

Mark Scheme (Results)

January 2011

GCE

GCSE Psychology (5PS01) Paper 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

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 () 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.
- 3 [] words inside square brackets are instructions or guidance for examiners.
- 4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
- 5 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.

Quality of Written Communication

Questions which involve the writing of continuous prose will expect candidates to:

- show clarity of expression
- construct and present coherent arguments
- demonstrate an effective use of grammar, punctuation and spelling.

Full marks can only be awarded if the candidate has demonstrated the above abilities.

Questions where QWC is likely to be particularly important are indicated "QWC" in the mark scheme BUT this does not preclude others.

Unit 1: Perception and Dreaming

Topic A: How do we see our world?

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

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

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

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

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

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

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

Question Number	Answer	Mark
8	C	AO2 = 1 (1)

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

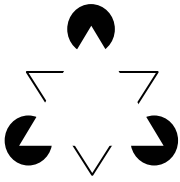

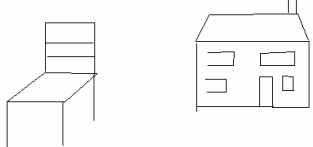
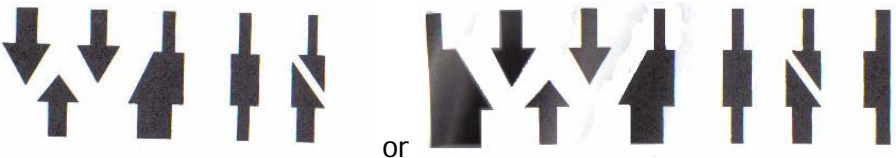
Question Number	Answer	Mark
10	B	AO1 =1 (1)

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

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

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

Question Number	Answer	Mark
14	<p>When we see objects we know at _____different_____ distances away from us, we use size constancy. An object that is far away will make a _____small_____ image on the retina. An object that is right in front of us will make a _____big_____ image on the retina. Size constancy adjusts vision to make objects appear _____normal_____ in size.</p>	AO1 = 4 (4)

Question Number	Answer	Mark
15(a)	<p>Any fiction earns 1 mark.</p> <p><i>Most likely answer:</i> name: Kanizsa triangle (accept understandable misspellings);</p> <p>description of Kanizsa triangle: the star made of parts of a triangle and three Pacman shapes; the shape that looks like two interlocking triangles but isn't complete; (do not accept <i>just</i> 'two interlocking triangles')</p> <p>drawing of Kanizsa triangle:</p>  <p><i>Other possible answers:</i></p>  <p><i>Do not accept drawings that are simply examples of 'closure', eg:</i></p>  <p>However, arguably this <i>is</i> a fiction illusion, so ones like this should be credited:</p>  <p>As after effects are fictions, any drawing which is <u>clearly</u> an after effect (eg is labelled as such) should be credited (These can only be black-and-white although the candidate can annotate eg with 'this part would be green and look red afterwards'). Also descriptions of after effects including motion after effects (waterfall effect, spiral shrinking/growing brain or fish, feeling as though you are moving when the adjacent train moves out of the station)</p>	<p>AO1 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
15(b)	<p>Look for statement that the perception is of something that is not there or is false.</p> <p>because it looks like there is a triangle/star but there isn't; because the shape seems to have an edge/contour but hasn't;</p> <p>because it looks as though the wall is moving upwards when you look away from the TV credits rolling <u>even though the wall isn't</u> moving;</p> <p>If (a) is blank/incorrect and (b) correctly explains a detectable fiction illusion the mark is available.</p>	<p>AO1 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
16(a)	<p>the way the group of friends were dressed; whether the friends were wearing hoodies;</p> <p>ignore one word answers eg friends / hoodies. Need 'or not' / different way they were dressed</p>	<p>AO3 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
16(b)	<p>who (they say) smashed the windows; whether (the participants say) the group of people in the background smashed the windows; if Dan's friends were to blame; which people were involved (in smashing the windows);</p> <p>OWTTE</p>	<p>AO3 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
16(c)(i)	<p>right to withdraw; withdrawal from study; wanting to leave / not carry on; protection from harm (not just general description of 'being upset');</p> <p>ignore repetition of stem ie 'could leave at any time if they wanted to'</p>	<p>AO3 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
16(c)(ii)	<p>so that people don't feel that they have to carry on if they don't want to; to avoid people getting distressed if they think they have to stay;</p> <p>(accept any plausible reason for offering chance to leave) if 16ci is blank but cii explains the importance of right to withdraw, mark is available allow transferred error if 16 c i is incorrect but mentions an ethical issue and cii corresponds, so mark is available</p>	<p>AO3 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
16(d)(i)	getting (informed) consent; accept 'avoiding deception' / (avoiding) uninformed consent / not being lied to; so they know what the participants are letting themselves in for / agreeing to; ignore 'deception' / 'having to tell people what would happen'	AO3 = 1 (1)

Question Number	Answer	Mark
16(d)(ii)	so that people are not risking doing something that they may not like/want to do/be embarrassed about; (wider ethical implications) eg media backlash / public liability / reputation of psychology or researcher; (accept any plausible reason for offering explanation to participants) if 16di is blank but dii explains the importance of consent/avoiding deception, mark is available allow transferred error if 16 d i is incorrect but mentions an ethical issue and cii corresponds, so mark is available	AO3 = 1 (1)

Question Number	Answer	Mark
16(e)(i)	1 mark per marking point. Max 1 mark for an appropriate term. 1 mark for an explanation. 1 mark for elaboration relating specifically to study (of term or explanation). control/standardise/only the IV affects the DV; so that the only difference between the two conditions was the hoodies/clothes; any differences in DV due to clothes not faces of friends/how they look; So that Dan knows the differences in the DV (who smashed the windows) was caused by the clothes (the IV) not differences between people in the films. (2 marks) OWTTE	AO3 = 2 (2)

Question Number	Answer	Mark
16(e)(ii)	1 mark per marking point. 1 mark for identifying the concept of situational variables changing (accept implicit identification). 1 mark for elaboration eg describing how it could affect participants' answers. Or credit two different reasons other things could have changed eg night/day; OWTTE <i>any possible situational variable eg:</i> there could have been other (suspicious-looking) people around for one video and not the other; the light may have been different making the view of the friends clearer/less clear;	AO3 = 2 (2)

Topic B: Are dreams meaningful?

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

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

Question Number	Answer	Mark
19	C	AO2 = 1 (1)

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

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

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

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

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

Question Number	Answer	Mark
25	B	AO3 = 1 (1)

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

Question Number	Answer	Mark
27	D	AO2 = 1 (1)

Question Number	Answer	Mark
28	C	AO2 = 1 (1)

Question Number	Answer	Mark
29(a)	<p>accept any plausible treatment for any disorder which may be referred to a sleep clinic.</p> <p>eg: drugs; CBT; hypnotherapy; acupuncture; psychotherapy;</p> <p>Doesn't need to state which patient (and even if obviously incorrect, ignore)</p>	AO2 = 1 (1)

Question Number	Answer	Mark
29(b)	<p>Note that the answer does not have to relate to a specific patient or disorder.</p> <p>0 marks No rewardable material.</p> <p>1 mark Brief identification of how the treatment named in (a) could help, e.g. the action it has on the patient.</p> <p>2 marks More detail, e.g. explaining how this will improve the patient's sleep.</p> <p><i>drugs:</i> counteract the biological cause of the problem; so reduce the symptoms; eg drugs for REM sleep disorder help to control paralysis;</p> <p><i>CBT:</i> helps them to feel more positive; so they are less anxious and can sleep better;</p> <p><i>acupuncture/hypnotherapy:</i> help to relax them; this can improve the person's sleep as they are less anxious;</p> <p><i>acupuncture:</i> may help to reset body clock; which helps to make the person feel sleepy at the right time of day;</p> <p><i>psychotherapy:</i> can uncover the source of the persons problems; so they are less anxious and can sleep better;</p> <p>Look for any other reasonable marking points.</p> <p>If not credit in (a) but (b) correctly explains the benefit of a detectable therapy full marks are available.</p>	<p>AO2 = 2</p> <p>(2)</p>

Question Number	Answer	Mark
29(c)	<p>1 mark per marking point. Max 1 mark for identifying an appropriate problem. 1 mark for an explanation or elaboration.</p> <p>it might be impractical for the patients to stay at the clinic overnight; eg if it is a long way for them to travel to work;</p> <p>the clinic setting is unnatural/invalid/lacks generalisability; as the patients might show more/fewer symptoms (as they are in an unfamiliar place);</p> <p>it could be unethical; eg if the patients were distressed by sleeping away from home;</p> <p>Look for any other reasonable marking points.</p>	<p>AO2 = 2</p> <p>(2)</p>

Question Number	Answer	Mark
30(a)(i)	A Pete	<p>AO2= 1</p> <p>(1)</p>

Question Number	Answer	Mark
30(a)(ii)	<p>Accept either reasons for Pete or against Ravi being a psychoanalyst</p> <p>Psychoanalysts need to maintain detachment, Pete doesn't get too wrapped up in other people's problems; (1 mark)</p> <p>Psychoanalysts need to be non-judgemental, Ravi makes snap judgements; (1 mark)</p> <p>Psychoanalysts need to maintain detachment, Ravi tends to get involved in other people's lives; (1 mark)</p> <p>Psychoanalysts need to build up good relationships with clients, Pete gets on with people, this could help patients to reveal their fears/help transference to happen; (2 marks)</p> <p>Psychoanalysts need patience/to be good listeners, Pete is good at this, this will help him to correctly interpret what his patients say; (2 marks)</p> <p>0 marks No rewardable material or copied from stem or just stating Pete. 1 mark Brief identification of a reason why one would be better (who is better and why). 2 marks More detail, eg explaining the first reason or adding another. Needs to be more than the stem. Needs to indicate value for psychoanalysis. Can be a contrast to the other individual but only if adds more to the argument, not is simply the reverse of the reason.</p>	<p>AO2= 2</p> <p>(2)</p>

Question Number	Answer	Mark
30(b)	<p>Mark all and credit best.</p> <p>interpretation is subjective; so the therapist might make the wrong interpretation; there are ethical problems; if the wrong interpretation is given and this leads to false memories; this could upset the client; or lead to family problems eg accusations of incest; going back over traumatic events can be distressing for the client; takes time to build up a relationship that would enable symbol analysis for that individual; (2 marks) the analyst might find it difficult to distinguish secondary elaboration from symbolism so misinterpret the dream; (2 marks) the client may have forgotten some of their dream and reconstruct it with additional ideas when they retell it to the therapist. The therapist may therefore misinterpret the latent content. (3 marks) the client might be embarrassed by the content of their dreams; this might cause them distress if they feel obliged to describe them; so they may lie, which would reduce the value of the therapy; (3 marks)</p> <p>0 marks No rewardable material. 1 mark Brief or muddled identification of a problem. 2 marks Clear identification of an issue with some explanation of why it would be a problem (including explanation of <u>pertinent</u> psychological terms used). 3 marks More depth, clearly explaining why an identified issue would be a problem in psychoanalysis.</p>	<p>AO2 = 3</p> <p>(3)</p>

Question Number	Answer	Mark
31(a)	A one teenager	<p>AO3 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
31(b)	B Describe a scary dream you have had in the past.	<p>AO3 = 1</p> <p>(1)</p>

Question Number	Answer	Mark
31(c)	<p>Ignore ethical issues. Must be at least one strength and one weakness otherwise max 3 marks. Max 2 marks for each strength or weakness. 1 mark per point made (including elaboration points).</p> <p><i>strengths:</i> can provide detailed/large amount of data; can provide both qualitative and quantitative data; can use several methods (so is more valid); OWTTE researcher gets to know the individual and develop trust so they reveal more, helping to get more data; (2 marks)</p> <p><i>weaknesses:</i> may not generalise from one individual; difficult to repeat; so reliability is low; depend on interpretation so subjective/low in objectivity; the individual may be unusual, so even less likely to generalise to the normal population; (2 marks)</p> <p>Accept any other reasonable strengths or weaknesses</p>	<p>AO3 = 4</p> <p>(4)</p>

Question Number	Answer	Mark
31(d)	<p><i>privacy:</i> asking about someone's personal life is intrusive; (candidates may talk about privacy in relation to observations and intruding on behaviour that people expect to be unobserved and can earn credit); they may not want to tell but feel obliged to/feel embarrassed;</p> <p><i>confidentiality:</i> detailed information about an individual may make them identifiable; this could be embarrassing for them; they should feel confident that whatever they say will not be revealed to other people; it is important that people can trust psychologists; because the researcher cannot share information with colleagues they might not be able to offload/ validate data or interpretations / publish results fully (2 marks)</p> <p>If the issue space is blank or the issue named there does not correspond to the subsequent explanation but the answer correctly explains either privacy or confidentiality the mark is available.</p>	<p>AO3 = 2</p> <p>(2)</p>

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