

Mark Scheme (Results)

June 2015

Pearson Edexcel GCSE in Psychology
(5PS01) Unit 1: Perception and
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.
- 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. Where only the 'first' answer can earn credit means top left. For multiple choice items, ignore strike-through if no alternative option box selected.
- 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 <u>meaning</u> 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	Answer	Mark
1	B retina with no rods or cones	AO1 = 1 (1)

Question Number	Answer	Mark
2	B neurons	AO1= 1 (1)

Question Number	Answer	Mark
3	C it swaps over information from the left and right eyes	AO1= 1 (1)

Question Number	Answer	Mark
4	C proximity	AO2= 1 (1)

Question Number	Answer	Mark
5	E closure	AO2= 1 (1)

Question Number	Answer	Mark
6	A figure ground	AO2= 1 (1)

Question Number	Answer	Mark
7	D similarity	AO2= 1 (1)

Question Number	Answer	Mark
8	B continuity	AO2=1 (1)

Question Number	Answer	Mark
9a 9b	<p>Mark each type of illusion separately, credit the best 2 if more than two. Use this markscheme twice:</p> <p>4 marks for explaining. Max 1 mark for example. For the explanation, 1 mark per point or elaboration.</p> <p>The explanation must match the name otherwise max 3 for that type of illusion.</p> <p><u>Accept</u> any suitable example. Can be a name, or recognisable drawing or description. Accept any recognisable name, eg Kasa's triangle, Leaping Ladies. <u>Accept</u> explanations of a specific <i>sub-type</i> of illusion (eg after effects or illusory contours within fictions)</p> <p><i>Distortions</i> Examples: Ponzo / Muller-Lyer / Herring / etc ;</p> <ul style="list-style-type: none"> • depth cues such as linear perspective may be created by converging lines in illusions; <ul style="list-style-type: none"> ○ so that parts of the figure appear to be further away (elaboration); ○ so are scaled up and seem bigger than they really are (elaboration); • because of size constancy <p><i>eg of Max 2 for specific example + 1 for ID</i> The train tracks illusion (1ID mark) works because the depth cue of linear perspective (1 mark) makes the tracks seem to disappear into the distance so we perceive the 'far away' sleeper to be bigger (1 mark) as we scale it up (1 mark). Total = 3 not 4 because it is not a general explanation, it is specific to the Ponzo illusion.</p> <p><i>fictions</i> Example: Kanizsa triangle / Jesus illusion / escalator effect / any <i>specifically</i> described after effect;</p> <ul style="list-style-type: none"> • We tend to see figures as wholes (even when there are bits missing); • so we fill in the gaps like completing the edges; • to create illusory contours; • so perceive something that is not in the stimulus; • because of (the Gestalt law of) closure; • because of (Gestalt law of) continuity; 	AO1=8 (8)

	<p><i>ambiguous figures</i> Example: Rubin's vase / Necker cube / Leeper's Lady / rat-man;</p> <ul style="list-style-type: none"> • When there are two possible interpretations of a stimulus we can perceive two alternative figures; • Can only see one of these at one time/switch between interpretations; • this may be because part of the 'background' of one interpretation is the main thing in the other interpretation; • this happens because (we separate the stimulus into) figure and ground (according to the Gestalt law); <p>NB no mark for naming type – it's in the question. NB no marks for just defining/describing the illusion type – this is not asked for in the question, although this may be part of the explanation (unless the description/drawing serves as the ID mark) NB explanations may be based on Gregory, Gestalt or other theories (such as physiological explanations)</p>	
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Question Number	Answer	Mark
10	B different groups of participants are used in each condition	A03=1 (1)

Question Number	Answer	Mark
11	A predicts what will happen in a study	A03=1 (1)

Question Number	Answer	Mark																																										
12	<p>1 mark per correct cross (or tick)</p> <p>If more than one cross per line, no marks</p> <p>Accept answers clearly exchanged eg with arrows</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2"></th> <th colspan="5">Depth cues</th> </tr> <tr> <th>Question parts</th> <th></th> <th>Superimposition</th> <th>Relative size</th> <th>Height in the plane</th> <th>Texture gradient</th> <th>Linear perspective</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Andy's coffee cup on his desk is covering up his view of the pigeon's tail.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>B</td> <td>Although Andy can see the detail of the pigeon's feathers, he cannot see any detail on the building.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>C</td> <td>As Andy looks out of the window at the street, the pavements seem to meet in the distance.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>D</td> <td>There is another pigeon sitting on the building, but the image it is making on Andy's retina is much smaller than the image of the pigeon on his window sill.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>			Depth cues					Question parts		Superimposition	Relative size	Height in the plane	Texture gradient	Linear perspective	A	Andy's coffee cup on his desk is covering up his view of the pigeon's tail.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B	Although Andy can see the detail of the pigeon's feathers, he cannot see any detail on the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	C	As Andy looks out of the window at the street, the pavements seem to meet in the distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	D	There is another pigeon sitting on the building, but the image it is making on Andy's retina is much smaller than the image of the pigeon on his window sill.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>A02= 4 (4)</p>
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Question Number	Answer	Mark
13a	<ul style="list-style-type: none"> • count how many words they used in the story; • by timing/ how long it took Carmen/Tooba to read it/write it down/using a stopwatch; • Tally the key ideas <p>NB Just recording/writing down/typing up doesn't give them any data The length of the story is <u>incorrect</u>, it is in the question.</p>	<p>A03= 1 (1)</p>

Question Number	Answer	Mark
13b	<ul style="list-style-type: none"> • looking to see if particular parts of the story were still there; • seeing whether they had remembered number(s) accurately; • counting how many name(s) were accurately recalled; 	A03=1 (1)

Question Number	Answer	Mark
13c	<p>1 mark per marking point or elaboration</p> <ul style="list-style-type: none"> • one mark for time to learn/memorise • one mark for effect e.g., on recall • one mark for implications e.g., on validity/reliability <p>NB Do not accept:</p> <ul style="list-style-type: none"> • fair/fair test; • 'So they all get the same amount of time (in the question) <p>Accept general explanations of controls referring to being sure that only the IV affects the DV. Max 1 mark.</p>	A03=2 (2)

Question Number	Answer	Mark
13d	<p>1 mark per marking point or elaboration</p> <ul style="list-style-type: none"> • Caused demand characteristics/may guess aims; • so participants said what Carmen/Tooba wanted; • Carmen and Tooba might differ in the accuracy of their recall; • so might introduce a difference; • because the Carmen and/or Tooba might make mistakes (when they write the story down); • so might introduce errors (that weren't there); • They knew the original story; • So might interpret what was said; <p>NB Do not accept: fair/fair test; Only accept unreliable/invalid/subjective if it is as elaboration of a correct point</p>	A03=2 (2)

Question Number	Answer	Mark
13e	<p>If more than one problem identified, mark all and credit the best. 1 mark per marking point or elaboration</p> <p>Only recording end story; so don't know changes in between; (demand characteristics) participants will try to please Carmen/Tooba so will make things up; four groups of participants isn't very many/ not enough participants; those people could have different memories from average; the story was about dogs so it would/might be easier for dog owners to remember; (ORA) so the results wouldn't be typical of most people/ not generalisable; ie they might not generalise <u>to non-dog owners</u>; ORA</p> <p>NB familiarity of stories per se is irrelevant – ignore unless related to individual differences (as point 4 above)</p> <p>Accept: a solution as an elaboration only The problem must be related to the procedure as presented, not a 'problem' that they didn't test such-and-such (ie different IV)</p> <p>The problem must be related to the procedure as presented, not an issue that is guessed nor to ethics.</p>	<p>AO3=2</p> <p>(2)</p>

Question Number	Answer	Mark
14a	B Electrical	<p>AO1=1</p> <p>(1)</p>

Question Number	Answer	Mark
14b	A in only one direction	<p>AO1=1</p> <p>(1)</p>

Question Number	Answer	Mark
14c	B Chemical message	<p>AO1=1</p> <p>(1)</p>

Question Number	Answer	Mark
15	C cognitive behaviour therapy (CBT) E drugs	AO1=2 (2)

Question Number	Answer	Mark
16	B acts out their dreams	AO1=1 (1)

Question Number	Answer	Mark
17	C often dream about the previous day	AO2=1 (1)

Question Number	Answer	Mark
18	<p>1 mark for each correct answer. Ignore clearly crossed out alternatives.</p> <p>If more than one answer in the answer gap, take the first answer if two consecutive along the line, the top answer if one on top of each other.</p> <p>It is good to use laboratories for experiments testing hypotheses because many variables can be controlled. This means that, in an experiment, you can be sure that the independent variable is the only factor causing changes in the dependent variable. When testing dreaming in cats it is possible to use procedures that would not be ethical to use on humans.</p> <p>Accept cats in first space if it is not used in any other space.</p>	AO1=4 (4)

Question Number	Answer	Mark
19	B they use one participant or one 'unit' (like a family) E they collect detailed data	AO3=2 (2)

Question Number	Answer	Mark
20a	Patty	AO2=1 (1)

Question Number	Answer	Mark
20b	Quentin	AO2=1 (1)

Question Number	Answer	Mark
20c	Farook	AO2=1 (1)

Question Number	Answer	Mark
21a	<p>First mark:</p> <ul style="list-style-type: none"> seeing clients whilst supervised (accept monitored/mentored/ 'observed') <p>Subsequent marks:</p> <ul style="list-style-type: none"> 2 patients for 2 years 50 minutes per session, 4-5 sessions a week; own psychoanalysis <u>learn to understand patients</u>; <p>Accept specific examples for 1 elaboration mark max, eg 'to learn to avoid attachment/countertransference/to remain detached' or 'to learn to interpret dreams'.</p> <p>Do not accept: 'to gain experience' (in the question) general skills (eg listening, patience) qualifications shadowing 'face challenges'</p>	AO1=2 (2)

Question Number	Answer	Mark
21b	<p>qualitative (data) [accept any understandable mis-spellings, eg qualitative, qualitive]</p> <p>NB Quantitative is incorrect If there is more than one answer, only mark the first one.</p>	AO3=1 (1)

Question Number	Answer	Mark
22a	<p>2 marks per term used: 1 identification mark for using term correctly 1 mark for explanation in relation to the stem.</p> <p><i>displacement</i> ID: the princess symbolises the sister ID: the fur coat represents the rabbit ID: blue coat represents blue dress ID: horse represents rabbit Elaboration eg her hidden wish to be taken out appears as travelling (in the carriage)</p> <p><i>condensation</i> ID: rabbit+dress= fur coat Elaboration: eg the blue fur coat in the manifest content is a combination of her wish for a rabbit and her wish to wear the blue dress, which (is two separate things in) the latent content</p> <p><i>secondary elaboration</i> ID: horses/houses/street (as added detail not relevant to wish) Elaboration: events which embellish the story eg houses on each side of the street.</p> <p>Look for other reasonable marking points.</p> <p>NB There are no marks for quality of written communication</p>	<p>AO2=5</p> <p>(5)</p>

Question Number	Answer	Mark
22bi	<p>privacy;</p> <p>NB Confidentiality is incorrect</p> <p>If there is more than one answer, only mark the first one.</p>	<p>AO3=1</p> <p>(1)</p>

Question Number	Answer	Mark
22bii	<p>He should because it isn't really private information; it is normal to ask people what they want for their birthday; and it will help him to understand her dream;</p> <p>He shouldn't because she might be embarrassed/not want to tell him (risk of harm); or she might think that if she says it to him he will get it for her (which would be misleading); or she might feel that she has to tell him because he is older than her/is her brother (even if she doesn't want to);</p> <p>NB full marks can be earned for either 'should' or 'should not' or for a mixture.</p> <p>Look for other reasonable marking points</p> <p>No additional credit for terms eg privacy/confidentiality Ignore answers not relating to ethics.</p> <p>The key ideas for each marking point are in bold (although the terms in bold themselves are not required for the mark).</p>	<p>A03=2</p> <p>(2)</p>

Question Number	Answer	Mark
23	<p>1 mark per point or elaboration.</p> <ul style="list-style-type: none"> • dream analysis can help to identify links between the client's background or memories and their current situation (ie their problems that cause mental health issues); • by identifying their hidden fears/wishes/emotions/understand the meaning of symbols/identifying what is in the unconscious mind; • or aspects of their defence mechanisms/ego/transfer reactions (That prevent them getting better); • it may lead to the client being able to talk about themselves/their memories/how they feel (ie be cathartic/reduce symptoms); • or to build a better relationship with the therapist/to become more involved in their therapy (because it allows feelings to be transferred and worked through); • it may help to allow the client to see themselves in a different way (insight); • it may help the client to accept/confront/resolve their problem (making the unconscious conscious to work it through); <p>NB although dream analysis is not commonly used, the question is only asking how it could help, not would help, so any reasonable suggestion based on the theory is creditworthy.</p> <p>The key ideas for each marking point are in bold (although the terms in bold themselves are not required for the mark).</p>	<p>A01=3</p> <p>(3)</p>