

Mark Scheme (Standardisation)

Summer 2016

GCSE Psychology (5PS01/01)

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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.
- 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed.

The strands are as follows:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- 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	Bill is looking at a car. Read the three statements below about the functions of the visual system. (a) Put a cross in one box for each statement to show which part of the visual system performs each function.	Mark																				
Answer																						
1a	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th colspan="3" style="text-align: center;">Parts of the visual system</th> </tr> <tr> <th style="text-align: center;">Statements</th> <th style="text-align: center;">Optic nerve</th> <th style="text-align: center;">Retina</th> <th style="text-align: center;">Visual cortex</th> </tr> </thead> <tbody> <tr> <td>The part that interprets electrical activity in neurons so that Bill understands that he is seeing a car.</td> <td></td> <td></td> <td style="text-align: center; color: red;">X</td> </tr> <tr> <td>The part that sends impulses about the image of the car to the brain.</td> <td style="text-align: center; color: red;">X</td> <td></td> <td></td> </tr> <tr> <td>The part that detects an image of the car.</td> <td></td> <td style="text-align: center; color: red;">X</td> <td></td> </tr> </tbody> </table>		Parts of the visual system			Statements	Optic nerve	Retina	Visual cortex	The part that interprets electrical activity in neurons so that Bill understands that he is seeing a car.			X	The part that sends impulses about the image of the car to the brain.	X			The part that detects an image of the car.		X		AO1= 3 (3)
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Question Number	Write the names of the three parts of Bill's visual system (optic nerve, retina, visual cortex) in the correct order for him to see the car. Write your answers in the boxes below.	Mark						
Answer								
b	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding-right: 10px;">First part</td> <td style="border: 1px solid black; padding: 5px; color: red;">retina</td> </tr> <tr> <td style="padding-right: 10px;">Second part</td> <td style="border: 1px solid black; padding: 5px; color: red;">optic nerve</td> </tr> <tr> <td style="padding-right: 10px;">Third part</td> <td style="border: 1px solid black; padding: 5px; color: red;">visual cortex</td> </tr> </table> <p style="margin-top: 10px;">Accept any reasonable spelling Do not accept optic chiasm Do not accept visual lobe</p> <p>If there are two responses in one box, then only accept the first</p>	First part	retina	Second part	optic nerve	Third part	visual cortex	AO1= 1 (1)
First part	retina							
Second part	optic nerve							
Third part	visual cortex							

Question Number	Draw a line to match the name of each depth cue to its correct definition. One has been done for you. Answer	Mark										
2	<p>If there are two lines leading from one depth cue box award zero marks If there are two lines leading from definitions box award zero marks If the number of lines is not three then zero marks</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Depth cues</th> <th style="text-align: left;">Definitions</th> </tr> </thead> <tbody> <tr> <td>Superimposition</td> <td>Parallel lines seem to come together in the distance</td> </tr> <tr> <td>Height in the plane</td> <td>Things which are closer hide parts of things that are further away.</td> </tr> <tr> <td>Linear perspective</td> <td>Things which are further away seem closer to the horizon</td> </tr> <tr> <td>Texture gradient</td> <td>Fine patterns are less clear in the distance.</td> </tr> </tbody> </table>	Depth cues	Definitions	Superimposition	Parallel lines seem to come together in the distance	Height in the plane	Things which are closer hide parts of things that are further away.	Linear perspective	Things which are further away seem closer to the horizon	Texture gradient	Fine patterns are less clear in the distance.	AO1= 1 (3)
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Question Number	Carla stares at a coloured shape for 1 minute, then looks at a white page and sees the same shape but it is a different colour. Answer	Mark
3a	C After effect	AO2= 1 (1)

Question Number	Carla looks at a picture of a railway track that has two horizontal bars of equal length. One horizontal bar appears to be shorter than the other. Answer	Mark
3b	A Distortion	AO2= 1 (1)

Question Number	Carla looks at an image of a woman. Sometimes she sees the shape of an old woman and sometimes she sees the shape of a young woman. Answer	Mark
3c	B Ambiguous figure	AO2= 1 (1)

Question Number	Gregory's perspective theory of illusions explains that we perceive flat objects as if they were three dimensional. Outline one weakness of this theory. Answer	Mark
4	<p>1 mark for 1 weakness</p> <p>It can only explain some kinds of illusions (well)/can only explain distortions (well) It cannot explain fictions/ambiguous figures (well) It cannot explain the circles version of the Müller-Lyer illusion. Objects not ambiguous in real life</p>	AO2= 1 (1)

Question Number	On the picture below, draw a circle around each one of the four separate parts of the picture that illustrate the Gestalt laws of closure, proximity, continuity and figure-ground. For each part of the picture that you have circled, link it with an arrow to a box and name the Gestalt law. The example for similarity has been done for you.	Mark
	Answer	
5a	<p>1 mark per correctly identified feature on picture.</p> <p>1 mark X 4</p> <p>Accept other reasonable examples, eg drips in front of leg/table in front of wall = figure ground.</p> <p>NB If the explanation in (b) makes (a) understandable, marks can be awarded in (a).</p>	A02= 4 (4)

Question Number	Choose three of the Gestalt laws you have named in part (a). For each one describe how the part of the picture you have circled illustrates that law. Answer	Mark
5b	<p>Each mark must be clearly related to an identified aspect of the picture.</p> <p>1 mark x 3</p> <p>If the identification is incorrect in (a) but additional identification is correct in (b) then (b) [but not (a)] can earn marks</p> <p><i>Figure ground is shown by:</i> the vase is seen as the object against the background of the wall; the vase is more complex than the wall (These are the most obvious but there may be other examples); the table is the 'thing' and the floor/wall is the background;</p> <p><i>Continuity is shown by:</i> the pattern of drops of wine from the spilt bottle on the table; the spilled drips make a line;</p> <p><i>Proximity is shown by:</i> the closeness of the five pieces of fruit on the table; the fruit is all together;</p> <p><i>Closure is shown by:</i> the appearance of a triangle in the picture on the wall; the 'Pac man' shapes on the wall make a 'whole';</p> <p><i>Similarity is shown by:</i> the identical size/shape of the droplets</p> <p>NB: Do not accept descriptions relating to similarity as already identified in the figure (squares on the wall)</p>	<p>A01=3</p> <p>(3)</p>

Question Number	An eyewitness sees an elderly lady in a shop carefully choosing an apple, which she then puts into her handbag. The eyewitness thinks this is a mistake rather than a theft. The best psychological explanation for what the eyewitness thinks is that: Answer	Mark
6	C Elderly ladies do not fit the eyewitness's schema for thieves.	<p>A02=1</p> <p>(1)</p>

Question Number	<p>Miss Pandy has two psychology classes. She is conducting a study similar to Palmer (1975) but is using a real classroom rather than images. She starts her first lesson with four objects on her desk. They all fit a classroom scene: a rectangular board rubber, a small circular clock, a stapler and a hole punch. After 20 seconds she covers up the objects. One minute later she asks her students to recall the names of the objects.</p> <p>She starts her second lesson with another class in the same way but has replaced the board rubber with a similar sized box of sweets and replaced the clock with a similar sized orange. After 20 seconds she covers up the objects, and one minute later she asks the students to recall them.</p> <p>Describe the independent variable (IV) in Miss Pandy's experiment.</p> <p>Answer</p>	Mark
7a	<p>1 mark per level of the IV Must state 'to the classroom' OWTTE to gain 2 marks</p> <p>Whether the things on her desk are appropriate or not appropriate; to the classroom / whether they fit the classroom scene or not;</p>	<p>A03=2</p> <p>(2)</p>

Question Number	<p>Miss Pandy's study is an example of an independent groups design.</p> <p>Explain what is meant by an independent groups design.</p> <p>Answer</p>	Mark
7bi	<p>having different people/participants in each level of the IV/condition;</p> <p>NB Answers may be contextualised but to earn marks they must explain independent groups, not just describe the procedure, e.g. there were two different classes (0 marks) some participants saw the clock and board rubber and others saw the orange and box of sweets; (0 mark) because there were two different groups, one for the appropriate/things that belong in a classroom and one for the not appropriate/things that don't belong in a classroom; (1 mark) participants in one condition saw things that were relevant to a classroom and other participants saw irrelevant things; (1 mark)</p>	<p>A03=1</p> <p>(1)</p>

Question Number	<p>Explain why Miss Pandy used an independent groups design for her experiment.</p> <p>Answer</p>	Mark
7bii	<p>to avoid order/practice/fatigue effects to avoid (the effect of) demand characteristics to avoid the participants guessing the aim</p> <p>Accept adequate contextualised answers, e.g. they would be less likely to try to remember the objects</p>	<p>A03=1</p> <p>(1)</p>

Question Number	Describe two controls that Miss Pandey used in her experiment. Answer	Mark
7ci	<p>1 mark per control x 2 – they have to be relevant variables to control</p> <p>They are both Miss Pandey's (psychology) classes; In same classroom; She starts her first lesson with four objects on her desk both times; After 20 seconds she covers them up with a big box; After 1 minute she asks her students to write down the names of the four things; both sets contain a square thing; both sets contain a round thing; In both conditions there are four objects (on the desk); She asks the students the question in the same way;</p>	<p>A03=2</p> <p>(2)</p>

Question Number	Explain why one of these controls was important in this experiment. Answer	Mark
7cii	<p>1 mark per valid point/elaboration Both points must relate to ONE control Do not credit 'fair test' Accept valid/reliable ONLY as elaboration</p> <p>If they were different classes they might pay more attention/try harder; because they didn't know Miss Pandey; ORA The same number of objects matters because it would be harder with more; so they might not remember them for a reason other than the context; They need the same amount of time to look because longer would make recall better; ORA They need the same amount of time to recall because longer would make recall better; ORA The shape of the objects might affect memory; so they need to be the same to be equally easy to remember;</p>	<p>A03=2</p> <p>(2)</p>

Question Number	Describe one possible problem with the new objects Miss Pandey chose to use for her second class. Answer	Mark
7d	<p>1 mark per valid point/elaboration. Both points must relate to ONE problem Accept valid/reliable ONLY as elaboration</p> <p>Both of the things she has replaced them with are food; which might be remembered better; if the students are hungry; the orange is brightly coloured; so easy to remember;</p> <p>Accept other plausible explanations.</p> <p>NB 'Two of them are the same objects' = 0 marks, as the question specifically asks about the new objects.</p>	<p>A03=2</p> <p>(2)</p>

Question Number	Jakub is conducting a case study of dreaming and wants it to be ethical but there are several possible concerns with his study. Jakub could deal with the ethical issue of privacy by: Answer	Mark
8a	C not asking questions that the participant might not want to answer.	A03=1 (1)

Question Number	Jakub could deal with the ethical issue of confidentiality by: Answer	Mark
8b	D writing up the case study without revealing the participant's identity.	A03= 1 (1)

Question Number	According to Hobson & McCarley (1977), dreaming happens because: Answer	Mark
9	B memories are activated	A01=1 (1)

Question Number	Simon is studying dreaming. He counts the number of dreams each participant remembers after a short night's sleep and after a long night's sleep. Simon adds up the number of dreams participants remember having after a short night's sleep and divides this by the number of participants. The average Simon is calculating is called the: Answer	Mark
10a	C Mean	A03=1 (1)

Question Number	The figure below shows how Simon illustrated his results. Answer	Mark
10b	D Bar chart	A03=1 (1)

Question Number	Simon looked at his data. Participant 4 had the fewest dreams and participant 9 had the most dreams. This information tells Simon about: Answer	Mark
10c	B the spread in number of dreams	A03=1 (1)

Question Number	Simon makes sure that he only collects his data from participants on weekend nights, not week nights. This is: Answer	Mark
10d	C a control variable	A03=1 (1)

Question Number	Harry is kicking a ball. A message is sent from his brain to his legs via neurons. This is a picture of two of Harry's neurons. Which letters on the neurons above indicate where each of the following events happen? A neurotransmitter crosses the synaptic gap. Answer	Mark
11a	C	A01=1 (1)

Question Number	An impulse travels along the axon. Answer	Mark
11b	A	A01=1 (1)

Question Number	A neuron receives a message. Answer	Mark
11c	B	A01=1 (1)

Question Number	Ted has a big, black hairy dog that is very friendly. Mr Pascoe, Ted's maths teacher, is short with blond hair. Mr Pascoe is going to be very cross on Monday because Ted has lost his homework again. On Sunday night, Ted dreams about a little, white hairy dog that is very friendly; together they go to play on a sandy beach with a ball and have fun. Explain Ted's dream using Freud's (1900) dream theory.	Mark
	Answer	
12	<p>1 mark per point/idea (there are no elaboration marks) Each point must be an explanation relating to the dream which includes an example The emboldened ideas below are for guidance, the term itself is not required to earn the mark</p> <p>Ted's dream about a dog that is little, white and hairy represents his maths teacher; displacement is shifting the focus from something important to something unimportant e.g. the importance of the ball rather than the dog; The dog is very friendly, like his own dog, so together they are wish fulfilment; because the two characters (the teacher and dog) are combined, this is condensation; The story or other details e.g. playing on the beach/the sand/rock pools/having fun are secondary elaboration; The latent content is the (hidden) fear of Mr. Pascoe/the maths teacher; The manifest content (is the dream recall) is the dog being friendly/white/hairy;</p>	A02=3 (3)

Question Number	Tenshi is a psychoanalyst. Describe what Tenshi would have had to do to gain accreditation, which is the recognised status for a psychoanalyst.	Mark
	Answer	
13	<p>1 mark per point/elaboration</p> <p><i>Qualifications:</i></p> <ul style="list-style-type: none"> • a degree (or equivalent); <p><i>Training:</i></p> <ul style="list-style-type: none"> • provided by centres approved by the International Psychoanalytic Association / provided by Institute of Psychoanalysis / British Psychoanalytic Association (not BPS); • 4 years part time; • trainee receives psychoanalysis themselves; • 4 or 5, 50 minute sessions a week; • seminars and theory sessions; • First year: focus on general theory and Freud's view; • CPD; <p><i>Experience:</i></p> <ul style="list-style-type: none"> • Give psychoanalysis to patients under supervision (this is <i>not</i> being observed) • second year trainee has one patient; • seen for 4 or 5, 50 minute sessions a week, for 2 years; • third year trainee has a second patient, seen for a year; <p>For 4+ marks, the answer must cover <i>at least</i> two from qualification, training and experience.</p>	A01=5 (5)

Question	Freud conducted a case study of little Hans (1909).	Mark
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Number	The main reason for this being a case study is because Freud: Answer	
14a	B Only studied one person	A03=1 (1)

Question Number	Choose the two correct conclusions from Freud's case study below. Mark only two boxes. Freud found that little Hans: Answer	Mark
14b	B was initially afraid of his father. D eventually stopped unconsciously loving his mother. If more than two boxes have been checked and not crossed through, score 0.	A01=2 (2)

Question Number	One strength of Freud's case study was that it collected qualitative data. Explain what is meant by qualitative data . Answer	Mark
14ci	1 mark for explanation. Descriptive / detailed / in depth / non-numerical	A03=1 (1)

Question Number	Explain why the use of qualitative data was a strength in Freud's case study. Answer	Mark
14cii	To gain the mark the point must be more than the description of what qualitative data is (ie more than ci). This must relate to the study. Because he could find out more information about Hans than with numbers; It would give ideas about how little Hans felt; It would give details of his dreams/phobia/fantasies;	A02= (1)

Question Number	One weakness of Freud's case study was that it lacked generalisability. Explain what is meant by generalisability . Answer	Mark
14di	1 mark for explanation. Being able to extend results beyond the sample tested. Look for other possible explanations. NB – accept answers which explain generalisability through an example.	A03=1 (1)

Question Number	Explain why the findings of Freud's case study lacked generalisability. Answer	Mark
14dii	1 mark per valid point/elaboration. The two points can relate to the same or different explanations Because it was only based on one person/boy/little Hans; Freud said that little Hans was a very unusual boy; Because little Hans had/could have had different unconscious thoughts/fears/dreams/fantasies/feelings from other children; Because it wouldn't apply to girls; Look for other possible explanations.	A02=2 (2)

Question Number	One way that Freud analysed his findings was through dream analysis. This made the case study subjective because: Answer	Mark
14e	A his findings were based on Freud's personal opinion.	A02=1 (1)

Question Number	A sleep disorder clinic has three patients: <ul style="list-style-type: none"> • Molly is 4 years old and wakes up scared after a dream in the night, but she can't remember anything about it in the morning. • Peter behaves very strangely when he is dreaming, often looking like he might be acting out his dream. • Anika finds it very hard to fall asleep and often feels as though she has had no sleep or dreams at all during the night. Which patient is suffering from REM sleep disorder? Answer	Mark
15ai	B Peter	A02=1 (1)

Question Number	Explain how you know that this patient is suffering from REM sleep disorder. Make up an example of the patient's dream to illustrate your answer. Answer	Mark
15aai	1 mark per point/elaboration REM sleep disorder is where you act out your dreams; Movement inhibition is lost; For example he might have hurt himself when dreaming about running down the stairs; Look for other possible examples.	A02=2 (2)

Question Number	<p>The clinic wants to investigate another patient who falls asleep very suddenly during the day. Each member of staff is given the same list of behaviours to look for and is using the same definitions for each behaviour.</p> <p>Explain why this procedure is important.</p> <p>Answer</p>	Mark
15b	<p>(increases) (inter-rater) reliability (between staff/of diagnosis)</p> <p>accept increases objectivity/standardisation/operationalisation/consistency/consistency between staff/diagnosis</p>	<p>A03=1</p> <p>(1)</p>