

Mark Scheme (Results) Summer 2010

GCSE

GCSE Psychology (5PS01/01)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed.

The strands are as follows:

- (i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- (ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
- (iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

OWTTE = Or Words To That Effect

Unit 1: Perception and Dreaming

Topic A: How do we see our world?

Question Number	Answer	Mark
1	B	AO1 = 1 (1)

Question Number	Answer	Mark
2	A	AO2 = 1 (1)

Question Number	Answer	Mark
3	C	AO1 = 1 (1)

Question Number	Answer	Mark
4	A	AO2 = 1 (1)

Question Number	Answer	Mark
5	D	AO1 = 1 (1)

Question Number	Answer	Mark
6	C	AO1 = 1 (1)

Question Number	Answer	Mark
7	B	AO1 = 1 (1)

Question Number	Answer	Mark
8	C	AO3 = 1 (1)

Question Number	Answer	Mark
9	D	AO3 = 1 (1)

Question Number	Answer	Mark
10	A	AO3 = 1 (1)

Question Number	Answer	Mark
11(a)	As deliberate/theft (because Barry does expect the girl to steal) OWTTE	AO2 = 1 (1)

Question Number	Answer	Mark
11(b)	<p>Only accept the first answer given. Check response against 11a - justification for Barry and Geoff must be different for 11b mark.</p> <p>As a false alarm or accident or testing or electrical fault (because Geoff doesn't expect the girl to steal)</p> <p>Any other reasonable explanation for why the alarm has gone off other than theft of a CD by the teenage girl</p>	AO 2= 1 (1)

Question Number	Answer	Mark
11(c)	<p>Do not accept perspective/ interpretation/ views/discrimination</p> <ul style="list-style-type: none"> • schema • perceptual set • prejudice • stereotype • attribution • reconstructive memory • stress • personality 	AO1 = 1 (1)

Question Number	Answer	Mark
11(d)(i)	<p>The examples of marking points below are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader.</p> <p>1 id mark If id and description don't match, benefit candidate - can earn up to 4 for description.</p> <p><i>Aim/Procedure</i> - max 3 (this could include research method / named experimental design / IV / DV / a control / an ethical point)</p> <p><i>Results/Conclusion</i> - max 3</p> <p>Possible studies: Bartlett, Carmichael, Palmer Tuckey & Brewer, Brewer & Treyns (office study), Allport & Postman but these are not the only ones.</p> <p>eg Bartlett / war of the ghosts;</p> <ul style="list-style-type: none"> • <i>aim</i> was to see if schemas affected reproduction of an unfamiliar story; • a story about seal hunting, battle and a village; (max 1 for story description) • <i>procedure</i> participants read 'war of the ghosts' (twice); • (in repeated reproduction) they then wrote the story down after time intervals; (if term is correct, 2 marks) • after fifteen minutes then gaps of up to 10 years; • (in serial reproduction) they then told the story to another person, who told it to another one etc; (if term is correct, 2 marks) • the final versions of the stories were compared to the original; • looking for changes in form, detail, simplification, addition (any three for 'list' mark or any one in detail); • <i>results</i> the stories were recalled inaccurately eg they were shorter; • the sequence of events changed; • names were forgotten; • numbers were muddled; • participants' own hobbies affected what they recalled; • meanings were changed; • things were added; • <i>conclusion</i> schemas cause unfamiliar material to change; <p>eg Carmichael (1932);</p> <ul style="list-style-type: none"> • <i>aim</i> was to find out whether the meaning of words shown with pictures would change the way the pictures were remembered; • <i>procedure</i> it was a lab experiment; • with an independent groups design; • participants saw (12) pictures and heard a word with each one; • there were two different list of words (verbal labels); • some participants (the control group) didn't hear any labels; • the participants had to draw all the pictures; • the experimenters looked to see how different the drawings were 	AO1 = 4

	<p>from the originals;</p> <ul style="list-style-type: none"> • <i>results</i> the drawings by the people who heard word list 1 were different from those who heard word list 2; • the drawings of the people who heard words were more like those words than drawings by the control group; • <i>conclusion</i> the verbal label changes the memory of the picture; • because it affects the way we reconstruct the image; <p>eg Palmer / kitchen scene study;</p> <ul style="list-style-type: none"> • <i>aim</i> to test how context affects perception; • <i>procedure</i> lab experiment; • repeated measures; • IV things in the right or the wrong scene; • a control condition had no scene; • DV number of things remembered from the scene; • <i>results</i> people remembered more objects if they matched the scene; • if they didn't match the scene they were worse than no scene; • <i>conclusion</i> expectation affects perception; • so things that fit the perceptual set are remembered more accurately; <p>eg Tuckey & Brewer (2003)</p> <ul style="list-style-type: none"> • <i>aim</i> was to see if schemas for bank robbers affected recall by eyewitnesses; • <i>procedure</i> was a lab experiment; • using a repeated measures design; • presenting facts relating to a video of a bank robbery that fitted, were irrelevant to or were the opposite of a schema [IV]; • eg that all bank robbers are male and escape in a car (max 1 for example); • then tested recall of film (and again 12 weeks later) [DV]; • <i>Results</i> were that matching and opposite things were well remembered; • but irrelevant things were forgotten; • <i>Conclusion</i> was that schemas can help eyewitnesses because they improve recall for matching and unusual things; 	(4)
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Question Number	Answer	Mark
11(d)(ii)	<p>The examples of marking points below are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader.</p> <p>If (d)(i) is blank or incorrect and (d)(ii) gives a strength of an identifiable memory study full marks can be given. If (d)(ii) gives a strength of an identifiable memory study that is different from (d)(i) max 1 mark.</p> <p>Allow two marks for description of a strength or one mark for a description of a strength plus one mark for appropriate use of a term</p> <p>eg Bartlett</p>	AO2 = 2

	<ul style="list-style-type: none"> • Bartlett used pictures too, so showed that it wasn't just a fluke with the story; (1 mark) • Bartlett used stories to test reconstructive memory which is a more realistic; and valid test of remembering; (2 marks) • You can repeat this study again so it is reliable; <p>eg Carmichael et al</p> <ul style="list-style-type: none"> • There were 12 drawings so each person was tested lots of times; which is good for reliability; (2 marks) • The control group showed that the drawings didn't just look like that anyway; (1 mark) • You can repeat this study again so it is reliable; <p>eg Palmer (1975)</p> <ul style="list-style-type: none"> • The scenes were everyday things like kitchens so this is good ecological validity; (2 marks) • You can repeat this study again so it is reliable; <p>eg Tuckey & Brewer (2003)</p> <ul style="list-style-type: none"> • They tested recall after 12 weeks to see whether the same pattern was found this is good as it's more like what real eyewitnesses have to do; (2 marks) • so it had good validity; • They compared the same people remembering each sort of fact so the differences couldn't be because some people had better memories than others; (2 marks) • You can repeat this study again so it is reliable; 	(2)
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Question Number	Answer	Mark
12(a)	<p>The examples of marking points below are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader.</p> <p>'to make it fair/accurate' <i>alone</i> is not enough for a mark but sufficient as elaboration</p> <ul style="list-style-type: none"> • to make it accurate; so all p's had the same time to forget; [2 marks] • to make it fair; forget because any difference would mean that some had longer to forget so they would remember less; [2 marks] • to standardise the procedure; so everyone had the same chance to remember it; [2 marks] • as a control; so the time gap doesn't affect recall; [2 marks] • so the time doesn't make a difference; • because they might remember less if the gap was longer; • to standardise the procedure(correct terminology); • reliable (correct terminology); 	AO3 = 2 (2)

	<ul style="list-style-type: none">• reduce bias (correct terminology);	
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Question Number	Answer	Mark
12(b)	<p>The examples of marking points below are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader. Look for any other reasonable marking points.</p> <p>Must be about the stories. Reject time taken to read stories. Do not accept 'Doing the same things' unless offer specific example to show how aliens are <i>different</i> (eg both 'eating' but aliens sucking green worms in through their ears or both going to a city but friends by bus, aliens travel by slinky).</p> <p>Can award two marks for two separate points made on the same line.</p> <p><i>1 mark per control.</i></p> <p>Possible controls:</p> <ul style="list-style-type: none"> • Length of story; • Complexity of story - or an example eg the number/names of people in the story; • variety of words / similar level of vocabulary; 	<p>AO3 = 2</p> <p>(2)</p>

Question Number	Answer	Mark
12(c)(i)	<p>The examples of marking points below are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader.</p> <p>One mark per point/elaboration. More than one point can be made.</p> <ul style="list-style-type: none"> • they might have muddled them up/have recalled the second story differently because of the first; • this would have made the recall of the second story worse; • things in the first story might have helped them to remember the second story; • this would have made the recall of the second story better; • they would be likely to guess what they had to do the second time; • so may have listened harder making their score better; 	<p>AO3 = 2</p> <p>(2)</p>

Question Number	Answer	Mark
12(c)(ii)	<p>The examples of marking points below are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader.</p> <p>1 mark for identifying strategy, max 2 for describing it - if 2 marks for description, must attempt to solve problem in (c)(i). Could use two strategies to solve same problem for 2 marks.</p> <ul style="list-style-type: none"> • independent groups design/matched pairs design; • this would have meant that different people learned each story (so they couldn't get muddled); • counterbalancing; • changed the order of the two stories for half of the participants; • so some would be muddled on the first story and others on the second; • randomisation; • time gap between two tests; 	<p>A03 = 2</p> <p>(2)</p>

Question Number	Answer	Mark
12(d)	<p>hypothesis / alternative hypothesis / experimental hypothesis; (do not accept null hypothesis)</p>	<p>A03 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
12(e)	<p>1 way elaborated without naming guideline or 2 ways briefly or one way with guideline. Max 1 for ethical guidelines unexplained but must be in context/accurately used (not just stated). Check for repetition of stem.</p> <ul style="list-style-type: none"> • recording them (and playing the recording to the next participant); • writing them down (and the experimenter reading them out loud/the participant reading them); • by debriefing them; • by giving them the right to withdraw; • by letting them give informed consent; • by assuring confidentiality; • by assuring them no-one other than Shilpa would listen; which gives them privacy; [2 marks] • Shilpa may have avoided this ethical issue if she had the Ps write the story down; rather than retelling it verbally; [2 marks] • She could have given Ps a choice; of 'say' / 'write'; [2 marks] • She might have let them give informed consent; by telling them all about what they would do in the study; [2 marks] • reassuring them afterwards; 	<p>A03 = 2</p> <p>(2)</p>

Topic B: Is dreaming meaningful?

Question Number	Answer	Mark
13	A	A02 = 1 (1)

Question Number	Answer	Mark
14	A	A02 = 1 (1)

Question Number	Answer	Mark
15	C	A02 = 1 (1)

Question Number	Answer	Mark
16	C	A01 = 1 (1)

Question Number	Answer	Mark
17	B	A02 = 1 (1)

Question Number	Answer	Mark
18	C	A02 = 1 (1)

Question Number	Answer	Mark
19	E	A02 = 1 (1)

Question Number	Answer	Mark
20	B	A01 = 1 (1)

Question Number	Answer	Mark
21	E	AO1 = 1 (1)

Question Number	Answer	Mark
22	C	AO1 = 1 (1)

Question Number	Answer	Mark
23	B	AO2 = 1 (1)

Question Number	Answer	Mark
24	A	AO2 = 1 (1)

Question Number	Answer	Mark
25	C	AO1 = 1 (1)

Question Number	Answer	Mark
26	A	AO1 = 1 (1)

Question Number	Answer	Mark
27	D	AO1 = 1 (1)

Question Number	Answer	Mark
28	D	AO3 = 1 (1)

Question Number	Answer	Mark
29	B	A03 = 1 (1)

Question Number	Answer	Mark
30(a)	A qualitative;	A03 = 1 (1)

Question Number	Answer	Mark
30(b)	B quantitative;	A03 = 1 (1)

Question Number	Answer	Mark
30(c)	<p>One mark per point/elaboration. For two marks can be one point elaborated or two separate points. Specialist term is worth a mark as elaboration/used in context and accurate, fair/accurate alone is not enough.</p> <ul style="list-style-type: none"> • If they both produced the same interpretation this would be good; because it would show that the results were reliable (accept valid - because it is also true); (2 marks) • Increases objectivity; • Allow them to test out the categories that had been devised; (1 mark) • The idea of collaboration that goes beyond merely helping/detail being better with two; 	A03 = 2 (2)

Question Number	Answer	Mark
30d	<p>Accept term, definition, methodological or theoretical arguments. Do not accept the 'everyone is different' argument (though everyone <i>might</i> be different so they needed to test more people would be acceptable).</p> <ul style="list-style-type: none"> • Because the case only looked at one person and other people might be different; • lacks generalisability; • it's only based on one person; • lacks reliability; • because it's open to interpretation; • it's only correlational; • can't judge cause and effect; • because they might be due to random events (Hobson & McCarley argument); • because it might come from the unconscious (Freud argument); 	<p>AO3 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
31(a)	<p>The examples of marking points below are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader.</p> <p>one mark per point, one mark for elaboration, max 1 mark for an example. (do not credit points about Freud's theory)</p> <ul style="list-style-type: none"> • Hobson & McCarley proposed activation synthesis theory; • This says we dream because memories are randomly activated; • Therefore dreams are meaningless; • These form the content of the dream; • The memories are made into a story; • which is the 'synthesis' part; • This doesn't include sights and sounds around us; • because the senses are blocked (sensory blockade); • Although we dream about doing things, we don't act these out; • because signals to the body are blocked (movement inhibition); • this happens in REM sleep; 	<p>AO1 = 4</p> <p>(4)</p>

Question Number	Answer	Mark
31(b)	<p>The examples of marking points below are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader.</p> <p>4 marks for strengths and/or weaknesses one mark per point, one mark for elaboration Max 2 marks per study used as evidence or evaluated (do not credit evaluation of Freud's theory)</p> <ul style="list-style-type: none"> • The strangeness of dreams is understandable if the content is random; • Random activity in cats' brains only found during REM/dream sleep; • and this brain activity matches the timing of REMs; • Psychotherapy, which uses dream analysis, does help people, so maybe dreams do have meaning; • Unable to explain recurring dreams if firing is random; • Freud is able to explain these as wish fulfilment; • Theory can't explain why we dream mostly/in detail about recent events; • as if it was random the content of our dreams would be too; • Lucid dreaming can't be explained; • Explains why we don't move because it would be dangerous; • Scientific because not Freud/lab based/ experiments / biological (any two for 1 mark); 	<p>AO2 = 4</p> <p style="text-align: right;">(4)</p>

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