

Examiners' Report
June 2012

GCSE Psychology 5PS01 01

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Introduction

Candidates performed well in this examination, illustrating a good grasp of basic knowledge in multiple-choice questions and considerable depth of knowledge in short answer questions. Many had clearly learned the content well, and their answers suggested that they had actively engaged with the material during their studies, producing clear and detailed responses that demonstrated thorough understanding and meaningful evaluation. This GCSE course continues to provide an interesting and effective way to assess psychology at an introductory level and a sound basis for stepping up to AS level.

Question 11 and question 24 provided accessible ways for candidates to demonstrate their ability to apply their knowledge and evaluate without requiring written answers.

Many candidates also demonstrated that they were readily able to tackle the range of question types on the paper. Very few made fundamental mistakes like ticking too many boxes on multiple choice questions.

Question 9 (a)

This question required the candidates to explain the meaning of schema in the context of perception.

9 (a) What is meant by the term 'schema'?

our own ideas on an object or group (1)
before we ~~see~~ know about it.



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Examiner Comments

The candidate has given a very weak definition of stereotyping so it is irrelevant.



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Examiner Tip

Try to learn definitions of the key terms for each section. You can find these in the specification.

Many candidates were able to show that they understood the meaning of a schema and to place this within the context of cognitive psychology. Relatively few answers mistakenly defined stereotypes.

9 (a) What is meant by the term 'schema'?

Schema is your framework of knowledge that is affected (1)
by your experiences and memories, it can affect
your recall of information.



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Examiner Comments

This is a good answer which relates to concept of schema to 'how we see our world', the second phrase is critical to earning the mark.

Question 9 (b)

The most common mistake here was to do little more than rewrite the stem, 'there would be lots of elderly ladies at a train station'. This couldn't earn marks as it didn't explain how the schema was involved. Good answers in contrast readily indicated the candidate's understanding as they could generate their own examples of ways in which a different person might activate the schema. Those candidates who only scored 1 mark typically couldn't say more than that a different elderly lady might "look like her to activate the schema".

(b) Shreya is at the train station waiting for her favourite elderly aunt to arrive. She is very excited and can't wait to see her aunt again.

Describe why Shreya's schema for her aunt might cause her to rush up and hug a different elderly lady.

(2)

This could happen because Shreya is that excited she could perceive any elderly woman to be her aunt. So this could cause her to hug a different elderly lady.



ResultsPlus Examiner Comments

To earn a mark here, the candidate needed to refer to the idea that a different lady might be similar in some way (because then they would activate the schema).



ResultsPlus Examiner Tip

There will always be questions based on scenarios; try to practice with this type of task, making sure that you can link your knowledge to the psychological concepts being tested.

(b) Shreya is at the train station waiting for her favourite elderly aunt to arrive. She is very excited and can't wait to see her aunt again.

Describe why Shreya's schema for her aunt might cause her to rush up and hug a different elderly lady.

(2)

Shreya's schema of an elderly lady may be someone who walks slowly and has wrinkles so she may just run and hug any older lady who looks like that.



ResultsPlus Examiner Comments

Like many good answers, this response gave an example of how a different person might activate Shreya's 'aunt' schema.

Question 12 (b)

The answers needed to be given in relation to Imogen's study, as requested by the question, in order to earn marks. Many candidates were able to correctly identify the independent variable, often doing so by operationalising the variable, which is good to see. Many candidates were also able to identify the DV, although some found expressing this more difficult than identifying the independent variable and produced answers which restated the independent variable rather than identifying the dependent variable. Many candidates correctly identified an uncontrolled variable although some mistakenly described the existence of two types of stickmen as a problem. Conversely, others went beyond the demands of the question and suggested how Imogen should have overcome the problem they had chosen.

(b) Imogen's friend Jim told her that she needed to write a hypothesis for her study. Imogen said that her hypothesis was 'people who see the proximity picture (Picture P) are more likely to say they see a group than those who see the similarity picture (Picture S)'.

(i) In Imogen's study what is the independent variable (IV)?

(1)

keeping the same two pictures and participants

(ii) In Imogen's study what is the dependent variable (DV)?

(1)

what is being measured



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Examiner Comments

Part (b)(i) provides an example of a control rather than defining the IV, so could not earn marks.

Part (b)(ii) defines the DV rather than contextualising the answer to Imogen.

To identify the independent variable in an experiment, look for the two (or more) different 'conditions' that the participants are tested in, these are the thing which the experimenter is deliberately changing, so are the levels of the independent variable.

(b) Imogen's friend Jim told her that she needed to write a hypothesis for her study. Imogen said that her hypothesis was 'people who see the proximity picture (Picture P) are more likely to say they see a group than those who see the similarity picture (Picture S)'.

(i) In Imogen's study what is the independent variable (IV)?

Whether the participants see picture S or picture P⁽¹⁾

(ii) In Imogen's study what is the dependent variable (DV)?

the answer the participants give either they see a group⁽¹⁾ or they don't



ResultsPlus Examiner Comments

Part (b)(i) provides a definition of the IV, so earns the mark.

Part (b)(ii) is a good definition of the DV – not that the first part of the candidate's response 'the answer the participants gave' would not have contextualised the answer to Imogen so this alone would not have earned the mark.



ResultsPlus Examiner Tip

How would the experimenter know whether their experiment had 'worked'? Whatever they measure, count or observe is the dependent variable.

Question 12 (c)

Most candidates answered this question by identifying the obvious difference – that there were unequal numbers of stick men with and without hats, then gave the numbers of each type for the second mark.

(c) Jim also told Imogen that there was a problem with the pictures of stick people she had used for groups **S** and **P**.

Explain **one** problem with the pictures for groups **S** and **P**.

(2)

The difference between the man with a hat and the man without is too small - people will see ALL the stick men as ~~some~~ similar because it's too hard to see the difference. She could amend this by maybe changing the colour of one type of stick men, or making the hats bigger.



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Examiner Comments

The candidate has answered by suggesting that the stickmen's hats were not sufficiently obvious to enable people to group by similarity, and has earned two marks for their detailed answer.



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Examiner Tip

Use the information or picture in the question to help you; here you could tally the number of stick men of each type by crossing them off as you counted.

(c) Jim also told Imogen that there was a problem with the pictures of stick people she had used for groups **S** and **P**.

Explain **one** problem with the pictures for groups **S** and **P**.

(2)

There is an uneven amount of people been used.



ResultsPlus
Examiner Comments

This answer provided the obvious difference - that there were different numbers of each type of stick men - without providing any details to gain the second mark.

Question 13 (a)

There were many outstanding answers to this question with more than sufficient detail for full marks.

Surprisingly few candidates drew to illustrate their answers. Although these in themselves would not have earned credit it would have been a very easy way to explain how the labels changed the drawings – which would have earned credit.

Few candidates specifically identified the IV and the DV, which would be useful to learn for any experimental study.

13 Carmichael, Hogan and Walter (1932) conducted a study about how we see our world.

(a) Describe Carmichael, Hogan and Walter's study. You can include the aim, procedure, results and conclusions in your answer.

(5)

The aim of this study was to see if verbal labels affected recall.

Carmichael et al had three groups for the procedure of 95 participants. Groups 1 and 2 heard this: "The next picture resembles..." then a word from list 1 or 2. Group 3 however heard no verbal labels and only saw the pictures as they were a control group^(of 9 people). The participants were then asked to reproduce the pictures they had seen.

Carmichael et al found that there were over 3000 reproductions and 90% of them went under the category of almost completely changed. In group 1's reproductions, 73% resembled the words they had heard (list 1) and in group 2 74% resembled the words they had heard (list 2). The control group only had 45% of the reproductions resemble either ~~of~~ words from the lists.

Conclusion: memories are reconstructed as ^{verbal} ~~words~~ labels affect recall and affect how pictures are ~~these~~ remembered.



ResultsPlus Examiner Comments

This is an outstanding answer, which has enough material for more than the available 5 marks and offers points relating to aim, procedure, findings and conclusions.



ResultsPlus Examiner Tip

To make sure that you know which study is which, try using a mnemonic – such as a picture memory aid – to help you remember which is which. You could remember Carmichael, Hogan & Walter by picturing their initials as three letters used as symbols in the task – the letter 'C' was used (and called a crescent moon in list 1).

13 Carmichael, Hogan and Walter (1932) conducted a study about how we see our world.

(a) Describe Carmichael, Hogan and Walter's study. You can include the aim, procedure, results and conclusions in your answer.

(5)

The aim of Carmichael, Hogan and Walter study was; to see if putting words with pictures changed the way we remembered them.

The procedure; 95 participants were chosen and put into 2 groups, the first group saw the images without any words, the second group saw the pictures with the words.

To see if they remembered anything they were told to draw what they saw then their drawings would be compared to the original one they drew.

The results;

The group that were shown the pictures with the words showed much better results than the other group.



ResultsPlus
Examiner Comments

This candidate begins their answer well, providing information about the aim and procedure. However, their comment about the results is too vague and is not creditworthy so although they have more than 4 correct comments for aim and procedure, their answer is limited to these aspects of the study so cannot earn more than 4 marks.

To improve this answer, the candidate could have added correct details about the results or conclusions.

Question 13 (b)

Some candidates gave excellent answers here but many responses were too general to earn credit.

(b) Evaluate Carmichael, Hogan and Walter's study.

You can include both strengths and weaknesses in your answer.

(4)

The Evaluation of the Study;

The strengths of the study were;

- The experiment was done more than once to prove that the results were right and accurate.
- Doing the study in groups gave a much broader result.

The weakness of the study;

The participants might of been trying to hard to impress the examiner.

Some of them might of lied about what they saw.



ResultsPlus
Examiner Comments

To gain marks here, the answer needed to relate directly to Carmichael, Hogan & Walter's study, rather than being general. For example, elaborating 'more than once' to include details of 12 pictures or more than 90 participants.



ResultsPlus
Examiner Tip

With a friend, try taking statements like 'It was reliable because they used controls' and adding detail to it until they can tell which study you are talking about.

(b) Evaluate Carmichael, Hogan and Walter's study.

You can include both strengths and weaknesses in your answer.

(4)

Carmichael et al's had both many strengths and weaknesses. For example, one strength was that 2 different lists were used and a control group was used. Another strength was that 12 pictures and many participants were used, making the study more reliable. Also ~~the~~ the test was repeated many times and this made the study more valid. However some of the weaknesses include that the study was not like real life, and also in real life the pictures are not as ambiguous as they were here. Also, Prentice conducted a study in 1945 and these results disagreed with Carmichael's.



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Examiner Comments

This candidate has just enough to earn 4 marks. Note that although candidates are not required to understand the use of 'valid' in this unit, if they did so appropriately here it could earn credit.

Question 25 (a) - (b)

There were several different ways to answer question 25(a) well. The most common was to relate not hearing the storm to the sensory blockade and dreaming about not being able to run to movement inhibition. However, this question asked for an explanation, so there were no marks for simply describing these concepts from the theory.

For question 25(b), a minority of candidates used Freud's theory to give an explanation, so could not earn credit.

25 (a) Clive's mum says that there was a storm in the night and she heard a lot of banging but Clive didn't hear anything. Clive remembers dreaming about being in a race but not being able to run.

Use Hobson and McCarley's activation synthesis model to explain why Clive did not hear the storm **and** why Clive dreamt about not being able to move.

(3)

Clive was deep in his sleep, so
hear the storm.

(b) Clive's dream had lots of things happening together that would happen separately in his real life.

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.

(2)

He could have been worried about
something in real life, so things in
real life came up in his
dream. These could be symbols for
the real meaning.



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Examiner Comments

The response in part (a) was a common guess, which did not relate to the activation synthesis model. In part (b), the candidate has made another common error – to use concepts from Freud's theory in their explanation.



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Examiner Tip

Remember that when a question asks you to explain something you have to say why or how it happens.

When a question asks about the 'stem' (like the description of Clive at the beginning of this one) try to make sure that your answer clearly relates to this scenario.

25 (a) Clive's mum says that there was a storm in the night and she heard a lot of banging but Clive didn't hear anything. Clive remembers dreaming about being in a race but not being able to run.

Use Hobson and McCarley's activation synthesis model to explain why Clive did not hear the storm **and** why Clive dreamt about not being able to move.

(3)

Clive may not have heard the storm as he was in the stage of REM sleep. REM sleep is where dreaming occurs according to Hobson and McCarley. During REM sleep we experience sensory blockade, where no information from the senses is coming in or out of the brain explaining why he didn't hear the storm and we also experience movement inhibition. Movement inhibition is where we are physically unable to move during REM sleep. This may explain why Clive dreamt about not being able to move.

(b) Clive's dream had lots of things happening together that would happen separately in his real life.

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.

(2)

Hobson and McCarley's activation synthesis model could explain the separate events due to the activation, from the random firings of neurons in the brain, maybe about what would happen in his life being synthesised so that the memories and random firings were put together in a story-like sequence, despite them happening separately.



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Examiner Comments

This was a good answer, providing more than enough detail for full marks in both sections (a) and (b).

Question 26 (a)

Most candidates described the giraffe dream and many were able to provide good detail.

26 Freud was an early psychoanalyst. He studied a boy called 'little Hans'.

(a) Describe Freud's interpretation of **one** of little Hans' dreams.

(3)

One of Little Hans' dreams was that he had been given a bigger penis and bum by the plumber and then moved on and had children of his own. Freud interpreted this as Hans getting over the Oedipus Complex and in effect his desire for his mother. He had also gotten over wanting to kill his father and had grown up (hence the growing penis and bum). Having children of his own symbolised that he was moved on completely and ready for a grown up life.



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Examiner Comments

In this example, the candidate has used the plumber dream effectively.

26 Freud was an early psychoanalyst. He studied a boy called 'little Hans'.

(a) Describe Freud's interpretation of **one** of little Hans' dreams.

(3)

little Hans ~~had~~ dreamt of a big horse, with shutters over his eyes and a grey colouring around his mouth. He also dreamt that this horse had a big 'widdler.' Freud interpreted this as the horse being his dad, therefore the shutters being his glasses and the grey colouring around his mouth being his beard. Little Hans ~~is~~ also had a fear of horses, which Freud connected with his father also.



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Examiner Comments

This candidate does not describe a dream and although they begin to identify some elements of the Oedipus complex, this is not clear enough to earn a mark.

Question 26 (b)

Although there were many good answers here, a large proportion of candidates incorrectly believed that a degree was necessary.

(b) State **one** qualification or aspect of training for psychoanalysts working now **and** explain why it is needed.

(2)

They to be able to listen and be patient as the patient's will talk alot about their dreams and problems. They need to be able to listen so they can interpret the patient's dreams.



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Examiner Comments

This answer is not about training, it's about the individual's 'personality'. A mark could only have been earned here if the candidate had phrased the answer in terms of 'trained to' / 'experience of' / 'advice on how to' listen and be patient.

(b) State **one** qualification or aspect of training for psychoanalysts working now **and** explain why it is needed.

(2)

A part of training is that they must undergo 4 to 5, 50 minute sessions of psychoanalysis themselves before they can become one as they need to get rid of any problems as so they dont attach themselves to the patient or their problems.



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Examiner Comments

Many candidates answered in this way, earning two marks easily.

Question 26 (c) (i) - (iii)

Part (i) of this question was well done, with many candidates gaining the mark and most being able to define the term without using the word 'aim'.

Candidates struggled with the concept of privacy in part (ii).

Candidates typically find the concept of confidentiality much easier to understand and many were able to offer good ideas in part (iii), often suggesting changing the name or using initials. Some referred to Freud changing the name of 'little Hans' in order to maintain confidentiality, which was good to see.

(c) Psychoanalysts often do case studies. Some case studies have specific aims.

(i) What is meant by the **aim** in the case study method?

(1)

what the researcher wants to find out.



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Examiner Comments

(i) This candidate has correctly described what is meant by the aim in a case study.

(ii) Explain why maintaining **privacy** might be difficult in a case study.

(2)

Because often the researcher needs to know ~~private~~ private details about the person/people they are studying to be able to carry out the case study properly.



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Examiner Comments

(ii) This answer only earns 1 mark as there is nothing more than need to know private details. They might have elaborated with ideas such as it could be embarrassing for the patient or that they might feel pressured by the questions.

(iii) Outline how you would maintain **confidentiality** for a client/participant in a case study.

(1)

You could change the participant's name or shorten it to their initials & you could share the results with as few people as possible - only ones that really need to know.



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Examiner Comments

(iii) Here the candidate provides two possible correct responses.



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Examiner Tip

When you are explaining a term, try to use different words in your answer, otherwise you are just repeating the question.

To remember the difference between privacy and confidentiality, think about **P**rivacy as being about their **P**ersonal business no-one should **P**oke into and **C**onfidentiality being about **C**ontent of what they have said being safe and that they **C**annot be identified.

Paper Summary

Candidates who had understood and learned the content of the specification performed well. In particular, there were exceptionally good answers to question 13a, suggesting that candidates had experienced Carmichael et al's study in class and had understood it, so could recall it in detail. Elsewhere on the paper there were examples of good answers to scenario-based questions showing that many candidates had practiced this type of question so could apply their knowledge effectively.

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