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Examiners' Report January 2011

GCSE Psychology 1 5PS01 01

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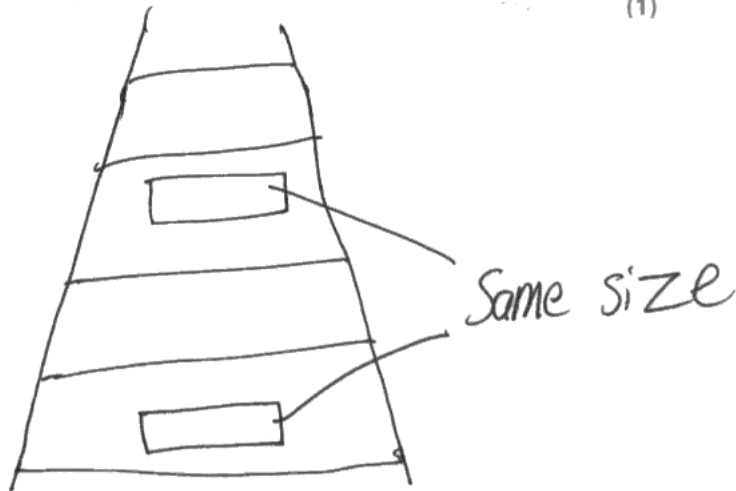
Introduction

This was the second paper for Unit 1 of the new GCSE specification. Candidates continued to demonstrate a good understanding of psychological principles at GCSE level and provided sound answers to questions across the whole paper. Whilst the paper offered a range of questions to provide differentiation, these proved accessible to candidates of very varied abilities. This report is intended to give future candidates and their teachers information about how questions on this paper were answered and how individual candidate responses could have been improved.

Question 15

Most candidates either named or drew the Kanizsa triangle for part (a) although a significant number incorrectly offered drawings of the Muller-Lyer illusion or other distortion illusions. The majority of candidates correctly identifying a fiction illusion were also able to give a suitable explanation in part (b).

15 (a) Name, describe **and/or** draw an example of a fiction illusion. If you draw an example, use a pen to draw it in the space below. (1)



~~fiction illusion is made up~~
~~and is not real~~

(b) Explain why your answer in (a) is an example of a fiction illusion. (1)

because fiction illusion is not real
and is made up



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Examiner Comments

score 0

As this is an illustration of the Ponzio illusion, a distortion illusion, it gains no marks in part (a). In part (b) there is an attempt at defining fiction illusions but it is insufficiently clear to earn the mark (although it could have done regardless of the error in the first part of the question).



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Examiner Tip

This candidate has simply drawn a diagram in part (a), which was entirely adequate. Many candidates both drew a diagram and named the illusion. Whilst acceptable, this was unnecessary. However, others simply drew examples of closure which could not earn the mark.

15 (a) Name, describe **and/or** draw an example of a fiction illusion. If you draw an example, use a pen to draw it in the space below.

(1)



(b) Explain why your answer in (a) is an example of a fiction illusion.

(1)

This is fiction because we percieve to see a triangle, but there isn't one. We think we see a triangle because of the shapes. This is ~~gongers theory~~ Gestalt theory. Also this is an example of closure.



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Examiner Comments

score 2

Any reasonable version of a fiction illusion was acceptable in part (a), this is one of many forms of the Kanizsa triangle.

In part (b) The candidate gives a good explanation then goes on to offer more information (about Gestalt theory and closure) which, whilst correct, was not required by the question.



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Examiner Tip

If a question asks you to either draw or name something, it's OK to do just one or the other, you don't have to do both.

Question 16(a-b)

This question was generally well answered. Where candidates did lose marks, this was sometimes because their answers were too limited, eg saying 'hoodies' for the IV in (a) or 'results' in (b).

(a) Using Dan's hypothesis, identify the independent variable (IV).

(1)

the film the participants saw - people wearing hoodies or T-shirts

(b) Using Dan's hypothesis, identify the dependent variable (DV).

(1)

who the participants thought smashed the window - people in hoodies or T-shirts

(c) (i) By telling people that they could leave at any time if they wanted to, what



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Examiner Comments

score 1 1

In part (a) the candidate identifies the IV and begins to explain it - they only needed the last part of their answer (people wearing hoodies or t-shirts).

In part (b) the candidate only needed the first part of their answer - who the participants thought smashed the window. However, it is generally better to include extra than to leave it out.

(a) Using Dan's hypothesis, identify the independent variable (IV).

(1)

the results of the group of ~~people~~ participants towards the films.

(b) Using Dan's hypothesis, identify the dependent variable (DV).

(1)

the two films with one group wearing hoodies and the other not.

(c) (i) By telling people that they could leave at any time if they wanted to, what



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Examiner Comments

score 0

This candidate has described the IV in (b) and the DV in (a) so cannot earn marks. Had the answers been the correct way round, the description of the IV 'the two films with one group wearing hoodies and the other not' would have earned the mark. Their description of the DV, however, did not contain enough information to gain the mark 'the results' is not sufficient. They needed to say that it was their results from the question about who they thought smashed the windows.

Question 16(c)

This question was well answered.

- (c) (i) By telling people that they could leave at any time if they wanted to, what ethical issue was Dan trying to solve?

(1)

Right to withdraw

- (ii) Why is this ethical issue important?

(1)

to prevent participants feeling uncomfortable and feeling as if they are made to do it. To allow the participant to feel in control of the situation.



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Examiner Comments

True score is 1,1

This candidate correctly answers parts (i) and (ii). In the second part, either sentence would have earned the mark.

- (c) (i) By telling people that they could leave at any time if they wanted to, what ethical issue was Dan trying to solve?

(1)

The right to withdraw

- (ii) Why is this ethical issue important?

(1)

Because a participant may change their mind or about taking part, they need to know they have the right to do so.



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Examiner Comments

True score is 1,1

The candidate earns both marks. However, in part (ii) the second part of their answer ('they need to know that they have the right to do so') is simply describing rather than explaining the ethical issue.

Question 16(d)

Part (i) was generally well done although more errors were made here than in c(i), with some candidates offering 'deception'. Like part c(ii), part d(ii) was also well answered with references to harm reduction and some awareness of the implications for psychologists, such as the idea of the psychologist's reputation.

(d) (i) By telling people what would happen in the experiment, what ethical issue was Dan trying to solve?

(1)

informed consent

(ii) Why is this ethical issue important?

(1)

Because if you do not tell them what will happen then it is deceitful and could be in some way detrimental to these participants' wellbeing

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Examiners' Comments

score 1 1

In part (ii) the candidate begins by describing the problem before going on to explain it and earning the mark.

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Examiner Tip

Remember that when a question asks 'why' you need to give an explanation.

(d) (i) By telling people what would happen in the experiment, what ethical issue was Dan trying to solve?

(1)

informed consent

(ii) Why is this ethical issue important?

(1)

because the participants may be distressed by not knowing what is going on or may not want to do it after ~~too~~ if they know what it was



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Examiner Comments

score 1, 1

This is a good answer. In part d(ii) the candidate earns the mark with the first part of their answer about distress. The part of the answer about 'not know what is going on' is slightly confused. If the candidate had said that they needed to be told so that they could avoid doing something they didn't want to, they could alternatively have earned a mark for that idea.

Question 16(e)(i)

Many candidates earned marks here as they went beyond the concept of a 'fair test', explaining the need to be sure that the difference was due to the clothes. Some went on to give examples of potential differences such as participants having schemas based on people's faces, which could affect the results. These were excellent answers, making expert use of the candidate's knowledge.

(e) (i) The two films used the same group of Dan's friends. Explain why Dan needed to do this.

(2)

So that he could control ~~the extraneous~~ variables, as ~~peep~~ participants may have been influenced by how the people looked facially so he could make sure it instead of their clothes.



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Examiner Comments

score 2

This candidate earned their first mark for identifying the role of the same group of friends as a control and the second for the idea that, otherwise, the participants could have been influenced by their faces (ie an uncontrolled variable) instead of their clothes (ie the IV).



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Examiner Tip

If a question has two marks available and you aren't sure you can write enough, think about whether there is a term that you have learned that is relevant to the answer. If so, try to use it in your response.

(e) (i) The two films used the same group of Dan's friends. Explain why Dan needed to do this.

(2)

To make sure that ~~by~~ changing the friends used did not affect the outcome or the dependent variable in the experiment.



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Examiner Comments

score 1

This answer earned one mark for the idea of standardising the two conditions, which is well explained. The second mark could have been gained by observing that this acted as a control or by suggesting what might have caused differences, such as some people looking more suspicious than others.

Question 16(e)(ii)

Most candidates identified day/night or light/dark as an important potential difference. However, not all were able to explain the effect this might have on the DV. Few candidates identified more than one variable.

(ii) The two films were made at different times. Explain why this was a weakness in the procedure of this experiment.

(2)

Because if the two films were made at different times.
For example one in the afternoon and one in the evening
people's perceptions may change affecting the outcome or dependent
variable of this experiment. For example if the video of the ^{people} ~~children~~
wearing hoodies was filmed at night and the video of the people
wearing t-shirts filmed in daytime more people may accuse the people
in hoodies of smashing cars windows. Because they may perceive more crimes to happen at
(Total for Question 16 = 10 marks) night.

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Examiner Comments

score 2

This was a good response, identifying a possible difference (afternoon/evening) and explaining the effect this might have on the participants (ie on the DV).

**ResultsPlus**

Examiner Tip

If you are asked for an explanation, you can often use an idea of your own to explain. For example, this answer could have used a difference in the weather rather than different times.

(ii) The two films were made at different times. Explain why this was a weakness in the procedure of this experiment.

(2)

the time of day may affect it

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Examiner Comments

score 1

This response scores one mark for identifying a possible variable which would matter. The second mark could have been gained by explaining why the time of day mattered - such as people being more scared at night than in the daytime (so being more likely to think this group of people were to blame) or finding the friends harder to see in one film. Alternatively, another reason could have been given, such as the park being busier sometimes, so there would be lots of distraction.

Question 29

This question was well answered, with candidates offering a range of treatments. Some incorrect responses included techniques used in treatment (such as hypnosis in hypnotherapy and dream analysis or free association in psychoanalysis). These are not treatments in their own right so could not earn credit. Other incorrect responses included EEG (used in diagnosis but not treatment) and exercise (which may help to reduce insomnia but is not a 'treatment').

In part (c) the majority of good answers identified the clinic as an unfamiliar environment which would affect sleep therefore making it difficult for Saskia to obtain valid data because the participants would be sleeping more/less/have different problems than at home.

(a) Name a type of treatment Sakia could use to help **one** of the patients.

(1)

Hypnotherapy

(b) Explain how this would help Sakia's patient.

(2)

By talking to the patient in a calm way, the patient will relax and talk more openly about their problem. Once the deeper, root meaning has been found by means of discussing the causes of smaller problems, the real issue can be treated directly to give the patient a normal, regular sleep pattern.

(c) Explain **one** problem Sakia might have in treating the patients who have to sleep in the clinic.

(2)

If the patients are sleeping at the clinic, they are not in their normal environments which could cause other abnormalities to occur, even though they may not be directly related to the sleep disorder. Eg: Danny who is 6 could wet the bed out of fear of being in an unfamiliar place. This can cause stress and further sleeping problems. (Total for Question 29 = 5 marks)
despite undergoing treatment.



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Examiner Comments

full marks

This is an excellent answer, which earns full marks. In part (c) the candidate contextualises their answer. This helps to earn them marks in this case although it was not necessary in order to gain full marks in the question.

(a) Name a type of treatment Sakia could use to help **one** of the patients.

(1)

Medication

(b) Explain how this would help Sakia's patient.

(2)

They could be ^{give} given some to help them sleep or how re calculate their sleep patterns this would help Michael as he finds it hard to go sleep and stay asleep.

(c) Explain **one** problem Sakia might have in treating the patients who have to sleep in the clinic.

(2)

As Shabnam's ~~Shabnam~~ Shabnam acts out ~~dreams~~ her dreams so this could be violent ~~records too~~ and it would be dangerous and ~~harmful~~ for Sakia to help her. ~~with~~



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Examiner Comments

score 1 1 1

To earn the second mark in part (b) the candidate needed to go on to explain how the medication might help, either biologically (eg by affecting the brain) or in terms of symptoms (eg by controlling paralysis in Shabnam's REM disorder).

The point made in (c) also needed to be elaborated in order to earn the second mark. One way to have done this would have been to suggest why it would have been dangerous, perhaps because being in the clinic might be more disturbing than being at home as it is an unknown environment.

Question 30(a)(ii)

Although the majority of candidates correctly identified 'Pete' in (a)i, many then simply repeated the text in part (a)ii so added no explanation to the decision they had made in the previous part. Better candidates answered the question by explaining why Pete's attributes are useful in psychoanalysis, such as the need to remain non-judgemental.

A Pete

B Ravi

(ii) Explain **why** you think either Pete or Ravi would make the best psychoanalyst.

(2)

Pete is a good listener which is very important for a psychoanalyst because they need to talk through the patients issues. The fact that he doesn't get too wrapped up in someones problems shows that he can keep his distance on a professional level and not be judgemental which helps psychoanalysts to make good decisions. This would also be helpful for Pete if any future clients used transference on him too.



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Examiner Comments

score 2

This is a good response as it explains why Pete's characteristics matter in psychoanalysis.

A Pete

B Ravi

(ii) Explain **why** you think either Pete or Ravi would make the best psychoanalyst.

(2)

Because Pete is a good listener, which is a quality a psychoanalyst needs, ~~at~~ ^{however} a psychoanalyst must be careful not to get too involved or give their own opinion, so disastrous consequences are a risk, which is why Pete would make a good psychoanalyst.



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Examiner Comments

score 1

The answer gains one mark but could have earned a second if the idea of 'disastrous consequences' (sic) had been elaborated.

Question 30(b)

A number of candidates misread this question and assumed that Pete and Ravi were on a train and gave responses such as 'it would be too noisy'.

Of those who read the question correctly, the majority referred to subjectivity or misinterpretation. It is important to emphasise here that psychoanalysts having a bias is not an acceptable response without qualifying the statement with 'despite all their training' (or words to that effect) as they are trained to be consciously aware of any biases they may bring to the treatment.

Few candidates were able to earn three marks although many gave very respectable two-mark answers. Adding an explanation of terms used or an example relating their idea directly to dreams could have earned these candidates the third mark.

(b) If Pete or Ravi went on to train as a psychoanalyst one technique they might use to help people is dream analysis. This is where the psychoanalyst interprets the meaning of the patient's dreams.

Explain **one** problem with this technique.

(3)

One problem with the
is that with dream
analysis you can't always
be sure because the participant
might be giving a false or
over exaggerated story



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Examiner Comments

score 1

This is an appropriate issue to identify but it is only a brief statement. To reach the second marking band (2 marks) the candidate could have explained that this could lead the therapist to misinterpret the patient's dream.



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Examiner Tip

Always remember to look the number of marks for each part of the question and try to include more points in answers with more marks. But make sure that you read the question carefully - is it asking for several *different* ideas or lots of detail about *one* idea - like this question is.

(b) If Pete or Ravi went on to train as a psychoanalyst one technique they might use to help people is dream analysis. This is where the psychoanalyst interprets the meaning of the patient's dreams.

Explain **one** problem with this technique.

(3)

One problem with this technique is that they may interpret the wrong meaning, causing the patient to believe that, that is their source of problems.



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Examiner Comments

score 2

This is a two mark answer as the candidate has offered an appropriate problem and given some explanation. To reach the top mark band the candidate could have gone on to say either that this could be problematic for the therapist in terms of ethics or the patient if it upset them or slowed down their progress. Alternatively, the candidate could have added detail about the initial problem they identified, which is one of subjectivity.

Question 31(c)

Candidates who answered the question and focused on the case study as a research method generally did very well in this question. It was clear that they had learned strengths and weaknesses and used this understanding effectively to answer the question. Many therefore gained four marks easily. However, some candidates either wrote about the pros and cons of dream analysis or of questionnaires and gained few, if any, marks.

(c) The case study research method has practical strengths and weaknesses.

Evaluate the case study method by describing its practical strengths **and** weaknesses.

(Your answer can include issues related to methods but **not** ethics.)

(4)

Ling IF Ling chose closed question in her questionnaire, ~~her~~ she might receive false statements. Also if the ~~the~~ people who are answering the questions wrong her whole data could be affected therefore it would be unreliable and subjective. Strengths of her work is that if teenagers give full information it will be quantifiable data and a whole group of teenagers makes it reliable as there is enough evidence.



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Examiner Comments

score 1

Although this candidate misunderstood the question and responded in terms of the questionnaire method rather than case study method they were still able to gain one mark for their point about full information being gained from qualitative data as this does apply to use of questionnaires in case studies.



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Examiner Tip

Make sure that you read the whole question rather than just the first few words. The mistake here was to respond to 'evaluate' in the context of Ling's questionnaire but the question in fact wanted something different.

Question 31(d)

Many candidates were unable to distinguish between privacy and confidentiality, with responses commonly identifying 'privacy' but then going on to describe 'confidentiality'. The explanation was still credited but this illustrates that there is a weakness in understanding of some ethical issues. Those candidates who knew what privacy was found it quite easy to earn full marks although those who answered in terms of confidentiality found this more difficult, tending to simply describe the guideline.

(d) Two ethical issues in psychology are privacy and confidentiality.

Choose **either** privacy **or** confidentiality and explain why this can be an issue when conducting a case study.

(2)

Issue Confidentiality

When carrying out an experiment or analysis, participants ^{sometimes} ~~are sometimes~~ reveal personal aspects of their lives. These aspects should be kept private, so the researcher should not tell anyone about them. Also, outcomes in an experiment may be embarrassing or potentially damaging to the client, so this should not be shared publicly either.



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score 2

This candidate correctly identifies confidentiality and successfully explains why it is an issue in a case study.

(d) Two ethical issues in psychology are privacy and confidentiality.

Choose **either** privacy **or** confidentiality and explain why this can be an issue when conducting a case study.

(2)

Issue Privacy
This can be an issue as the participant ~~may~~ may not want any of their personal details eg name, address and data of birth to be revealed.



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Examiner Comments

score 1

In this answer the candidate correctly identifies privacy as an issue and provides a simple reason for why this is a problem in research; the latter earning them one mark. They could have earned the second mark with elaboration, for example suggesting that in a case study the participant may feel obliged to reveal more about themselves than they want to simply because they are the only participant.

Overall, candidates demonstrated an impressive range and depth of understanding at GCSE. Their answers showed that the majority had a good grasp of both topics (A 'How do we see our world' and B 'Is dreaming meaningful'). Within these topics, they also showed that they could recall and apply their knowledge as well as being able to use their understanding to evaluate ideas. However, some questions on concepts relating to research methods, such as why controls are important and aspects of ethics, proved difficult for many candidates.

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