

Mark Scheme

Summer 2012 (Results)

GCSE Psychology (5PS01) Paper 01
Perception & Dreaming

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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.

/	means that the responses are alternatives and either answer should receive full credit.
()	means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
[]	words inside square brackets are instructions or guidance for examiners.
Phrases/words in bold	indicate that the <u>meaning</u> of the phrase or the actual word is essential to the answer.
TE	(Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.
OWTTE	means Or Words To That Effect
ORA	means Or Reverse Argument

Unit 1: Perception and Dreaming

Topic A: How do we see our world?

Question Number	In some illusions you perceive an object or effect which does not really exist. Which type of illusion are these? Answer	Mark
1	B Fiction	AO1 = 1 (1)
Question Number	Some illusions happen when we misinterpret an aspect of the stimulus which affects our perception of shape or size e.g. the Müller-Lyer illusion. Which type of illusion are these? Answer	Mark
2	D Distortion	AO1 = 1 (1)
Question Number	Some illusions happen because there are two competing interpretations of the stimulus e.g. Leeper's Lady. Which type of illusion are these? Answer	Mark
3	A Ambiguous figure	AO1 = 1 (1)
Question Number	Angali says to her participants that her experiment is about the effect of colour on memory. This breaks the ethical guideline of: Answer	Mark
4	B Informed consent	AO3 = 1 (1)
Question Number	When Angali tells each participant that they can leave at any time, this relates to the ethical guideline of: Answer	Mark
5	A Right to withdraw	AO3 = 1 (1)

Question Number	In a study the independent variable is the thing which the researcher: Answer	Mark
6	C changes to find out what it does	AO3 = 1 (1)

Question Number	The experimental (participant) design in a study is: Answer	Mark
7	D the way that participants are allocated to conditions	AO3 = 1 (1)

Question Number	Bartlett (1932) used a story called 'The War of the Ghosts'. What did he find out about repeated stories? Answer	Mark
8	D That details are forgotten	AO1 = 1 (1)

Question Number	What is meant by the term 'schema'? Answer	Mark
9 (a)	OWTTE an expectation/ framework that makes us perceive/ interpret/ see/ remember a scene in a certain way; Definitions may refer to stereotypes or perceptual set but these terms alone are not sufficient as a correct answer.	AO1 = 1 (1)

Question Number	Describe why Shreya's schema for her aunt might cause her to rush up and hug a different elderly lady. Answer	Mark
9(b)	<p>1 mark per valid point/elaboration. OWTTE</p> <p>0 marks No rewardable material.</p> <p>1 mark The idea that someone similar might activate the same schema as her aunt</p> <p>2 marks A elaborated explanation of why someone else might activate the schema, eg giving an example of the similarity or linking the explanation effectively to the concept of schemas</p> <p>her aunt may have grey hair so another woman with grey hair might be perceived as her aunt as she fits the schema; (2 marks) another old lady might look like her schema for her aunt; (1 mark)</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 2</p> <p>(2)</p>

Question Number	Which structure is not found in the retina? Answer	Mark
10	C Optic chiasma	<p>AO1 = 1</p> <p>(1)</p>

Question Number	Complete the table below by writing YES beside each of the following ideas that would illustrate depth correctly in the scene and NO beside each of the following ideas that would not illustrate depth correctly. Answer	Mark								
11 i, ii, iii, iv	<table border="1"> <tr> <td>A sandy beach where the sand grains in the background are clear but the ones in the foreground are not.</td> <td>NO</td> </tr> <tr> <td>Two separate lines of footprints in the sand which get closer together towards the back of the picture.</td> <td>YES</td> </tr> <tr> <td>The drummer sitting behind his drum kit with his legs hidden by a big drum in front of him.</td> <td>YES</td> </tr> <tr> <td>A deckchair at the front of the scene is drawn smaller than the one at the back.</td> <td>NO</td> </tr> </table> <p>One mark per correct item (i, ii, iii, iv).</p> <p>If more than one answer in a box, no credit for that box.</p> <p>Accept 'Y' for 'yes' and 'N' for 'no', but no other indication of answer (so cannot earn marks for ticks and crosses).</p>	A sandy beach where the sand grains in the background are clear but the ones in the foreground are not.	NO	Two separate lines of footprints in the sand which get closer together towards the back of the picture.	YES	The drummer sitting behind his drum kit with his legs hidden by a big drum in front of him.	YES	A deckchair at the front of the scene is drawn smaller than the one at the back.	NO	<p>AO2 = 4</p> <p>(1)</p> <p>(1)</p> <p>(1)</p> <p>(1)</p>
A sandy beach where the sand grains in the background are clear but the ones in the foreground are not.	NO									
Two separate lines of footprints in the sand which get closer together towards the back of the picture.	YES									
The drummer sitting behind his drum kit with his legs hidden by a big drum in front of him.	YES									
A deckchair at the front of the scene is drawn smaller than the one at the back.	NO									

Question Number	Which sentence best describes an independent groups design? Answer	Mark
12(a)	C Using different people in each condition	AO3 = 1 (1)

Question Number	In Imogen's study what is the independent variable (IV)? Answer	Mark
12(b)(i)	OWTTE Answer must be contextualised to Imogen's study. whether they see the proximity picture or the similarity picture; which picture they see; (picture) S and (picture) P; Do not accept 'The pictures seen' (too general)	AO3 = 1 (1)

Question Number	In Imogen's study what is the dependent variable (DV)? Answer	Mark
12(b)(ii)	OWTTE whether they say they see a group (or not); how many participants see a group (in pictures P and S);	AO3 = 1 (1)

Question Number	Explain one problem with the pictures for groups S and P . Answer	Mark
12(c)	<p>1 mark per valid point/elaboration. OWTTE.</p> <p>No marks for problems other than with the picture.</p> <p>different number of people (in each group/pattern); P 7; S 6; (hatless people) so might be more likely to see groups in pattern P; (ORA)</p> <p>eg pattern P and pattern S contained different numbers of people; (1 mark) pattern P contained 7 people in the middle and pattern S had 6; (2 marks) as there were fewer people in pattern S it might be harder to see them as a group; (2 marks) the hats and 'not hats' are not sufficiently different / proximity is easier to see than similarity; they are not real people so some cues in the real environment are missing;</p> <p>Look for other problems with the picture.</p> <p>NB reference to IV (people grouped) is incorrect</p> <p>Note that some candidates are calling the 'hats'/'no hats' female/male (or vice versa), which is fine. 'Not a fair test' is not sufficient. Only one mark for making a point and restating the opposite, eg 'Picture P had more men, so they had different numbers'</p>	<p>A03 = 2</p> <p>(2)</p>

Question Number	How is the mode worked out? Answer	Mark
12(d)	<p>C By finding the most common score</p>	<p>A03 = 1</p> <p>(1)</p>

Question Number	Describe Carmichael, Hogan and Walter's study. You can include the aim, procedure, results and conclusions in your answer. Answer	Mark
13(a)	<p>1 mark per valid point/elaboration. OWTTE</p> <p><i>Aim/ and/or Procedure</i> – max 4 (this could include research method / named experimental design / IV / DV / a control / an ethical point)</p> <p><i>Results/ and/or Conclusion</i> – max 4</p> <p>eg</p> <p><i>aim</i></p> <ul style="list-style-type: none"> • was to find out whether the meaning of words heard with pictures would change the way the pictures were remembered/drawn; <p><i>procedure</i></p> <ul style="list-style-type: none"> • 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 from the originals; <p><i>results</i></p> <p>One mark per numerical result if accurate.</p> <ul style="list-style-type: none"> • 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; • 74% word list 1 like picture • 73% word list 2 like picture • 45% control like (either) picture <p><i>conclusion</i></p> <ul style="list-style-type: none"> • the verbal label changed the memory of the picture; • because it affects the way we reconstruct the image; <p>The examples of marking points above are indicative not exhaustive. Accept equivalent answers or any other reasonable marking point. If in doubt consult your team leader.</p> <p>Do not accept answers which are muddled – they are incorrect. Marking points need to be evidently accurate with regard to the study.</p>	<p>AO1 = 5</p> <p style="text-align: right;">(5)</p>

Question Number	Evaluate Carmichael, Hogan and Walter's study. You can include both strengths and weaknesses in your answer. Answer	Mark
13(b)	<p>1 mark per valid point/elaboration. OWTTE</p> <p>If (a) is blank or incorrect and (b)(ii) gives strengths and/or weaknesses of Carmichael et al, marks can be given as below.</p> <p>Allow two marks for description of a strength or weakness. Allow one mark for a description of a strength plus one mark for appropriate use of a term relating to that strength or weakness. (Any term only once).</p> <p>NB Conclusions are not evaluation.</p> <p>Full marks can be gained for either strengths or weaknesses or both.</p> <p>eg: <i>strengths</i></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) • This study had good controls so you can repeat it / eg timed accurately; (1 mark) • Making it more reliable (<i>use term only once</i>); (second mark) • There were two word lists and both sets of results showed the same effect; so the results were reliable (<i>use term only once</i>); (2 marks) • Other studies show that words affect recall, like Lupyan/Loftus; (1 mark) <p><i>weaknesses</i></p> <ul style="list-style-type: none"> • The pictures weren't clearly one thing or another, but things are clear in real life; so the study wasn't valid; (2 marks) • Other studies show that words don't always affect memory so Carmichael et al's results might not apply to real life; eg Prentice showed they didn't affect recognition/Loftus showed they didn't affect recall of obvious things; (2 marks) • In real life there is more information so images aren't ambiguous; <p>(NB: students do not need to know validity but may have been taught it. If used correctly, accept it)</p> <p>Look for other reasonable marking points.</p>	<p>AO2 = 4</p> <p>(4)</p>

Topic B: Is dreaming meaningful?

Question Number	Which sentence describes the latent content of Girvon's dream? Answer	Mark
14	B Wanting to stop his brother walking behind him and laughing	AO2 = 1 (1)

Question Number	Which sentence describes the manifest content of Girvon's dream? Answer	Mark
15	D The dream story about the bear and the bag	AO2 = 1 (1)

Question Number	Which sentence describes Girvon's unconscious wish? Answer	Mark
16	B Wanting to stop this brother walking behind him and laughing	AO2 = 1 (1)

Question Number	Freud's dream theory said that the confusion in dreams was caused by several different processes. Use each of the following terms once to complete the sentences below: Answer	Mark
17 i, ii, iii, iv	<p>Freud's overall idea about dreaming was that dreams had meaning. Through the process of dreamwork, the real meaning of the dream was hidden. One way that dreamwork happens is through displacement, where one object or person symbolises another. Sometimes, two or more objects or people are represented by the same symbol, this is called condensation. Extra ideas are then added through secondary elaboration, which makes the dream into a story.</p> <p>One mark per correct item (i, ii, iii, iv). Accept misspellings of words if they are recognisable.</p>	AO1 = 4 (1) (1) (1) (1)

Question Number	Along a neuron the message is carried by: Answer	Mark
18	A An axon	AO1 = 1 (1)

Question Number	Between neurons the message is carried by: Answer	Mark
19	B A neurotransmitter	AO1 = 1 (1)

Question Number	Kate asks many participants the same questions as she hopes that this will give her consistent results. In this way she is making her study more: Answer	Mark
20	E Reliable	AO = 3 (1)

Question Number	Kate asks her participants questions like 'Describe a dream you had last night'. What sort of data will she collect with this question? Answer	Mark
21	A Qualitative	AO3 = 1 (1)

Question Number	Kate also asks her participants questions like 'Think about a really good dream you've had. How good was it on a scale of 1–10?' What sort of data will she collect with this question? Answer	Mark
22	B Quantitative	AO3 = 1 (1)

Question Number	Kate chose participants she didn't know, so she wouldn't be biased when she scored their answers. This helped to make sure her study was: Answer	Mark
23	D Objective	AO3 = 1 (1)

Question Number	Use Hobson and McCarley's activation synthesis model to explain why Clive's dream could have included lots of things happening together that were actually separate. Answer	Mark
25(b)	<p>1 mark per valid point/elaboration.</p> <p>random activation/ random firing of neurons; <u>memories</u> of anything might be included; appear to happen together because of synthesis;</p> <p>An example may provide elaboration.</p> <p>Accept 'random memories' (1 mark)</p> <p>OWTTE</p>	<p>AO2 = 2</p> <p>(2)</p>

Question Number	Describe Freud's interpretation of one of little Hans' dreams. Answer	Mark
26(a)	<p>1 mark per valid point/elaboration. OWTTE</p> <p>Ignore irrelevant material.</p> <p>Allow credit for description of feelings even when (incorrectly) implied as conscious rather than unconscious.</p> <p>0 marks No rewardable material.</p> <p>1 mark EITHER a description of a dream / day dream OR a general interpretation / description of theory applicable to Freudian interpretation of any of little Hans's dreams OR both very weak OR no link between description and interpretation,</p> <p>2 marks A description of a dream / day dream AND an interpretation of the dream described, ie there must be a link between the two or level 1. One can be in less detail than the other but just naming the dream is not sufficient here.</p> <p>3 marks A description of a dream / day dream AND a good interpretation of the dream described. Just naming the dream is not sufficient here although the description may be brief.</p> <p>Look for other reasonable marking points.</p> <p>Indicative content: D: Hans was upset because he dreamt his mother had gone (0 mark – no description of either dream or interpretation)</p> <p>I: and his unconscious desire for her came out in the dream he also felt rivalry with his father (over his mother) which made him feel guilty this is the Oedipus complex/conflict which happens in the phallic stage, when the child's motives are focused on the genitals. (1 mark – no dream)</p> <p>D: Hans dreamt about a big giraffe and a crumpled one the big giraffe shouted and Hans and took the crumpled one away I: Freud said the big giraffe represented Hans's father and the crumpled one his mother (2 marks)</p> <p>D: Hans had a dream/day dream about a plumber who fitted little Hans with a new 'widdler' I: Freud suggested this represented the resolution of the Oedipus complex (2 marks)</p> <p>Do not accept evaluation (eg phobia might have been from seeing horse die)</p>	<p>AO1 = 3</p> <p>(3)</p>

Question Number	State one qualification or aspect of training for psychoanalysts working now and explain why it is needed. Answer	Mark
26(b)	<p>Must give one qualification or aspect of training for 1 mark and explain why it is needed for second mark. The second mark is for an explanation, not simply 'to make them a better psychoanalyst'.</p> <p>If more than one aspect of training and/or explanation, mark all and credit the best combination.</p> <p>eg four year training / work with clients; to offer practice in skills such as interpretation/ dream analysis / to get feedback (from supervisor); (2 marks) psychoanalysis of two patients (for 50 minutes 4-5 times a week) over 2 years / which is supervised (by a qualified psychoanalyst); to provide ways to improve interpretive skills / distancing themselves from the patient through extra experience / support / feedback; (2 marks) must have psychoanalysis themselves; so that they can be neutral to patients / to understand their own problems better / have no problems of their own that would influence their analysis / so there is no countertransference back to the patient; (2 marks) must have continuous training / CPD; so that their practice is up-to-date / ethical; (2 marks)</p> <p>NB reference to requirement for a degree is incorrect and should be ignored.</p> <p>Look for other reasonable marking points.</p>	<p>A01 = 2</p> <p>(2)</p>

Question Number	What is meant by the aim in the case study method? Answer	Mark
26(c)(i)	<p>the purpose of the investigation/what the study is for/what the study intends to find out; to help someone to overcome a problem; to get in-depth information (about a rare case);</p> <p>accept either research or therapy aims</p> <p>Look for other reasonable marking points.</p>	<p>A03 = 1</p> <p>(1)</p>

Question Number	Explain why maintaining privacy might be difficult in a case study. Answer	Mark
26(c) (ii)	<p>1 mark per valid point/elaboration. OWTTE</p> <p>the researcher may ask questions about personal things; the client may feel obliged to answer; the relationship between the client and psychoanalyst builds up over time; so the client may say things they would not say to other people; (2 marks)</p> <p>Look for other reasonable marking points.</p>	<p>A03 = 2</p> <p>(2)</p>

Question Number	Outline how you would maintain confidentiality for a client/participant in a case study. Answer	Mark
26(c) (iii)	<p>by not telling other people about what the client has said; by not publishing the client's name / town; using initials / fake name / number;</p> <p>Look for other reasonable marking points.</p>	<p>A03 = 1</p> <p>(1)</p>

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