

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 8 May 2025

Morning (Time: 1 hour 45 minutes)

Paper reference **1PS0/01**

Psychology
PAPER 1

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 98.
- 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.

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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SECTION A

Development – How did you develop?

Answer ALL questions. 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 Identify **two** findings from Gunderson et al. (2013).

- ☐ A Boys received more process praise than girls.
- ☐ B Praise of any type was on average 8% of all utterances by parents.
- ☐ C Person praise at 14–38 months was significantly correlated to children's entity (fixed) motivational framework at 7–8 years old.
- ☐ D Boys received more person and other praise than girls.
- ☐ E Process praise at 14–38 months was significantly correlated to incremental (malleable) motivational framework at 7–8 years old.

(Total for Question 1 = 2 marks)

2 Describe the difference between the conventional and post-conventional stages of morality.

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(Total for Question 2 = 2 marks)



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QUESTION 3 BEGINS ON THE NEXT PAGE.



- 3 Alessia is a teacher at a school and is trying to help students learn a new concept in science class.

Alessia split her students into three groups to see who would learn the new concept the most effectively.

- Group 1 – the students were asked to do a very easy task about the new concept, with only very simple activities included.
- Group 2 – the students were asked to do a reasonably difficult task about the new concept, with some slightly more challenging activities included.
- Group 3 – the students were asked to do a very hard, complex task about the new concept, with only extremely challenging activities included.

Alessia asked her students to do the activities in their groups over the course of a week during lessons. At the start and the end of the week the students took the same test about the new science concept.

Alessia wanted to make some conclusions about how the tasks given affected the students' performance in the test.

Figure 1 shows the average performance of the three groups at the start and the end of the week.

A comparative bar chart to show the average test performance (%) on the new science concept at the start and the end of the week

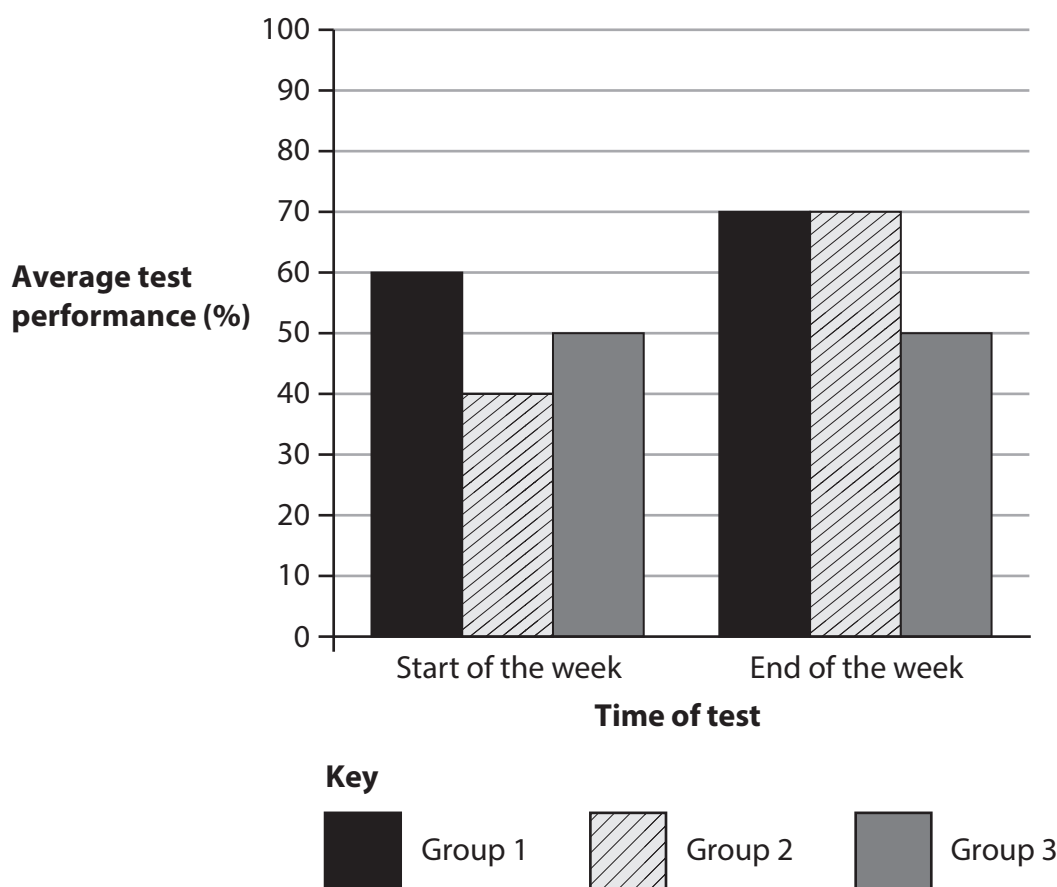


Figure 1



- (a) Explain **two** conclusions that could be made using the data in **Figure 1** in terms of how appropriate the tasks given to the three groups of students were in learning a new concept.

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- (b) Explain **one** strength and **one** weakness of Alessia's investigation into learning a new concept.

(4)

Strength

Weakness

(Total for Question 3 = 8 marks)



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QUESTION 4 BEGINS ON THE NEXT PAGE.



- 4 Gastón wanted to investigate what stage of development children from a local community group were in.

He showed them two circles of marbles. Both circles had the same number of marbles, but Gastón spaced out the marbles more in Circle A (see **Figure 2**). He then asked the children which circle had the most marbles.

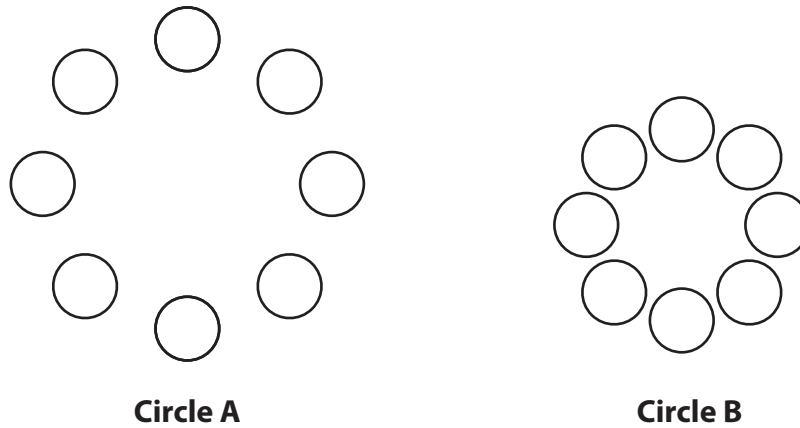


Figure 2

- (a) Explain what someone is likely to say about which circle had the most marbles if they are in the pre-operational stage of development.

You should refer to the pre-operational stage of development in your answer.

(2)

- (b) Later, the children were given a picture of a 14-year-old person and were told they lived with their parents, ate a lot of healthy food and worked hard at school. They were then asked what this person might be like in 20 years' time.

Explain what someone is likely to say if they are in the formal operational stage of development.

You should refer to the formal operational stage of development in your answer.

(2)

(Total for Question 4 = 4 marks)

TOTAL FOR SECTION A = 16 MARKS

SECTION B

Memory – How does your memory work?

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

- 5** Define the term 'reductionism' as used in psychology. Use an example in your answer.

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(Total for Question 5 = 2 marks)

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6 State **two** parts of the procedure used in Peterson and Peterson (1959).

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(Total for Question 6 = 2 marks)

7 Ronald was on his first aeroplane flight with his two young children.

Before the aeroplane took off, the flight crew demonstrated some important safety information. This included where the life vest was located, how to put on the life vest and inflate it, how to use an oxygen mask and where the exits were. Ronald's children distracted Ronald, so he was unable to listen to the safety briefing by the cabin crew.

Describe what is likely to happen if there is an emergency on the flight.

You should refer to the role of attention in memory in your answer.

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(Total for Question 7 = 2 marks)

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- 8 Lucía is concerned about her partner who has had a fall and hit their head. They have been very confused since the fall and Lucía has arranged for a psychological evaluation to see if her partner has anterograde amnesia.

Lucía's partner is given a test by the psychologist to determine whether they have anterograde amnesia. The psychologist gives Lucía's partner 10 news events that were reported on social media since their fall and asks them to recall everything they can about the events.

- (a) Explain what the psychologist is likely to find if Lucía's partner has anterograde amnesia.

You should refer to anterograde amnesia in your answer.

(2)

- (b) Explain **one** improvement that could have been made to the test the psychologist gave to Lucía's partner.

(2)

(Total for Question 8 = 4 marks)



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QUESTION 9 BEGINS ON THE NEXT PAGE.



- 9 Megan was interested in investigating participants' memory of a story.

Megan went into a school in Japan and asked the children to read an unfamiliar story about a sea adventure that included unknown names, contained unusual content and had 330 words.

The children were asked to read the story twice and were then asked to try to reproduce the story the next day at school by writing it out on a piece of paper. They were then asked to try to recall the story once every six weeks, over a 24-week period.

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

Reproduction	Average number of words accurately recalled	Average number of errors compared to original story
The next day	180	5
After 6 weeks	120	8
After 12 weeks	80	10
After 18 weeks	50	14
After 24 weeks	30	18

Table 1

- (a) Explain **one** conclusion that Megan could make using the data in **Table 1**.

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(b) Explain **one** strength and **one** weakness of using Bartlett's (1932) War of the Ghosts study to account for the findings of Megan's investigation.

(4)

Strength

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Weakness

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(Total for Question 9 = 6 marks)

TOTAL FOR SECTION B = 16 MARKS



SECTION C

Psychological problems – How would psychological problems affect you?

Answer ALL questions. 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 ☒.

10 Identify **two** findings from Young (2007).

- ☐ A After session 12, the highest mean rating for how helpful clients found the sessions was for 'relationship function'.
- ☐ B The most problematic online application reported by men was shopping.
- ☐ C The main problem associated with compulsive internet use was time.
- ☐ D Most clients showed continuous improvement to their symptoms by session 3.
- ☐ E At the 6-month follow-up, mean ratings for how helpful clients found the sessions for all outcome goals had increased.

(Total for Question 10 = 2 marks)

11 Describe how drugs could be used as a treatment for depression.

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(Total for Question 11 = 2 marks)

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- 12 Jeremie used to watch his father on online auction sites. Jeremie was interested in the bidding and how much pleasure 'winning' an item gave his father.

Jeremie joined the online auction sites when he became old enough to buy the items himself. He has been buying hundreds of items from the auctions and has recently been diagnosed with an internet addiction to online auction sites.

- (a) Explain how **one** symptom of addiction will affect Jeremie.

(2)

- (b) Explain **one** strength and **one** weakness of using learning theory to account for Jeremie's addiction.

(4)

Strength

Weakness



(c) Explain **one** way that cognitive behavioural therapy (CBT) could be used to help Jeremie with his addiction.

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(Total for Question 12 = 8 marks)

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- 13** Mary wanted to see the influence of life events on depression. Mary recruited participants from a local business who had experienced or were currently experiencing depression.

Mary gave the participants a closed-ended questionnaire which asked them about the type and number of stressful life events they had experienced in the past five years. She also asked them about the length of time (in months) they had experienced depressive symptoms and the severity of their depression, on a scale of 0–32, where 32 indicated extremely severe symptoms.

Mary's results are shown in **Table 2**.

Stressful life events (past five years)	Average length of depressive symptoms (in months)	Average severity of depressive symptoms (0–32)
0–5	6.3	12.5
6–10	12.4	13.2
11–15	15.3	12.7
16+	25.6	12.9

Table 2

- (a) Explain **one** conclusion that could be made from the data in **Table 2**.

(2)



(b) Explain **one** improvement that could be made to Mary's investigation.

(2)

(Total for Question 13 = 4 marks)

TOTAL FOR SECTION C = 16 MARKS



SECTION D

The brain and neuropsychology – How does your brain affect you?

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

14 Describe the function of the parietal lobe.

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(2)

(Total for Question 15 = 4 marks)



- 16** Marvin is a tutor at an evening school teaching different languages. He speaks English as his first language but also speaks Spanish, French and Polish. Every evening he has classes with people of a wide variety of ages and levels of ability who have joined the school to learn a new language.

On the way home one evening, Marvin was involved in an accident which injured his brain. The doctors have said Marvin has damaged areas of his frontal lobes, including his ventromedial region and Broca's area.

- (a) Explain how Marvin is likely to find the brain damage affects his life.

You should refer to Damasio et al. (1994) in your answer.

(2)



- (b) Explain **one** strength and **one** weakness of using Damasio et al. (1994) to account for the outcome of Marvin's brain damage.

(4)

Strength

Weakness

(Total for Question 16 = 6 marks)



17 Sandy has been asked to investigate the function of 'Region G' of the brain.

She decides to give some tests to one of her female patients who has damaged 'Region G' of their brain:

- Colour naming test: The patient is asked to name what colour they see when presented with a coloured piece of paper.
- Recall test: The patient is asked to recall the months of the year in order and when they were born.
- Pressure test: Physical pressure is applied to the patient when they are blindfolded and they have to say where they can feel the pressure being applied.

The patient performed well on the recall test and pressure test but performed poorly on the colour naming test.

- (a) Explain which region of the brain the patient is likely to have damaged from their performance in the tests.

You should refer to the function of the damaged region in your answer.

(2)

- (b) Explain **one** improvement Sandy could have made to her investigation.

(2)

(Total for Question 17 = 4 marks)

TOTAL FOR SECTION D = 16 MARKS



SECTION E

Social influence – How do others affect you?

Answer ALL questions. 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 ☒.

18 You will have studied Haney, Banks and Zimbardo (1973).

- (a) State the **two** types of clothing that were worn by the participants in Haney, Banks and Zimbardo (1973).

(2)

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- (b) Identify **two** of the rules that were included in Haney, Banks and Zimbardo (1973).

(2)

- ☐ **A** Four supervised toilet visits per day
- ☐ **B** Scheduled exercise and movie times
- ☐ **C** Two meals per day
- ☐ **D** Lining up to be counted three times per day
- ☐ **E** One visit per week

(Total for Question 18 = 4 marks)

19 Callum wanted to investigate conformity to majority influence in his students.

He gave his students two quizzes. One was an easy general knowledge quiz and the other was a hard general knowledge quiz.

To test for conformity, Callum used two classes of students:

- Class one: 85% of the students were confederates / stooges, who were told by Callum to give the same wrong answer to all the questions in the two quizzes.
- Class two: 55% of the students were confederates / stooges, who were told to give the same wrong answer to most of the questions in the two quizzes, but sometimes a different wrong answer.

Callum recorded the number of times the other students in the two classes gave the same wrong answer as the confederates / stooges.

Callum's findings are shown in **Table 3**.

Class	Average percentage (%) of the other students who gave the same wrong answer as the confederates / stooges for the easy quiz	Average percentage (%) of the other students who gave the same wrong answer as the confederates / stooges for the hard quiz
Class one 85% confederates / stooges, always gave same wrong answer	15%	50%
Class two 55% confederates / stooges, mostly gave same wrong answer	5%	30%

Table 3



Explain **two** conclusions that could be made from the data in **Table 3** in terms of conformity to majority influence.

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(Total for Question 19 = 4 marks)

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- 20** Keira is at school at break time and she sees a boy from a lower year group being verbally and physically harmed by older students. She sees the older students insult the younger student and trip him over, leading to his glasses being smashed.

There are lots of students around who see the younger student being insulted and physically hurt by the older students and they do not intervene or go and tell a teacher.

Keira does not go and help the younger student and walks past so she is not late for her next lesson.

- (a) Explain **one** situational factor that could account for Keira not helping the younger student.

(2)

- (b) Explain **one** personal factor that could account for Keira not helping the younger student.

(2)

(Total for Question 20 = 4 marks)



- 21** A football team is in the final match of its season and is trying to win a trophy. The team is not as good as the other team it is playing.

The manager of the football team asks his players to kick and hurt the opposition players during the match. He tells them to shout insults at them and push them over in an effort to win the match.

Explain **two** ways to prevent blind obedience to the football manager.

You must use concepts or research evidence about obedience to justify your answer.

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(Total for Question 21 = 4 marks)

TOTAL FOR SECTION E = 16 MARKS

SECTION F

Answer all questions. Write your answers in the spaces provided.

- *22** Depression is a common mental health issue. Researchers have identified that both nature and nurture factors are involved in how it is caused.

As an individual, the symptoms and treatment of depression can affect the ability to cope, from completing basic day-to-day activities to employment. It can also put a strain on family relationships.

In wider society, depression can have an impact on many different areas including employment, health services, emergency services and public funding.

Assess the importance of whether depression is caused by nature or nurture factors.

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QUESTION 23 BEGINS ON THE NEXT PAGE.



***23** Giovanni was at school at lunchtime when his friend asked him if he was going to the concert of their favourite band the following summer. Giovanni said he had no money to pay for a ticket, so his friend suggested he get a part-time job. Giovanni's friend said most of their friends had part-time jobs that fitted around school and were all saving their money to pay for a ticket to the concert.

Giovanni went to his local shop and was successful in getting a job as a newspaper delivery person. He had to deliver newspapers to the same houses each day and remember a specific route which started and ended at the shop.

When Giovanni was delivering newspapers one morning, he looked through the window of a house and saw an elderly person on the floor in distress. Giovanni tried to get into the house to help the person, but could not, so rang the emergency services who arrived soon after. The paramedics said the person was lucky that Giovanni had raised the alarm as they did not have any family so were unlikely to have been helped.

Assess Giovanni's behaviour using **two** areas of psychology that you have studied.

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TOTAL FOR SECTION F = 18 MARKS
TOTAL FOR PAPER = 98 MARKS



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