

Psychology

Unit 1: Perception and Dreaming

Monday 5 June 2017 – Afternoon

Time: 1 hour 15 minutes
plus your additional time allowance

You do not need any other materials.

See the Instructions, Information and Advice on the next page.

Surname					
Other names					
Centre Number					
Candidate Number					

Instructions

- Use **BLACK** ink or ball-point pen.
- **FILL IN THE BOXES** on the front 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 60.
- The marks for **EACH** question are shown in brackets – use this as a guide as to how much time to spend on each question.

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)

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 ☐.

TOPIC A: How do we see our world?

Answer ALL questions. You are advised to spend approximately 35 minutes, plus your additional time allowance, on Topic A.

Choose ONE option from each multiple choice question list unless otherwise indicated.

(Questions begin on next page)

(Turn over)

Palmer (1975) used kitchen scenes in his experiment on perception.

1 Which sentence best describes Palmer's aim?

- ☐ **A To test recall of folk stories.**
- ☐ **B To show that ethnic stereotypes affect eyewitnesses.**
- ☐ **C To investigate the effects of drums and toasters on memory.**
- ☐ **D To find out whether context affects perception.**

(Total for Question 1 = 1 mark)

(Turn over)

2 Identify ONE strength of Palmer's study.

- ☐ **A There were two different lists of verbal labels.**
- ☐ **B The participants saw the pictures for the same length of time.**
- ☐ **C The participants only saw pictures from one of the conditions.**
- ☐ **D It was a field experiment in a kitchen so was ecologically valid.**

(Total for Question 2 = 1 mark)

3 What is the best description of stereopsis?

- ☐ **A A belief that biases our perception.**
- ☐ **B A depth cue that uses two eyes.**
- ☐ **C A part of the brain where information from the left and right eyes cross.**
- ☐ **D A Gestalt law that links things together.**

(Total for Question 3 = 1 mark)

(Turn over)

4 The Gestalt psychologists believe that ‘The whole is worth more than the sum of its parts’. This means that:

- ☐ **A our perception breaks the stimulus up.**
- ☐ **B we understand objects through relationships between elements.**
- ☐ **C in research we should try to work out averages from our data.**
- ☐ **D we perceive individual elements rather than grouped objects.**

(Total for Question 4 = 1 mark)

Max is looking around a classroom. What he can see can be understood using the Gestalt laws. Choose the law that best explains each situation.

Use this list of Gestalt laws to answer questions 5, 6, 7 and 8. Each answer can only be used once.

- A Figure-ground
- B Proximity
- C Continuity
- D Similarity

5 Max sees some books scattered on the desks as a group because they are identical.

☐ A

☐ B

☐ C

☐ D

(Total for Question 5 = 1 mark)

(Turn over)

- 6** There are marks on the floor where someone's coffee has dripped. Max sees them as a line.

☐ A

☐ B

☐ C

☐ D

(Total for Question 6 = 1 mark)

- 7** Max sees a blue pen against a brown desk and knows the pen is a separate object.

☐ A

☐ B

☐ C

☐ D

(Total for Question 7 = 1 mark)

(Turn over)

8 Max sees a tidy stack of different coloured files as a group.

☐ **A**

☐ **B**

☐ **C**

☐ **D**

(Total for Question 8 = 1 mark)

9 Identify TWO types of experimental design from the list below.

Mark ONLY TWO boxes.

☐ **A Repeated measures**

☐ **B Dependent pairs**

☐ **C Repeated reproduction**

☐ **D Independent groups**

☐ **E Opportunity sample**

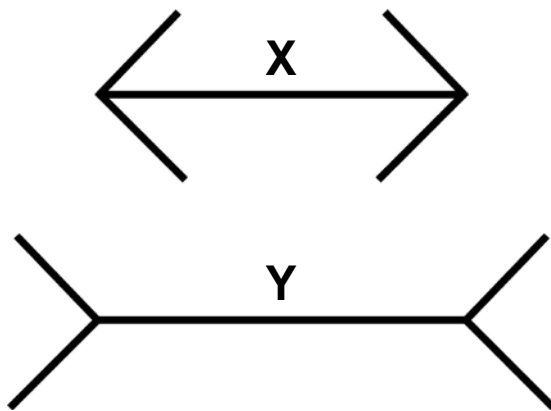
(Total for Question 9 = 2 marks)

(Turn over)

10 Gregory's theory helps us to understand visual illusions.

- (a) Use Gregory's theory to explain why we see lines X and Y in Figure 1 as different lengths. (4 marks)**

FIGURE 1



(Continue answer on next page)

(Turn over)

(Question continues on next page)

(Turn over)

(b) Describe TWO weaknesses of Gregory's theory. (2 marks)

[illegible]

(Total for Question 10 = 6 marks)

(Turn over)

- 11 Kelly is walking along a country road. The way she sees some objects can be understood using different depth clues. The following passage is a description of what Kelly sees:**

In the distance the hedgerows seem to come together. There is a post box on the roadside in front of a wall so Kelly can only see some of the bricks in the wall. As Kelly looks up the road, there is a line of trees. The closest tree is making a big image on Kelly's retina and each tree that is further away is making a smaller image. There is gravel on the road. Kelly can see individual stones when looking at them in front of her but not when looking further away. Kelly looks out towards the sea. She can see some boats close to the shore which are lower down in the scene than the boats in the distance.

Name THREE different monocular depth cues that are described in the passage.

Use each cue that you have named to explain what Kelly can see. (6 marks)

(Begin answer on next page)

(Turn over)

Name of cue 1

Explanation

Name of cue 2

Explanation

(Continue answer on next page)

(Turn over)

Name of cue 3


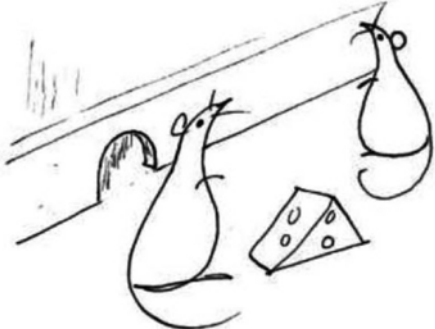
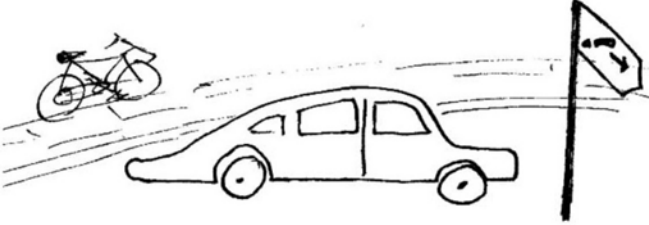
Explanation

(Total for Question 11 = 6 marks)

(Turn over)

- 12 Sarah conducted a memory study in which participants were shown 10 pictures of scenes (three are shown in Figure 2). Each participant saw the scenes with either List 1 or List 2 (the independent variable) next to the picture. Two words from these lists are shown besides pictures A and B.

FIGURE 2

List 1	Scene	List 2
house	 <p>Picture A</p>	smoke
mice	 <p>Picture B</p>	hole
	 <p>Picture C</p>	

(Continues on next page)

(Turn over)

Sarah could only use two classes for her sample, one with lessons either side of break and the other with lessons either side of lunch. She showed the pictures and List 1 to the class of students in the morning and asked them to redraw the scenes after break. She showed the pictures and List 2 to the class of students before lunch and asked them to redraw the scenes after lunch.

- (a) Suggest TWO words that could be used with Picture C. (2 marks)

Word 1

Word 2

(Question continues on next page)

(Turn over)

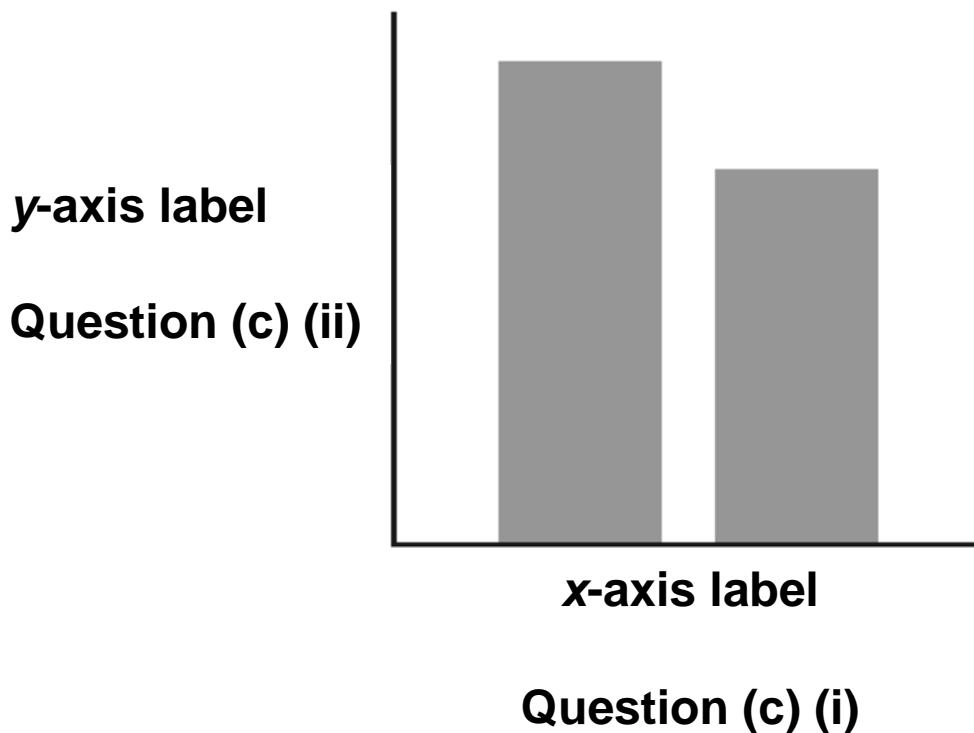
- (b) Explain ONE variable relating to the words or pictures that should be controlled. (2 marks)**

(Question continues on next page)

(Turn over)

- (c) Sarah counted the number of pictures drawn by each participant that resembled the words they had seen in the list (the dependent variable). She worked out a mean to show how much the participants' drawings in each group resembled their word list. She then drew a graph to show which word list had affected the drawings the most. The results are shown in Figure 3.

FIGURE 3



(Continues on next page)

(Turn over)

(i) Choose the correct label for the **x-axis** on the graph. (1 mark)

- ☐ A Mean number of drawings matching the original.
- ☐ B Groups of participants who saw List 1 or List 2.
- ☐ C Picture A and Picture B.

(ii) Choose the correct label for the **y-axis** on the graph. (1 mark)

- ☐ A Mean number of drawings matching the original.
- ☐ B Groups of participants who saw List 1 or List 2.
- ☐ C Picture A and Picture B.

(Question continues on next page)

(Turn over)

(d) Sarah worked out the range of the scores for the data from the List 1 group. Part of her method involved: (1 mark)

- ☐ **A adding all of the scores together.**
- ☐ **B putting all of the scores in order and finding the middle one.**
- ☐ **C taking the smallest score away from the biggest score.**
- ☐ **D counting how many there were of each score and finding the most frequent.**

(Question continues on next page)

(Turn over)

- (e) Explain ONE problem with the procedure of Sarah's experiment.

Your problem **MUST** be drawn from the description of Sarah's experiment. (2 marks)

(Total for Question 12 = 9 marks)

TOTAL FOR TOPIC A = 31 MARKS

(Turn over)

TOPIC B: Is dreaming meaningful?

Answer ALL questions. You are advised to spend approximately 35 minutes, plus your additional time allowance, on Topic B.

Choose ONE option from each multiple choice question list unless otherwise indicated.

(Questions begin on next page)

(Turn over)

Dr. David is doing an experiment comparing how the Oedipus conflict affects the dreams of younger and older boys.

13 The best experimental hypothesis for Dr. David's study would be:

- ☐ **A There will be no difference in dreams between younger and older boys and the Oedipus conflict.**
- ☐ **B Both younger and older boys will show signs of the Oedipus conflict.**
- ☐ **C More older than younger boys will have resolved the Oedipus conflict and will dream less about unconscious love for their mothers.**
- ☐ **D Older boys will love their mothers.**

(Total for Question 13 = 1 mark)

14 Identify the dependent variable in Dr. David's study.

- ☐ **A The ages of boys.**
- ☐ **B Independent groups design.**
- ☐ **C The younger and older boys.**
- ☐ **D The dream of the boys.**

(Total for Question 14 = 1 mark)

15 Dr. David plans to repeat the study, using a similar but larger sample. This is an advantage because:

- ☐ **A more children will be cured of phobias.**
- ☐ **B a bigger sample will improve reliability.**
- ☐ **C the children will be older by the time he repeats the study.**
- ☐ **D he can be more qualitative.**

(Total for Question 15 = 1 mark)

(Turn over)

16 Aditya is conducting a case study on a participant but is worried that his findings might be subjective. Which would be the best way for Aditya to prevent this?

- ☐ **A Avoid becoming attached to the participant.**
- ☐ **B Only collect qualitative data.**
- ☐ **C Conduct the case study over a long period of time.**
- ☐ **D Ensure that he gets informed consent from the participant.**

(Total for Question 16 = 1 mark)

17 Aditya is also worried that his findings may not be generalisable. This is because he is:

- ☐ **A only collecting results by talking to the participant.**
- ☐ **B only using one participant.**
- ☐ **C not studying dreams.**
- ☐ **D producing in-depth data.**

(Total for Question 17 = 1 mark)

(Turn over)

18 Eventually, Aditya wants to become an accredited psychoanalyst. During his training he will have psychoanalysis. The sessions are likely to happen:

- ☐ **A once a week.**
- ☐ **B once a year.**
- ☐ **C several times a week.**
- ☐ **D several times a day.**

(Total for Question 18 = 1 mark)

19 Another stage in Aditya's training will be to psychoanalyse patients of his own under supervision. This will involve:

- ☐ **A watching another psychoanalyst in sessions with clients.**
- ☐ **B always being observed in his own sessions with clients.**
- ☐ **C discussing problems he is having with his clients with a qualified psychoanalyst.**
- ☐ **D regular continuing professional development.**

(Total for Question 19 = 1 mark)

20 Which TWO of the following are important skills for Aditya to have to become a psychoanalyst?

Mark ONLY TWO boxes.

- ☐ **A Being able to talk a lot.**
- ☐ **B Being able to make strong attachments.**
- ☐ **C Being kind.**
- ☐ **D Being non-judgmental.**
- ☐ **E Being patient.**

(Total for Question 20 = 2 marks)

21 What is the main reason for following ethical guidelines?

- ☐ **A To develop new ideas for research.**
- ☐ **B To ensure that research is valid.**
- ☐ **C To protect participants.**
- ☐ **D To ensure that research is reliable.**

(Total for Question 21 = 1 mark)

(Turn over)

22 Put ONE cross in each ROW to indicate the best definition for each ethical guideline.

Definitions	Ethical guidelines Mark only ONE box in each row				
	informed consent	right to withdraw	debrief	privacy	confidentiality
Letting participants go if they do not want to be part of the study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making sure that participants understand the study and agree to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeping the participants' data anonymous and safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not invading participants' personal space or thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 22 = 4 marks)

(Turn over)

23 Katie manages a sleep disorders clinic. One of her patients has REM sleep disorder.

(a) Describe what is meant by REM (rapid eye movement) sleep. (1 mark)

(Question continues on next page)

(Turn over)

- (b) Describe the main symptom of REM sleep disorder. (1 mark)**

- (c) Katie wants to collect qualitative data from her patients about their experiences. Identify the type of question she should ask. (1 mark)**

(Question continues on next page)

(Turn over)

(d) The theory of dreaming suggested by Hobson & McCarley (1977) says that dreams are caused by the random activation of memories.

(i) Explain what could be malfunctioning in REM sleep disorder, according to this theory. (2 marks)

(Question continues on next page)

(Turn over)

- (ii) Explain ONE strength and ONE weakness of Hobson & McCarley's (1977) theory.
(4 marks)

Strength

(Continue answer on next page)

(Turn over)

Weakness

[illegible]

(Total for Question 23 = 9 marks)

(Turn over)

24 The terms below relate to dream analysis:

- **displacement**
- **condensation**
- **secondary elaboration.**

(a) Explain the meaning of each of the terms.

(i) displacement (1 mark)

(Question continues on next page)

(Turn over)

(ii) condensation (1 mark)

(iii) secondary elaboration (1 mark)

(Question continues on next page)

(Turn over)

- (b) Your friend Alex had a dream about walking past some shops with frogs, guitars and clothes in the windows. Then a giant dog with big circular eyes tried to attack Alex.

You think that the dream means that Alex is scared of being told off by his music teacher because he forgot his guitar. His music teacher is a very big man. His art teacher, who has large round glasses, is also cross because Alex threw a paintbrush.

Explain how each of the following three terms relates to the dream:

- displacement
- condensation
- secondary elaboration. (3 marks)

(Begin answer on next page)

(Turn over)

(Total for Question 24 = 6 marks)

TOTAL FOR TOPIC B = 29 MARKS

TOTAL FOR PAPER = 60 MARKS