Mark Scheme (Results)

January 2013

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.

- Elaboration marks should only be awarded where the markscheme indicates and only if the point being made is an extension of an existing point which has earned credit.

- 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 meaning 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	Carmichael, Hogan and Walter (1932) investigated the effect of verbal labels (words) on recall and reproduction of pictures. There were three groups of participants in the study. What were these three groups? Answer	Mark
1	**B** Two groups with different lists of verbal labels and a control group.	AO1 = 1

Question Number	The main results of Carmichael, Hogan and Walter's (1932) study showed that the verbal labels did affect the participants' drawings. What percentages of the drawings looked like the verbal label? Answer	Mark
2	**A** Around 74% of the experimental participants' drawings, 45% of the control participants' drawings.	AO1 = 1

Question Number	What is stereopsis? Answer	Mark
3	**C** Using the difference between the images in the left eye and right eye to see depth.	AO1 = 1

Question Number	Which depth cue is most likely to help Ankita to decide whether the box or the desk is closest to her? Answer	Mark
4	**A** Superimposition	AO2 = 1

Question Number	The floor tiles form a pattern which Ankita can see clearly near her feet but it is less detailed at the back of the room. Which depth cue best explains this? Answer	Mark
5	**B** Texture gradient	AO2 = 1

Question Number	The chairs are in neat lines. To Ankita, the chairs appear to be closer together at the back of the room. Which depth cue best explains this? Answer	Mark
6	**D** Linear perspective	**AO2 = 1**

Question Number	One type of visual illusion makes us perceive edges that look like the sides of an object that isn't actually there. What are these illusions called? Answer	Mark
7	**D** Illusory contours	**AO1 = 1**

Question Number	Some visual illusions make us perceive an image that is the 'opposite' of the stimulus that we have just looked at. What are these illusions called? Answer	Mark
8	**B** After-effects	**AO1 = 1**

Question Number	Sometimes a figure appears as an illusion because there are two possible perceptions of the same image. What are these illusions called? Answer	Mark
9	**A** Ambiguous figures	**AO1 = 1**

Question Number	Which experimental design is **Neil** using?	Mark
	Answer	
10(a)	**B** Repeated measures design	**AO3 = 1**

Question Number	Neil is doing an experiment to look at the differences in the accuracy of recall for 'normal' pictures that are easy to understand and the accuracy of recall for 'strange' pictures that are hard to work out.	Mark
	'Normal picture' 'Strange' picture Neil thinks it will be easier if all his participants look at both the 'normal' and the 'strange' pictures but his teacher says he should have two separate groups, one group of people who only look at the 'normal' pictures and another group of people who only look at the 'strange' pictures. Neil, however, decides to stick to his original design. What is Neil's independent variable?	
	Answer	
10(b)	IV must be operationalised but does not need both parts of the IV. Do not accept 'pictures' or 'paintings' or 'the two pictures'. how hard the pictures are to work out; easy / difficult to understand images; simple / easy paintings; normal / strange paintings; the type of picture (they looked at); **OWTTE.**	**AO3 = 1**

Question Number	What is Neil's dependent variable?	Mark
	Answer	
10(c)	(accuracy of) recall (of pictures); **recall/memory alone is sufficient**	**AO3 = 1**
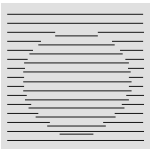
Question Number	State **two** ways in which Neil could use controls in his experiment.	Mark
	Answer	
10(d) (i)	1 mark for each control. time pictures were seen for; time gap between seeing pictures and recall; size of pictures; colour of pictures; content of pictures; all Ps should have the same instructions about drawing; all Ps should be in the same environment when looking at the pictures/drawing the pictures; the order of 'strange'/'normal' pictures should be counterbalanced/reversed for some Ps/randomised; **Look for other reasonable marking points.** **Control must be an example relating to *this experiment*, so do not accept general terms (ie 'situational variable', 'standardised instructions', 'counterbalancing' etc *alone* is not creditworthy.)** **Do not accept any answer relating to complexity of the pictures.** **DO NOT accept:** **'The two pictures stay the same', 'how they recall (draw/write /say)' reference to keeping the participants the same/the number of participants/independent groups/repeated measures (except in relation to counterbalancing etc) *[because they are matters of design or are factors you would not expect to vary]*** **'Use a control group' is not enough to be credited** **'All Ps should have clear instructions about drawing' is not creditworthy** **Candidates may identify two controls in one 'space'. Award 2 marks.**	**AO3 = 2**

Question Number	Choose **one** of the controls you stated in (d)(i) and explain why it is important in Neil's study.	Mark
	Answer	
10(d) (ii)	**1 mark for each point/elaboration.**	**AO3 = 2**
	TE: if (d)(i) is blank but (d)(ii) explains the importance of an appropriate control relevant to Neil's study then full marks can be given. See max below for non-contextualised study.	
	if (d)(i) is incorrect but (d)(ii) explains the importance of an appropriate control then max 1 mark. However the 'new' point must be an explanation, not just a description of another control	
	if (d)(i) is correct but (d)(ii) explains the importance of a different but appropriate control which is clear in (d) (ii) then max 1 mark.	
	Max 1 if not contextualised to Neil's study.	
	Control time because it affects recall = 1 mark Control time because looking for longer(shorter) causes better(worse) recall = 2 marks	
	if one picture is more colourful/bigger it might be easier to remember; so it wouldn't tell us whether it mattered how simple they were (be a valid test of the effect of complexity); (2 marks)	
	if some Ps were given different instructions they might understand better/worse; so might find the paintings easier/harder to remember; (2 marks)	
	if some Ps were in a bright/noisy room they might be distracted; so might find the paintings harder to remember; (2 marks)	
	Look for other reasonable marking points.	

Question Number	What do psychologists mean by the ethical guideline of 'informed consent'?	Mark
	Answer	
10(e) (i)	Agreement (from the participant) to take part; once they know/have been told (about the study/what's involved); 'signing something' is sufficient for 'agreement'	**AO3 = 2**

	Each underlined idea earns 1 mark. **Look for other reasonable ways to express these points.** **Do not accept 'informed' or 'consent' alone as part of the definition.** **Accept answers contextualised to Neil's experiment.**	

Question Number	What should Neil do so that his experiment follows the ethical guideline of the 'right to withdraw'? Answer	Mark
10(e) (ii)	tell the participants they can leave (at any time); participants should be allowed to remove their results (from the study)/say that the experimenter cannot use their results (at the end of the study) Candidates may give an acceptable retrospective answer, eg 'if they want to go, let them' 'Can leave' alone is not enough to be credited. **Look for other reasonable ways to express this point.**	**AO3 = 1**

Question Number	Describe **one** strength of Gregory's theory. Answer	Mark
11(a)	**1 mark per point/elaboration. Accept drawings if they help the student to earn a valid mark.** **If more than one clear strength, mark all and credit the best.** **No marks for the weaknesses of Gregory's work.** it explains distortion illusions (well); because they work using depth cues like linear perspective; (elaboration) it explains <u>some</u> ambiguous figures; eg depth cues in the Necker cube make the box go in or out; it explains <u>some</u> fictions; eg because it looks 3D; it explains the Muller-Lyer illusion (or any specific example);	**AO2 = 2**

	BUT 'Can explain (some) illusions' is too vague, and should not be credited. **Look for other reasonable marking points.**	

Question Number	Describe **one** weakness of Gregory's theory. Answer	Mark
11(b)	**1 mark per point/elaboration. Accept drawings if they help the student to earn a valid mark.** **If more than one clear weakness, mark all and credit the best.** **No marks for the strengths of Gregory's work.** it doesn't explain fictions (very well); the Kanizsa triangle as well as Gestalt theory; it doesn't explain ambiguous figures (very well); Rubin's vase as well as Gestalt theory; it can't even explain some distortion illusions; where we can't interpret the 2D image as 3D; Gestalt theory can explain ambiguous figures well/better; it doesn't explain the circles Muller-Lyer illusion; because there are no depth cues angled lines; BUT it can't explain (some) illusions' is too vague It's not true that Gregory's theory cannot explain (any) ambiguous because they don't use depth cues [some do, such as Leeper's Lady], it is true however, of Rubin's Vase. **Look for other reasonable marking points.**	AO2 =2

Question Number	Describe the findings (results and/or conclusions) of **one** study about eyewitness memory you have learned. **Do not** use Carmichael, Hogan and Walter's (1932) study. Answer	Mark
12(a)	**1 mark per point/elaboration.** **All marks are available for any aspect of the results/conclusions study.** **No marks for ID, aim or method. Ignore incorrect names.**	AO1 = 4

If no other mark-earning comments, accept simplistic statements such as 'Differences in recall between conditions/whether facts fitted the schema' **for 1 mark only.**

Do not accept Carmichael, Hogan and Walter's (1932) study.

If in doubt about the legitimacy of a study, contact your team leader.

If more than one study has been described, mark them all and credit the best.

If very general/not identifiable but has relevant material max 2. (If in doubt, contact your team leader).

Tuckey & Brewer
Errors in recall caused by schemas;
Facts that fitted the (bank robber) schema, Ps recalled accurately;
Facts that were the opposite of the schema, Ps recalled accurately;
Facts that were unrelated to the schema, Ps recalled poorly;

Boon & Davies
Errors in recall caused by schemas;
Ps' schema said the black man was holding the knife (when it was the white man);
Ps mistakenly identified the black man as holding the knife;
when asked to recognise individuals on slides;
but not when asked to describe what they had been shown;

Bartlett
the form of a story tends to stay constant;
eg Ps remembered fighting;
details such as names/numbers are (often) lost;
eg the number of men in the canoe was muddled;
details such as names/numbers (often) become stereotyped;
details such as names/numbers may be remembered if they match the P's interests/expectations;
events become less complex/simpler;
eg the idea of 'ghosts' was (often) lost;
incorrect details are (often) added;
eg the fire was to 'cook breakfast';

List marks:
List of 2 (eg 'story became simpler and shorter') = 1 mark
List of 3+ (eg story became simpler, stereotyped and shorter') = 2 marks
NB Take care not to award the same marks twice, HOWEVER more than one list mark can be awarded for different characteristics of the story in one answer

Palmer
Ps recognised more appropriate than inappropriate objects (or a kitchen scene);
eg they recognised the loaf but not the mail box;
There were more errors when there was no context (than with the appropriate context);
perceptual set (based on expectations/context) affects what is perceived;

errors in recognition (of non-kitchen items) caused by schema;

Allport & Postman
Black man more likely to be recalled/drawing reproduced holding razor (than white man);
Black man (falsely) recalled threatening with razor;
Because based on schema about racial stereotypes (and crime);
The stereotype distorts recall of the scene;

Brewer & Treyens
Items expected to be in the context (of an office) were well recalled;
eg typewriters [not computers] were recalled (as having been in the office they went into);
errors made on items not matching the office schema; (elaboration)
eg (forgot) skull / tennis racquet / frisbee / cactus / brick;
eg books 'recalled' even though none there [also pencil holder, telephone, window, shelves];
drawing and writing recall are (roughly) equally accurate;
some Ps remembered the skull even though not typical of an office as very unusual;
placement wrong eg note pad recalled as on desk [was on chair];
in recognition task very salient objects were accurately recalled (eg rat, Playboy centrefold) (as present or absent);
recall/recognition is affected (by expectations based on) context;
errors in recognition (of non-office items) caused by schema;

Look for other reasonable marking points and studies (eg Allport & Postman**).**

Question Number	Explain why the findings (results and/or conclusions) of the study you described in (a) are important. Answer	Mark
12(b)	**1 mark per point/elaboration.** **TE: if (a) is blank but (b) correctly identifies and explains the importance of an appropriate study in relation to society/the individual then full marks can be given.** **if (a) is incorrect but (b) explains the importance of an appropriate study in relation to society/the individual then max 2** **if (b) does not match the study outlined in (a) then no marks unless (b) correctly identifies and explains the importance of an appropriate study in relation to society/the individual then full marks can be given.** **'Individual and society' can include any practical application - most likely to helping eyewitness/catching criminals/avoiding unfair acquittals or prosecutions. Where responses suggest benefits to psychology these can earn full marks if they go on to give the way that society/individuals benefit as a consequence (eg that elaborate the argument 'psychology tells us more about**	**AO2 = 3**

EWs, so there will be fewer false arrests') but max 1 for psychology alone eg if purely strengths of study

if the candidate has used Carmichael count as TE max 2.

NB do not credit simple repetition of conclusion of study, eg saying 'context will affect EWs'

Any study
It might be useful to test EWs' schemas; (1 mark)
to ignore aspects of the testimony that might be inaccurate (**OWTTE**); (elaboration mark)

Tuckey & Brewer
Statements from testimonies that fit the witness's schema are likely to be accurate so can be trusted;
Statements from testimonies that the opposite of the witness's schema are likely to be accurate so can be trusted;
Statements from testimonies that are unrelated to the witness's schema are unlikely to be accurate so may not be trustworthy;
So the courts should be cautious when using evidence from eyewitnesses because some aspects may be more accurate than others;

Palmer
Statements from testimonies that fit the witness's schema are likely to be accurate so can be trusted;
Statements from testimonies that are unrelated to the witness's schema are unlikely to be accurate so may not be trustworthy;
So the courts should be cautious when using evidence from eyewitnesses because some aspects may be more accurate than others;
Returning the EW to the scene / using reconstruction could help to improve the accuracy of testimony;

Boon & Davies / Allport & Postman
Statements about suspects might be inaccurate because of schemas based on ethnic group;
for example in a knife crime a black suspect might be mistakenly identified when the perpetrator was actually white;
this is more likely when the witness is asked to recognise the suspect;
eg in a line up;
so it would be best to get them to write detailed statements first;

Bartlett
witnesses might be inaccurate if the events in a crime they have seen are unfamiliar;
witnesses' recall of names/numbers might be inaccurate;
testimonies might be more accurate if the witness sees something which fits their schema/stereotype;
eg if they expect a thief to be young/old/dressed in a hoodie and they are;
testimonies might be less accurate if the witness sees something which doesn't fit their schema/stereotype;
eg if they expect a thief to be young/old/dressed in a hoodie and they are not;

Brewer & Treyens
Statements from testimonies that fit the witness's schema are likely to

| | be accurate so can be trusted;
Statements from testimonies that are unrelated to the witness's schema are unlikely to be accurate so may not be trustworthy;
So the courts should be cautious when using evidence from eyewitnesses because some aspects may be more accurate than others;
Returning the EW to the scene / using reconstruction could help to improve the accuracy of testimony;
EWs could draw or given written testimonies about suspects;
EWs will be more accurate about very salient aspects of the crime scene;

Look for other reasonable marking points. | |

Topic B: Is dreaming meaningful?

Question Number	Which term refers to the recalled content of dreams?	Mark
	Answer	
13	**A** Manifest content	**AO1 = 1**

Question Number	Which term refers to the representation of two objects as one in a dream?	Mark
	Answer	
14	**D** Condensation	**AO1 = 1**

Question Number	Which term refers to how one object in a dream is a symbol for another object?	Mark
	Answer	
15	**C** Displacement	**AO1 = 1**

Question Number	Which term refers to adding ideas to the dream content to make it into a coherent story?	Mark
	Answer	
16	**E** Secondary elaboration	**AO1 = 1**

Question Number	Freud studied the process of dreamwork but it is very difficult to investigate.	Mark
	Explain why dreamwork is difficult to investigate.	
	Answer	
17	**1 mark per marking point or elaboration point.**	AO2 = 4
	Points about concepts such as validity/subjectivity do not have to include the term.	
	Points including a term used correctly do not automatically earn an elaboration point (see marking points).	
	It's sometimes difficult to decide if an answer is creditworthy. Focus on WHY, that is the question	
	the processes are unconscious; so we can't measure/test them; because interpretations are subjective; because people cannot always recall their dreams so there may be nothing to interpret/difficult to recall dreams if wake up in nREM / if dream was early in the night; because people could lie about their dreams so interpretations may be incorrect/invalid; can only use what the dreamer says; ethical problems because patients may not want to reveal private thoughts; different people have different symbolism (ie problems with generalisibility); interpretations are unreliable because different researchers can interpret dreams differently (2 marks);	
	NB **DO NOT** accept: 'People do not recall dreams accurately' / 'secondary elaboration' alone as either needs an explanation of 'why'	
	Describing what dreamwork <u>is</u>	
	Look for other reasonable marking points.	

Question Number	The main way Freud investigated little Hans was by:	Mark
	Answer	
18	**C** receiving letters from little Hans's father	AO1 = 1

Question Number	Freud's study of little Hans may lack reliability because:	Mark
	Answer	
19	**C** Freud only studied one child	AO2 = 1

Question Number	Freud's study of little Hans may lack generalisability because:	Mark
	Answer	
20	**A** little Hans was an unusual child	AO2 = 1

Question Number	Hobson and McCarley (1977) explained dreams in a different way from Freud. They said that dreams resulted from random memories triggered during sleep that are joined together into a story.	Mark
	Outline **one** way in which Hobson and McCarley's theory is **better** than Freud's.	
	Answer	
21	**Must be a comparison to earn marks.**	AO2 = 2
	0 marks No comparison or rewardable material.	
	1 mark Basic. Comparison is made simply, eg simple statement such as about the advantages of Hobson & McCarley.	
	2 marks Comparison is clear, eg both theories are mentioned to indicate why one is better than the other - making the reason explicit even if it is simple - OR if one elaborated difference is indicated with an implicit contrast.	
	Indicative content:	
	It is more scientific 1 mark (implicit reference to Freud's methods) Hobson & McCarley's theory explains why dreams are muddled without having to rely on interpretation; 1 mark (implicit reference to Freud's methods) Hobson & McCarley's theory was based on more than one single study of an 'odd' child; 1 mark (implicit reference to Freud's methods)	
	Activation synthesis is supported by much more <u>scientific</u>/<u>objective</u> studies such as Hobson's studies on cat brains; 2 marks (implicit reference to Freud's methods, elaborated point) it is more objective than Freud's theory because it is based on scientific tests; (2 marks) it is more credible as they measured things than can be seen whereas the unconscious can't be; (2 marks - just) their theory not based on importance of dream content, so no interpretation needed that may be biased; (2 marks - just) Hobson & McCarley used brain scanning/experiments so their data was better/more valid/credible than Freud's as he used case studies; (2 marks)	
	NB: no marks for just 'explains why dreams are muddled', because Freud's theory does too.	

	Look for any other reasonable marking points.	

Question Number	Researchers can use different ways of gathering data. Identify whether each of the following ways would produce qualitative data or quantitative data. Put a cross in the correct box to indicate whether each way to gather data would produce **qualitative** or **quantitative** data. Answer	Mark
22	One mark per correct cross. If both boxes crossed for each 'way' then 0 marks. Boxes that are clearly crossed out an alternative chosen can gain credit but if no alternative, accept the first given.	AO3 = 4

Ways to gather data		Qualitative	Quantitative
A researcher asks a participant to:	• describe a dream they have had recently	X	
	• to rate the scariness of a recent dream from 1 (not very scary) – 10 (very scary)		X
	• say how they felt about a very emotional dream	X	
	• put a tick in a chart each time they dream about an animal		X

Question Number	Suggest **one** question Pedro might ask his patient. Answer	Mark
23 (a) (i)	How many times do you wake up each night? How long does it take you to get to sleep? Describe your activities in a typical day. What do you do to relax? How many sports do you play? What job do you do? List the things you do with your friends. Do you see your family often? Did you get on with your mum/dad when you were young? **Question can be open or closed.** **The answer must be phrased as a question but does not have to have a question mark.** **Question must be phrased in second person (ie 'you/your' rather than 'she')** **Where there is more than one response, mark the first one which**	AO2 = 1

is a question.

Look for other reasonable marking points.

There are many ways to answer this correctly. Answer must simply be a question for an individual about their sleep/lifestyle.

If (i) indicates an area of questioning, even it is does not earn a mark then (ii) makes sense, (ii) can earn credit.

Question Number	Explain how the question you have suggested in (a)(i) might be helpful to Pedro or his patient. Answer	Mark
23 (a) (ii)	**Answer must relate, however indirectly, to (a)(i) to be credited.** eg: indicates restlessness; indicates stress; indicates whether lifestyle is active/passive; indicates whether she tries to calm down; indicates how hard she works; indicates the strength of her social network; tells Pedro whether she completed the Electra complex; **Look for other reasonable marking points.** **NB it must be apparent how the comment relates to being helpful eg saying 'will be thinking about it' is not enough to earn credit, but with the addition of '...so may be disturbed' would earn 1 mark.** **There are many ways to answer this correctly. The candidate's answer must simply offer any use of the question they have suggested.** **If (i) indicates an area of questioning, even it is does not earn a mark then (ii) makes sense, (ii) can earn credit.**	AO2 = 1

Question Number	Treatments used in sleep disorders clinics include medication, cognitive behavioural therapy (CBT), acupuncture, hypnotherapy and relaxation training. Describe **one** treatment that might be used in a sleep disorders clinic. You may describe one of the treatments listed above or a different treatment. Answer	Mark
23(b)	**Accept any plausible treatment for any disorder which may be referred to a sleep clinic.** **Dream analysis and hypnosis are techniques used within treatments, but are not treatments in themselves and can only score max 1 unless described within the context of hypnotherapy or psychotherapy as complete treatments.** **Mark according to the levels below. If more than one treatment is described, mark them all and credit the best.** eg: medication, CBT, acupuncture, hypnotherapy, psychotherapy; 0 marks No rewardable material. 1 mark Basic. Simple detail, e.g. brief comment on some aspect of treatment *or* on how the treatment improves sleep. 2 marks Brief. Some detail, e.g. brief description *or* explanation of some aspects of treatment *or* an explanation of how the treatment improves sleep. 3 marks Some detail. Limited description and explanation *or* good description or explanation. More detail, e.g. description or explanation of some aspects of treatment or an explanation of how the treatment improves sleep. 4 marks Well explained. Good detail of how treatment is conducted (does not _have_ to include how it works or how it improves sleep but _may_ do so for full marks). *Indicative content* *medication:* drugs are given to the patient	AO1 = 4

eg sedatives
they counteract the biological cause of the problem
so reduce the symptoms
eg drugs for REM sleep disorder help to control paralysis

CBT:
the therapist looks for cognitive causes/faulty thinking related to sleep problems
and helps the patient to understand their unhelpful thoughts
and to overcome them using practical solutions
such as how to reduce stress
and are less anxious so sleep better

hypnotherapy:
the therapist hypnotises them
eg by using relaxation
this helps to calm them down when they are awake
so are less anxious and sleep better

acupuncture:
may help to reset body clock
which helps to make the person feel sleepy at the right time of day
it also helps them to relax
so are less anxious and sleep better

psychotherapy:
this uses techniques like dream analysis
in which the reported (manifest) content is used to understand underlying problems
and the therapist talks these through to reduce the person's problems
so they are less anxious and can sleep better

Look for any other reasonable marking points.

Other possibilities may include: behavioural therapy, relaxation therapy, REBT etc

Question Number	State **one** qualification an accredited psychoanalyst is likely to have.	Mark
	Answer	
24(a)	**1 mark per marking point.** a degree; a level 5 qualification; a masters level qualification (in psychoanalysis); a PhD; completed training for a certificate from the International Psychoanalytic Association; **Where there is more than one answer, take the first** **ignore** any reference to subject e.g. Psychology / Psychoanalysis **NB** Chartered status is not creditworthy (not a qualification)	AO1 = 1

Question Number	What might a psychoanalyst do during their training for accredited status in order to gain practical experience?	Mark
	Answer	
24(b)	**1 mark per marking point.** 4 years' part time; supervision by a qualified psychoanalyst; see a client… for 50 minutes a day / to learn about transference; for 4-5 days a week for 2 years; a second client is seen in the third year; receive psychoanalysis; **To be creditworthy, the answer must related to gaining <u>accredited status</u>, not just gaining practical experience (eg 'volunteering', 'watching a psychoanalyst', 'helping at a school', 'counselling' do not earn credit).** **OWTTE.**	AO1 = 1

Question Number	What is the 'case study' research method?	Mark
	Answer	
25(a)	**1 marking point per point/elaboration.** an in-depth/detailed/qualitative investigation; of one instance/unit (individual/family/school); happen over a long period of time; may use several research methods; a detailed investigation, like Freud did on little Hans when he collected information about lots of aspects of Hans's life; (2 marks) a case study uses lots of different methods, eg observations and interviews; (2 marks) NB **DO NOT accept:** 'lots of data' as experiments collect lots too Just mentioning little Hans isn't enough (to assume 'only one participant') as it's in the question As a **research method,** ignore reference to diagnosis / treatment Accept 'experiment' when used as 'study'	AO3 = 2

Question Number	The case study is a research method used in psychology. Evaluate this research method in terms of its **strengths**.	Mark
	Answer	
25(b)	**1 mark per point/evaluation. Must be 2 or more different points for 3 marks (max 2 if only one point mentioned).** *Strengths*	AO3 = 3

| | | collects detailed/in-depth/qualitative data;
valid/useful/real because direct from P themselves/self report;
can collect more specific information than (structured) questionnaires/interviews because the researcher can vary the questions they ask according to what they find out;
they can collect more valid information;
as the researcher gets to know the individual well so they trust them more;
real life situation is good because the P won't feel uncomfortable / won't change their behaviour

'Lots' of data is not a strength – experiments collect lots too!

Answers relating to 'Little Hans' do not earn credit unless an evaluation point is made, which is sufficiently general that it would apply to all case studies

Look for other reasonable marking points.

As a **research method** diagnosis / treatment is not a strength so no credit for this in this question. | |