE (9–1)									
Friday 26 May 2023									
Afternoon (Time: 1 hour 20 minutes)					Paper reference		1PS0/02		
Psychology									
PAPER 2									
You must have: Calculator, ruler								Total Marks	

Instructions

- Use **black** ink or ball-point pen except for graphs where you should use a pencil.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are six sections in this question paper.
- Section A – answer **all** questions in Section A.
- Sections B to F – select **two** sections from B to F. Answer ALL questions in these sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must show **all your working out**, with **your answers clearly identified** at the **end of your solution**.

Information

- The total mark for this paper is 79.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- In questions marked with an asterisk (*), marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.
- Calculators may be used.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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INSTRUCTIONS

	Topic studied	Page
Section A – answer all questions in this section	Research methods – How do you carry out psychological research?	3

	Topic studied	Page
Sections B to F – select two sections from B to F. Answer ALL questions in these sections.	Section B: Criminal psychology – Why do people become criminals?	17
	Section C: The self – What makes you who you are?	23
	Section D: Perception – How do you interpret the world around you?	29
	Section E: Sleep and dreaming – Why do you need to sleep and dream?	36
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SECTION A

Research methods – How do you carry out psychological research?

Answer ALL questions in this section. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

- 1 Gary conducted an experiment to test whether there was a difference in the ability of boys and girls to conserve number. He sampled 50 boys and 50 girls aged six years old.

Gary showed them the image in **Figure 1**.

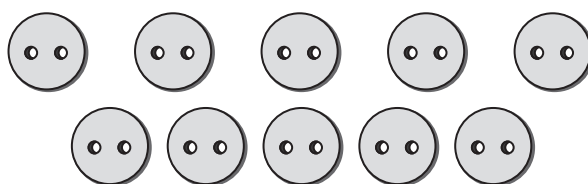


Figure 1

Gary asked each child to say whether the top row of buttons contained more, less, or the same number of buttons as the bottom row.

- (a) Identify the independent variable in Gary's experiment.

(1)

- ☐ A age
☐ B gender
☐ C ability
☐ D conservation

- (b) Give **two** ways that Gary could ensure his experiment is ethical.

(2)

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The results of Gary's experiment are shown in **Table 1**.

	Number of children who said the top row contained less buttons than the bottom row	Number of children who said the top row contained the same number of buttons as the bottom row	Number of children who said the top row contained more buttons than the bottom row
Boys	5	13	32
Girls	1	25	24

Table 1

- (c) Calculate the percentage of girls who said that the top row contained the **same** number of buttons as the bottom row, out of all the children in the experiment.

(2)

Percentage

- (d) Calculate the range for the number of children who said the top row contained **more** buttons than the bottom row.

(1)

Range



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- (e) Calculate the ratio for the number of children who said that the top row contained **more** buttons than the bottom row, to all children taking part in the experiment.

(2)

Ratio

- (f) Explain **one** conclusion that Gary could make about the ability to conserve number between boys and girls from the results in **Table 1**.

(2)

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(Total for Question 1 = 10 marks)



- 2 Kamira is investigating morality. She wants to find out how likely people are to return lost items. Kamira conducted an observation for her investigation.

Kamira went to a large shopping centre and positioned herself in the food court where people often sit to eat and have been known to leave personal items behind when leaving.

When someone had left an item behind, Kamira observed the behaviour of all passers-by who saw the item. She recorded whether they:

- looked at the item, but then ignored it
- picked up the item and gave it to a member of staff
- walked away with the item.

- (a) Describe why Kamira may have used an observation research method for her investigation.

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- (b) Draw a frequency table that Kamira could have used to record the data for her observation.

You must include appropriate column and row headings.

(3)

- (c) Describe **one** situational variable that Kamira may have considered when conducting her observation.

(2)

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(Total for Question 2 = 7 marks)



- 3 Quentin is investigating the capacity of short-term memory. He showed 20 objects to 10 participants for 30 seconds. Quentin then asked them to recall as many as they could.

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His results are shown in **Table 2**.

Participant	Number of objects recalled
A	10
B	9
C	8
D	8
E	6
F	7
G	8
H	9
I	10
J	11

Table 2

- (a) Calculate how many participants recalled nine objects as a fraction of all participants.

You must give your answer in the lowest form.

(1)

Fraction



4 Research in psychology can use a correlation research method.

(a) Define what is meant by a 'correlation research method'.

(1)

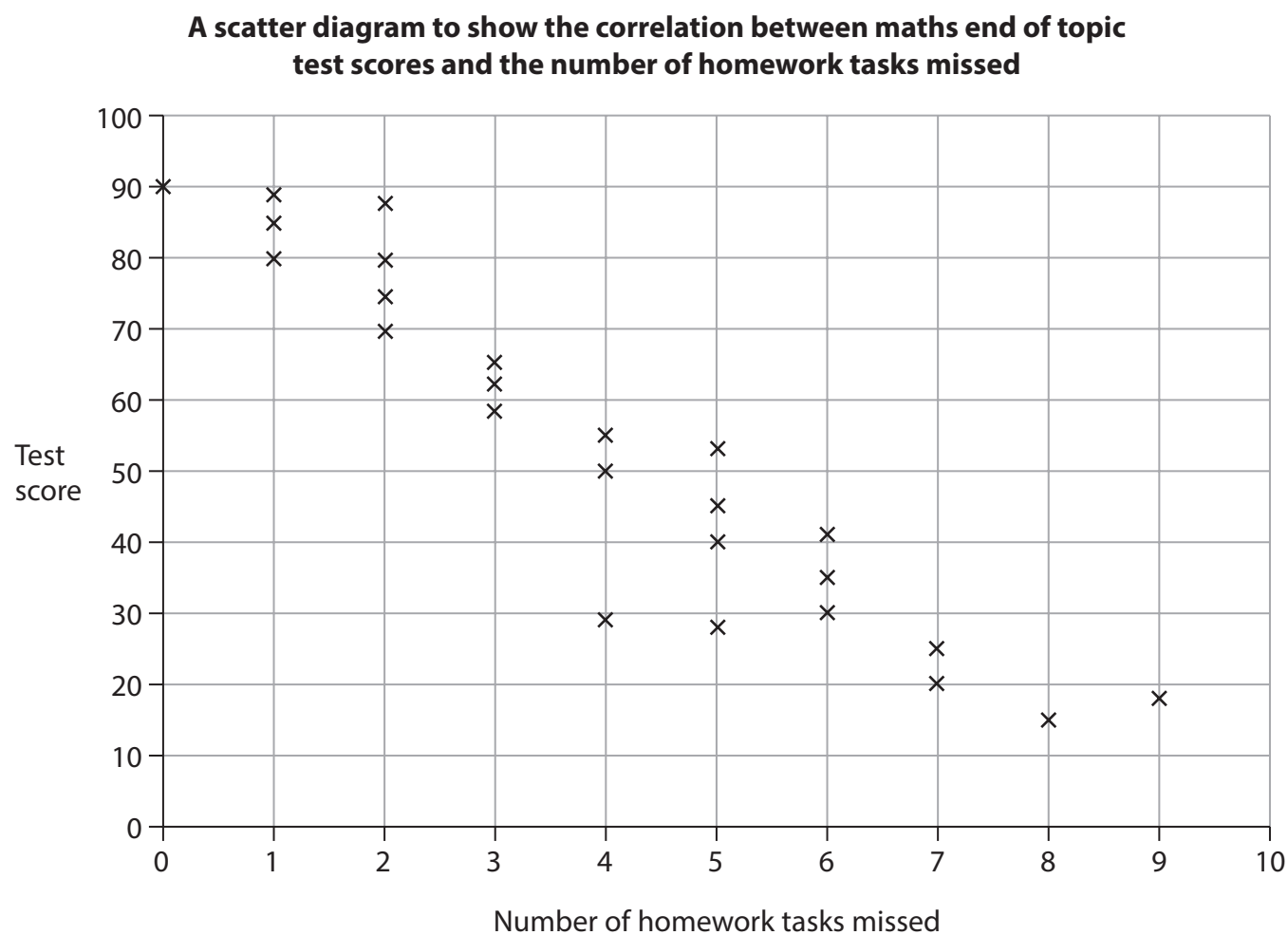


Figure 2

(b) Identify the type of correlation shown in **Figure 2**.

(1)



- (c) Identify the number of students who scored more than 70 in their maths test using the scatter diagram in **Figure 2**.

(1)

Number scoring more than 70

(Total for Question 4 = 3 marks)

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- *5 Godden and Baddeley (1975) conducted a field experiment to test memory. They used lists of words that were learned and then recalled in either the same or different environments to learning.

They used scuba divers as participants who learned and recalled the words either underwater or on dry land. These environments were familiar to the divers.

The scuba divers were allocated into the following different conditions:

- Words learned underwater, recalled underwater.
- Words learned underwater, recalled on dry land.
- Words learned on dry land, recalled on dry land.
- Words learned on dry land, recalled underwater.

The word lists were prerecorded and presented to the scuba divers twice when they were in their learning environment. The words were read at two-second intervals in the recording.

Godden and Baddeley (1975) found that more words were recalled when the divers were in the same environment in which they had learned the words, compared to when learning and recall took place in different environments.

Evaluate the use of field experiments to investigate human behaviour.

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(Total for Question 5 = 12 marks)

TOTAL FOR SECTION A = 37 MARKS



INSTRUCTIONS

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SECTION B**Criminal psychology – Why do people become criminals?**

If you have studied criminal psychology then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer the questions in Section B put a cross in the box ☐ .

6 Identify the term for the type of reinforcer that directly satisfies basic human needs.

- ☐ **A** Secondary
- ☐ **B** Token
- ☐ **C** Primary
- ☐ **D** Modelled

(Total for Question 6 = 1 mark)

7 State what is meant by 'vicarious reinforcement'.

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(Total for Question 7 = 1 mark)

8 Describe how negative reinforcement could encourage criminal behaviour.

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(Total for Question 8 = 2 marks)



- 9 Li is struggling to manage his anger in situations where he finds himself in conflict with others. He has already been given several warnings from the police for shouting abusive comments at other people and for threatening behaviour.

The police have assigned a support worker to meet with Li once a week to help him learn to behave in a less aggressive way.

Explain how positive reinforcement could be used to help Li behave in a less aggressive way.

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(Total for Question 9 = 2 marks)

- 10 Bella lives in a small village. She is known to be a kind and considerate girl, and she volunteers with the fire service in her local community.

Bella likes to watch action films, and some of these contain scenes of aggression, violence, and criminal behaviour. Bella has never been in trouble.

Explain **one** reason for Bella's pro-social behaviour.

You must use Charlton et al. (2000) to justify your answer.

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(Total for Question 10 = 2 marks)

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- 11** Calvin caused a road traffic accident nine months ago by driving dangerously over the speed limit. The court banned him from driving for 12 months and removed his driving licence.

Calvin has now caused a second road traffic accident by driving while above the legal alcohol limit and without a licence. He has been sentenced to six months' imprisonment.

Explain **one** strength and **one** weakness of prison as a punishment for Calvin's behaviour.

Strength

Weakness

(Total for Question 11 = 4 marks)



***12** Delun is seven years old and has started to copy the behaviour of his favourite television superhero, Captain Michael. In the television programme, Captain Michael can be very kind to the people he helps, but he also fights with the villains when he is saving other people. Delun's parents are concerned about some of the behaviours that Delun is copying.

Delun was recently in trouble at school because he jumped on another boy and hit him for teasing a younger child in the playground. Delun got upset when the teacher told him that fighting was bad behaviour. He told the teacher that he was saving the child from a bad guy because he wanted to be Captain Michael.

Assess how well Bandura, Ross and Ross (1961) can explain the behaviour of Delun.

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(Total for Question 12 = 9 marks)

TOTAL FOR SECTION B = 21 MARKS



SECTION C

The self – What makes you who you are?

If you have studied the self then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer the questions in Section C put a cross in the box ☐ .

- 13** Identify the term Lewis (1990) used when a person has become aware that they are a person separate from others.

- ☐ **A** Congruent self
- ☐ **B** Existential self
- ☐ **C** Ideal self
- ☐ **D** Incongruent self

(Total for Question 13 = 1 mark)

- 14** State what is meant by 'self-image'.

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(Total for Question 14 = 1 mark)

- 15** Describe why meeting physiological needs is important before achieving safety needs.

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(Total for Question 15 = 2 marks)



- 16** Natalie is known to be a happy and cheerful person. She is often able to make others feel good about themselves and sees the best in the people around her.

Natalie is confident in her abilities and she describes herself positively. She says that she is proud of her skills and achievements.

Explain how temperament may have influenced Natalie's self-esteem.

(Total for Question 16 = 2 marks)

- 17** Lorenzo has a daughter aged eight years old. He often tells his daughter that he is proud of her and that he is very lucky that she is his daughter because she is perfect the way she is.

Lorenzo's daughter is confident and likes to try new activities, even if she finds them hard.

Explain **one** reason why Lorenzo's daughter may feel confident in trying new activities.

You must use positive regard to justify your answer.

(Total for Question 17 = 2 marks)

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- 18** Kim is two years old and has started saying 'no' when her mother asks her to do things like going to bed or eating her vegetables.

Kim insists on putting on her own shoes and her mother lets her do this. Kim struggles and does not always put her shoes on the correct feet.

Explain **one** strength and **one** weakness of using Erikson (1959) to explain the behaviour of Kim.

Strength

Weakness

(Total for Question 18 = 4 marks)



***19** A teacher told his students that they were going to have a test in two weeks' time on their most recent history topic. He said that this was a good chance to demonstrate how hard they had worked.

In the next lesson, the teacher was called out of the classroom and the students at the front of the classroom saw the test questions and example answers on the teacher's desk. They took a photograph on their phones of the questions and answers and sent them to their history group chat.

Some of the students read the questions and used the answers to cheat in the test. The rest of the students deleted the chat message and did not look at the questions or answers.

Assess how well Vohs and Schooler (2008) can explain the behaviour of the students.

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(Total for Question 19 = 9 marks)

TOTAL FOR SECTION C = 21 MARKS



SECTION D**Perception – How do you interpret the world around you?****If you have studied perception then answer ALL questions in this section.****Write your answers in the spaces provided.****Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.****If you answer the questions in Section D put a cross in the box ☐ .****20** Identify the term used for the perception of depth that comes from a visual stimulus being received in both eyes together.

- ☐ **A** Stereopsis
- ☐ **B** Ambiguous figure
- ☐ **C** Monocular cue
- ☐ **D** Fictions

(Total for Question 20 = 1 mark)**21** State what is meant by 'visual constancy'.

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(Total for Question 21 = 1 mark)**22** Describe how superimposition creates depth perception.

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(Total for Question 22 = 2 marks)

- 23** Anaya is asked to identify which objects in **Figure 3** are closest to the viewer and which are furthest away from the viewer. She correctly identifies that the house and car are further away than the baby and the cat.

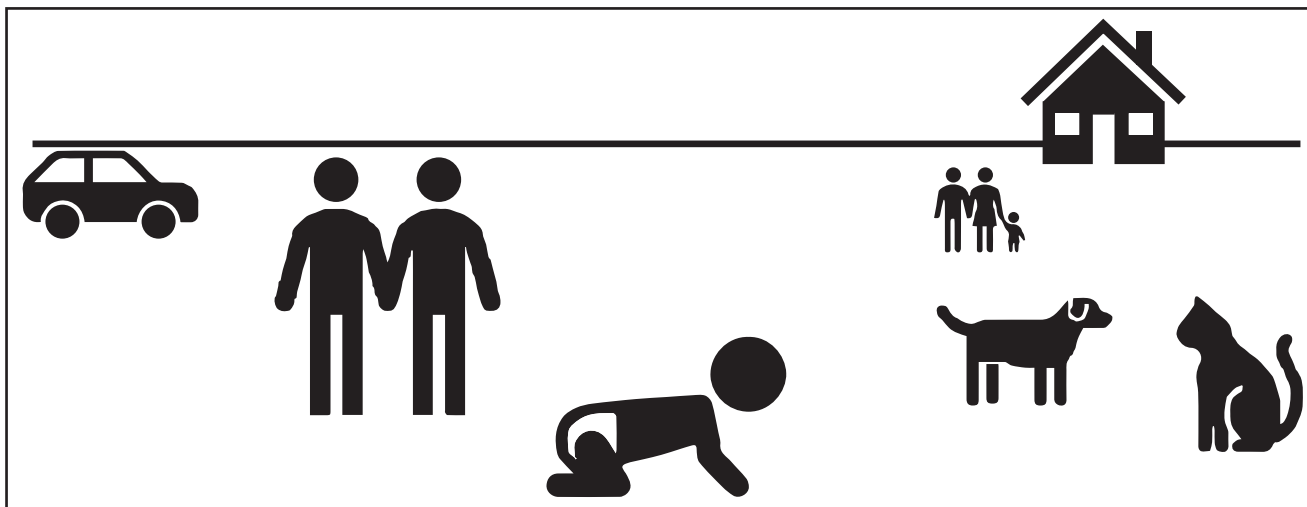


Figure 3

Explain, using height in the plane, why Anaya can correctly identify which objects in **Figure 3** are closest and furthest away.

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(Total for Question 23 = 2 marks)

24 Alex was shown the unclear, blurred image in **Figure 4**.



Figure 4

(Source: Yasmin Said / EyeEm / Getty Images)

When looking at the image, Alex was able to identify that the image showed people crossing a street in a city.

Explain **one** reason why Alex was able to identify what was in the image shown in **Figure 4**.

You must use Gregory (1970) to justify your answer.

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(Total for Question 24 = 2 marks)

- 25** Killian was visiting a big city and could see his hotel in the distance. Killian thought the hotel was about 75 metres tall because the cars parked outside the hotel were about 1.5 metres tall, and the hotel looked about 50 times bigger.

When he arrived, he asked the receptionist how tall the hotel was. She said it was 50 metres tall.

Explain **one** strength and **one** weakness of using Haber and Levin (2001) to explain Killian's perception of the hotel.

Strength

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Weakness

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(Total for Question 25 = 4 marks)

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(Total for Question 26 = 9 marks)

TOTAL FOR SECTION D = 21 MARKS



SECTION E

Sleep and dreaming – Why do you need to sleep and dream?

If you have studied sleep and dreaming then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

If you answer the questions in Section E put a cross in the box ☐ .

- 27 Identify the term used in the Freudian theory of dreaming for the underlying hidden meaning behind the content of a person's dream.

- ☐ A Conscious
- ☐ B Manifest
- ☐ C Literal
- ☐ D Latent

(Total for Question 27 = 1 mark)

- 28 State what is meant by 'bodily rhythm'.

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(Total for Question 28 = 1 mark)

- 29 Describe how random activation could account for dreaming.

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(Total for Question 29 = 2 marks)



- 30** Aditi has an interview for a job as a nurse in three days' time. She is required to take part in some decision-making activities during the interview. Aditi will also need to take a test to show she knows about medication, patient care and her legal responsibilities.

Explain **one** benefit of sleep that may help Aditi to do well during her interview.

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(Total for Question 30 = 2 marks)

- 31** Chris was completing astronaut training in an underground bunker. During this time Chris had no natural light and could only use a lamp to provide light.

Chris tended to be awake for over 20 hours and slept for around 7 hours. At the end of the training, Chris believed he had been in the underground bunker for 12 days; however, it had actually been 15 days.

Explain **one** reason why Chris may not have realised he had been in the underground bunker for 15 days.

You must use a study to justify your answer.

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(Total for Question 31 = 2 marks)



- 32** Tilly is struggling with her sleep. She finds it hard to go to sleep at night and sometimes sleeps until 11am. Tilly feels tired a lot of the time and is worried that her grades at school will suffer because of her lack of sleep.

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Tilly visits her doctor to get help with her sleep. The doctor decides to test her hormone levels.

Explain **one** strength and **one** weakness of using hormones to explain Tilly's sleep problems.

Strength

Weakness

(Total for Question 32 = 4 marks)





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(Total for Question 33 = 9 marks)

TOTAL FOR SECTION E = 21 MARKS



SECTION F

Language, thought and communication – How do you communicate with others?

If you have studied language, thought and communication then answer ALL questions in this section.

Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☐.

If you answer the questions in Section F put a cross in the box ☐.

34 Identify the term used for the type of communication that takes place **without** the use of verbalised interactions such as speech.

- ☐ **A** Linguistic communication
- ☐ **B** Vocal communication
- ☐ **C** Non-verbal communication
- ☐ **D** Verbal communication

(Total for Question 34 = 1 mark)

35 State what is meant by 'personal space'.

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(Total for Question 35 = 1 mark)

36 Describe how eye contact can signal emotion when communicating.

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(Total for Question 36 = 2 marks)



37 Angela and Missy were having a conversation about their plans for their future.

Angela: I want to be a lawyer so I will need to go to university.

Missy: I am not sure what I want to be, but I definitely plan to go to university.

Angela: We would have so much fun! Can you imagine if we lived together?

Missy: That would be so cool! We could have a house with a 200-inch TV!

Angela: Like a cinema house!!

Explain, using Aitchison (1983), **one** way that Angela and Missy's communication is different from how animals communicate.

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(Total for Question 37 = 2 marks)

38 Peter is nine months old. He is thirsty but cannot yet say the word 'thirsty' or 'drink'. Peter points to his drink and makes a squealing noise. Once his mother passes him the drink, he stops making the squealing noise.

Explain how Peter is able to understand that he needs a drink without having the language to say he is thirsty.

You must use Vygotsky (1981) to justify your answer.

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(Total for Question 38 = 2 marks)



39 George and Edward were arguing about who was the best at sport. George instinctively narrowed his eyes at Edward and said he was the best sportsman. Edward creased his eyebrows, frowned at George, and then called him a liar.

George unfolded his arms and bared his teeth. Edward froze, clenched his jaw, and glared at George. Both George and Edward tensed their muscles, and their breathing rate became faster.

Explain **two** ways that Darwin's (1872) theory of evolution can account for the non-verbal communication during the argument.

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(Total for Question 40 = 9 marks)

TOTAL FOR SECTION F = 21 MARKS
TOTAL FOR PAPER = 79 MARKS



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