

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)

Thursday 15 May 2025

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 your selected 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.
- Check your answers if you have time at the end.

Turn over ►

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Section A – answer ALL questions in this section	Topic studied	Page
	Research methods – How do you carry out psychological research?	4
Sections B to F – select two sections from B to F. Answer ALL questions in your selected sections.	Topic studied	Page
	Section B: Criminal psychology – Why do people become criminals?	18
	Section C: The self – What makes you who you are?	26
	Section D: Perception – How do you interpret the world around you?	33
	Section E: Sleep and dreaming – Why do you need to sleep and dream?	41
	Section F: Language, thought and communication – How do you communicate with others?	47



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BLANK PAGE**SECTION A BEGINS ON THE NEXT PAGE.**

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 Thomas recruited participants to investigate obedience to authority. The participants were asked to attend a university.

They were allocated to one of two conditions:

- Condition A: 30 participants were instructed to answer general knowledge questions in silence for 40 minutes by a man dressed in a uniform.
- Condition B: 30 participants were instructed to answer general knowledge questions in silence for 40 minutes by a man dressed in jeans and a t-shirt.

Thomas recorded how many participants obeyed the instruction to remain silent.

- (a) Identify the dependent variable (DV) in Thomas' investigation.

(1)

- ☐ **A** Whether the man was wearing a uniform or jeans and a t-shirt.
- ☐ **B** The amount of time participants were given to answer the questions.
- ☐ **C** The number of participants who obeyed the man's instruction to remain silent.
- ☐ **D** The number of general knowledge questions participants were instructed to answer.

- (b) Describe **one** participant variable that Thomas may have considered when conducting his investigation.

(2)

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The results of Thomas' investigation are shown in **Table 1**.

	Obedied instruction (remained silent)	Disobeyed instruction (did not remain silent)
Condition A: Man wearing uniform	22	8
Condition B: Man wearing jeans and t-shirt	11	19

Table 1

- (c) Calculate the percentage of participants who **obeyed** the instruction, out of all the participants in the investigation.

(2)

Percentage

- (d) Calculate the ratio of participants who **disobeyed** the instruction, to all participants taking part in the investigation.

(2)

Ratio

- (e) Thomas concludes that the clothes worn by an authority figure influence levels of obedience.

Give **one** way Thomas' results could support this conclusion.

(1)

(Total for Question 1 = 8 marks)



2 Jenna investigated whether stress affected performance on a memory test.

She recruited 10 participants from her university. Participants were asked to remember a list of 20 words. Fifteen minutes later, they were asked to write down as many words as they could remember. The same participants were tested twice:

- Test 1: one week before their examinations began.
- Test 2: one week after their examinations had finished.

(a) Describe how Jenna could use an opportunity sampling method to gather the participants for her investigation.

(2)

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(b) State which experimental research design Jenna used in her investigation.

(1)



Jenna recorded the total number of correct words remembered by participants both before and after their examinations. Her results are shown in **Table 2**.

Participant	Total number of correct words remembered one week before examinations began (out of 20)	Total number of correct words remembered one week after examinations finished (out of 20)
A	5	8
B	6	7
C	7	9
D	4	8
E	5	7
F	3	7
G	9	9
H	10	11
I	6	6
J	5	8

Table 2

- (c) Calculate the mean score for the total number of correct words remembered one week **before** the participants' examinations began.

(1)

Mean

- (d) Calculate the median score for the total number of correct words remembered one week **after** the participants' examinations finished.

(2)

Median

(Total for Question 2 = 6 marks)



- 3 Davina investigated the relationship between the time spent on psychology homework and end of topic test scores.

Davina asked her students to write down the average time (in minutes) they spent on their homework each week and she also recorded their end of topic test scores (out of 30 marks).

Davina's results are shown in **Table 3**.

Participant	Average time spent on homework (in minutes)	End of topic test scores (out of 30 marks)
A	50	17
B	25	10
C	30	15
D	20	10
E	55	25
F	15	9
G	80	30
H	50	19
I	60	27
J	20	14

Table 3

- (a) Calculate the range for the **end of topic test scores**.

(1)

Range

- (b) Calculate how many students spent **more than** 30 minutes on their homework as a fraction of all students.

You must give your answer in the lowest form.

(2)

Fraction

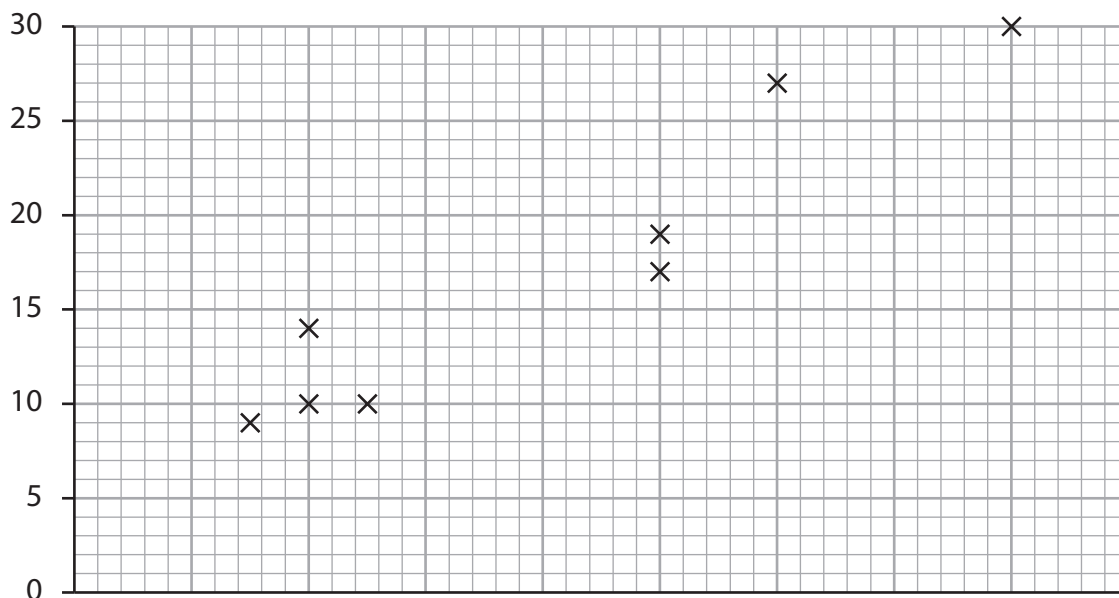


- (c) Complete the scatter diagram for participants C and E using the data in **Table 3**, including the label and scale for the x-axis.

(3)

A scatter diagram to show the relationship between average time spent on homework and end of topic test score

End of topic test
score (out of 30)



(Total for Question 3 = 6 marks)



P 7 8 7 3 4 A 0 9 5 2

4 A school is implementing a ban on unhealthy food.

Davide is interested to see whether young people would change their attitude towards eating unhealthy food due to the ban. 10 participants aged 11 to 16 years old from the school were asked to rate whether you should eat unhealthy food, using a scale of 1 to 10, with 1 being 'should never eat it' and 10 being 'should eat it every day'.

Davide tested the participants two months before the ban and again two months after the ban was put in place.

The results of Davide's study are shown in **Table 4**.

Participant	Attitude towards eating unhealthy food before the ban (1–10)	Attitude towards eating unhealthy food after the ban (1–10)
A	8	6
B	7	6
C	7	4
D	4	1
E	8	5
F	9	5
G	7	5
H	6	4
I	7	3
J	10	7

Table 4

(a) Calculate the mode for attitude towards eating unhealthy food **before** the ban.

(1)

Mode



(Total for Question 4 = 5 marks)

- *5 Schaffer and Emerson (1964) conducted interviews with the mothers of 37 infants. The interviews took place at four-weekly intervals, in their family home, over a period of 12 months.

The interviews were unstructured and used open-ended questions to gather information about an infant's reaction to physical contact with their mother. The behaviours the researchers focused on included:

- how the infant reacted when cuddled on their mother's knee
- whether the infant tried to get physical contact
- whether the infant avoided physical contact
- the mother's reaction to the infant's contact behaviours.

Mothers were encouraged to give full descriptions of their infant's behaviours. Often mothers would provide demonstrations of the behaviours that they had highlighted previously, without being asked.

Schaffer and Emerson (1964) found two groups of infants, which they named 'Cuddlers' and 'Non-cuddlers', with typical responses including 'loves being handled' or 'restless until put back in cot'.

Evaluate the use of unstructured interviews to investigate human behaviour.

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(Total for Question 5 = 12 marks)

TOTAL FOR SECTION A = 37 MARKS



INSTRUCTIONS

Sections B to F – select two sections from B to F. Answer ALL questions in your selected sections.	Topic studied	Page
	Section B: Criminal psychology – Why do people become criminals?	18
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	Section E: Sleep and dreaming – Why do you need to sleep and dream?	41
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SECTION B BEGINS ON THE NEXT PAGE.



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 which refers to a person being more motivated to reproduce prosocial behaviours due to the observation of others being rewarded for the same behaviours.

- ☐ **A** Primary reinforcer
- ☐ **B** Negative reinforcement
- ☐ **C** Vicarious reinforcement
- ☐ **D** Positive reinforcement

(Total for Question 6 = 1 mark)

- 7** State what is meant by 'restorative justice'.

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(Total for Question 7 = 1 mark)

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8 Describe how community sentencing can be used for criminal behaviour.

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(Total for Question 8 = 2 marks)

9 The police caught Tamara driving over the legal speed limit. She was required to attend a course about the dangers of driving over the speed limit as a punishment for her offence. A month after the course, she was caught driving over the speed limit again when she was nearly involved in a road traffic accident.

Explain how negative punishment could be used to stop Tamara from driving over the speed limit in the future.

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(Total for Question 9 = 2 marks)



- 10** Jamal's parents attended a meeting about his misbehaviour in school. His teacher informed Jamal's parents that he never follows any of the school rules and is always getting into fights.

Jamal promised his parents that he would behave, but a day after the meeting he punched a younger boy. Jamal was excluded from school.

Explain **one** reason why Jamal may have continued to misbehave in school.

You must use personality (Eysenck, 1964) to justify your answer.

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(Total for Question 10 = 2 marks)

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- 11** Simone has lived in a small village all her life. Her parents always know what she is doing as 'everyone seems to know everyone'.

A cinema has recently opened in the village. Simone and her friend, Paul, enjoy going to watch action films. Their parents are concerned that any violence in the films will affect their behaviour.

Simone's parents do not notice any changes in her behaviour. Paul, however, has recently been in trouble at college, for the first time.

Explain **two** ways that Charlton et al. (2000) could account for the behaviour of Simone and Paul.

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(Total for Question 11 = 4 marks)

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***12** Bailsford Prison houses prisoners who have committed serious offences. The prison guards have noticed a significant increase in fights and assaults amongst prisoners. The managers discuss implementing a token economy programme.

Behaviours such as 'being polite to others' and 'not getting into a fight for a week' will be rewarded with a token. These can then be exchanged for items from the prison shop once 10 tokens have been acquired.

When informed about the programme, prisoners complain that guards have their favourite prisoners, and the prison shop does not sell anything they want to buy.

Assess whether a token economy programme could help improve the behaviour of the prisoners.

(9)

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(Total for Question 12 = 9 marks)

TOTAL FOR SECTION B = 21 MARKS



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SECTION C BEGINS ON THE NEXT PAGE.



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 used by Allport (1936) to mean traits that change dependent on the situation you find yourself in.

- ☐ **A** Cardinal traits
- ☐ **B** 'Big five' personality traits
- ☐ **C** Central traits
- ☐ **D** Secondary traits

(Total for Question 13 = 1 mark)

14 State what is meant by 'free will'.

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(Total for Question 14 = 1 mark)

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15 Describe how conditional positive regard may affect an individual's self-esteem.

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(Total for Question 15 = 2 marks)

16 Raymond's manager noticed that his performance at work had declined in recent weeks. She overheard Raymond say to his colleagues that his house was really cold as his heating had broken and he could not afford to get it fixed. This meant that he was finding it difficult to sleep.

Explain, using Maslow's (1943) hierarchy of needs, why Raymond's performance at work may have declined.

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(Total for Question 16 = 2 marks)



- 17** Talia has always wanted to become a doctor. She wants to help people improve their health and quality of life. Talia is currently in her second year of a course in medicine but is struggling.

Her work in hospital has been difficult as she finds it hard to talk to patients and other members of staff. Talia is no longer sure about her future and feels like she is not good enough to become a doctor.

Explain **one** reason why Talia may no longer feel good enough to become a doctor.

You must use incongruence (Rogers, 1959) to justify your answer.

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(Total for Question 17 = 2 marks)

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- 18** Daniel is worried about his mathematics test. He enjoys mathematics but is getting low scores in his homework. He does not understand why, as he feels he is working hard.

Daniel speaks to his teacher, who criticises his work, suggesting that he does not work hard enough outside of school. Daniel believes that he will never be good enough at mathematics, especially as his twin sister, Zoe, always gets high scores.

Even after speaking to his teacher, Daniel's scores on his mathematics test and homework remain low.

Explain **two** ways external influences on the self could account for Daniel's continued low scores in mathematics.

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(Total for Question 18 = 4 marks)

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***19** Sammie is 10 years old and in the fifth grade at school. Her mother, Joanna, notices that she has few friends at school and always says that the girls in her class are more intelligent than her. Sammie does not like being away from her mother for long.

Joanna is worried because Sammie is starting a new school in September. She does not think Sammie will cope. Joanna reads an article about the benefits of owning a pet, so buys Sammie a rabbit.

After a few months looking after her rabbit, Sammie seems more self-confident. She recently went to play at a friend's house for the very first time.

Assess how well Van Houtte and Jarvis (1995) can explain Sammie's behaviour.

(9)

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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 type of visual illusion shown in **Figure 1**.

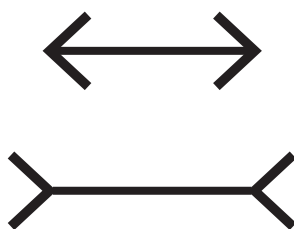


Figure 1

- ☐ **A** Ambiguous figure
- ☐ **B** Distortion
- ☐ **C** Stereopsis
- ☐ **D** Fiction

(Total for Question 20 = 1 mark)

21 State what is meant by 'superimposition'.

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(Total for Question 21 = 1 mark)

22 Describe how visual constancies allow people to perceive objects as the same colour even in different levels of light.

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(Total for Question 22 = 2 marks)



- 23 Jimmy was shown a painting of people wearing formal clothes, walking along a street with square stones. The painting is shown in **Figure 2**.



(Source: © Paris Street in Rainy Weather (Rue de Paris, temps de pluie)
by Gustave Caillebotte – CBW / Alamy Stock Photo)

Figure 2

A building can be seen in the painting, but it looks blurred and the path around it looks smooth. Jimmy knows that the people in the painting are closer than the building.

Explain, using texture gradient, why Jimmy knows that the people in the painting are closer than the building.

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(Total for Question 23 = 2 marks)

24 A group of students were recruited for an experiment. They were instructed not to eat prior to arrival at a laboratory at 9:00 am. After arrival they were split into two groups:

- Group 1 remained in the laboratory before testing at 9:30 am.
- Group 2 were told to eat breakfast before testing at 10:00 am.

During the test, each group were briefly shown 20 images and asked to identify what they saw. Group 1 identified more food-related images than Group 2. No images of food were actually shown.

Explain **one** reason why Group 1 identified more food-related images than Group 2.

You must use influences on perceptual set to justify your answer.

(Total for Question 24 = 2 marks)

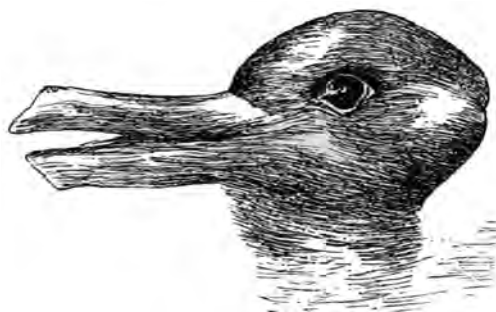
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- 25 Rhonda is studying perception in her psychology class. Her teacher is discussing visual illusions and shows the class the picture below. She asks the class to discuss what they see in the picture, shown in **Figure 3**.



(Source: © Alpha Stock / Alamy Stock Photo)

Figure 3

Rhonda says that she sees a rabbit and points to the ears, but afterwards sees a duck and can no longer see any ears. She says that the image is constantly changing between the rabbit and the duck, but she cannot see both at the same time.

Explain **one** strength and **one** weakness of using Gregory's constructivist theory of perception (1970) to account for Rhonda seeing two different images but not at the same time.

Strength

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Weakness

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(Total for Question 25 = 4 marks)

- *26 Jesse tested whether verbal cues would affect perception of visual images. He chose six ambiguous images which included two circles, a rectangle and a triangle, as shown in **Figure 4**.

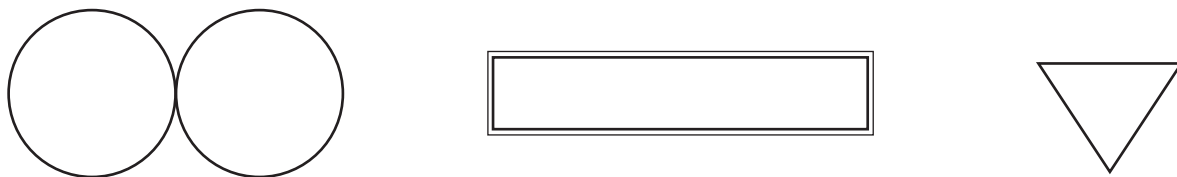


Figure 4

20 male participants were split into two groups and shown the ambiguous images electronically on a screen. Group 1 were provided with descriptions such as 'ice cream cone' before being shown the triangle. Group 2 were not given any descriptions. Jesse asked participants to redraw the images seen.

Jesse found that Group 1 drawings were more similar to the descriptions given, for example, an ice cream cone. Group 2 drawings were more similar to the original drawings, for example, the triangle.

Assess how well Carmichael, Hogan and Walter (1932) can account for the results of Jesse's study.

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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 stage of sleep which is characterised by mainly theta waves and bursts of sleep spindles.

- ☐ **A** Stage 1
- ☐ **B** Stage 2
- ☐ **C** Stage 3
- ☐ **D** Stage 4

(Total for Question 27 = 1 mark)

- 28** State what is meant by 'dreamwork'.

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(Total for Question 28 = 1 mark)

- 29** Describe how the sleep cycle can be classed as an ultradian rhythm.

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(Total for Question 29 = 2 marks)



- 30** Dennis always feels tired. He visits his doctor to discuss his symptoms. Dennis tells the doctor that he goes to bed early and falls asleep quickly. However, he wakes up an hour later and cannot get back to sleep.

He struggles to concentrate at work as he is so tired and has started to make a number of errors. His doctor suggests that he may have a sleep disorder.

Explain, using **one** sleep disorder, why Dennis is constantly tired and making errors at work.

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(Total for Question 30 = 2 marks)

- 31** Belinda attends a sleep clinic. The clinician attaches electrodes to her head and arms which will measure brain wave activity and muscle movement during sleep. Whilst Belinda is asleep, high levels of brain wave activity are recorded but at the same time there is little or no muscle movement.

Explain **one** reason for the levels of brain wave activity and muscle movement recorded whilst Belinda was asleep.

You must use Activation Synthesis Theory (Hobson and McCarley, 1977) to justify your answer.

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(Total for Question 31 = 2 marks)

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- 32** Deandre is a nurse at a local hospital. He has started working a week of day shifts followed by a week of night shifts but is having issues adjusting to his new work schedule. Deandre feels really tired during his first night shift and struggles to remain alert throughout the night.

When Deandre gets home after his night shift, he tries to fall asleep but wakes up every 30 minutes. Deandre only feels tired when he is due to go back to work that night. Deandre worries that his lack of sleep will affect his performance at work.

Explain **two** ways circadian rhythms can account for the issues Deandre is having when working night shifts.

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(Total for Question 32 = 4 marks)

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***33** Joel is five years old and suffers with anxiety. He has recently developed a phobia of police officers.

Joel has a recurring dream of being in a shop alone. He is searching for his mother, but he cannot find her. Joel then sees many police officers, all wearing glasses, coming towards him in the shop and he runs away. Joel sees his mother getting into a car with a police officer.

Joel's father remembers an incident where Joel witnessed a police officer chase a criminal. The criminal ran past, knocking his father's glasses off. The police officer caught the criminal and drove them away in a police car.

Assess how well the case study of 'Little Hans' (Freud, 1909) can account for Joel's phobia of police officers.

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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 which feature of language (Aitchison, 1983) is common to both human and animal communication.

- ☐ **A** Turn-taking
- ☐ **B** Structure dependence
- ☐ **C** Displacement
- ☐ **D** Semanticity

(Total for Question 34 = 1 mark)

35 State what is meant by 'representational thinking'.

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(Total for Question 35 = 1 mark)

36 Describe how non-verbal communication can be a product of evolution.

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(Total for Question 36 = 2 marks)



- 37** Jamie is sitting in his parents' garden. He can see through the kitchen window that his mother is on the telephone. After she finishes her telephone call, she places her hands on her head. She then points at his father and crosses her arms in front of her body.

Jamie sees this and wonders why his mother is annoyed.

Explain, using body language, why Jamie believed that his mother was annoyed after her telephone call.

(Total for Question 37 = 2 marks)

- 38** Callum and Emma spend the evening with their friend, Itsuki. Itsuki recently arrived back at university in England after spending the summer at home in Japan.

Callum noticed that Emma did not smile very much during the evening. He wondered whether she was upset. Itsuki tells Callum not to worry, as Emma seemed happy to him.

Explain **one** reason why Itsuki and Callum may have had different opinions about whether Emma was happy during their evening together.

You must use Yuki et al. (2007) to justify your answer.

(Total for Question 38 = 2 marks)

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39 Frances is seven months old. She is sitting in her high chair at the table. Her mother is feeding her food using a spoon. Frances shuts her mouth, shakes her head and knocks the spoon out of her mother's hand on to the floor.

At the same time her sister, Tamina, who is 18 months old, is given a cup of milk by her father. She takes the cup and gets up from the table. As Tamina is walking away from the table, she says 'cup' and then looks at the spoon and says 'spoon'.

Explain **two** ways Vygotsky's explanation of language and thought (1981) can account for Frances' and Tamina's actions.

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(Total for Question 39 = 4 marks)

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***40** Tyler is a lecturer at Dunarvon University. He is hoping to arrange a meeting with Zhang, a newly appointed lecturer who has recently arrived in the country.

Tyler emails Zhang suggesting a meeting at three in the afternoon. He tells Zhang that he is happy to move the meeting forwards or backwards if this time is not convenient. Zhang replies that he would like the meeting to be moved above three in the afternoon if possible. Tyler is confused about what time Zhang wants the meeting to take place.

Assess how well linguistic relativism can account for Tyler's lack of understanding about what time to arrange the meeting for.

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(Total for Question 40 = 9 marks)

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

