

Mark Scheme (Results)

Summer 2013

GCSE Psychology (5PS01/01)

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General Guidance on Marking – GCSE Psychology

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: even 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	Which structure of the retina helps us to see in colour?	Mark
1	C Cone	AO1 = 1

Question Number	Which structure of the retina helps us to see in low levels of light?	Mark
2	B Rod	AO1 = 1

Question Number	Which structure of the retina helps us to see movement?	Mark
3	B Rod	AO1 = 1

Question Number	Carl's team is playing in red and their opponents in blue. Sally perceives all of Carl's team as a group because of:	Mark
4	C Similarity	AO2 = 1

Question Number	Most of the players move to the other end of the field but Carl is still in his goal. Sally sees most of the players as one group and Carl as separate because of:	Mark
5	D Proximity	AO2 = 1

Question Number	Carl is standing on his own in the middle of his goal. Sally perceives him as separate from the grass behind him because of:	Mark
6	B Figure-ground	AO2 = 1

Question Number	What was the independent variable in this part of Carmichael, Hogan and Walter's experiment?	Mark
7	C Verbal labels or no verbal labels.	AO3 = 1

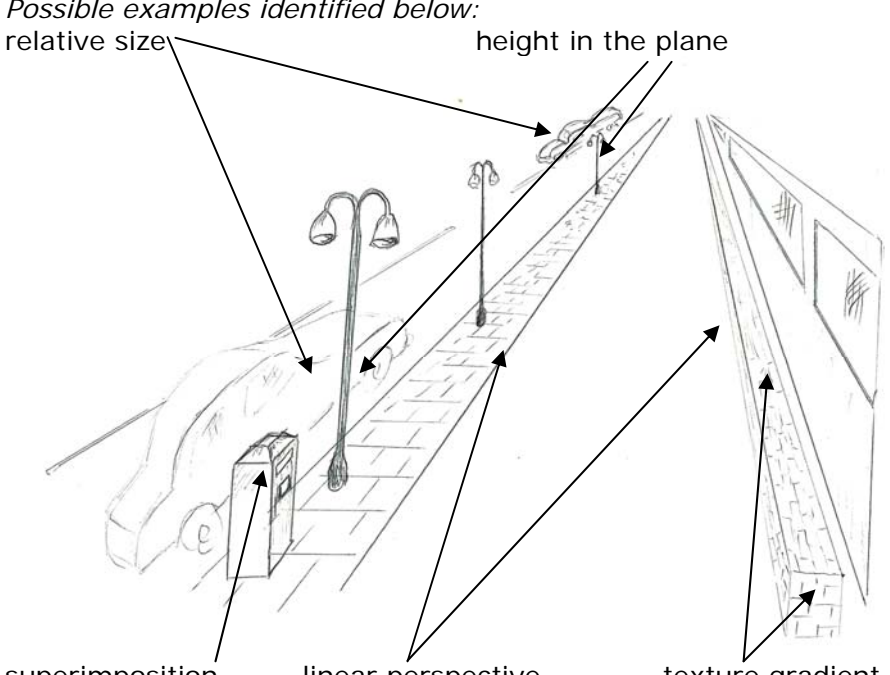
Question Number	What was the dependent variable in Carmichael, Hogan and Walter's experiment?	Mark
8	A Whether the participants' drawings looked like the verbal labels or not	AO3 = 1

Question Number	One control in Carmichael, Hogan and Walter's experiment was:	Mark
9	D For every label the experimenter said 'The next figure resembles...'	AO3 = 1

Question Number	You have studied three types of visual illusion. Choose four different answers from this list to fill in the gaps in the paragraph below.	Mark
10	<p>1 mark for each correct answer. Ignore clearly crossed out alternatives. If more than one answer in the answer gap for answers take the first answer.</p> <p>An example of illusions called _____ Ambiguous (figures)_____ is Leeper's Lady. These illusions happen because we cannot choose between two possible interpretations of the image. _____ Fictions_____ are illusions in which we perceive something that is not present in the stimulus, such as seeing a green dot after staring at a red dot. Gregory says a third group of illusions happen because we interpret images as if they were real, three dimensional scenes. This group of illusions is called _____ Distortions_____. An example of these illusions is the _____ Muller-Lyer and/or Ponzo_____ illusion.</p>	AO1 = 4

Question Number	There are two theories which explain illusions, Gregory's theory and Gestalt theory. Evaluate the Gestalt theory of illusions, giving two strengths and two weaknesses.	Mark
11	<p>1 mark per marking point for each strength or weakness.</p> <p>Accept two answers in one space.</p> <p><i>Possible strengths</i></p> <p>Gestalt theory can explain (many/some) ambiguous figures (because part of the stimulus could be figure or ground so we get confused); NB the mark can be earned in context eg the Leeper's Lady / Rubin's vase</p> <p>Gestalt theory can explain (some) distortions eg the Muller-Lyer illusion (because we perceive each figure as a whole and the one with the 'out-going' fins is bigger);</p> <p>Gestalt theory can explain some distortions which Gregory's theory can't explain eg the Muller-Lyer with circles;</p> <p>Gestalt theory can explain some fictions; NB the mark can be earned in context eg Kanizsa Triangle (because of closure);</p> <p><i>Possible weaknesses</i></p> <p>Gestalt theory does not explain many distortion illusions/ Gregory's theory explains distortion illusions better;</p> <p>Different Gestalt laws are used to explain different illusions (eg closure for the Kanizsa triangle but figure-ground for Rubin's vase);</p> <p>Gestalt theory is hard to test because you can't (always) be certain which law(s) is(are) being used; for example the Leeper's Lady illusion might happen because of figure-ground or continuity or both;</p> <p>Gestalt theory cannot explain all fictions (eg not after images)</p> <p>Gestalt theory cannot explain the Kanisza triangle properly because closure/continuity should cause us to see a six-pointed star;</p> <p>Look for other reasonable marking points. NB Only allow one 'It can/cannot explain...all/some/many/most' without justification</p> <ul style="list-style-type: none"> • beware of descriptive answers eg 'It can explain using laws like figure-ground' • Gestalt theory <i>can</i> explain M-L see MS point 2 BUT ignore if obviously a Gregory-type explanation • Need more/fewer eg in explains more ambiguous figures/fewer distortions (than Gregory) <i>unless</i> there is a good argument to the contrary. 	AO2 =4

	<ul style="list-style-type: none">• Ignore 'explains more/fewer illusions than Gregory'• Ignore 'explains different illusions from Gregory' (unless this is justified such that it suggests what/how additional types might be explained that Gregory's theory could not explain).• Beware of ones with all/some back-to-front or confused eg 'can't explain ambiguous figures because can't tell F/G'	
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Question Number	In each box name one depth cue you can see in the picture and draw arrows linking each box to an example of that depth cue. You must use four different depth cues.	Mark
12 (a)	<p>1 mark per monocular depth cue named.</p> <p>I, ii, ii, iv can be in any order and can be any monocular depth cue, but each must be different and point approximately to a depth cue in the picture. This is more important as it must link to part b (NB this will indicate whether the candidate has correctly identified a depth cue, rather than the accuracy of their arrow. SO, if there is no arrow but it is clear from part (b) that the arrow would have been correct, marks can be awarded in both (a) and (b). If this is not clear from (b), then no arrows in (a) means no marks in (a)).</p> <p>Accept any reasonable spelling.</p> <p><i>Possible examples identified below:</i></p>  <p>relative size height in the plane</p> <p>superimposition linear perspective texture gradient</p> <p>NB in (a) size constancy = 0 marks</p>	AO1 =4

Question Number	Describe how the picture illustrates your depth cue 1 . Describe how the picture illustrates your depth cue 2 . Describe how the picture illustrates your depth cue 3 . Describe how the picture illustrates your depth cue 4 .	Mark
<p>12 (b) (i) (b) (ii) (b) (iii) (b) (iv)</p>	<p>1 mark per monocular depth cue explanation. Can be very basic but must relate to the picture in some way. Each explanation should refer to a cue named in part (a).</p> <p>Examples: <i>relative size</i> lamp posts: 'closer' lamp post is larger; ORA cars: 'further away' car is smaller; ORA as we apply size constancy in the real world, we interpret the 'closer' lamp post/car as larger; ORA [also: windows, paving slabs, bricks]</p> <p><i>superimposition:</i> lamp post obscures part of car as the lamp post is in front; post box obscures part of car as the post box is in front; [Also: lamp post/paving slab]</p> <p><i>linear perspective:</i> brick wall: edges get closer in the distance; edges of pavement get closer in the distance; white lines and (edge of) road get closer in the distance; top and bottom of windows get closer in the distance; lamp posts: lines at the top and bottom get closer in the distance;</p> <p><i>height in the plane:</i> cars: 'further away' car is higher; [Also: lamp posts]</p> <p><i>texture gradient:</i> bricks in wall are only clear in the foreground; ORA slabs of pavement are less clear in background; ORA</p> <p>Look for other reasonable marking points.</p> <p>NB If there are no arrows in (a) and (b) does not refer to a specific part of the picture (ie just gives a general definition) the (a) = 0, (b) = 0</p> <p>If no cue is named in (a) / name is incorrect then (a)=0, (b)=0, except: * if (a) says 'size constancy' (=0 for a) and in (b) size constancy explanations gives an appropriate explanation of <i>relative size</i>, then (a) = 0, (b) = 1 * if a candidate names or labels a new or different cue in part (b) from the one they labelled for the corresponding letter in part (a) AND it is clear which part of the picture they are referring to, marks can be awarded here for correct answers (but not retrospectively for (a).</p>	<p>AO2 = 4 (4 x 1 mark)</p>

Question Number	Zara calculated the mean for her data from Test A . How did she do this? Put a cross <input checked="" type="checkbox"/> beside the correct calculation of the mean.	Mark						
13(a)	<p>Only one box should be crossed.</p> <p>If both are crossed no marks.</p> <table border="1"> <tr> <td><i>Calculation of descriptive statistics</i></td> <td><i>Put a cross beside the mean</i></td> </tr> <tr> <td>2, 2, 3, 4, 5, 7, 12. The middle one is 4. Answer 4</td> <td></td> </tr> <tr> <td>$3+2+5+7+2+12+4 = 35$. 35 divided by 7 is 5. Answer 5</td> <td style="text-align: center;">X</td> </tr> </table>	<i>Calculation of descriptive statistics</i>	<i>Put a cross beside the mean</i>	2, 2, 3, 4, 5, 7, 12. The middle one is 4. Answer 4		$3+2+5+7+2+12+4 = 35$. 35 divided by 7 is 5. Answer 5	X	AO3 = 1
<i>Calculation of descriptive statistics</i>	<i>Put a cross beside the mean</i>							
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$3+2+5+7+2+12+4 = 35$. 35 divided by 7 is 5. Answer 5	X							

Question Number	What is the mode for Zara's data from Test A ?	Mark
13(b)	<p>1 mark for correct answer.</p> <p>2</p> <p>NB It may be a list of numbers with '2' circled.</p>	AO3 = 1

Question Number	What was the experimental design of Zara's study?	Mark
13(c)	<p>Accept first answer only.</p> <p>Ignore any explanation before the answer.</p> <p>repeated measures</p> <p>Also accept: related groups / within groups / repeated groups/ within participants / within subjects</p> <p>Do not accept single words eg repeated/related.</p>	AO3 = 1

Question Number	Explain why Zara should not have recorded her participants' names.	Mark
13(d)	<p>1 mark per marking point</p> <p>Both points can be for justification or 1 + 1 for name and define/define/justify</p> <p>(it breaks the ethical guideline of) confidentiality/ it is important to keep the data\identity\participants' personal information confidential / so they stay anonymous / people should know that their data won't be seen by anyone else\is safe; idea that names are not necessary so shouldn't use them; if people saw the results they might laugh at them; so the participants might be embarrassed / Holly might feel ashamed / Abdul might show off;</p> <p>references to privacy are incorrect (but ignore if answer says confidentiality as well)</p> <p>'Ethically wrong' is not enough.</p>	AO3 = 2

Topic B: Is dreaming meaningful?

Question Number	When psychoanalysts do research they sometimes conduct case studies. A problem with this is that they will know the patient well which can affect their conclusions. Which term best describes this problem?	Mark
14	D Subjectivity	AO3 = 1

Question Number	Which of these statements best describes the work of a psychoanalyst?	Mark
15	D They gather in-depth data from the patients	AO1 = 1

Question Number	The aim of Freud's study was to help to resolve little Hans's phobia. Which of the following best describes the aim of a study?	Mark
16	B A description of why a study is being done and what you hope to find.	AO3 = 1

Question Number	Little Hans had a phobia. What was he afraid of?	Mark
17	C Horses	AO1 = 1

Question Number	To find out about little Hans, Freud mainly used information from:	Mark
18	B Hans's father	AO1 = 1

Question Number	From the list of statements below, choose two that could be weaknesses of Freud's case study of little Hans. (Mark only two boxes.)	Mark
19	B Hans's parents knew about Freud's theory D Other psychologists might have interpreted little Hans's fantasies differently from Freud.	AO2 = 2

Question Number	Outline one strength of the little Hans case study.	Mark
20	<p>Freud's data were very detailed/in depth; Freud's data came from little Hans himself so were relevant to real life(valid); Dream analysis is good because it is a way to find out about the unconscious, which is hard to get at; Dream analysis is good because it helps people to solve problems; A case study is good because it can use lots of different methods (making it valid); A strength of case studies is that they give information about rare events; The study was good because it helped little Hans to get over his phobia; Freud's study was good because Hans knew his dad well so would have said lots; Hans was unaware he was being studied so acted normally (no demand characteristics); Little Hans was not his real name, so it was confidential;</p> <p>Look for other reasonable marking points.</p> <p>NB Incorrect answers include:</p> <ul style="list-style-type: none"> - reference to taking a long time (true but only an advantage if expressed in terms of allowing the tracking of developmental changes) - collecting lots of data (experiments do to, it's the detail that matters) - protected privacy is incorrect - just term is not enough for 'outline' (eg valid/ecologically valid/(no) demand characteristics) 	AO2 = 1

Question Number	When neurons communicate they send a message along the axon. Identify the two correct statements about this process. (Mark only two boxes.)	Mark
21	<p>A it is very fast C it is an electrical message</p>	AO1 = 2

Question Number	Where are neurotransmitters released from?	Mark
22	C	AO1 = 1

Question Number	Where are neurotransmitters received?	Mark
23	A	AO1 = 1

Question Number	What did Hobson and McCarley mean by 'activation'?	Mark
24(a)	<p>1 mark per marking point or elaboration point.</p> <p>stimulation/recall of memories; (Allow an example of a memory) randomly;</p> <p>the brain randomly triggers thoughts (2 marks)</p> <p>Accept 'randomly' after 'activation' for 1 mark (for 'activation') Do not accept 'activation' in place of the first marking point Ignore common sense definitions of the word 'activation' References to random neurotransmitters/neurons/firing in the brain is not sufficient in place of thoughts/memories</p>	AO1 =2

Question Number	What did Hobson and McCarley mean by 'synthesis'?	Mark
24(b)	<p>1 mark per marking point or elaboration point.</p> <p>putting memories into a sequence; that is recalled / that is like a story;</p> <p>trying to make sense by organising the activated thoughts (2 marks)</p> <p>Accept organising for 'sequence' but not 'interpreting'</p>	AO1 =2

Question Number	Evaluate Hobson and McCarley's theory of dreaming. Include strengths and weaknesses in your answer.	Mark
24(c)	<p>1 mark per marking point, 1 for an elaboration point.</p> <p>Max 3 for strength(s) only</p> <p>Max 3 for weakness(es) only</p> <p>Look for other reasonable marking points.</p> <p><i>Strengths</i> it is based on scientific/valid/objective evidence (unlike Freud's theory); eg lab experiments / physiological measures / can be tested scientifically (unlike Freud's theory) / as brain activity can be measured accurately/directly; source of activation/movement inhibition has been found in the pons/reticular activating system (RAS); can account for random/meaningless nature of dreams; has led to new developments/investigations, such as (Hobson's (1999) suggestion) that meaning in dreams might lead to generation of new ideas; has led to ideas about the (evolutionary) reason for dreaming, eg that it might test brain circuits/help brain to function normally when awake; OWTTE NB, the theory itself does not enough explain why this might be the case it accounts for the need for movement inhibition/sensory blockade, which Freud's theory cannot do; NB, first phrase not enough – 'it explains what it explains'</p> <p><i>Weaknesses</i> we dream about things which we recognise/more often about recent events, so dreams aren't that random; only 34% of dreams don't make sense; lucid dreams (where the dreamer knows they are dreaming) contradict the idea of dreams being random; as the dreamer can control dream content it can't be random; young children have few dreams but have REM sleep; this means dreams aren't simply linked to REM sleep;</p> <p>Look for other reasonable marking points.</p>	AO2 = 4

Question Number	Outline two reasons why Zim's study is a case study.	Mark
25(a)	<p>1 mark per marking point.</p> <p>2 reasons for 1 marking point each.</p> <p>Single individual / participant / only on Momina; in detail/depth/it collected qualitative data; studies complex relationships / its hard to measure so can only be studied in a case study; involves interpretation;</p> <p>OWTTE</p> <p>Do not accept 'it takes a long time' or 'lots of data'.</p> <p>Allow two reasons in one space.</p>	AO3 = 2

Question Number	<p>Zim divided his results into quantitative and qualitative data.</p> <p>Put a cross in column Y to indicate one example of quantitative data. (Mark only one box in column Y.)</p> <p>Put a cross in column Z to indicate one example of qualitative data. (Mark only one box in column Z.)</p>	Mark																					
25 (b) (i) (b) (ii)	<p>One mark for any one correct cross in first column</p> <p>One mark for any one correct cross in second column</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;">Mark only one box in each column</th> </tr> <tr> <th style="text-align: left;">Zim recorded Momina's data in different ways. Here are some examples.</th> <th style="text-align: center;">Column Y (quantitative)</th> <th style="text-align: center;">Column Z (qualitative)</th> </tr> </thead> <tbody> <tr> <td>Momina said "I looked at the other girls in my class and wished that I would grow taller".</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Zim counted all the jobs Momina thought she might want to do when she grew up. There were 14.</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Momina imagined that she was best in the class at gym and could do a handstand.</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Zim wrote down that Momina really hoped that she wouldn't be chosen to stand up and answer a question.</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Zim found that Momina had fantasies about her birthday presents three times.</td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table> <p>If more than one correct cross is present in a column and no incorrect crosses, award the mark, ie 1 or both crosses correct and no incorrect crosses in first column = 1 mark, 1, 2 or all 3 correct crosses and no incorrect crosses in second column = 1 mark.</p>		Mark only one box in each column		Zim recorded Momina's data in different ways. Here are some examples.	Column Y (quantitative)	Column Z (qualitative)	Momina said "I looked at the other girls in my class and wished that I would grow taller".		X	Zim counted all the jobs Momina thought she might want to do when she grew up. There were 14.	X		Momina imagined that she was best in the class at gym and could do a handstand.		X	Zim wrote down that Momina really hoped that she wouldn't be chosen to stand up and answer a question.		X	Zim found that Momina had fantasies about her birthday presents three times.	X		AO3 = 2
	Mark only one box in each column																						
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Question Number	Why should Zim have told Momina that she didn't have to tell him everything if she wanted to keep some things secret?	Mark
25(c)	<p>(to conform to the ethical principle of) privacy;</p> <p>NB accept descriptions of the concept of privacy eg 'so that she didn't have to share things she didn't feel comfortable saying/was afraid to say' accept 'to give her the right to withdraw';</p> <p>do not accept answers referring only to confidentiality.</p> <p>Well argued 'protection from harm' answers may be correct.</p>	AO3 = 1

Question Number	At the start of the study Zim considered telling Momina that he aimed to find out that all her fantasies related to wanting to grow up to be like her mum. But he decided not to.	Mark
	Why is this an ethical weakness of Zim's study?	
25 (d) (i)	<p>because he didn't give her enough information for her to decide/agree to take part; so she couldn't give (<i>informed</i>) consent;</p> <p>NB Practical weaknesses do not gain marks. Well-argued 'protection from harm' answers may be correct. 'Inform'/'know what the study is about' alone is not enough for a mark.</p>	AO3 = 1

Question Number	Why is it a strength of Zim's method that he did not tell Momina his aim at the start of the study?	Mark
25 (d) (ii)	<p>1 mark per marking point or elaboration point.</p> <p>Because otherwise she might change what she says (because she knows his aim); respond to demand characteristics; eg she might make up things that make her sound more/less like her mum/ that fit Zim's aim (or not)/ that tell Zim what he wants to hear; eg she might not tell him fantasies that are more /less like her mum;</p> <p>accept 'it might make her biased' Ethical strengths do not gain marks. Ignore references to deception</p> <p>Look for any other reasonable marking points.</p>	AO3 = 2

Question Number	Describe one weakness of the way that Zim conducted his case study. Do not include ethics in your answer.	Mark
25(e)	<p>1 mark per point or elaboration.</p> <p>Max 1 if not related to this study.</p> <p>He may be subjective; because he knows his sister well; or because other people might interpret (her dreams) differently;</p> <p>It might be unreliable; because Momina might have different fantasies each time/ to other people;</p> <p>He is only using one person / Momina; so the findings may not generalise / be representative/apply to everyone;</p> <p>He is using his sister and she might not want to tell him things (because he is her brother / is older); so the data may not be representative;</p> <p>No marks if an ethical weakness. 'Bias' is insufficient without explanation. General comments about 'too short'/'do it for longer' = 1 with justification could = 2. Ignore 'used a child' answers (it was essential to use a child) unless there is good justification.</p> <p>Look for any other reasonable marking points.</p>	A03 = 2

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