Write your name here

Surname	Other names

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Centre Number | Candidate Number

Psychology

Paper 2

Sample assessment material for first teaching September 2017
Time: 1 hour 20 minutes

Paper Reference
1PS0/02

You must have:
Calculator, a ruler

Total Marks

Instructions

- Use **black** ink or ball-point pen except for graph 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.*
- Calculators may be used.
- You must **show all your working out**, with **your answer 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.

Advice

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

Turn over

S53633A
©2017 Pearson Education Ltd.
1/1/1/1/1/1/1

S 5 3 6 3 3 A 0 1 4 6

Pearson

INSTRUCTIONS

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

	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?	XXXX
	Section C: The self - What makes you who you are?	XXXX
	Section D: Perception - How do you interpret the world around you?	XXXX
	Section E: Sleep and dreaming - Why do you need to sleep and dream?	XXXX
	Section F: Language, thought and communication - How do you communicate with others?	XXXX

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

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 Samad asks students to take part in a study. Six boys and two girls agree to take part.

He tests the recall of the students by showing them 15 words and giving them a 5-second interference task. Then the students are given a set of 15 words and a 25-second interference task.

(a) Identify the experimental research design used in Samad's study.

(1)

☐ **A** Independent measures design

☐ **B** Matched pairs design

☐ **C** Mixed design

☐ **D** Repeated measures design

(b) Give **two** reasons why the sample used in this study is not representative.

(2)

.....

.....

.....

.....

(c) The results of Samad's study are shown in **Table 1**.

Participant	Condition A Number of words recalled after 5-second interference task	Condition B Number of words recalled after 25-second interference task
A	10	5
B	11	6
C	14	4
D	9	6
E	12	8
F	13	7
G	10	6
H	10	8

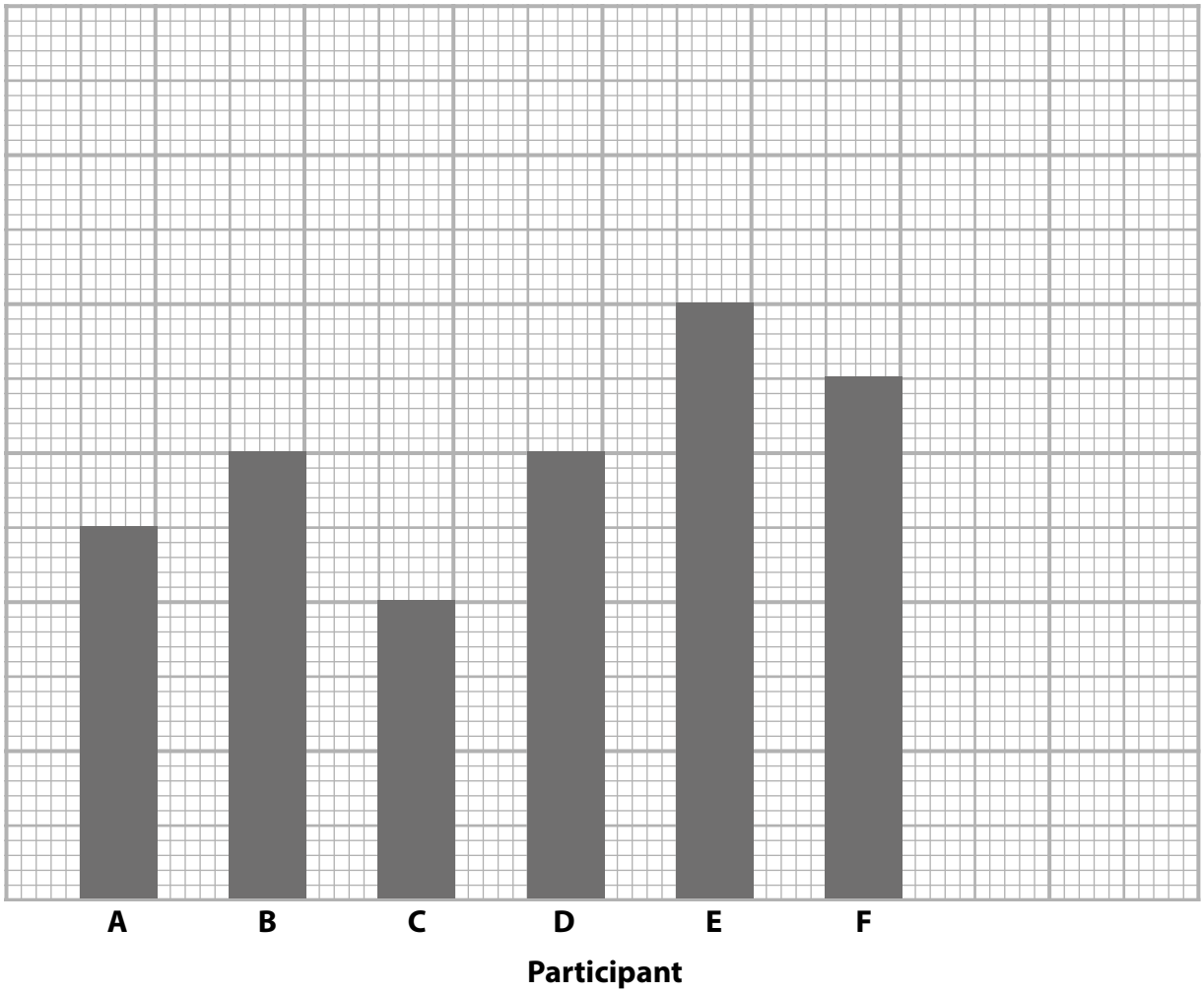
Table 1

(i) Complete the bar chart for Condition B, including the label and scale for the y-axis.

(3)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

A bar chart to show the number of words recalled from a list of 15 words by participants after a 25-second interference task



(ii) Calculate the mean score for participant recall for Condition A (after 5 seconds of interference).

You should give your answer to 2 decimal places.

(2)

Mean score .....

(iii) Calculate the median score for participant recall after 25 seconds of interference (Condition B).

(2)

Median score .....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(d) Samad calculated the ratio of words recalled in each condition for his participants and displayed this in **Table 2**.

Participant	Condition A Number of words recalled after 5-second interference task	Condition B Number of words recalled after 25-second interference task	Ratio of words recalled in each condition
A	10	5	2 : 1
B	11	6	11 : 6
C	14	4	7 : 2
D	9	6	3 : 2
E	12	8	3 : 2
F	13	7	13 : 7
G	10	6	5 : 3
H	10	8	

Table 2

Calculate the ratio of words recalled for the remaining participant.

(1)

Ratio .....

(Total for Question 1 = 11 marks)

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

BLANK PAGE

2 Milgram investigated obedience to an authority figure. In his original study he wore an official laboratory coat as a uniform.

He told the participants to give a 450-volt electric shock to a fake 'learner' each time they answered a question wrong. The 'learner' and participants were not in the same room.

The electric shocks were not actually real.

Figure 1 shows the results from four different studies conducted by Milgram, including his original study.

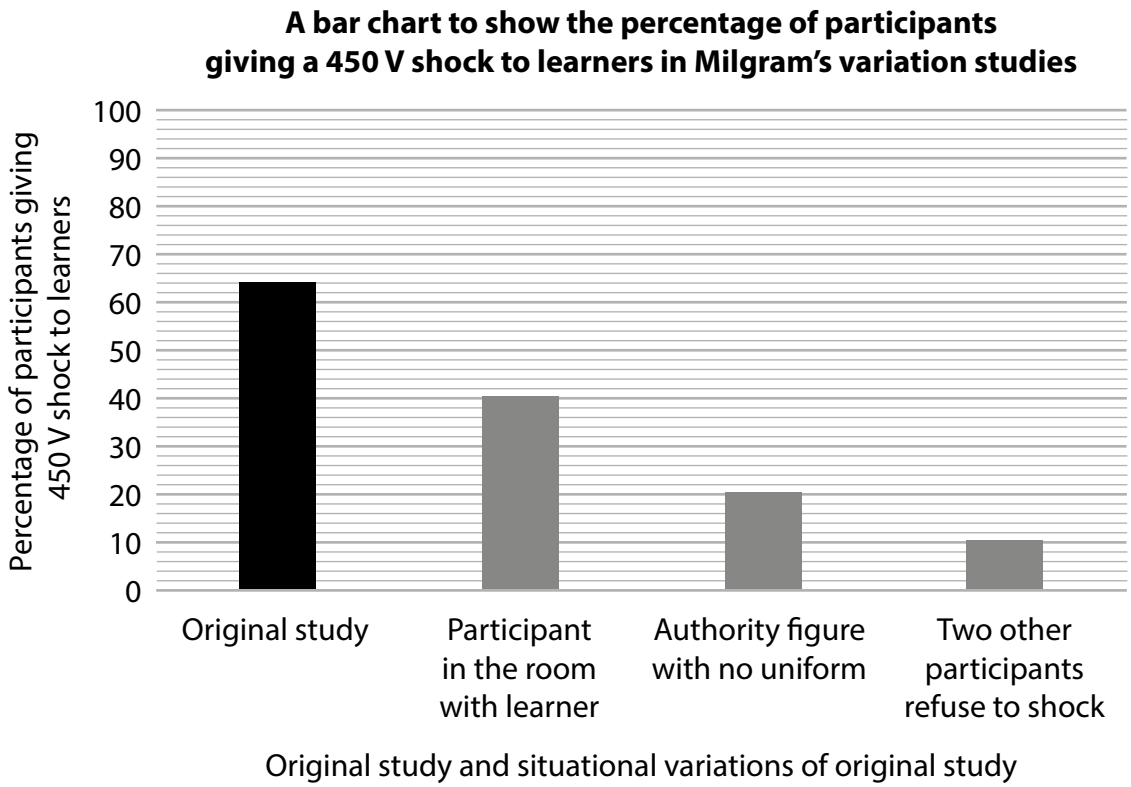


Figure 1

(a) Describe, using the data in **Figure 1**, the results for wearing and not wearing a uniform on levels of obedience.

(2)

.....

.....

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(b) It could be claimed that how close a person is to a 'learner' will impact on whether or not they would obey instructions to harm the 'learner'.

Give **one** reason why the data in **Figure 1** could support this claim.

(1)

.....

.....

(Total for Question 2 = 3 marks)

3 Dimah gathered data about the age that adults had been diagnosed with unipolar depression. The data is shown in **Table 3**.

Participant	Age when diagnosed with unipolar depression (years)
A	21
B	29
C	24
D	28
E	21
F	27
G	21
H	28

Table 3

Calculate the mode for this data.

Mode .....

(Total for Question 3 = 1 mark)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

4 Indre investigated accuracy of recall. **Figure 2** shows the data gathered in Indre's investigation.

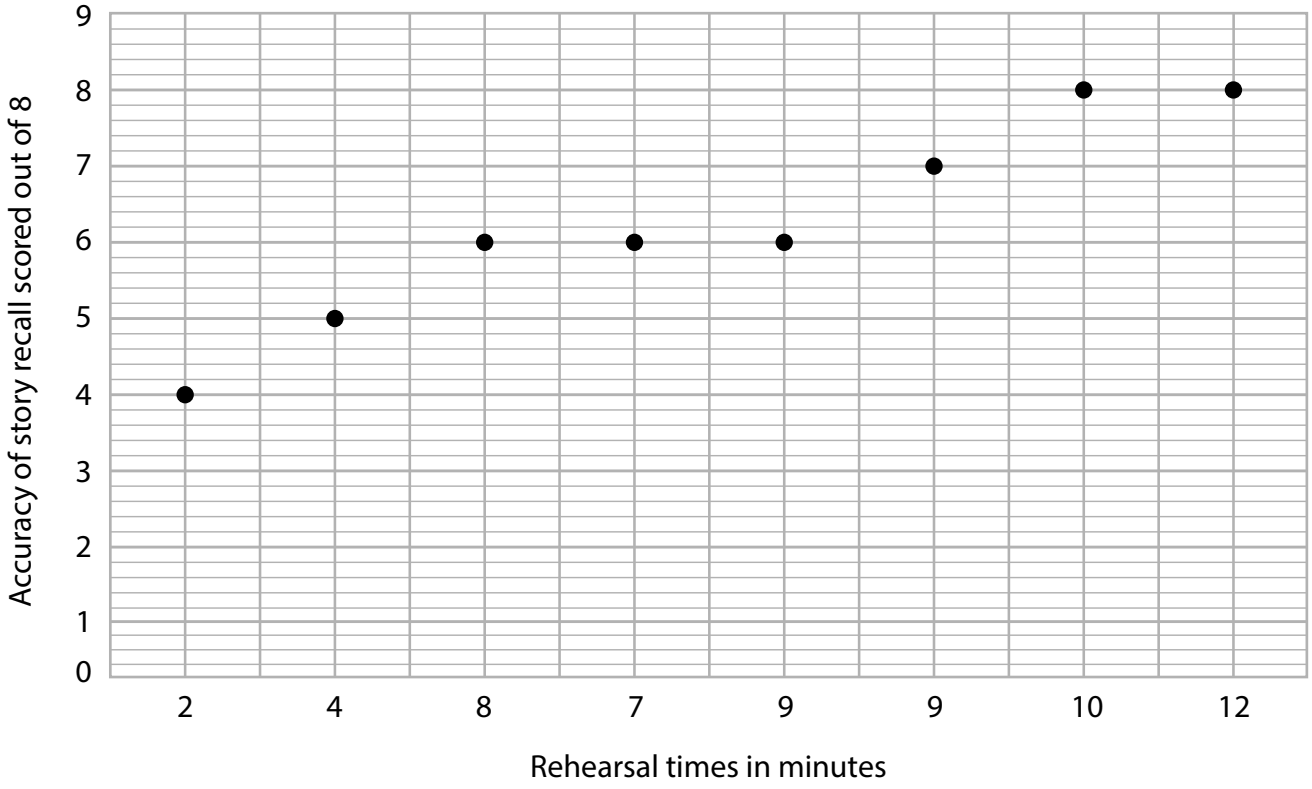


Figure 2

Explain **one** conclusion that can be reached from Indre's results.

.....

.....

.....

.....

(Total for Question 4 = 2 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

5 Define what is meant by 'quantitative data'.

.....

.....

(Total for Question 5 = 1 mark)

6 A set of data gathered by a researcher in developmental psychology has the following set of scores: 18, 27, 47, 16, 39, 18, 11, 27, 41, 24, 19.

Calculate the **range** for this data.

Range .....

(Total for Question 6 = 1 mark)

7 Misha wants to conduct a study about conformity. The study will use the population of males and females aged between 21 years old and 49 years old in his local town. He decides to use stratified sampling.

Describe how Misha would use stratified sampling.

.....

.....

.....

.....

(Total for Question 7 = 2 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

8 Ian investigates the onset of conservation of volume in children. He uses an equal number of children aged four, five, six and seven years old.

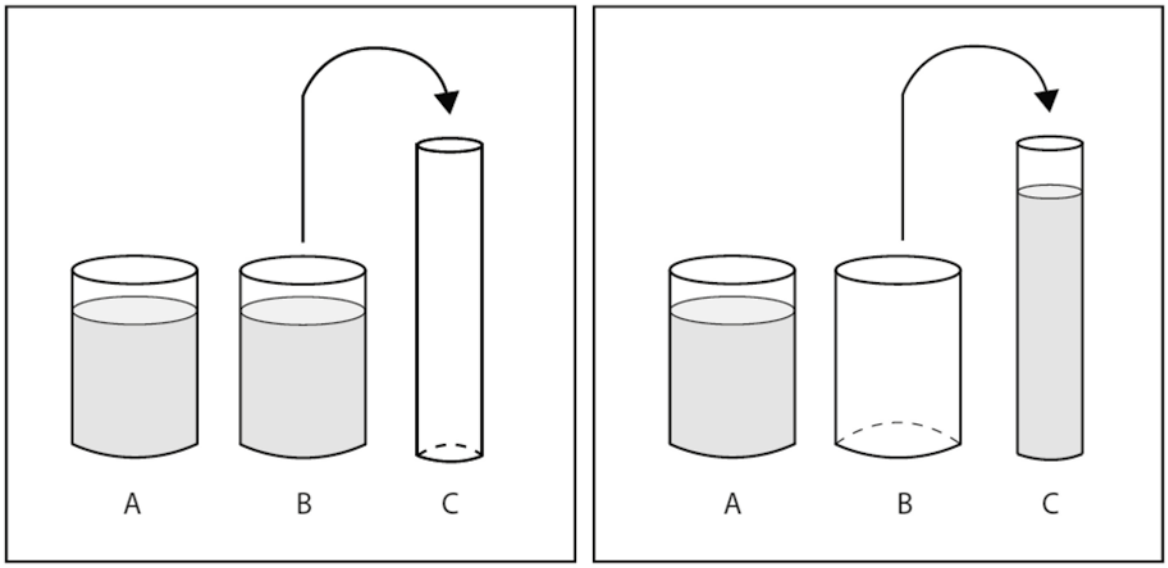


Figure 3

Ian uses three cups as shown in **Figure 3**.
Cups A and B are the same shape with the same volume of liquid.
He pours water from cup B into cup C, which is a different shape.
He asks the children whether cup A or cup C has more water in it.
Ian records the number of errors made by the children.

Ian writes a hypothesis for his study, which includes a dependent variable.

(a) Name the dependent variable for Ian's study.

(1)

.....

.....

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(b) The results for Ian's investigation are shown in **Table 4**.

Age of children (in years)	Total number of errors made by the children
4	338
5	180
6	104
7	54

Table 4

Calculate the percentage of errors made by the six-year-old children.

(2)

Percentage of errors made by the six-year-old children .....

(c) Ian could have used a single- or double-blind technique in his study.

Give **one** reason why Ian may use a double-blind technique in this study.

(1)

.....

.....

(Total for Question 8 = 4 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

***9** Asch (1951) conducted an experiment to investigate whether social pressure from a majority group could affect conformity rates of others.

Asch sampled 50 male students to participate in a 'vision test' using a line judgement task shown in **Figure 4**.

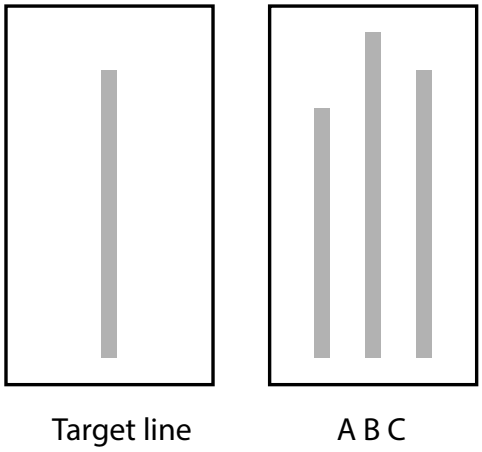


Figure 4

Seven confederates to the study had already been told to give the same response, some accurate and some inaccurate.

Asch then put a participant in a room with these seven confederates.

Each person in the room had to say which line (A, B or C) was most like the target line. The accurate answer was always obvious. The participant always gave their response last.

The number of times that each participant conformed to the majority view, when it was incorrect, was recorded by Asch.

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

Evaluate the use of laboratory experiments to test human behaviour.

(12)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(Total for Question 9 = 12 marks)

TOTAL FOR SECTION A = 37 MARKS

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

BLANK PAGE

INSTRUCTIONS

	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?	XXXX
	Section C: The self - What makes you who you are?	XXXX
	Section D: Perception - How do you interpret the world around you?	XXXX
	Section E: Sleep and dreaming - Why do you need to sleep and dream?	XXXX
	Section F: Language, thought and communication - How do you communicate with others?	XXXX

Indicate which TWO sections you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new section with a cross ☒.

Chosen sections:

☐ Section B

☐ Section C

☐ Section D

☐ Section E

☐ Section F

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

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 ☒.

10 Identify the personality type Eysenck (1964) claims is most likely to lead to criminal or anti-social behaviour.

☐ **A** High psychoticism, low neuroticism and high extraversion

☐ **B** High psychoticism, high extraversion and high introversion

☐ **C** High psychoticism, high neuroticism and high extraversion

☐ **D** High psychoticism, low extraversion and high introversion

(Total for Question 10 = 1 mark)

11 State what is meant by 'recidivism'.

.....

.....

(Total for Question 11 = 1 mark)

12 Give **two** findings from Bandura, Ross and Ross's (1961) study that are relevant to girls' behaviour.

.....

.....

.....

.....

(Total for Question 12 = 2 marks)

13 A study to investigate how television affects aggression levels was carried out.

Television was introduced to people in a town where it had not been available before.

50 children aged between four years old and ten years old were randomly selected from the total population of 234 children aged two to 18 years old.

Aggression levels of the children one week after television was introduced and then again each week for 15 weeks were recorded.

Explain **one** weakness of the researchers' study into television and aggression.

.....

.....

.....

.....

(Total for Question 13 = 2 marks)

14 Brenda has stolen some clothes and jewellery from a shop.

This is not the first time she has stolen items from shops and she says there is no reason to stop.

Explain, using operant conditioning, why Brenda continues to steal from shops.

.....

.....

.....

.....

(Total for Question 14 = 2 marks)

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

Queenstown prison has decided to use a token economy programme to encourage prisoners to behave more positively towards each other.

The guards meet and discuss how to use the tick chart shown in **Figure 5** to record desirable behaviour. They decide that when each prisoner reaches 25 ticks in a week they can exchange their ticks for 30 minutes of free time.

Name .....

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Figure 5

15 Explain **two** reasons why the token economy programme in Queenstown prison may not be successful.

Reason one:

.....

.....

.....

.....

Reason two:

.....

.....

.....

.....

(Total for Question 15 = 4 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

***16** Daniel is 14 years old and sees his 16-year-old-brother, James, in a fight with some other boys in the park.

The teenagers watching cheer and clap as James wins the fight. James is really pleased and his friends and other children tell him they think he did very well to win against the other boy. They all follow James to the shop, praising him about his fight.

The next day, Daniel gets into a fight with a group of boys outside the shop.

Assess whether the findings from Bandura, Ross and Ross (1961) can explain Daniel's anti-social behaviour.

(9)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 16 = 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 ☒.

17 Maslow (1943) suggests that in order to reach full potential, a person must have all their needs met.

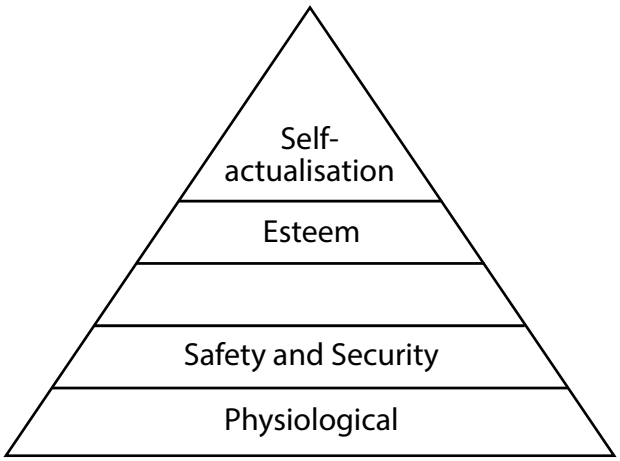


Figure 6

State the missing need that comes next after 'Safety and security' in **Figure 6**.

.....

(Total for Question 17 = 1 mark)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

18 Erikson (1959) claimed that during the life cycle a person passes through eight stages of development. One of these stages is 'identity versus role confusion'.

Identify the age group that would experience 'identity versus role confusion'.

☒ **A** Adolescent

☒ **B** Older adult

☒ **C** Toddler

☒ **D** Young adult

(Total for Question 18 = 1 mark)

19 Describe how 'temperament' influences the self.

.....

.....

.....

.....

(Total for Question 19 = 2 marks)

20 Aaron achieved a low grade on his recent English test. His parents reassure him that they know he can do better next time. They promise Aaron a cinema trip if he achieves a higher grade in his next test.

Explain the type of 'positive regard' Aaron's parents are demonstrating.

You must use theory to justify your answer.

.....

.....

.....

.....

(Total for Question 20 = 2 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

21 Anja has had a dog since she was a young girl and loves taking it on walks. She is an outgoing girl who likes to spend time with her friends. Anja is determined to study hard to pass her A Levels and go to university.

Explain **one** reason why Anja may feel this way.

You should refer to a study in your answer.

.....

.....

.....

.....

(Total for Question 21 = 2 marks)

22 Ellen has an incongruent view of herself and a low self-concept. She is shy about how she looks and worries about what other people think of her. Ellen decides to visit a therapist to help change her view to a more positive one.

Explain **two** ways the therapist may be able to help Ellen achieve congruence.

You must use theory to justify your answer.

First way:

.....

.....

.....

.....

Second way:

.....

.....

.....

.....

(Total for Question 22 = 4 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

BLANK PAGE

***23** It has been suggested that personality can be measured using traits. Individual characteristics such as sensitivity or liveliness are claimed to be a source of all human personality.

Gemma and Ryan decide to take a personality test.

Gemma is very pleased with her results and agrees with many of the traits. However, Ryan is upset by his test results, saying that the traits are not like him and the test must be wrong.

Assess whether traits are a valid measure of personality.

(9)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 23 = 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 ☒.

24 Identify the term that describes vision through one eye.

☐ **A** Binocular vision

☐ **B** Central vision

☐ **C** Monocular vision

☐ **D** Peripheral vision

(Total for Question 24 = 1 mark)

25 **Figure 7** shows an example of a visual depth cue.

(Source: Richard Gregory http://www.richardgregory.org)

Figure 7

Give **one** reason why the people in **Figure 7** appear to be different sizes.

.....

.....

(Total for Question 25 = 1 mark)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

26 Explain the purpose of the content in the field quadrant containing items such as a bicycle in Haber and Levin's (2001) study.

.....

.....

.....

.....

(Total for Question 26 = 2 marks)

27 Andrew uses an ambiguous figure to test perception. He conducts his test in a school which is close to a local pond. He asks 27 students what animal they see in **Figure 8**.

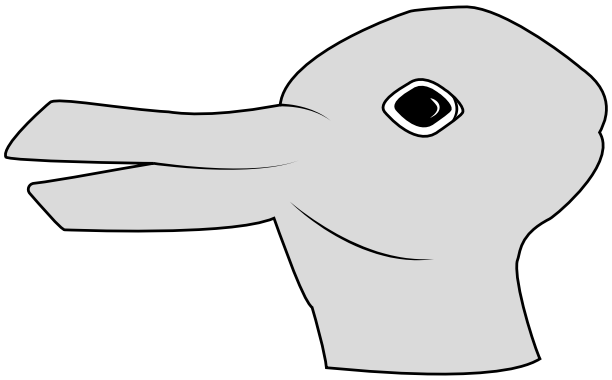


Figure 8

In Andrew's test, 3 students see a rabbit and 24 students see a duck.

Explain why there is a difference in the perception of the students.

You must use theory to justify your answer.

.....

.....

.....

.....

(Total for Question 27 = 2 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

28 Mary investigates perception using a visual constancies image test. She has eight participants, all 19 years old, and uses a repeated measures design.

Each image is of the same object, a ball, but changes are made to the colour and context of the ball in each of the ten images.

Explain why Mary used a repeated measures design in this study.

.....

.....

.....

.....

(Total for Question 28 = 2 marks)

29 Roy investigates the role of emotion and motivation on perception of ambiguous images.

He uses ten participants in his study. He does not give them food for four hours and then shows them ambiguous images.

Roy records how many participants interpret the ambiguous images as food and non-food items.

Explain **two** ways how 'emotion and motivation' may influence perception in this study.

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

First way:

.....

.....

.....

.....

Second way:

.....

.....

.....

.....

(Total for Question 29 = 4 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

BLANK PAGE

***30** Caroline and Justin are travelling by train.

Caroline notices the speed of the train appears to be different as it passes by trees and houses. She judges slower-moving trees and houses to be in the distance and faster-moving trees and houses to be closer.

However, Justin says he knows the trees and houses are in the distance as he knows the relative size of trees and houses.

Assess, using Gregory (1970) and Gibson (1996), which explanation of perception is the strongest.

(9)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 30 = 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 ☒.

31 Freud (1909) conducted a case study of a phobia suffered by a five-year-old boy referred to as 'Little Hans'.

Identify the animal that 'Little Hans' had a fear of.

☐ **A** Dog

☐ **B** Horse

☐ **C** Rat

☐ **D** Spider

(Total for Question 31 = 1 mark)

32 Some people may struggle to get to sleep most nights, often waking up throughout the night, and find it hard to get back to sleep again.

State the name of this sleep disorder.

.....

(Total for Question 32 = 1 mark)

33 Describe **one** symptom of narcolepsy that has a physical effect on people.

.....

.....

.....

.....

(Total for Question 33 = 2 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

34 Victoria asks her doctor for advice about her sleep pattern because she is not tired at bedtime. Victoria tells her doctor that she does not like the dark and sleeps with the light on in her room. Her doctor suggests the light may be the problem.

Explain why the doctor believes that the light could be causing the sleeping problem.

You must use a study to justify your answer.

.....

.....

.....

.....

(Total for Question 34 = 2 marks)

35 Sarah tells her friend, that she dreamt about being a butterfly. In the dream she felt like she was flying, she could see the ground below her and could hear the wind as she flew.

Sarah thinks the dream means she should make plans to go on holiday. Her friend says that dreams do not have meaning, they are just brain processes.

Explain **one** reason that supports her friend's claim.

You should refer to a theory in your answer.

.....

.....

.....

.....

(Total for Question 35 = 2 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

36 Karl wants to investigate the effect of sleep deprivation on mood and emotion.

He plans a study that would include ten volunteers who complete mood and emotion questionnaires on day one of the study.

Karl then plans to keep the participants awake for four days, and ask them to complete the questionnaires again each day.

His psychology lecturer says he cannot complete his investigation in this way.

Explain **two** weaknesses of Karl's study.

Weakness one:

.....

.....

.....

.....

Weakness two:

.....

.....

.....

.....

(Total for Question 36 = 4 marks)

DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

BLANK PAGE

***37** Iona is a dream analyst working with a patient who is unable to stop having nightmares about a bear.

The patient had an argument with his father several years ago which they have not resolved.

The patient's dream starts with him sitting in a room where there is an open door. He walks to the door and sees a large bear sitting silently and still in a garden. Seeing the bear terrifies him and he wakes up from his dream.

Assess how well Freud's theory of dreaming can explain dream content.

(9)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 37 = 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 ☒.

38 'Dean smiles when Jennifer starts walking towards him'.

Identify the type of non-verbal communication Dean shows in this example.

☐ **A** Body language

☐ **B** Eye contact

☐ **C** Facial expression

☐ **D** Personal space

(Total for Question 38 = 1 mark)

39 State the term used to refer to when children gain the ability to use words to stand for real-life objects.

.....

(Total for Question 39 = 1 mark)

40 Describe **one** feature of 'intimate' personal space.

.....

.....

.....

.....

(Total for Question 40 = 2 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

41 Aitchison (1983) suggests that there are four criteria that makes human and animal communication different.

Lisa is talking to her friends about winning the lottery. She says she will buy a house, a nice car, and will go on a holiday around the world.

Describe which criteria Aitchison (1983) would suggest that Lisa is using.

.....

.....

.....

.....

(Total for Question 41 = 2 marks)

42 A telephone company uses the phrase 'happiness is keeping in touch' to advertise their telephone products to the public.

Explain why the advert is worded in this way.

You must use theory to justify your answer.

.....

.....

.....

.....

(Total for Question 42 = 2 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

43 Caitlin is sitting in a chair talking with Preston. Her arms are crossed over her chest and she has crossed her legs.

Explain **two** interpretations of Caitlin's body language that indicate how she feels during this conversation.

Interpretation one:

.....

.....

.....

.....

Interpretation two:

.....

.....

.....

.....

(Total for Question 43 = 4 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

***44** Natsuko and Becca were sending text messages to each other that included the use of emoticons to express how they were feeling. During this text message chat there was confusion between Natsuko and Becca about the meaning of each other's comments.

An extract from their text message chat is shown in **Figure 9**.

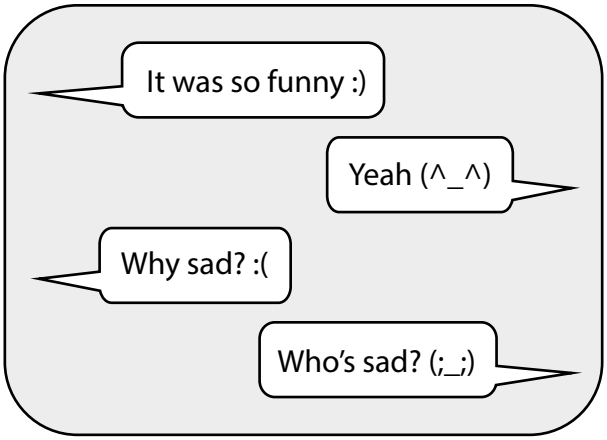


Figure 9

Assess how well the findings from Yuki et al. (2007) can explain why facial expression recognition may be different for Natsuko and Becca.

(9)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(Total for Question 44 = 9 marks)

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

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA